

School Level: High School Grade Levels: 09-12 District: Clark School 315 S 7th St Address: Las Vegas, NV 89101	95.5 Total Index Score	School Type: Regular School Designation: No Designation						
Student Race/Ethnicity 35.9% White/Caucasian 6.4% Black/African American 37.1% Hispanic/Latino 6.8% Asian 0.4% American Indian/Alaska Native 0.9% Pacific Islander 12.1% 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>94.5 ★★★★★</td></tr><tr><td>2023-2024</td><td>92.5 ★★★★★</td></tr></table>	School Year	Index Score/Star Rating	2024-2025	94.5 ★★★★★	2023-2024	92.5 ★★★★★	Additional Student Groups 2.1% English Learners 5.2% Students with Disabilities 100% Economically Disadvantaged
School Year	Index Score/Star Rating							
2024-2025	94.5 ★★★★★							
2023-2024	92.5 ★★★★★							

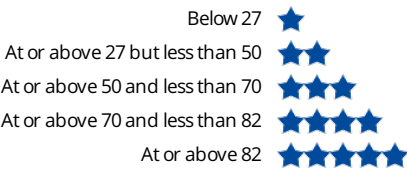
What does my school rating mean?

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 a superior graduation rate. 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
Math Proficiency	45.0	22.6
ELA Proficiency	89.0	51.3
Science Proficiency	58.2	23.8

30/30

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	>95	86.3
5-Year	>95	84.2

25/25

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	86.3	68.2
Post-Secondary Preparation Completion	77.8	57.5
Advanced or CCR Diploma	76.4	39.5

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.

10/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	50.0	10.1

5.5/10

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	97.8	87.0
Chronic Absenteeism	17.6	28.1

25/25

Academic Achievement

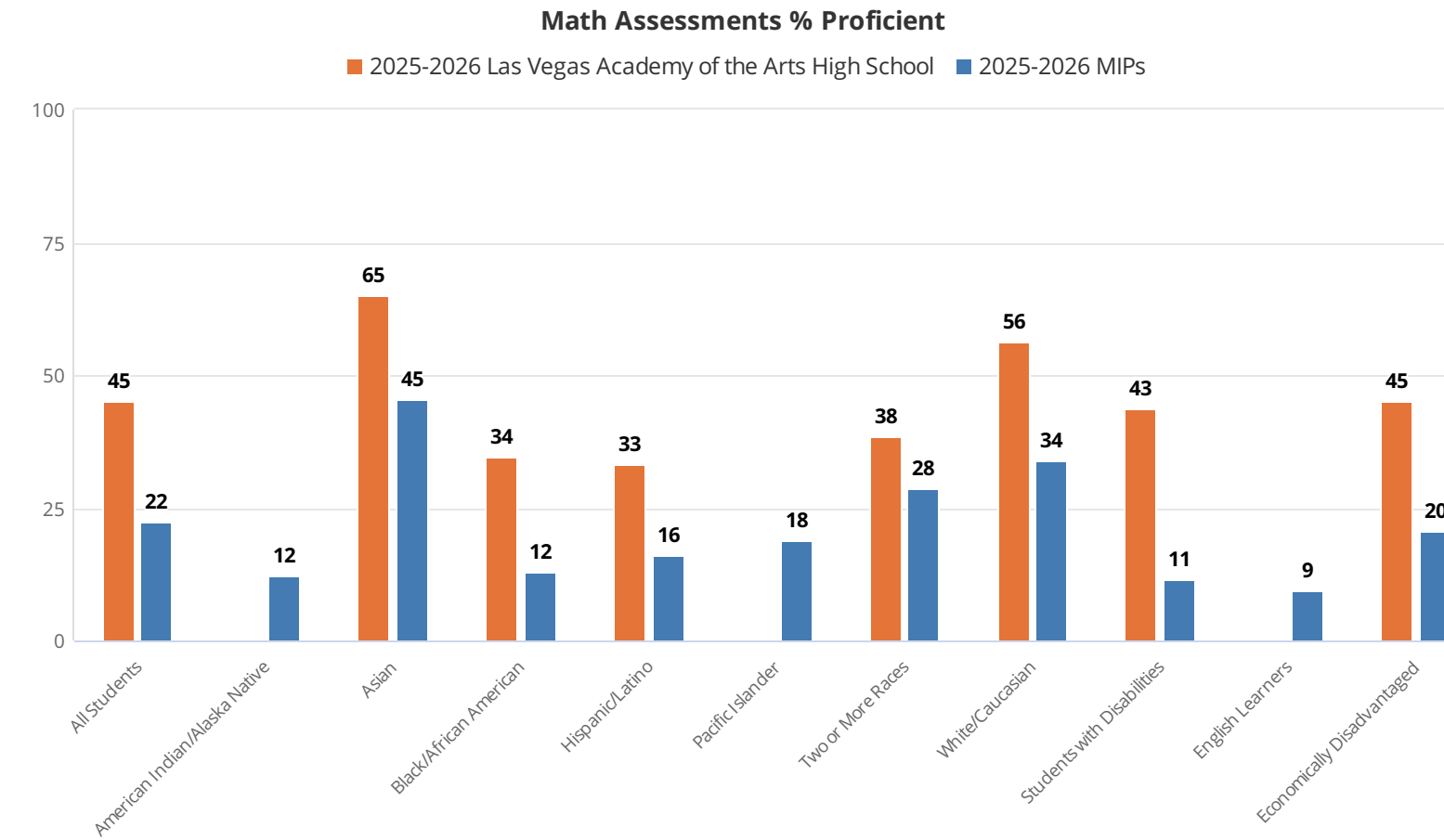
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language 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 will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 10/10

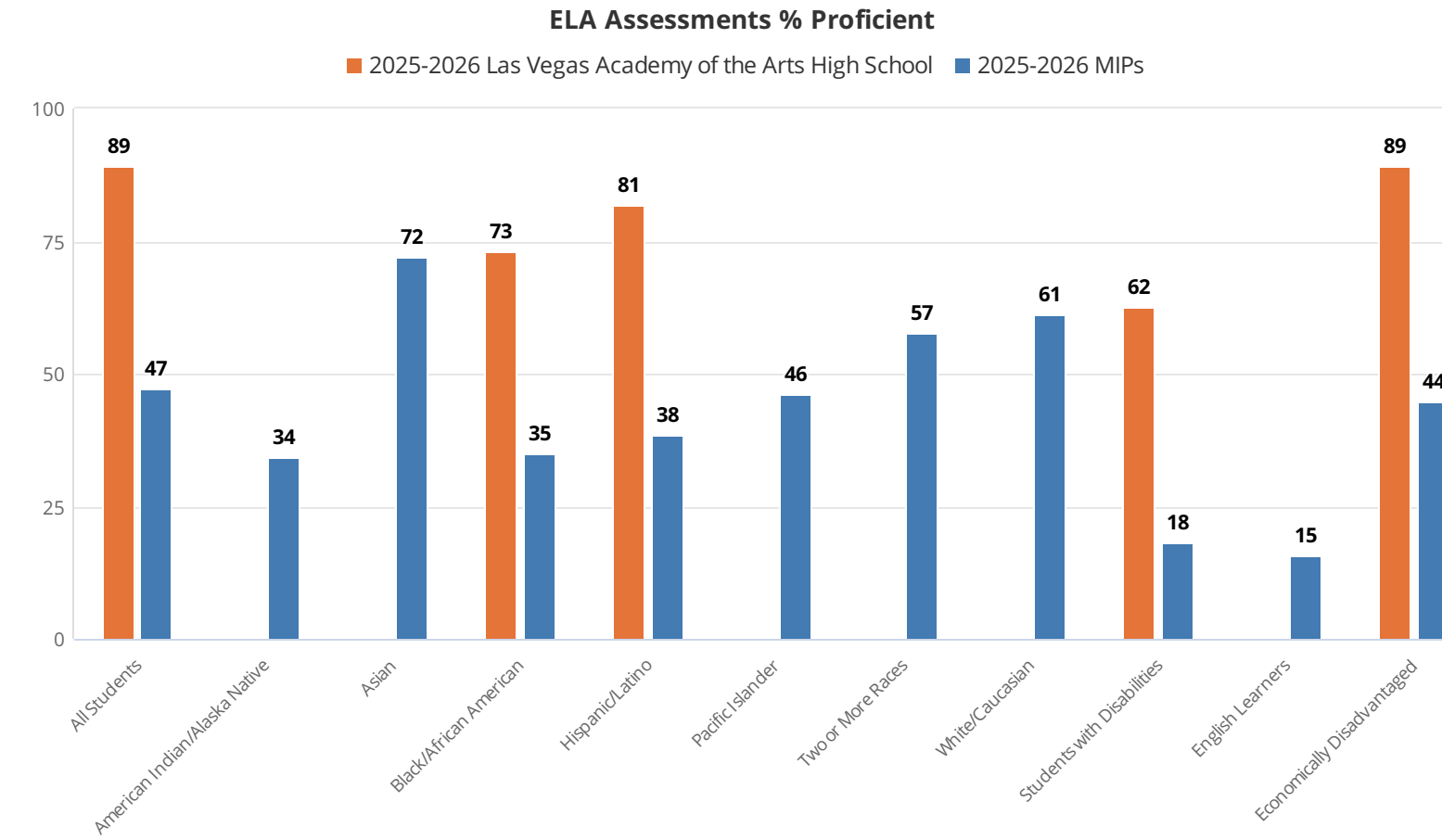
Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	45	22.6	22.5	45.1	21.1	21
American Indian/ Alaska Native	-	17.5	12.1	-	14.4	9.4
Asian	65.2	46.8	45.6	56.6	45.9	44.5
Black/ African American	34.6	9.6	12.9	14.2	8.7	10.2
Hispanic/ Latino	33.1	14.2	16	34.5	13.2	13.4
Pacific Islander	-	23.1	18.9	-	17.3	17.2
Two or More Races	38.6	29.5	28.8	53.1	28.1	27.3
White/ Caucasian	56.2	39.4	34	52.9	36.5	32.6
Students with Disabilities	43.7	5	11.4	23	<5	8.7
English Learners	-	<5	9.6	-	<5	6.8
Economically Disadvantaged	45	22.7	20.5	45.1	21.3	18.9



25/25

Academic Achievement

ELA Proficient				ELA Proficient Points Earned: 10/10		
Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	89	51.3	47.3	90.8	48.9	46.2
American Indian/ Alaska Native	-	34.7	34.2	-	46.6	32.1
Asian	>95	73.6	72.2	>95	73.8	71.6
Black/ African American	73	34	35.1	76.1	31.2	33.1
Hispanic/ Latino	81.7	42.8	38.5	87.5	39.8	36.6
Pacific Islander	-	52.9	46.1	-	48.4	45
Two or More Races	>95	62.1	57.7	89	60.2	56.8
White/ Caucasian	>95	70	61.1	>95	67.8	60.3
Students with Disabilities	62.5	10.6	18.2	76.9	9.5	13.9
English Learners	-	10.6	15.8	-	7.2	11.4
Economically Disadvantaged	89	51.4	44.8	90.8	49	43.7



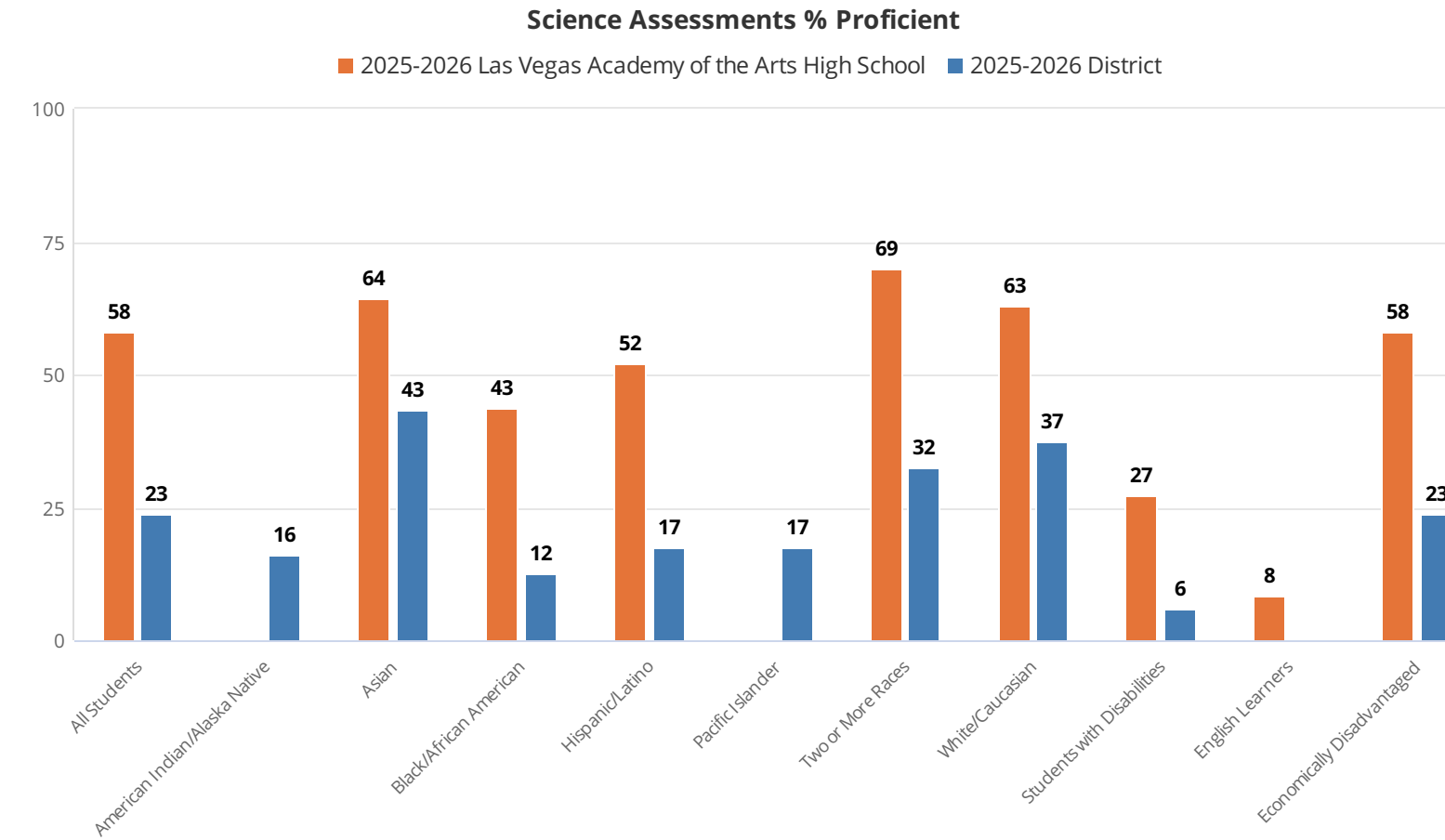
25/25

Academic Achievement

Science Proficient

Science Proficient Points Earned: 5/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	58.2	23.8	41.5	20.1
American Indian/ Alaska Native	-	16.1	-	16.2
Asian	64.2	43.5	50	40.8
Black/ African American	43.7	12.6	26.3	8.9
Hispanic/ Latino	52.2	17.5	30.4	14.1
Pacific Islander	-	17.5	-	16.7
Two or More Races	69.8	32.6	45.4	24.7
White/ Caucasian	63	37.4	53.8	32.8
Students with Disabilities	27.2	6	35.2	<5
English Learners	8.3	<5	-	<5
Economically Disadvantaged	58.2	23.7	34.6	12.6





25/25

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	-	-	-	-
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	-	-	-	-
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

30/30

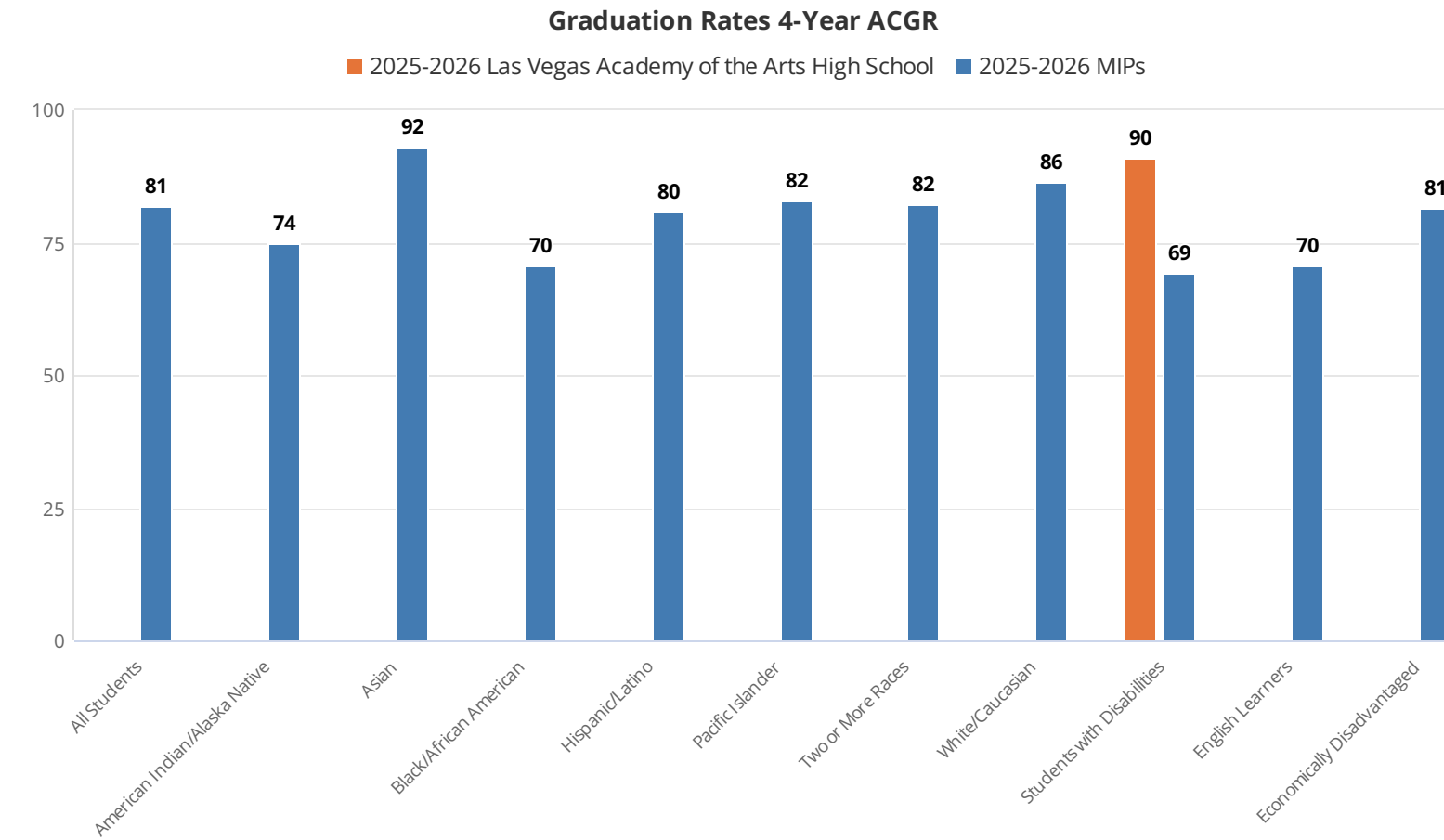
Graduation Rates

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 who ever 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: 25/25

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	>95	86.3	81.9	>95	81.5	89.4
American Indian/ Alaska Native	-	80.2	74.7	-	75.5	83.9
Asian	>95	94.1	92.9	>95	92.1	94.2
Black/ African American	>95	79.9	70.7	92	71.7	78.2
Hispanic/ Latino	>95	86.2	80.6	>95	80.6	88.7
Pacific Islander	-	87.9	82.7	-	83.4	90.3
Two or More Races	>95	86.8	82.3	>95	82.5	89.8
White/ Caucasian	>95	87.7	86.4	>95	86	90.7
Students with Disabilities	90.9	78	69.1	>95	68.7	75.7
English Learners	-	81.7	70.6	-	69.8	
Economically Disadvantaged	>95	86.8	81.5	>95	82.6	86.3



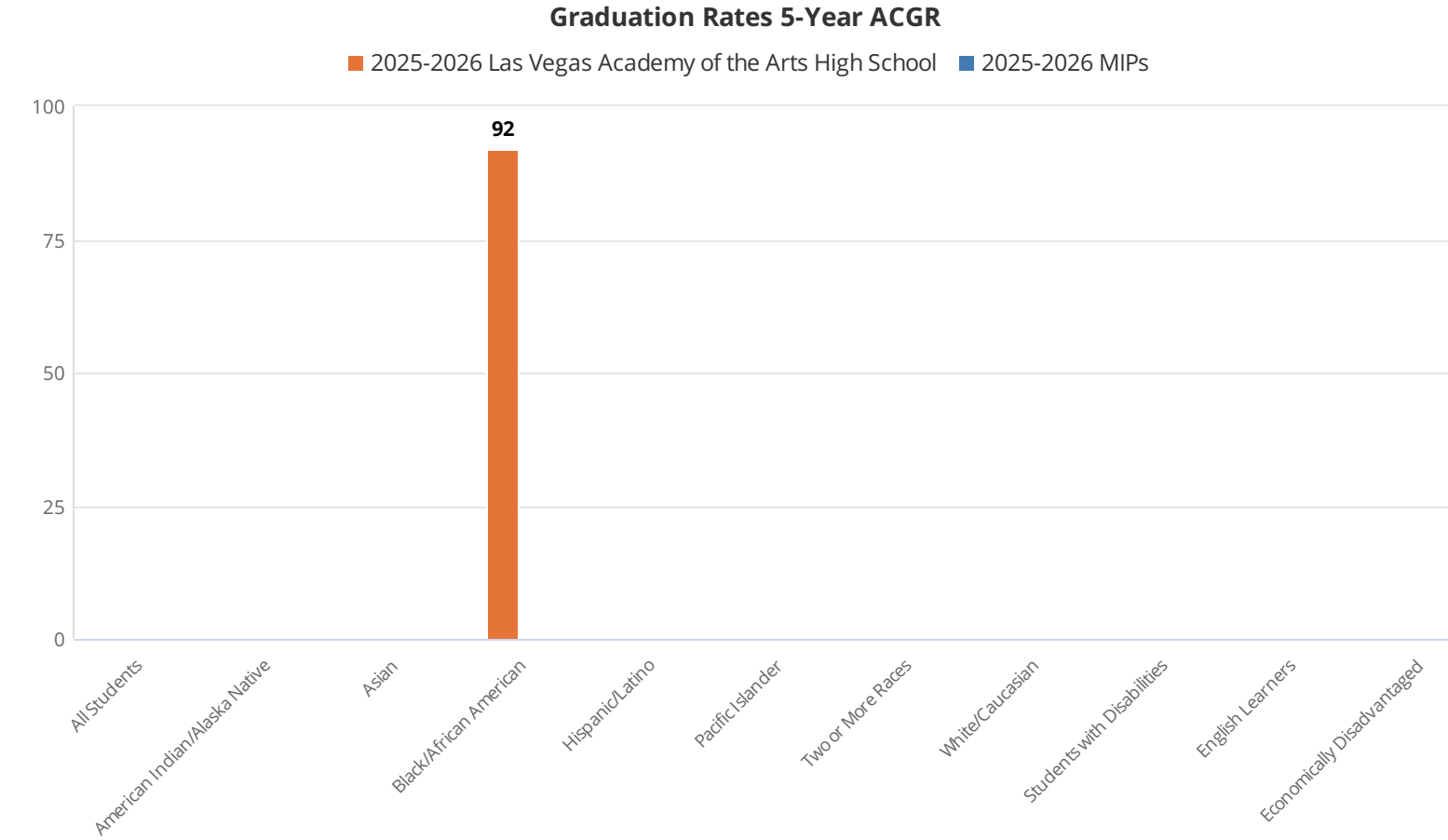
30/30

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

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	>95	84.2		>95	82.5	91.4
American Indian/ Alaska Native	-	78.1		-	66.6	85.9
Asian	>95	93.5		>95	93.7	96.1
Black/ African American	92	74.6		>95	73.6	80.2
Hispanic/ Latino	>95	83.4		>95	81.4	90.7
Pacific Islander	-	86.2		-	83.4	92.3
Two or More Races	>95	85.4		>95	83.8	91.8
White/ Caucasian	>95	88.7		>95	86.7	92.7
Students with Disabilities	>95	72.6		82.3	70.6	77.7
English Learners	-	73.5		-	72.3	
Economically Disadvantaged	>95	85.4		>95	83.9	88.3



10/10

English Language

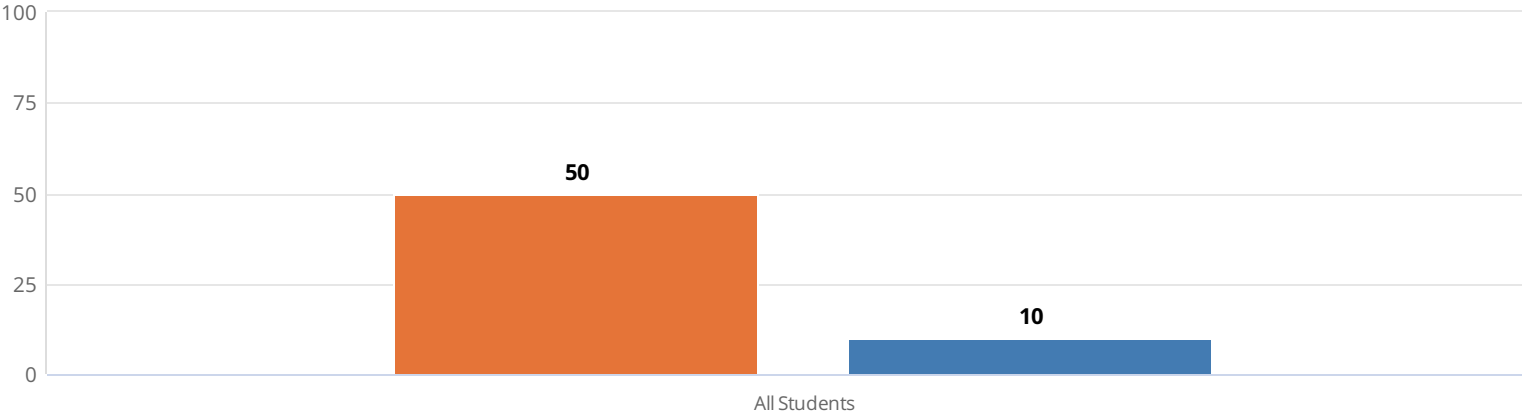
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

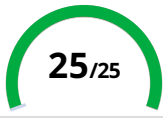
	2026 number of ELs With AGP	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP	2025 % of EL Meeting AGP	2025 % District
	Target			Target		
ELPA	16	50	10.1	23	56.5	12.5

% English Learners Meeting AGP on WIDA

2025-2026 Las Vegas Academy of the Arts High School 2025-2026 District



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



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: 10/10

Groups	2026 % Participation	2026 % Participation District	2025 % Participation	2025 % Participation District
All Students	86.3	68.2	82.3	59.4
American Indian/ Alaska Native	-	55.5	-	50
Asian	87	85.4	86.5	79.8
Black/ African American	73.6	54.8	57.5	45
Hispanic/ Latino	85.4	64.6	83.6	54.6
Pacific Islander	-	61.3	-	56.9
Two or More Races	83.6	72.4	84.8	64.3
White/ Caucasian	89.1	79	84.4	71.1
Students with Disabilities	50	37.1	50	26.6
English Learners	-	43.7	-	32.4
Economically Disadvantaged	86.3	69.9	82.3	60.5

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2026 % Completion	2026 % Completion District	2025 % Completion	2025 % Completion District
All Students	77.8	57.5	71.6	47.6
American Indian/ Alaska Native	-	45.8	-	44
Asian	87	78.8	82.6	69.5
Black/ African American	52.6	41.9	45.4	32
Hispanic/ Latino	75.9	53.4	68.8	42.2
Pacific Islander	-	48.6	-	47
Two or More Races	72.1	60.5	81.8	52
White/ Caucasian	82.6	69.7	74.1	60.7
Students with Disabilities	35.7	29.8	30	21.7
English Learners	-	33.7	-	21.6
Economically Disadvantaged	77.8	59	71.6	48.5

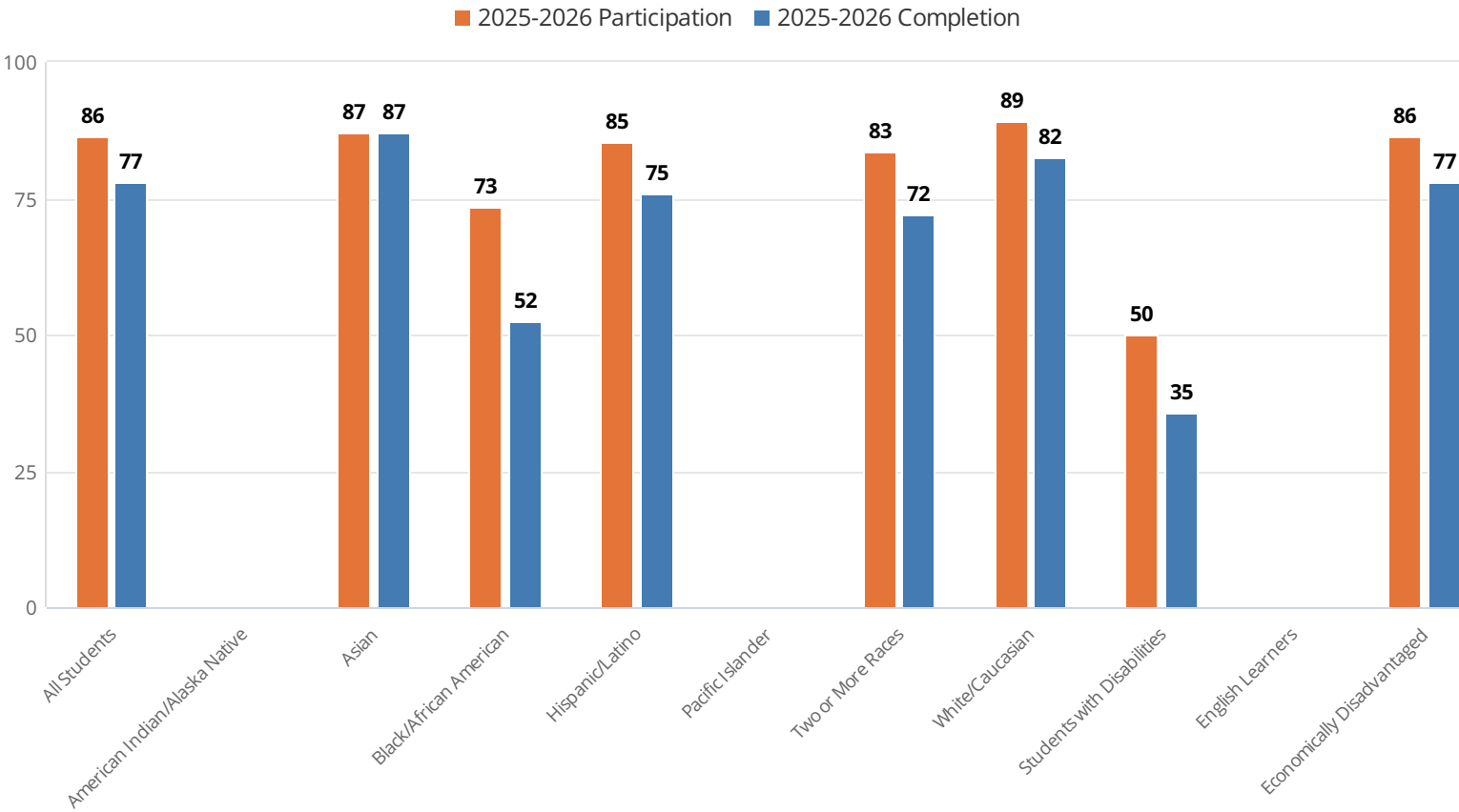
District percentages reflect the district the school was associated with when the data was collected.

'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.

25/25

College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)



Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 5/5

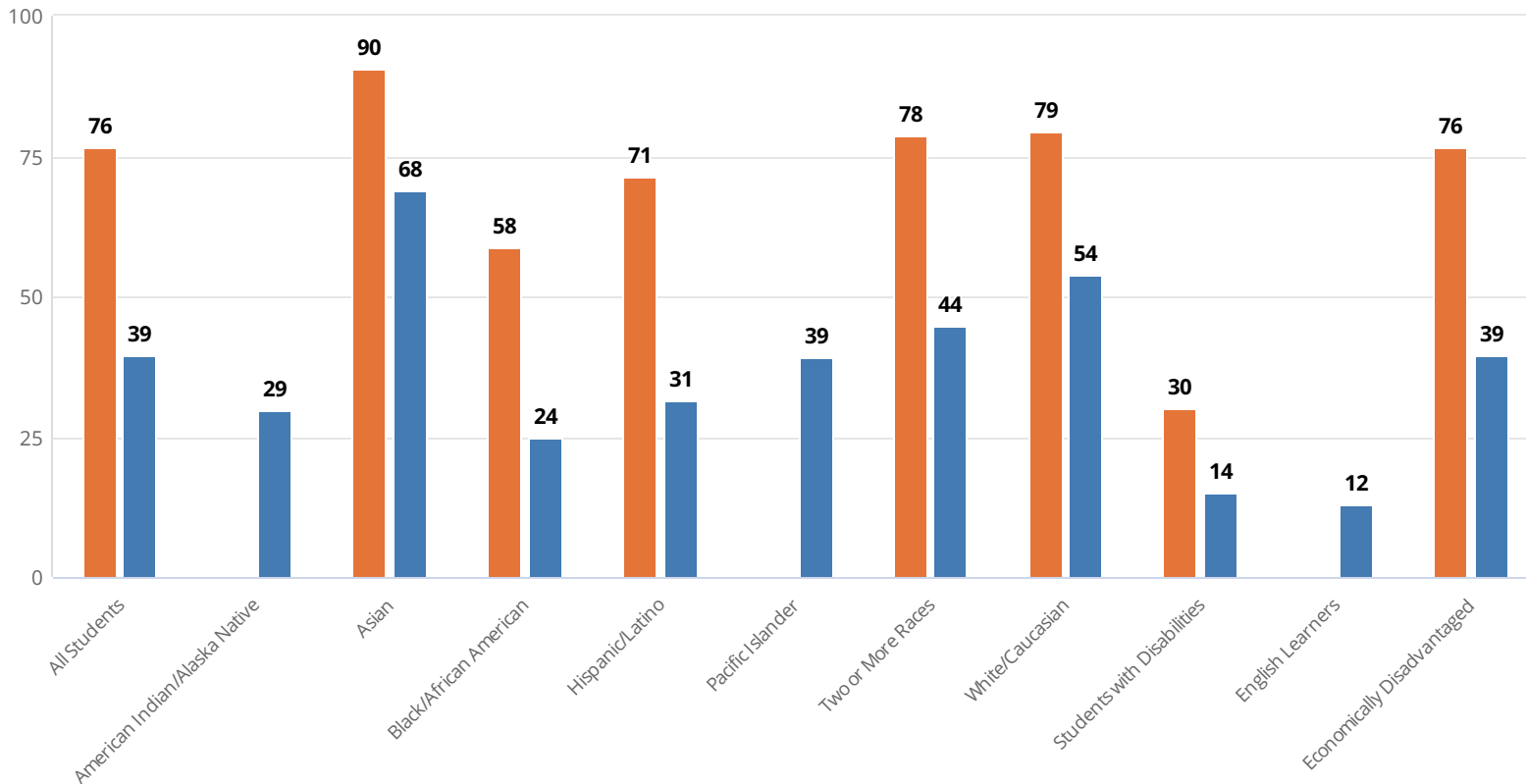
Groups	2026 % Advanced or CCR Diploma	2026 % Advanced or CCR Diploma District	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District
All Students	76.4	39.5	70.6	37.7
American Indian/ Alaska Native	-	29.8	-	29.7
Asian	90.7	68.9	85.7	64.8
Black/ African American	58.8	24.9	60.8	22.9
Hispanic/ Latino	71.2	31.6	58.6	30.1
Pacific Islander	-	39.3	-	35.2
Two or More Races	78.7	44.6	70.4	42.9
White/ Caucasian	79.3	54	78.6	51.6
Students with Disabilities	30	14.9	42.1	15.6
English Learners	-	12.8	-	11.9
Economically Disadvantaged	76.4	39.5	70.6	37.8



College and Career Readiness

% Students Who Received Advanced or CCR Diploma

■ 2025-2026 Las Vegas Academy of the Arts High School ■ 2025-2026 District



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	64.4	51.8	61.8	38.6	<5	<5	32.3	31.6
American Indian/ Alaska Native	-	-	-	-	-	-	-	-
Asian	77.4	70.9	70.9	61.2	<5	<5	19.3	19.3
Black/ African American	52.6	36.8	52.6	21	<5	<5	10.5	10.5
Hispanic/ Latino	69.3	53.2	56.2	29.1	<5	<5	36.4	35
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	62.2	45.9	59	36	<5	<5	29.5	29.5
White/ Caucasian	59.6	50.6	67.3	46.1	<5	<5	34.6	33.9
Students with Disabilities	21.4	<5	7.1	<5	<5	<5	35.7	35.7
English Learners	-	-	-	-	-	-	-	-
Economically Disadvantaged	64.4	51.8	61.8	38.6	<5	<5	32.3	31.6

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.

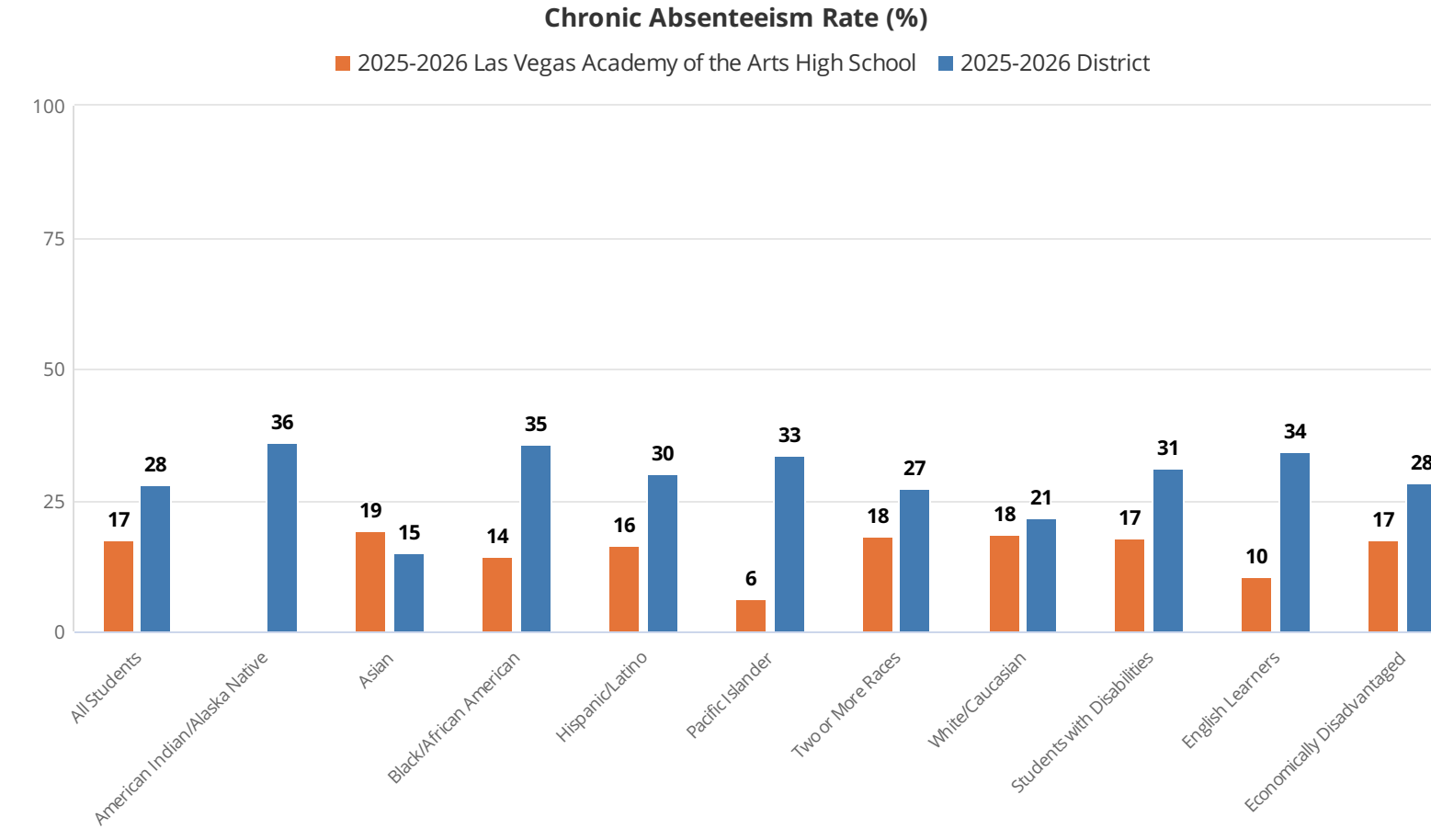
Chronic Absenteeism

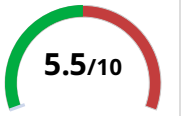
Chronic Absenteeism Points Earned: 1.5/5

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	17.6	28.1	15.6	32.5
American Indian/ Alaska Native	-	36	-	37.8
Asian	19.3	15.1	15.5	17.3
Black/ African American	14.2	35.8	15	39
Hispanic/ Latino	16.6	30.2	15.7	35.8
Pacific Islander	6.2	33.4	15	37.6
Two or More Races	18.3	27.3	13.7	31.2
White/ Caucasian	18.6	21.6	16.6	25.4
Students with Disabilities	17.8	31.2	14	37.5
English Learners	10.5	34.4	13.3	39.7
Economically Disadvantaged	17.6	28.3	15.6	32.9

All Students Chronic Absenteeism Percent Change: 12.8%

Points Earned by the Chronic Absenteeism Rate: 1.5/5
Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5





Student Engagement

9th Grade Credit Sufficiency		9th Grade Credit Sufficiency Points Earned 4/5		
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	97.8	87	98.8	85.7
American Indian/ Alaska Native	N/A	75.3	-	85.2
Asian	100	97.4	96.5	95.8
Black/ African American	94.4	80	100	80.1
Hispanic/ Latino	97	84.5	97.7	82.8
Pacific Islander	-	90.2	-	87.3
Two or More Races	98.1	89.9	100	89.3
White/ Caucasian	98.8	93.2	100	91.8
Students with Disabilities	86.3	83.7	100	82.8
English Learners	-	77.2	91.6	73.5
Economically Disadvantaged	97.8	87	98.8	85.8

