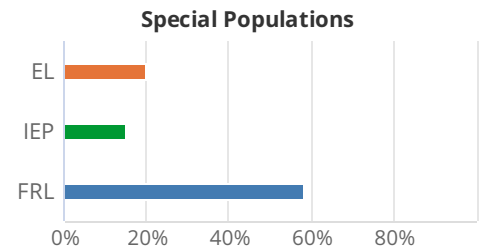
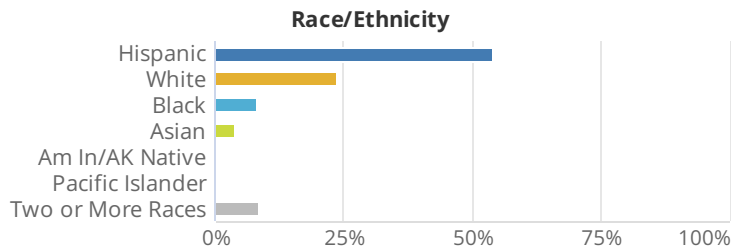


School Year 2017-2018 Nevada School Rating for Bill Y Tomiyasu Elementary School

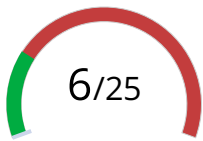


School Type: Regular
School Level: Elementary School
Grade Levels: PK-05
District: Clark
Website:

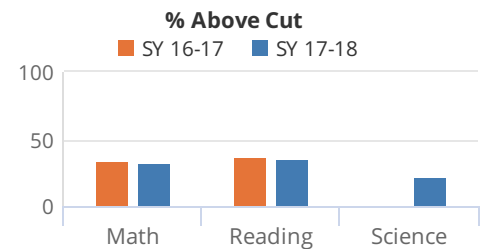
Total Index Score: 33
School Designation:
5445 S. Annie Oakley Dr.
Las Vegas, NV 89120
Phone: 702-799-7770



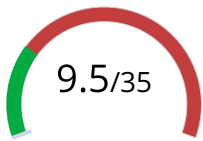
Academic Achievement



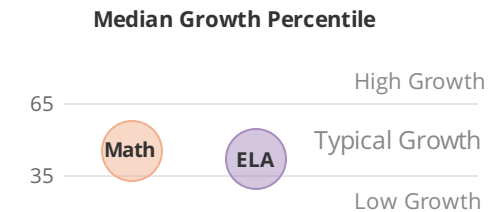
	% Above Cut	% District
Math CRT	32.1	41.6
ELA CRT	35.7	49.0
Science CRT	21.8	21.8
<i>Pooled Average</i>	32.2	41.9
Read by Grade 3	39.0	46.6



Student Growth



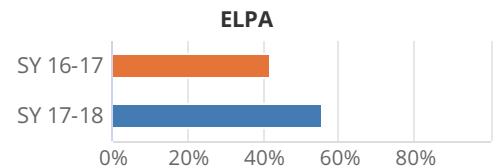
	% SY 17-18
Math CRT MGP	45.0
ELA CRT MGP	42.0
Math CRT AGP	27.7
ELA CRT AGP	33.1



English Language



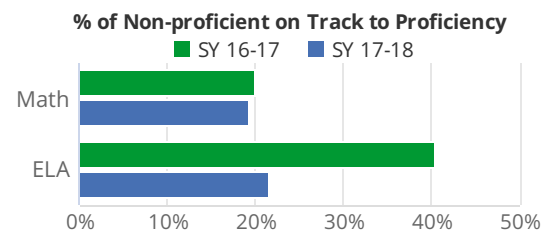
	% of EL Meeting AGP	% District
ELPA	55.5	48.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~15%	19.3
ELA CRT	~15%	21.7



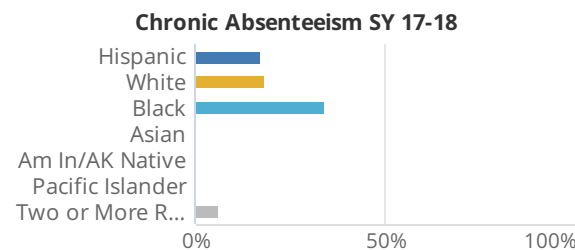
Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	17.8	16.3

	% Participation	Met Target
Climate Survey	78.4	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	-	36.5	30.9	-	42.5	39.5	-	17.9	N/A
Asian	60	67.7	67.2	60	71.5	74.1	-	41.7	N/A
Black/African American	14.2	23	28.8	28.5	31.2	39.6	-	8.5	N/A
Hispanic/Latino	28.6	34.4	36.5	28.6	41.8	45.5	19.1	14.6	N/A
Pacific Islander	-	44.9	45.6	-	52.6	55.7	-	19.2	N/A
Two or More Races	17.6	47.8	52.9	29.3	57	62.6	-	28.4	N/A
White/Caucasian	45.4	58.7	57.2	54.5	66.2	65.7	26.3	37.5	N/A
Special Education	6	14.5	24.8	6	15.6	26.3	0	4.9	N/A
English Learners Current + Former	24.6	30.3	32.4	18.8	34.6	38.4	23.8	12.5	N/A
English Learners Current	17.8	22.2		3.5	21.8		0	1.6	N/A
Economically Disadvantaged	29.6	34.6	35.7	31.8	42.1	44	22.8	16	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	42.4
Asian	-	67.5
Black/African American	-	30.3
Hispanic/Latino	28.2	39.5
Pacific Islander	-	49.5
Two or More Races	-	53.7
White/Caucasian	68.4	63.9
Special Education	-	17.4
English Learners Current + Former	7.6	30.4
English Learners Current	7.6	25.4
Economically Disadvantaged	31.2	39.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	43	38	22.3	26.2
Pacific Islander	-	-	-	-
Two or More Races	30.5	40	8.3	41.6
White/Caucasian	55	61	41.6	52.7
Special Education	43	48	7.4	11.1
English Learners Current + Former	43	46	23.2	18.6
English Learners Current	32.5	43	10	0
Economically Disadvantaged	45	45	23.2	32.5

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	13.5	17.9
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	33.3	45.4
Special Education	0	5.5
English Learners Current + Former	15.1	15.3
English Learners Current	7.6	6
Economically Disadvantaged	15.6	20.5

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	24.3
Asian	0	7.5
Black/African American	34	26
Hispanic/Latino	17.3	15.2
Pacific Islander	-	20.4
Two or More Races	6.2	17.4
White/Caucasian	18.6	13.3
Special Education	22.6	23.4
English Learners Current + Former	N/A	N/A
English Learners Current	13.5	12.7
Economically Disadvantaged	21.7	18.6

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 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