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Benchmarking the Educational Progress of African American and Latino Students in Arkansas

Mervin Jebaraj

University of Arkansas, Fayetteville

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Benchmarking the Educational Progress of African American and Latino Students in Arkansas

Urban League of
the State of Arkansas, Inc.



UNIVERSITY OF
ARKANSAS

Sam M. Walton College of Business
Center for Business & Economic Research

Introduction



Urban League of the State of Arkansas, Inc.

From The Chairman

Sherman E. Tate
Chairman of The Board
Of
The Urban League of the State of Arkansas

While the Urban League of the State of Arkansas is making every effort to insure that all Arkansans have equal opportunity with respect to health, education, jobs and housing, we must call attention to the critical importance of education. Education has always been important. However, there has not been a time more important than the present.

Our 2018 annual report benchmarks the educational progress of African American and Latino students in Arkansas. Even though the report reflects some statistical improvements, there remains a major difference when compared with white students. These differences seem to become more dramatic when compared geographically.

It is our hope that all Arkansans will be shocked and awakened to the need for change throughout our public educational system. We must look across racial, economic and ideological lines. My hope and indeed, my dream is that we can work collectively to implement changes. If we can look beyond our own personal generational beliefs, we will clearly understand that our children are our future.

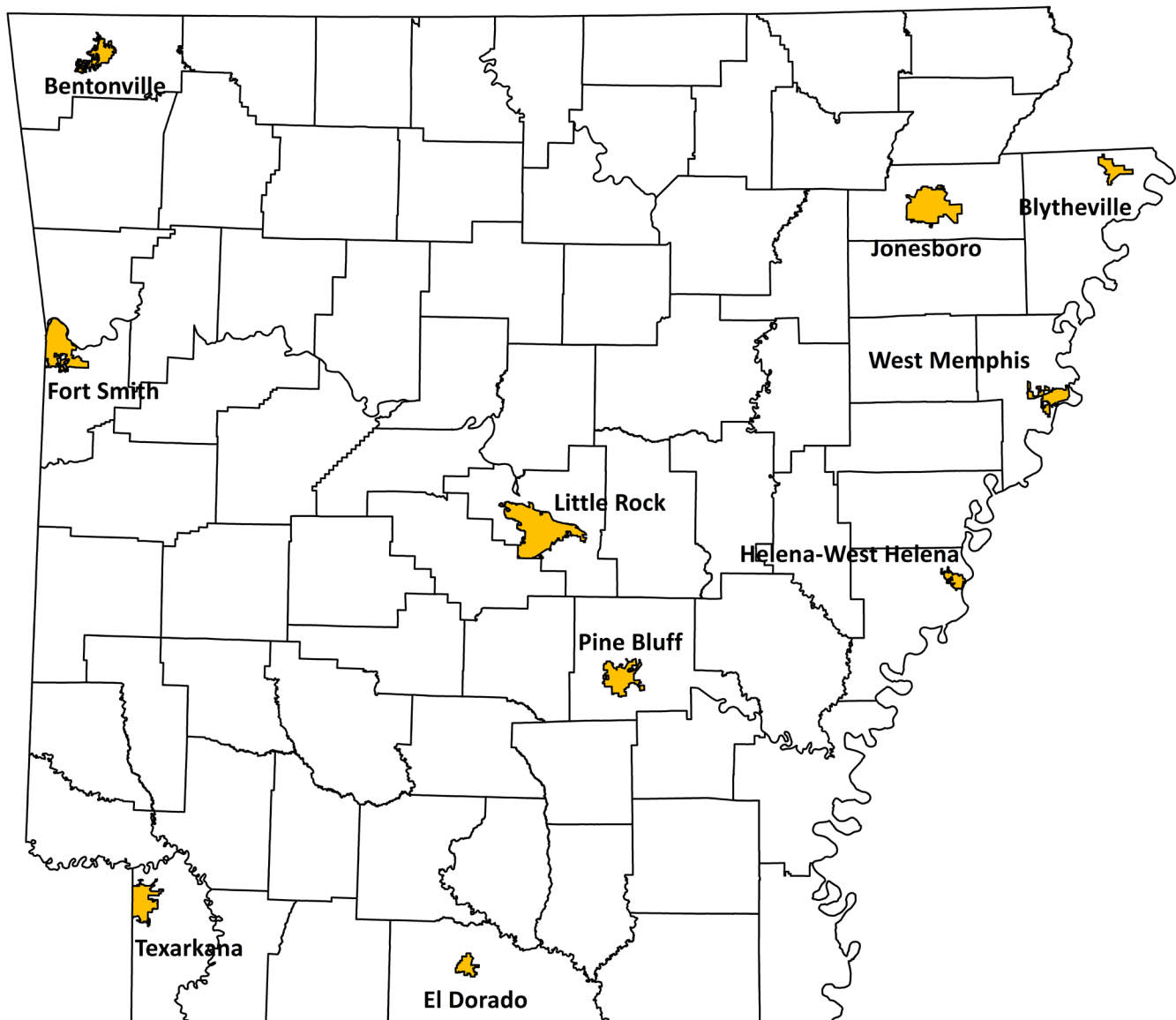
The time is now! We must not lose this opportunity to demonstrate our ability to work together. Our children are watching and this is our moment in history to be positive role models. Education is and always has been the catalyst for change. It is and always has been the motivating factor that allowed dramatic improvements in housing; improvements in health; the creation of jobs as well as the establishment of communities where men, women and children are judged based on the content of their character, rather than the color of their skin.

Help us thank the Sam M. Walton College of Business, Center for Business & Economic Research for their support and their work in conducting the research for this annual report.

Sherman E. Tate
Chairman of The Board

Report Overview

The Urban League of Arkansas partnered with the Center for Business and Economic Research in the Sam M. Walton College of Business at the University of Arkansas to produce a report providing data to identify twelve key areas of need in the African American and Latino communities in Arkansas and to assist in the development of programs and policies to address them. The twelve indicators are enrollment, expenditure per student, fourth grade literacy and math achievement levels, eighth grade literacy and math achievement levels, disciplinary actions, dropout rates, graduation rates, college going rates, educational attainment for the population over the age of 25, and median income. Data for each of these indicators was collected for whites, African Americans, and Latinos. The data collected for this report is extracted from the Arkansas Department of Education and the U.S. Census Bureau. Data for each of the twelve indicators was collected for ten municipalities of interest identified by the Urban League of Arkansas. These ten municipalities, highlighted in the map below, are: Bentonville, Blytheville, El Dorado, Fort Smith, Helena-West Helena, Jonesboro, Little Rock, Pine Bluff, Texarkana, and West Memphis.



Report Highlights

State-wide, funding for education remained steady from 2012 to 2016.

- Of the ten districts surveyed, Little Rock School District spent the most per pupil (\$14,530 in 2016)
- Of the ten districts surveyed, El Dorado School District spent the least per pupil (\$9,108 in 2016)

Following the change in the state testing system, the percent of African Americans and Hispanic and Latino students achieving a ready or exceeds expectations designation fell across all 10 districts

- The percent of 4th grade students achieving a ready or exceeds expectations designation in literacy increased from 2015 to 2016 in each of the cities survey except Little Rock
- Fort Smith recorded the greatest increase in the rate of 4th grade students achieving a ready or exceeds expectations designation in math between 2015 and 2016 by 34 percent
- Texarkana saw a 23 percent increase between 2015 and 2016 in the rate of 8th grade students achieving a ready or exceeds expectations designation in literacy



Statewide, dropout rates for African American students remained steady and fell slightly for Hispanic and Latino students between 2014 and 2017.

- Helena-West Helena experienced the sharpest decrease in dropout rate for African American students in the 4-year period between 2014 and 2017
- Blytheville and Pine Bluff saw significant decreases in dropout rates for Hispanic and Latino students in the 4-year period between 2014 and 2017

Report Highlights

Graduation rates for African American and Hispanic students rose across the ten districts surveyed between 2012 and 2016.

- The percentage of African American students graduating in the ten surveyed districts increased by 7.91 percent in the 5-year period between 2012 and 2016
- The city in which the most significant increase occurred was Bentonville, where graduation rates for African American students increased by 32 percent between 2012 and 2016
- The average graduation rate for Hispanic and Latino students across the surveyed districts rose by 5.5 percent between 2012 and 2016.
- Fort Smith recorded the largest increase in graduation rate from Hispanic and Latino students, with 15.5 more Hispanic and Latino students graduating in 2016 as compared to 2012

Across the districts included in the study, the rate of college-going African American students fell slightly, while the rate of college-going Hispanic and Latino Students grew substantially between 2014 and 2016.

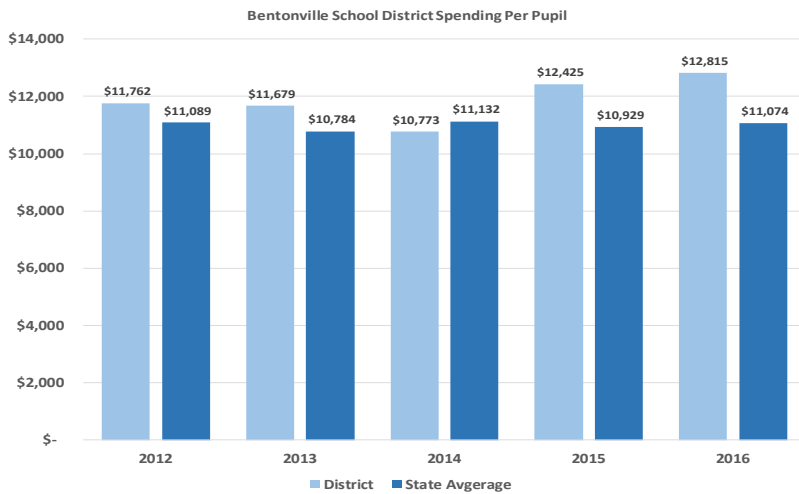
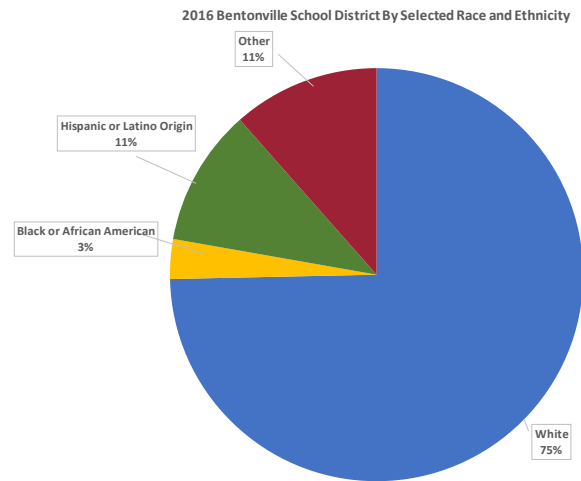
- Blytheville saw a significant increase in the rate of college-going African American students in the 3-year period, with 10.4 percent more African American students pursuing a college education in 2016 than in 2014
- The average college-going rate for Hispanic and Latino students across the districts surveyed increased by 24.3 percent between 2014 and 2016.



Bentonville

Enrollment

Bentonville School District is comprised of twenty-one schools with a total enrollment of 16,060 students for 2016. In the 2016 school year, enrollment was up 13.7 percent from 2012. In 2016, African American students made up 3.1 percent of the District, Hispanic or Latino students made up 10.7 percent, and white students made up 74.7 percent of students in Bentonville School District. Since 2012, the racial composition of Bentonville School District has remained relatively unchanged.

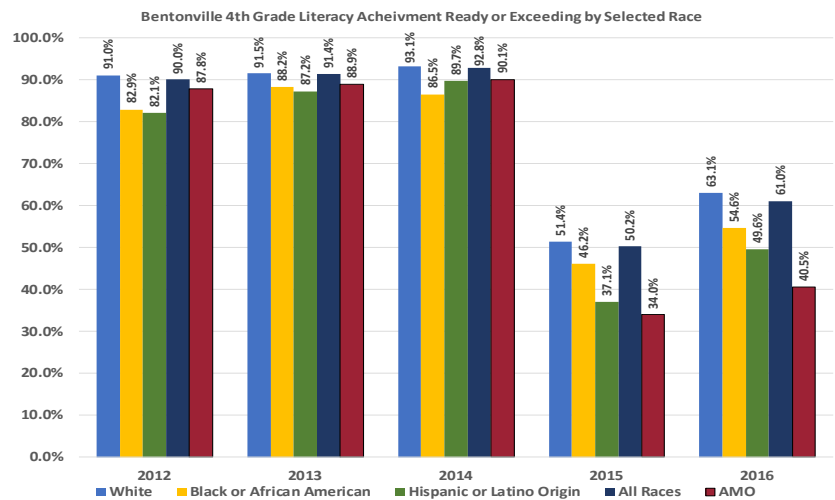


Expenditure per Student

For the 2016 school year, Bentonville School District spent \$12,815 per student, 8.95 percent more than the amount spent per student in 2012. Bentonville School District's per pupil expenditure for 2016 was 15.72 percent or \$1,714 more than the state average of \$11,074.

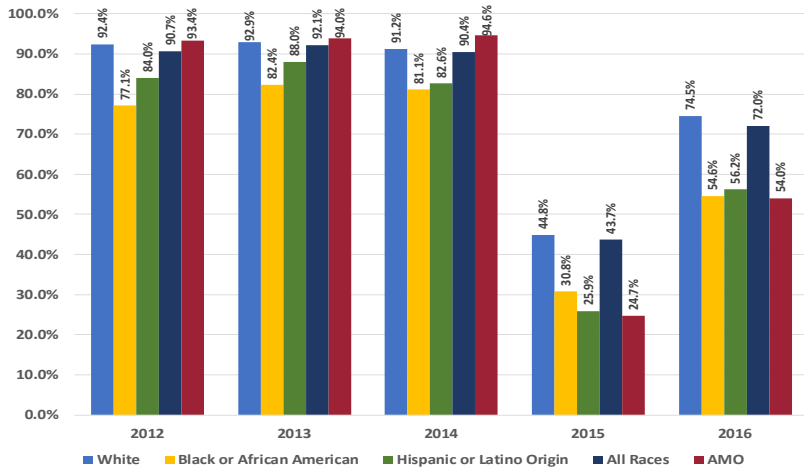
Fourth Grade Literacy

African American and Hispanic or Latino students achieved a ready or exceeds expectations designation in 4th grade literacy at lower rates than white students in the Bentonville School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation increased from 46.2 percent to 54.6 percent in 2016 and the achievement rates for Hispanics or Latinos rose from 37.1 percent to 49.6 percent, while the achievement rates for white students grew from 51.4 percent to 63.1 percent.



Bentonville

Bentonville 4th Grade Math Achievement Ready or Exceeding by Selected Race



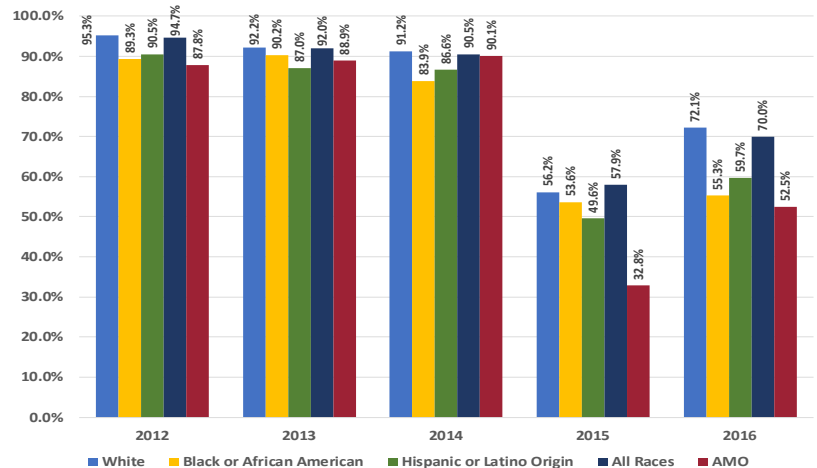
Fourth Grade Math

African American and Hispanic or Latino students achieved a ready or exceeds expectations designation in 4th grade math at lower rates than white students in the Bentonville School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 30.8 percent to 54.6 percent in 2016, while the achievement rates for white students grew from 44.8 percent to 74.5 percent and the achievement rates for Hispanics or Latinos grew from 25.9 percent to 56.2 percent.

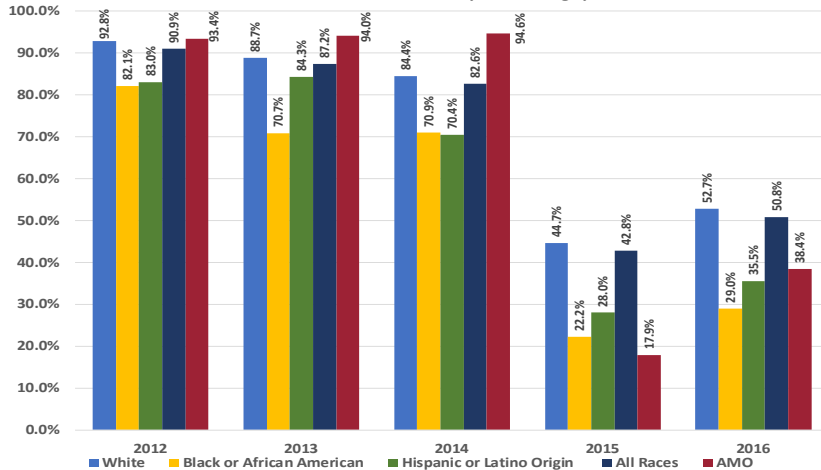
Eighth Grade Literacy

African American and Hispanic or Latino students achieved a ready or exceeds expectations designation in 8th grade literacy at lower rates than white students in the Bentonville School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 53.6 percent to 55.3 percent in 2016, while the achievement rates for white students grew from 56.2 percent to 72.1 percent and the achievement rates for Hispanics or Latinos increased from 49.6 percent to 59.7 percent.

Bentonville 8th Grade Literacy Achievement Ready or Exceeding by Selected Race



Bentonville 8th Grade Math Achievement Ready or Exceeding by Selected Race

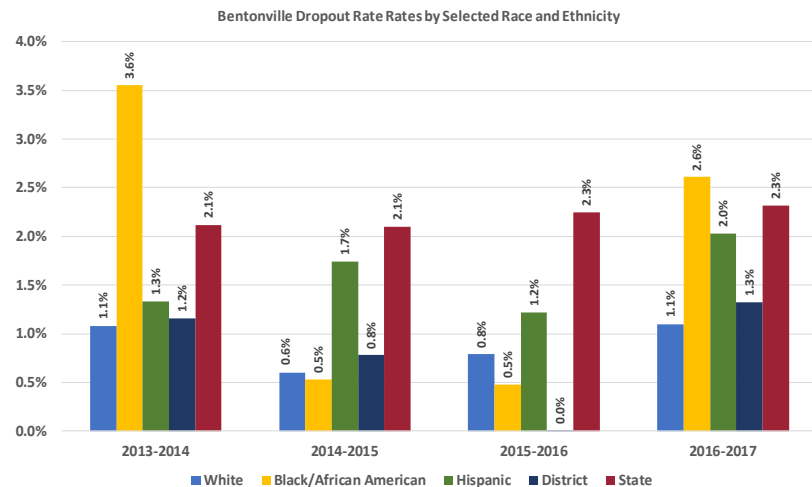
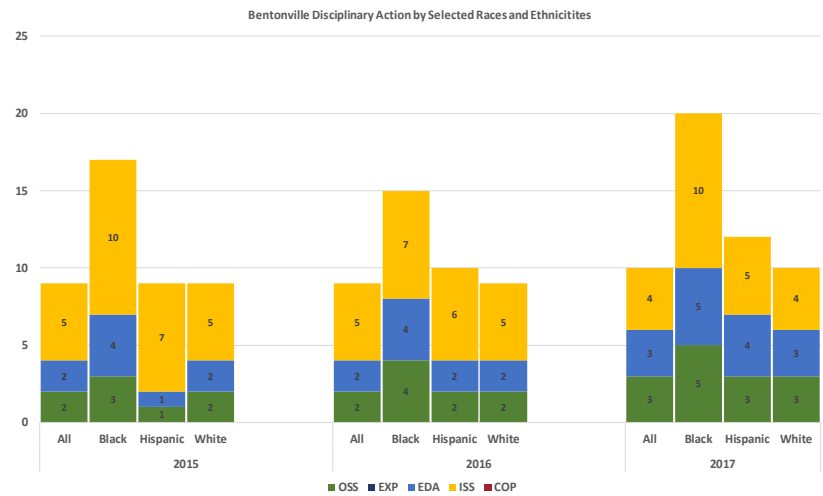


Eighth Grade Math

African American students achieved a ready or exceeds expectations designation in 8th grade math at lower rates than white and Hispanic or Latino students in the Bentonville School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 22.2 percent to 29 percent, while the achievement rates for white students grew from 44.7 percent to 52.7 percent and the achievement rates for Hispanics or Latinos grew from 28 percent to 35.5 percent.

Disciplinary Action

During the 2016-2017 school year, Bentonville School District reported 728 in-school suspensions, 442 out-of-school suspensions, 17 expulsions, 459 exclusionary discipline actions, and 0 instances of corporal punishment. African American students were more likely to be disciplined, with 20 disciplinary instances per 100 students as compared to 12 instances per 100 Hispanic or Latino students and 10 instances per 100 white students.

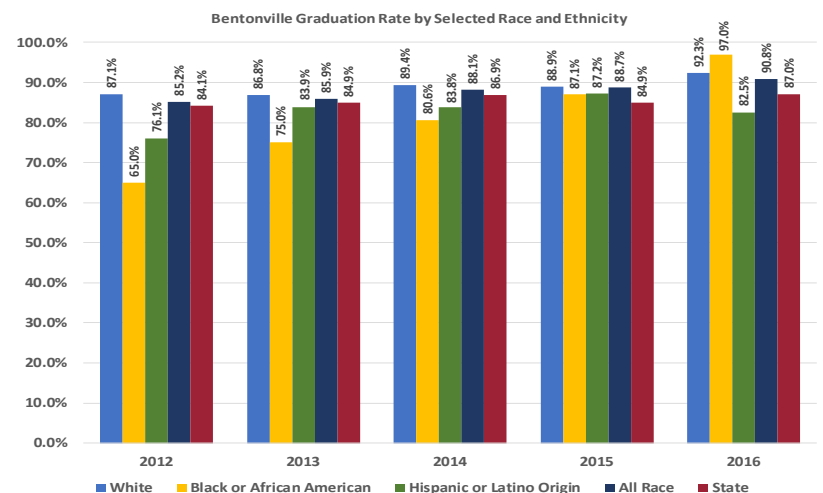


Dropout Rate

The dropout rate for Bentonville School District steadily decreased over the last 5 years, dropping to its lowest rate, 0.01 percent, in 2015. Bentonville School District averaged a dropout rate of 1.0 percent over the five years compared to the state average of 2.2 percent, consistently remaining below the state average. For the 2016-17 academic year, the drop-out rates for African American and Hispanic or Latino students were higher than those for white students.

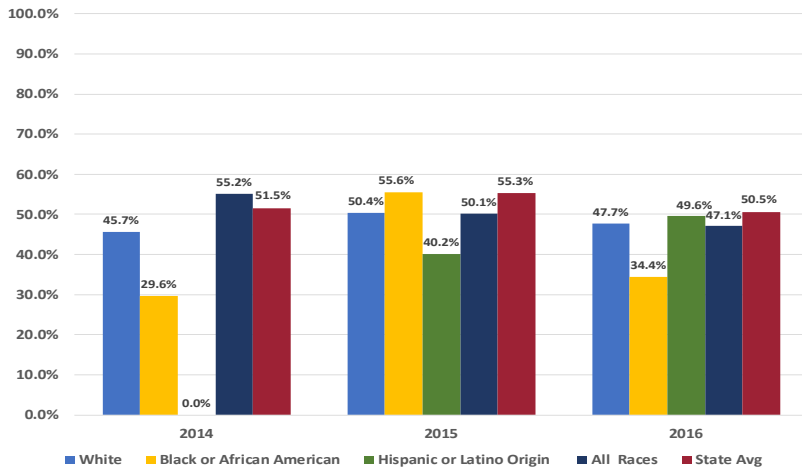
Graduation Rate

Between 2012 and 2016, the average graduation rate in the Bentonville School District across all races was consistently higher than the statewide averages. Graduation rates for African American students have increased by 32 percent since 2012, and in 2016 African American students graduated at a higher rate than their white peers.



Bentonville

Bentonville College Going Rates by Selected Race and Ethnicity



College Going

Bentonville School District's college going rate for all students from 2014 to 2016 decreased slightly. Students in Bentonville pursued a post-secondary degree at a lower rate than the statewide average in 2015 and 2016. African American students in Bentonville School District pursued a college degree at a lower rate than white and Hispanic students.

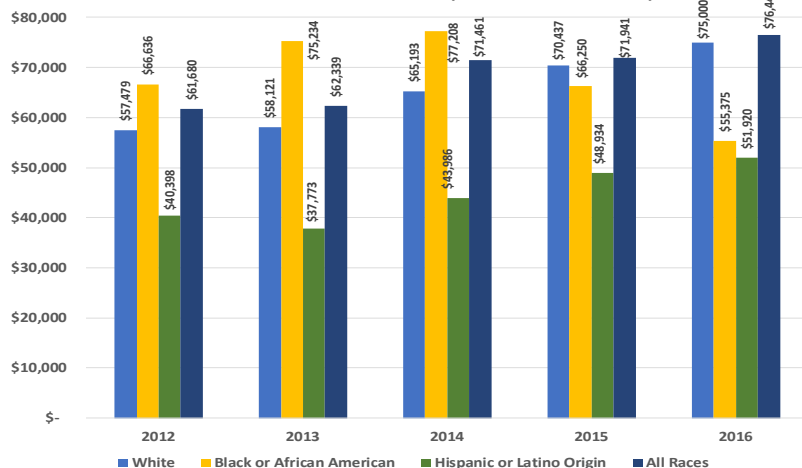
Educational Attainment

The proportion of those above the age of 25 who had completed high school grew from 88.8 percent to 93.2 percent between 2010 and 2016, while the proportion of the population with a bachelor's degree or higher increased from 34.6 percent to 47.4 percent. Among African Americans, 91.5 percent had completed high school in 2016 (up from 84.4 percent in 2010), and 43.5 percent had a bachelor's degree or higher in 2016 (up from 39.9 percent in 2010). In 2016, 79.9 percent of Hispanics or Latinos in Bentonville had at least a high school degree, while 30.1 percent had a bachelor's degree or higher.

Bentonville Educational Attainment by Selected Race and Ethnicity



Bentonville Median Household Income by Selected Race and Ethnicity



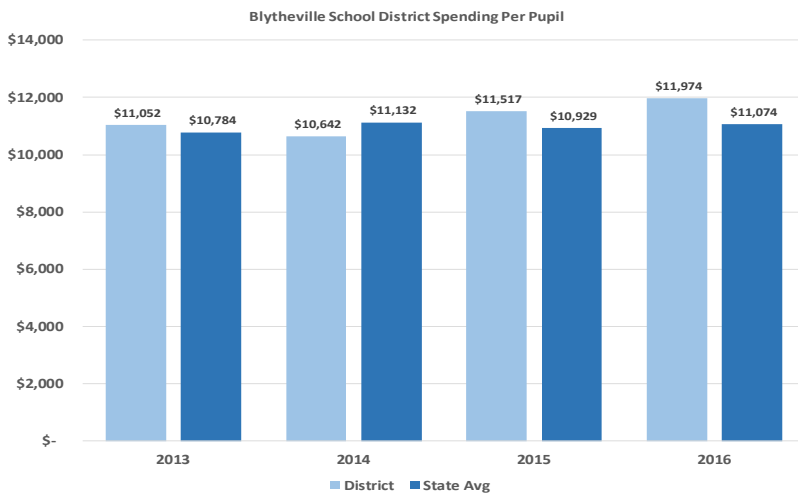
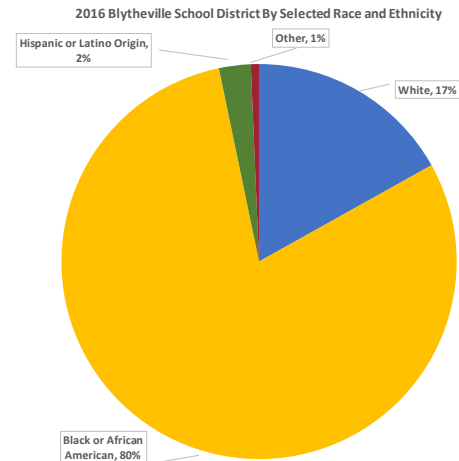
Median Household Income

Median income for residents of all races in Bentonville was 47.14 percent higher in 2016 at \$76,447 when compared to the 2010 median income of \$51,956. Between 2010 and 2016 African American households saw a 77.52 percent increase in median income, however, average household income for African Americans remained \$19,625 lower than the median income of white households.

Blytheville

Enrollment

Blytheville School District is comprised of seven schools with a total enrollment of 2,238 students for 2016. In the 2016 school year, enrollment was down 20 percent from 2012. In 2016, African American students made up 79.8 percent of the District, Hispanic or Latino students made up 2.6 percent, and white students made up 16.9 percent of students in Blytheville School District. Since 2012, the racial composition of Blytheville School District has remained relatively unchanged.

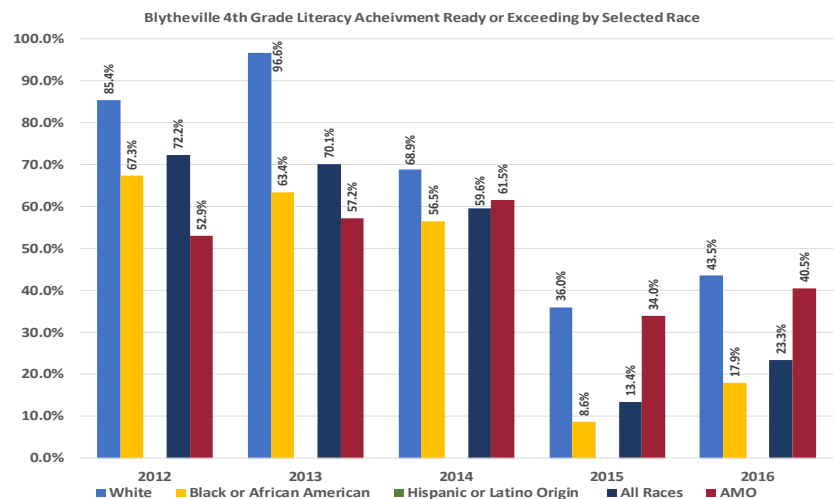


Expenditure per Student

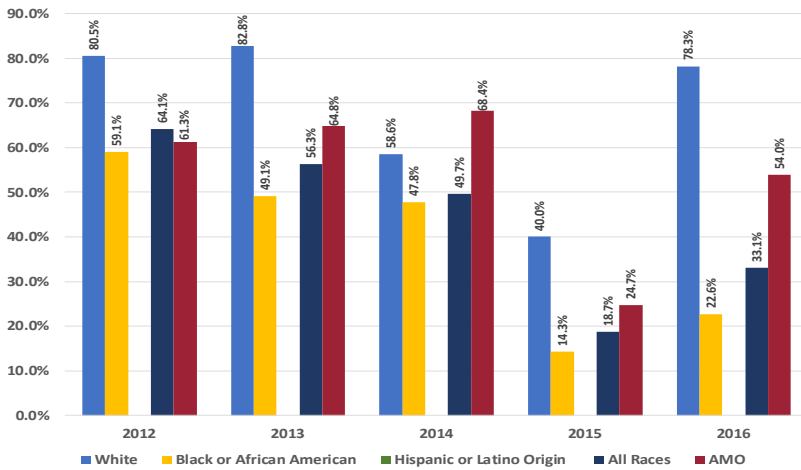
For the 2016 school year, Blytheville School District spent \$11,974 per student, 6.7 percent more than the amount spent per student in 2012. Blytheville School District's per pupil expenditure for 2016 was 8.1 percent or \$900 more than the state average of \$11,074.

Fourth Grade Literacy

African American students consistently achieved a ready or exceeds expectations designation in 4th grade literacy at lower rates than white students in the Blytheville School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 8.6 percent to 17.9 percent in 2016, while the achievement rates for white students grew from 36 percent to 43.5 percent.



Blytheville 4th Grade Math Achievement Ready or Exceeding by Selected Race



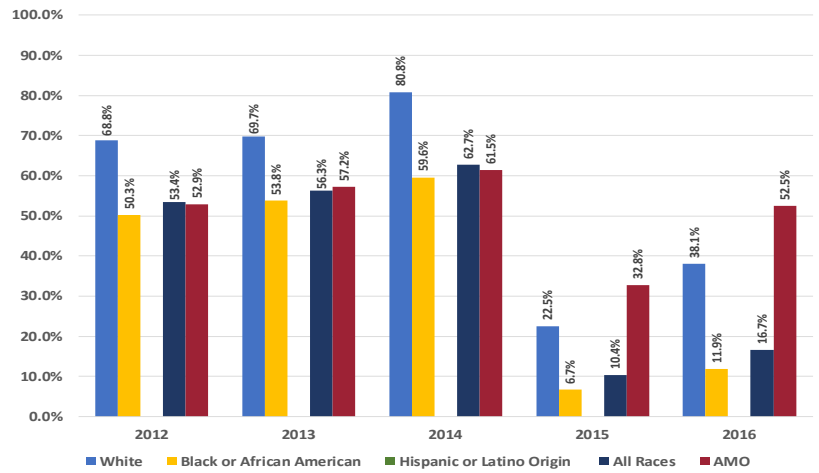
Fourth Grade Math

African American students achieved a ready or exceeds expectations designation in 4th grade math at lower rates than white students in the Blytheville School District. Following the change in state testing system in 2015 the percent of African Americans achieving a ready or exceeds expectations designation grew from 14.3 percent to 22.6 percent in 2016, while the achievement rates for white students grew from 40 percent to 78.3 percent.

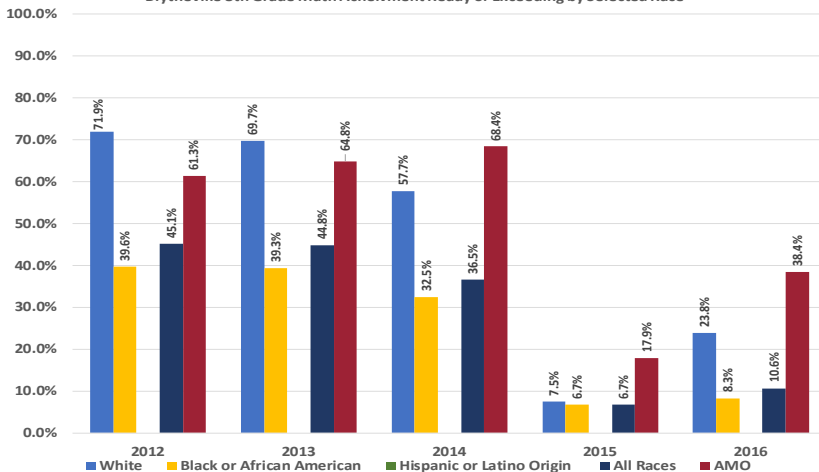
Eighth Grade Literacy

African American students achieved a ready or exceeds expectations designation in 8th grade literacy at lower rates than white students in the Blytheville School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 6.7 percent to 11.9 percent in 2016, while the achievement rates for white students grew from 22.5 percent to 38.1 percent.

Blytheville 8th Grade Literacy Achievement Ready or Exceeding by Selected Race



Blytheville 8th Grade Math Achievement Ready or Exceeding by Selected Race



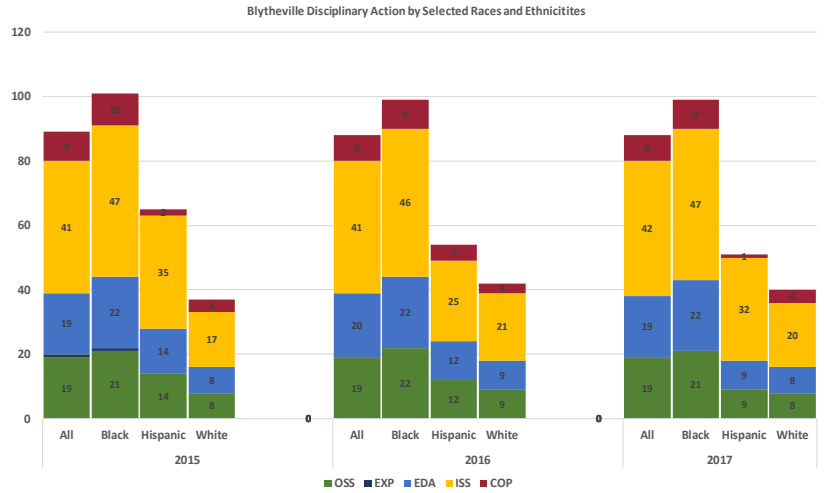
Eighth Grade Math

African American students achieved a ready or exceeds expectations designation in 8th grade math at lower rates than white students in the Blytheville School District. Following the change in state testing system in 2015 the percent of African Americans achieving a ready or exceeds expectations designation grew from 6.7 percent to 8.3 percent in 2016, while the achievement rates for white students grew from 7.5 percent to 23.8 percent.

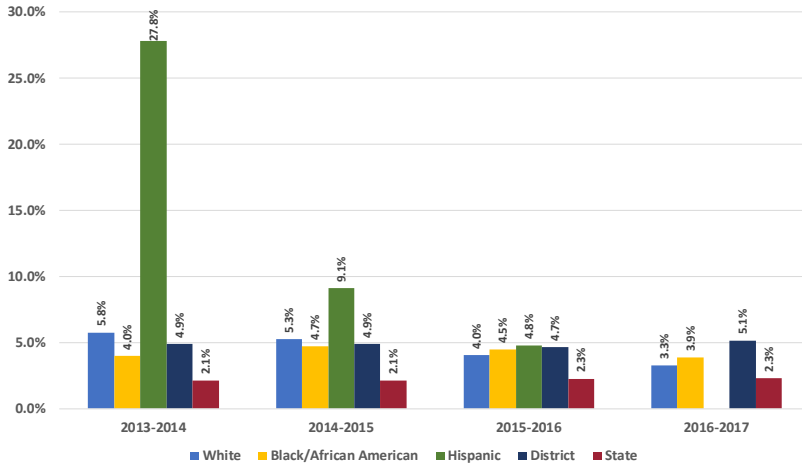
Blytheville

Disciplinary Action

During the 2016-2017 school year, Blytheville School District reported 856 in-school suspensions, 382 out-of-school suspensions, 4 expulsions, 386 exclusionary discipline actions, and 169 instances of corporal punishment. African American students were more likely to be disciplined, with 99 disciplinary instances per 100 students as compared to 51 instances per 100 Hispanic or Latino students and 40 instances per 100 white students.



Blytheville Dropout Rates by Selected Race and Ethnicity



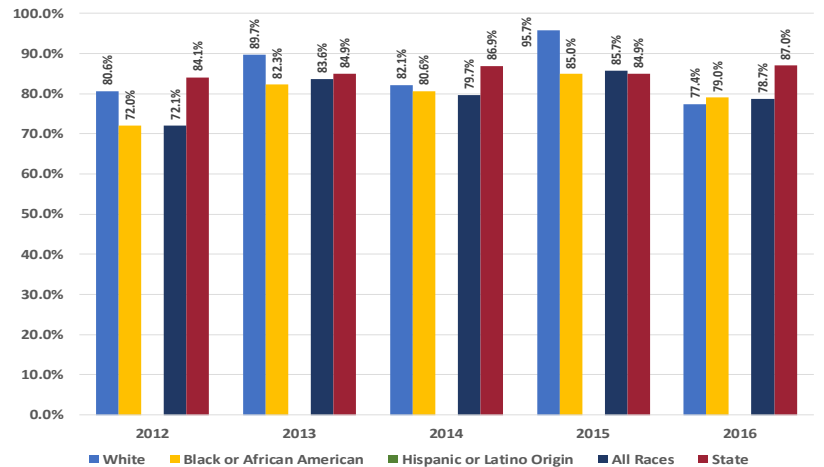
Dropout Rate

The dropout rate for Blytheville School District from 2012 to 2016 increased by 3.6 percent. Averaging 3.5 percent over the last five years, the dropout rate in Blytheville School District was higher than the state average of 2.2 percent. Drop out rates for African American students were higher than for white students in the 2016-17 and 2015-16 school years, reversing the trend from the previous two school years.

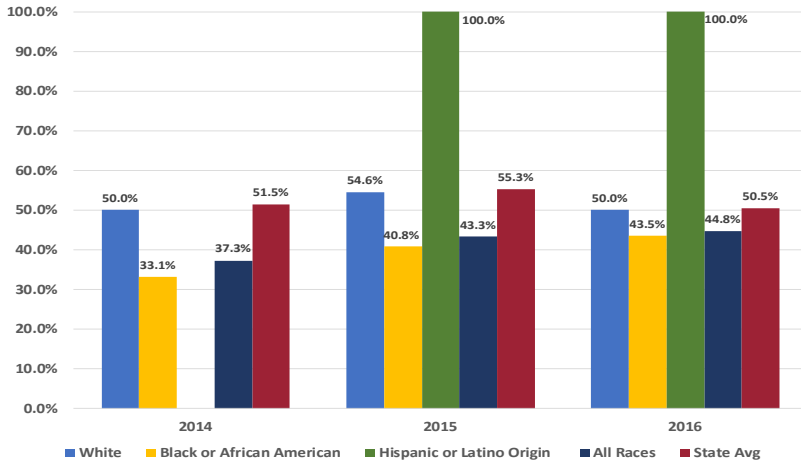
Graduation Rate

The average graduation rate in the Blytheville School District across all races has steadily increased over the last 5 years, with the exception of 2016. Graduation rates for African American students have risen by 7 percent since 2012, however, in general African American students graduated at lower rates than white students.

Blytheville Graduation Rate by Selected Race and Ethnicity



Blytheville College Going Rates by Selected Race and Ethnicity



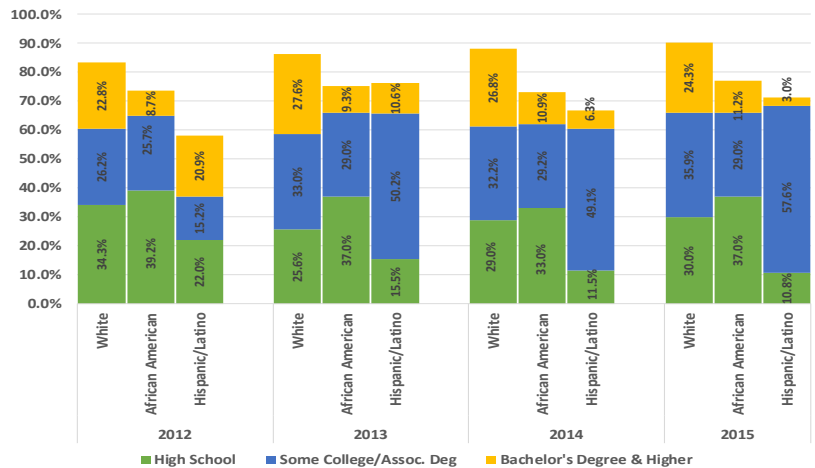
College Going

From 2014 to 2016 Blytheville School District's college going rate for all students increased from 37.3 percent to 44.8 percent. Students in Blytheville pursued a post-secondary degree at a rate 5.7 percent lower than the statewide average in 2016. The percentage of college going African American students decreased in 2016, simultaneously the percent of both white and Hispanic or Latino college going students increased.

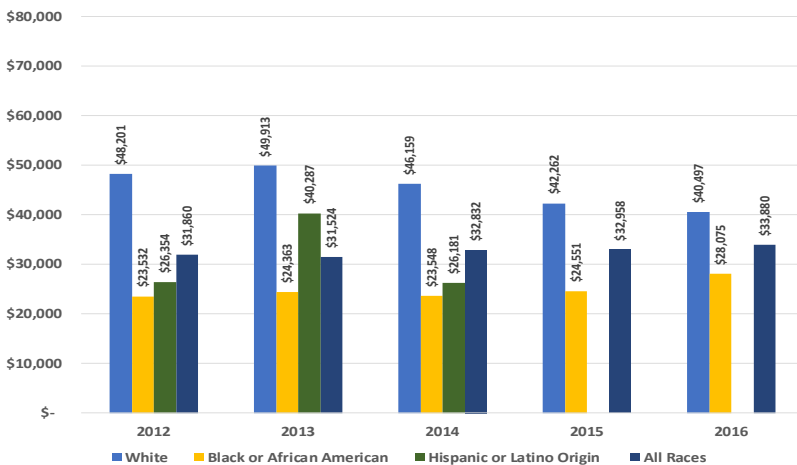
Educational Attainment

The proportion of those above the age of 25 who had completed high school grew from 79 percent to 84.6 percent between 2010 and 2016, while the proportion of the population with a bachelor's degree or higher increased from 14.6 percent to 17.5 percent. Among African Americans, 81 percent had completed high school in 2016 (up from 76 percent in 2010), and 11.3 percent had a bachelor's degree or higher in 2016 (up from 7.1 percent in 2010) In 2016, 81.7 percent of Hispanics or Latinos in Blytheville had at least a high school degree, while 3.5 percent had a bachelor's degree or higher.

Blytheville Educational Attainment by Selected Race and Ethnicity



Blytheville Median Household Income by Selected Race and Ethnicity

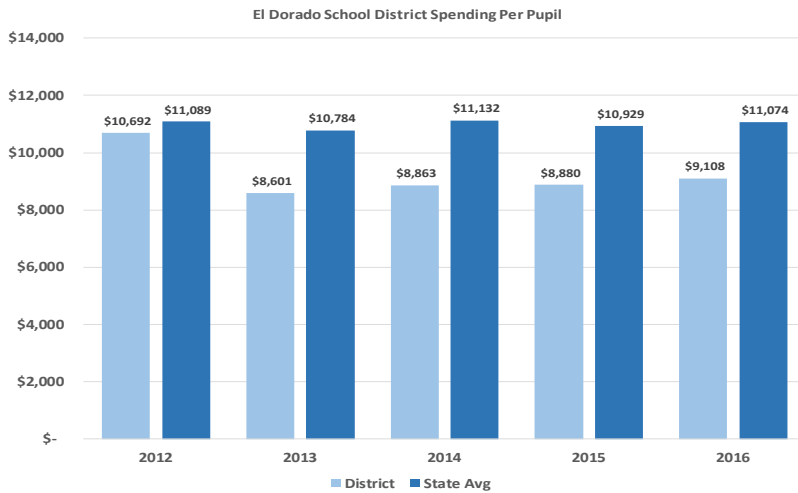
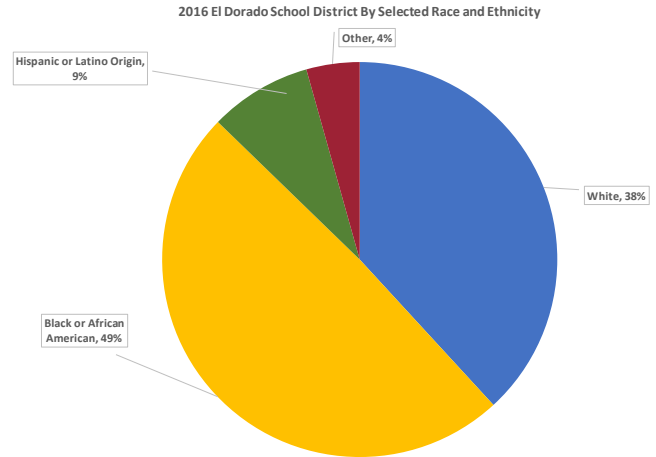


Median Household Income

Median income for residents of all races in Blytheville was 10.2 percent higher in 2016 at \$33,880 when compared to the 2010 median income of \$30,743. Between 2010 and 2016 African American households saw a 22.5 percent rise in median income, however, average household income for African Americans remained \$12,422 lower than the median income of white households.

Enrollment

El Dorado School District is comprised of seven schools with a total enrollment of 4,522 students for 2016. In the 2016 school year, enrollment was down 1.3 percent from 2012. In 2016, African American students made up 49 percent of the District, Hispanic or Latino students made up 9 percent, and white students made up 38 percent of students in El Dorado School District. Since 2012, the racial composition of El Dorado School District has remained relatively unchanged.

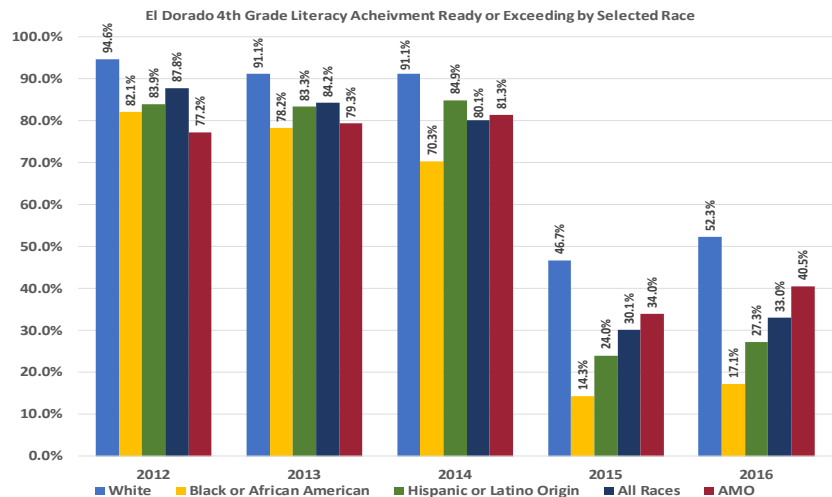


Expenditure per Student

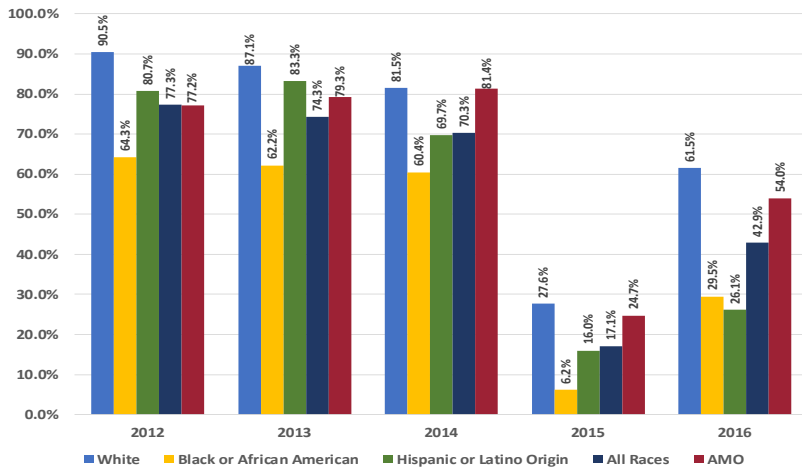
For the 2016 school year, El Dorado School District spent \$9,108 per student, 15 percent less than the amount spent per student in 2012. El Dorado School District's per pupil expenditure for 2016 was 17.8 percent or \$1,966 less than the state average of \$11,074.

Fourth Grade Literacy

From 2012 to 2016, the percent of 4th grade students in the El Dorado School District who were designated as ready or exceeding expectations in literacy steadily decreased, though a slight increase was seen from 2015 to 2016. African American students achieved a ready or exceeds expectations designation in 4th grade literacy at lower rates than white and Hispanic or Latino students in the El Dorado School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 14.3 percent to 17.1 percent in 2016, while the achievement rates for white students grew from 46.7 percent to 52.3 percent and the achievement rates for Hispanics or Latinos grew from 24.0 percent to 27.3 percent.



El Dorado 4th Grade Math Achievement Ready or Exceeding by Selected Race



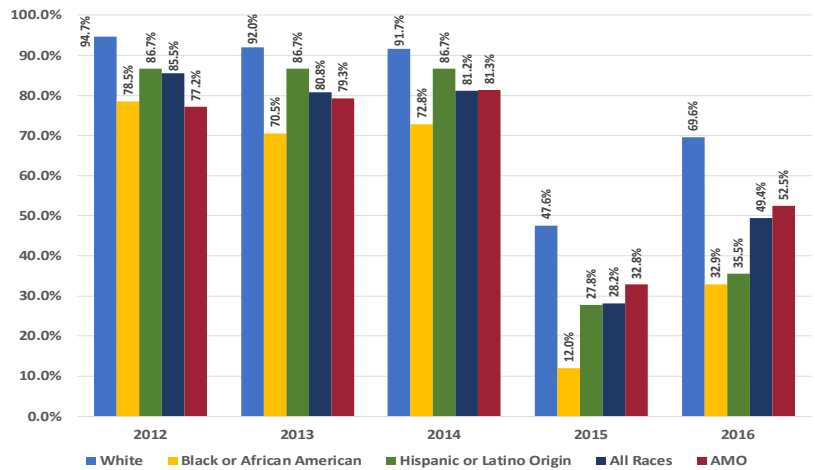
Fourth Grade Math

African American students achieved a ready or exceeds expectations designation in 4th grade math at lower rates than White and Hispanic or Latino students in the El Dorado School District with the exception of 2016. The percent of African Americans achieving a ready or exceeds expectations designation grew from 6.2 percent to 29.5 percent in 2016, while the achievement rates for white students grew from 27.6 percent to 61.5 percent and the achievement rates for Hispanics or Latinos grew from 16.0 percent to 26.1 percent.

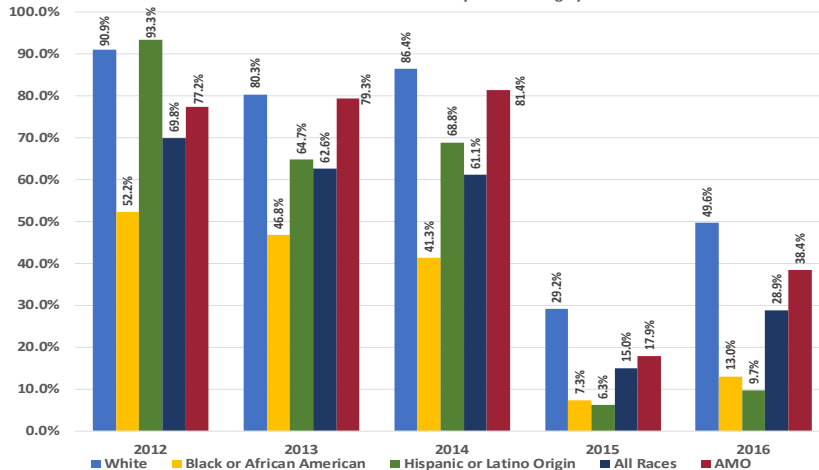
Eighth Grade Literacy

African American students achieved a ready or exceeds expectations designation in 8th grade literacy at lower rates than white and Hispanic or Latino students in the El Dorado School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 12.0 percent to 32.9 percent in 2016, while the achievement rates for white students grew from 47.6 percent to 69.6 percent and the achievement rates for Hispanics or Latinos grew modestly from 27.8 percent to 35.5 percent.

El Dorado 8th Grade Literacy Achievement Ready or Exceeding by Selected Race



El Dorado 8th Grade Math Achievement Ready or Exceeding by Selected Race

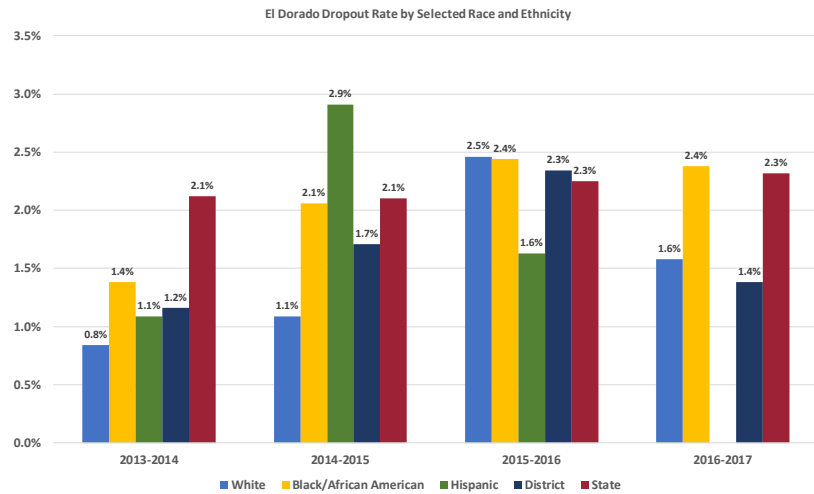
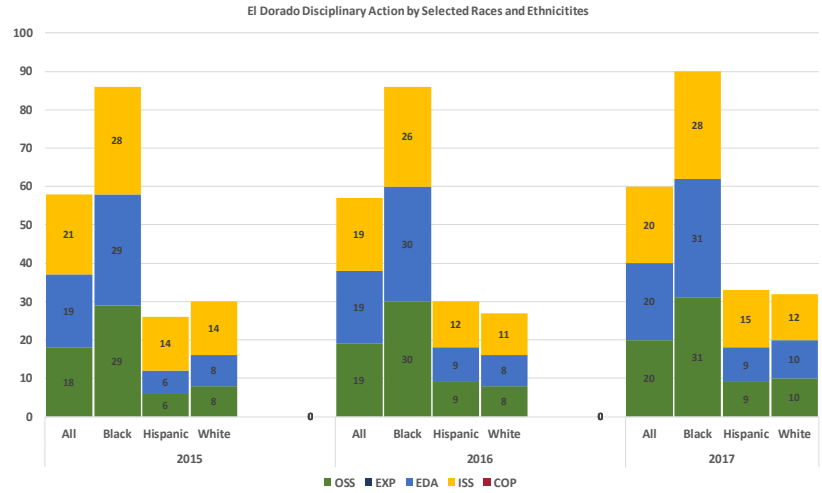


Eighth Grade Math

African American students achieved a ready or exceeds expectations designation in 8th grade math at lower rates than white and Hispanic or Latino students in the El Dorado School District. In 2016 the percent of African Americans achieving a ready or exceeds expectations designation grew from 7.3 percent to 13.0 percent, while the achievement rates for white students grew from 29.1 percent to 49.6 percent and the achievement rates for Hispanics or Latinos grew from 6.3 percent to 9.7 percent.

Disciplinary Action

During the 2016-2017 school year, El Dorado School District reported 868 in-school suspensions, 831 out-of-school suspensions, 0 expulsions, 890 exclusionary discipline actions, and 0 instances of corporal punishment. African American students were more likely to be disciplined, with 90 disciplinary instances per 100 students as compared to 26 instances per 100 Hispanic or Latino students and 30 instances per 100 white students.

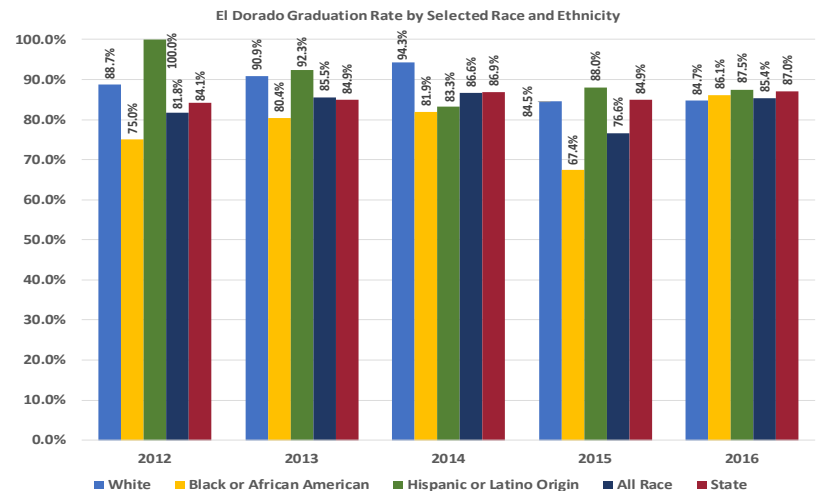


Dropout Rate

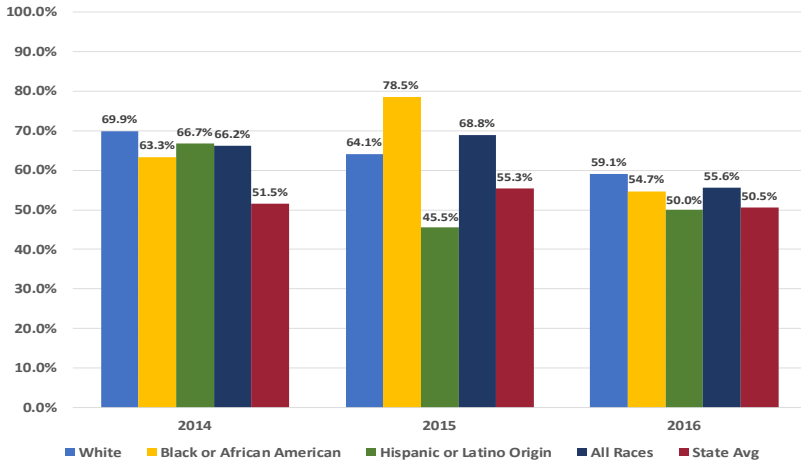
The dropout rate for El Dorado School District from 2012 to 2016 remained relatively stable, averaging 1.7 percent over the five years compared to the state average of 2.2. El Dorado School District's dropout rate was consistently below the statewide average each of the five years, except for 2015 when it reached 2.3 percent. In general, dropout rates for African American students were significantly higher than those for white students.

Graduation Rate

The average graduation rate in the El Dorado School District across all races was relatively close to the statewide averages from 2012 to 2016. While graduation rates have varied since 2012, in general African American students graduated at lower rates than the statewide average while white students and Hispanic or Latino students often graduated at rates higher than the statewide graduation rate.



El Dorado College Going Rates by Selected Race and Ethnicity



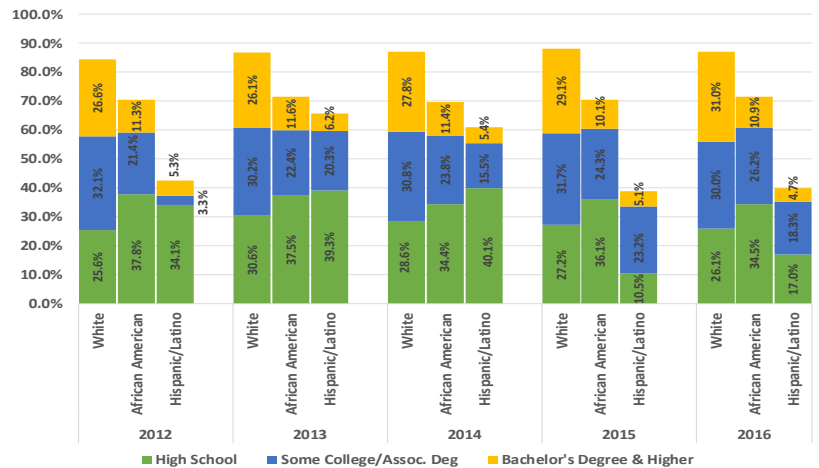
College Going

While El Dorado School District's college going rate for all students decreased by 13.2 percent to 55.6 percent, students in El Dorado consistently pursued a post-secondary degree at a higher rate than the statewide average from 2014 to 2016. Although the percentage of college going students decreased across all races in 2016, African American and Hispanic students in El Dorado School District pursued a college degree at a lower rate than white students.

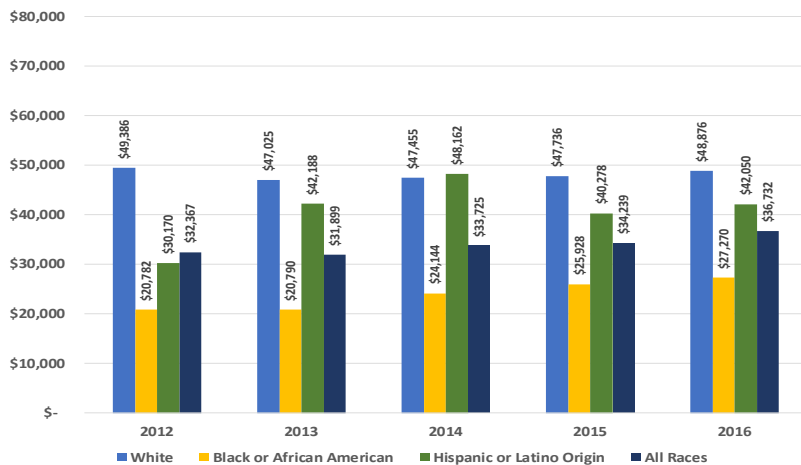
Educational Attainment

The proportion of those above the age of 25 who had completed high school grew from 76.2 percent to 80 percent between 2010 and 2016, while the proportion of the population with a bachelor's degree or higher simultaneously rose from 19.8 percent to 21.7 percent. Among African Americans, 71.6 percent had completed high school in 2016 (up from 68.3 percent in 2010), and 10.9 percent had a bachelor's degree or higher in 2016 (up from 10.2 percent in 2010) In 2016, 40.1 percent of Hispanics or Latinos in El Dorado had at least a high school degree, while 4.7 percent had a bachelor's degree or higher.

El Dorado Educational Attainment by Selected Race and Ethnicity



El Dorado Median Household Income by Selected Race and Ethnicity

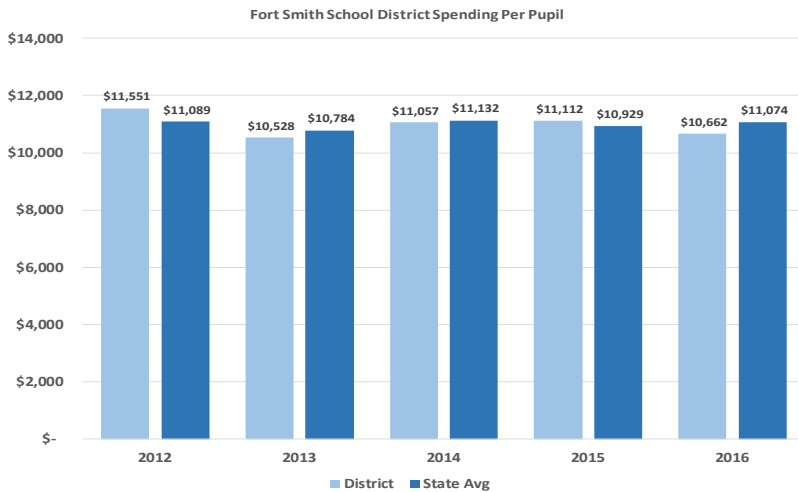
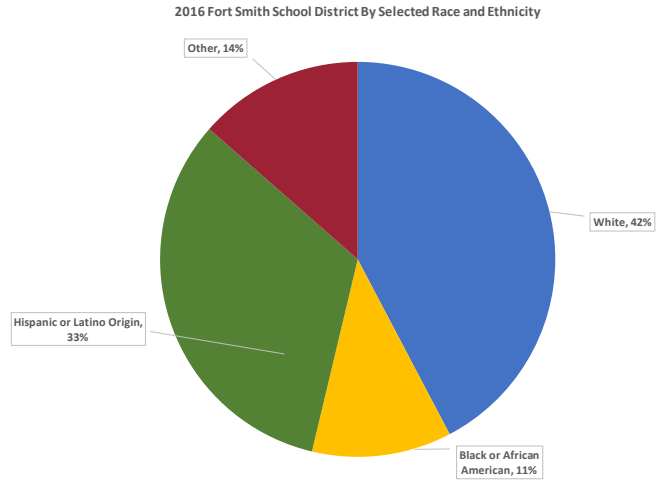


Median Household Income

Median income for residents of all races in El Dorado was 26.5 percent higher in 2016 at \$36,732, when compared to the 2010 median income of \$29,041. Between 2010 and 2016 African American households saw a 50 percent rise in median income, however, average household income for African Americans remained \$21,600 lower than the median income of White households and \$14,780 lower than the average Hispanic household.

Enrollment

Fort Smith School District is comprised of fifteen schools with a total enrollment of 14,383 students for 2016. In the 2016 school year, enrollment was up 3.5 percent from 2012. In 2016, African American students made up 11.4 percent of the District, Hispanic or Latino students made up 32.7 percent, and white students made up 42.3 percent of students in Fort Smith School District. Since 2012, the racial composition of Fort Smith School District has remained relatively unchanged.

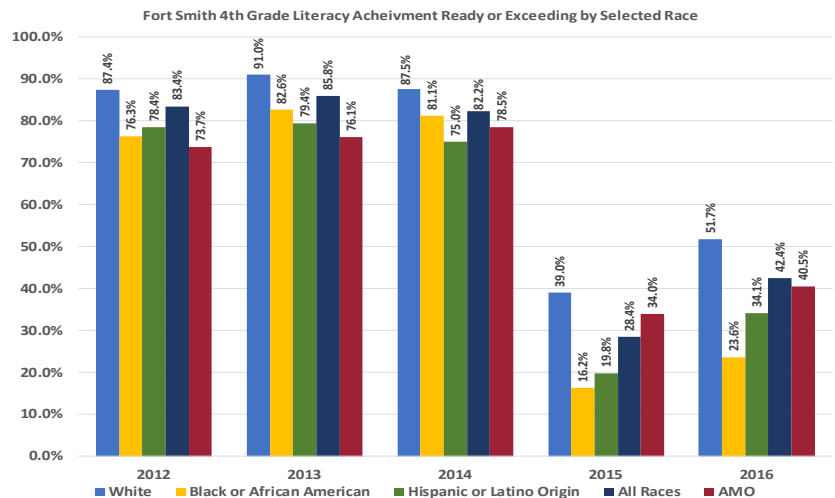


Expenditure per Student

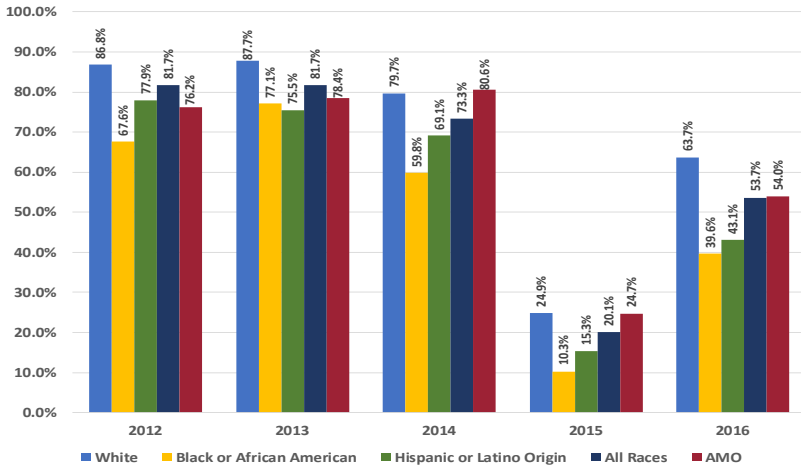
For the 2016 school year, Fort Smith School District spent \$10,662 per student, 7.69 percent less than the amount spent per student in 2012. Fort Smith School District's per pupil expenditure for 2016 was 3.72 percent or \$412 less than the state average of \$11,074.

Fourth Grade Literacy

African American and Hispanic or Latino students achieved a ready or exceeds expectations designation in 4th grade literacy at lower rates than white students in the Fort Smith School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation increased from 16.2 percent to 23.6 percent in 2016 and the achievement rates for Hispanics or Latinos rose from 19.8 percent to 34.1 percent, while the achievement rates for white students grew from 39 percent to 51.7 percent.



Fort Smith 4th Grade Math Achievement Ready or Exceeding by Selected Race



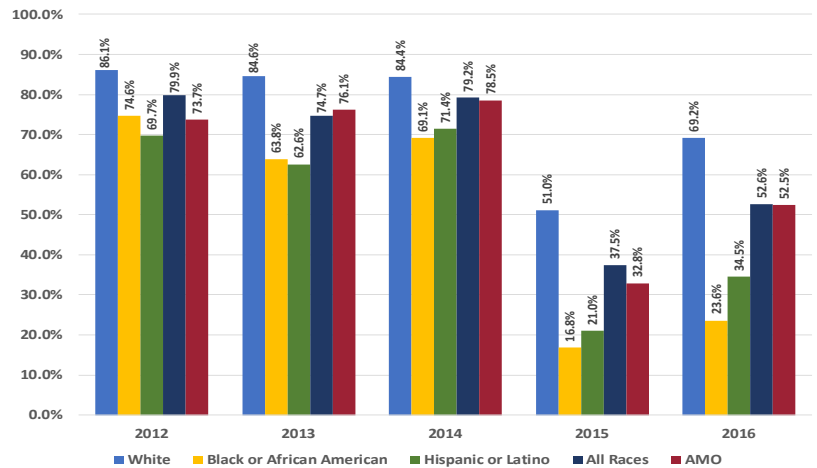
Fourth Grade Math

African American and Hispanic or Latino students achieved a ready or exceeds expectations designation in 4th grade math at lower rates than white students in the Fort Smith School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 10.3 percent to 39.6 percent in 2016, while the achievement rates for white students grew from 24.9 percent to 63.7 percent and the achievement rates for Hispanics or Latinos grew from 15.3 percent to 43.1 percent.

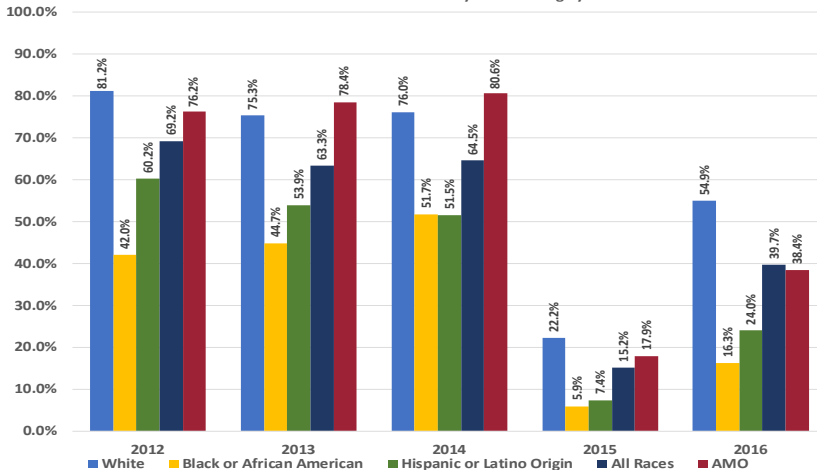
Eighth Grade Literacy

African American students achieved a ready or exceeds expectations designation in 8th grade literacy at lower rates than white and Hispanic or Latino students in the Fort Smith School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 16.8 percent to 23.6 percent in 2016, while the achievement rates for white students grew from 51 percent to 69.2 percent and the achievement rates for Hispanics or Latinos increased from 21 percent to 34.5 percent.

Fort Smith 8th Grade Literacy Achievement Ready or Exceeding by Selected Race



Fort Smith 8th Grade Math Achievement Ready or Exceeding by Selected Race

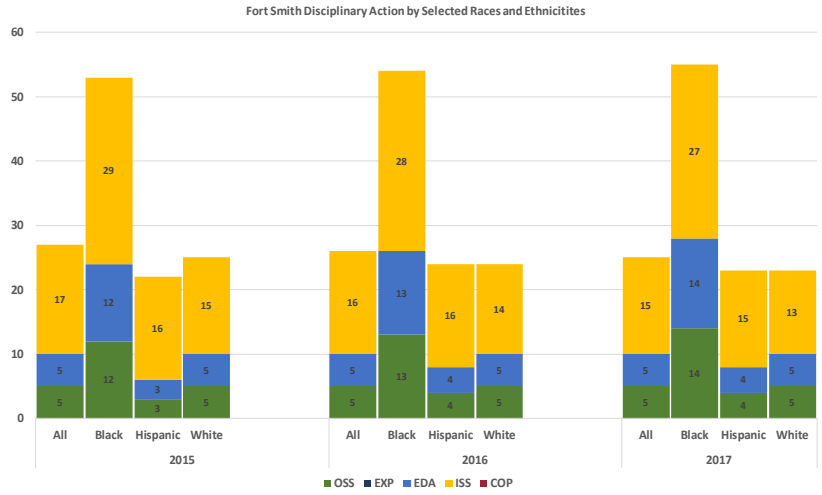


Eighth Grade Math

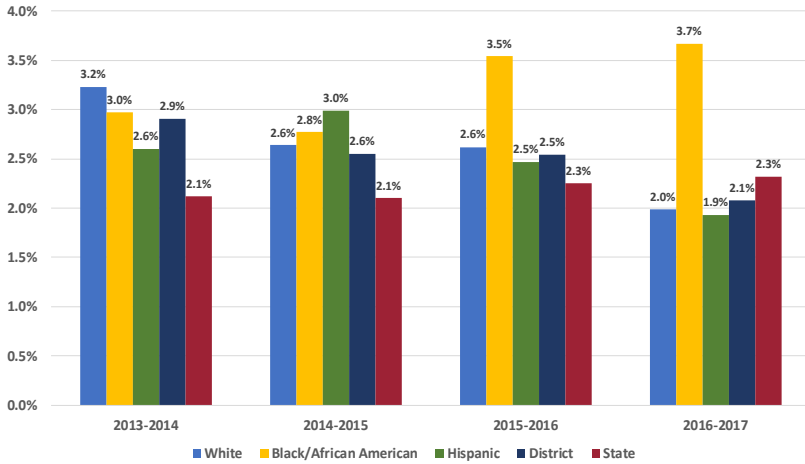
African American students achieved a ready or exceeds expectations designation in 8th grade math at lower rates than white and Hispanic or Latino students in the Fort Smith School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 5.9 percent to 16.3 percent, while the achievement rates for white students grew from 22.2 percent to 54.9 percent and the achievement rates for Hispanics or Latinos grew from 7.4 percent to 24 percent.

Disciplinary Action

During the 2016-2017 school year, Fort Smith School District reported 2215 in-school suspensions, 795 out-of-school suspensions, 3 expulsions, 798 exclusionary discipline actions, and 0 instances of corporal punishment. African American students were more likely to be disciplined, with 55 disciplinary instances per 100 students as compared to 23 instances per 100 Hispanic or Latino students and 23 instances per 100 white students.



Fort Smith Dropout Rates by Selected Race and Ethnicity



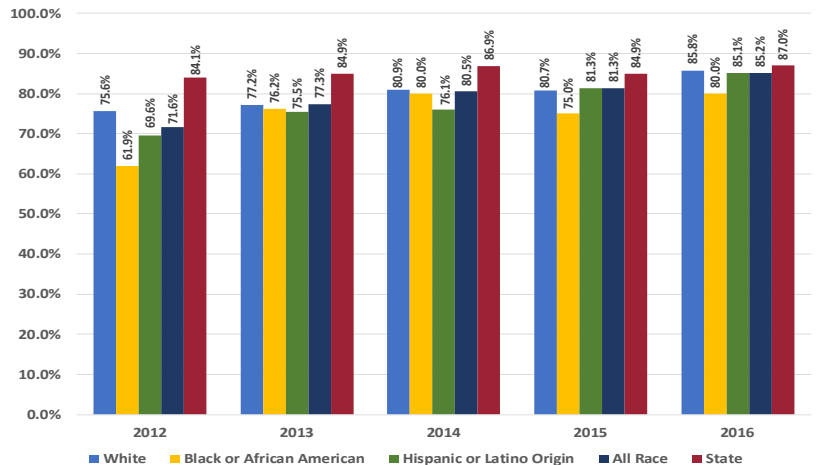
Dropout Rate

The dropout rate for Fort Smith School District steadily decreased from 2012 to 2016, averaging 2.8 percent over the five years compared to the state average of 2.2. Fort Smith has been consistently above the statewide average each of the five years with the exception of 2016. Since the 2014-15 school year, dropout rates for African American students has been higher than that of white students.

Graduation Rate

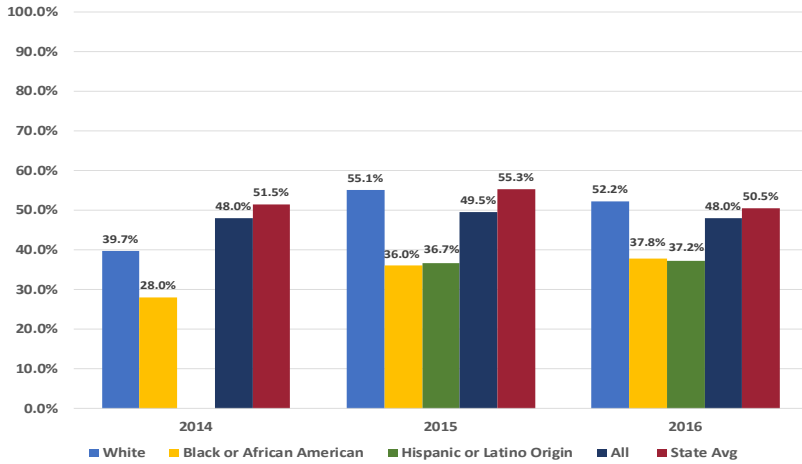
Between 2012 and 2016, the average graduation rate in the Fort Smith School District across all races was consistently lower than the statewide averages. While graduation rates for African American students have increased by 18.1 percent since 2012, in general African American students graduated at lower rates than white students.

Fort Smith Graduation Rate by Selected Race and Ethnicity



Fort Smith

Fort Smith College Going Rates by Selected Race and Ethnicity



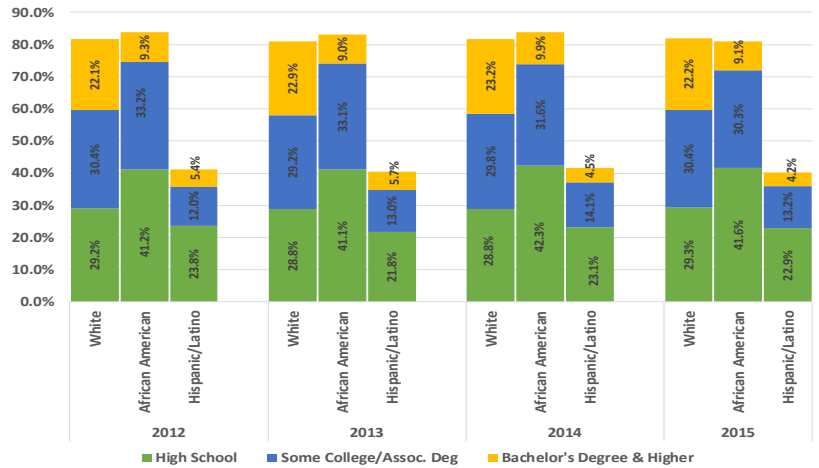
College Going

Fort Smith School District's college going rate for all students from 2014 to 2016 remained steady. Students in Fort Smith also consistently pursued a post-secondary degree at a lower rate than the statewide average. Although the percentage of college going students increased across both African American and Hispanic or Latino students in 2016, African American and Hispanic students in Fort Smith School District pursued a college degree at a lower rate than white students.

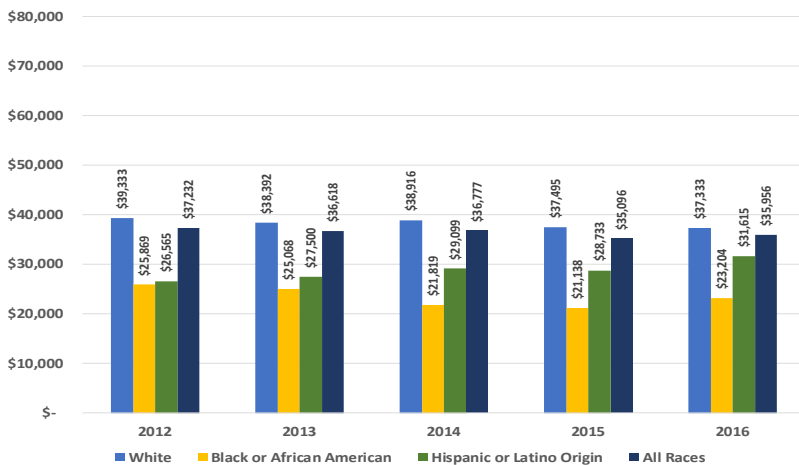
Educational Attainment

The proportion of those above the age of 25 who had completed high school grew from 79 percent to 80.3 percent between 2010 and 2016, while the proportion of the population with a bachelor's degree or higher increased slightly from 19.3 percent to 19.9 percent. Among African Americans, 82.4 percent had completed high school in 2016 (up from 81.5 percent in 2010), and 8.7 percent had a bachelor's degree or higher in 2016 (no change from 2010). In 2016, 40.8 percent of Hispanics or Latinos in Fort Smith had at least a high school degree, while 5.8 percent had a bachelor's degree or higher.

Fort Smith Educational Attainment by Selected Race and Ethnicity



Fort Smith Median Household Income by Selected Race and Ethnicity



Median Household Income

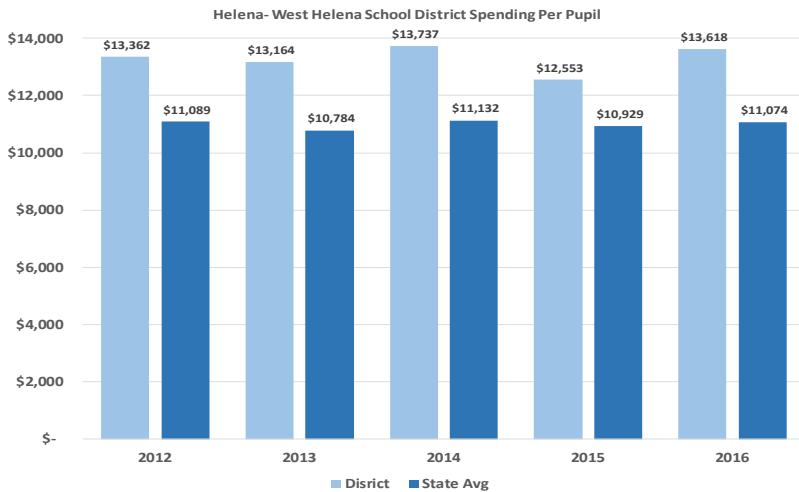
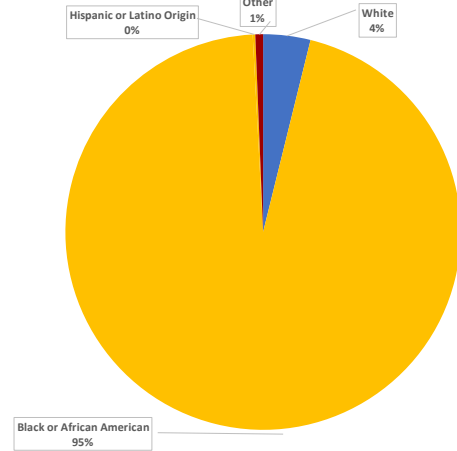
Median income for residents of all races in Fort Smith was 1.61 percent lower in 2016 at \$35,956 when compared to the 2010 median income of \$36,545. Between 2010 and 2016 African American households saw a 13.03 percent decrease in median income. Average household income for African Americans remained \$14,129 lower than the median income of White households and \$8,411 lower than the average Hispanic household.

Helena-West Helena

Enrollment

Helena-West Helena School District is comprised of three schools with a total enrollment of 1,425 students for 2016. In the 2016 school year, enrollment was down 24.5 percent from 2012. In 2016, African American students made up 95.3 percent of the District, Hispanic or Latino students made up 0.2 percent, and white students made up 3.9 percent of students in Helena-West Helena School District. Since 2012, the racial composition of Helena-West Helena School District has remained relatively unchanged.

2016 Helena- West Helena School District By Selected Race and Ethnicity



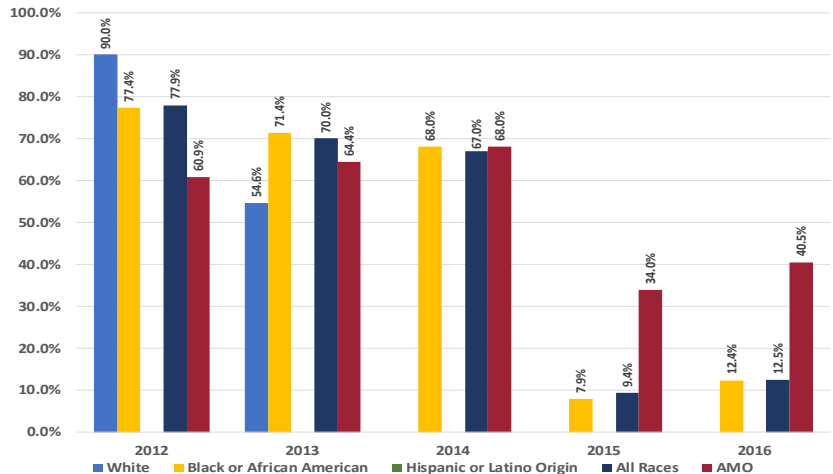
Expenditure per Student

For the 2016 school year, Helena-West Helena School District spent \$13,618 per student, 1.9 percent less than the amount spent per student in 2012. Helena-West Helena School District's per pupil expenditure for 2016 was 23 percent or \$2,544 more than the state average of \$11,074.

Fourth Grade Literacy

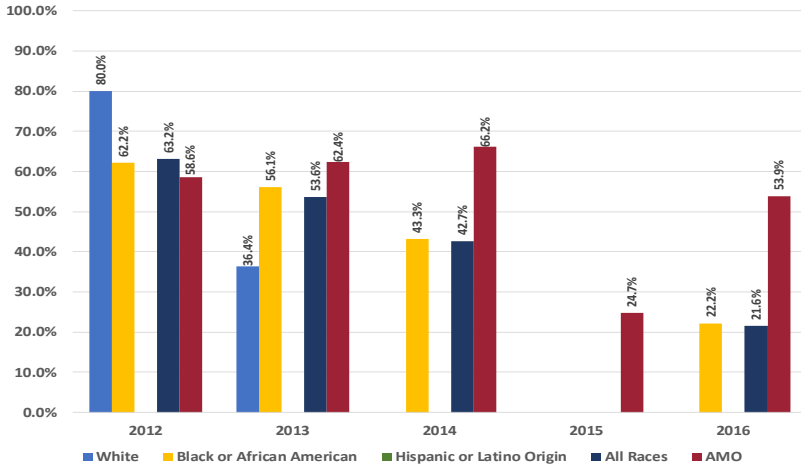
From 2012 to 2016, the percent of 4th grade students in the Helena-West Helena School District who were designated as ready or exceeding expectations in literacy steadily decreased, though a slight increase was seen from 2015 to 2016. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 7.9 percent to 12.4 percent in 2016, while the achievement rates for the total student population grew from 9.4 percent to 12.5 percent.

Helena-West Helena 4th Grade Literacy Achievement Ready or Exceeding by Selected Race



Helena-West Helena

Helena-West Helena 4th Grade Math Achievement Ready or Exceeding by Selected Race



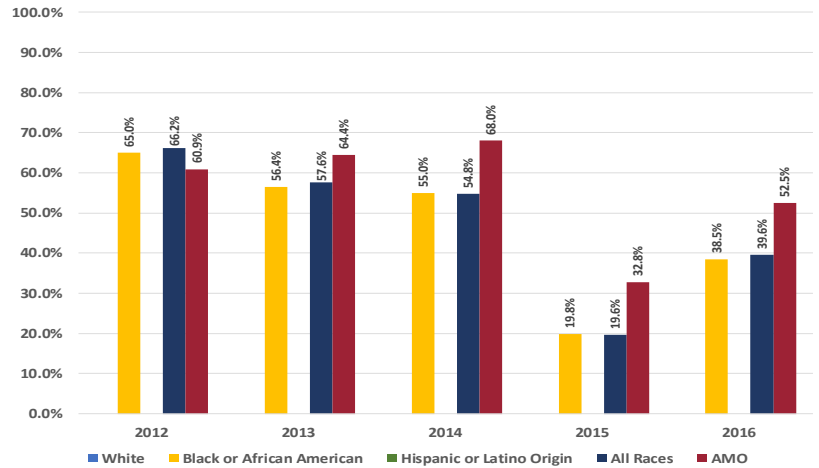
Fourth Grade Math

The percent of 4th grade students in the Helena-West Helena School District who were designated as ready or exceeding expectations in math has steadily decreased since 2012. In 2016, 22.2 percent of African American students achieved a ready or exceeding expectations designation, compared to 21.6 percent of all students in the district.

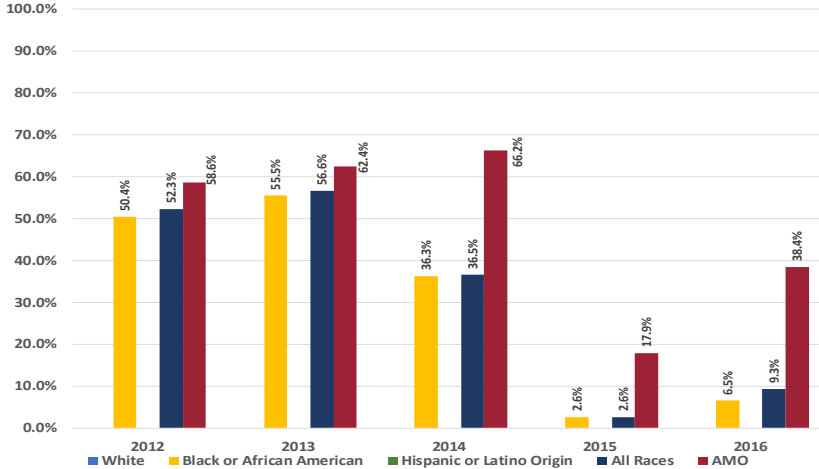
Eighth Grade Literacy

The percent of 8th grade students in the Helena-West Helena School District who were designated as ready or exceeding expectations in literacy, was lower than the state wide average in both 2015 and 2016. African American students achieved a ready or exceeds expectations designation in 8th grade literacy at 38.5 percent in 2016. While 12.7 percent lower than 2010 scores, this marked an 18.7 percent increase from 2015 following the state testing system change.

Helena-West Helena 8th Grade Literacy Achievement Ready or Exceeding by Selected Race



Helena-West Helena 8th Grade Math Achievement Ready or Exceeding by Selected Race



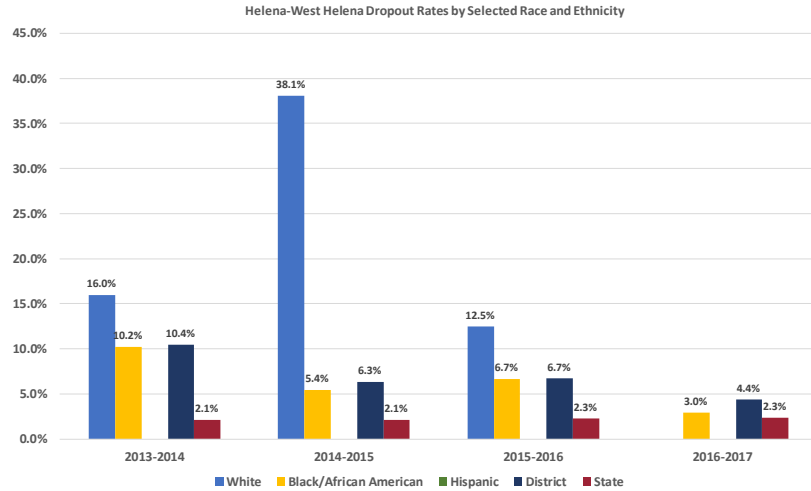
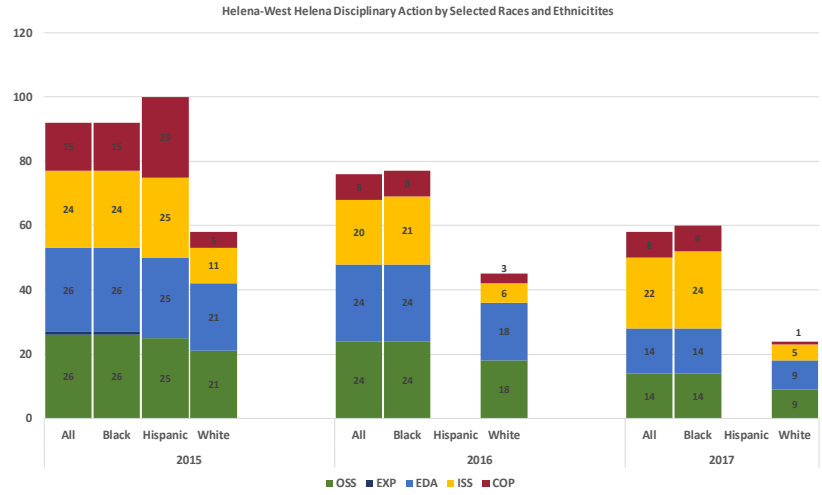
Eighth Grade Math

With the exception of 2012, the percent of 8th grade students in the El Dorado School District who were designated as ready or exceeding expectations in math had consistently been lower than the state wide average. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 2.6 percent to 6.5 percent in 2016.

Helena-West Helena

Disciplinary Action

During the 2016-2017 school year, Helena-West Helena School District reported 313 in-school suspensions, 194 out-of-school suspensions, 0 expulsions, 194 exclusionary discipline actions, and 106 instances of corporal punishment. African American students were more likely to be disciplined, with 60 disciplinary instances per 100 students as compared to 0 instances per 100 Hispanic or Latino students and 24 instances per 100 white students.

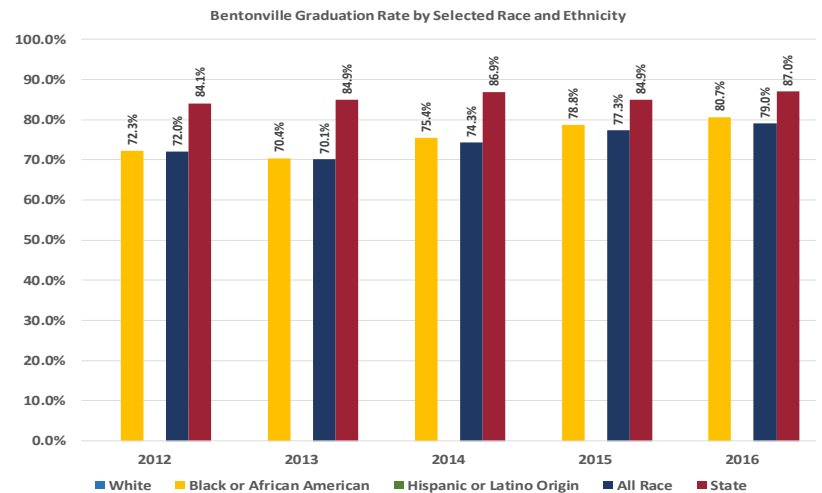


Dropout Rate

The dropout rate for Helena-West Helena School District has steadily decreased since 2013, however, it has consistently remained above the state average. The 2016 dropout rate for Helena-West Helena was 4.4 percent compared to the state average of 2.3 percent. African American students in the school district had consistently lower dropout rates than white students.

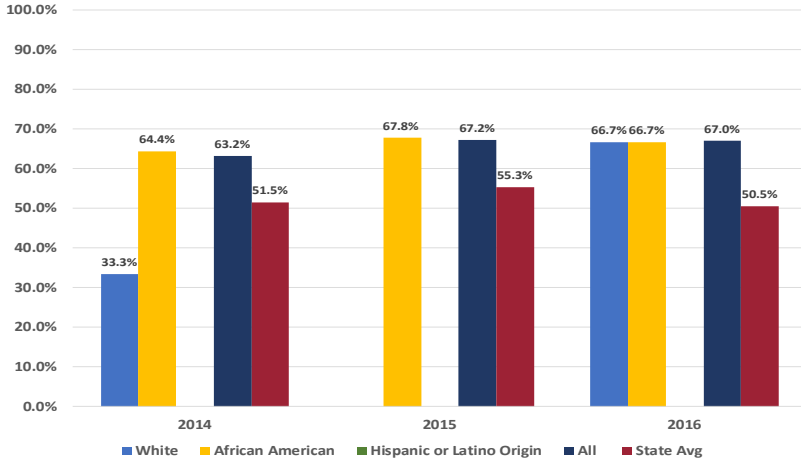
Graduation Rate

While the average graduation rate across all races in the Helena-West Helena School District rose by 7 percent in the last five years, it remained 8 percent lower than the state average in 2016.



Helena-West Helena

Helena-West Helena College Going Rates by Selected Race and Ethnicity



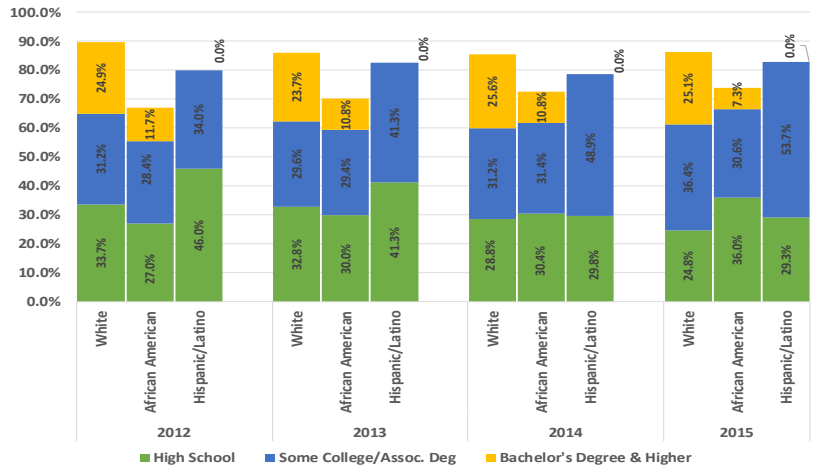
College Going

Helena-West Helena School District's college going rate for all students increased by 3.8 percent between 2014 and 2016 to 67 percent. Students in Helena-West Helena consistently pursued a post-secondary degree at a higher rate than the statewide average from 2014 to 2016. Although the percentage of college going students increased across all races in 2016, African American and Helena-West Helena School District pursued a college degree at a lower rate than white students.

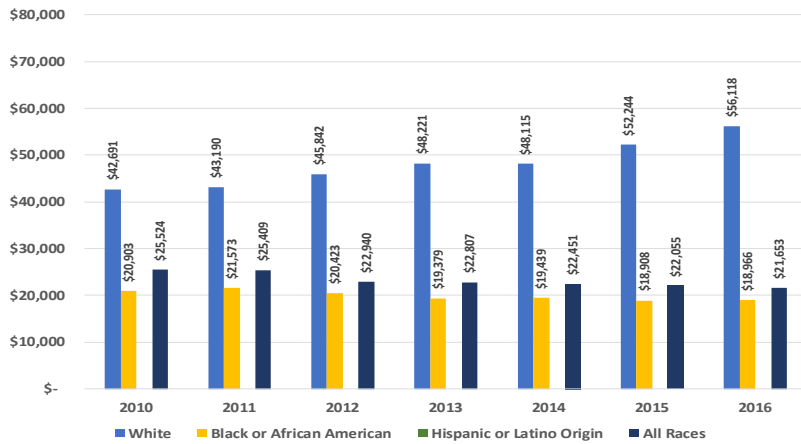
Educational Attainment

The proportion of those above the age of 25 who had completed high school grew from 72 percent to 77.3 percent between 2010 and 2016, while the proportion of the population with a bachelor's degree or higher dropped slightly from 12.9 percent to 12.6 percent. Among African Americans, 74.7 percent had completed high school in 2016 (up from 68.4 percent in 2010), and 6.5 percent had a bachelor's degree or higher in 2016 (down from 9 percent in 2010) In 2016, 68.9 percent of Hispanics or Latinos in Helena-West Helena had at least a high school degree, while 0 percent had a bachelor's degree or higher.

Helena-West Helena Educational Attainment by Selected Race and Ethnicity



Helena- West Helena Median Household Income by Selected Race and Ethnicity



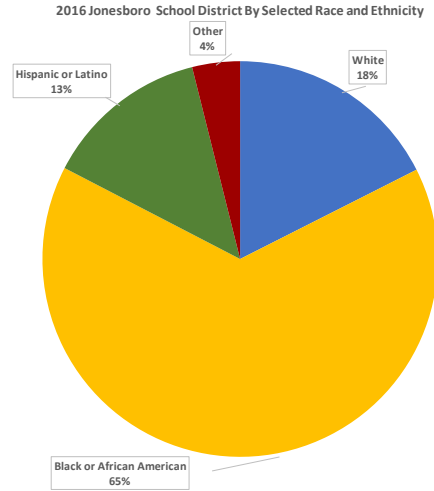
Median Household Income

Median income for residents of all races in Helena-West Helena was 15.2 percent lower in 2016 at \$21,653, when compared to the 2010 median income of \$25,524. Between 2010 and 2016 African American households saw a 9.3 percent fall in median income. The average household income for African Americans remained \$ \$37,152 lower than the median income of white households.

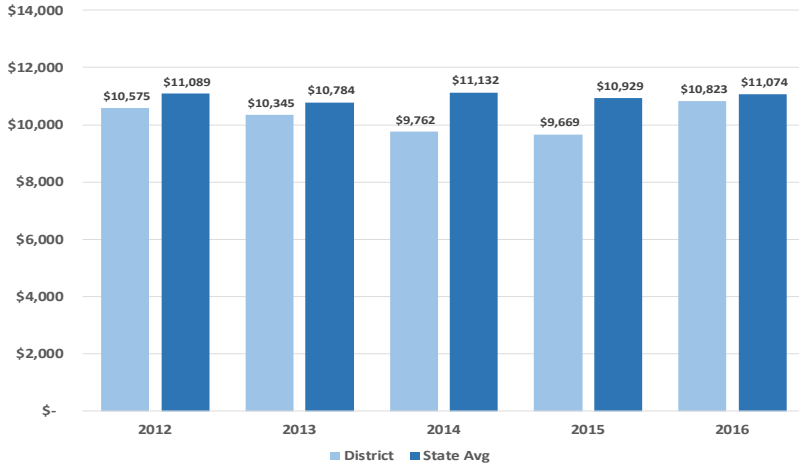
Jonesboro

Enrollment

Jonesboro School District is comprised of eleven schools with a total enrollment of 5,918 students for 2016. In the 2016 school year, enrollment was up 8.8 percent from 2012. In 2016, African American students made up 44.7 percent of the District, Hispanic or Latino students made up 12.4 percent, and white students made up 38.4 percent of students in Jonesboro School District. Since 2012, there has been a modest increase in the percentage of the population made up of Hispanic and Latino students.



Jonesboro School District Spending Per Pupil



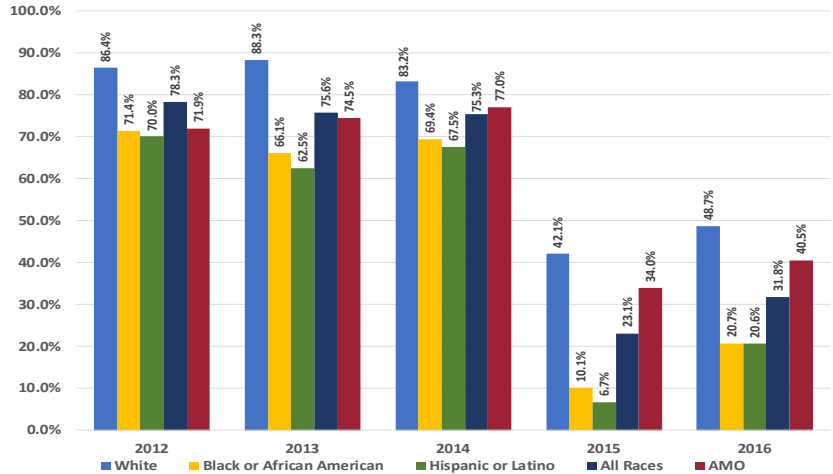
Expenditure per Student

For the 2016 school year, Jonesboro School District spent \$10,823 per student, 2.3 percent more than the amount spent per student in 2012. Jonesboro School District's per pupil expenditure for 2016 was 2.2 percent or \$251 less than the state average of \$11,074.

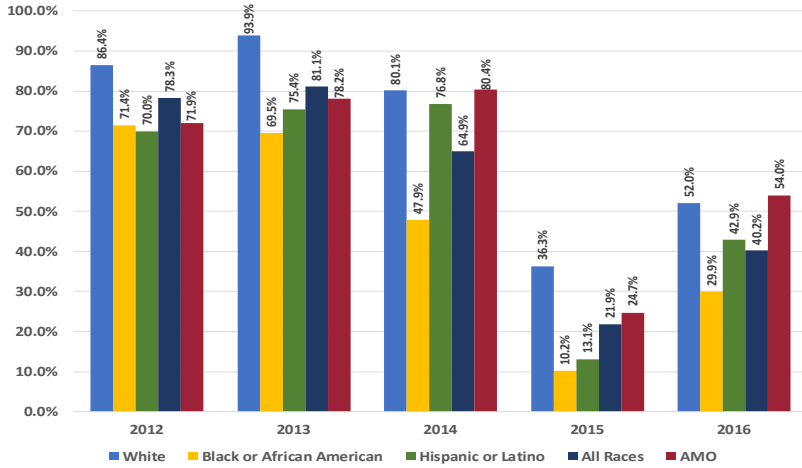
Fourth Grade Literacy

African American and Hispanic or Latino students achieved a ready or exceeds expectations designation in 4th grade literacy at lower rates than white students in the Jonesboro School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 10.1 percent to 20.7 percent in 2016, while the achievement rates for white students grew from 42.1 percent to 48.7 percent, and the achievement rates for Hispanics or Latinos grew from 6.7 percent to 20.6 percent.

Jonesboro 4th Grade Literacy Achievement Ready or Exceeding by Selected Race



Jonesboro 4th Grade Math Achievement Ready or Exceeding by Selected Race



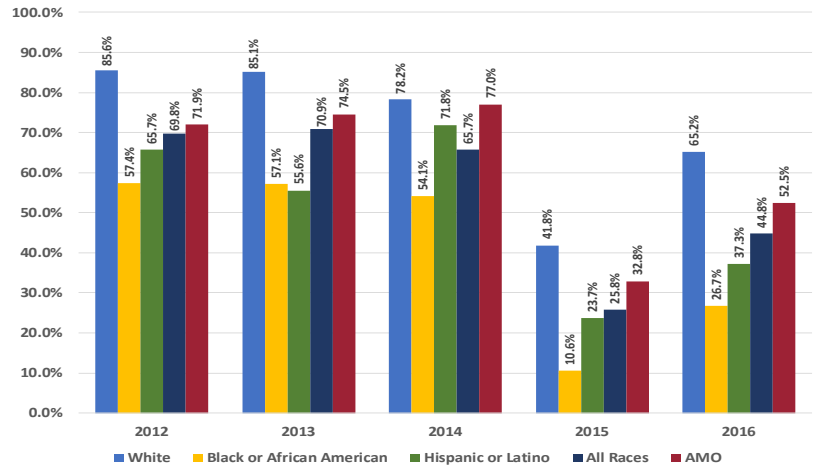
Fourth Grade Math

African American students achieved a ready or exceeds expectations designation in 4th grade math at lower rates than White and Hispanic or Latino students in the Jonesboro School District. Following the change in state testing system in 2015 the percent of African Americans achieving a ready or exceeds expectations designation grew from 10.2 percent to 29.9 percent in 2016, while the achievement rates for white students grew from 36.3 percent to 52 percent and the achievement rates for Hispanic or Latino students grew from 13.1 percent to 42.9 percent.

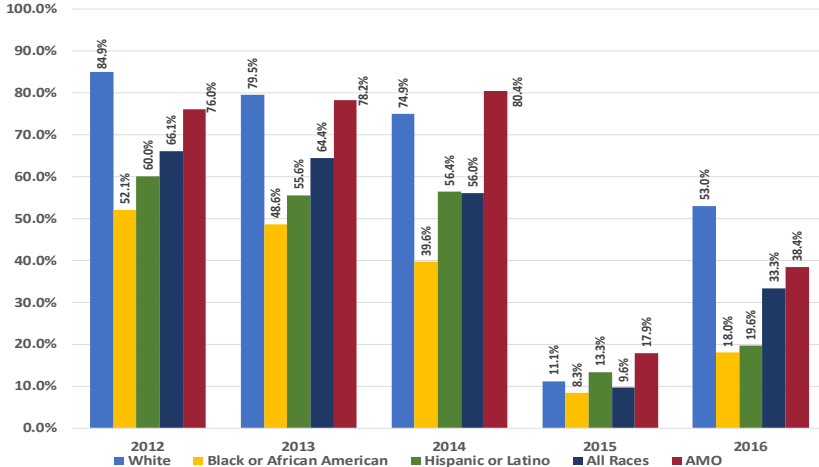
Eighth Grade Literacy

African American students achieved a ready or exceeds expectations designation in 8th grade literacy at lower rates than white and Hispanic or Latino students in the Jonesboro School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 10.6 percent to 26.7 percent in 2016, while the achievement rates for white students grew from 41.8 percent to 65.2 percent and the achievement rates for Hispanics or Latinos grew from 23.7 percent to 37.3 percent.

Jonesboro 8th Grade Literacy Achievement Ready or Exceeding by Selected Race



Jonesboro 8th Grade Math Achievement Ready or Exceeding by Selected Race



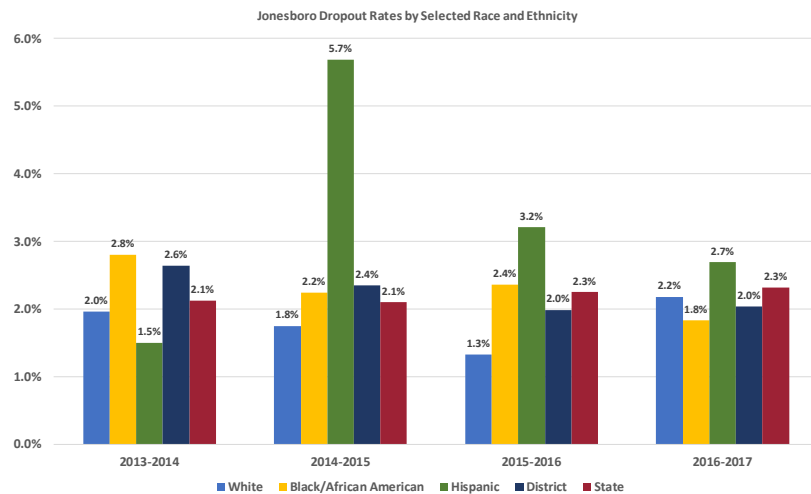
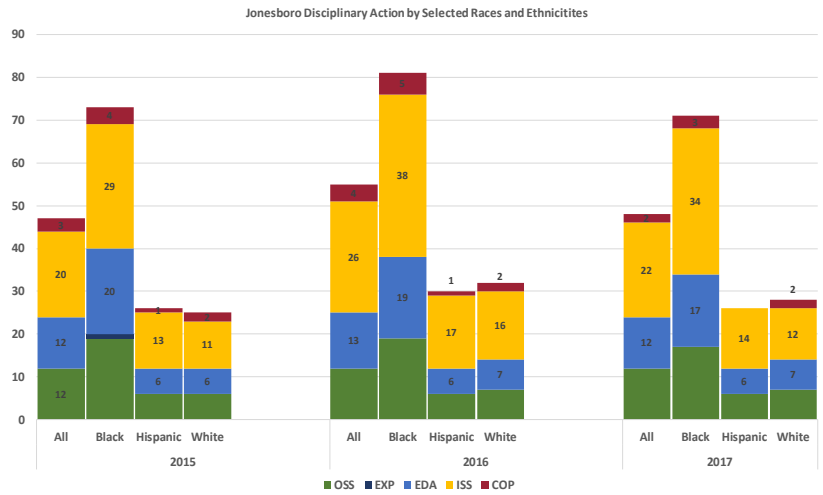
Eighth Grade Math

African American students achieved a ready or exceeds expectations designation in 8th grade math at lower rates than white and Hispanic or Latino students in the Jonesboro School District. Following the change in state testing system in 2015 the percent of African Americans achieving a ready or exceeds expectations designation grew from 8.3 percent to 18 percent in 2016, while the achievement rates for white students grew from 11.1 percent to 53 percent and achievement rates for Hispanic or Latino students grew from 13.3 percent to 19.6 percent.

Jonesboro

Disciplinary Action

During the 2016-2017 school year, Jonesboro School District reported 1336 in-school suspensions, 691 out-of-school suspensions, 6 expulsions, 697 exclusionary discipline actions, and 130 instances of corporal punishment. African American students were more likely to be disciplined, with 71 disciplinary instances per 100 students as compared to 26 instances per 100 Hispanic or Latino students and 28 instances per 100 white students.

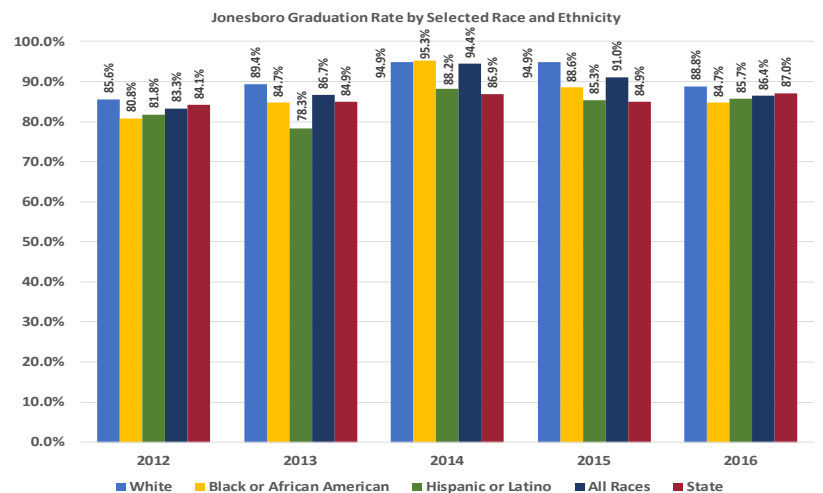


Dropout Rate

The dropout rate for Jonesboro School District from 2012 to 2016 steadily decreased, averaging 2.2 percent over the five years and was similar to the state average of 2.2. Jonesboro School District's dropout rate fell below the statewide average three of the five years. Dropout rates for Hispanic or Latino students and African American students were higher than those for white students in three of the four school years shown in the graph.

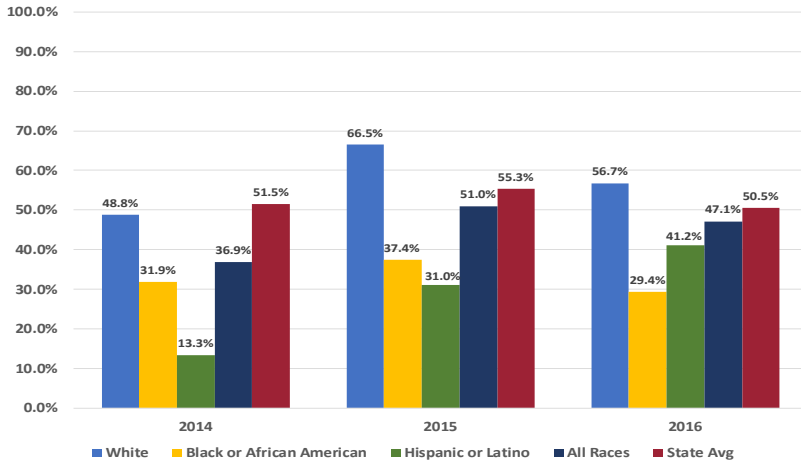
Graduation Rate

The average graduation rate in the Jonesboro School District across all races have steadily increased in the last 5 years, rising above the state average in 2015 and 2016. Graduation rates for African American students have risen by 0.4 percent since 2012. Hispanic students have also seen an increase in graduation rates from 81.8% in 2012 to 85.7% in 2016. In general African American and Hispanic or Latino students graduated at lower rates than white students.



Jonesboro

Jonesboro College Going Rates by Selected Race and Ethnicity



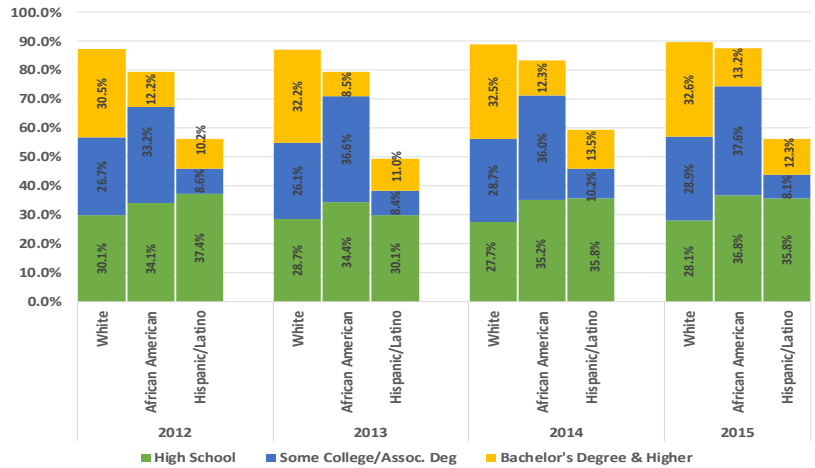
College Going

From 2014 to 2016 Jonesboro School District's college going rate for all students increased from 36.9 percent to 47.1 percent. Students in Jonesboro pursued a post-secondary degree at a rate 4.4 percent lower than the statewide average in 2016. The percentage of college going African American and white students decreased in 2016, while simultaneously increasing for Hispanic or Latino students.

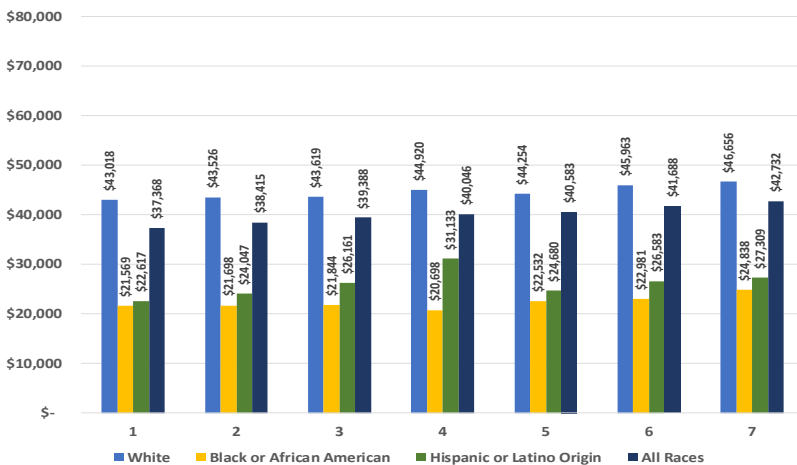
Educational Attainment

The proportion of those above the age of 25 who had completed high school grew from 84.4 percent to 89.3 percent between 2010 and 2016, while the proportion of the population with a bachelor's degree or higher increased from 28.3 percent to 29.6 percent. Among African Americans, 84.4 percent had completed high school in 2016 (up from 78 percent in 2010), and 15.6 percent had a bachelor's degree or higher in 2016 (down from 15.8 percent in 2010). In 2016, 59.7 percent of Hispanics or Latinos in Jonesboro had at least a high school degree, while 11 percent had a bachelor's degree or higher.

Jonesboro Educational Attainment by Selected Race and Ethnicity



Jonesboro Median Household Income by Selected Race and Ethnicity



Median Household Income

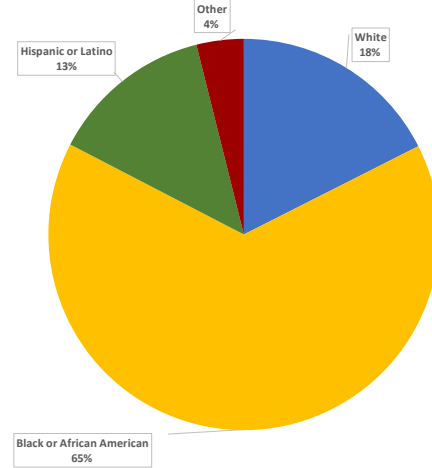
Median income for residents of all races in Jonesboro was 14.3 percent higher in 2016 at \$42,732 when compared to the 2010 median income of \$37,368. Between 2010 and 2016 African American households saw a 15.1 percent rise in median income, however, average household income for African Americans remained \$21,818 lower than the median income of white households. The 2016 median income for Hispanic and Latino households fell between the averages for white and African American households at \$27,309.

Little Rock

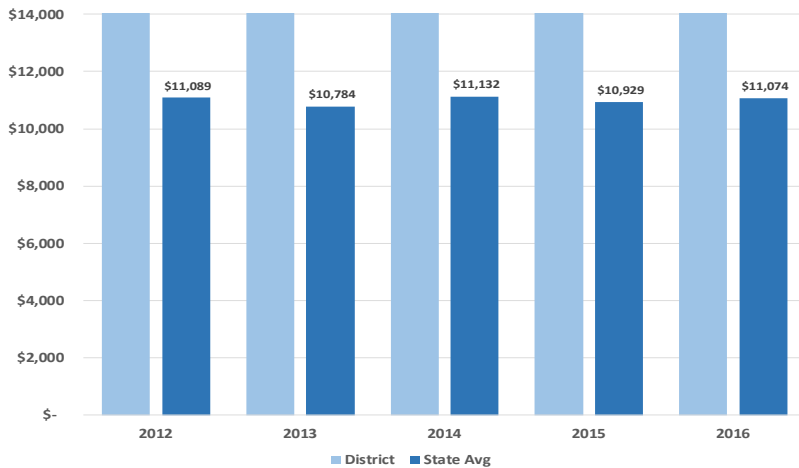
Enrollment

Little Rock School District is comprised of fifty schools with a total enrollment of 23,164 students for 2016. In the 2016 school year, enrollment was down 3.7 percent from 2012. In 2016, African American students made up 65.1 percent of the District, Hispanic or Latino students made up 13.5 percent, and white students made up 17.5 percent of students in Little Rock School District. Since 2012, the racial composition of Little Rock School District has remained relatively unchanged.

2016 Little Rock School District By Selected Race and Ethnicity



Little Rock School District Spending Per Pupil



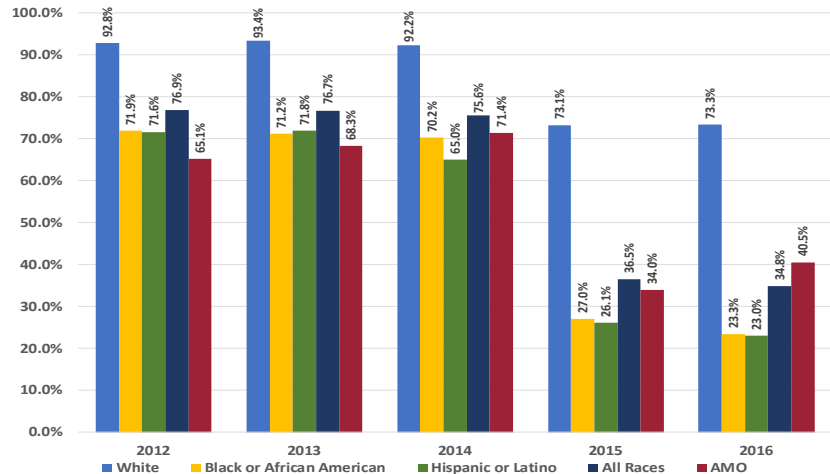
Expenditure per Student

For the 2016 school year, Little Rock School District spent \$14,530 per student, 0.9 percent more than the amount spent per student in 2012. Little Rock School District's per pupil expenditure for 2016 was 31.2 percent or \$3,456 more than the state average of \$11,074.

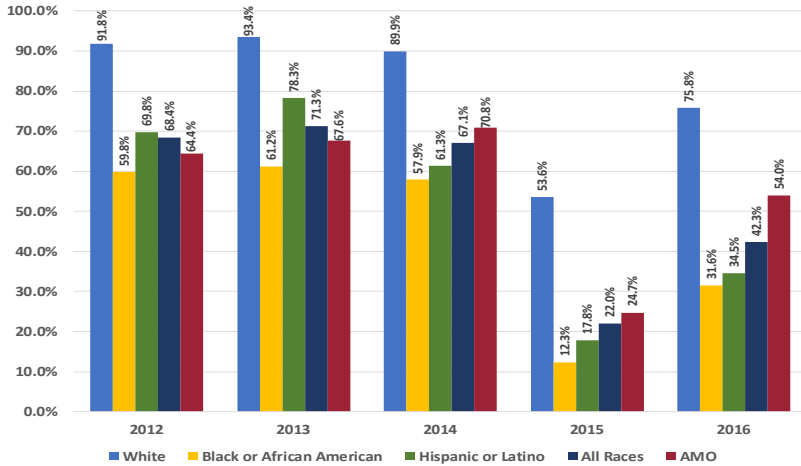
Fourth Grade Literacy

African American and Hispanic or Latino students achieved a ready or exceeds expectations designation in 4th grade literacy at lower rates than white students in the Little Rock School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation fell from 27 percent to 23.3 percent in 2016 and the achievement rates for Hispanics or Latinos fell from 26.1 percent to 23 percent, while the achievement rates for white students grew from 73.1 percent to 73.3 percent.

Little Rock 4th Grade Literacy Achievement Ready or Exceeding by Selected Race



Little Rock 4th Grade Math Achievement Ready or Exceeding by Selected Race



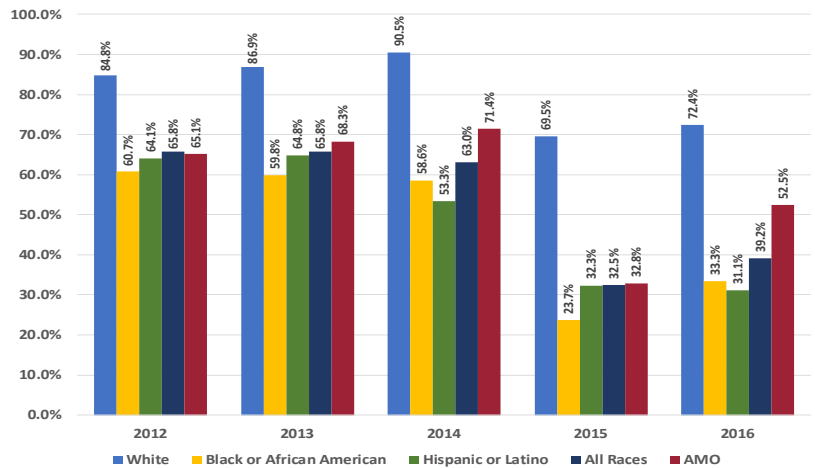
Fourth Grade Math

African American students achieved a ready or exceeds expectations designation in 4th grade math at lower rates than white and Hispanic or Latino students in the Little Rock School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 6.2 percent to 31.6 percent in 2016, while the achievement rates for white students grew from 53.6 percent to 75.8 percent and the achievement rates for Hispanics or Latinos grew from 17.8 percent to 34.5 percent.

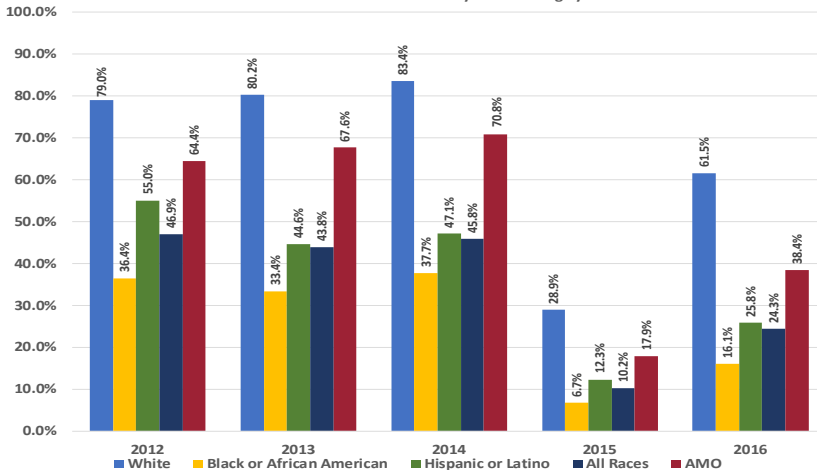
Eighth Grade Literacy

African American students achieved a ready or exceeds expectations designation in 8th grade literacy at lower rates than white and Hispanic or Latino students in the Little Rock School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 23.7 percent to 33.3 percent in 2016, while the achievement rates for white students grew from 69.5 percent to 72.5 percent and the achievement rates for Hispanics or Latinos decreased slightly from 32.3 percent to 31.1 percent.

Little Rock 8th Grade Literacy Achievement Ready or Exceeding by Selected Race



Little Rock 8th Grade Math Achievement Ready or Exceeding by Selected Race



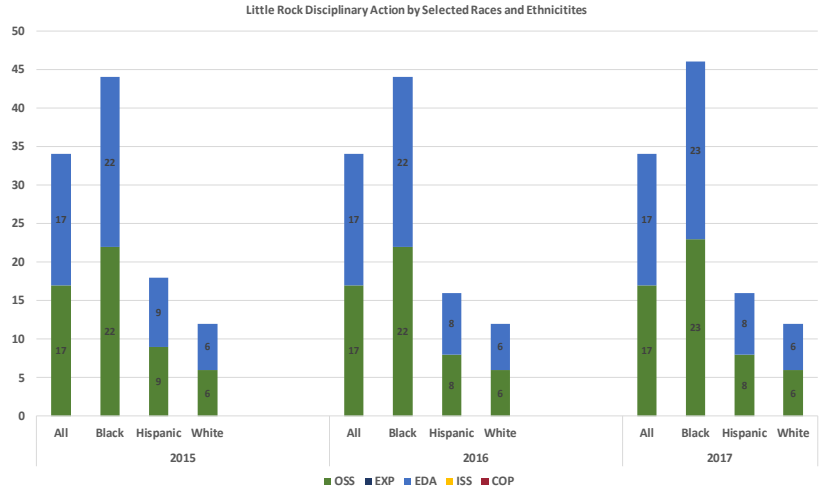
Eighth Grade Math

African American students achieved a ready or exceeds expectations designation in 8th grade math at lower rates than white and Hispanic or Latino students in the Little Rock School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 6.7 percent to 16.1 percent, while the achievement rates for white students grew from 28.9 percent to 61.5 percent and the achievement rates for Hispanics or Latinos grew from 12.3 percent to 25.8 percent.

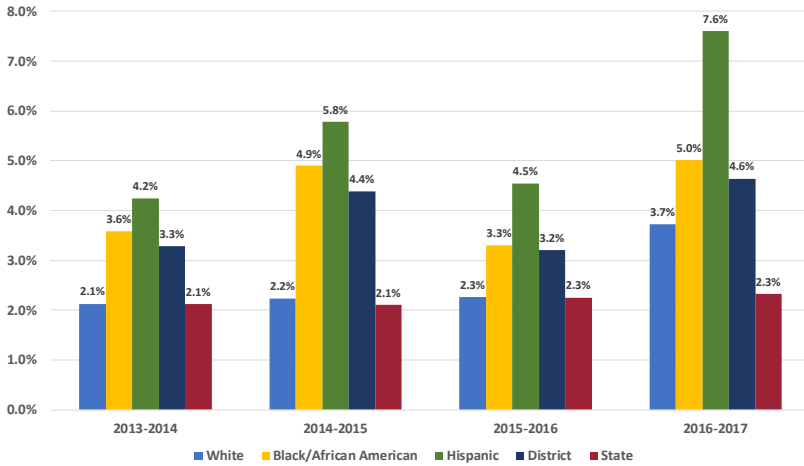
Little Rock

Disciplinary Action

During the 2016-2017 school year, Little Rock School District reported 0 in-school suspensions, 3867 out-of-school suspensions, 0 expulsions, 3867 exclusionary discipline actions, and 0 instances of corporal punishment. African American students were more likely to be disciplined, with 46 disciplinary instances per 100 students as compared to 16 instances per 100 Hispanic or Latino students and 12 instances per 100 white students.



Little Rock Dropout Rates by Selected Race and Ethnicity

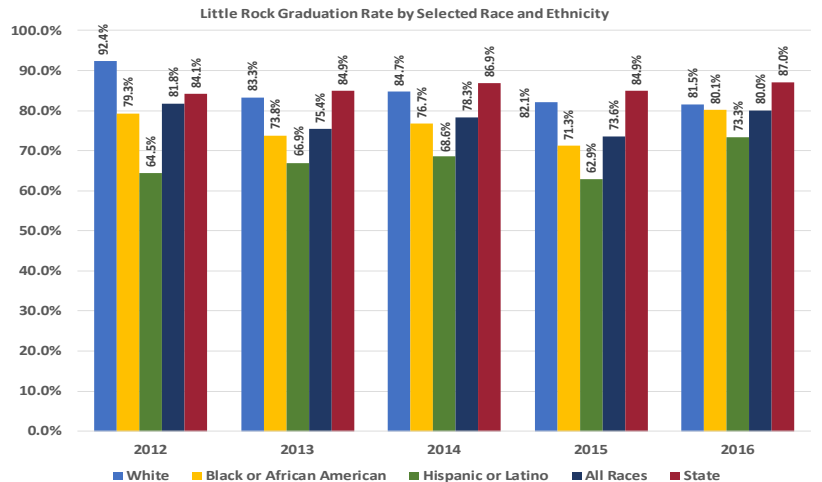


Dropout Rate

The dropout rate for Little Rock School District decreased slightly from 2012 to 2016, averaging 4.2 percent over the five years compared to the state average of 2.2. Little Rock has been consistently above the statewide average each of the five years. Dropout rates for Hispanic or Latino students and African American students were significantly higher than for white students over the past four school years.

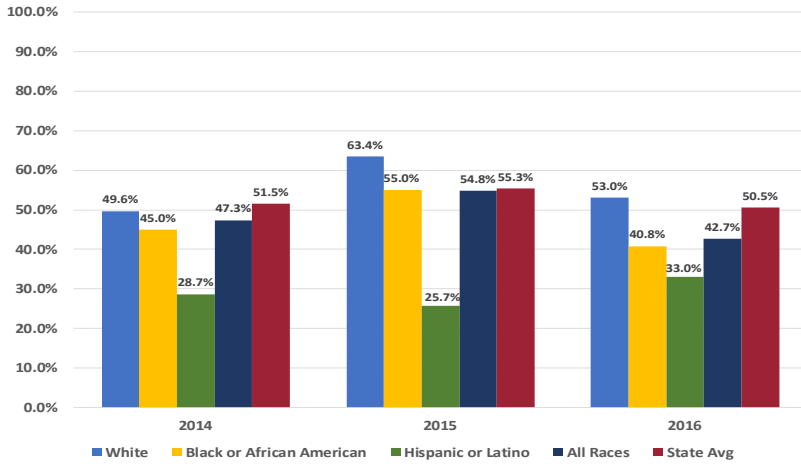
Graduation Rate

Between 2012 and 2016, the average graduation rate in the Little Rock School District across all races was consistently lower than the statewide averages. While graduation rates have varied since 2012, in general African American students and Hispanic or Latino students graduated at lower rates than the statewide average while white students often graduated at rates much closer to the statewide graduation rate.



Little Rock

Little Rock College Going Rates by Selected Race and Ethnicity



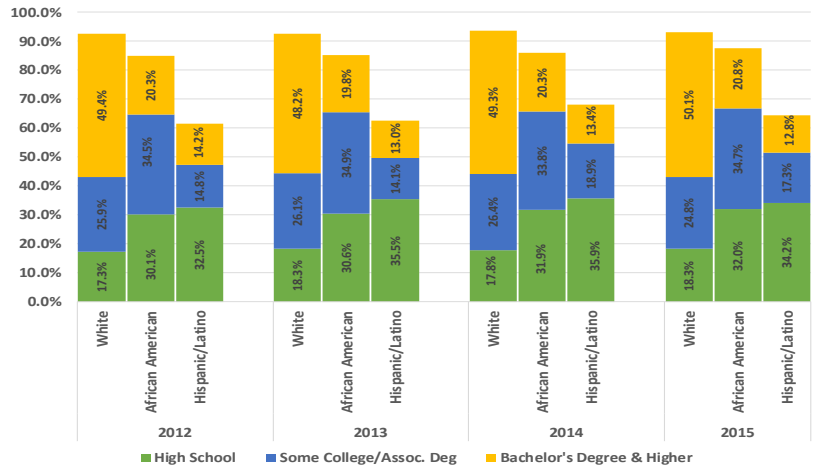
College Going

Little Rock School District's college going rate for all students from 2014 to 2016 decreased from 47.3 percent to 42.7 percent. Students in Little Rock also consistently pursued a post-secondary degree at a higher rate than the statewide average. While the percent African American and Hispanic students in Little Rock School District pursuing a college degree decreased from 2014 to 2016, the percentage of white students continuing their education rose by 3.4 percent.

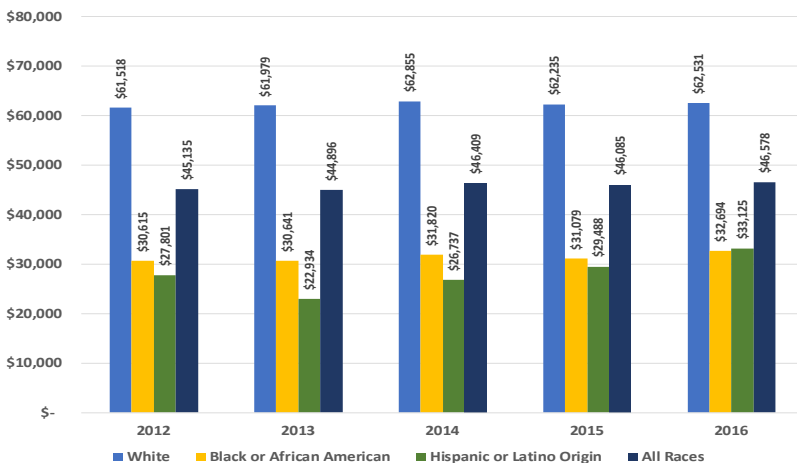
Educational Attainment

The proportion of those above the age of 25 who had completed high school grew from 88.7 percent to 90.6 percent between 2010 and 2016, while the proportion of the population with a bachelor's degree or higher increased slightly from 38.1 percent to 38.9 percent. Among African Americans, 87.4 percent had completed high school in 2016 (up from 84 percent in 2010), and 19.5 percent had a bachelor's degree or higher in 2016 (up from 19.1 percent in 2010). In 2016, 60.4 percent of Hispanics or Latinos in Little Rock had at least a high school degree, while 11.8 percent had a bachelor's degree or higher.

Little Rock Educational Attainment by Selected Race and Ethnicity



Little Rock Median Household Income by Selected Race and Ethnicity



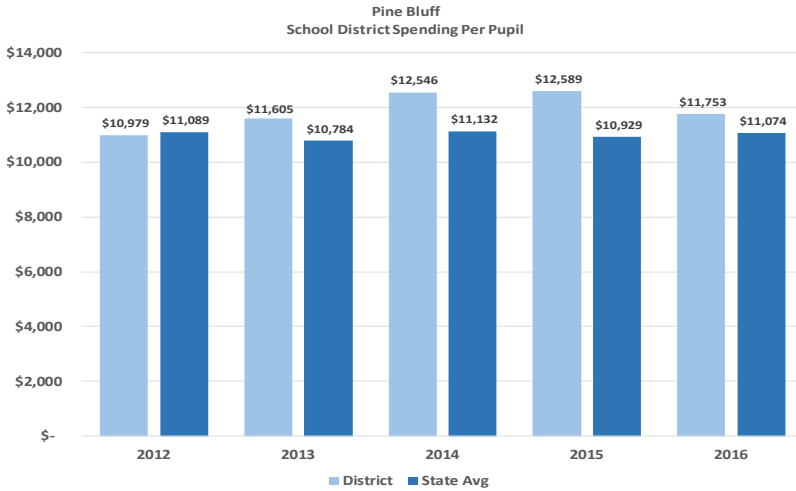
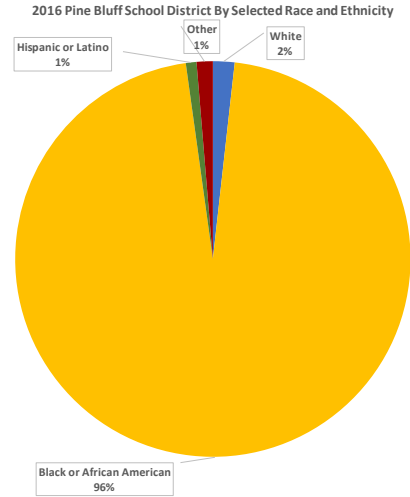
Median Household Income

Median income for residents of all races in Little Rock was 5.67 percent higher in 2016 at \$46,578, when compared to the 2010 median income of \$44,068. Between 2010 and 2016 African American households saw a 1.71 percent rise in median income, however, average household income for African Americans remained \$29,837 lower than the median income of White households and \$431 lower than the average Hispanic household.

Pine Bluff

Enrollment

Pine Bluff School District is comprised of eleven schools with a total enrollment of 4,016 students for 2016. In the 2016 school year, enrollment was down 12.2 percent from 2012. In 2016, African American students made up 96 percent of the District, Hispanic or Latino students made up 0.9 percent, and white students made up 1.8 percent of students. Since 2012, the racial composition of Pine Bluff School District has remained relatively unchanged.

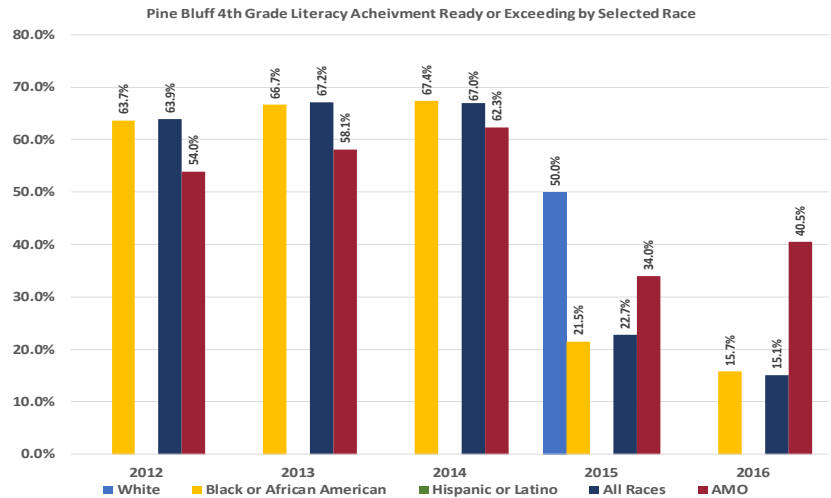


Expenditure per Student

For the 2016 school year, Pine Bluff School District spent \$11,753 per student, 7 percent more than the amount spent per student in 2012. Pine Bluff School District's per pupil expenditure for 2016 was 6 percent or \$679 more than the state average of \$11,074.

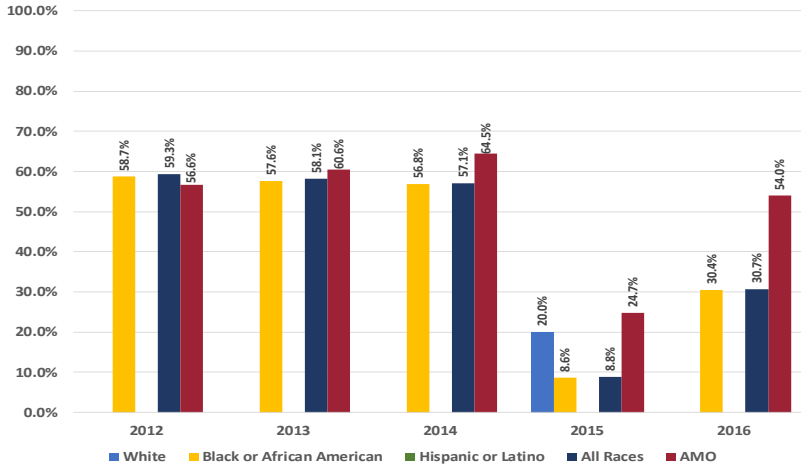
Fourth Grade Literacy

From 2012 to 2014, the percent of 4th grade students in the Pine Bluff School District who were designated as ready or exceeding expectations in literacy steadily decreased. In 2015, following the change in the state testing system, this rate fell from 67 percent in 2014 to 22.7 percent. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation fell from 21.5 percent to 15.7 percent in 2016.



Pine Bluff

Pine Bluff 4th Grade Math Achievement Ready or Exceeding by Selected Race



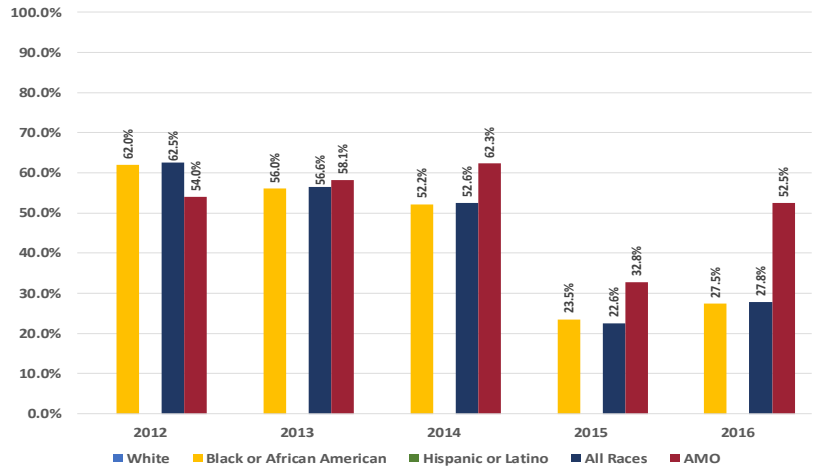
Fourth Grade Math

The percent of 4th grade students in the Pine Bluff School District who were designated as ready or exceeding expectations in math has been consistently lower than the state wide average with the exception of 2012. Following the change in state testing system in 2015 the percent of African Americans achieving a ready or exceeds expectations designation grew from 8.6 percent to 30.4 percent in 2016.

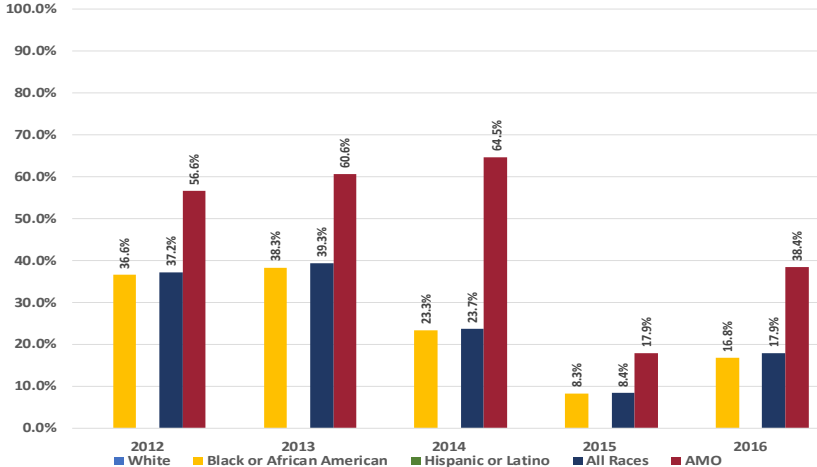
Eighth Grade Literacy

The percent of 8th grade students in the Pine Bluff School District who were designated as ready or exceeding expectations in literacy was lower than the state average in both 2015 and 2016. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 23.5 percent to 27.5 percent in 2016.

Pine Bluff 8th Grade Literacy Achievement Ready or Exceeding by Selected Race



Pine Bluff 8th Grade Math Achievement Ready or Exceeding by Selected Race



Eighth Grade Math

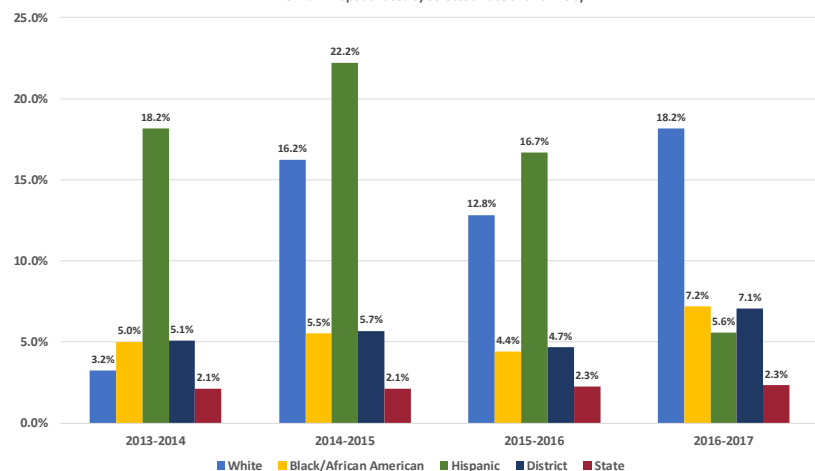
The percent of 8th grade students in the Pine Bluff School District who were designated as ready or exceeding expectations in math, was consistently lower than the state wide average from 2012 to 2016. Following the change in state testing system in 2015 the percent of African Americans achieving a ready or exceeds expectations designation grew from 8.3 percent to 16.8 percent in 2016.

Disciplinary Action

During the 2016-2017 school year, Pine Bluff School District reported 1014 in-school suspensions, 1238 out-of-school suspensions, 14 expulsions, 1252 exclusionary discipline actions, and 20 instances of corporal punishment. African American students were more likely to be disciplined, with 95 disciplinary instances per 100 students as compared to 72 instances per 100 Hispanic or Latino students and 59 instances per 100 white students.



Pine Bluff Dropout Rates by Selected Race and Ethnicity



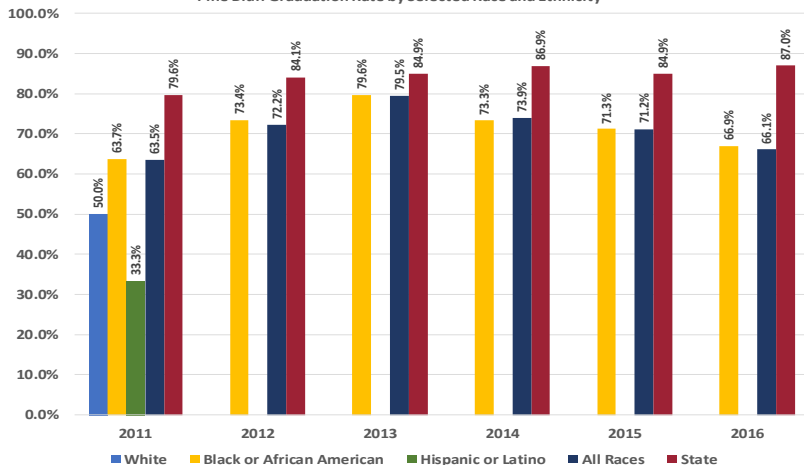
Dropout Rate

The dropout rate for Pine Bluff School District from 2012 to 2016 grew modestly, averaging 5.5 percent over the five years compared to the state average of 2.2. Pine Bluff has been consistently above the statewide average each of the five years. Hispanic or Latino students and white students had significantly higher dropout rates than African American students in three of the past four school years shown in the graph.

Graduation Rate

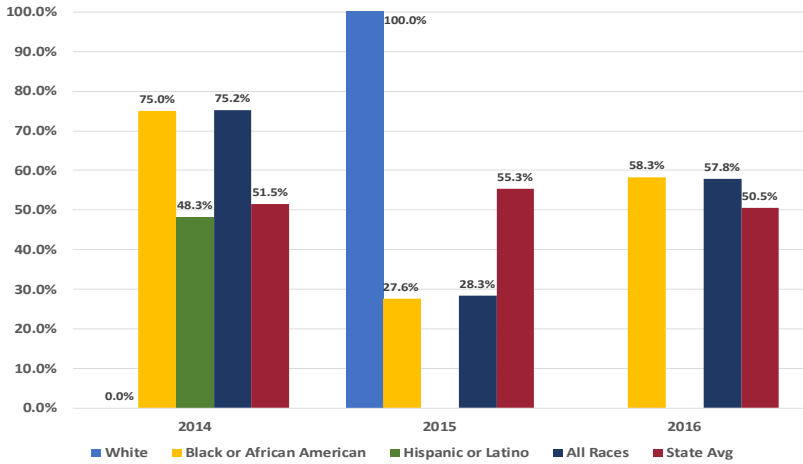
The average graduation rate in the Pine Bluff School District across all races has been consistently lower than statewide averages. Graduation rates for African American students have fallen by 6.5 percent since 2012.

Pine Bluff Graduation Rate by Selected Race and Ethnicity



Pine Bluff

Pine Bluff College Going Rates by Selected Race and Ethnicity



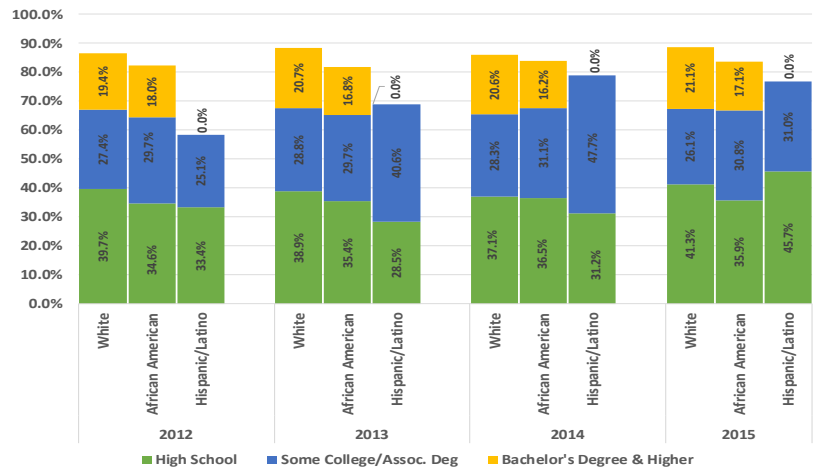
College Going

From 2014 to 2016 Pine Bluff School District's college going rate for all students decreased from 75.2 percent to 57.8 percent. Students in Pine Bluff pursued a post-secondary degree at a rate 7.3 percent higher than the statewide average in 2016.

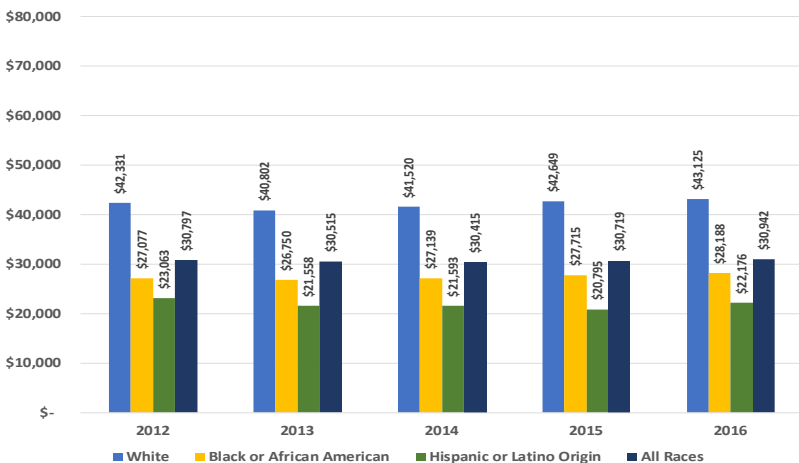
Educational Attainment

The proportion of those above the age of 25 who had completed high school grew from 81.6 percent to 83.6 percent between 2010 and 2016, while the proportion of the population with a bachelor's degree or higher decreased from 38.1 percent to 17.6 percent. Among African Americans, 82.6 percent had completed high school in 2016 (up from 81.3 percent in 2010), and 16.3 percent had a bachelor's degree or higher in 2016 (down from 18.3 percent in 2010) In 2016, 86.7 percent of white households in Pine Bluff had at least a high school degree, while 20.2 percent had a bachelor's degree or higher.

Pine Bluff Educational Attainment by Selected Race and Ethnicity



Pine Bluff Median Household Income by Selected Race and Ethnicity



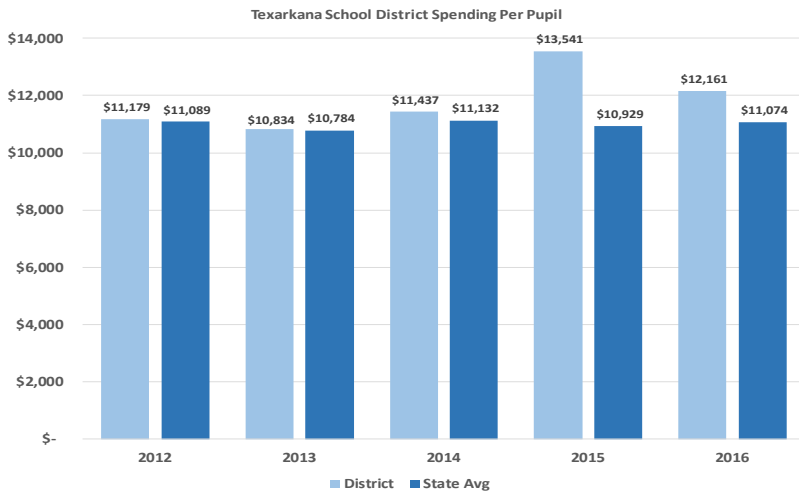
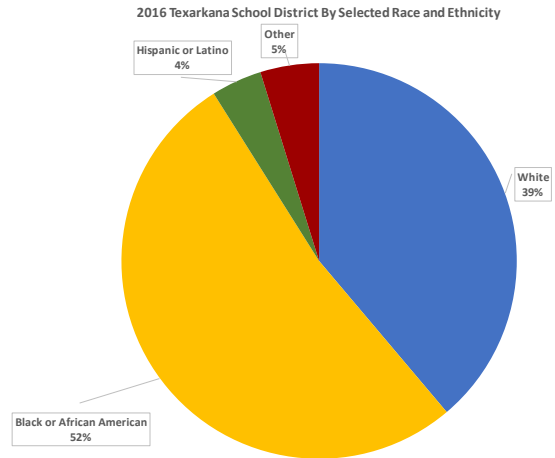
Median Household Income

Median income for residents of all races in Pine Bluff was 1.07 percent higher in 2016 at \$30,942 when compared to the 2010 median income of \$30,613. Between 2010 and 2016 African American households saw a 5.2 percent rise in median income. The average household income for Hispanic and Latino households was lower than both white and African American households at \$22,176.

Texarkana

Enrollment

Texarkana School District is comprised of nine schools with a total enrollment of 4,270 students for 2016. In the 2016 school year, enrollment was down 0.9 percent from 2012. In 2016, African American students made up 52.2 percent of the District, Hispanic or Latino students made up 4.1 percent, and white students made up 38.8 percent of students in Texarkana School District. Since 2012, the racial composition of Texarkana School District has remained relatively unchanged.

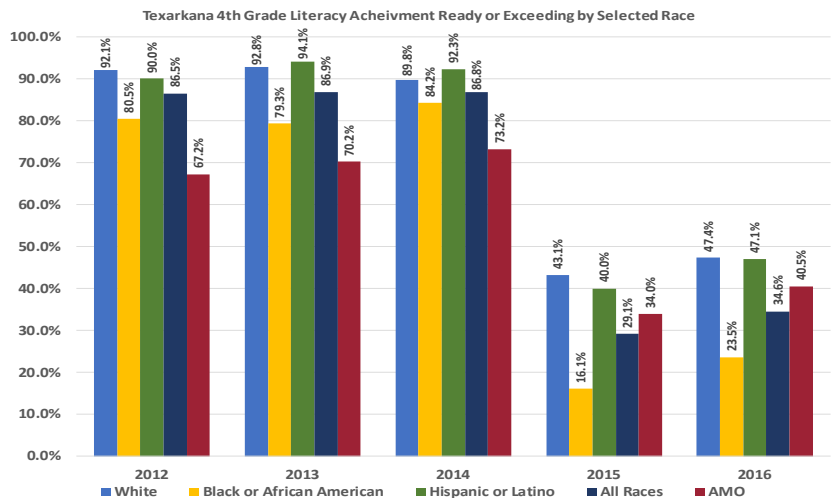


Expenditure per Student

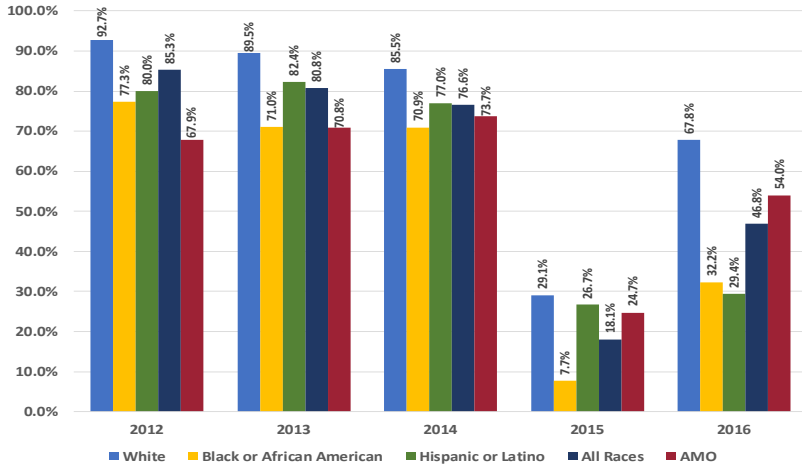
For the 2016 school year, Texarkana School District spent \$12,161 per student, 8.78 percent more than the amount spent per student in 2012. Texarkana School District's per pupil expenditure for 2016 was 9.82 percent or \$1,087 more than the state average of \$11,074.

Fourth Grade Literacy

African American students achieved a ready or exceeds expectations designation in 4th grade literacy at lower rates than white and Hispanic or Latino students in the Texarkana School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 16.1 percent to 23.5 percent in 2016, while the achievement rates for white students grew from 43.1 percent to 47.4 percent, and the achievement rates for Hispanics or Latinos grew from 40 percent to 47.1 percent.



Texarkana 4th Grade Math Achievement Ready or Exceeding by Selected Race



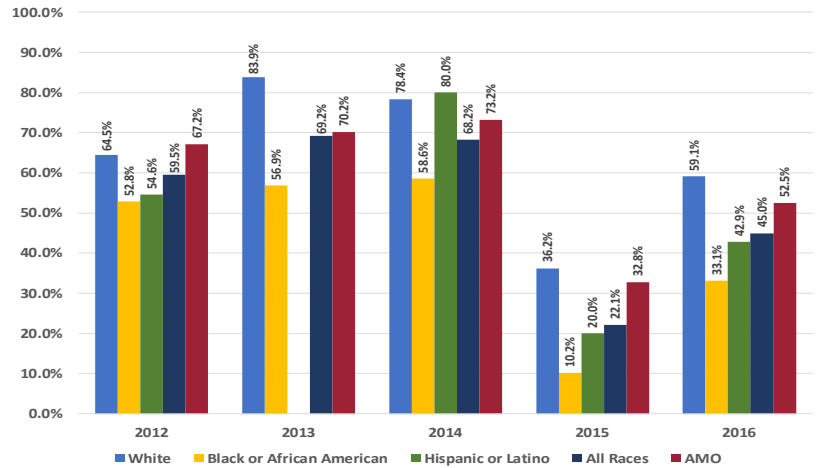
Fourth Grade Math

African American students achieved a ready or exceeds expectations designation in 4th grade math at lower rates than White and Hispanic or Latino students in the Texarkana School District with the exception of 2016. Following the change in state testing system in 2015 the percent of African Americans achieving a ready or exceeds expectations designation grew from 7.7 percent to 32.2 percent in 2016, while the achievement rates for white students grew from 29.1 percent to 67.8 percent and the achievement rates for Hispanics or Latinos grew from 26.7 percent to 29.4 percent.

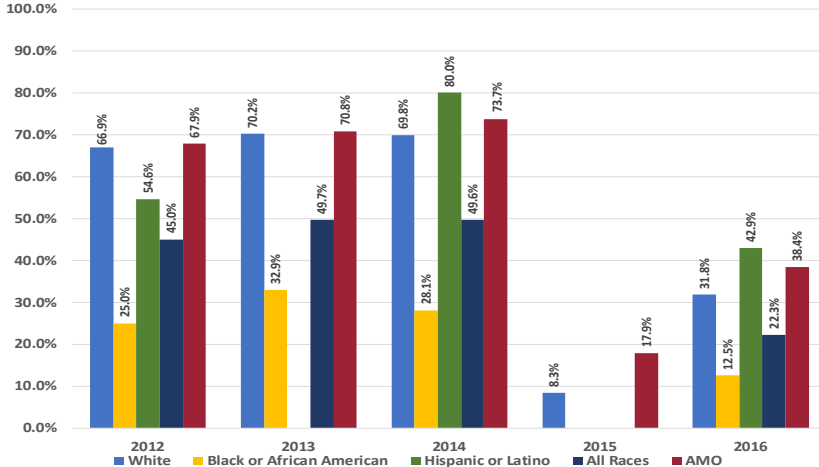
Eighth Grade Literacy

African American students achieved a ready or exceeds expectations designation in 8th grade literacy at lower rates than white and Hispanic or Latino students in the Texarkana School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 10.2 percent to 33.1 percent in 2016, while the achievement rates for white students grew from 36.2 percent to 59.1 percent and the achievement rates for Hispanics or Latinos grew from 20 percent to 42.9 percent.

Texarkana 8th Grade Literacy Achievement Ready or Exceeding by Selected Race



Texarkana 8th Grade Math Achievement Ready or Exceeding by Selected Race



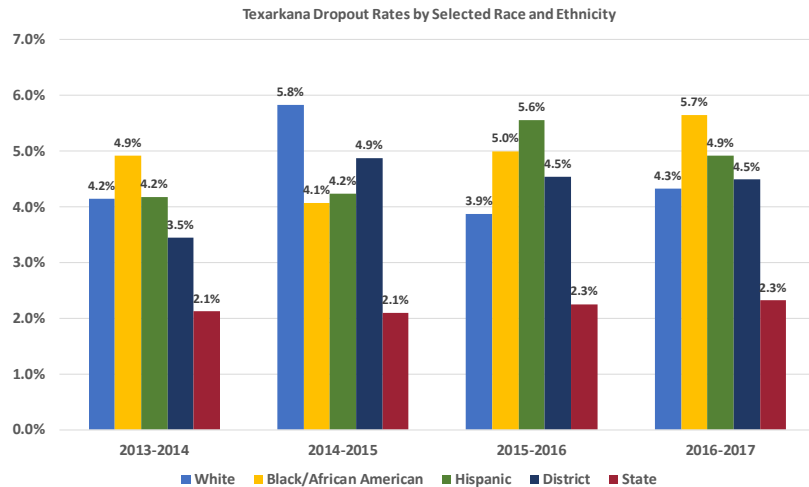
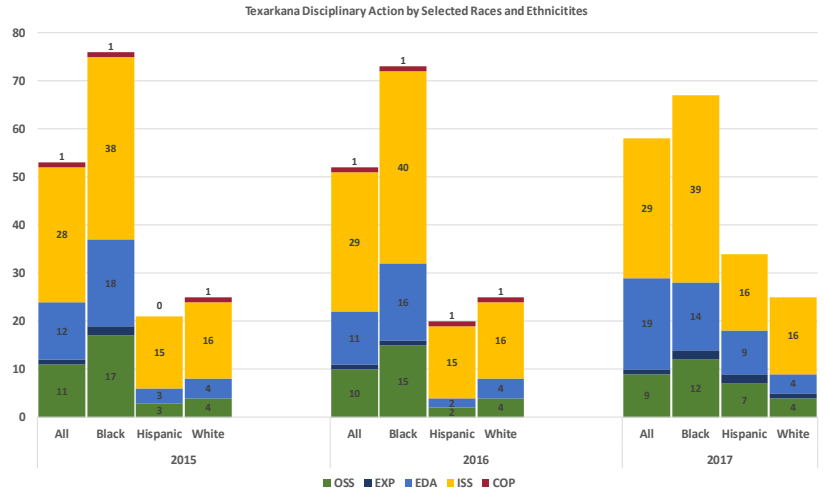
Eighth Grade Math

African American students achieved a ready or exceeds expectations designation in 8th grade math at lower rates than white and Hispanic or Latino students in the Texarkana School District. Following the change in state testing system in 2015 the achievement rates for white students grew from 8.3 percent to 31.8 percent.

Texarkana

Disciplinary Action

During the 2016-2017 school year, Texarkana School District reported 1175 in-school suspensions, 353 out-of-school suspensions, 55 expulsions, 408 exclusionary discipline actions, and 0 instances of corporal punishment. African American students were more likely to be disciplined, with 67 disciplinary instances per 100 students as compared to 34 instances per 100 Hispanic or Latino students and 25 instances per 100 white students.

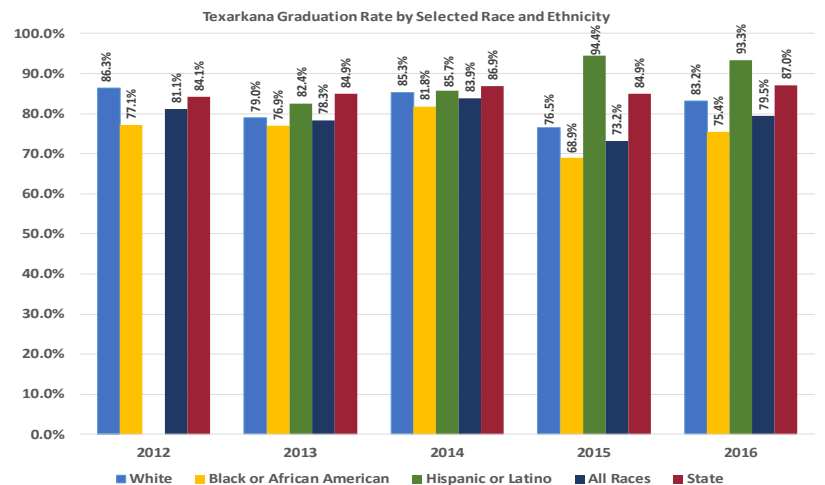


Dropout Rate

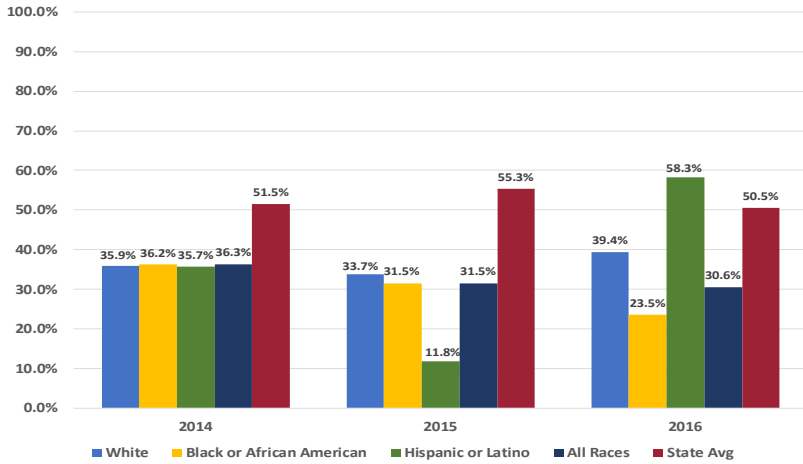
The dropout rate for Texarkana School District from 2012 to 2016 grew modestly, averaging 4.3 percent over the five years compared to the state average of 2.2. Texarkana has been consistently above the statewide average each of the five years. The dropout rates for African American students were higher than those for white students in three out of the four past school years.

Graduation Rate

The average graduation rate in the Texarkana School District across all races has been consistently lower than statewide averages. Graduation rates for African American students have fallen by 2.6 percent since 2012 and in general African American students in the Texarkana School District graduate at lower rates than white and Hispanic or Latino students.



Texarkana College Going Rates by Selected Race and Ethnicity



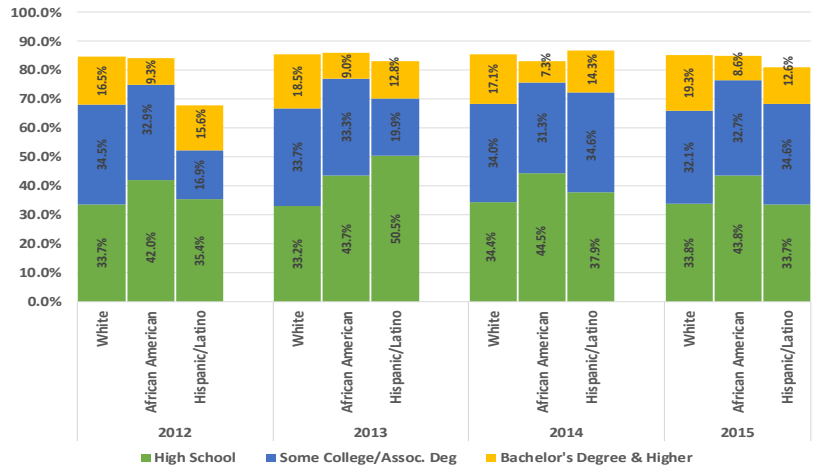
College Going

Helena-West Helena School District's college going rate for all students increased between 2014 and 2016 by 3.8 percent to 67 percent. Students in Helena-West Helena consistently pursued a post-secondary degree at a higher rate than the statewide average from 2014 to 2016. Although the percentage of college going students increased across all races in 2016, African American and Helena-West Helena School District pursued a college degree at a lower rate than white students.

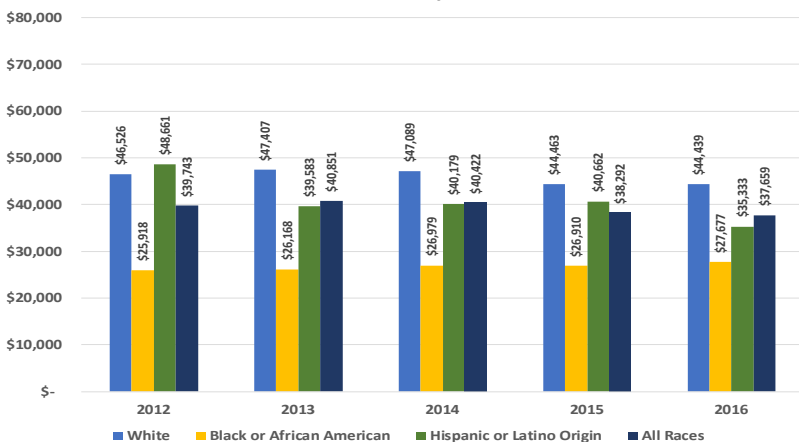
Educational Attainment

The proportion of those above the age of 25 who had completed high school grew from 83.4 percent to 85.3 percent between 2010 and 2016, while the proportion of the population with a bachelor's degree or higher increased from 14.5 percent to 15.6 percent. Among African Americans, 84.6 percent had completed high school in 2016 (up from 82.5 percent in 2010), and 8.6 percent had a bachelor's degree or higher in 2016 (up from 7.3 percent in 2010). In 2016, 77.4 percent of Hispanics or Latinos in Texarkana had at least a high school degree, while 6.5 percent had a bachelor's degree or higher.

Texarkana Educational Attainment by Selected Race and Ethnicity



Texarkana Helena Median Household Income by Selected Race and Ethnicity



Median Household Income

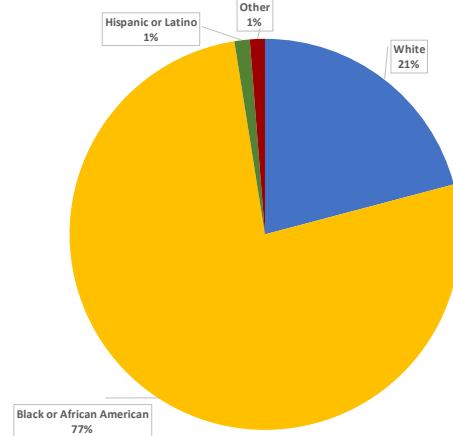
Median income for residents of all races in Texarkana was 6 percent lower in 2016 at \$37,659 when compared to the 2010 median income of \$40,203. Between 2010 and 2016 African American households saw a 5 percent rise in median income, however, average household income for African Americans remained \$16,762 lower than the median income of white households. The 2016 median income for Hispanic and Latino households fell between the averages for white and African American households at \$35,333.

West Memphis

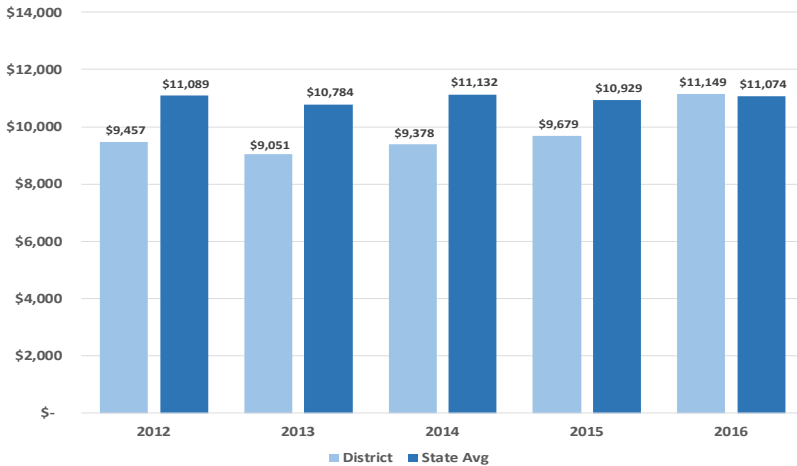
Enrollment

West Memphis School District is comprised of twelve schools with a total enrollment of 5,621 students for 2016. In the 2016 school year, enrollment was down 0.1 percent from 2012. In 2016, African American students made up 76.6 percent of the District, Hispanic or Latino students made up 1.3 percent, and white students made up 20.9 percent of students in West Memphis School District. Since 2012, the racial composition of West Memphis School District has remained relatively unchanged.

2016 West Memphis School District By Selected Race and Ethnicity



Texarkana School District Spending Per Pupil



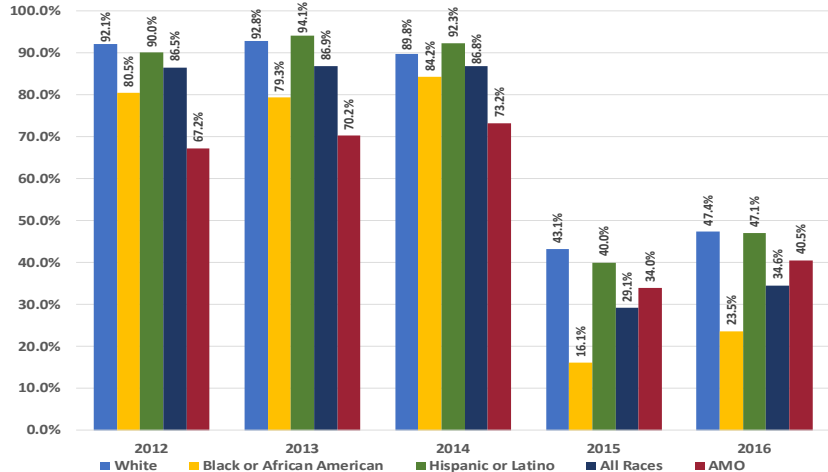
Expenditure per Student

For the 2016 school year, West Memphis School District spent \$11,149 per student, 17.9 percent more than the amount spent per student in 2012. West Memphis School District's per pupil expenditure for 2016 was 0.67 percent or \$75 more than the state average of \$11,074.

Fourth Grade Literacy

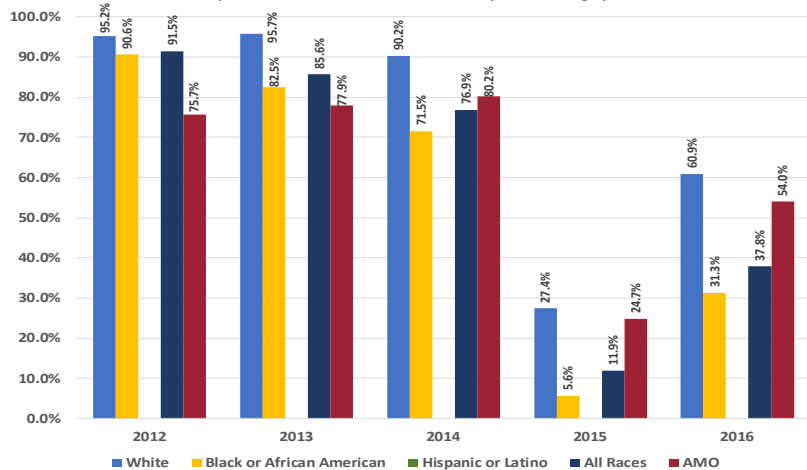
African American students achieved a ready or exceeds expectations designation in 4th grade literacy at lower rates than white students in the West Memphis School District. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 14.8 percent to 20.1 percent in 2016, while the achievement rates for white students fell from 55.8 percent to 42.5 percent.

West Memphis 4th Grade Literacy Achievement Ready or Exceeding by Selected Race



West Memphis

West Memphis 4th Grade Math Achievement Ready or Exceeding by Selected Race



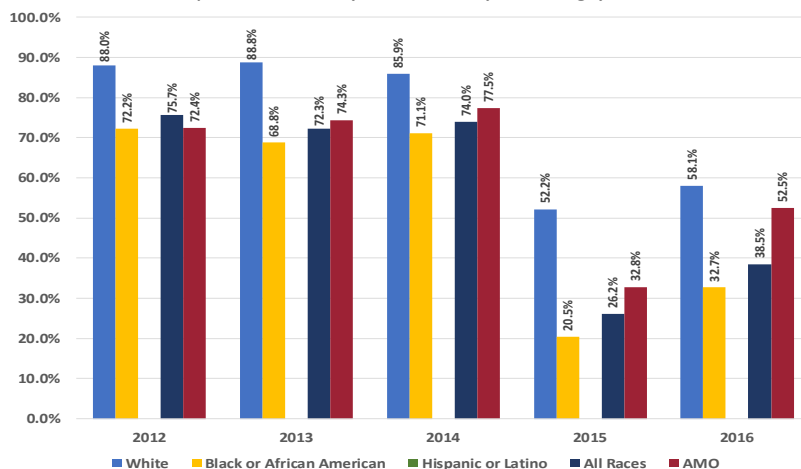
Fourth Grade Math

Following the change in the state testing system in 2015, the percent of 4th grade students in the West Memphis School District who were designated as ready or exceeding expectations in math increased from 11.9 to 37.8 percent in 2016. African American students have consistently achieved a ready or exceeds expectations designation in 4th grade math at lower rates than white students in the West Memphis School District.

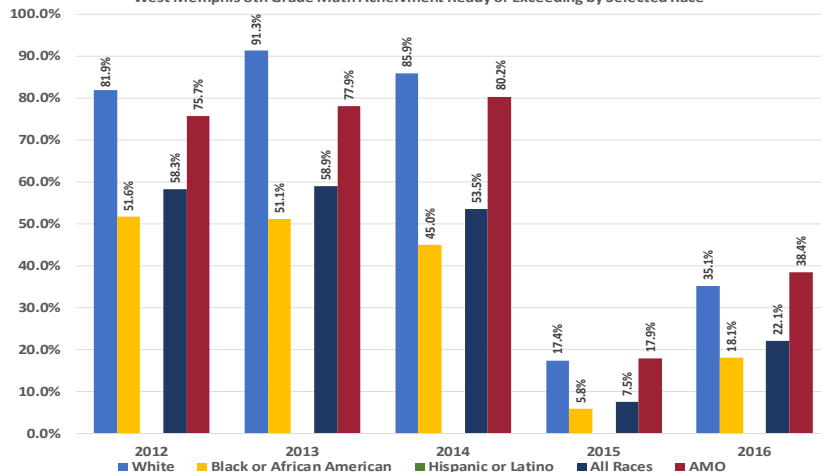
Eighth Grade Literacy

African American students achieved a ready or exceeds expectations designation in 8th grade Literacy at lower rates than white students in the West Memphis School District from 2012 to 2016. Since the state testing system changed in 2015, the percent of African Americans achieving a ready or exceeds expectations designation grew from 20.5 percent to 32.7 percent in 2016, while the achievement rates for white students grew from 52.5 percent to 58.1 percent.

West Memphis 8th Grade Literacy Achievement Ready or Exceeding by Selected Race



West Memphis 8th Grade Math Achievement Ready or Exceeding by Selected Race



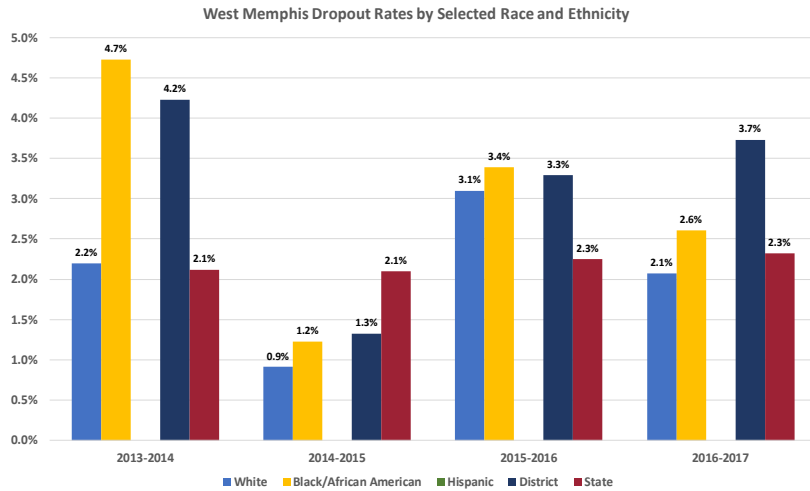
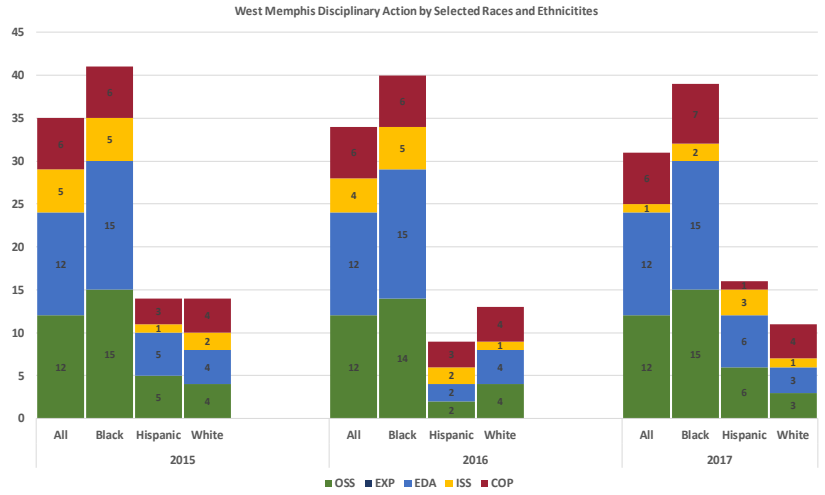
Eighth Grade Math

The percent of 8th grade students in the West Memphis School District who were designated as ready or exceeding expectations in math, was lower than the state wide average in both 2015 and 2016. African American students achieved a ready or exceeds expectations designation in 8th grade math at lower rates than white students in the West Memphis School District. Since the state testing system changed in 2015, African American students achieving a ready or exceeds expectations designation grew from 5.8 percent to 18.1 percent in 2016, while the achievement rates for white students grew from 17.4 percent to 35.1 percent.

West Memphis

Disciplinary Action

During the 2016-2017 school year, West Memphis School District reported 76 in-school suspensions, 672 out-of-school suspensions, 5 expulsions, 677 exclusionary discipline actions, and 344 instances of corporal punishment. African American students were more likely to be disciplined, with 39 disciplinary instances per 100 students as compared to 16 instances per 100 Hispanic or Latino students and 11 instances per 100 white students.

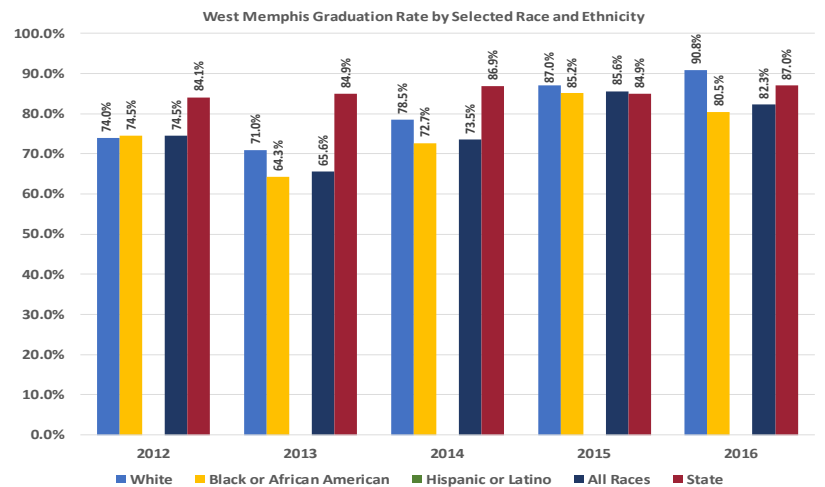


Dropout Rate

The dropout rate for West Memphis School District from 2012 to 2016 remained relatively stable, averaging 3.1 percent over the five years compared to the state average of 2.2. West Memphis School District has been consistently above the statewide average each of the five years, except for 2014 when it fell to 1.32 percent. Dropout rates for African American students were consistently higher than those for white students.

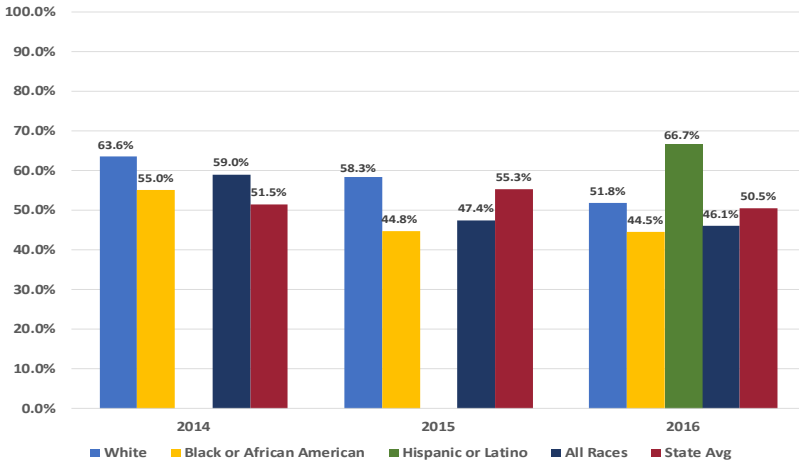
Graduation Rate

The average graduation rate in the West Memphis School District across all races has been consistently lower than statewide averages, with the exception of 2015. While graduation rates for African American students have increased by 6 percent since 2012, in general African American students graduated at lower rates than white students.



West Memphis

West Memphis College Going Rates by Selected Race and Ethnicity



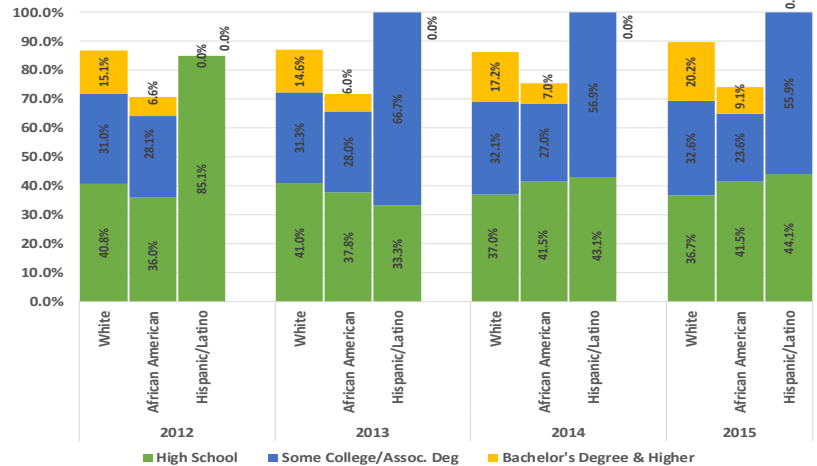
College Going

Between 2014 and 2016, West Memphis School District's college going rate for all students decreased from 59 percent to 46.1 percent. The percent of students in West Memphis pursuing a post-secondary degree fell below the state average in 2015. The percentage of college going students decreased across all races in 2016. From 2014 to 2016 the percent of college going African American students fell by 10.5 percent and percent of college going white students decreased by 11.8 percent. Simultaneously, the percent of Hispanic or Latino students pursuing a college degree rose from 0 percent in 2014 to 66.7 percent in 2016.

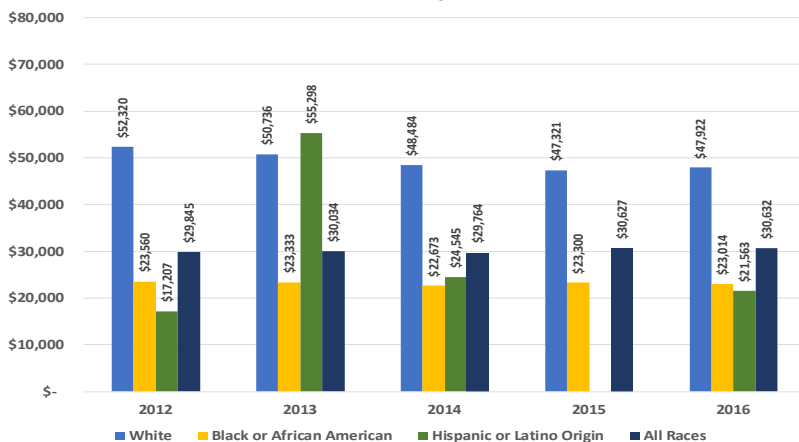
Educational Attainment

The proportion of those above the age of 25 who had completed high school grew from 74 percent to 80 percent between 2010 and 2016. The proportion of the population with a bachelor's degree or higher increased from 9.5 percent to 13.9 percent. Among African Americans, 74.6 percent had completed high school in 2016 (up from 67.2 percent in 2010), and 10.4 percent had a bachelor's degree or higher in 2016 (up from 5.8 percent in 2010) In 2016, 81.6 percent of Hispanics or Latinos in West Memphis had at least a high school degree, while 0 percent had a bachelor's degree or higher.

West Memphis Educational Attainment by Selected Race and Ethnicity



West Memphis Median Household Income by Selected Race and Ethnicity



Median Household Income

Median income for residents of all races in West Memphis was 9.78 percent higher in 2016 at \$30,632, when compared to the 2010 median income of \$27,904. Between 2010 and 2016 African American households saw a 4 percent rise in median income, however, average household income for African Americans remained \$24,908 lower than the median income of white households. The median income for Hispanic and Latino households fell below the averages for both white and African American households at \$21,563.



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Photo credits: Rob Smith/Northwest Arkansas Council, Ryan Versey/Sam M. Walton College of Business. Stephanie Galen and Spencer Hanson provided research assistance for the report.

For questions about this report, contact:

Mervin Jebaraj

Director

mjebaraj@walton.uark.edu

Center for Business and Economic Research

Sam M. Walton College of Business

University of Arkansas

Willard J. Walker Hall 538

1 University of Arkansas

Fayetteville, AR 72701-1201

(479) 575-4151

<http://cber.uark.edu>