



2018 College and Career Ready Performance Index (CCRPI)

District: Thomas County - 736
Report Type: High

Overview

DISTRICT INFORMATION

NUMBER OF STUDENTS ENROLLED	1,861
TITLE I SCHOOLS	66.7%

DISTRICT DEMOGRAPHICS

AMERICAN INDIAN / ALASKAN NATIVE	0.4%
ASIAN / PACIFIC ISLANDER	1.1%
BLACK	34.4%
HISPANIC	6.5%
MULTI-RACIAL	1.9%
WHITE	55.7%
ECONOMICALLY DISADVANTAGED	100.0%
ENGLISH LEARNERS	1.5%
STUDENTS WITH DISABILITY	13.8%

HOW DID THE DISTRICT PERFORM?

73.0

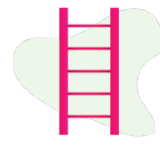
HOW DID THE DISTRICT PERFORM ON EACH COMPONENT?



Content Mastery

55.8

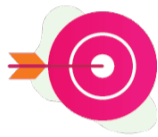
English Language Arts	57.55
Mathematics	51.39
Science	54.55
Social Studies	59.64



Progress

83.8

English Language Arts	80.93
Mathematics	86.61
Progress Towards English Language Proficiency	Too Few Students



Closing Gaps

66.1

Improvement Target Performance	66.10
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Readiness

71.9

Literacy	54.46
Student Attendance	82.44
Accelerated Enrollment	76.63
Pathway Completion	82.08
College And Career Readiness	63.99



Graduation Rate

91.7

4-Year Graduation Rate	90.89
5-Year Graduation Rate	93.43



Financial Efficiency



PPE Percentile	45th
3-Year Average Per Pupil Expenditure	\$8,886.97

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?

55.8

HOW DID THE DISTRICT PERFORM COMPARED TO THE STATE?

DISTRICT SCORE	55.8
STATE SCORE	66.9

HOW DID THE DISTRICT PERFORM ON EACH CONTENT AREA?








ENGLISH LANGUAGE ARTS 98.22% Participation Rate	57.55
View ENGLISH LANGUAGE ARTS data	
9th Grade Literature	58.76
American Literature	56.34
MATHEMATICS 99.09% Participation Rate	51.39
View MATHEMATICS data	
Algebra I / Coordinate Algebra	43.75
Geometry / Analytic Geometry	59.35
SCIENCE 97.93% Participation Rate	54.55
View SCIENCE data	
Physical Science	47.48
Biology	60.00
SOCIAL STUDIES 98.89% Participation Rate	59.64
View SOCIAL STUDIES data	
U.S. History	54.64
Economics	65.94

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

ACHIEVEMENT LEVELS - ENGLISH LANGUAGE ARTS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 98.22% Participation Rate	25.48%	37.64%	33.16%	3.71%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER 93.75% Participation Rate	6.67%	33.33%	60.00%	0.00%
BLACK 99.33% Participation Rate	37.13%	40.81%	21.32%	0.74%
HISPANIC 100.00% Participation Rate	28.85%	48.08%	23.08%	0.00%
MULTI-RACIAL 100.00% Participation Rate	22.22%	50.00%	22.22%	5.56%
WHITE 97.35% Participation Rate	18.05%	34.20%	41.81%	5.94%
ECONOMICALLY DISADVANTAGED 98.22% Participation Rate	25.48%	37.64%	33.16%	3.71%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 99.01% Participation Rate	63.92%	21.65%	13.40%	1.03%

SCORES, TARGETS, AND FLAGS - ENGLISH LANGUAGE ARTS

	SCORE	TARGET	FLAG
ALL STUDENTS 98.22% Participation Rate	57.55	57.25	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER 93.75% Participation Rate	75.66	Too Few Students	
BLACK 99.33% Participation Rate	42.84	40.60	
HISPANIC 100.00% Participation Rate	47.12	44.77	
MULTI-RACIAL 100.00% Participation Rate	55.56	64.97	
WHITE 97.35% Participation Rate	67.82	67.70	
ECONOMICALLY DISADVANTAGED 98.22% Participation Rate	57.55	57.25	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY 99.01% Participation Rate	25.78	33.48	

ACHIEVEMENT LEVELS - MATHEMATICS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.09% Participation Rate	29.13%	43.13%	23.58%	4.16%
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 99.26% Participation Rate	42.52%	42.91%	13.39%	1.18%
HISPANIC 100.00% Participation Rate	27.66%	51.06%	19.15%	2.13%
MULTI-RACIAL 100.00% Participation Rate	15.79%	47.37%	36.84%	0.00%
WHITE 99.05% Participation Rate	21.48%	42.71%	29.67%	6.14%
ECONOMICALLY DISADVANTAGED 99.09% Participation Rate	29.13%	43.13%	23.58%	4.16%
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	60.00%	21.67%	16.67%	1.67%








SCORES, TARGETS, AND FLAGS - MATHEMATICS

	SCORE	TARGET	FLAG
ALL STUDENTS 99.09% Participation Rate	51.39	49.88	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 99.26% Participation Rate	36.62	35.98	
HISPANIC 100.00% Participation Rate	47.88	46.77	
MULTI-RACIAL 100.00% Participation Rate	60.53	35.33	
WHITE 99.05% Participation Rate	60.24	58.34	
ECONOMICALLY DISADVANTAGED 99.09% Participation Rate	51.39	49.88	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY 100.00% Participation Rate	30.02	43.54	

ACHIEVEMENT LEVELS - SCIENCE

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 97.93% Participation Rate	31.52%	32.99%	30.35%	5.13%
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 98.81% Participation Rate	45.61%	31.38%	21.34%	1.67%
HISPANIC 98.00% Participation Rate	29.17%	29.17%	37.50%	4.17%
MULTI-RACIAL 100.00% Participation Rate	15.79%	57.89%	26.32%	0.00%
WHITE 97.68% Participation Rate	23.35%	33.79%	35.16%	7.69%
ECONOMICALLY DISADVANTAGED 97.93% Participation Rate	31.52%	32.99%	30.35%	5.13%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 95.00% Participation Rate	61.96%	15.22%	21.74%	1.09%








SCORES, TARGETS, AND FLAGS - SCIENCE

	SCORE	TARGET	FLAG
ALL STUDENTS 97.93% Participation Rate	54.55	52.48	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 98.81% Participation Rate	39.54	32.41	
HISPANIC 98.00% Participation Rate	58.35	41.39	
MULTI-RACIAL 100.00% Participation Rate	55.27	53.93	
WHITE 97.68% Participation Rate	63.60	66.21	
ECONOMICALLY DISADVANTAGED 97.93% Participation Rate	54.55	52.48	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY 95.00% Participation Rate	30.99	32.85	





ACHIEVEMENT LEVELS - SOCIAL STUDIES

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 98.89% Participation Rate	29.73%	28.26%	35.01%	7.00%
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 99.29% Participation Rate	50.00%	22.79%	26.10%	1.10%
HISPANIC 100.00% Participation Rate	38.18%	29.09%	27.27%	5.45%
MULTI-RACIAL 100.00% Participation Rate	30.00%	30.00%	30.00%	10.00%
WHITE 98.43% Participation Rate	16.59%	31.88%	41.48%	10.04%
ECONOMICALLY DISADVANTAGED 98.89% Participation Rate	29.73%	28.26%	35.01%	7.00%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 97.75% Participation Rate	60.98%	19.51%	19.51%	0.00%

SCORES, TARGETS, AND FLAGS - SOCIAL STUDIES

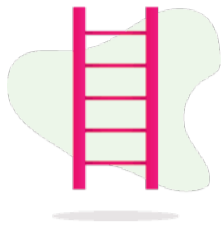
	SCORE	TARGET	FLAG
ALL STUDENTS 98.89% Participation Rate	59.64	63.05	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 99.29% Participation Rate	39.15	40.74	
HISPANIC 100.00% Participation Rate	50.00	43.01	
MULTI-RACIAL 100.00% Participation Rate	60.00	74.32	
WHITE 98.43% Participation Rate	72.48	76.40	
ECONOMICALLY DISADVANTAGED 98.89% Participation Rate	59.64	63.05	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY 97.75% Participation Rate	29.27	37.23	

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?

83.8

HOW DID THE DISTRICT PERFORM COMPARED TO THE STATE?

DISTRICT SCORE	83.8
STATE SCORE	83.0

HOW DID THE DISTRICT PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	80.93
MATHEMATICS	86.61
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	30.24%	11.23%	24.97%	33.56%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK	27.45%	12.94%	28.63%	30.98%
HISPANIC	38.78%	10.20%	24.49%	26.53%
MULTI-RACIAL	50.00%	12.50%	18.75%	18.75%
WHITE	30.21%	9.90%	23.44%	36.46%
ECONOMICALLY DISADVANTAGED	30.24%	11.23%	24.97%	33.56%
ENGLISH LEARNERS	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY	29.41%	9.41%	25.88%	35.29%

SCORES - ENGLISH LANGUAGE ARTS

	SCORE
ALL STUDENTS	80.93
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	81.57
HISPANIC	69.39
MULTI-RACIAL	53.13
WHITE	83.08
ECONOMICALLY DISADVANTAGED	80.93
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	83.53

PROGRESS LEVELS - MATHEMATICS

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	24.77%	12.38%	27.71%	35.14%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK	23.38%	14.72%	32.03%	29.87%
HISPANIC	31.71%	9.76%	21.95%	36.59%
MULTI-RACIAL	23.53%	0.00%	23.53%	52.94%
WHITE	25.21%	11.75%	25.50%	37.54%
ECONOMICALLY DISADVANTAGED	24.77%	12.38%	27.71%	35.14%
ENGLISH LEARNERS	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY	23.81%	11.90%	35.71%	28.57%

SCORES - MATHEMATICS

	SCORE
ALL STUDENTS	86.61
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	84.20
HISPANIC	81.72
MULTI-RACIAL	100.00+
WHITE	87.69
ECONOMICALLY DISADVANTAGED	86.61
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	84.52

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
ALL STUDENTS	Too Few Students	Too Few Students	Too Few Students	Too Few Students
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	Too Few Students	Too Few Students	Too Few Students	Too Few Students
MULTI-RACIAL	N/A	N/A	N/A	N/A
WHITE	N/A	N/A	N/A	N/A
ECONOMICALLY DISADVANTAGED	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ENGLISH LEARNERS	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY	N/A	N/A	N/A	N/A

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

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

66.1

HOW DID THE DISTRICT PERFORM COMPARED TO THE STATE?

DISTRICT SCORE

66.1

STATE SCORE

70.0

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	57.55	57.25	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER	75.66	Too Few Students	
BLACK	42.84	40.60	
HISPANIC	47.12	44.77	
MULTI-RACIAL	55.56	64.97	
WHITE	67.82	67.70	
ECONOMICALLY DISADVANTAGED	57.55	57.25	
ENGLISH LEARNERS	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY	25.78	33.48	








MATHEMATICS

	SCORE	TARGET	FLAG
ALL STUDENTS	51.39	49.88	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	36.62	35.98	
HISPANIC	47.88	46.77	
MULTI-RACIAL	60.53	35.33	
WHITE	60.24	58.34	
ECONOMICALLY DISADVANTAGED	51.39	49.88	
ENGLISH LEARNERS	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY	30.02	43.54	





SCIENCE

	SCORE	TARGET	FLAG
ALL STUDENTS	54.55	52.48	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	39.54	32.41	
HISPANIC	58.35	41.39	
MULTI-RACIAL	55.27	53.93	
WHITE	63.60	66.21	
ECONOMICALLY DISADVANTAGED	54.55	52.48	
ENGLISH LEARNERS	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY	30.99	32.85	

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	59.64	63.05	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	39.15	40.74	
HISPANIC	50.00	43.01	
MULTI-RACIAL	60.00	74.32	
WHITE	72.48	76.40	
ECONOMICALLY DISADVANTAGED	59.64	63.05	
ENGLISH LEARNERS	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY	29.27	37.23	

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?

71.9

HOW DID THE DISTRICT PERFORM COMPARED TO THE STATE?

DISTRICT SCORE	71.9
STATE SCORE	73.4

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY	54.46%
STUDENT ATTENDANCE	82.44%
ACCELERATED ENROLLMENT *	76.63%

[View ACCELERATED ENROLLMENT data](#)

Dual Enrollment	68.85%
Advanced Placement	35.06%
International Baccalaureate	0.00%

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

PATHWAY COMPLETION	82.08%
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[View PATHWAY COMPLETION data](#)

Advanced academic	31.48%
CTAE	64.89%
Fine arts	19.85%
World language	18.64%

COLLEGE AND CAREER READINESS	63.99%
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[View COLLEGE AND CAREER READINESS data](#)

Entering TCSG / USG without needing remediation	38.44%
Readiness score on the ACT, SAT, AP or IB	15.57%
End of pathway assessment (EOPA)	33.33%
Work-based learning	15.09%

HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY

	RATE
ALL STUDENTS	54.46%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	73.33%
BLACK	40.60%
HISPANIC	34.62%
MULTI-RACIAL	50.00%
WHITE	65.39%
ECONOMICALLY DISADVANTAGED	54.46%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	15.38%

STUDENT ATTENDANCE

	RATE
ALL STUDENTS	82.44%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	90.00%
BLACK	86.39%
HISPANIC	87.16%
MULTI-RACIAL	85.71%
WHITE	79.42%
ECONOMICALLY DISADVANTAGED	82.44%
ENGLISH LEARNERS	95.65%
STUDENTS WITH DISABILITY	81.38%

ACCELERATED ENROLLMENT

	RATE
ALL STUDENTS	76.63%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	44.75%
HISPANIC	49.83%
MULTI-RACIAL	Too Few Students
WHITE	96.24%
ECONOMICALLY DISADVANTAGED	76.63%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	16.39%

PATHWAY COMPLETION

	RATE
ALL STUDENTS	82.08%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	69.86%
HISPANIC	52.63%
MULTI-RACIAL	Too Few Students
WHITE	91.60%
ECONOMICALLY DISADVANTAGED	82.08%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	67.95%

COLLEGE AND CAREER READINESS

	RATE
ALL STUDENTS	63.99%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	45.14%
HISPANIC	Too Few Students
MULTI-RACIAL	Too Few Students
WHITE	76.03%
ECONOMICALLY DISADVANTAGED	63.99%
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	18.64%

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?

91.7

HOW DID THE DISTRICT PERFORM COMPARED TO THE STATE?

DISTRICT SCORE

91.7

STATE SCORE

82.0

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

4-YEAR GRADUATION RATE

90.89

5-YEAR GRADUATION RATE

93.43

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

4-YEAR GRADUATION RATE

	RATE	TARGET	FLAG
ALL STUDENTS	90.89%	88.21%	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	90.30%	86.57%	
HISPANIC	94.74%	80.60%	
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	90.98%	89.85%	
ECONOMICALLY DISADVANTAGED	90.89%	88.21%	
ENGLISH LEARNERS	Too Few Students	N/A	
STUDENTS WITH DISABILITY	80.60%	63.63%	

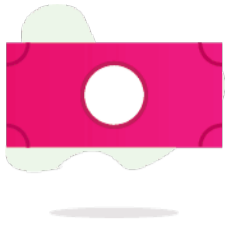
5-YEAR GRADUATION RATE

	RATE	TARGET	FLAG
ALL STUDENTS	93.43%	90.00%	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	93.94%	88.72%	
HISPANIC	93.33%	90.00%	
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	92.89%	90.00%	
ECONOMICALLY DISADVANTAGED	93.43%	90.00%	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	87.80%	82.37%	

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.

HOW DID THE DISTRICT PERFORM ON FINANCIAL EFFICIENCY?

FINANCIAL EFFICIENCY STAR RATING



PPE PERCENTILE

45th

3-YEAR AVERAGE PER PUPIL EXPENDITURE

\$8,886.97

3-YEAR AVERAGE CCRPI

69.3

HOW DID DISTRICT SPENDING PER PUPIL COMPARE TO THE STATE?

DISTRICT 3-YEAR AVERAGE PER PUPIL EXPENDITURE

\$8,886.97

STATE 3-YEAR AVERAGE PER PUPIL EXPENDITURE

\$9,085.97

WHAT IS THE PER PUPIL EXPENDITURE DISAGGREGATION BETWEEN FEDERAL AND STATE/LOCAL FUNDS?

	CCRPI	Federal PPE (\$)	State/Local PPE (\$)	Total PPE (\$)
FY2016	70.0	\$703.59	\$7,615.38	\$8,318.97
FY2017	72.2	\$698.37	\$8,272.31	\$8,970.68
FY2018	65.8	\$560.67	\$8,810.59	\$9,371.26

**THE FOLLOWING
RESPONSE TO THE
FINANCIAL EFFICIENCY
STAR RATING WAS
PROVIDED BY THE SCHOOL
DISTRICT. ITS CONTENT IS
ONLY IN REFERENCE TO
THE PER PUPIL
EXPENDITURES REPORTED
FOR THE DISTRICT AND
DOES NOT INCLUDE ANY
REFERENCE TO THE
DISTRICT'S CCRPI SCORE OR
ITS RESPECTIVE
COMPONENTS**

The Thomas County School System operates Hand-In-Hand Primary School, a two grade Pre-K and Kindergarten school. Within the last three years, Hand-in-Hand's Pre-K program has been named by Bright from the Start: Georgia Department of Early Care and Learning as being Quality Rated and Quality Rated for Inclusion at the highest level, along with being named Georgia's Pre-K Program of the Year for 2015-2016 by the Georgia Association for Young Children. Local costs for the Pre-K program exceed expenses funded by DECAL, adding an estimated \$115.00 to the district's per-pupil expenditure given that Pre-K students are not included in the enrollment count for the Financial Efficiency Star Rating. The district also provides Social Security benefits for all employees, placing the district at a disadvantage when ranked against systems that do not provide this benefit for all employees. Grant awards and private donations that were made for specific programs have also increased the per-pupil expenditures and negatively impacted the efficiency rating. Please see our website (<http://www.thomas.k12.ga.us>) for additional information about how the Thomas County School System wisely invests in the future of its community.