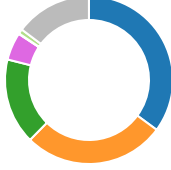
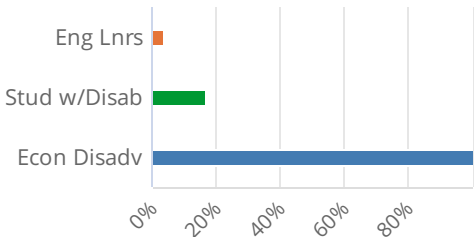


<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> PK-05 <i>District:</i> Clark <i>School Address:</i> 4470 W Rome Blvd N Las Vegas, NV 89084</p>	 <p>52.5 Total Index Score</p>	<p>School Type: <i>Regular</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 27.2% White 16.5% BI/Afr Am 35.0% Hisp/Latino 5.3% Asian 0.1% Am Ind/AK Nat 0.9% Pac Isl 14.7% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>41.5 ★★</td> </tr> <tr> <td>2021-2022</td> <td>56.0 NR</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2022-2023	41.5 ★★	2021-2022	56.0 NR	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2022-2023	41.5 ★★							
2021-2022	56.0 NR							

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.


How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?


- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

2023-2024 School Performance




Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	42.7	35.5
Math Proficiency	45.6	36.7
ELA Proficiency	46.7	42.2
Science Proficiency	22.0	12.4
Read-by-Grade-3 Proficiency	41.0	40.4




Growth Indicator

Measure	School Median	District Median
Math MGP	61.0	51.0
ELA MGP	55.0	50.0
	School Rate	District Rate
Met Math AGP Target	48.2	34.5
Met ELA AGP Target	51.3	44.0




English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	31.8	38.7



Closing Opportunity Gaps Indicator

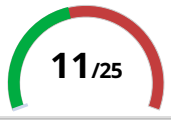
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	32.5	19.8
Prior Non-Proficient Met ELA AGP Target	32.2	29.9



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	17.6	26.9
Climate Survey Participation	90.0	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.
Climate Survey Participation is not a point-earning measure.



Academic Achievement

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 8/20

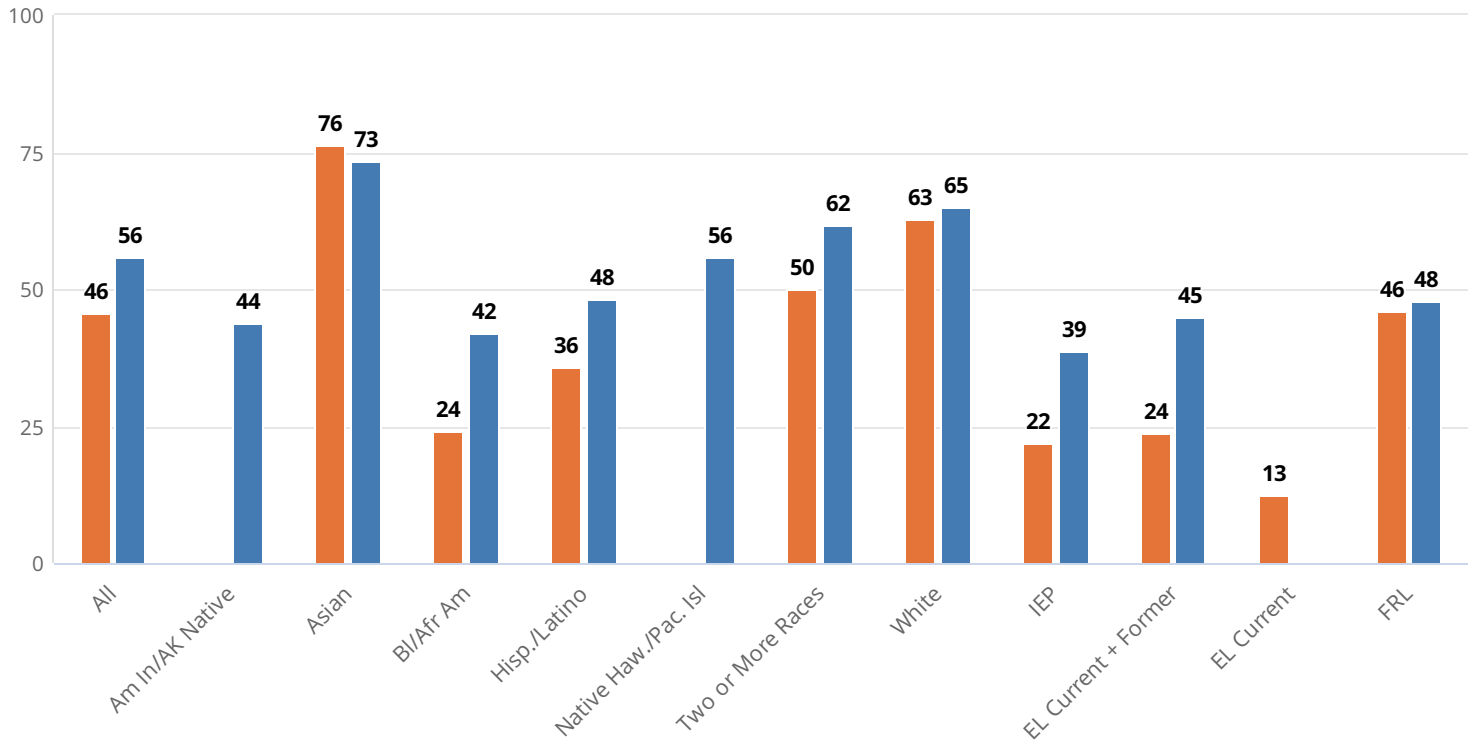
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	42.7	35.5	37.8	34.1

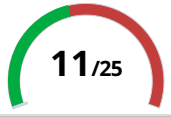
Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	45.6	36.7	55.8	41.0	33.6	53.5
American Indian/Alaska Native	-	21.6	43.7	-	23.5	40.7
Asian	76.1	65.4	73.3	66.6	61.8	71.9
Black/African American	24.2	20.7	42	27.7	17.5	38.9
Hispanic/Latino	35.8	29.0	48.2	31.0	26.1	45.5
Pacific Islander	-	37.4	55.7	-	33.9	53.4
Two or More Races	50.0	45.1	61.6	52.5	42.4	59.6
White/Caucasian	62.7	55.5	65.1	53.0	51.6	63.3
Special Education	22.0	14.7	38.8	20.0	13.9	35.5
English Learners Current + Former	23.8	26.2	44.9	19.0	23.8	42
English Learners Current	12.5	17.9		16.6	16.5	
Economically Disadvantaged	45.9	37.1	47.7	29.0	23.4	44.9

**Math Assessments
% Proficient**

■ 2023-2024 Triggs, Vincent L ES ■ 2023-2024 Mips



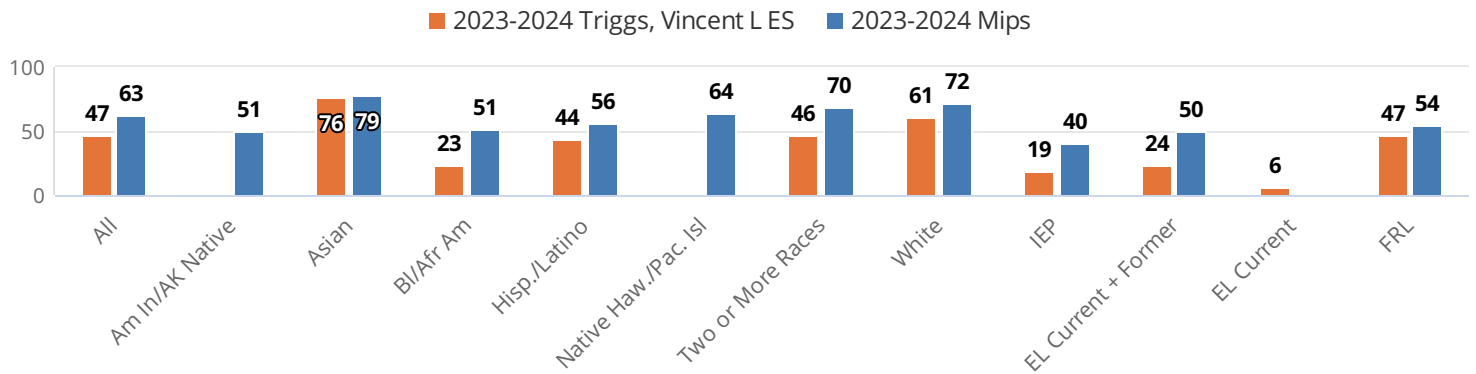


Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	46.7	42.2	63.1	43.7	40.6	61.2
American Indian/Alaska Native	-	27.2	50.7	-	33.1	48.1
Asian	76.1	65.6	78.9	57.1	64.2	77.8
Black/African American	22.7	27.9	50.8	27.7	25.7	48.2
Hispanic/Latino	44.0	35.3	55.6	34.0	33.7	53.2
Pacific Islander	-	41.4	63.9	-	39.8	62
Two or More Races	46.4	51.7	69.5	47.5	50.4	67.9
White/Caucasian	60.7	59.1	72.1	60.6	57.4	70.6
Special Education	19.1	15.2	39.9	18.0	14.9	36.8
English Learners Current + Former	23.8	28.2	49.8	23.8	27.9	47.2
English Learners Current	6.2	17.0		16.6	17.8	
Economically Disadvantaged	46.9	42.6	54.4	29.0	30.2	51.9

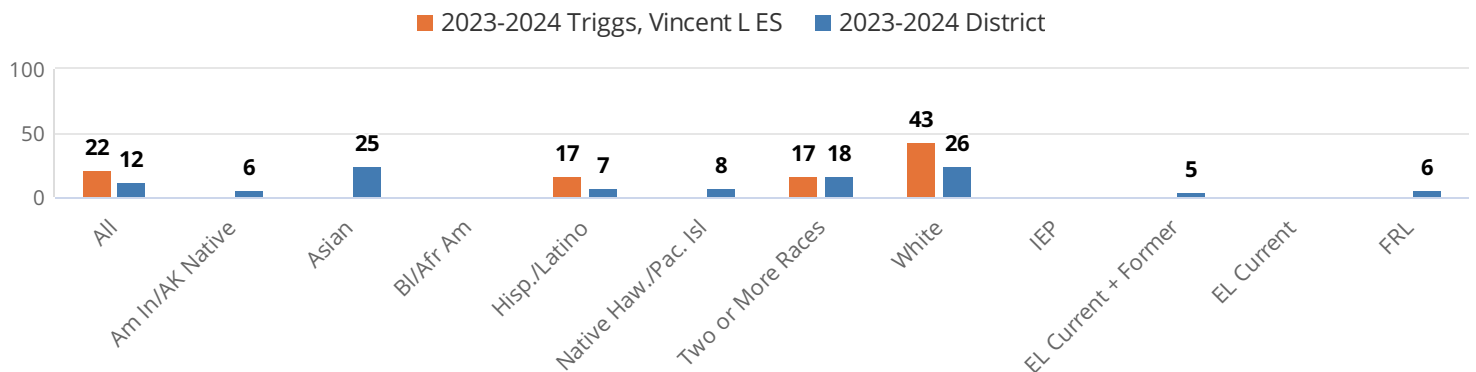
**ELA Assessments
% Proficient**

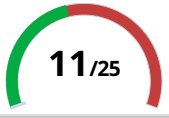


Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	22.0	12.4	11.5	16.7
American Indian/Alaska Native	-	5.7	N/A	15.7
Asian	-	24.9	40.0	34.0
Black/African American	<5	<5	<5	7.0
Hispanic/Latino	16.6	7.1	<5	11.0
Pacific Islander	N/A	7.5	-	13.9
Two or More Races	16.6	17.9	16.6	21.4
White/Caucasian	43.2	25.5	25.9	31.2
Special Education	<5	<5	<5	<5
English Learners Current + Former	-	5.1	-	8.5
English Learners Current	-	<5	-	<5
Economically Disadvantaged	<5	6.4	7.1	9.4

**Science Assessments
% Proficient**





Academic Achievement

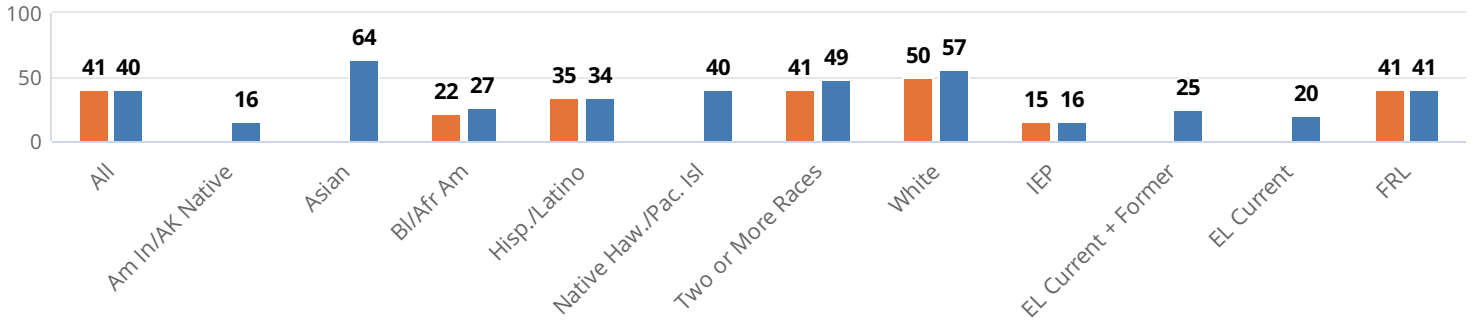
Read by Grade 3 Proficient

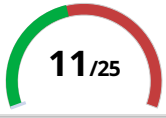
Read by Grade 3 Points Earned: 3/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	41.0	40.4	41.5	39.8
American Indian/Alaska Native	N/A	16.0	N/A	30.0
Asian	-	63.9	-	63.0
Black/African American	21.7	26.7	9.5	25.5
Hispanic/Latino	34.8	33.7	39.0	32.5
Pacific Islander	-	40.0	N/A	39.3
Two or More Races	40.7	48.8	60.0	50.6
White/Caucasian	50.0	57.0	51.4	55.3
Special Education	15.0	16.4	16.0	16.4
English Learners Current + Former	-	25.1	-	27.3
English Learners Current	-	20.4	-	23.0
Economically Disadvantaged	41.0	40.7	30.6	29.7

**Read by Grade 3
% Proficient**

2023-2024 Triggs, Vincent L ES 2023-2024 District





Academic Achievement

Participation on State Assessments

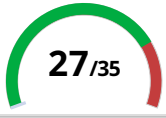
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '!' indicates data not presented for groups fewer than 10.



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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 9/10

ELA MGP Points Earned: 7/10

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	61.0	51.0	55.0	50.0	48.0	51.0	51.0	50.0
American Indian/Alaska Native	-	50.0	-	59.0	-	55.0	N/A	46.0
Asian	90.0	59.0	67.0	58.0	47.0	62.0	51.0	60.0
Black/African American	60.5	46.0	43.5	46.0	42.0	46.0	42.5	45.0
Hispanic/Latino	52.0	50.0	52.0	48.0	32.0	50.0	48.0	49.0
Pacific Islander	-	54.0	-	51.0	-	50.0	-	50.0
Two or More Races	68.0	54.0	44.0	52.0	64.0	53.0	55.0	51.0
White/Caucasian	70.5	54.0	65.0	53.0	54.5	55.0	53.0	54.0
Special Education	40.0	43.0	39.0	40.0	27.0	43.0	51.5	40.0
English Learners Current + Former	43.0	51.0	38.0	49.0	35.5	51.0	51.0	50.0
English Learners Current	-	50.0	-	47.0	31.0	49.0	53.0	47.0
Economically Disadvantaged	61.0	51.0	55.0	50.0	40.0	49.0	45.0	48.0


AGP Growth Data

Math AGP Points Earned: 6.5/7.5

ELA AGP Points Earned: 4.5/7.5

Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	48.2	34.5	51.3	44.0	41.5	36.9	43.9	42.8
American Indian/Alaska Native	-	30.3	-	38.9	-	33.3	N/A	36.5
Asian	72.7	57.3	54.5	63.1	57.1	58.9	57.1	63.5
Black/African American	26.3	21.0	36.8	32.6	40.0	23.1	33.3	31.5
Hispanic/Latino	38.3	29.0	43.0	38.9	26.8	31.7	35.3	37.8
Pacific Islander	-	34.4	-	42.7	-	36.3	-	43.7
Two or More Races	59.2	41.8	51.8	51.8	47.6	43.2	42.8	48.1
White/Caucasian	63.6	47.8	68.1	55.7	57.4	51.0	60.0	55.2
Special Education	30.2	16.3	25.5	21.5	26.6	17.7	30.0	21.7
English Learners Current + Former	38.4	28.6	30.7	36.4	42.8	30.7	42.8	35.0
English Learners Current	-	20.7	-	27.0	27.2	22.8	36.3	26.2
Economically Disadvantaged	48.2	34.7	51.3	44.2	34.8	29.0	34.8	35.4

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



English Language

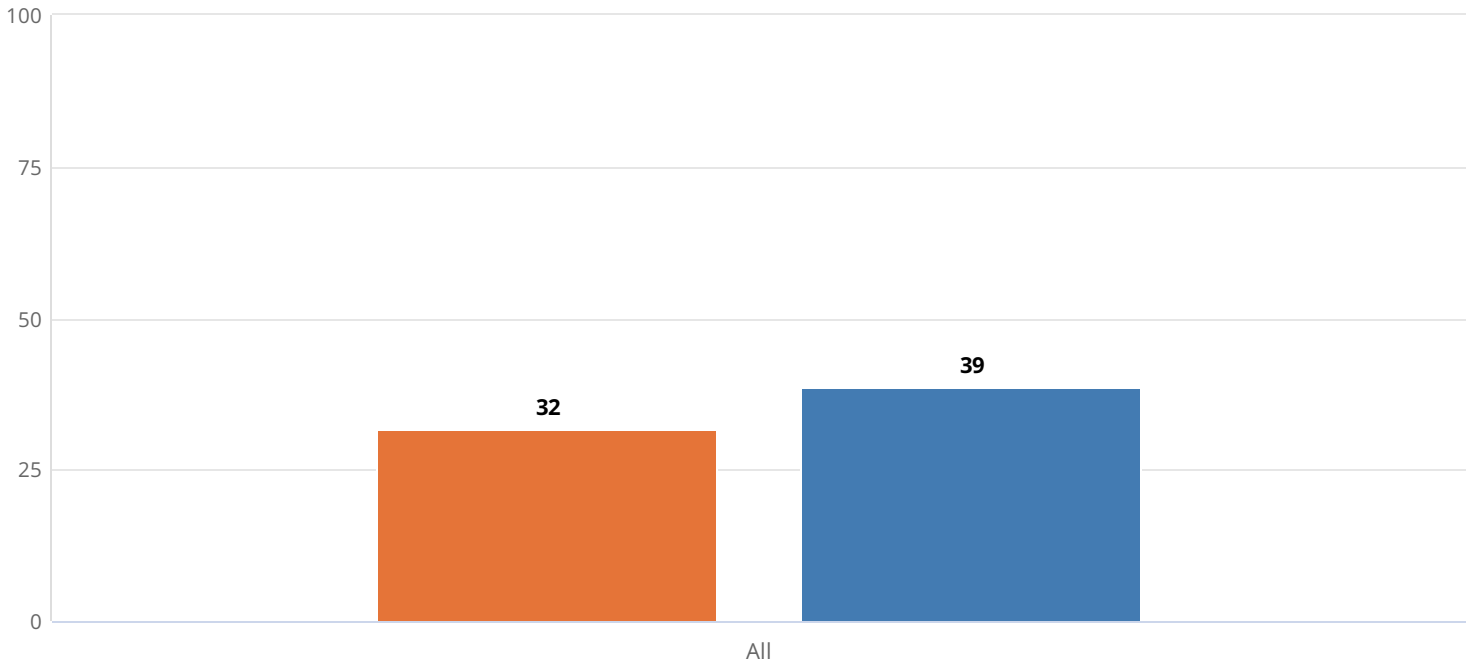
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	22	31.8	38.7	23	47.8	34.9

% English Learners Meeting AGP on WIDA

■ 2023-2024 Triggs, Vincent L ES
 ■ 2023-2024 District



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

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 target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 6/10 ELA AGP Points Earned: 3/10

Groups	2024		2024		2023		2023	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	32.5	19.8	32.2	29.9	25.2	23.5	27.6	29.1
American Indian/Alaska Native	N/A	25.4	N/A	26.3	N/A	20.0	N/A	24.0
Asian	-	30.8	-	40.0	-	36.9	-	44.0
Black/African American	25.0	13.9	25.8	24.2	15.7	16.7	23.5	23.6
Hispanic/Latino	28.3	18.7	27.4	28.5	22.4	22.7	23.6	27.8
Pacific Islander	-	21.6	-	30.6	-	26.6	-	31.4
Two or More Races	35.7	23.8	30.7	36.1	23.0	25.9	23.0	32.3
White/Caucasian	41.9	26.7	48.0	36.9	36.8	30.7	50.0	36.2
Special Education	22.2	10.1	11.4	15.5	14.2	11.2	23.0	15.4
English Learners Current + Former	36.3	18.4	27.2	27.0	38.4	22.1	27.2	26.3
English Learners Current	-	16.7	-	24.7	27.2	19.1	30.0	23.8
Economically Disadvantaged	32.5	19.9	32.2	30.1	27.6	20.6	23.8	26.5

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '†' indicates data not presented for groups fewer than 10.



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. 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. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

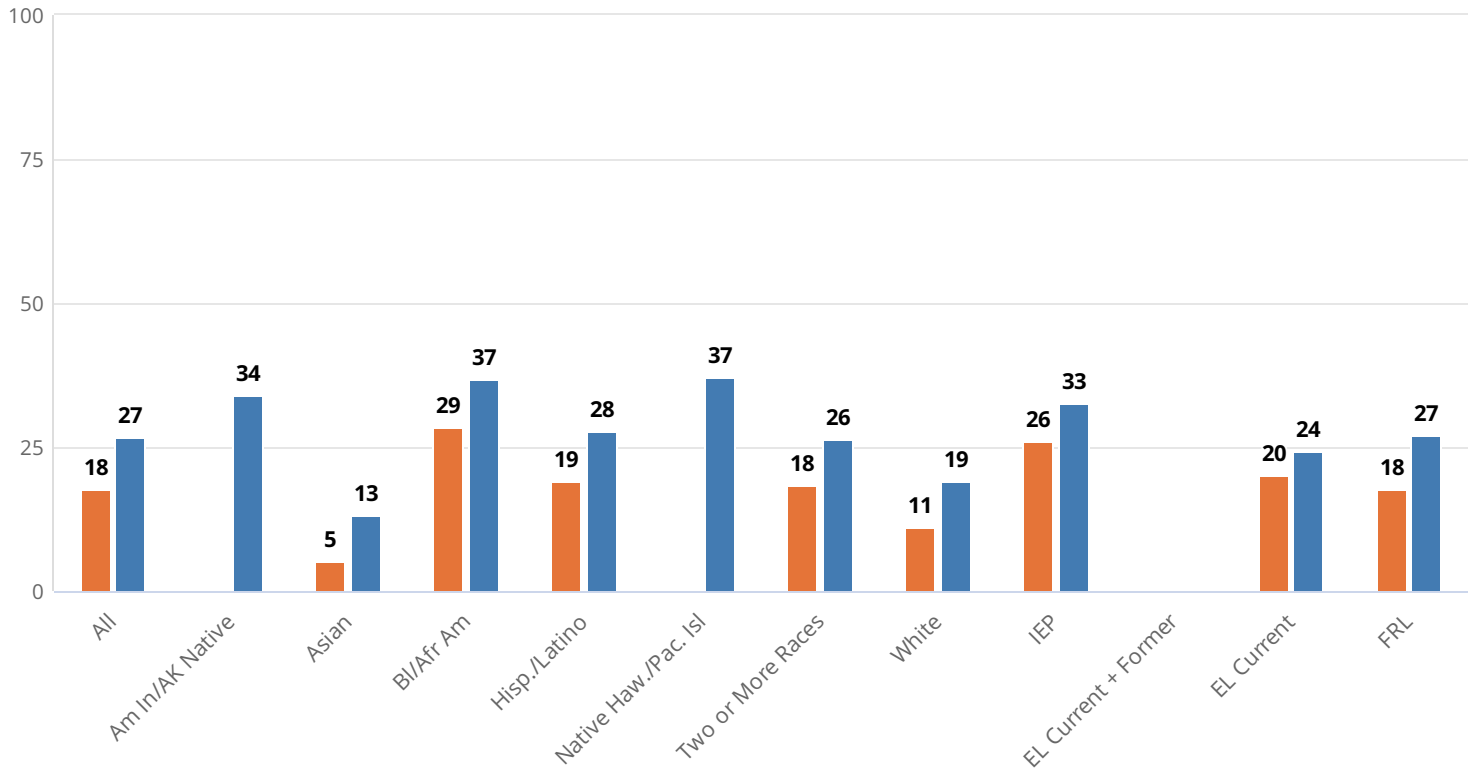
Chronic Absenteeism Points Earned: 3.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	17.6	26.9	21.8	31.8
American Indian/Alaska Native	-	33.9	-	40.5
Asian	5.1	13.2	17.0	16.7
Black/African American	28.6	36.9	26.1	39.7
Hispanic/Latino	19.0	27.8	24.8	33.9
Pacific Islander	-	37.3	-	39.6
Two or More Races	18.4	26.3	19.8	30.5
White/Caucasian	11.2	19.0	16.5	23.4
Special Education	26.1	32.5	26.9	36.5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	20.0	24.3	25.0	30.0
Economically Disadvantaged	17.6	27.0	21.8	31.8

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

2023-2024 Triggs, Vincent L ES 2023-2024 District



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '!' indicates data not presented for groups fewer than 10.