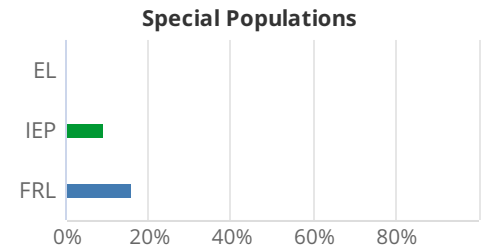
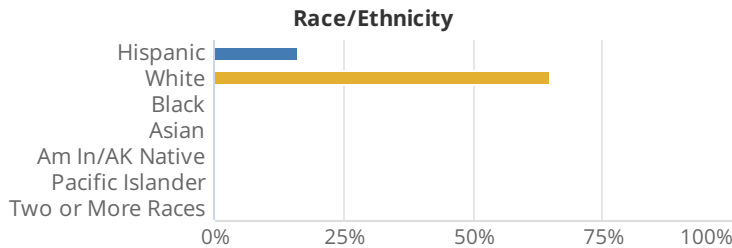


School Year 2016-2017 Nevada School Rating for Discovery Charter School

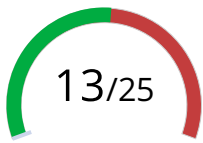


Discovery Charter School
Clark Price, Principal
Grade Levels: 0K-08
Website:
School Level: Middle School

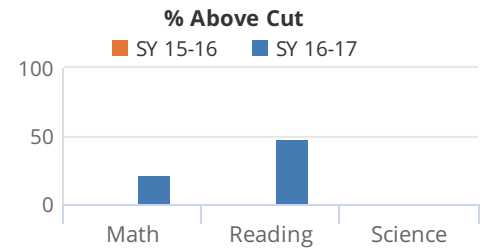
3883 E Mesa Vista Ave
Las Vegas, NV 89120
Phone: 702-240-0359



Academic Achievement



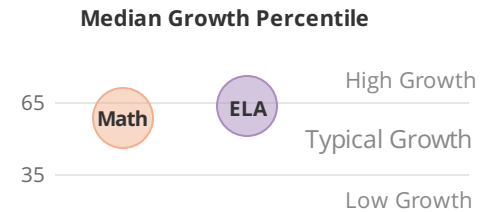
	% Above Cut	District
Math CRT	22.6	35.7
ELA CRT	48.4	53.2
Science CRT		
Math I End of Course	63.6	87.7
<i>Pooled Average</i>	37.0	46.5



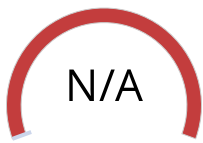
Student Growth



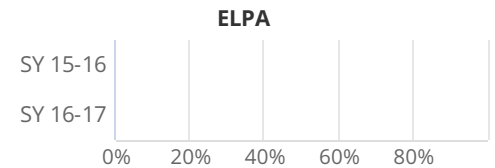
	SY 16-17
Math CRT MGP	58.0
ELA CRT MGP	63.0
Math CRT AGP	30.1
ELA CRT AGP	51.6



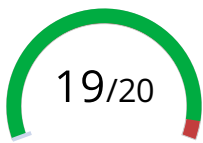
English Language



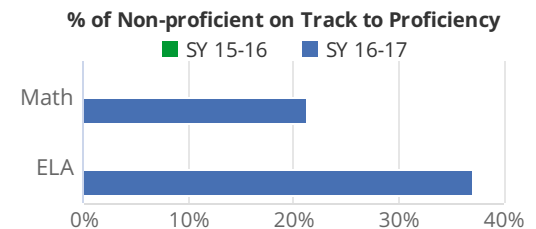
	% of EL Meeting AGP	District
ELPA	-	33.5



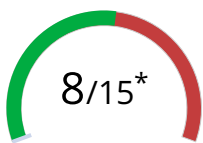
Closing Opportunity Gaps



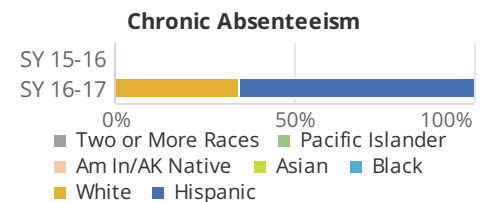
Non-proficient	% Meeting AGP
Math CRT	21.4
ELA CRT	37.2



Student Engagement



	School	District
Chronic Absenteeism	15.3	9.6
Academic Learning Plans	0	79.5
NAC 389.445 Requirements	100	94.3
	% 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	-	28.5	27.2	-	57.1	36.3
Asian	-	63.5	65.4	-	73.8	72.8
Black/African American	-	16.8	25	-	33.7	36.4
Hispanic/Latino	-	24.5	33.1	-	43.4	42.6
Pacific Islander	-	35.4	42.7	-	57.8	53.3
Two or More Races	-	39.4	50.4	-	55.9	60.6
White/Caucasian	25.8	42.2	54.9	53.2	60.1	63.9
Special Education	-	11.5	20.9	-	17.3	22.4
English Learners Current + Former	-	26.8	28.8	-	36.7	35.1
English Learners Current	-	11.8		-	18.2	
Economically Disadvantaged	-	21.8	32.4	-	39.7	41

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	72	68	29.4	52.9
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	58	64	31.1	55.7
Special Education	20.5	46.5	0	16.6
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	52	73	26.6	53.3

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	26.6	54.5
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	22.7	38.7
Special Education	-	10
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	12
Asian	-	3.9
Black/African American	-	13.8
Hispanic/Latino	23.8	11.2
Pacific Islander	-	12.3
Two or More Races	-	12.4
White/Caucasian	12.6	7.8
Special Education	7.1	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	-	13.9
Economically Disadvantaged	13.3	13.6

What does my school rating mean?

4 Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

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.

Student 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 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29