

District: Pickens County - 712
Report Type: High

Overview

DISTRICT INFORMATION

NUMBER OF STUDENTS ENROLLED
TITLE I SCHOOLS

1,333
0.0%

DISTRICT DEMOGRAPHICS

AMERICAN INDIAN / ALASKAN NATIVE

0.1%

ASIAN / PACIFIC ISLANDER

0.8%

BLACK

0.5%

HISPANIC

7.7%

MULTI-RACIAL

1.6%

WHITE

89.3%

ECONOMICALLY DISADVANTAGED

20.2%

ENGLISH LEARNERS

1.0%

STUDENTS WITH DISABILITY

14.8%

HOW DID THE DISTRICT PERFORM?

N/A

HOW DID THE DISTRICT PERFORM ON EACH COMPONENT?



Content Mastery

69.8

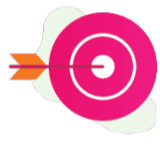
American Literature	63.96
Algebra I / Coordinate Algebra	72.18
Biology	72.17
U.S. History	70.78



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

82.8

Literacy	58.20
Student Attendance	N/A
Accelerated Enrollment	100.00
Pathway Completion	90.08
College And Career Readiness	N/A



Graduation Rate

93.3

4-Year Graduation Rate	91.57
5-Year Graduation Rate	96.61

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?

69.8

HOW DID THE STATE PERFORM?

STATE SCORE

64.7

HOW DID THE DISTRICT PERFORM ON EACH CONTENT AREA?

AMERICAN LITERATURE 98.50% Participation Rate	63.96
ALGEBRA I / COORDINATE ALGEBRA 96.05% Participation Rate	72.18
BIOLOGY 99.36% Participation Rate	72.17
U.S. HISTORY 99.25% Participation Rate	70.78

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

ACHIEVEMENT LEVELS - ENGLISH LANGUAGE ARTS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 98.50% Participation Rate	20.25%	35.28%	40.80%	3.68%
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	32.14%	21.43%	46.43%	0.00%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 98.30% Participation Rate	18.82%	36.59%	40.77%	3.83%
ECONOMICALLY DISADVANTAGED 98.33% Participation Rate	32.76%	43.10%	24.14%	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	64.44%	26.67%	8.89%	0.00%

SCORES, TARGETS, AND FLAGS - ENGLISH LANGUAGE ARTS

	SCORE	TARGET	FLAG
ALL STUDENTS 98.50% Participation Rate	63.96	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	57.15	N/A	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	N/A	
WHITE 98.30% Participation Rate	64.82	N/A	
ECONOMICALLY DISADVANTAGED 98.33% Participation Rate	45.69	N/A	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	N/A	
STUDENTS WITH DISABILITY 100.00% Participation Rate	22.23	N/A	

ACHIEVEMENT LEVELS - MATHEMATICS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 96.05% Participation Rate	17.16%	34.02%	36.09%	12.72%
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 96.77% Participation Rate	16.67%	30.00%	43.33%	10.00%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 95.87% Participation Rate	17.33%	34.33%	35.00%	13.33%
ECONOMICALLY DISADVANTAGED 93.15% Participation Rate	29.85%	34.33%	31.34%	4.48%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 93.65% Participation Rate	62.07%	15.52%	17.24%	5.17%

SCORES, TARGETS, AND FLAGS - MATHEMATICS

	SCORE	TARGET	FLAG
ALL STUDENTS 96.05% Participation Rate	72.18	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 96.77% Participation Rate	73.33	N/A	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	N/A	
WHITE 95.87% Participation Rate	72.17	N/A	
ECONOMICALLY DISADVANTAGED 93.15% Participation Rate	54.15	N/A	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	N/A	
STUDENTS WITH DISABILITY 93.65% Participation Rate	32.29	N/A	

ACHIEVEMENT LEVELS - SCIENCE

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.36% Participation Rate	23.95%	22.33%	39.16%	14.56%
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	31.58%	21.05%	42.11%	5.26%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 99.30% Participation Rate	23.76%	22.70%	38.30%	15.25%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	37.50%	23.21%	30.36%	8.93%
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	48.65%	29.73%	21.62%	0.00%

SCORES, TARGETS, AND FLAGS - SCIENCE

	SCORE	TARGET	FLAG
ALL STUDENTS 99.36% Participation Rate	72.17	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	60.53	N/A	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	N/A	
WHITE 99.30% Participation Rate	72.53	N/A	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	55.37	N/A	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	N/A	
STUDENTS WITH DISABILITY 100.00% Participation Rate	36.49	N/A	





ACHIEVEMENT LEVELS - SOCIAL STUDIES

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.25% Participation Rate	22.79%	26.84%	36.40%	13.97%
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	33.33%	16.67%	45.83%	4.17%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 99.14% Participation Rate	21.34%	27.62%	35.98%	15.06%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	38.78%	36.73%	20.41%	4.08%
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	56.52%	32.61%	8.70%	2.17%

SCORES, TARGETS, AND FLAGS - SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS 99.25% Participation Rate	70.78	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	60.43	N/A	
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	N/A	
WHITE 99.14% Participation Rate	72.38	N/A	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	44.90	N/A	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	N/A	
STUDENTS WITH DISABILITY 100.00% Participation Rate	28.27	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

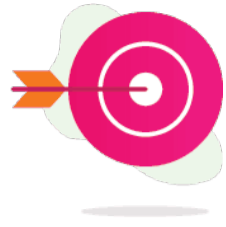
SCORES, TARGETS, AND FLAGS - PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	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				



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?

82.8

HOW DID THE STATE PERFORM?

STATE SCORE

73.2

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY	58.20%
STUDENT ATTENDANCE	N/A
ACCELERATED ENROLLMENT *	100.00%
59.38% Unbenchmarked Rate	

[View ACCELERATED ENROLLMENT data](#)

Dual Enrollment*	34.26%
18.75% Unbenchmarked Rate	
Advanced Placement*	93.50%
51.17% Unbenchmarked Rate	
International Baccalaureate*	0.00%
0.00% Unbenchmarked Rate	

*Scores benchmarked at the 75th percentile based on 2018 state rate for all students

PATHWAY COMPLETION **90.08%**

[View PATHWAY COMPLETION data](#)

Advanced academic	43.25%
CTAE	70.63%
Fine arts	35.71%
World language	9.92%

COLLEGE AND CAREER READINESS **N/A**

[View COLLEGE AND CAREER READINESS data](#)

Entering TCSG / USG without needing remediation	N/A
Readiness score on the ACT, SAT, AP or IB	N/A
End of pathway assessment (EOPA)	N/A
Work-based learning	N/A

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY

	RATE
ALL STUDENTS	58.20%
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	Too Few Students
HISPANIC	53.57%
MULTI-RACIAL	Too Few Students
WHITE	58.45%
ECONOMICALLY DISADVANTAGED	41.38%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	19.05%

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

ACCELERATED ENROLLMENT

	RATE
ALL STUDENTS	100.00%
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	Too Few Students
HISPANIC	56.22%
MULTI-RACIAL	Too Few Students
WHITE	100.00%
ECONOMICALLY DISADVANTAGED	64.21%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	48.36%

PATHWAY COMPLETION

	RATE
ALL STUDENTS	90.08%
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	Too Few Students
HISPANIC	84.62%
MULTI-RACIAL	Too Few Students
WHITE	90.74%
ECONOMICALLY DISADVANTAGED	80.56%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	78.13%

COLLEGE AND CAREER READINESS

	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

Graduation Rate



WHAT IS GRADUATION RATE?

Graduation Rate measures whether students are graduating from high school with a regular diploma in four or five years. This component includes both the four- and five-year adjusted cohort graduation rates and is only applicable to high schools.

HOW DID THE DISTRICT PERFORM ON GRADUATION RATE?

93.3

HOW DID THE STATE PERFORM?

STATE SCORE

84.7

HOW DID THE DISTRICT PERFORM ON 4- AND 5-YEAR GRADUATION RATES?

4-YEAR GRADUATION RATE **91.57%**

5-YEAR GRADUATION RATE **96.61%**

HOW DID THE DISTRICT PERFORM ON 4- AND 5-YEAR GRADUATION RATES?




4-YEAR GRADUATION RATE

	RATE	TARGET	FLAG
ALL STUDENTS	91.57%	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
BLACK	Too Few Students	N/A	
HISPANIC	92.00%	N/A	
MULTI-RACIAL	Too Few Students	N/A	
WHITE	91.52%	N/A	
ECONOMICALLY DISADVANTAGED	74.42%	N/A	
ENGLISH LEARNERS	Too Few Students	N/A	
STUDENTS WITH DISABILITY	83.33%	N/A	

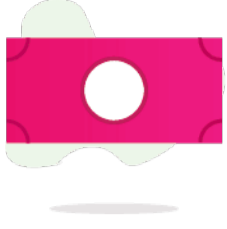
5-YEAR GRADUATION RATE

	RATE	TARGET	FLAG
ALL STUDENTS	96.61%	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
BLACK	Too Few Students	N/A	
HISPANIC	Too Few Students	N/A	
MULTI-RACIAL	Too Few Students	N/A	
WHITE	96.74%	N/A	
ECONOMICALLY DISADVANTAGED	97.75%	N/A	
ENGLISH LEARNERS	Too Few Students	N/A	
STUDENTS WITH DISABILITY	90.00%	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

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.