

School Level: Elementary School

Grade Levels: PK-05

District: Clark

School 4470 W Rome Blvd

Address: N Las Vegas, NV 89084

66.5
Total Index Score

School Type: Regular

School Designation: No Designation

95% Assessment Participation: Met

Student Race/Ethnicity

23.8% White/Caucasian

19.4% Black/African American

35% Hispanic/Latino

5.6% Asian

N/A% American Indian/Alaska Native

1.5% Pacific Islander

14.5% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2023-2024	52.5 ★★★★★
2022-2023	41.5 ★★★★★

Additional Student Groups

4.2% English Learners

18.2% Students with Disabilities

100% Economically Disadvantaged

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 ★★★★★

2024-2025 School Performance

13/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	46.1	38.8
Math Proficiency	46.8	39.6
ELA Proficiency	54.9	45.6
Science Proficiency	16.2	15.9
Read-by-Grade-3 Proficiency	48.7	43.9

27/35

Growth Indicator

Measure	School Median	District Median
Math MGP	53	49
ELA MGP	59	50

	School Rate	District Rate
Met Math AGP Target	42.6	37.4
Met ELA AGP Target	63.1	52.8

9/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	55.5	44.6

14/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.9	22
Prior Non-Proficient Met ELA AGP Target	57.3	41.4

3.5/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	17.1	23.7
Climate Survey Participation	91	N/A

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: 10/20

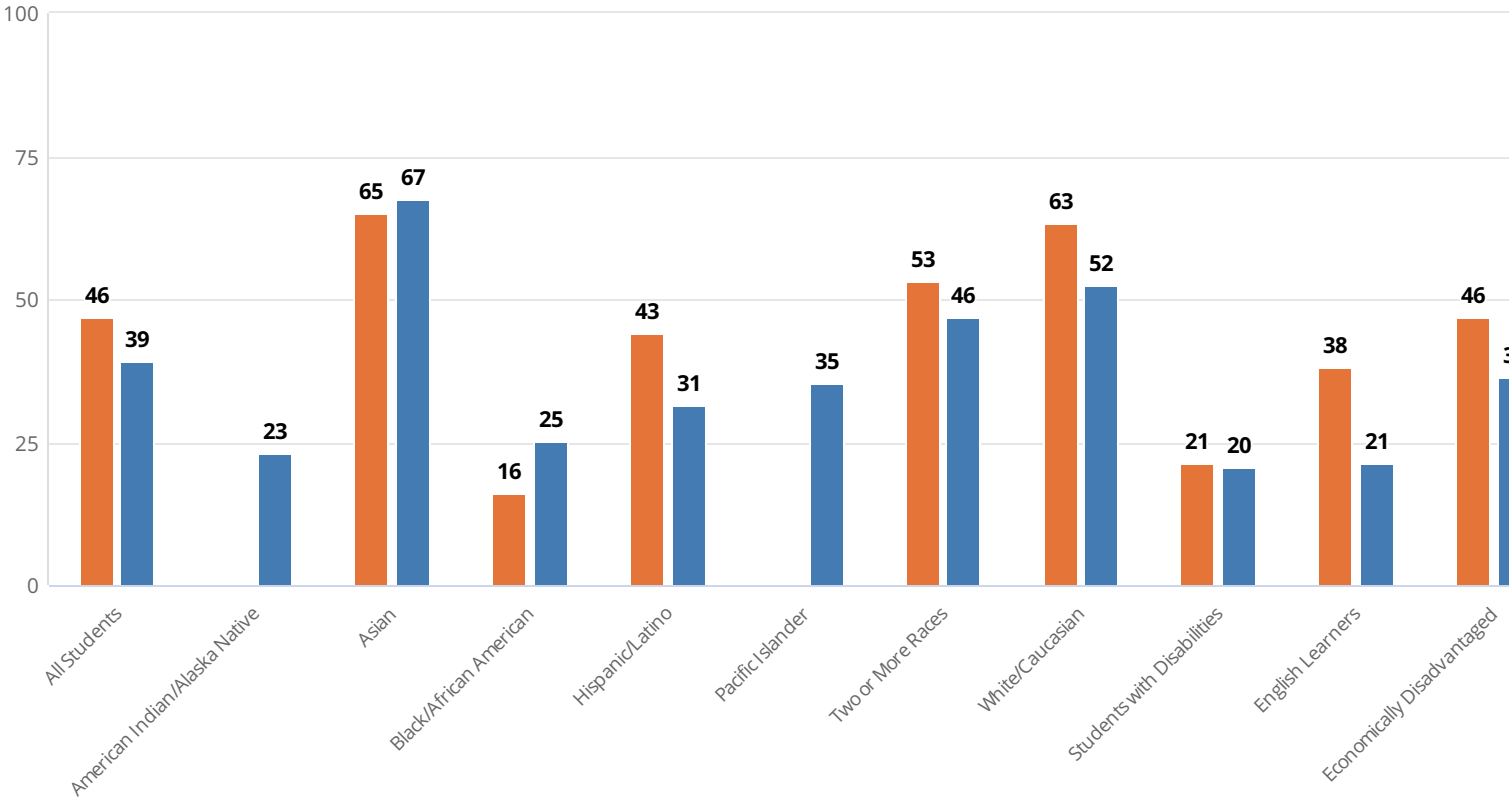
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	46.1	38.8	42.7	35.5

Math Proficient

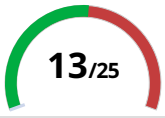
Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	46.8	39.6	39.2	45.6	36.7	55.8
American Indian/ Alaska Native	N/A	24.5	23	-	21.6	43.7
Asian	65	68.5	67.5	76.1	65.4	73.3
Black/ African American	16.1	23.2	25.2	24.2	20.7	42
Hispanic/ Latino	43.9	32.5	31.3	35.8	29	48.2
Pacific Islander	-	39.8	35.3	-	37.4	55.7
Two or More Races	53.3	49.2	46.8	50	45.1	61.6
White/ Caucasian	63.2	58	52.4	62.7	55.5	65.1
Students with Disabilities	21.3	15.1	20.5	22	14.7	38.8
English Learners	38	19.5	21.5	12.5	17.9	
Economically Disadvantaged	46.8	39.8	36.3	45.9	37.1	47.7

Math Assessments % Proficient

2024-2025 Vincent L Triggs Elementary School 2024-2025 MIPs



'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.



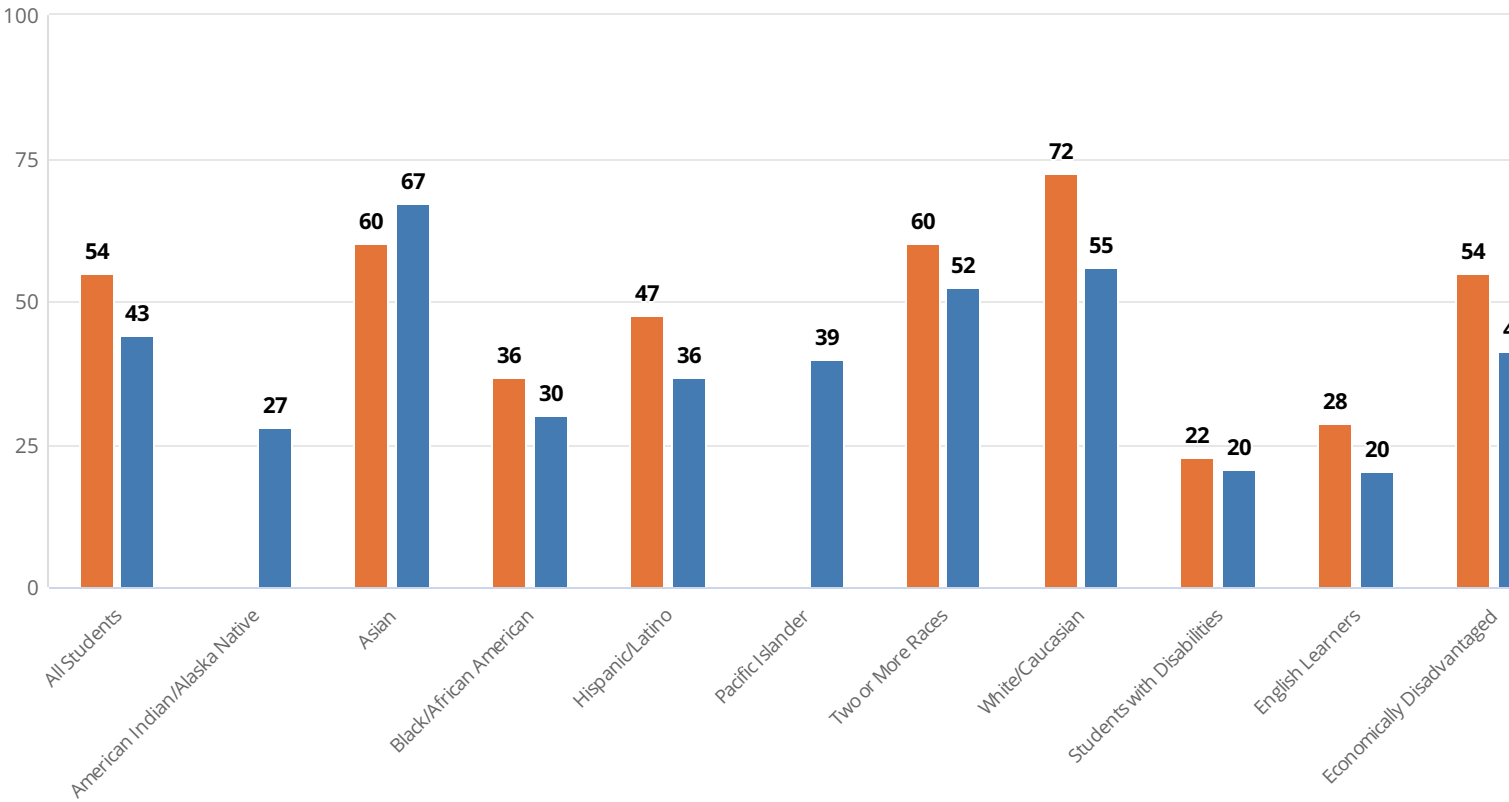
Academic Achievement

ELA Proficient

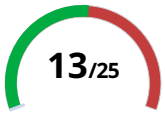
Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	54.9	45.6	43.9	46.7	42.2	63.1
American Indian/ Alaska Native	N/A	33.4	27.9	-	27.2	50.7
Asian	60	68.7	67.3	76.1	65.6	78.9
Black/ African American	36.7	31	30.2	22.7	27.9	50.8
Hispanic/ Latino	47.4	38.8	36.8	44	35.3	55.6
Pacific Islander	-	46.4	39.7	-	41.4	63.9
Two or More Races	60	56.2	52.5	46.4	51.7	69.5
White/ Caucasian	72.4	63.3	55.9	60.7	59.1	72.1
Students with Disabilities	22.9	15.3	20.6	19.1	15.2	39.9
English Learners	28.5	18.7	20.4	6.2	17	
Economically Disadvantaged	54.9	45.6	41.3	46.9	42.6	54.4

ELA Assessments % Proficient

2024-2025 Vincent L Triggs Elementary School 2024-2025 MIPs



'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.



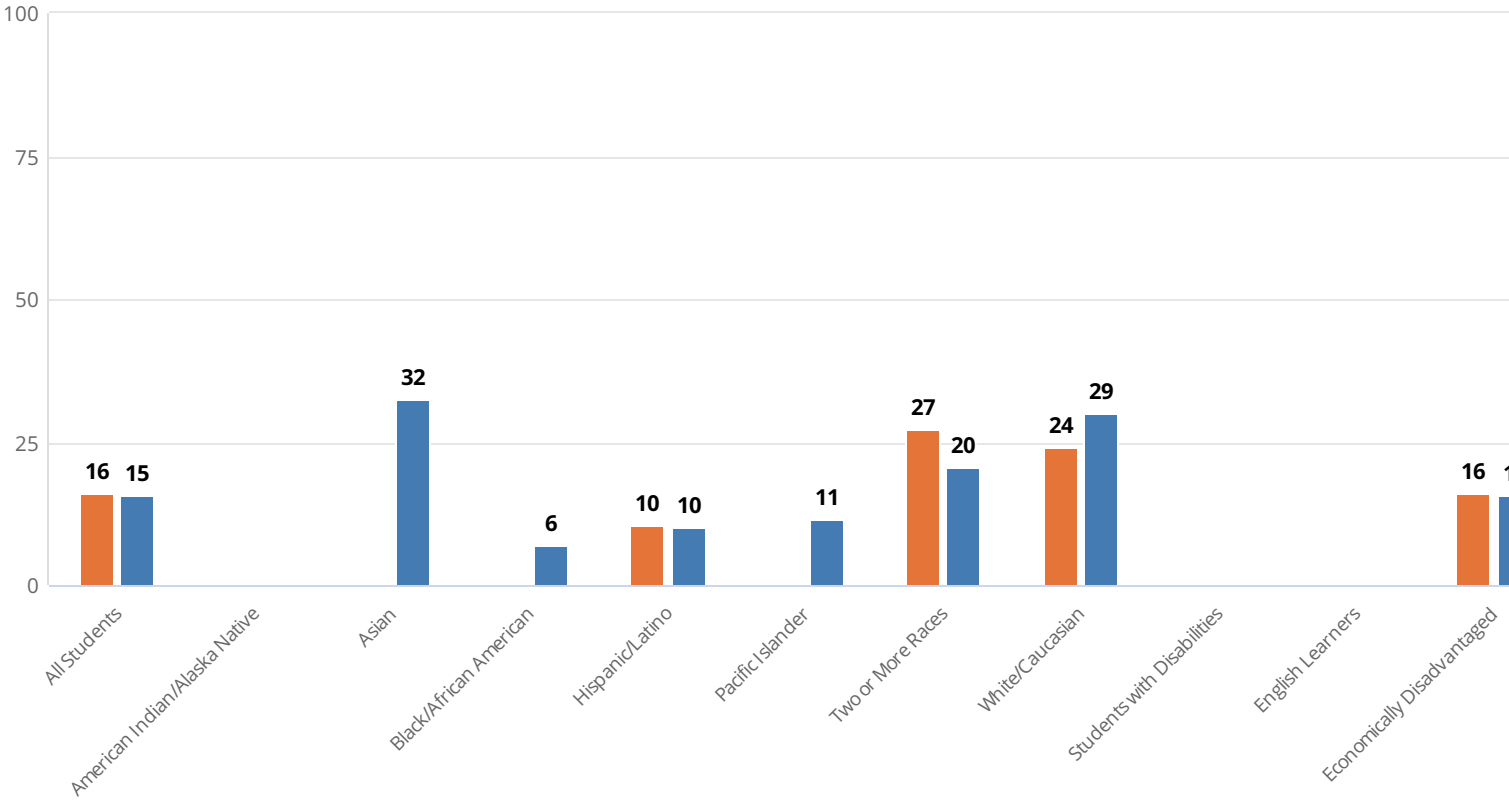
Academic Achievement

Science Proficient

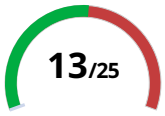
Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	16.2	15.9	22	12.4
American Indian/ Alaska Native	N/A	<5	-	5.7
Asian	-	32.6	-	24.9
Black/ African American	<5	6.9	<5	<5
Hispanic/ Latino	10.5	10	16.6	7.1
Pacific Islander	-	11.5	N/A	7.5
Two or More Races	27.2	20.8	16.6	17.9
White/ Caucasian	24.1	29.9	43.2	25.5
Students with Disabilities	<5	<5	<5	<5
English Learners	-	<5	-	<5
Economically Disadvantaged	16.2	15.9	<5	6.4

Science Assessments % Proficient

2024-2025 Vincent L Triggs Elementary School 2024-2025 District

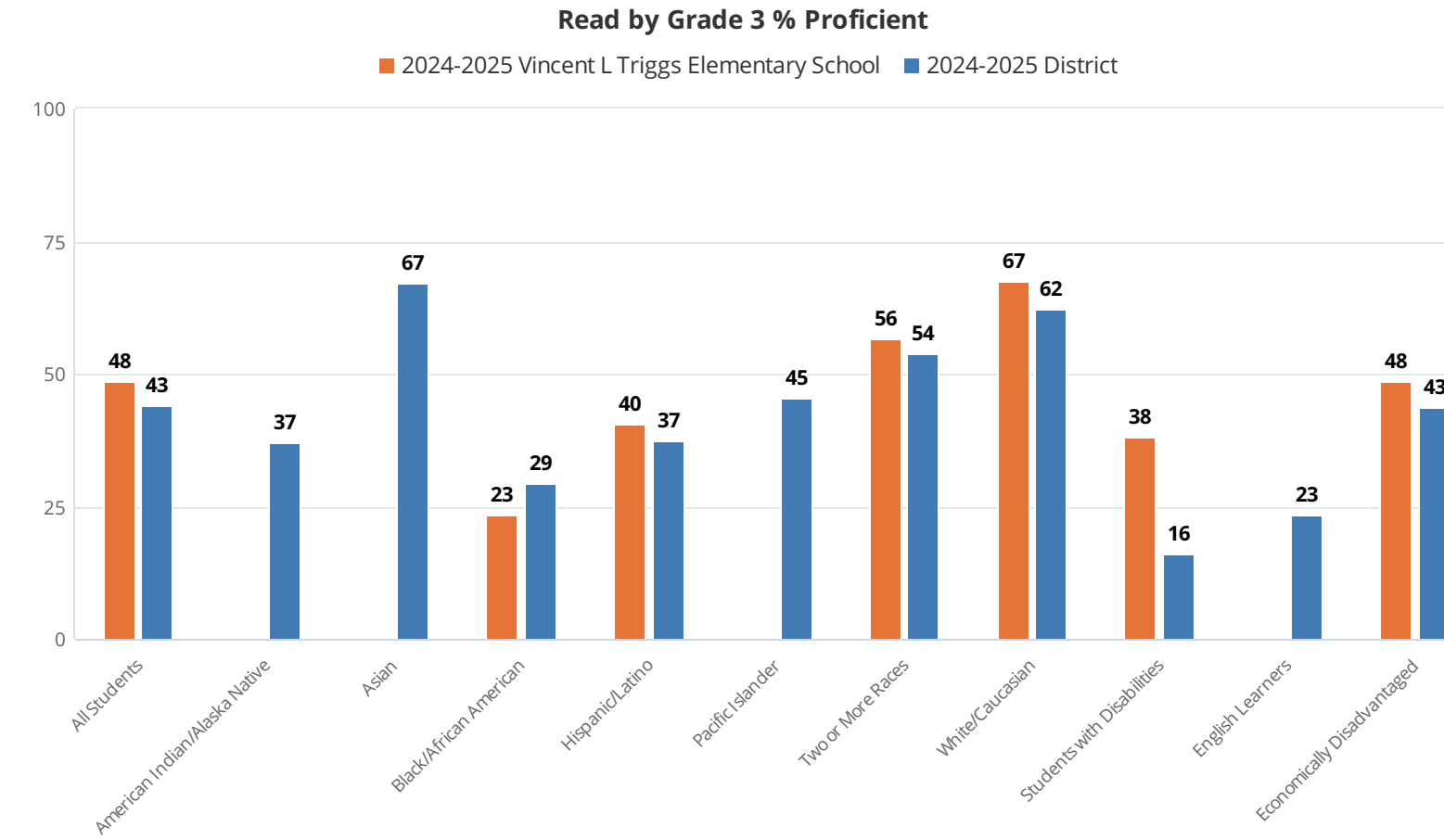


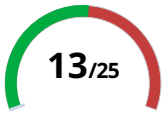
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	48.7	43.9	41	40.4
American Indian/ Alaska Native	N/A	37.1	N/A	16
Asian	-	67.3	-	63.9
Black/ African American	23.5	29.5	21.7	26.7
Hispanic/ Latino	40.5	37.3	34.8	33.7
Pacific Islander	-	45.5	-	40
Two or More Races	56.5	54	40.7	48.8
White/ Caucasian	67.6	62.2	50	57
Students with Disabilities	38	16.1	15	16.4
English Learners	-	23.4	-	20.4
Economically Disadvantaged	48.7	43.8	41	40.7





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	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	-	-
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%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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: 6/10

ELA MGP Points Earned: 8/10

Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	53	49	59	50	61	51	55	50
American Indian/ Alaska Native	N/A	44	N/A	41	-	50	-	59
Asian	59.5	54	72	55	90	59	67	58
Black/ African American	42	44	55	45	60.5	46	43.5	46
Hispanic/ Latino	59	49	59	49	52	50	52	48
Pacific Islander	-	48	-	50	-	54	-	51
Two or More Races	54	50	59	52	68	54	44	52
White/ Caucasian	54.5	52	60.5	53	70.5	54	65	53
Students with Disabilities	42	43	57	39	40	43	39	40
English Learners	70	49	87	46	-	50	-	47
Economically Disadvantaged	53	49	59	50	61	51	55	50

AGP Growth Data

Math AGP Points Earned: 5.5/7.5

ELA AGP Points Earned: 7.5/7.5

Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	42.6	37.4	63.1	52.8	48.2	34.5	51.3	44
American Indian/ Alaska Native	N/A	26.4	N/A	43.6	-	30.3	-	38.9
Asian	57.1	59.7	85.7	68.2	72.7	57.3	54.5	63.1
Black/ African American	22.2	24.4	44.4	42.5	26.3	21	36.8	32.6
Hispanic/ Latino	42.8	32.9	59.7	48.9	38.3	29	43	38.9
Pacific Islander	-	37	-	52.1	-	34.4	-	42.7
Two or More Races	45.8	42.6	72.9	60	59.2	41.8	51.8	51.8
White/ Caucasian	51.7	50	67.8	63	63.6	47.8	68.1	55.7
Students with Disabilities	18.9	18.6	40.5	28.7	30.2	16.3	25.5	21.5
English Learners	28.5	23.3	71.4	35.7	-	20.7	-	27
Economically Disadvantaged	42.6	37.7	63.1	52.8	48.2	34.7	51.3	44.2

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



English Language

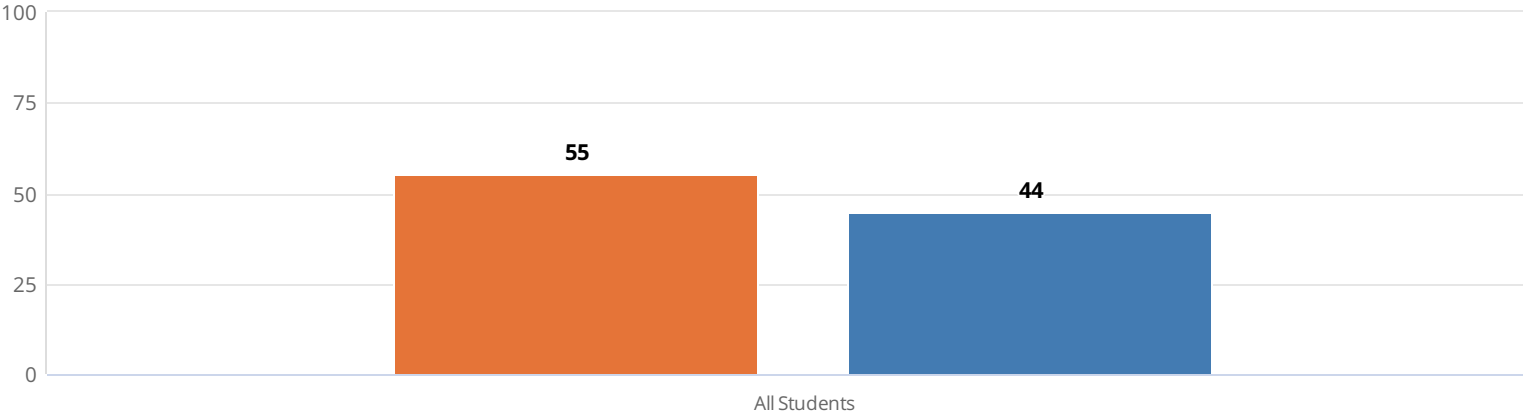
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 9/10

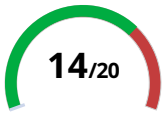
	2025 number of ELs With AGP	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District
	Target			Target		
ELPA	27	55.5	44.6	22	31.8	38.7

% English Learners Meeting AGP on WIDA

2024-2025 Vincent L Triggs Elementary School 2024-2025 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.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 10/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	26.9	22	57.3	41.4	32.5	19.8	32.2	29.9
American Indian/ Alaska Native	N/A	18.9	N/A	37.3	N/A	25.4	N/A	26.3
Asian	-	30.2	-	49.8	-	30.8	-	40
Black/ African American	22.5	15.7	44.1	35.6	25	13.9	25.8	24.2
Hispanic/ Latino	22	21.9	52.3	40.1	28.3	18.7	27.4	28.5
Pacific Islander	-	24.3	-	44	-	21.6	-	30.6
Two or More Races	31.8	24	69.5	47.3	35.7	23.8	30.7	36.1
White/ Caucasian	40.9	28.6	66.6	49.4	41.9	26.7	48	36.9
Students with Disabilities	15.6	12.6	40	24.1	22.2	10.1	11.4	15.5
English Learners	18.1	19.4	66.6	34.5	-	16.7	-	24.7
Economically Disadvantaged	26.9	22.2	57.3	41.4	32.5	19.9	32.2	30.1



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 can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. 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	2025 % School	2025 % District	2024 % School	2024 % District
All Students	17.1	23.7	17.6	26.9
American Indian/ Alaska Native	-	26.5	-	33.9
Asian	8.3	12.1	5.1	13.2
Black/ African American	26	32.6	28.6	36.9
Hispanic/ Latino	16.9	24.2	19	27.8
Pacific Islander	36.3	32.9	-	37.3
Two or More Races	20.1	23.7	18.4	26.3
White/ Caucasian	8.9	17.2	11.2	19
Students with Disabilities	23.7	29.2	26.1	32.5
English Learners	8.1	20.7	20	24.3
Economically Disadvantaged	17.1	23.8	17.6	27

All Students Chronic Absenteeism Percent Change: -2.8%

Points Earned by the Chronic Absenteeism Rate: 3.5/10
Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA
Points Earned by Chronic Absenteeism Reduction Rate: NA/5

