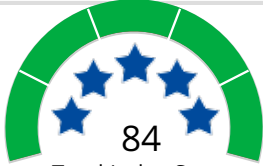


School Level: Middle School Grade Levels: 06-08 District: Clark School 235 N Pavilion Center Dr Address: Las Vegas, NV 89144	 84 Total Index Score	School Type: Regular School Designation: No Designation						
Student Race/Ethnicity 44.7% White/Caucasian 5.4% Black/African American 21.7% Hispanic/Latino 13.8% Asian 0.2% American Indian/Alaska Native 1.1% Pacific Islander 12.8% Two or More Races	School Performance History <table><tr><th>School Year</th><th>Index Score/Star Rating</th></tr><tr><td>2024-2025</td><td>91 ★★★★★</td></tr><tr><td>2023-2024</td><td>86 ★★★★★</td></tr></table>	School Year	Index Score/Star Rating	2024-2025	91 ★★★★★	2023-2024	86 ★★★★★	Additional Student Groups 5.2% English Learners 8.5% Students with Disabilities 100% Economically Disadvantaged
School Year	Index Score/Star Rating							
2024-2025	91 ★★★★★							
2023-2024	86 ★★★★★							

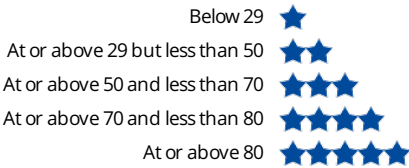
What does my school rating mean?

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?



2025-2026 School Performance

25/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	65.7	34.4
Math Proficiency	61.9	28.9
ELA Proficiency	70.6	41
Science Proficiency	62.2	31.3

24/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	57	49
ELA MGP	57	49
	School Rate	District Rate
Met Math AGP Target	60.3	29.7
Met ELA AGP Target	67.7	40.8

10/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	39.3	23.7

14/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	19.6	11.5
Prior Non-Proficient Met ELA AGP Target	27.4	16.9

11/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.1	18.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	91.4	81.8

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

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

25/25

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.

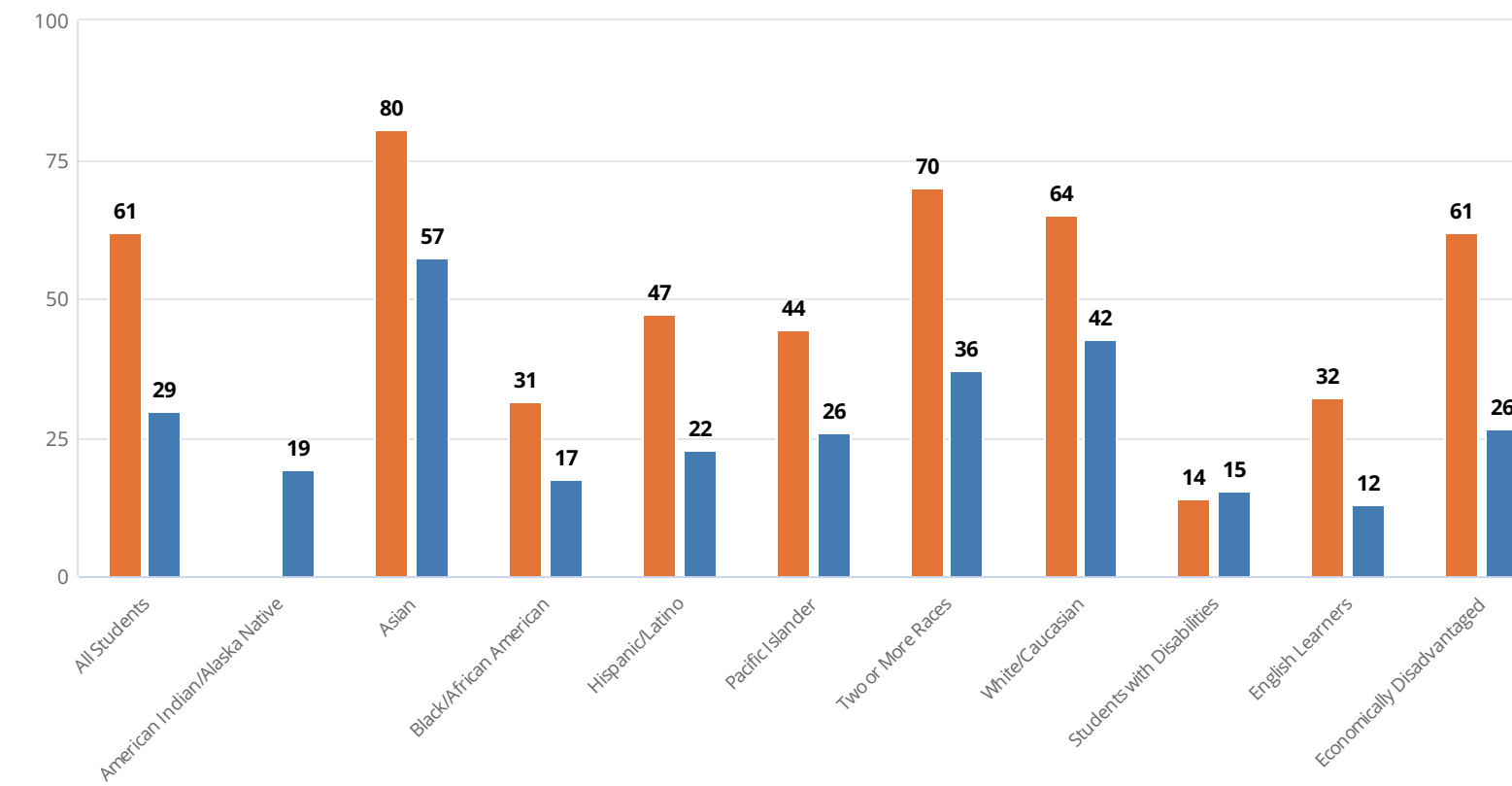
Pooled Proficiency		Pooled Proficiency Points Earned: 25/25		
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	65.7	34.4	68	35.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	61.9	28.9	29.6	63.1	27.4	28.2
American Indian/ Alaska Native	-	17	19.1	-	21.1	16.6
Asian	80.3	58.1	57.5	79.2	56.2	56.6
Black/ African American	31.6	14.2	17.4	28.5	13	14.9
Hispanic/ Latino	47.1	20.9	22.7	46.7	19.3	20.3
Pacific Islander	44.4	28.3	26	23	25.7	24.5
Two or More Races	70	38.4	36.9	71.2	36.4	35.7
White/ Caucasian	64.9	47.1	42.8	68.1	46.8	41.6
Students with Disabilities	14	6.3	15.5	16.5	6.1	11
English Learners	32	<5	12.8	33.7	<5	8.2
Economically Disadvantaged	61.9	29.3	26.4	63.1	27.6	24.9

Math Assessments % Proficient

2025-2026 Sig Rogich Middle School 2025-2026 MIPs



25/25

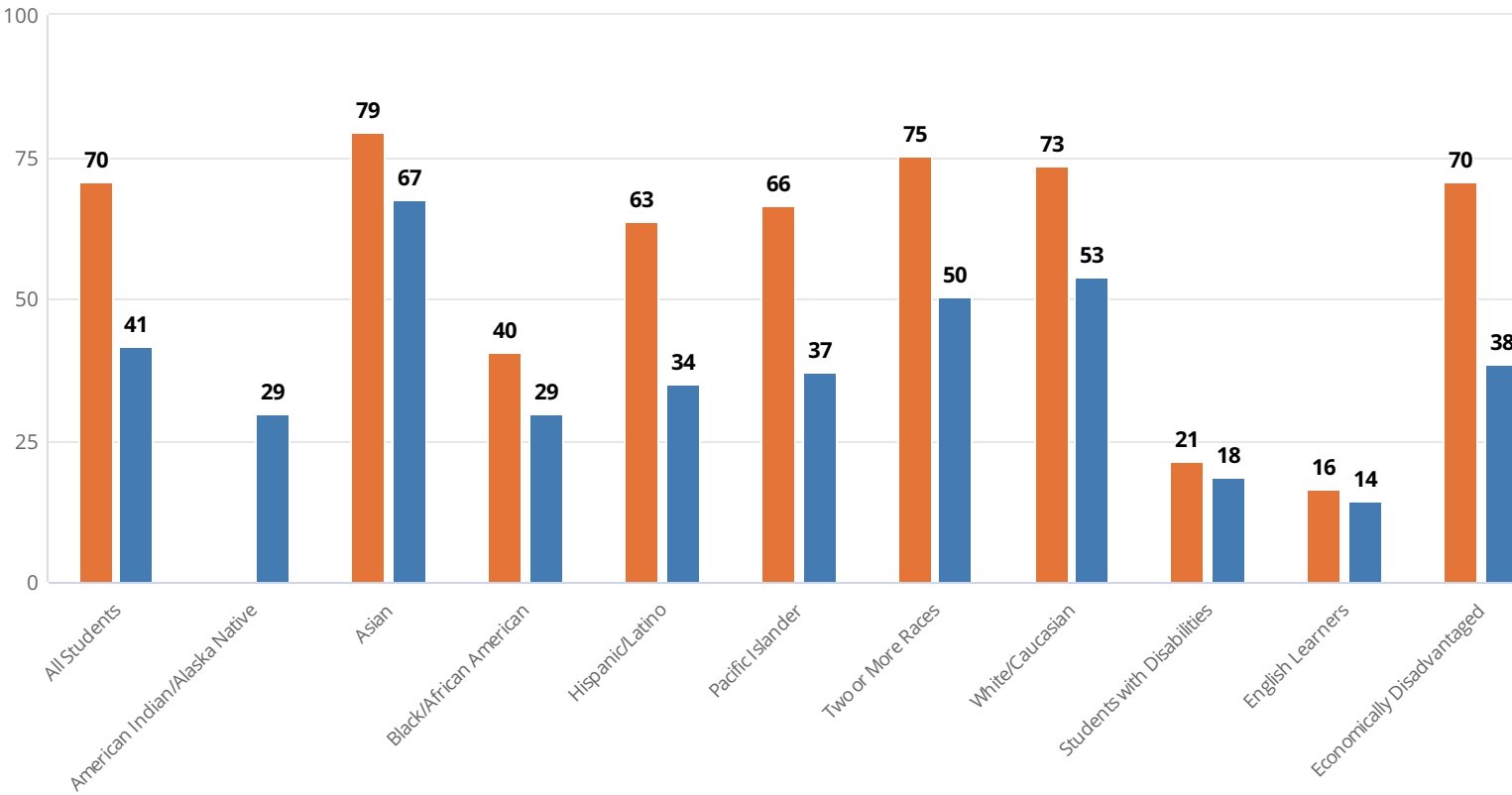
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	70.6	41	41.5	73	42.9	40.3
American Indian/ Alaska Native	-	28	29.6	-	32.2	27.5
Asian	79.5	65.4	67.5	79.6	68	66.8
Black/ African American	40.5	26.5	29.6	42.2	28.7	27.4
Hispanic/ Latino	63.8	33.9	34.8	62.9	35.8	32.8
Pacific Islander	66.6	40.9	37.2	53.8	42.5	35.9
Two or More Races	75.1	51.3	50.3	84.5	53.5	49.3
White/ Caucasian	73.5	57.9	53.8	76.3	60.4	52.8
Students with Disabilities	21.3	9.5	18.4	26	10.2	14.1
English Learners	16.6	6.1	14.3	26.3	8.4	9.8
Economically Disadvantaged	70.6	41.5	38.3	73	43	37

ELA Assessments % Proficient

2025-2026 Sig Rogich Middle School 2025-2026 MIPs



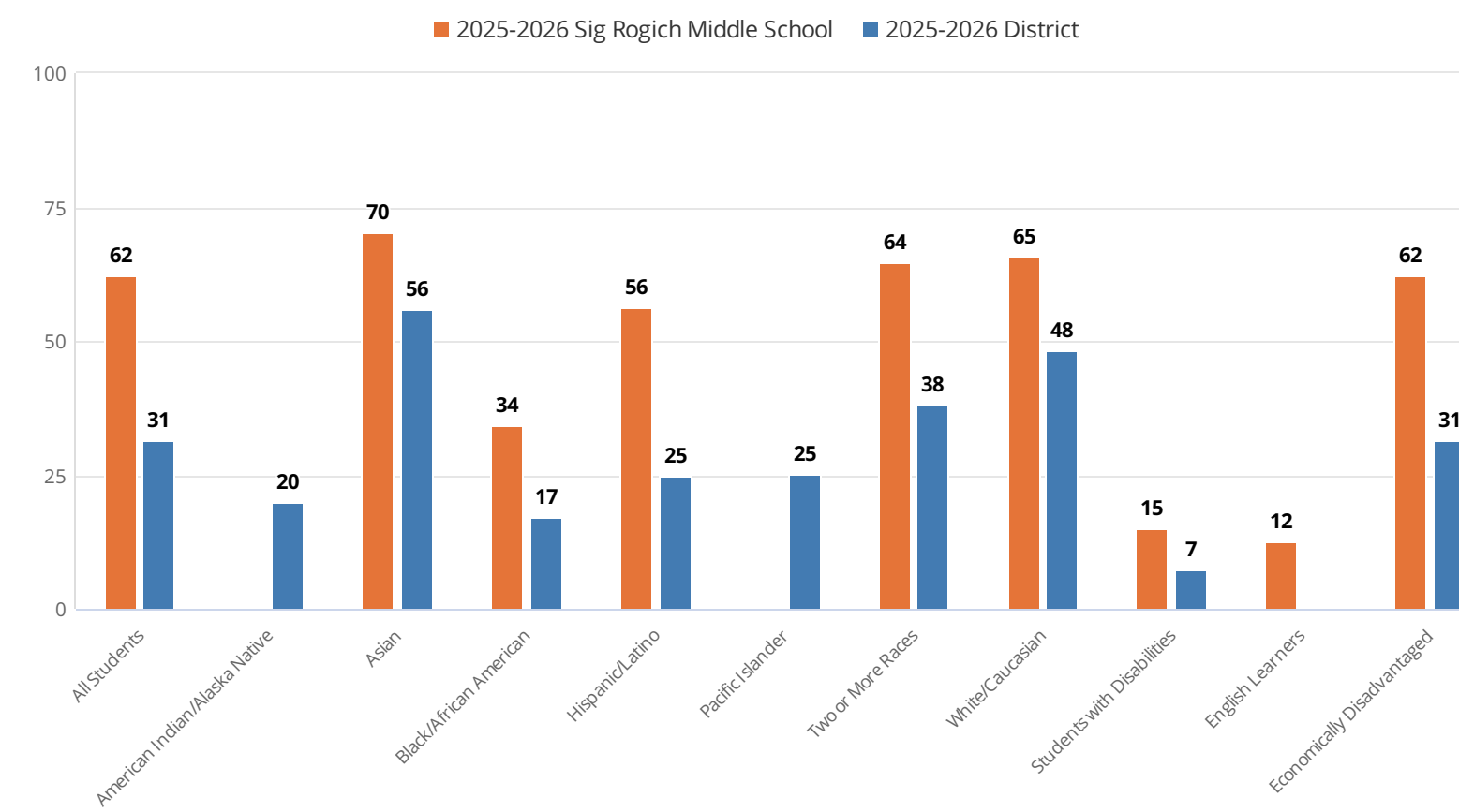
25/25

Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	62.2	31.3	68	34.6
American Indian/ Alaska Native	N/A	20	-	22
Asian	70.2	56	77.6	58
Black/ African American	34.4	17.1	48	19.7
Hispanic/ Latino	56.3	25	54.2	27.8
Pacific Islander	-	25.2	-	30.8
Two or More Races	64.7	38.1	71.9	44.3
White/ Caucasian	65.6	48.4	72.8	53.6
Students with Disabilities	15.1	7.3	10.5	7.8
English Learners	12.5	<5	22.2	5.7
Economically Disadvantaged	62.2	31.6	68	34.7

Science Assessments % Proficient





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	-	-	-	-
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	94.8%	>=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: 7/10

ELA MGP Points Earned: 7/10

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	57	49	57	49	59	50	58.5	49
American Indian/ Alaska Native	-	50	-	48	-	46	-	49
Asian	66	58	58	56	67	58	60	57
Black/ African American	34	46	51	46	51	48	67	46
Hispanic/ Latino	49	48	59	48	54	49	53	48
Pacific Islander	61.5	50	44	48	69	48	54.5	50
Two or More Races	62	51	52	50	60.5	52	60	51
White/ Caucasian	57	51	56	50	60	54	58	51
Students with Disabilities	48	43	57	43	51	46	56	41
English Learners	53.5	45	60	44	54	48	58	45
Economically Disadvantaged	57	49	57	49	59	51	58.5	49

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 5/5

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	60.3	29.7	67.7	40.8	59.8	28.9	73.5	46.1
American Indian/ Alaska Native	-	21.9	-	29.8	-	22.6	-	39.1
Asian	78.7	58.4	74.8	64.7	76.7	56.9	80.9	70.3
Black/ African American	27.3	16.1	41	27.9	31.7	15.2	49.2	33
Hispanic/ Latino	45.4	22.1	60.7	34.6	43.9	21.5	64.7	39.8
Pacific Islander	50	28.2	62.5	40.1	33.3	26.7	58.3	48.3
Two or More Races	67	38.3	67.5	49.6	66.6	36.8	82	54.6
White/ Caucasian	63.7	46.3	71.9	55.1	63.5	46.1	76	61.3
Students with Disabilities	16.9	8.2	28.9	13.3	17.4	8.5	33.6	16.3
English Learners	34.3	6.5	16.9	9.9	28.5	7	26.7	14.5
Economically Disadvantaged	60.3	30	67.7	41.2	59.8	29.1	73.5	46.1

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

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

'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.

10/10

English Language

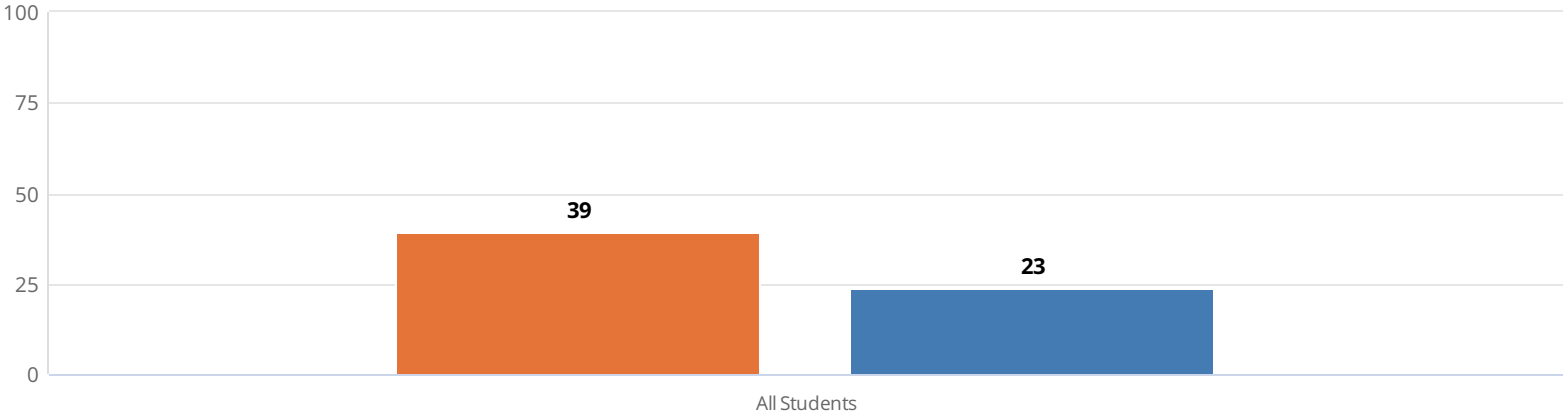
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

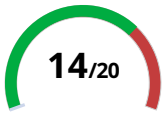
	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	66	39.3	23.7	71	39.4	27.5

% English Learners Meeting AGP on WIDA

2025-2026 Sig Rogich Middle 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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students 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.

Groups	Math AGP Points Earned: 8/10				ELA AGP Points Earned: 6/10			
	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	19.6	11.5	27.4	16.9	22.3	11.9	38.7	24.5
American Indian/ Alaska Native	-	10.7	-	12.6	N/A	12.2	N/A	24.7
Asian	36.5	23.1	21.9	25.9	28.2	22.1	36.7	37.4
Black/ African American	6.2	7.7	17.9	12.8	9.3	7.8	24.3	19.3
Hispanic/ Latino	12.6	10.1	28.8	16	14.1	10.5	39.3	23.1
Pacific Islander	20	12.4	-	17.2	20	10.9	-	29.1
Two or More Races	20.7	14.1	35.7	21.2	31.3	14.6	44.8	28.5
White/ Caucasian	24.3	17.2	28.9	22.2	28	18.2	41.5	31.5
Students with Disabilities	10	<5	19.2	7.9	5.8	<5	21.2	11.3
English Learners	16.3	<5	13.7	8.5	16.3	5.5	25.3	12.9
Economically Disadvantaged	19.6	11.6	27.4	17.1	22.3	11.9	38.7	24.4

11/15

Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures 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. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. 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, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

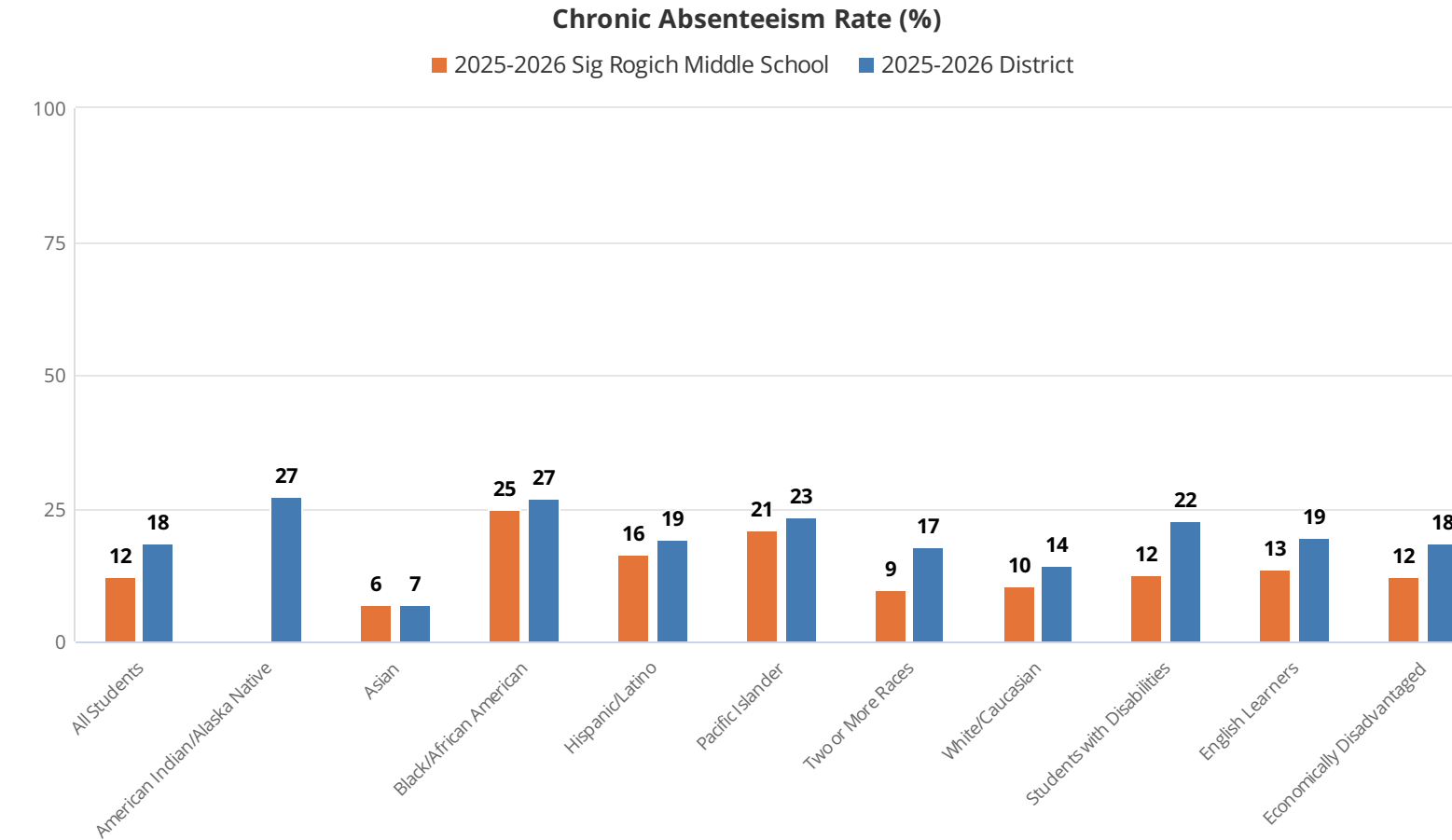
Chronic Absenteeism

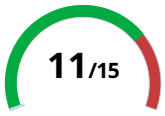
Chronic Absenteeism Points Earned: 6/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	12.1	18.7	14.2	24.1
American Indian/ Alaska Native	-	27.1	-	26.4
Asian	6.9	7.1	<5	9.2
Black/ African American	25	27	22	33.3
Hispanic/ Latino	16.5	19.2	19.7	24.9
Pacific Islander	21	23.4	35.7	29.9
Two or More Races	9.7	17.7	15.8	22.6
White/ Caucasian	10.6	14.3	13.2	19
Students with Disabilities	12.6	22.6	25.7	29.4
English Learners	13.7	19.7	19.1	26.4
Economically Disadvantaged	12.1	18.7	14.2	24.1

All Students Chronic Absenteeism Percent Change: -14.7%

Points Earned by the Chronic Absenteeism Rate: 6/10
Points Earned by Chronic Absenteeism Reduction Rate: NA/5





Student Engagement

Academic Learning Plans		Academic Learning Plans Points Earned 2/2		
Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	>95	>95
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

NAC 389.445 Credit Requirements		NAC 389.445 Credit Requirements Points Earned 3/3		
Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	91.4	81.8	90.5	80.2
American Indian/ Alaska Native	-	76.1	-	72.6
Asian	94.8	92.3	91.9	88.2
Black/ African American	87.8	74	86.6	75
Hispanic/ Latino	81.5	79.5	89.7	77.7
Pacific Islander	-	82.6	-	80.7
Two or More Races	92.7	84.6	83	83
White/ Caucasian	>95	89.4	92.6	87.5
Students with Disabilities	87.8	79.2	>95	>95
English Learners	82.1	71	72.5	68.9
Economically Disadvantaged	91.4	82.2	90.5	80.5

% of Students Meeting 8th Grade Credit Requirements

2025-2026 Sig Rogich Middle School 2025-2026 District

