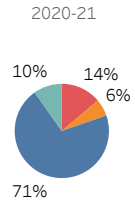
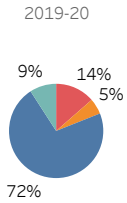


FALL 2020 SCHOOL DASHBOARD

CHARLESTON SCHOOL OF THE ARTS

Enrollment & Demographics

Student Ethnicity



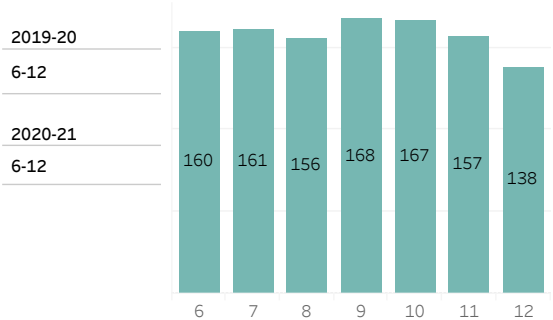
| | # of Students | |
|----------|---------------|---------|
| | 2019-20 | 2020-21 |
| Black | 150 | 154 |
| Hispanic | 60 | 65 |
| White | 796 | 784 |
| Other | 101 | 109 |

| | Student Enrollment | % Gifted Academic and/or Artistic | % Special Education | % 504 Plan | % English Language Learners | % in Poverty |
|---------|--------------------|-----------------------------------|---------------------|------------|-----------------------------|--------------|
| 2019-20 | 1,107 | 61.2% | 3.8% | 7.5% | 3.5% | 21.6% |
| 2020-21 | 1,112 | 63.8% | 4.0% | 7.5% | 0.6% | 23.3% |

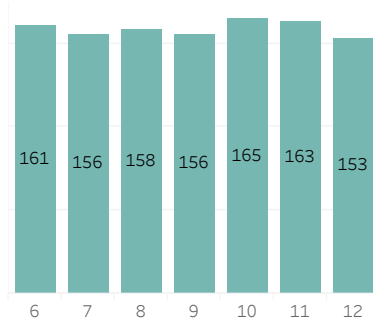
2019-20 demographic data based on active enrollment on the 135th day of 2019-20. 2020-21 demographic data based on active enrollment on January 4, 2021. % gifted represents state-identified students who are also receiving services. % gifted shown for students in grades 3 and higher. % in poverty shown for students in grades K and higher.

Grades Served

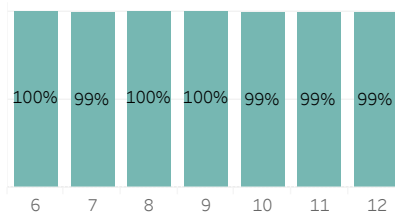
of Students by 2019-20 Grade



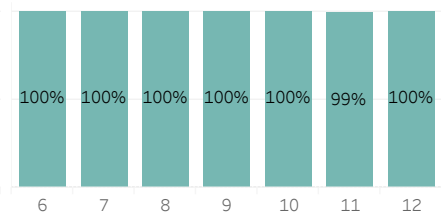
of Students by 2020-21 Grade



% of Students Promoted in 2019-20



% of Students Promoted in 2020-21



Represents the percent of students promoted to the next (or higher) grade between 2018-19 and 2019-20 (left) and 2019-20 and 2020-21 (right). Based on grade assigned in PowerSchool in each school year (day 45 of 2018-19 vs. day 45 of 2019-20 and day 45 of 2019-20 vs. day 70 of 2020-21). Students not enrolled in a CCSD school on those days were excluded.

2019-20 Attendance Rate

| Black | Hispanic | White | Other | Total |
|-------|----------|-------|-------|-------|
| 97.0% | 97.0% | 96.5% | 97.8% | 96.7% |

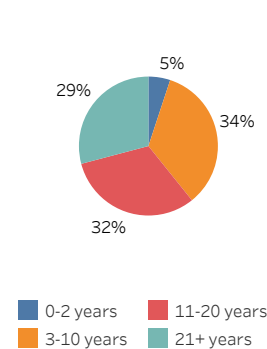
Average Attendance Rate is shown. To compute it, for each student, the number of days they were in attendance in 2019-20 was divided by the number of days they were enrolled in a CCSD school in 2019-20. Excused and unexcused absences were not counted as being in attendance. The percentage of days present was averaged across all students who were actively enrolled in the school on day 135 of 2019-20.

2019-20 Discipline

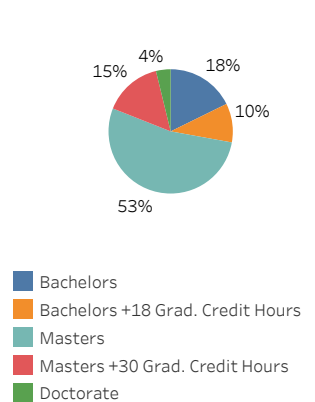
| | Black | Hispanic | White | Other | Total |
|--|----------|----------|-----------|----------|-----------|
| Disciplinary Infraction | | | | | |
| # of Students with ≥1 Level 1/2 Offenses | 27 | 5 | 61 | 1 | 94 |
| % of Students with ≥1 Level 1/2 Offenses | 18.0% | 8.3% | 7.7% | 1.0% | 8.5% |
| # of Students with ≥1 Level 3 Offenses | 1 | 2 | 14 | 0 | 17 |
| % of Students with ≥1 Level 3 Offenses | 0.7% | 3.3% | 1.8% | 0.0% | 1.5% |
| Total # of Level 3 Offenses | 1 | 2 | 15 | 0 | 18 |
| Disciplinary Consequences | | | | | |
| # of Students with ≥1 Referrals | 29 | 7 | 66 | 1 | 103 |
| % of Students with ≥1 Referrals | 19.3% | 11.7% | 8.3% | 1.0% | 9.3% |
| # of Students with ≥1 ISS | 6 | 0 | 2 | 0 | 8 |
| % of Students with ≥1 ISS | 4.0% | 0.0% | 0.3% | 0.0% | 0.7% |
| # of Students with ≥1 OSS | 8 | 3 | 23 | 0 | 34 |
| % of Students with ≥1 OSS | 5.3% | 5.0% | 2.9% | 0.0% | 3.1% |

ISS = In-School Suspension. OSS = Out-of-School Suspension. Level 1 and 2 offenses represent behavior misconduct and disruptive conduct. Level 3 represents criminal conduct. Truancies are not included. Learn more about district discipline policies at www.ccsdschools.com/Page/1281.

2019-20 Teacher Experience



2019-20 Teacher Degree



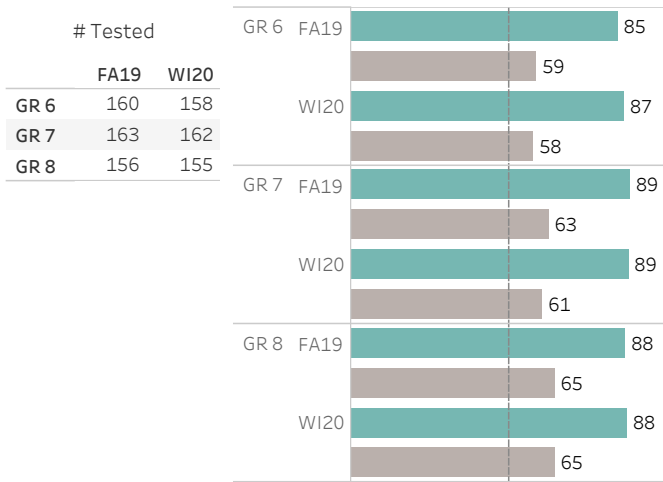
Includes teachers, teacher librarians, and school counselors as of October 4, 2019. Years of experience is based on the step awarded by the state, which includes experience working as a Teacher Assistant.

Note. Promotion, attendance, and discipline data only shown when results represent a group of at least 10 students or more to ensure no individual student is identified.

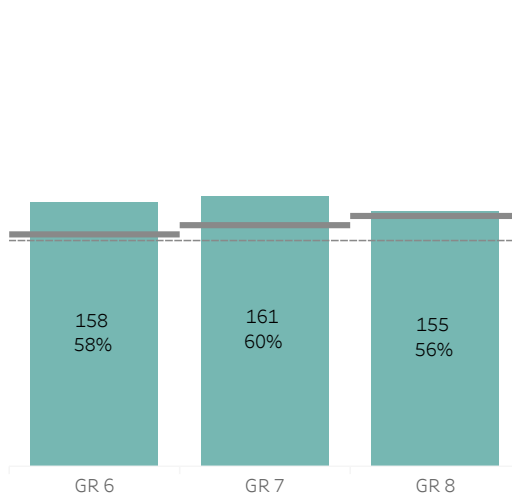
Academic Achievement & Growth

MAP Growth - Reading

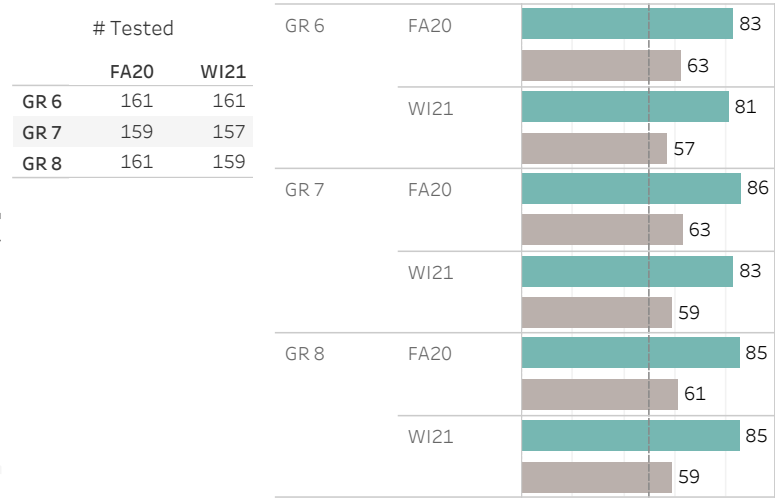
Fall 2019 & Winter 2020
Median Percentile



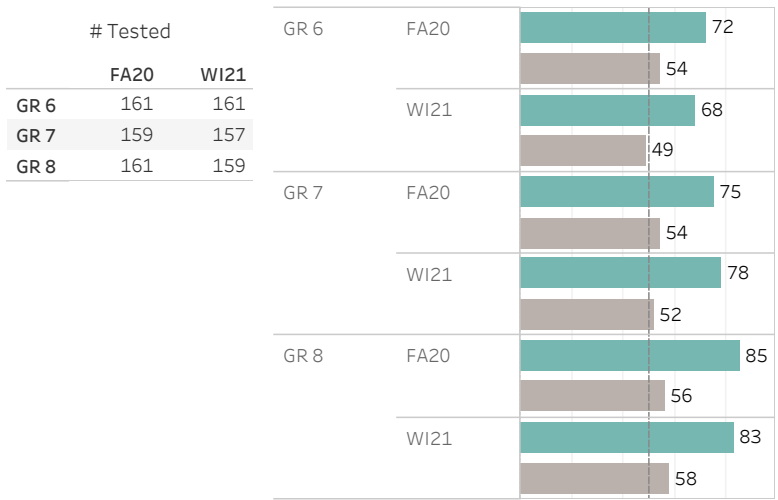
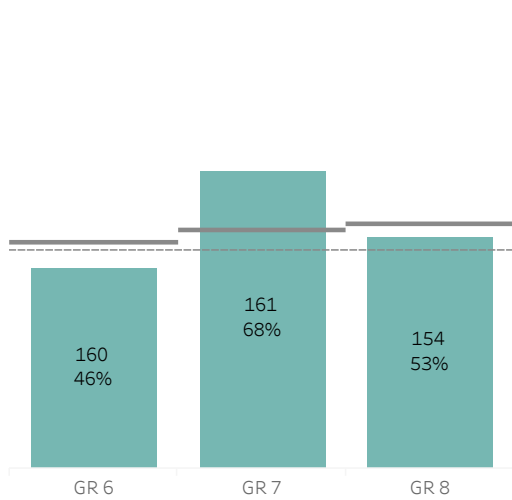
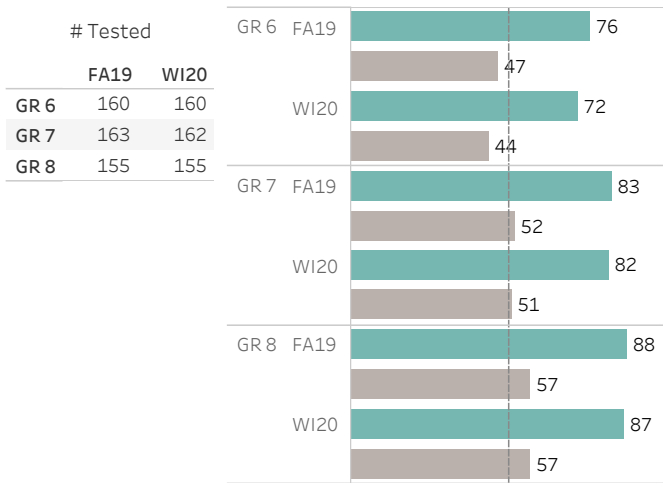
Fall 2019 to Winter 2020
Tested & % Students Met Growth Target



Fall 2020 & Winter 2021
Median Percentile



MAP Growth - Math



| | 18-19 Gr 2-5 | 18-19 Gr 6-8 | 18-19 Gr 2-8 | 19-20 Gr 2-5 | 19-20 Gr 6-8 | 19-20 Gr 2-8 |
|--------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| # Tested in Reading | 480 | 480 | 474 | 474 | | |
| % Met Growth Target in Reading | 55 | 55 | 58 | 58 | | |
| # Tested in Math | 480 | 480 | 475 | 475 | | |
| % Met Growth Target in Math | 66 | 66 | 55 | 55 | | |

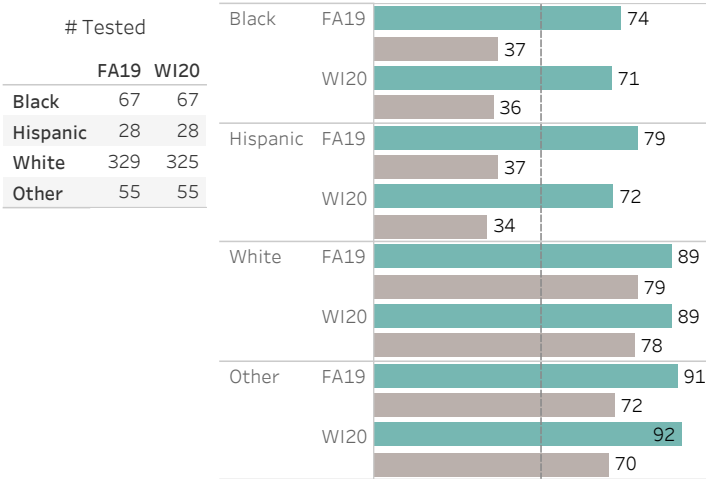
Notes. Median percentiles represent all students tested during each test administration. Fall 2020 data represent data collected during the district testing window. % Meeting Growth Target represents a matched group of students who completed testing in both test administrations. For % Meeting Growth Target across grade levels, 2018-19 results represent fall-to-spring growth and 2019-20 results represent fall-to-winter growth, given school closures. Dotted horizontal and vertical lines represent the national average. Results only shown when data represent at least 10 students or more to ensure no individual student is identified. Updated in January 2021 to reflect fall and winter testing.

Color Coding Key
■ School
■ District

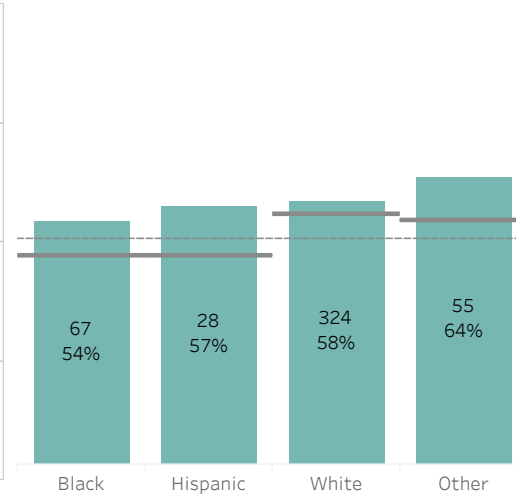
Academic Achievement & Growth by Ethnicity

MAP Growth - Reading

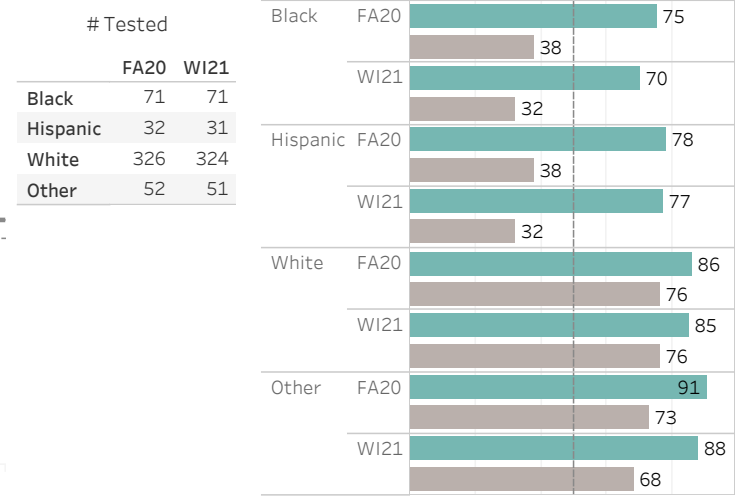
Fall 2019 & Winter 2020
Median Percentile



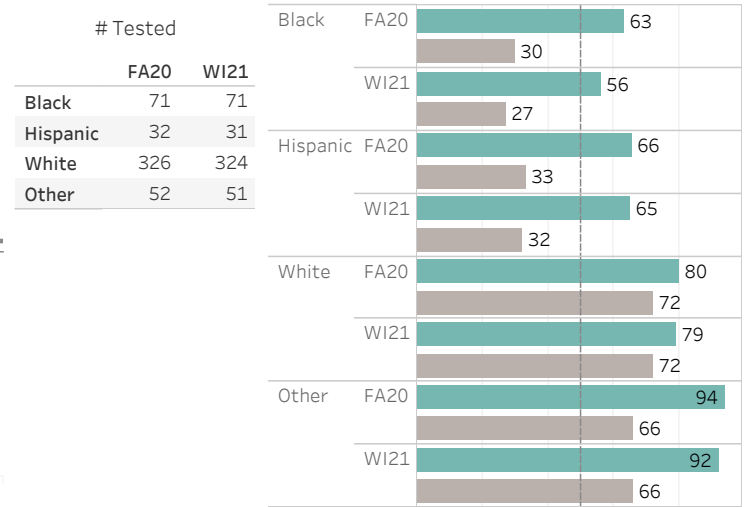
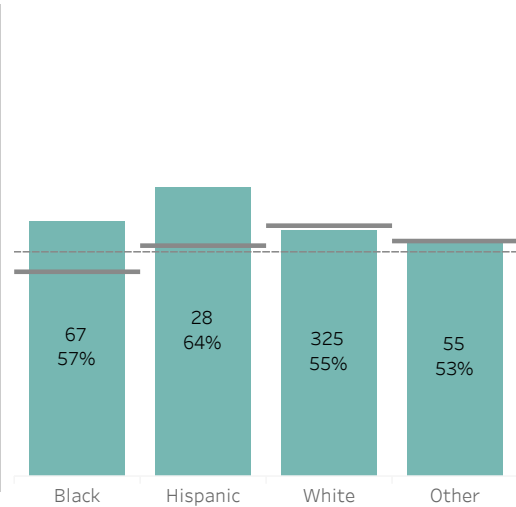
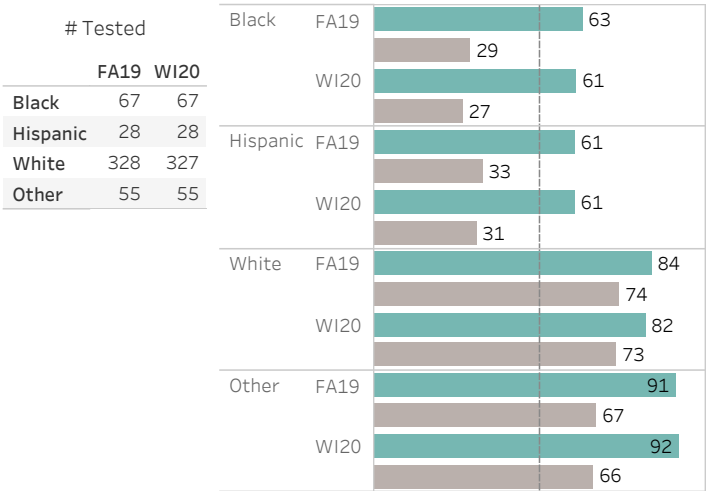
Fall 2019 to Winter 2020
Tested & % Students Met Growth Target



Fall 2020 & Winter 2021
Median Percentile



MAP Growth - Math



Notes. Median percentiles represent all grade 2-8 students tested during each test administration. Fall 2020 data represent data collected during the district testing window. % Meeting Growth Target represents a matched group of students who completed testing in both test administrations. Dotted horizontal and vertical lines represent the national average. Results only shown when data represent at least 10 students or more to ensure no individual student is identified. Updated in January 2021 to reflect fall and winter testing.

Color Coding Key
■ School
■ District

Academic Achievement - High School

Fall 2019 End-of-Course Examination Program (EOCEP)

Exam Scores

Tested

EOCEP: % C or Above by Ethnicity

2019-20 represented a transition year for English I to English II testing. The majority of students taking the English I assessment were taking the course a second time.

2019-20 Armed Services Vocational Aptitude Battery (ASVAB)

| | |
|----------------------------------|----|
| # Tested | 4 |
| Median Percentile (AFQT) | 84 |
| % Demonstrating Career Readiness | |

AFQT = Armed Forces Qualification Test Score. 31 or above is the qualifying score for enlistment.

2019-20 Career & Technology Education (CTE)

| | % of Students Enrolled in 1 or More CTE Course in 2019-20 | % Completers |
|----------|---|--------------|
| 1st Year | 5.9% | 0.6% |
| 2nd Year | 41.3% | 5.4% |
| 3rd Year | 17.3% | 7.1% |
| 4th Year | 27.5% | 8.7% |

A completer has earned all of the required units in a state-recognized Career and Technology Education (CTE) program.

2019-20 Advanced Placement (AP)

| | |
|---|-------|
| # of AP Exams Taken in 2019-20 | 740 |
| # of Students Taking 1 or More AP Exam in 2019-20 | 386 |
| 2019-20 School Passing Rate | 63.9% |
| 2019-20 District Passing Rate | 71.6% |

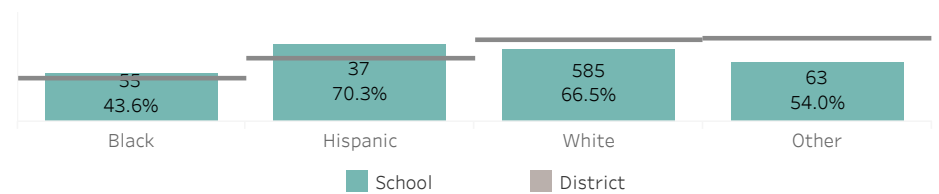
Exam Scores



1 2 3 4 5

Scores of 3, 4, and 5 are considered passing.

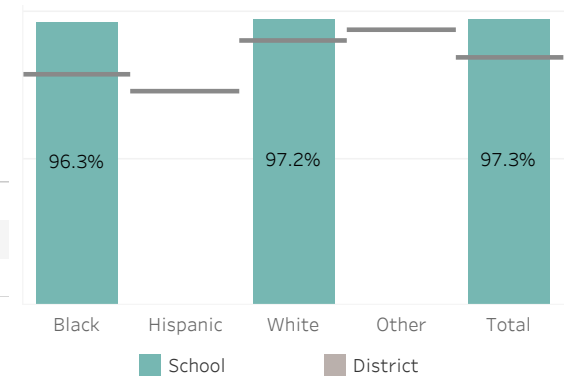
AP Exams Taken and Passing Rate by Ethnicity



2019-20 Dual-Credit Courses

| | # Students Taking 1 or More Dual-Credit Course in 2019-20 | Total # of Dual-Credit Courses Taken in 2019-20 | Passing Rate |
|----------|---|---|--------------|
| 2nd Year | | | |
| 3rd Year | 18 | 22 | 100.0% |
| 4th Year | 31 | 62 | 96.8% |

2019 On-Time Graduation Rate

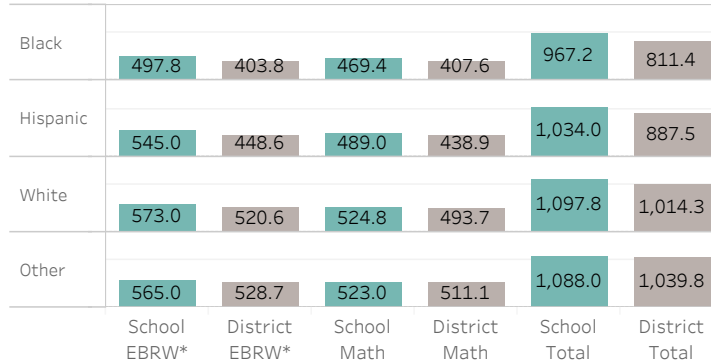
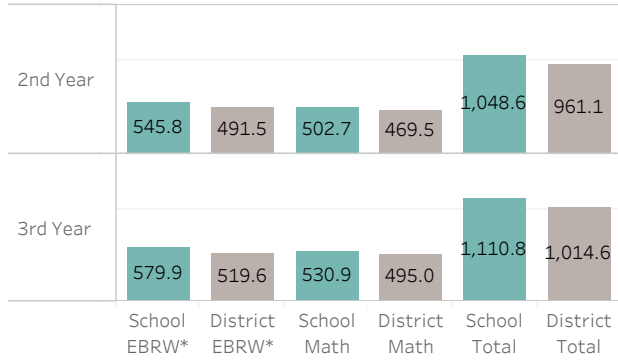


2020 Grad. Rate is embargoed by the state until Nov. 1, 2020.

Academic Achievement - High School (SAT)

Color Coding Key
■ School
■ District

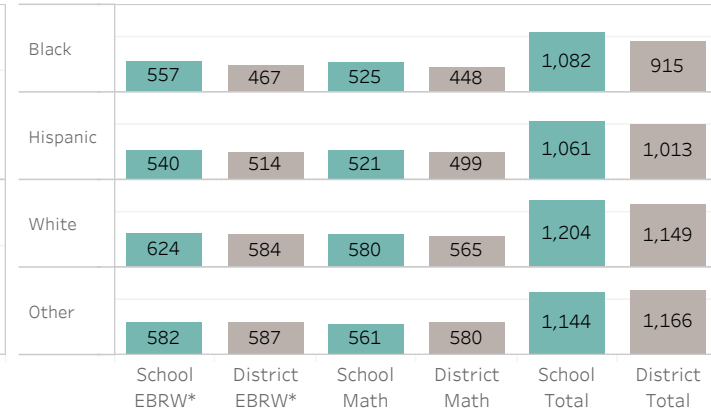
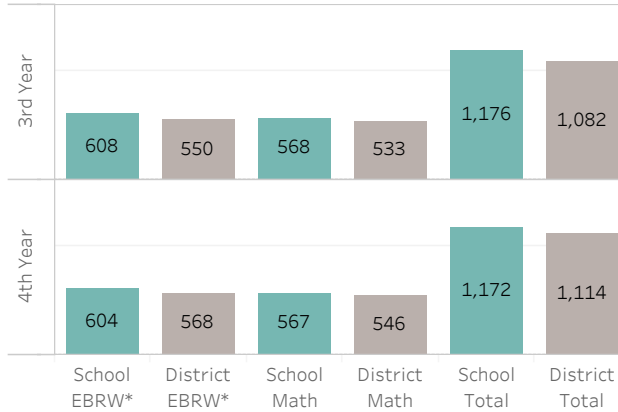
2019-20 PSAT National Merit Scholarship Qualifying Test (NMSQT) Average Scores



| # Tested | |
|----------|-----|
| 2nd Year | 168 |
| 3rd Year | 153 |
| Black | 36 |
| Hispanic | 20 |
| White | 235 |
| Other | 30 |

Where available, PSAT results shown for students in their first, second, and third year of high school in 2019-20 who completed the PSAT in 2019-20. Benchmark scores indicating preparedness for college are provided by The College Board. For 10th grade, the benchmarks are 430 and 480 for Evidence-Based Reading and Writing (EBRW) and Math. For 11th grade, the benchmarks are 460 and 510 for EBRW and Math.

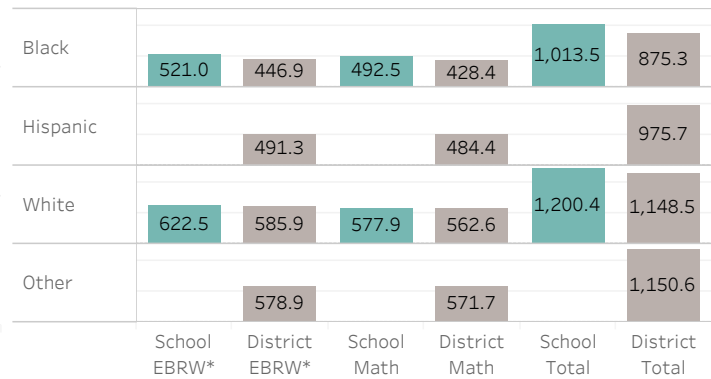
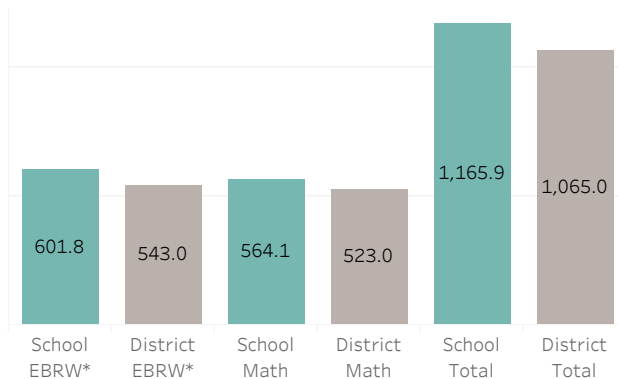
2019-20 SAT Average Scores



| # Tested | |
|----------|-----|
| 3rd Year | 113 |
| 4th Year | 78 |
| Black | 26 |
| Hispanic | 11 |
| White | 140 |
| Other | 14 |

Where available, results shown for students in their third and fourth year of high school in 2019-20 who completed the SAT in 2019-20. When students took the SAT more than once in 2019-20, their highest score is shown. A total score of 1020 indicates college readiness as defined by the South Carolina Department of Education; 1100 is a qualifying score for LIFE Scholarship eligibility; and 1200 is a qualifying score for Palmetto Fellows Scholarship eligibility. *EBRW = Evidence-Based Reading and Writing

SAT Average Scores for Graduating Seniors



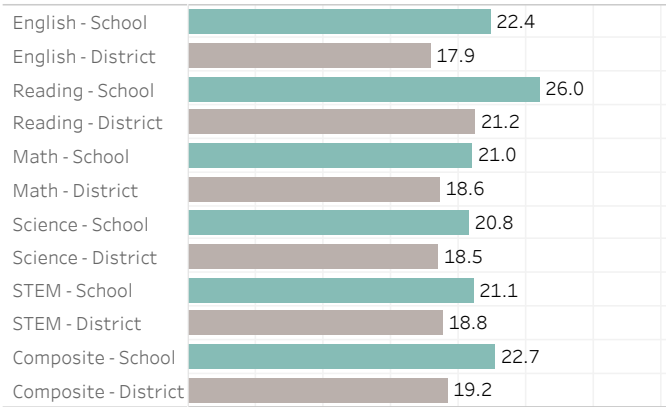
| # Tested | |
|----------|-----|
| Black | 20 |
| Hispanic | 6 |
| White | 91 |
| Other | 6 |
| Total | 123 |

Where available, results shown represent students who self-reported that they would graduate from a CCSD school in spring 2020. When students took the SAT more than once, their latest SAT score, taken at any time, is shown. A total score of 1020 indicates college readiness as defined by the South Carolina Department of Education; 1100 is a qualifying score for LIFE Scholarship eligibility; and 1200 is a qualifying score for Palmetto Fellows Scholarship eligibility. *EBRW = Evidence-Based Reading and Writing

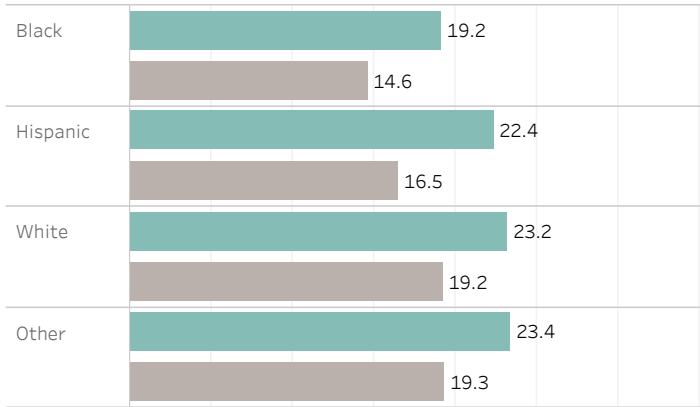
Academic Achievement - High School (ACT)

2019-20 Pre-ACT Scores

Average Scores



Average Composite Score



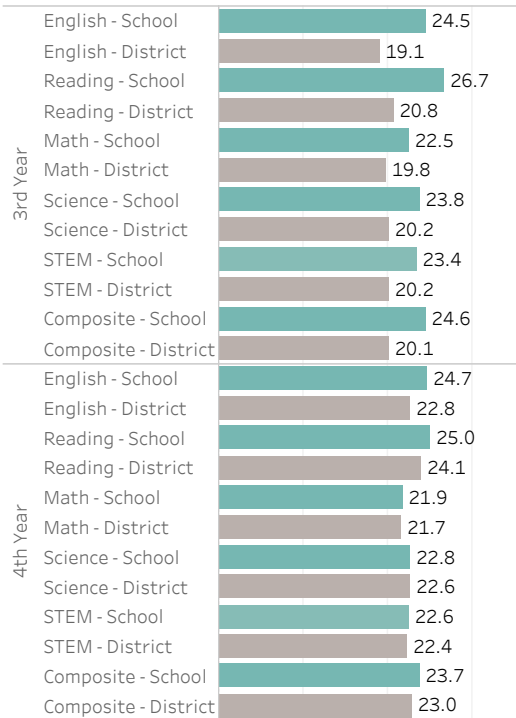
Tested

| | |
|--------------|------------|
| Black | 20 |
| Hispanic | 11 |
| White | 113 |
| Other | 17 |
| Total | 161 |

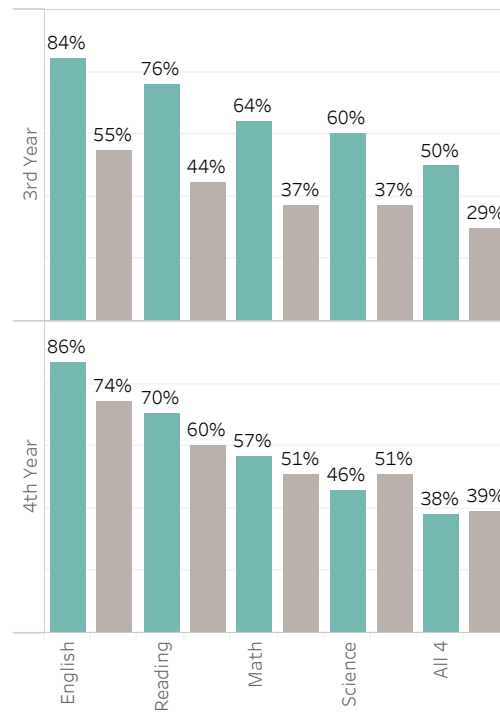
Where available, results shown represent students who completed the Pre-ACT (top) or the ACT (bottom) in 2019-20. The Pre-ACT is typically taken by students in their second year of high school. ACT results only shown for students in their third and fourth year of high school in 2019-20. The Pre-ACT uses a 35-point scale and the ACT uses a 36-point scale. The Composite score is an average of the score students receive on the four sub-tests (English, Reading, Math, and Science). STEM represents a combination of math and science scores. ACT established the benchmark scores as the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course (English predicts English Composition, Reading predicts Social Sciences, Math predicts College Algebra, and Science predicts Biology). These benchmark values are: English = 18, Math = 22, Reading = 22, and Science = 23. A composite score of 20 indicates college readiness as defined by the state, 24 is a qualifying score for LIFE Scholarship eligibility, and 27 is a qualifying score for Palmetto Fellows Scholarship eligibility. Results only shown when data represent at least 10 students or more to ensure no individual student is identified.

2019-20 ACT Scores

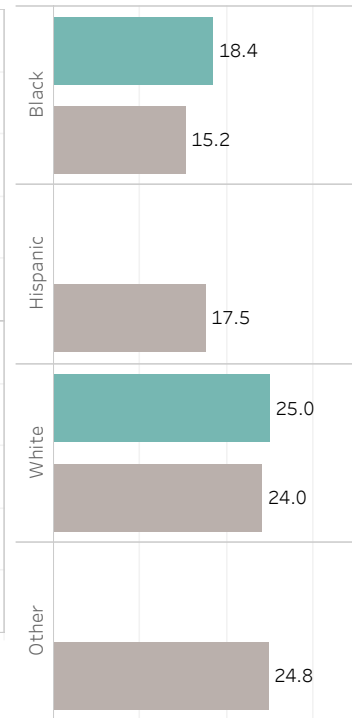
Average Scores



% Meeting Benchmark



Average Composite Score



Tested

| | |
|--------------|------------|
| 3rd Year | 70 |
| 4th Year | 37 |
| Black | 12 |
| Hispanic | 2 |
| Other | 6 |
| White | 87 |
| Total | 107 |

Color Coding Key

■ School
■ District