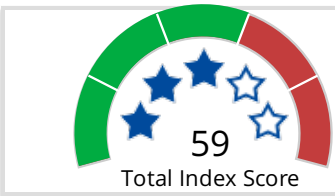
Eldorado High School

School Year 2025-2026 Nevada School Rating

School Level: High School
Grade Levels: 09-12
District: Clark
School Address: 1139 N Linn Ln, Las Vegas, NV 89110



Total Index Score

School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

5.3% White/Caucasian
11.5% Black/African American
76.8% Hispanic/Latino
1.6% Asian
0.1% American Indian/Alaska Native
1.5% Pacific Islander
2.9% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2024-2025	44 ★★
2023-2024	55.5 ★★★

Additional Student Groups

27.7% English Learners
15.6% Students with Disabilities
100% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** schoool that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress 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.

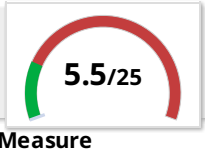
How are school star ratings determined?

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?

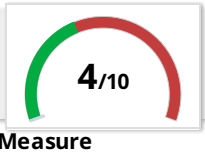
Below 27 ★
At or above 27 but less than 50 ★★
At or above 50 and less than 70 ★★★
At or above 70 and less than 82 ★★★★
At or above 82 ★★★★★

2025-2026 School Performance



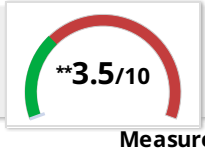
Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	11.1	22.6
ELA Proficiency	32.4	51.3
Science Proficiency	12.2	23.8



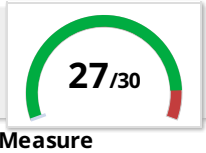
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	7.9	10.1



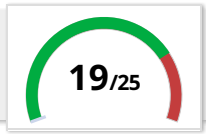
Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	82.8	87.0
Chronic Absenteeism	34.1	28.1



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	88.2	86.3
5-Year	86.2	84.2



College and Career Readiness Indicator

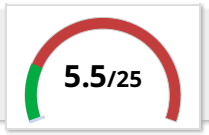
Measure	School Rate	District Rate
Post-Secondary Preparation Participation	64.7	68.2
Post-Secondary Preparation Completion	53.2	57.5
Advanced or CCR Diploma	26.6	39.5

** Reduction in Chronic Absenteeism (CA): Received points in Chronic Absenteeism due to the Chronic Absenteeism Reduction alternative measure.

Graduation and diploma rates are based on the class of 2024-2025.

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

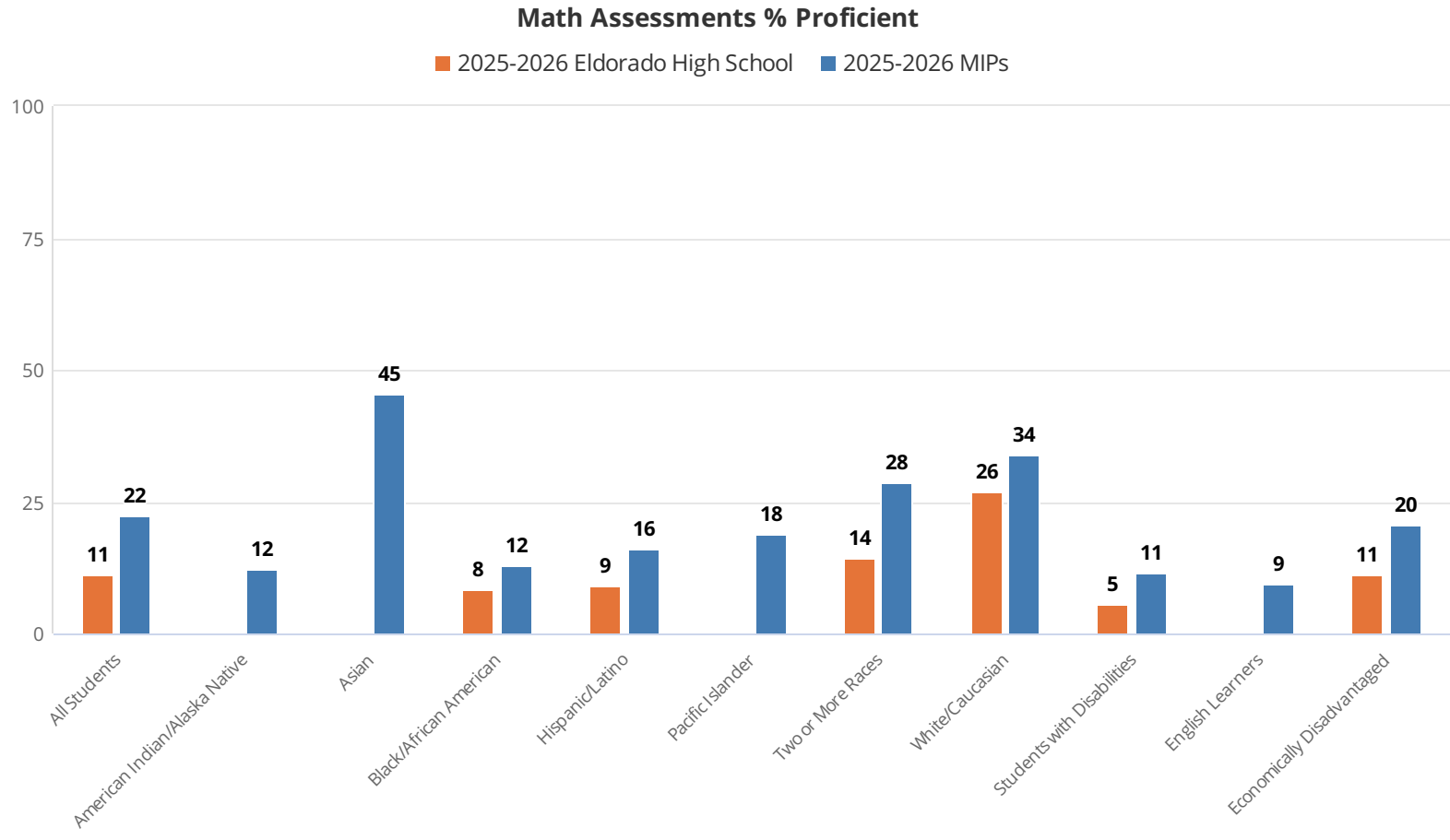
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate 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 ill be included in the Measures in this Indicator.

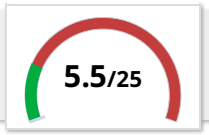
Math Proficient

Math Proficient Points Earned: 2/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	11.1	22.6	22.5	10.6	21.1	21
American Indian/ Alaska Native	N/A	17.5	12.1	N/A	14.4	9.4
Asian	-	46.8	45.6	-	45.9	44.5
Black/ African American	8.3	9.6	12.9	6.3	8.7	10.2
Hispanic/ Latino	9	14.2	16	10.5	13.2	13.4
Pacific Islander	-	23.1	18.9	-	17.3	17.2
Two or More Races	14.2	29.5	28.8	-	28.1	27.3
White/ Caucasian	26.9	39.4	34	16.6	36.5	32.6
Students with Disabilities	5.7	5	11.4	5.6	<5	8.7
English Learners	<5	<5	9.6	<5	<5	6.8
Economically Disadvantaged	11.1	22.7	20.5	10.6	21.3	18.9



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.

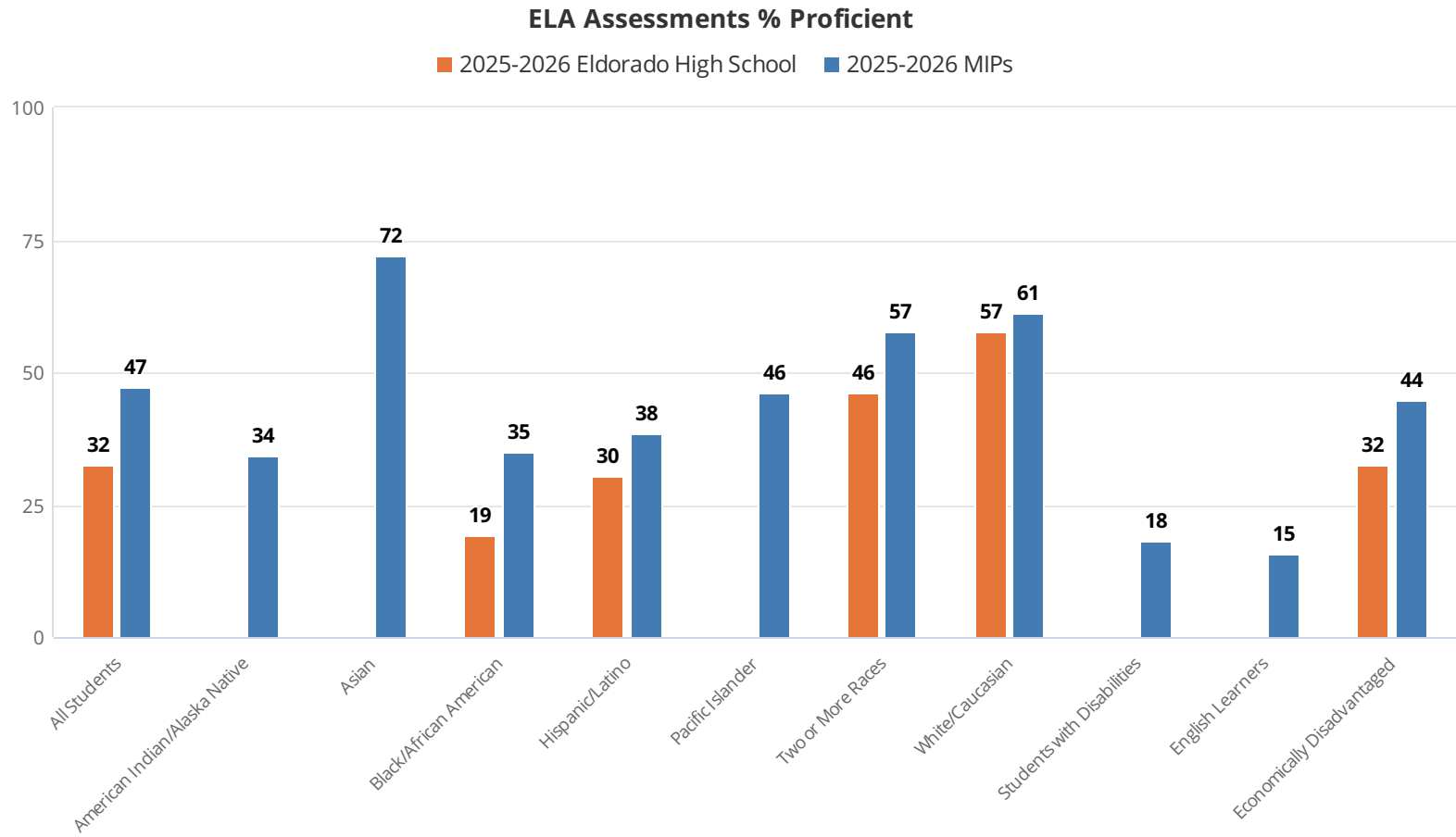


Academic Achievement

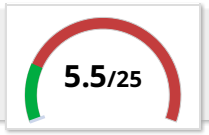
ELA Proficient

ELA Proficient Points Earned: 3/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	32.4	51.3	47.3	34.9	48.9	46.2
American Indian/ Alaska Native	N/A	34.7	34.2	N/A	46.6	32.1
Asian	-	73.6	72.2	-	73.8	71.6
Black/ African American	19.4	34	35.1	37.7	31.2	33.1
Hispanic/ Latino	30.3	42.8	38.5	31.5	39.8	36.6
Pacific Islander	-	52.9	46.1	-	48.4	45
Two or More Races	46.1	62.1	57.7	-	60.2	56.8
White/ Caucasian	57.6	70	61.1	59	67.8	60.3
Students with Disabilities	<5	10.6	18.2	6	9.5	13.9
English Learners	<5	10.6	15.8	7.3	7.2	11.4
Economically Disadvantaged	32.4	51.4	44.8	34.9	49	43.7



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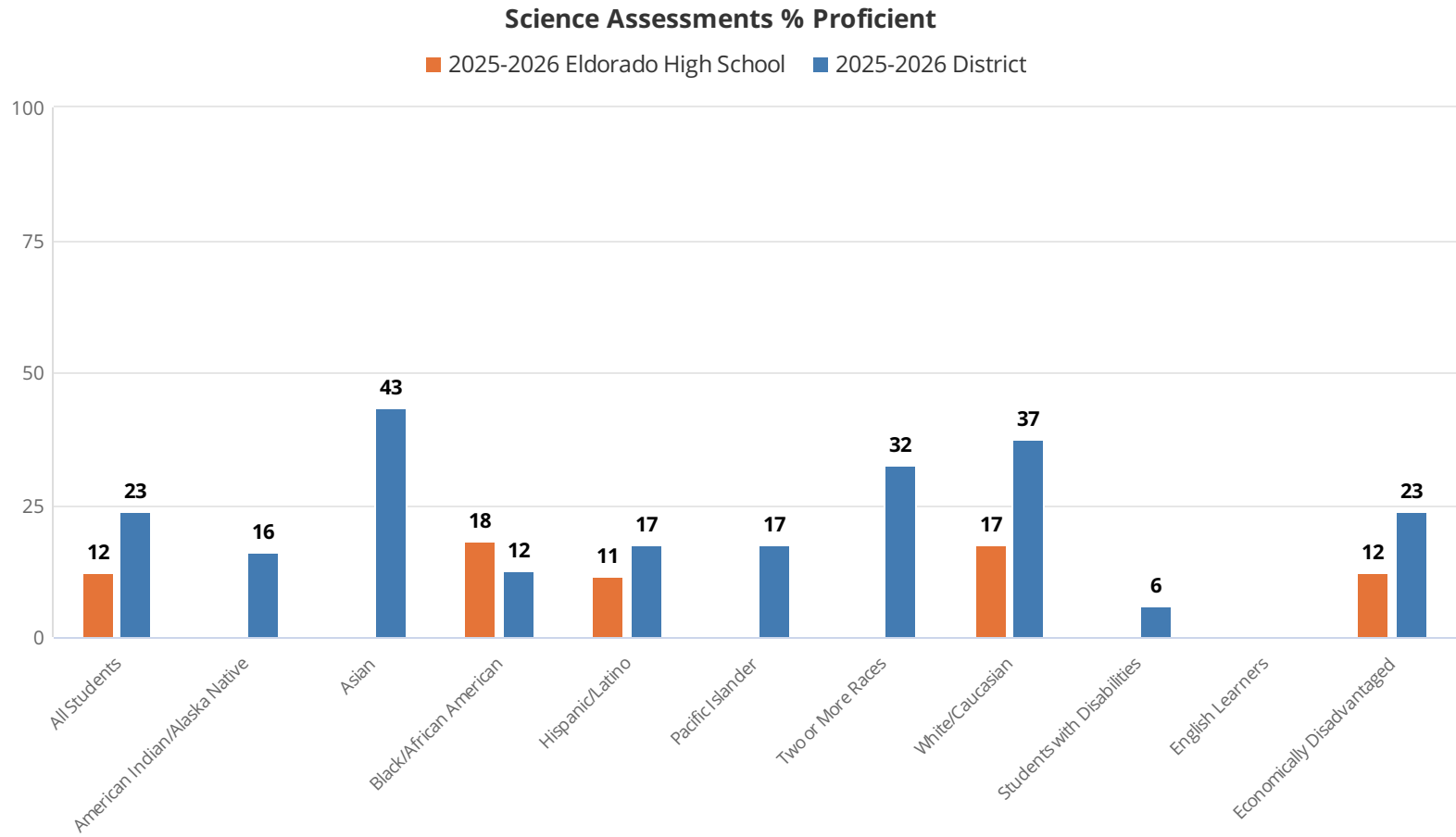


Academic Achievement

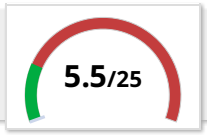
Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	12.2	23.8	11.5	20.1
American Indian/ Alaska Native	N/A	16.1	N/A	16.2
Asian	-	43.5	-	40.8
Black/ African American	18.1	12.6	8.1	8.9
Hispanic/ Latino	11.4	17.5	9.4	14.1
Pacific Islander	<5	17.5	-	16.7
Two or More Races	-	32.6	18.7	24.7
White/ Caucasian	17.6	37.4	23.3	32.8
Students with Disabilities	<5	6	<5	<5
English Learners	<5	<5	<5	<5
Economically Disadvantaged	12.2	23.7	8.5	12.6



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Academic Achievement

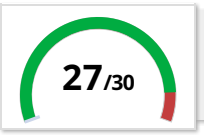
Participation on State Assessments

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.

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	-	-	-	-
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
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%

Yellow indicates 95% participation requirement not met.

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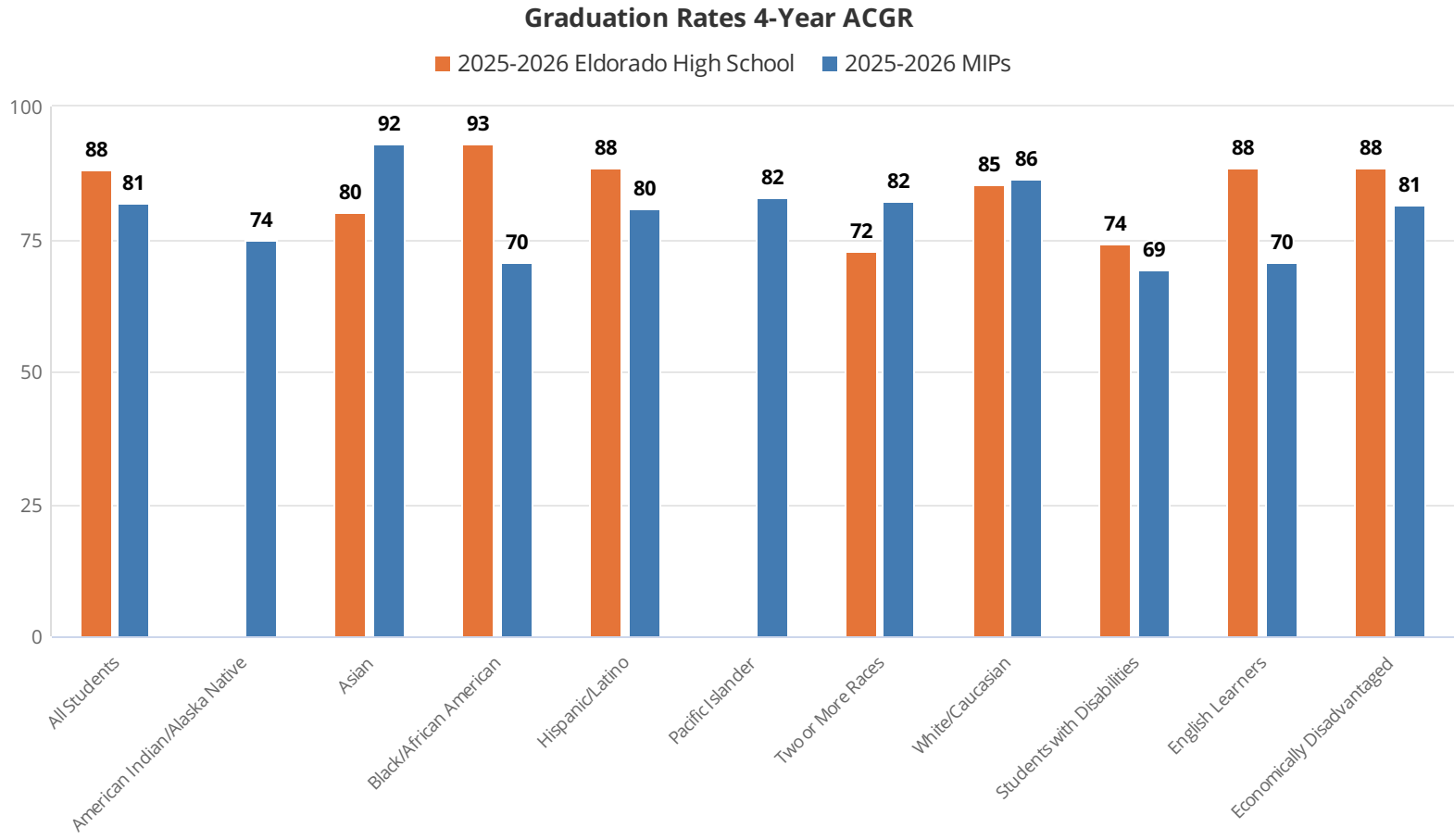
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 23/25

Groups	2025 % 4-Year ACGR	2025 % District	2025 % 4-Year ACGR MIP	2024 % 4-Year ACGR	2024 % District	2024 % 4-Year ACGR MIP
All Students	88.2	86.3	81.9	86.2	81.5	89.4
American Indian/ Alaska Native	-	80.2	74.7	-	75.5	83.9
Asian	80	94.1	92.9	>95	92.1	94.2
Black/ African American	93	79.9	70.7	86.6	71.7	78.2
Hispanic/ Latino	88.6	86.2	80.6	85.8	80.6	88.7
Pacific Islander	-	87.9	82.7	-	83.4	90.3
Two or More Races	72.7	86.8	82.3	-	82.5	89.8
White/ Caucasian	85.4	87.7	86.4	84	86	90.7
Students with Disabilities	74	78	69.1	77	68.7	75.7
English Learners	88.5	81.7	70.6	79.8	69.8	
Economically Disadvantaged	88.4	86.8	81.5	86.6	82.6	86.3



District percentages reflect the district the school was associated with when the data was collected.
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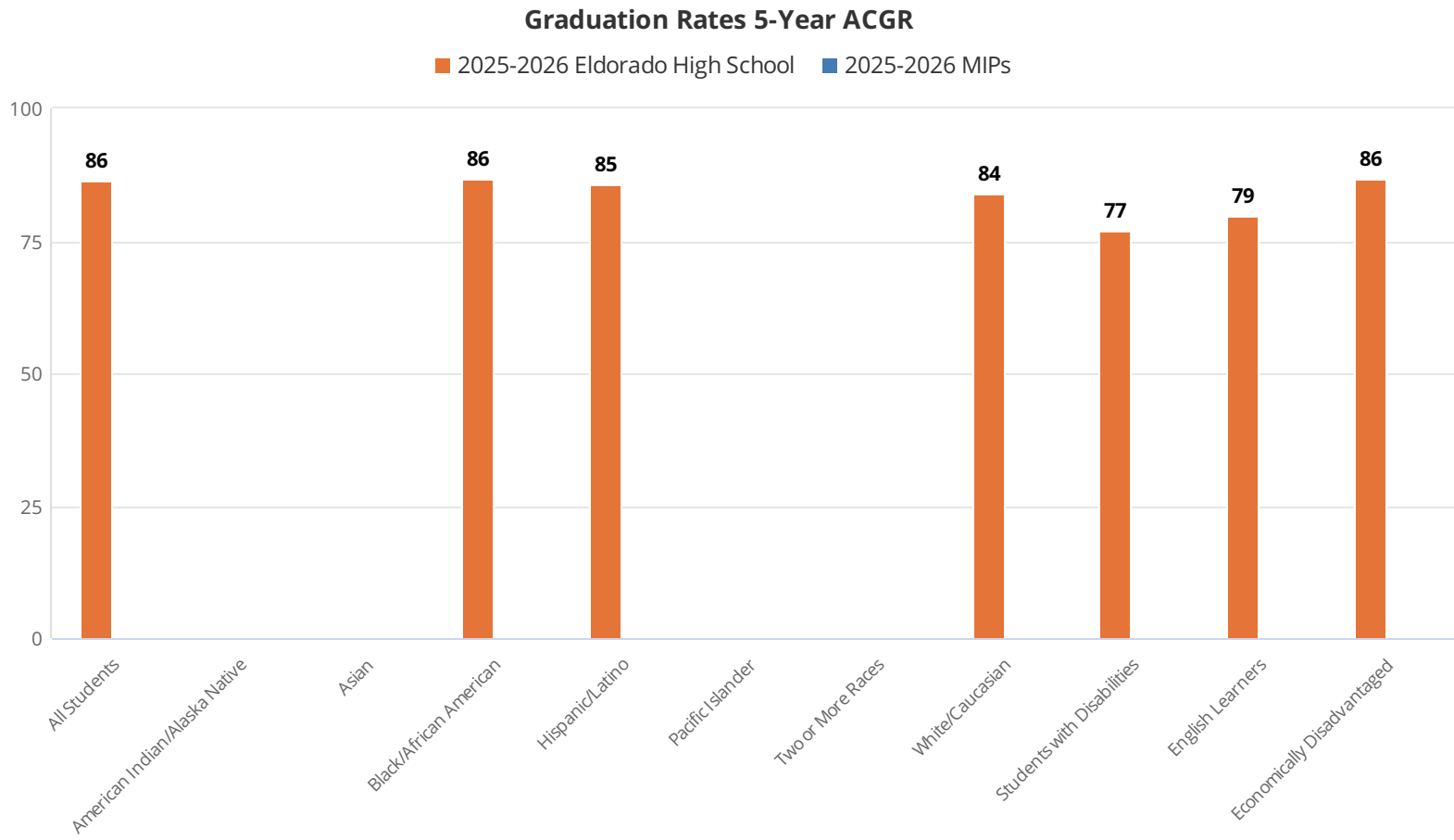
27/30

Graduation Rates

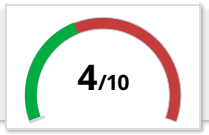
5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 4/5

Groups	2025 % 5-Year ACGR	2025 % District	2025 % 5-Year ACGR MIP	2024 % 5-Year ACGR	2024 % District	2024 % 5-Year ACGR MIP
All Students	86.2	84.2		90.5	82.5	91.4
American Indian/ Alaska Native	-	78.1		N/A	66.6	85.9
Asian	>95	93.5		90.9	93.7	96.1
Black/ African American	86.6	74.6		82.9	73.6	80.2
Hispanic/ Latino	85.8	83.4		92.1	81.4	90.7
Pacific Islander	-	86.2		-	83.4	92.3
Two or More Races	-	85.4		83.3	83.8	91.8
White/ Caucasian	84	88.7		83.3	86.7	92.7
Students with Disabilities	77	72.6		75.4	70.6	77.7
English Learners	79.8	73.5		84.2	72.3	
Economically Disadvantaged	86.6	85.4		90.7	83.9	88.3



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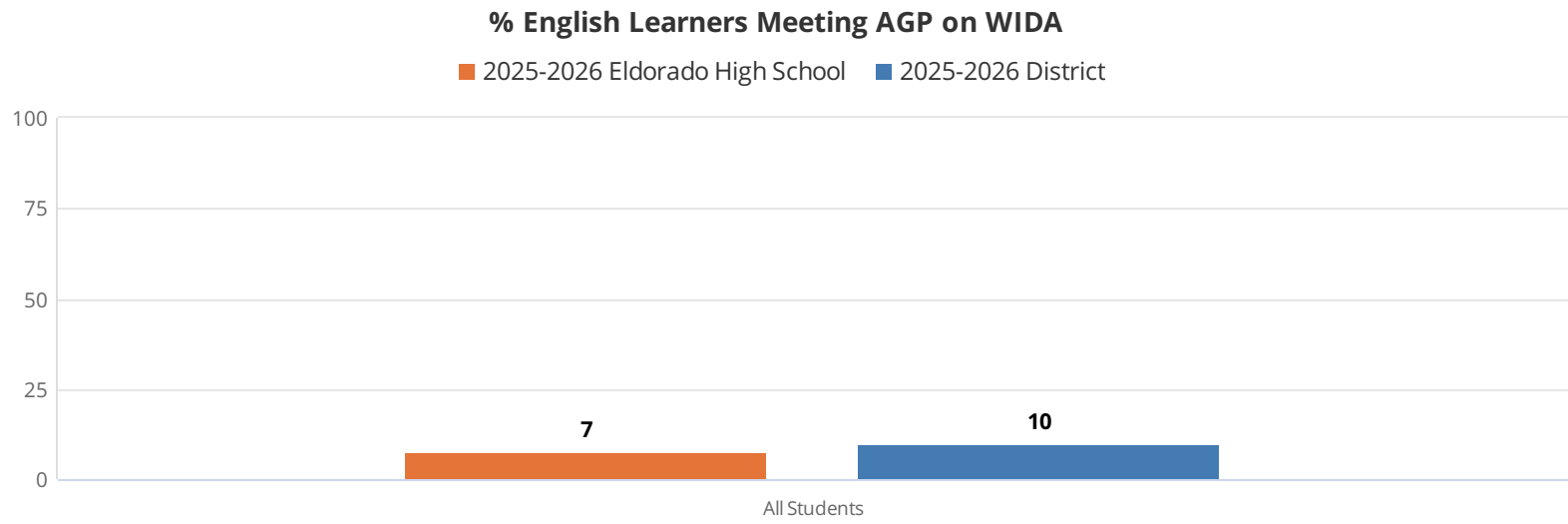


English Language

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.

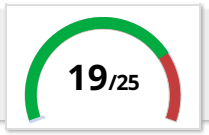
English Language Points Earned: 4/10

	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	392	7.9	10.1	402	6.2	12.5



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

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College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 6.5/10

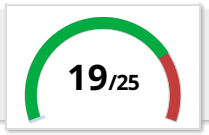
Groups	2026 % Participation	2026 % Participation District	2025 % Participation	2025 % Participation District
All Students	64.7	68.2	46.7	59.4
American Indian/ Alaska Native	N/A	55.5	-	50
Asian	-	85.4	57.1	79.8
Black/ African American	69.3	54.8	47.5	45
Hispanic/ Latino	63.2	64.6	44.6	54.6
Pacific Islander	-	61.3	-	56.9
Two or More Races	70	72.4	-	64.3
White/ Caucasian	80.9	79	61.9	71.1
Students with Disabilities	41.1	37.1	14.8	26.6
English Learners	49.5	43.7	25	32.4
Economically Disadvantaged	64.7	69.9	46.7	60.5

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 9.5/10

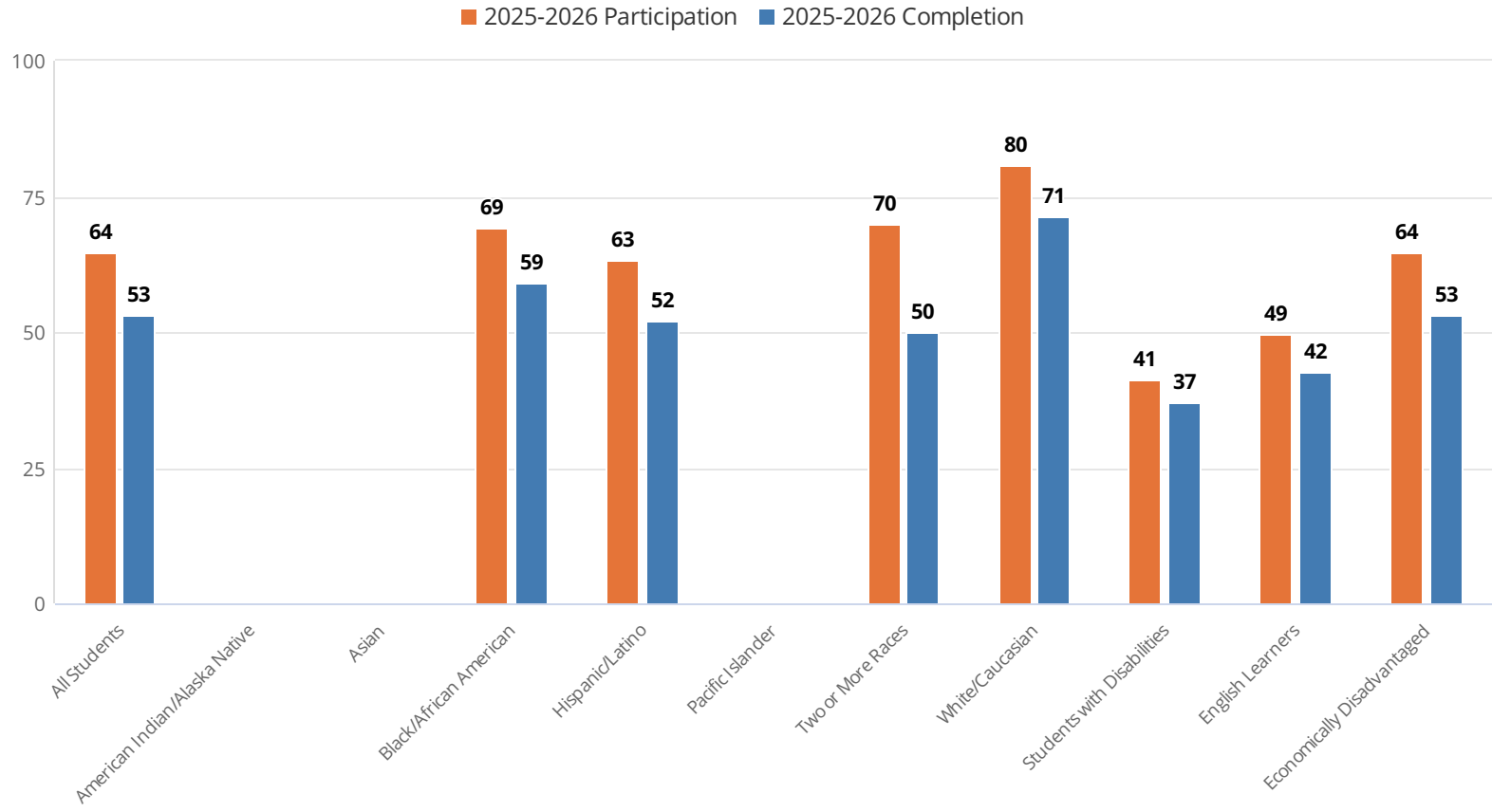
Groups	2026 % Completion	2026 % Completion District	2025 % Completion	2025 % Completion District
All Students	53.2	57.5	34.9	47.6
American Indian/ Alaska Native	N/A	45.8	-	44
Asian	-	78.8	42.8	69.5
Black/ African American	59.1	41.9	27.5	32
Hispanic/ Latino	52.2	53.4	32.4	42.2
Pacific Islander	-	48.6	-	47
Two or More Races	50	60.5	-	52
White/ Caucasian	71.4	69.7	57.1	60.7
Students with Disabilities	37.2	29.8	13.5	21.7
English Learners	42.7	33.7	17.7	21.6
Economically Disadvantaged	53.2	59	34.9	48.5

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College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)

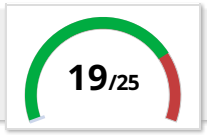


Advanced or CCR Diploma

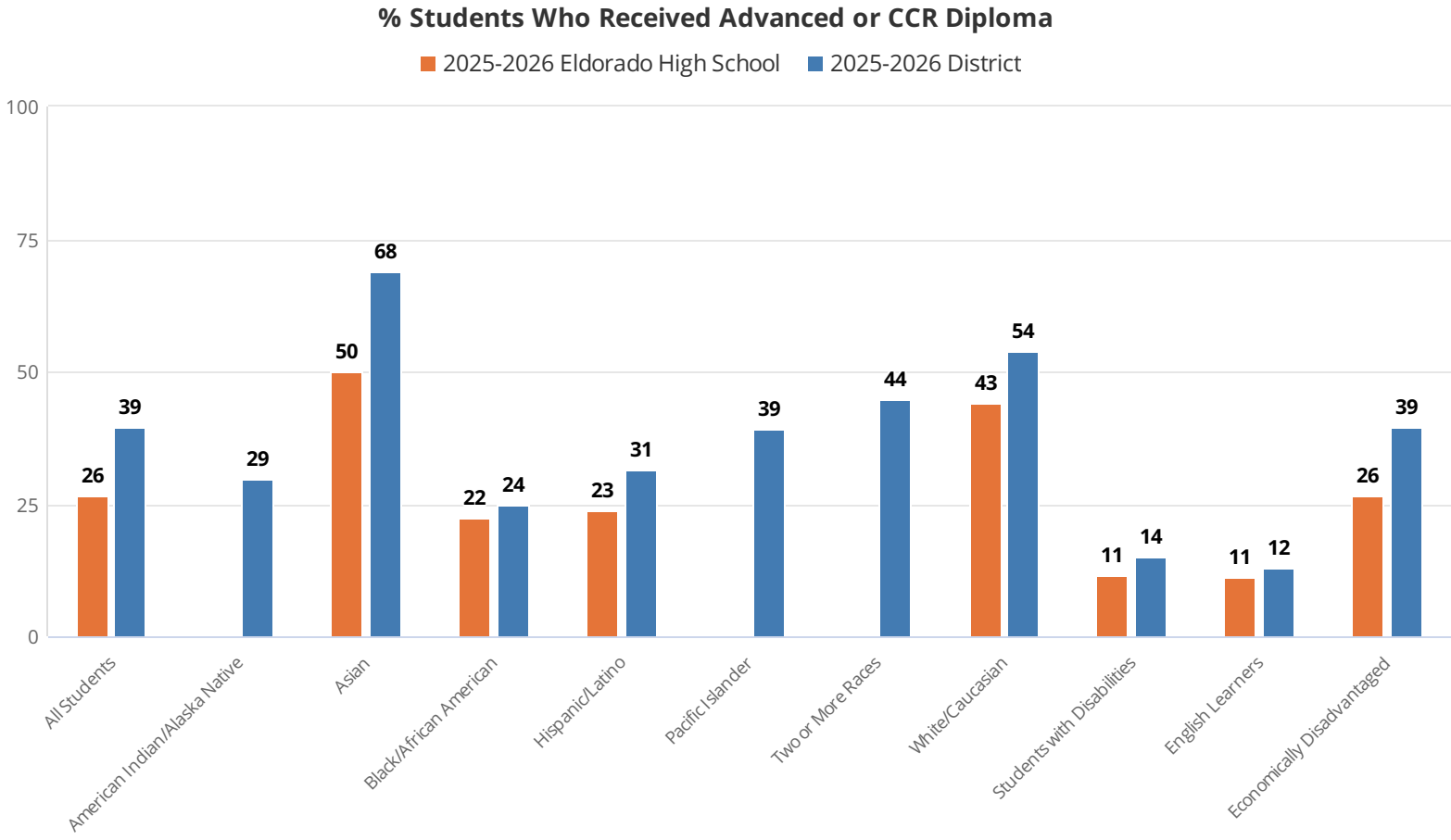
Advanced or CCR Diploma Points Earned: 3/5

Groups	2026 % Advanced or CCR Diploma	2026 % Advanced or CCR Diploma District	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District
All Students	26.6	39.5	25	37.7
American Indian/ Alaska Native	-	29.8	-	29.7
Asian	50	68.9	36.3	64.8
Black/ African American	22.5	24.9	33.3	22.9
Hispanic/ Latino	23.8	31.6	21.3	30.1
Pacific Islander	-	39.3	-	35.2
Two or More Races	-	44.6	-	42.9
White/ Caucasian	43.9	54	40.5	51.6
Students with Disabilities	11.6	14.9	14.8	15.6
English Learners	11.2	12.8	10.5	11.9
Economically Disadvantaged	26.6	39.5	24.7	37.8

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College and Career Readiness



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	28.8	9.8	22.6	8.6	<5	<5	56.1	50.2
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	-	-	-	-	-	-	-
Black/ African American	26.5	12.2	16.3	<5	<5	<5	63.2	59.1
Hispanic/ Latino	26.5	8.8	22.1	9.8	<5	<5	54.4	48.4
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	50	40	50	20	<5	<5	70	50
White/ Caucasian	52.3	9.5	38	<5	<5	<5	76.1	71.4
Students with Disabilities	<5	<5	5.8	<5	<5	<5	41.1	37.2
English Learners	5.8	5.8	6.7	<5	<5	<5	45.6	38.8
Economically Disadvantaged	28.8	9.8	22.6	8.6	<5	<5	56.1	50.2

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

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.



Student Engagement

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. 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. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of 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.

Chronic Absenteeism

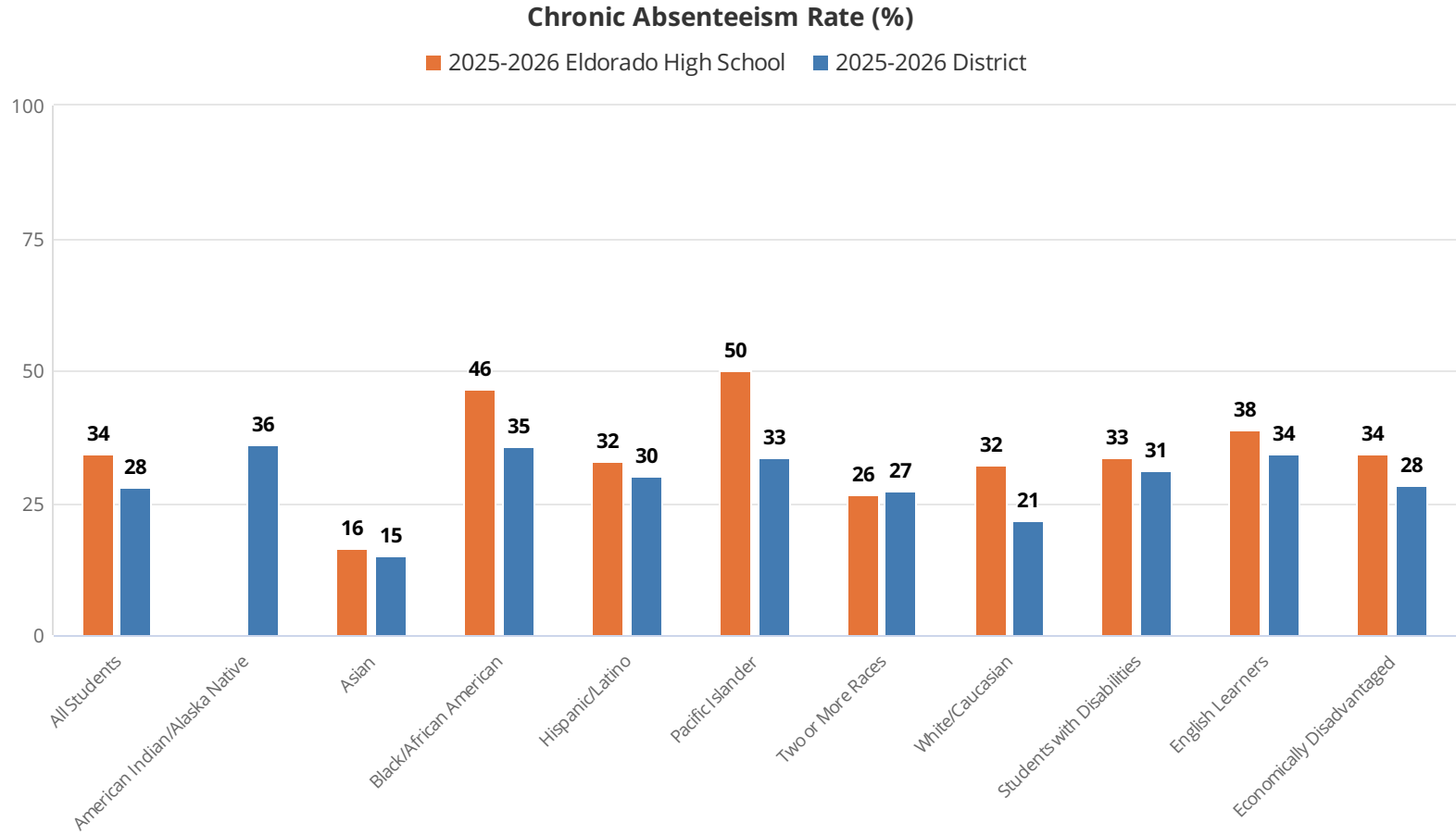
Chronic Absenteeism Points Earned: 1.5/5

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	34.1	28.1	39.5	32.5
American Indian/ Alaska Native	-	36	-	37.8
Asian	16.6	15.1	17.6	17.3
Black/ African American	46.5	35.8	46.9	39
Hispanic/ Latino	32.7	30.2	40.2	35.8
Pacific Islander	50	33.4	37	37.6
Two or More Races	26.5	27.3	31.5	31.2
White/ Caucasian	32.1	21.6	28.3	25.4
Students with Disabilities	33.4	31.2	37.8	37.5
English Learners	38.8	34.4	42.8	39.7
Economically Disadvantaged	34.1	28.3	39.5	32.9

All Students Chronic Absenteeism Percent Change: -13.6%

Points Earned by the Chronic Absenteeism Rate: NA/5

Points Earned by Chronic Absenteeism Reduction Rate: 1.5/2.5



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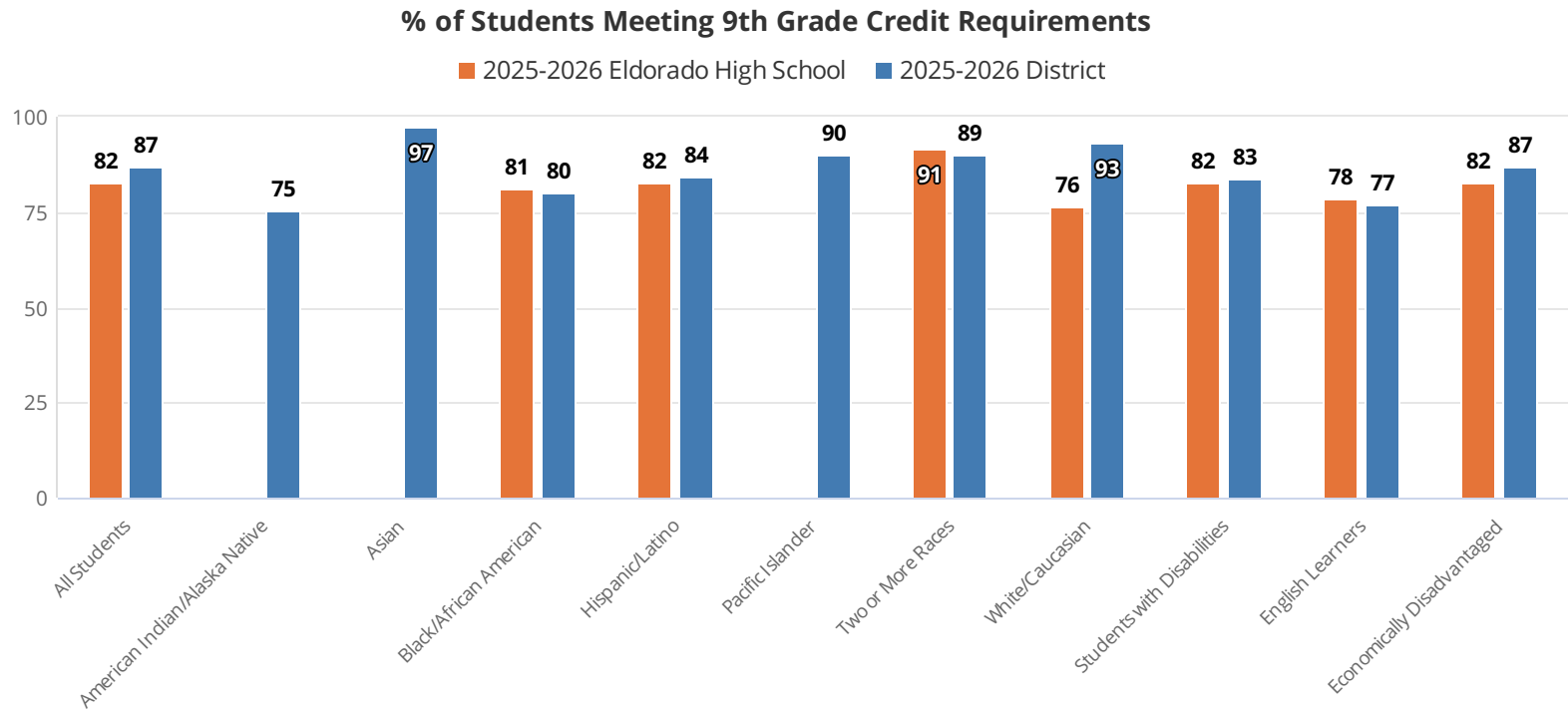


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 2/5

Groups	2026 % 9th Grade Credit Sufficiency	2026 % 9th Grade Credit Sufficiency District	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District
All Students	82.8	87	74.1	85.7
American Indian/ Alaska Native	-	75.3	N/A	85.2
Asian	-	97.4	-	95.8
Black/ African American	81.2	80	81.6	80.1
Hispanic/ Latino	82.5	84.5	72.2	82.8
Pacific Islander	-	90.2	70	87.3
Two or More Races	91.6	89.9	-	89.3
White/ Caucasian	76.4	93.2	82.3	91.8
Students with Disabilities	82.6	83.7	84.3	82.8
English Learners	78.4	77.2	59.6	73.5
Economically Disadvantaged	82.8	87	74.1	85.8



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.