

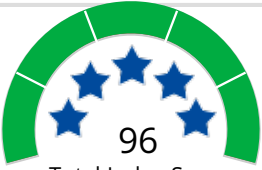
School Level: Elementary School

Grade Levels: PK-05

District: Clark

School 765 Crestdale Ln

Address: Las Vegas, NV 89144



96
Total Index Score

School Type: Regular

School Designation: No Designation

Student Race/Ethnicity

36.2% White/Caucasian

6.5% Black/African American

31.9% Hispanic/Latino

10.6% Asian

N/A% American Indian/Alaska Native

1.6% Pacific Islander

12.9% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	92.5 ★★★★★
2023-2024	86.5 ★★★★★

Additional Student Groups

7.6% English Learners

14.8% Students with Disabilities

100% Economically Disadvantaged

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

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 ★★★★★

2025-2026 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	67.6	38.9
Math Proficiency	72.8	39.5
ELA Proficiency	73.3	45.9
Science Proficiency	36.1	16
Read-by-Grade-3 Proficiency	72.6	43.1



Growth Indicator

Measure	School Median	District Median
Math MGP	61	49
ELA MGP	60.5	49
	School Rate	District Rate
Met Math AGP Target	60.8	35.6
Met ELA AGP Target	71.9	48.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	57.5	48.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	6.5	17.7



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	42.8	19.6
Prior Non-Proficient Met ELA AGP Target	52	34.7

District percentages reflect the district the school was associated with when the data was collected.

[Click here](#) to learn more about the NSPF.

**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: 20/20

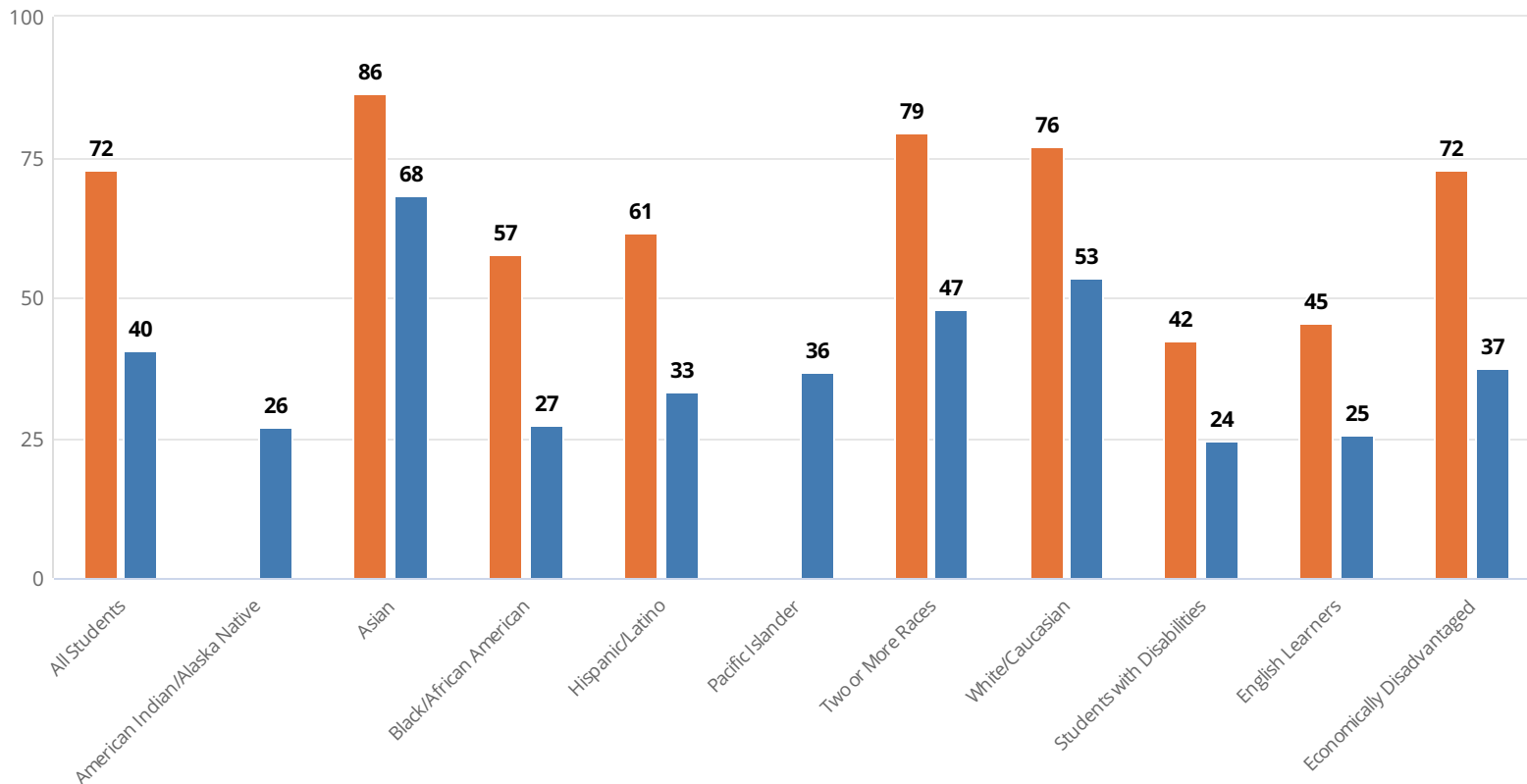
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	67.6	38.9	67.5	38.8

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	72.8	39.5	40.4	71.3	39.6	39.2
American Indian/ Alaska Native	N/A	30.1	26.8	N/A	24.5	23
Asian	86.5	68	68.2	88.3	68.5	67.5
Black/ African American	57.6	23.3	27.4	54	23.2	25.2
Hispanic/ Latino	61.4	33.1	33.3	60.5	32.5	31.3
Pacific Islander	-	40.6	36.6	-	39.8	35.3
Two or More Races	79.2	47.7	47.9	76	49.2	46.8
White/ Caucasian	76.8	58.2	53.4	75.3	58	52.4
Students with Disabilities	42.3	14.5	24.5	47.7	15.1	20.5
English Learners	45.4	19.3	25.4	60	19.5	21.5
Economically Disadvantaged	72.8	39.8	37.5	71.3	39.8	36.3

Math Assessments % Proficient

■ 2025-2026 John W Bonner Elementary School ■ 2025-2026 MIPs



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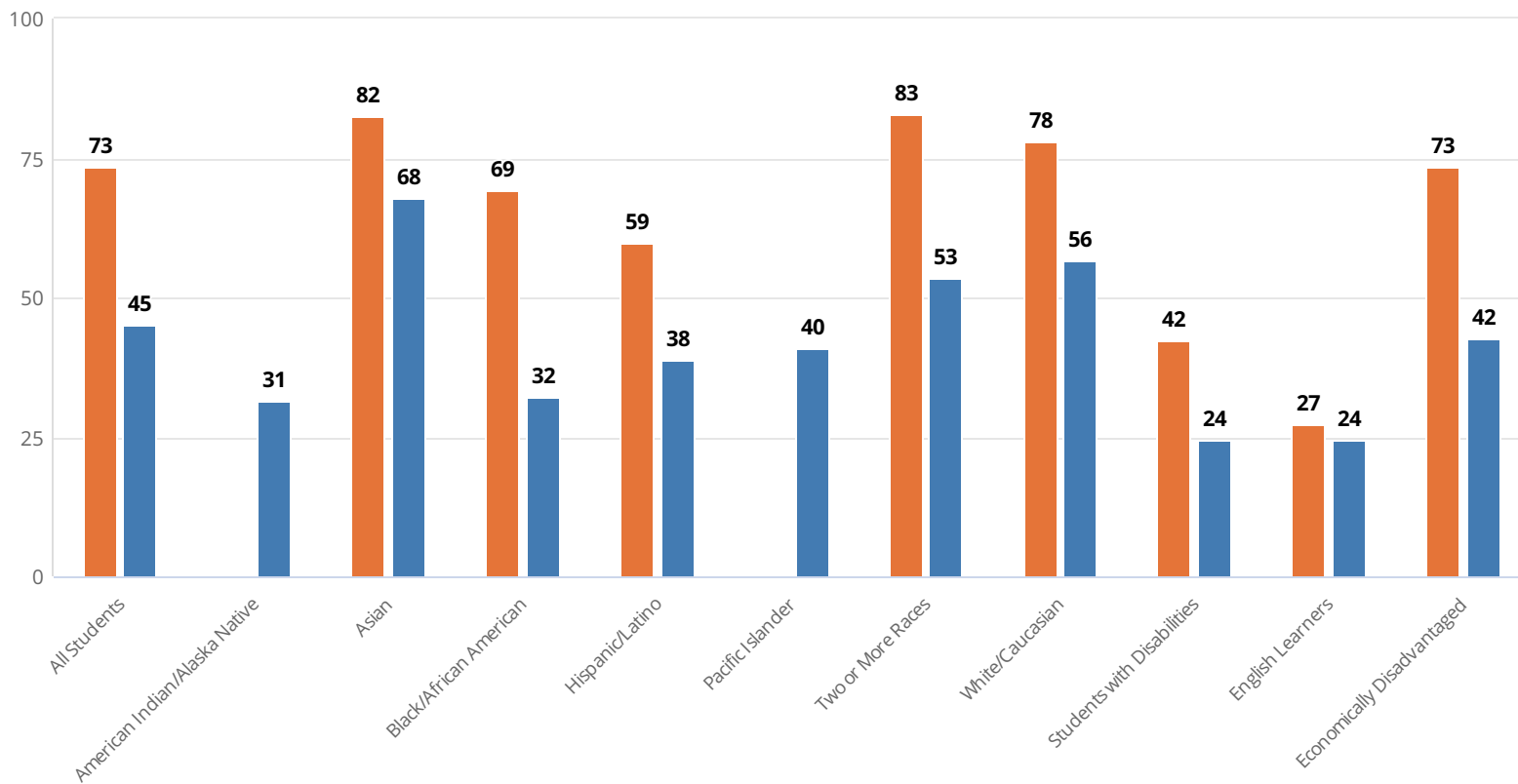
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	73.3	45.9	45	74.9	45.6	43.9
American Indian/ Alaska Native	N/A	32.1	31.5	N/A	33.4	27.9
Asian	82.6	68.2	68	78.3	68.7	67.3
Black/ African American	69.2	31.9	32.3	56.7	31	30.2
Hispanic/ Latino	59.8	39.8	38.7	62.3	38.8	36.8
Pacific Islander	-	45.1	40.9	-	46.4	39.7
Two or More Races	83	54.2	53.5	86	56.2	52.5
White/ Caucasian	78.1	63.8	56.8	81.7	63.3	55.9
Students with Disabilities	42.3	15	24.6	37.7	15.3	20.6
English Learners	27.2	18.7	24.4	48.5	18.7	20.4
Economically Disadvantaged	73.3	46.1	42.5	74.9	45.6	41.3

ELA Assessments % Proficient

■ 2025-2026 John W Bonner Elementary School ■ 2025-2026 MIPs



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25/25

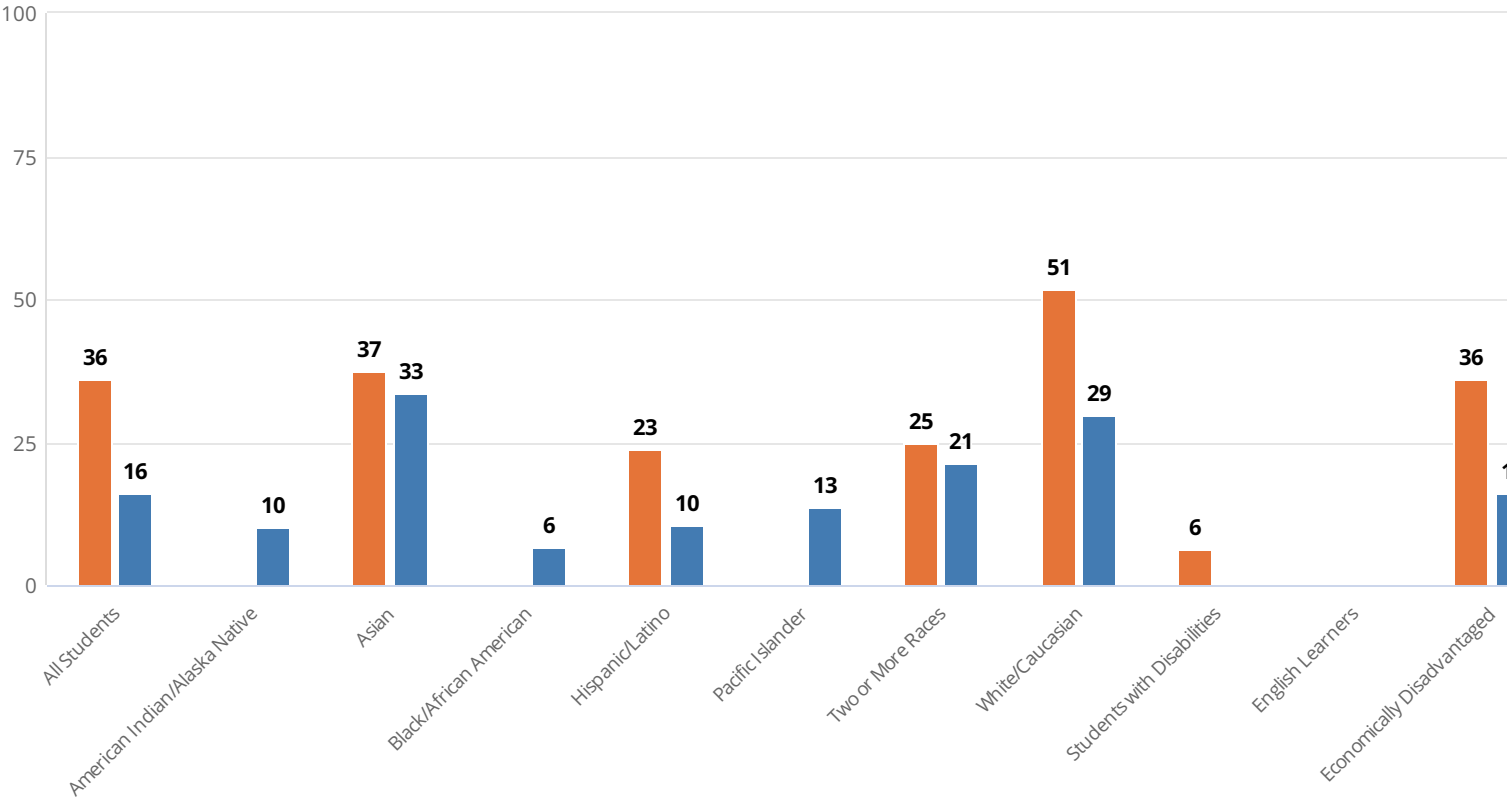
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	36.1	16	34.2	15.9
American Indian/ Alaska Native	N/A	10.3	N/A	<5
Asian	37.5	33.7	42.1	32.6
Black/ African American	-	6.7	26	6.9
Hispanic/ Latino	23.8	10.5	18.7	10
Pacific Islander	-	13.5	-	11.5
Two or More Races	25	21.4	38.4	20.8
White/ Caucasian	51.7	29.6	45.2	29.9
Students with Disabilities	6.2	<5	18.1	<5
English Learners	-	<5	-	<5
Economically Disadvantaged	36.1	16.1	34.2	15.9

Science Assessments % Proficient

2025-2026 John W Bonner Elementary School 2025-2026 District





Academic Achievement

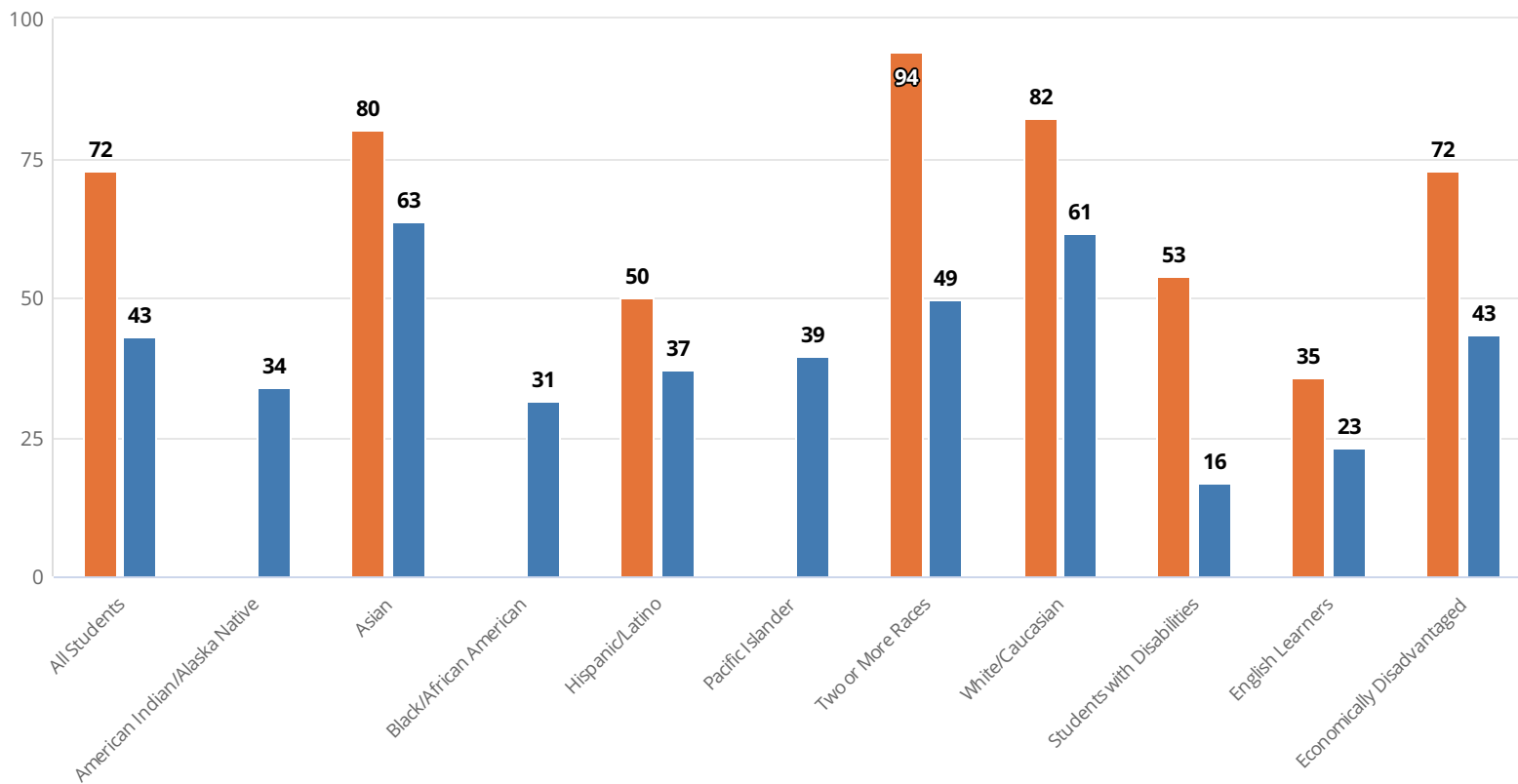
Read by Grade 3 Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	72.6	43.1	68	43.9
American Indian/ Alaska Native	N/A	34	N/A	37.1
Asian	80	63.5	73	67.3
Black/ African American	-	31.4	-	29.5
Hispanic/ Latino	50	37.1	55.2	37.3
Pacific Islander	-	39.5	-	45.5
Two or More Races	94.1	49.5	78.9	54
White/ Caucasian	82.3	61.6	68.7	62.2
Students with Disabilities	53.8	16.7	18.7	16.1
English Learners	35.7	23.2	47.6	23.4
Economically Disadvantaged	72.6	43.3	68	43.8

Read by Grade 3 Points Earned: 5/5

Read by Grade 3 % Proficient

■ 2025-2026 John W Bonner Elementary School
 ■ 2025-2026 District



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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.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	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%	>=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: 9/10****ELA MGP Points Earned: 8/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	61	49	60.5	49	58	49	63	50
American Indian/ Alaska Native	N/A	48	N/A	52	N/A	44	N/A	41
Asian	69.5	57	75	57	70	54	69	55
Black/ African American	74	45	63	45	59	44	53	45
Hispanic/ Latino	55	48	53	48	56.5	49	53	49
Pacific Islander	-	53	-	52	-	48	-	50
Two or More Races	56.5	49	42	51	49	50	71	52
White/ Caucasian	65	50	63	52	61	52	64	53
Students with Disabilities	42	41	42	39	63	43	58	39
English Learners	72	49	82	45	52	49	80	46
Economically Disadvantaged	61	49	60.5	49	58	49	63	50

AGP Growth Data**Math AGP Points Earned: 7.5/7.5****ELA AGP Points Earned: 7.5/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	60.8	35.6	71.9	48.4	65.5	37.4	82.2	52.8
American Indian/ Alaska Native	N/A	31.1	N/A	38.1	N/A	26.4	N/A	43.6
Asian	73.6	59.3	81.5	67.2	83.8	59.7	90.3	68.2
Black/ African American	60	22.7	73.3	37.8	52	24.4	76	42.5
Hispanic/ Latino	49.3	31	61	44.4	56.4	32.9	69.3	48.9
Pacific Islander	-	39.1	-	50.5	-	37	-	52.1
Two or More Races	61.7	42.4	73.5	54.9	68	42.6	88	60
White/ Caucasian	63.8	48	75.7	59	70	50	87.1	63
Students with Disabilities	18.5	15.5	46.4	23.8	57.1	18.6	72.7	28.7
English Learners	61.5	20.9	61.5	29.7	63.6	23.3	81.8	35.7
Economically Disadvantaged	60.8	35.8	71.9	48.7	65.5	37.7	82.2	52.8

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

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English Language

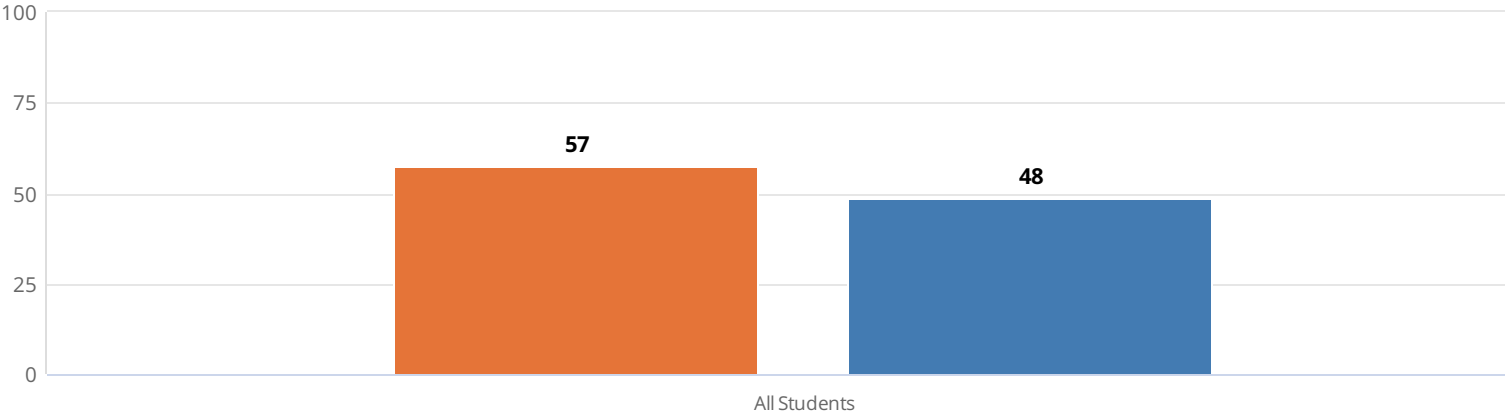
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	33	57.5	48.4	36	66.6	44.6

% English Learners Meeting AGP on WIDA

2025-2026 John W Bonner Elementary School 2025-2026 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: 10/10				ELA AGP Points Earned: 10/10			
	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	42.8	19.6	52	34.7	34.8	22	71.4	41.4
American Indian/ Alaska Native	N/A	11.1	N/A	27.5	N/A	18.9	N/A	37.3
Asian	-	33	-	47.3	-	30.2	80	49.8
Black/ African American	-	14.4	-	28.8	45.4	15.7	58.3	35.6
Hispanic/ Latino	31	19.3	48.3	33.8	16.6	21.9	57.1	40.1
Pacific Islander	N/A	26.4	N/A	37.4	-	24.3	-	44
Two or More Races	-	22.3	-	40.6	-	24	-	47.3
White/ Caucasian	54.1	24.3	54.5	41.6	44.4	28.6	80	49.4
Students with Disabilities	12.5	9.4	42.1	18.6	45.4	12.6	62.5	24.1
English Learners	-	17.2	63.6	28.1	-	19.4	-	34.5
Economically Disadvantaged	42.8	19.7	52	34.9	34.8	22.2	71.4	41.4

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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: 9/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	6.5	17.7	7.1	23.7
American Indian/ Alaska Native	N/A	25.1	N/A	26.5
Asian	<5	8	<5	12.1
Black/ African American	10.8	27.1	18.7	32.6
Hispanic/ Latino	9.2	17.1	9.8	24.2
Pacific Islander	8.3	25.8	21.4	32.9
Two or More Races	6.4	18.5	8.5	23.7
White/ Caucasian	<5	12.2	<5	17.2
Students with Disabilities	5.2	21.5	8.4	29.2
English Learners	6.2	13.7	7.6	20.7
Economically Disadvantaged	6.5	17.7	7.1	23.8

All Students Chronic Absenteeism Percent Change: -8.4%

Points Earned by the Chronic Absenteeism Rate: 9/10
Points Earned by Chronic Absenteeism Reduction Rate: NA/5

