

District: Pickens County - 712
Report Type: Elementary

Overview

DISTRICT INFORMATION

NUMBER OF STUDENTS ENROLLED	1,990
TITLE I SCHOOLS	100.0%

DISTRICT DEMOGRAPHICS

AMERICAN INDIAN / ALASKAN NATIVE	0.2%
ASIAN / PACIFIC ISLANDER	0.6%
BLACK	1.2%
HISPANIC	6.7%
MULTI-RACIAL	2.8%
WHITE	88.6%
ECONOMICALLY DISADVANTAGED	31.3%
ENGLISH LEARNERS	2.4%
STUDENTS WITH DISABILITY	17.6%

HOW DID THE DISTRICT PERFORM?

N/A

HOW DID THE DISTRICT PERFORM ON EACH COMPONENT?



Content Mastery

54.7

English Language Arts	53.93
Mathematics	59.09
Science	43.75



Progress

N/A

English Language Arts	N/A
Mathematics	N/A
Progress Towards English Language Proficiency	100.00+



Closing Gaps

N/A

Improvement Target Performance	N/A
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Readiness

70.2

Literacy	40.60
Student Attendance	N/A
Beyond The Core	99.84

Content Mastery



WHAT IS CONTENT MASTERY?

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies.

HOW DID THE DISTRICT PERFORM ON CONTENT MASTERY?

54.7

HOW DID THE STATE PERFORM?

STATE SCORE

63.0

HOW DID THE DISTRICT PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS

98.56% Participation Rate

53.93

MATHEMATICS

98.56% Participation Rate

59.09

SCIENCE

96.66% Participation Rate

43.75

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

ACHIEVEMENT LEVELS - ENGLISH LANGUAGE ARTS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 98.56% Participation Rate	33.41%	32.12%	27.67%	6.80%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
HISPANIC 100.00% Participation Rate	39.34%	42.62%	11.48%	6.56%
MULTI-RACIAL 94.12% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 98.52% Participation Rate	32.81%	31.38%	28.78%	7.03%
ECONOMICALLY DISADVANTAGED 97.69% Participation Rate	50.21%	28.63%	18.26%	2.90%
ENGLISH LEARNERS 100.00% Participation Rate	41.94%	48.39%	6.45%	3.23%
STUDENTS WITH DISABILITY 96.77% Participation Rate	61.63%	27.91%	8.72%	1.74%

SCORES, TARGETS, AND FLAGS - ENGLISH LANGUAGE ARTS

	SCORE	TARGET	FLAG
ALL STUDENTS 98.56% Participation Rate	53.93	N/A	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	N/A	
BLACK Too Few Students Participation Rate	Too Few Students	N/A	
HISPANIC 100.00% Participation Rate	42.63	N/A	
MULTI-RACIAL 94.12% Participation Rate	Too Few Students	N/A	
WHITE 98.52% Participation Rate	55.02	N/A	
ECONOMICALLY DISADVANTAGED 97.69% Participation Rate	36.93	N/A	
ENGLISH LEARNERS 100.00% Participation Rate	35.50	N/A	
STUDENTS WITH DISABILITY 96.77% Participation Rate	25.29	N/A	

ACHIEVEMENT LEVELS - MATHEMATICS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 98.56% Participation Rate	26.58%	36.53%	29.04%	7.85%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
HISPANIC 100.00% Participation Rate	42.62%	39.34%	16.39%	1.64%
MULTI-RACIAL 94.12% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 98.52% Participation Rate	25.49%	36.28%	30.04%	8.19%
ECONOMICALLY DISADVANTAGED 97.69% Participation Rate	38.02%	38.43%	19.83%	3.72%
ENGLISH LEARNERS 100.00% Participation Rate	48.39%	35.48%	16.13%	0.00%
STUDENTS WITH DISABILITY 96.77% Participation Rate	54.07%	30.23%	10.47%	5.23%

SCORES, TARGETS, AND FLAGS - MATHEMATICS

	SCORE	TARGET	FLAG
ALL STUDENTS 98.56% Participation Rate	59.09	N/A	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	N/A	
BLACK Too Few Students Participation Rate	Too Few Students	N/A	
HISPANIC 100.00% Participation Rate	38.52	N/A	
MULTI-RACIAL 94.12% Participation Rate	Too Few Students	N/A	
WHITE 98.52% Participation Rate	60.47	N/A	
ECONOMICALLY DISADVANTAGED 97.69% Participation Rate	44.63	N/A	
ENGLISH LEARNERS 100.00% Participation Rate	33.87	N/A	
STUDENTS WITH DISABILITY 96.77% Participation Rate	33.44	N/A	





ACHIEVEMENT LEVELS - SCIENCE

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 96.66% Participation Rate	43.93%	29.29%	22.14%	4.64%
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
HISPANIC 100.00% Participation Rate	41.67%	33.33%	25.00%	0.00%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 96.59% Participation Rate	43.95%	29.03%	21.77%	5.24%
ECONOMICALLY DISADVANTAGED 93.98% Participation Rate	49.33%	25.33%	21.33%	4.00%
ENGLISH LEARNERS 100.00% Participation Rate	44.44%	38.89%	16.67%	0.00%
STUDENTS WITH DISABILITY 95.38% Participation Rate	68.97%	15.52%	13.79%	1.72%

SCORES, TARGETS, AND FLAGS - SCIENCE

	SCORE	TARGET	FLAG
ALL STUDENTS 96.66% Participation Rate	43.75	N/A	
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	N/A	
BLACK Too Few Students Participation Rate	Too Few Students	N/A	
HISPANIC 100.00% Participation Rate	41.67	N/A	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	N/A	
WHITE 96.59% Participation Rate	44.15	N/A	
ECONOMICALLY DISADVANTAGED 93.98% Participation Rate	39.57	N/A	
ENGLISH LEARNERS 100.00% Participation Rate	36.12	N/A	
STUDENTS WITH DISABILITY 95.38% Participation Rate	24.13	N/A	

LEGEND

-  Subgroup met 6% improvement target*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

Progress



WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

HOW DID THE DISTRICT PERFORM ON PROGRESS?

N/A

HOW DID THE STATE PERFORM?

STATE SCORE

N/A

HOW DID THE DISTRICT PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS

N/A

MATHEMATICS

N/A

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

100.00+

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

PROGRESS LEVELS - ENGLISH LANGUAGE ARTS

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	N/A	N/A	N/A	N/A
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER	N/A	N/A	N/A	N/A
BLACK	N/A	N/A	N/A	N/A
HISPANIC	N/A	N/A	N/A	N/A
MULTI-RACIAL	N/A	N/A	N/A	N/A
WHITE	N/A	N/A	N/A	N/A
ECONOMICALLY DISADVANTAGED	N/A	N/A	N/A	N/A
ENGLISH LEARNERS	N/A	N/A	N/A	N/A
STUDENTS WITH DISABILITY	N/A	N/A	N/A	N/A

SCORES - ENGLISH LANGUAGE ARTS

	SCORE
ALL STUDENTS	N/A
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	N/A
HISPANIC	N/A
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	N/A
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	N/A

PROGRESS LEVELS - MATHEMATICS

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	N/A	N/A	N/A	N/A
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER	N/A	N/A	N/A	N/A
BLACK	N/A	N/A	N/A	N/A
HISPANIC	N/A	N/A	N/A	N/A
MULTI-RACIAL	N/A	N/A	N/A	N/A
WHITE	N/A	N/A	N/A	N/A
ECONOMICALLY DISADVANTAGED	N/A	N/A	N/A	N/A
ENGLISH LEARNERS	N/A	N/A	N/A	N/A
STUDENTS WITH DISABILITY	N/A	N/A	N/A	N/A

SCORES - MATHEMATICS

	SCORE
ALL STUDENTS	N/A
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	N/A
HISPANIC	N/A
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	N/A
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	N/A




PROGRESS LEVELS - PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	ACCESS for ELLs Performance Bands			
	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
ENGLISH LEARNERS	13.33%	16.67%	20.00%	50.00%

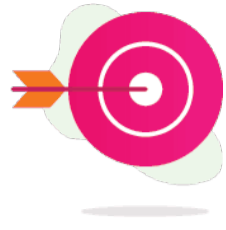
SCORES, TARGETS, AND FLAGS - PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	SCORE	TARGET	FLAG
ENGLISH LEARNERS	100.00+	N/A	

LEGEND

-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

Closing Gaps



WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

HOW DID THE DISTRICT PERFORM ON CLOSING GAPS?

N/A

HOW DID THE STATE PERFORM?

STATE SCORE

N/A

HOW WELL DID STUDENT GROUPS IN THE DISTRICT MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS				
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK				
HISPANIC				
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED				
ENGLISH LEARNERS				
STUDENTS WITH DISABILITY				

ENGLISH LANGUAGE ARTS

	SCORE	TARGET	FLAG
ALL STUDENTS	N/A	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	N/A	N/A	
BLACK	N/A	N/A	
HISPANIC	N/A	N/A	
MULTI-RACIAL	N/A	N/A	
WHITE	N/A	N/A	
ECONOMICALLY DISADVANTAGED	N/A	N/A	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	N/A	N/A	





MATHEMATICS

	SCORE	TARGET	FLAG
ALL STUDENTS	N/A	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	N/A	N/A	
BLACK	N/A	N/A	
HISPANIC	N/A	N/A	
MULTI-RACIAL	N/A	N/A	
WHITE	N/A	N/A	
ECONOMICALLY DISADVANTAGED	N/A	N/A	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	N/A	N/A	

SCIENCE

	SCORE	TARGET	FLAG
ALL STUDENTS	N/A	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	N/A	N/A	
BLACK	N/A	N/A	
HISPANIC	N/A	N/A	
MULTI-RACIAL	N/A	N/A	
WHITE	N/A	N/A	
ECONOMICALLY DISADVANTAGED	N/A	N/A	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	N/A	N/A	

LEGEND

-  Subgroup met 6% improvement target*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

Readiness



WHAT IS READINESS?

Readiness measures whether students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career. The indicators for elementary and middle schools include literacy, student attendance, and beyond the core. High school indicators include literacy, student attendance, accelerated enrollment, pathway completion, and college and career readiness.

HOW DID THE DISTRICT PERFORM ON READINESS?

70.2

HOW DID THE STATE PERFORM?

STATE SCORE

71.8

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY

40.60%

STUDENT ATTENDANCE

N/A

BEYOND THE CORE

99.84%



[View BEYOND THE CORE data](#)

Fine arts

99.84%

World language

0.05%

Computer science

0.05%

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY

	RATE
ALL STUDENTS	40.60%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	Too Few Students
HISPANIC	23.33%
MULTI-RACIAL	Too Few Students
WHITE	41.80%
ECONOMICALLY DISADVANTAGED	24.89%
ENGLISH LEARNERS	9.68%
STUDENTS WITH DISABILITY	14.47%

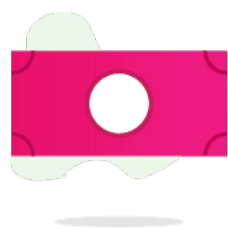
STUDENT ATTENDANCE

	RATE
ALL STUDENTS	N/A
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	N/A
HISPANIC	N/A
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	N/A
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	N/A

BEYOND THE CORE

	RATE
ALL STUDENTS	99.84%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	100.00%
HISPANIC	100.00%
MULTI-RACIAL	100.00%
WHITE	99.82%
ECONOMICALLY DISADVANTAGED	99.63%
ENGLISH LEARNERS	100.00%
STUDENTS WITH DISABILITY	99.37%

Financial Efficiency



WHAT IS FINANCIAL EFFICIENCY?

The Financial Efficiency Star Rating provides a comparison of per-student spending and overall student performance. A five-star rating represents strong student outcomes with lower levels of expenditures (proportionate to district size) in comparison with other districts. Click [here](#) to learn more about Financial Efficiency.