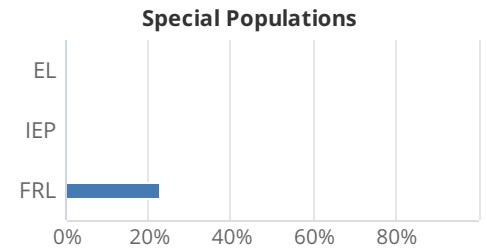
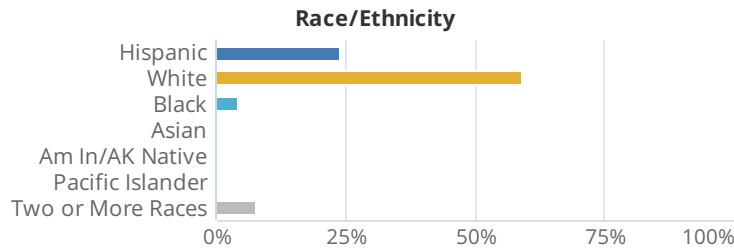


School Year 2016-2017 Nevada School Rating for Discovery Charter School



Discovery Charter School
Clark Price, Principal
Grade Levels: 0K-08
Website:
School Level: Elementary School

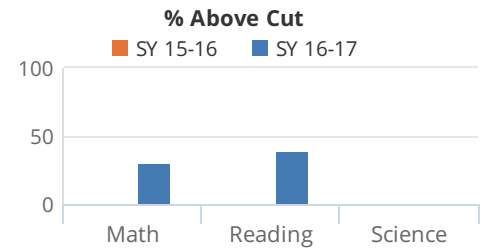
3883 E Mesa Vista Ave
Las Vegas, NV 89120
Phone: 702-240-0359



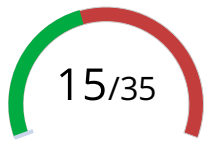
Academic Achievement



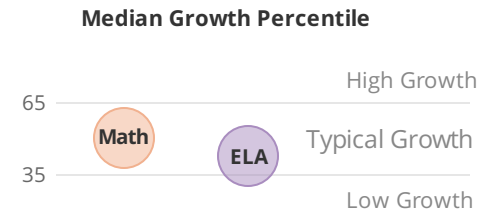
	% Above Cut	District
Math CRT	30.9	53.3
ELA CRT	40.4	59.9
Science CRT		
<i>Pooled Average</i>	35.7	56.6
Ready by Grade 3	39.5	56.4



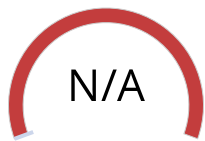
Student Growth



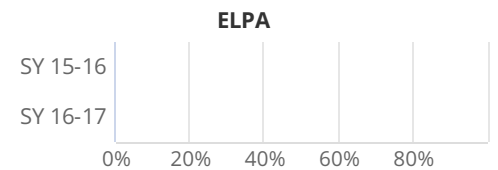
	SY 16-17
Math CRT MGP	50.0
ELA CRT MGP	43.0
Math CRT AGP	39.6
ELA CRT AGP	42.3



English Language



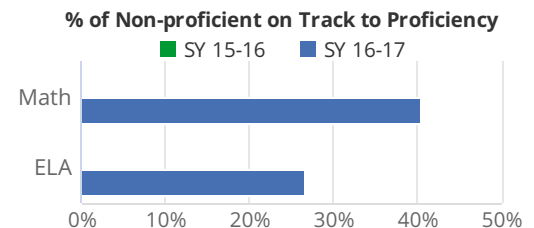
	% of EL Meeting AGP	District
ELPA	-	41.4



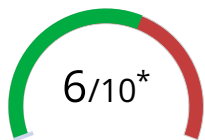
Closing Opportunity Gaps



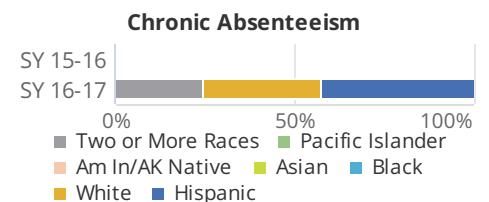
Non-proficient	% Meeting AGP
Math CRT	40.5
ELA CRT	26.6



Student Engagement



	% Chronically Absent	District
Chronic Absenteeism	12.1	10.6
	% Participation	Met Target
Climate Survey	-	NO



*Bonus points included

Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	28.2	27.2	-	35.8	36.3
Asian	-	69.6	65.4	-	73.2	72.8
Black/African American	-	32.3	25	-	42.7	36.4
Hispanic/Latino	-	41.1	33.1	29.7	49.3	42.6
Pacific Islander	-	53.9	42.7	-	58.2	53.3
Two or More Races	-	58.4	50.4	-	66.4	60.6
White/Caucasian	37.5	59.7	54.9	45.1	65.2	63.9
Special Education	-	30.8	20.9	-	33.3	22.4
English Learners Current + Former	-	42.4	28.8	-	44.6	35.1
English Learners Current	-	27.8		-	26.5	
Economically Disadvantaged	-	34.7	32.4	-	42.9	41

Grade 3 ELA

	Percent Above the Cut	
	ELA	District
American Indian/Alaska Native	-	26.6
Asian	-	68.6
Black/African American	-	40.2
Hispanic/Latino	40	47
Pacific Islander	-	48.8
Two or More Races	-	58.2
White/Caucasian	38.7	62.4
Special Education	-	36.3
English Learners Current + Former	-	42.2
English Learners Current	-	23.1
Economically Disadvantaged	40	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	49.5	50	38.4	38.4
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	52.5	43.5	42.4	43.9
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	41	31	21	21

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	38.1	29.4
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	41.2	21.2
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	18.2
Asian	-	4.9
Black/African American	0	19.8
Hispanic/Latino	14.9	13.4
Pacific Islander	-	11.5
Two or More Races	8.6	9.6
White/Caucasian	11.8	8.4
Special Education	13.3	13.4
English Learners Current + Former	N/A	N/A
English Learners Current	-	15.1
Economically Disadvantaged	9.6	18.5

What does my school rating mean?

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27