

District: Pickens County - 712
Report Type: Middle

Overview

DISTRICT INFORMATION

NUMBER OF STUDENTS ENROLLED	997
TITLE I SCHOOLS	100.0%

DISTRICT DEMOGRAPHICS

AMERICAN INDIAN / ALASKAN NATIVE	0.1%
ASIAN / PACIFIC ISLANDER	0.6%
BLACK	1.0%
HISPANIC	5.7%
MULTI-RACIAL	2.4%
WHITE	90.2%
ECONOMICALLY DISADVANTAGED	25.8%
ENGLISH LEARNERS	1.2%
STUDENTS WITH DISABILITY	19.5%

HOW DID THE DISTRICT PERFORM?

N/A

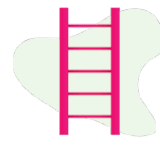
HOW DID THE DISTRICT PERFORM ON EACH COMPONENT?



Content Mastery

60.7

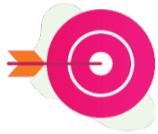
English Language Arts	58.40
Mathematics	67.38
Science	57.08
Social Studies	51.23



Progress

N/A

English Language Arts	N/A
Mathematics	N/A
Progress Towards English Language Proficiency	Too Few Students



Closing Gaps

N/A

Improvement Target Performance	N/A
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Readiness

74.4

Literacy	48.91
Student Attendance	N/A
Beyond The Core	99.79

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?

60.7

HOW DID THE STATE PERFORM?

STATE SCORE

60.0

HOW DID THE DISTRICT PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS **58.40**

98.60% Participation Rate

[View ENGLISH LANGUAGE ARTS data](#)

MATHEMATICS **67.38**

98.39% Participation Rate

[View MATHEMATICS data](#)

SCIENCE **57.08**

99.12% Participation Rate

[View SCIENCE data](#)

Grade 8 Science **47.08**

98.96% Participation Rate

High School Physical Science **100.00**

100.00% Participation Rate

SOCIAL STUDIES **51.23**

99.12% Participation Rate

[View SOCIAL STUDIES data](#)

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

ACHIEVEMENT LEVELS - ENGLISH LANGUAGE ARTS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 98.60% Participation Rate	27.82%	34.46%	30.86%	6.87%
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	20.41%	34.69%	38.78%	6.12%
MULTI-RACIAL 95.00% Participation Rate	17.65%	35.29%	35.29%	11.76%
WHITE 98.69% Participation Rate	28.59%	34.65%	30.07%	6.68%
ECONOMICALLY DISADVANTAGED 98.25% Participation Rate	39.17%	36.87%	19.35%	4.61%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 97.71% Participation Rate	62.28%	26.95%	9.58%	1.20%

SCORES, TARGETS, AND FLAGS - ENGLISH LANGUAGE ARTS

	SCORE	TARGET	FLAG
ALL STUDENTS 98.60% Participation Rate	58.40	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	65.31	N/A	
MULTI-RACIAL 95.00% Participation Rate	70.58	N/A	
WHITE 98.69% Participation Rate	57.42	N/A	
ECONOMICALLY DISADVANTAGED 98.25% Participation Rate	44.71	N/A	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	N/A	
STUDENTS WITH DISABILITY 97.71% Participation Rate	24.86	N/A	

ACHIEVEMENT LEVELS - MATHEMATICS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 98.39% Participation Rate	20.54%	36.46%	30.70%	12.30%
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	16.33%	26.53%	42.86%	14.29%
MULTI-RACIAL 95.00% Participation Rate	23.53%	17.65%	35.29%	23.53%
WHITE 98.45% Participation Rate	20.97%	37.22%	29.90%	11.91%
ECONOMICALLY DISADVANTAGED 97.81% Participation Rate	31.48%	41.20%	20.37%	6.94%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 97.71% Participation Rate	51.50%	32.93%	12.57%	2.99%

SCORES, TARGETS, AND FLAGS - MATHEMATICS

	SCORE	TARGET	FLAG
ALL STUDENTS 98.39% Participation Rate	67.38	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	77.57	N/A	
MULTI-RACIAL 95.00% Participation Rate	79.42	N/A	
WHITE 98.45% Participation Rate	66.38	N/A	
ECONOMICALLY DISADVANTAGED 97.81% Participation Rate	51.38	N/A	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	N/A	
STUDENTS WITH DISABILITY 97.71% Participation Rate	33.53	N/A	

ACHIEVEMENT LEVELS - SCIENCE

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.12% Participation Rate	32.31%	28.92%	31.08%	7.69%
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	Too Few Students	Too Few Students	Too Few Students	Too Few Students
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 99.35% Participation Rate	32.44%	29.77%	30.77%	7.02%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	44.16%	32.47%	20.78%	2.60%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 100.00% Participation Rate	53.13%	32.81%	12.50%	1.56%

SCORES, TARGETS, AND FLAGS - SCIENCE

	SCORE	TARGET	FLAG
ALL STUDENTS 99.12% Participation Rate	57.08	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	Too Few Students	N/A	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	N/A	
WHITE 99.35% Participation Rate	56.19	N/A	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	40.92	N/A	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	N/A	
STUDENTS WITH DISABILITY 100.00% Participation Rate	31.25	N/A	





ACHIEVEMENT LEVELS - SOCIAL STUDIES

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.12% Participation Rate	30.67%	42.33%	20.86%	6.13%
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	Too Few Students	Too Few Students	Too Few Students	Too Few Students
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 99.35% Participation Rate	32.00%	41.67%	20.67%	5.67%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	44.16%	36.36%	19.48%	0.00%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 100.00% Participation Rate	48.44%	39.06%	9.38%	3.13%

SCORES, TARGETS, AND FLAGS - SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS 99.12% Participation Rate	51.23	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	Too Few Students	N/A	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	N/A	
WHITE 99.35% Participation Rate	50.02	N/A	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	37.66	N/A	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	N/A	
STUDENTS WITH DISABILITY 100.00% Participation Rate	33.61	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

Too Few Students

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	Too Few Students	Too Few Students	Too Few Students	Too Few Students

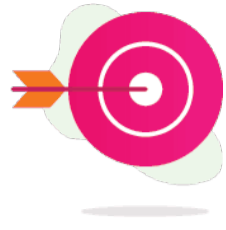
SCORES, TARGETS, AND FLAGS - PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	SCORE	TARGET	FLAG
ENGLISH LEARNERS	Too Few Students	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	

SOCIAL STUDIES

	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?

74.4

HOW DID THE STATE PERFORM?

STATE SCORE

75.1

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY

48.91%

STUDENT ATTENDANCE

N/A

BEYOND THE CORE

99.79%

[View BEYOND THE CORE data](#)

Fine arts

75.67%

World language

17.36%

Physical education / health

80.49%

Career exploratory

75.46%

Computer science

0.21%

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY

	RATE
ALL STUDENTS	48.91%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	Too Few Students
HISPANIC	57.14%
MULTI-RACIAL	58.82%
WHITE	47.80%
ECONOMICALLY DISADVANTAGED	35.55%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	14.94%

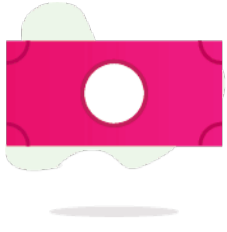
STUDENT ATTENDANCE

	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	99.79%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	Too Few Students
HISPANIC	100.00%
MULTI-RACIAL	100.00%
WHITE	99.76%
ECONOMICALLY DISADVANTAGED	99.56%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	99.43%

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.