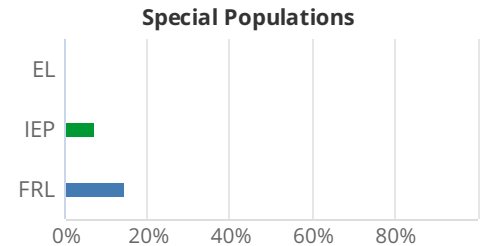
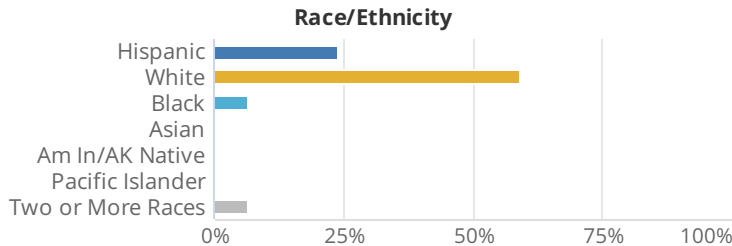


School Year 2017-2018 Nevada School Rating for Discovery Charter School HillPointe



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: 0K-08
 District: State Public Charter School Authority
 Website: dcslv.org

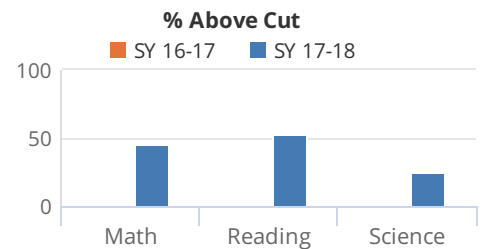
Total Index Score: 80.89
 School Designation:
 8941 Hillpointe Rd.
 Las Vegas, NV 89134
 Phone: 702-240-0359



Academic Achievement



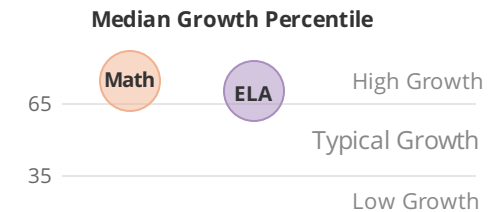
| | % Above Cut | % District |
|-----------------------|-------------|------------|
| Math CRT | 45.6 | 52.8 |
| ELA CRT | 53.2 | 58.6 |
| Science CRT | 25.6 | 35.3 |
| <i>Pooled Average</i> | 45.2 | 52.9 |
| Read by Grade 3 | 53.8 | 56.2 |



Student Growth



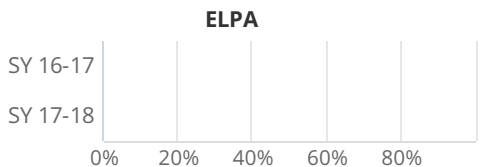
| | % SY 17-18 |
|--------------|------------|
| Math CRT MGP | 74.0 |
| ELA CRT MGP | 69.5 |
| Math CRT AGP | 62.0 |
| ELA CRT AGP | 65.5 |



English Language



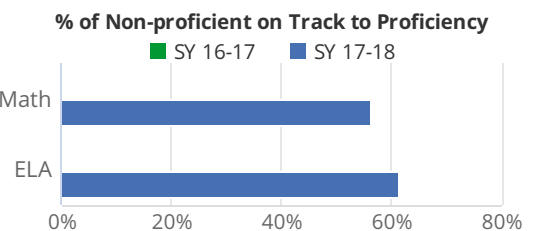
| | % of EL Meeting AGP | % District |
|------|---------------------|------------|
| ELPA | - | 42.5 |



Closing Opportunity Gaps



| | % Non-proficient | % Meeting AGP |
|----------|------------------|---------------|
| Math CRT | ~55% | 56.2 |
| ELA CRT | ~55% | 61.5 |

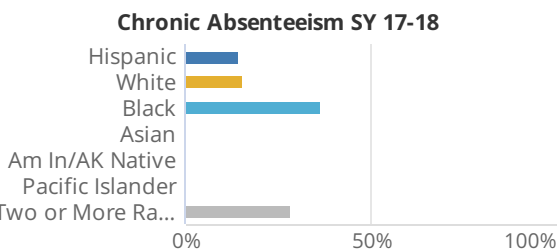


Student Engagement



*Bonus points included

| | % Chronically Absent | % District |
|---------------------|----------------------|------------|
| Chronic Absenteeism | 18.8 | 10.1 |
| | % Participation | Met Target |
| Climate Survey | 100.0 | YES |



Student CRT Proficiency

| | % Above the Cut | | | | | | | | |
|-----------------------------------|-----------------|------------|-----------------|-------|------------|----------------|-----------|------------|--------------------|
| | % Math | % District | % 2018 Math MIP | % ELA | % District | % 2018 ELA MIP | % Science | % District | % 2018 Science MIP |
| American Indian/Alaska Native | - | 44.8 | 30.9 | - | 58.3 | 39.5 | - | 9 | N/A |
| Asian | - | 75.2 | 67.2 | - | 76.2 | 74.1 | - | 49.2 | N/A |
| Black/African American | - | 30.6 | 28.8 | - | 40.5 | 39.6 | - | 14.6 | N/A |
| Hispanic/Latino | 50 | 40.2 | 36.5 | 50 | 48 | 45.5 | - | 22.5 | N/A |
| Pacific Islander | - | 48.3 | 45.6 | - | 52.6 | 55.7 | - | 32 | N/A |
| Two or More Races | - | 59 | 52.9 | - | 67.1 | 62.6 | - | 46.6 | N/A |
| White/Caucasian | 50 | 61.1 | 57.2 | 55.5 | 65 | 65.7 | 30.7 | 43.8 | N/A |
| Special Education | - | 29.2 | 24.8 | - | 29.3 | 26.3 | - | 19.4 | N/A |
| English Learners Current + Former | - | 37.4 | 32.4 | - | 38.9 | 38.4 | - | 15.2 | N/A |
| English Learners Current | - | 25.5 | | - | 22.8 | | - | 4.8 | N/A |
| Economically Disadvantaged | 50 | 33.1 | 35.7 | 37.5 | 40.4 | 44 | - | 17.3 | N/A |

Grade 3 ELA

| | % Above the Cut | |
|-----------------------------------|-----------------|------------|
| | % ELA | % District |
| American Indian/Alaska Native | - | 66.6 |
| Asian | - | 74.5 |
| Black/African American | - | 34.2 |
| Hispanic/Latino | - | 47.1 |
| Pacific Islander | - | 38.8 |
| Two or More Races | - | 64.3 |
| White/Caucasian | 66.6 | 62.6 |
| Special Education | - | 29.4 |
| English Learners Current + Former | - | 33 |
| English Learners Current | - | 21.8 |
| Economically Disadvantaged | - | 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 | 73 | 48 | 53.8 | 46.1 |
| Pacific Islander | - | - | - | - |
| Two or More Races | - | - | - | - |
| White/Caucasian | 85 | 82 | 67.5 | 72.9 |
| Special Education | - | - | - | - |
| English Learners Current + Former | - | - | - | - |
| English Learners Current | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |

Closing Opportunity Gap

| | % of non-proficient Students meeting AGP | |
|-----------------------------------|------------------------------------------|-----------|
| | % Math AGP | % ELA AGP |
| American Indian/Alaska Native | - | - |
| Asian | - | - |
| Black/African American | - | - |
| Hispanic/Latino | - | - |
| Pacific Islander | - | - |
| Two or More Races | - | - |
| White/Caucasian | 60 | 68.4 |
| Special Education | - | - |
| English Learners Current + Former | - | - |
| English Learners Current | - | - |
| Economically Disadvantaged | - | - |

Chronic Absenteeism

| | % Chronically Absent | % District |
|-----------------------------------|----------------------|------------|
| American Indian/Alaska Native | - | 14.5 |
| Asian | - | 4.9 |
| Black/African American | 36.3 | 14.5 |
| Hispanic/Latino | 14.5 | 11.5 |
| Pacific Islander | - | 12.6 |
| Two or More Races | 28.5 | 9 |
| White/Caucasian | 15.5 | 9 |
| Special Education | 30.7 | 11.3 |
| English Learners Current + Former | N/A | N/A |
| English Learners Current | - | 10.4 |
| Economically Disadvantaged | 12.5 | 15.9 |

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 75% 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 |