

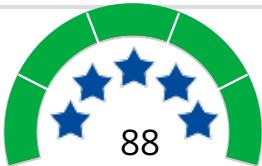
School Level: High School

Grade Levels: 09-12

District: Clark

School 333 S Pavilion Center Dr

Address: Las Vegas, NV 89144



88

Total Index Score

School Type: Regular

School Designation: No Designation

Student Race/Ethnicity

42.4% White/Caucasian

7.6% Black/African American

28% Hispanic/Latino

9.8% Asian

0.2% American Indian/Alaska Native

0.8% Pacific Islander

10.8% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	88.5 ★★★★★
2023-2024	80.5 ★★★★★

Additional Student Groups

6.8% English Learners

10% Students with Disabilities

100% Economically Disadvantaged

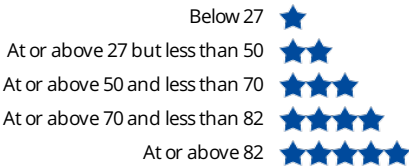
What does my school rating mean?

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 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



22/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	40.7	22.6
ELA Proficiency	73.5	51.3
Science Proficiency	33.5	23.8



30/30

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	93.4	86.3
5-Year	94.7	84.2



7/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	13.4	10.1



24/25

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	81.0	68.2
Post-Secondary Preparation Completion	70.8	57.5
Advanced or CCR Diploma	49.2	39.5



**5/10

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	96.5	87.0
Chronic Absenteeism	25.5	28.1

** 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.

22/25

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.

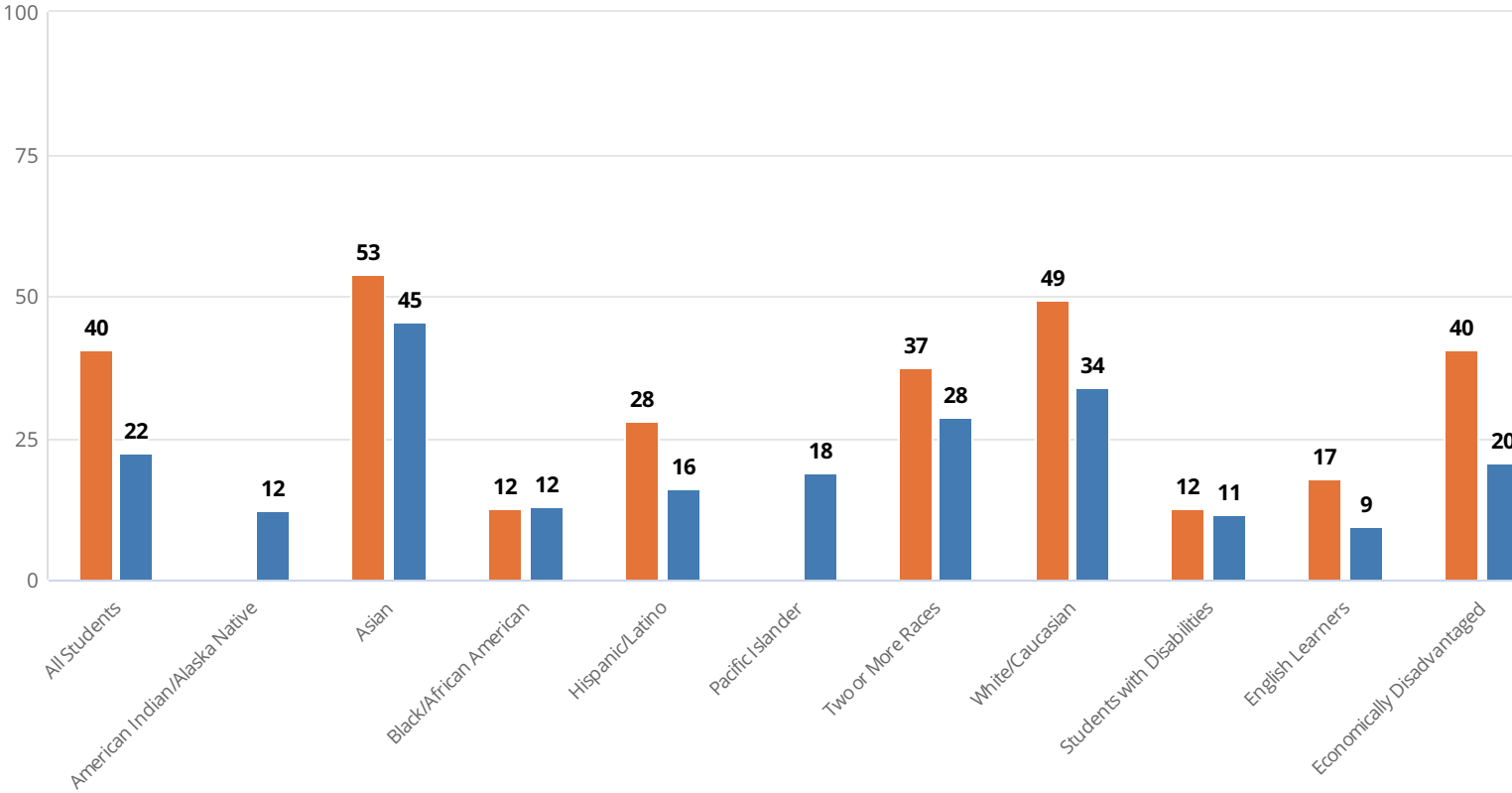
Math Proficient

Math Proficient Points Earned: 9/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	40.7	22.6	22.5	42.2	21.1	21
American Indian/ Alaska Native	-	17.5	12.1	-	14.4	9.4
Asian	53.9	46.8	45.6	52.2	45.9	44.5
Black/ African American	12.7	9.6	12.9	13.2	8.7	10.2
Hispanic/ Latino	28	14.2	16	32.7	13.2	13.4
Pacific Islander	-	23.1	18.9	-	17.3	17.2
Two or More Races	37.3	29.5	28.8	48.5	28.1	27.3
White/ Caucasian	49.4	39.4	34	48.8	36.5	32.6
Students with Disabilities	12.5	5	11.4	20.4	<5	8.7
English Learners	17.7	<5	9.6	17.7	<5	6.8
Economically Disadvantaged	40.7	22.7	20.5	42.2	21.3	18.9

Math Assessments % Proficient

2025-2026 Palo Verde High School 2025-2026 MIPs



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.

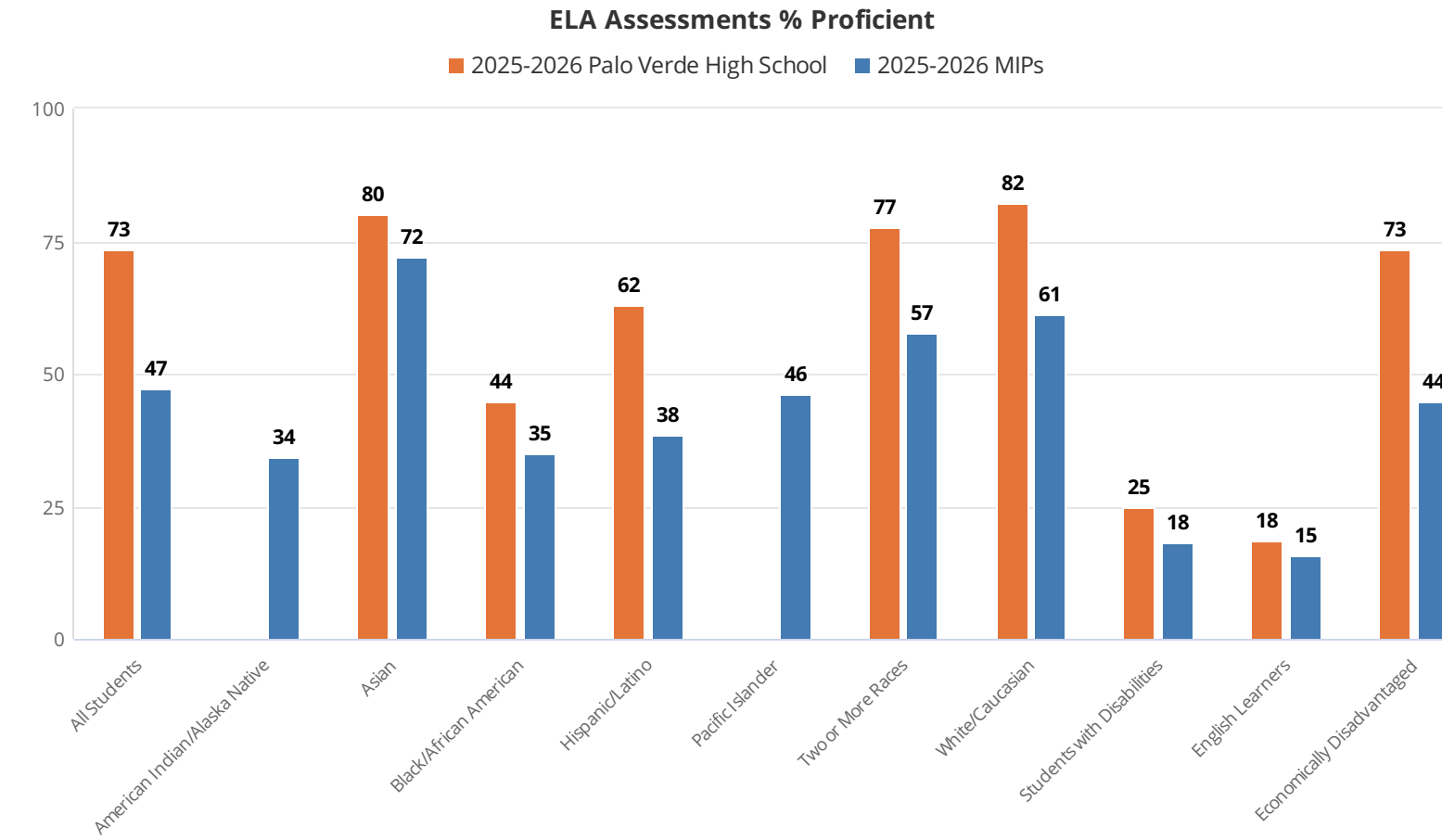


Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	73.5	51.3	47.3	70.6	48.9	46.2
American Indian/ Alaska Native	-	34.7	34.2	-	46.6	32.1
Asian	80	73.6	72.2	75.3	73.8	71.6
Black/ African American	44.6	34	35.1	35.8	31.2	33.1
Hispanic/ Latino	62.8	42.8	38.5	57.8	39.8	36.6
Pacific Islander	-	52.9	46.1	-	48.4	45
Two or More Races	77.6	62.1	57.7	82.8	60.2	56.8
White/ Caucasian	82.3	70	61.1	80.3	67.8	60.3
Students with Disabilities	25	10.6	18.2	12.5	9.5	13.9
English Learners	18.6	10.6	15.8	20.9	7.2	11.4
Economically Disadvantaged	73.5	51.4	44.8	70.6	49	43.7



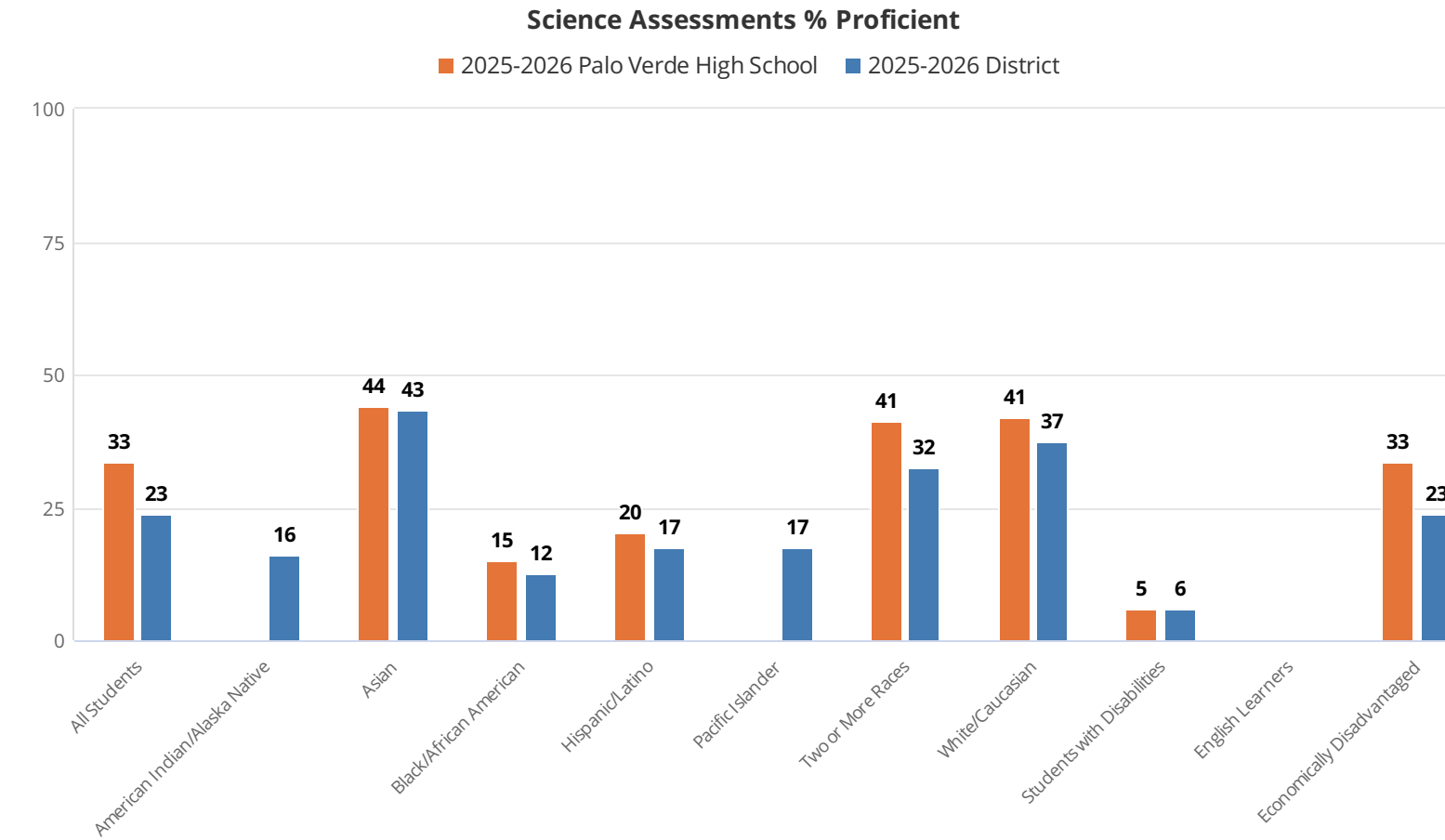


Academic Achievement

Science Proficient

Science Proficient Points Earned: 3/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	33.5	23.8	32.5	20.1
American Indian/ Alaska Native	-	16.1	-	16.2
Asian	44.2	43.5	48.6	40.8
Black/ African American	15	12.6	13.2	8.9
Hispanic/ Latino	20.2	17.5	18.6	14.1
Pacific Islander	-	17.5	20	16.7
Two or More Races	41.2	32.6	32	24.7
White/ Caucasian	41.8	37.4	41.1	32.8
Students with Disabilities	5.8	6	12.5	<5
English Learners	<5	<5	14.8	<5
Economically Disadvantaged	33.5	23.7	24.7	12.6





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

Yellow indicates 95% participation requirement not met.

30/30

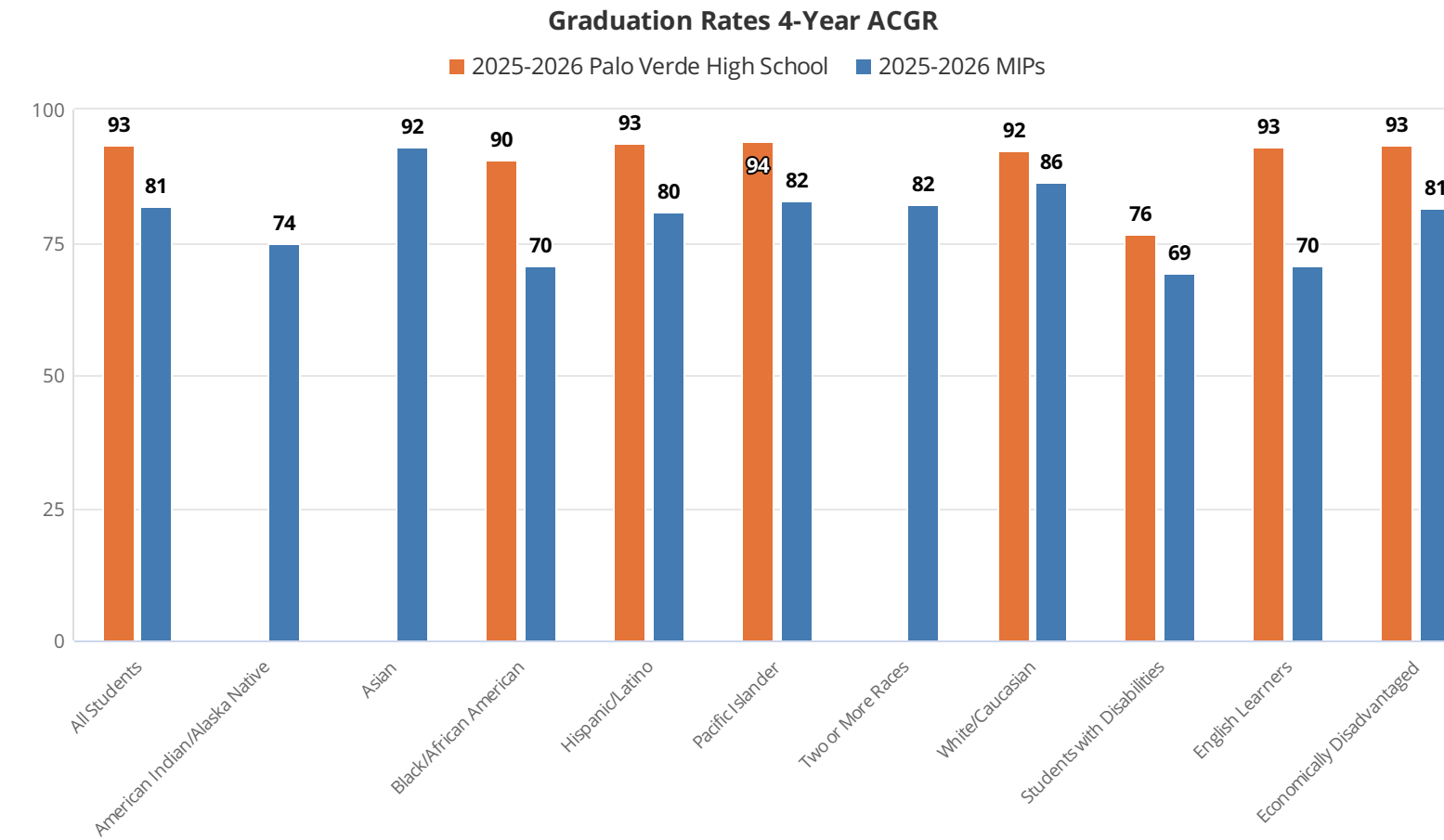
Graduation Rates

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	93.4	86.3	81.9	94.5	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	90.4	79.9	70.7	87	71.7	78.2
Hispanic/ Latino	93.6	86.2	80.6	91.7	80.6	88.7
Pacific Islander	94.1	87.9	82.7	>95	83.4	90.3
Two or More Races	>95	86.8	82.3	>95	82.5	89.8
White/ Caucasian	92.3	87.7	86.4	>95	86	90.7
Students with Disabilities	76.7	78	69.1	72.5	68.7	75.7
English Learners	93	81.7	70.6	83.7	69.8	
Economically Disadvantaged	93.4	86.8	81.5	94.9	82.6	86.3



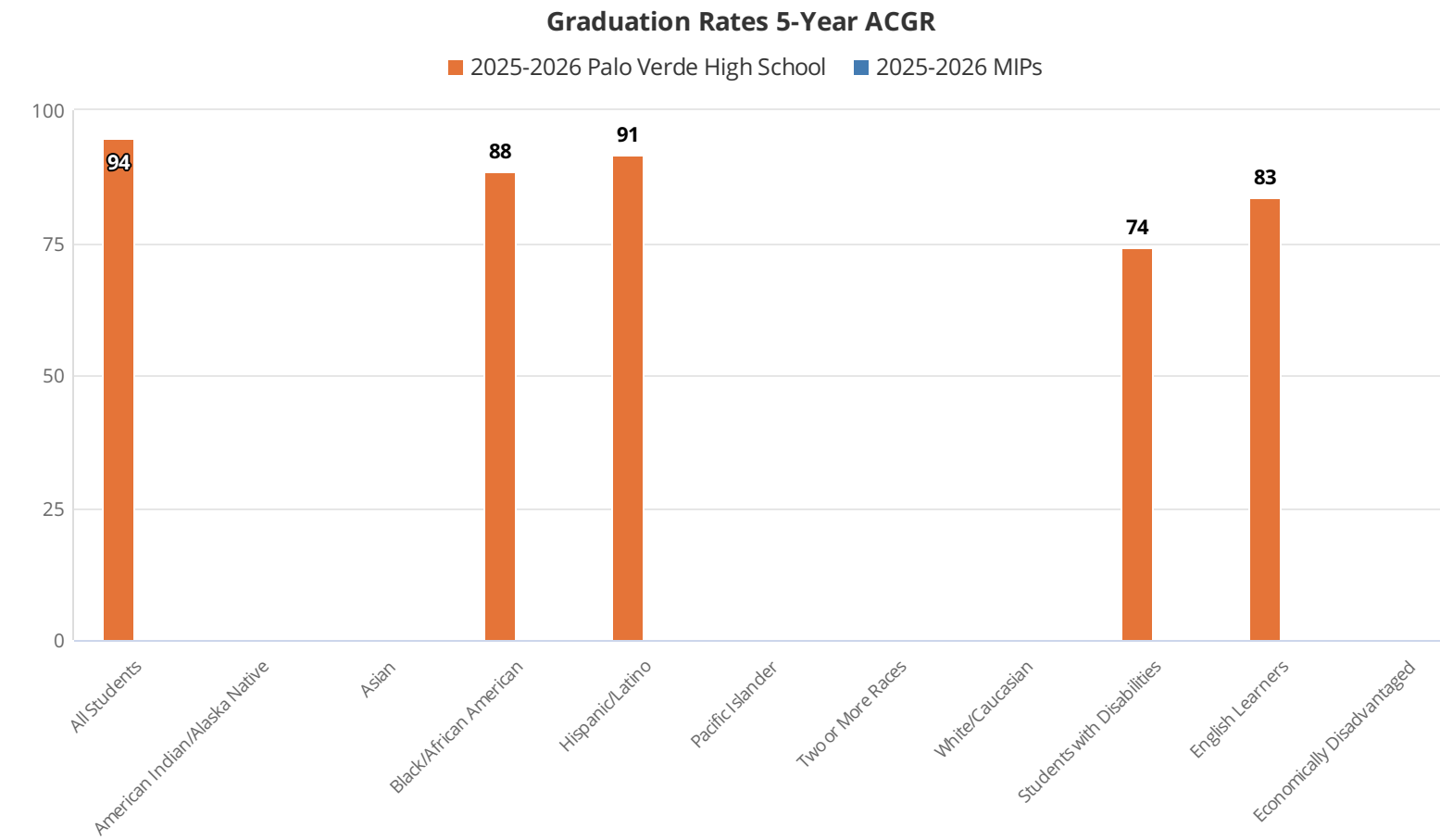
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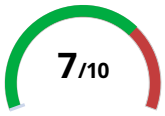
Graduation Rates

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	94.7	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	88.3	74.6		>95	73.6	80.2
Hispanic/ Latino	91.7	83.4		92.5	81.4	90.7
Pacific Islander	>95	86.2		93.3	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	74.1	72.6		81.6	70.6	77.7
English Learners	83.7	73.5		92.1	72.3	
Economically Disadvantaged	>95	85.4		>95	83.9	88.3





English Language

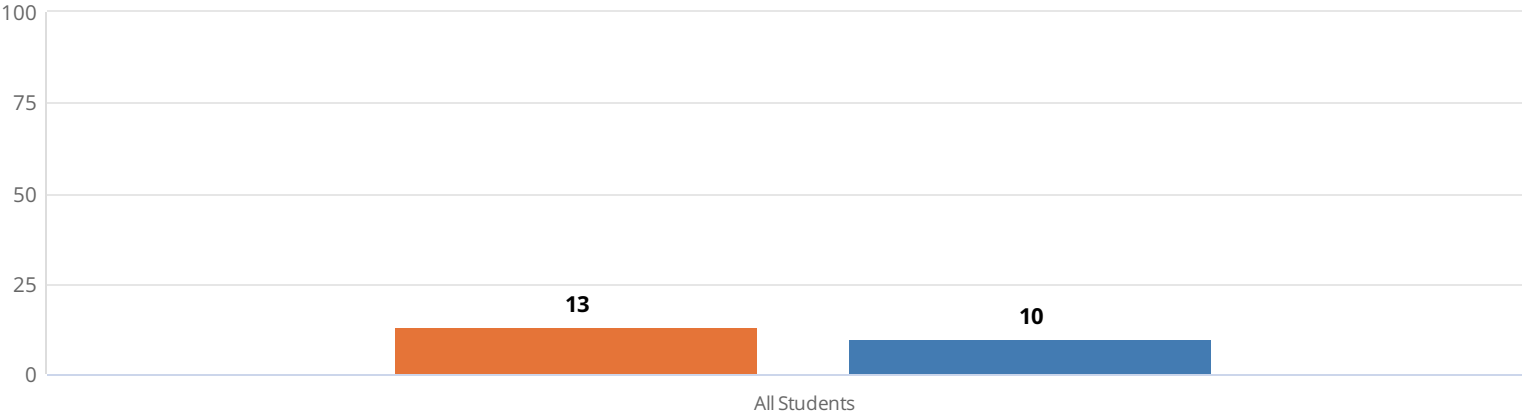
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 7/10

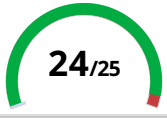
	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	141	13.4	10.1	145	28.2	12.5

% English Learners Meeting AGP on WIDA

2025-2026 Palo Verde 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	81	68.2	74.4	59.4
American Indian/ Alaska Native	-	55.5	-	50
Asian	>95	85.4	87.9	79.8
Black/ African American	61.1	54.8	50.8	45
Hispanic/ Latino	71.5	64.6	68.8	54.6
Pacific Islander	-	61.3	68.7	56.9
Two or More Races	87.5	72.4	77.9	64.3
White/ Caucasian	86.1	79	78	71.1
Students with Disabilities	44.6	37.1	30.8	26.6
English Learners	65.7	43.7	41.4	32.4
Economically Disadvantaged	81	69.9	74.4	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	70.8	57.5	64.4	47.6
American Indian/ Alaska Native	-	45.8	-	44
Asian	83.8	78.8	73.6	69.5
Black/ African American	50	41.9	28	32
Hispanic/ Latino	60.8	53.4	61.4	42.2
Pacific Islander	-	48.6	62.5	47
Two or More Races	79.1	60.5	67.5	52
White/ Caucasian	76.3	69.7	69.7	60.7
Students with Disabilities	34	29.8	25	21.7
English Learners	40	33.7	24.3	21.6
Economically Disadvantaged	70.8	59	64.4	48.5

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

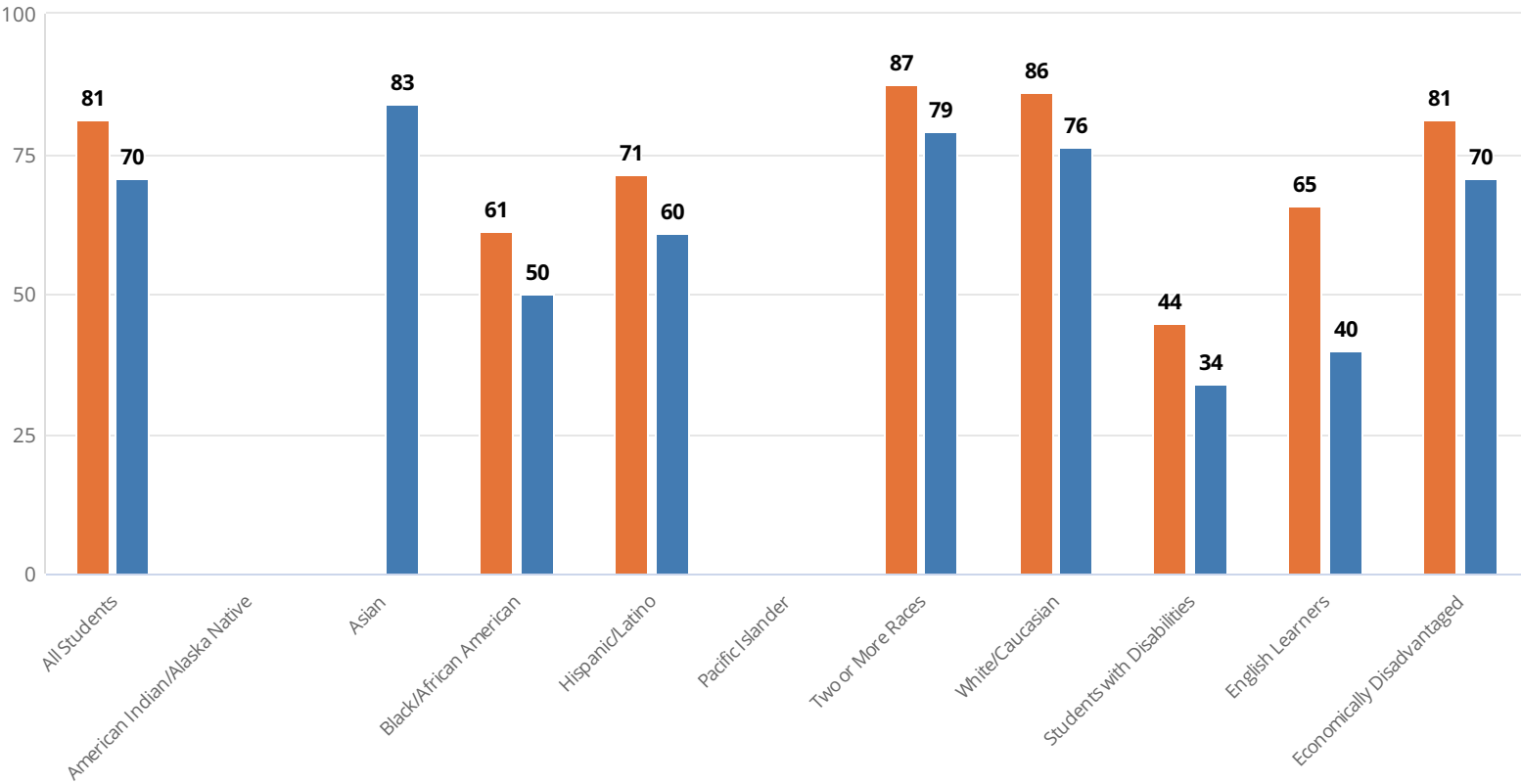
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

24/25

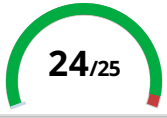
College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)

2025-2026 Participation 2025-2026 Completion



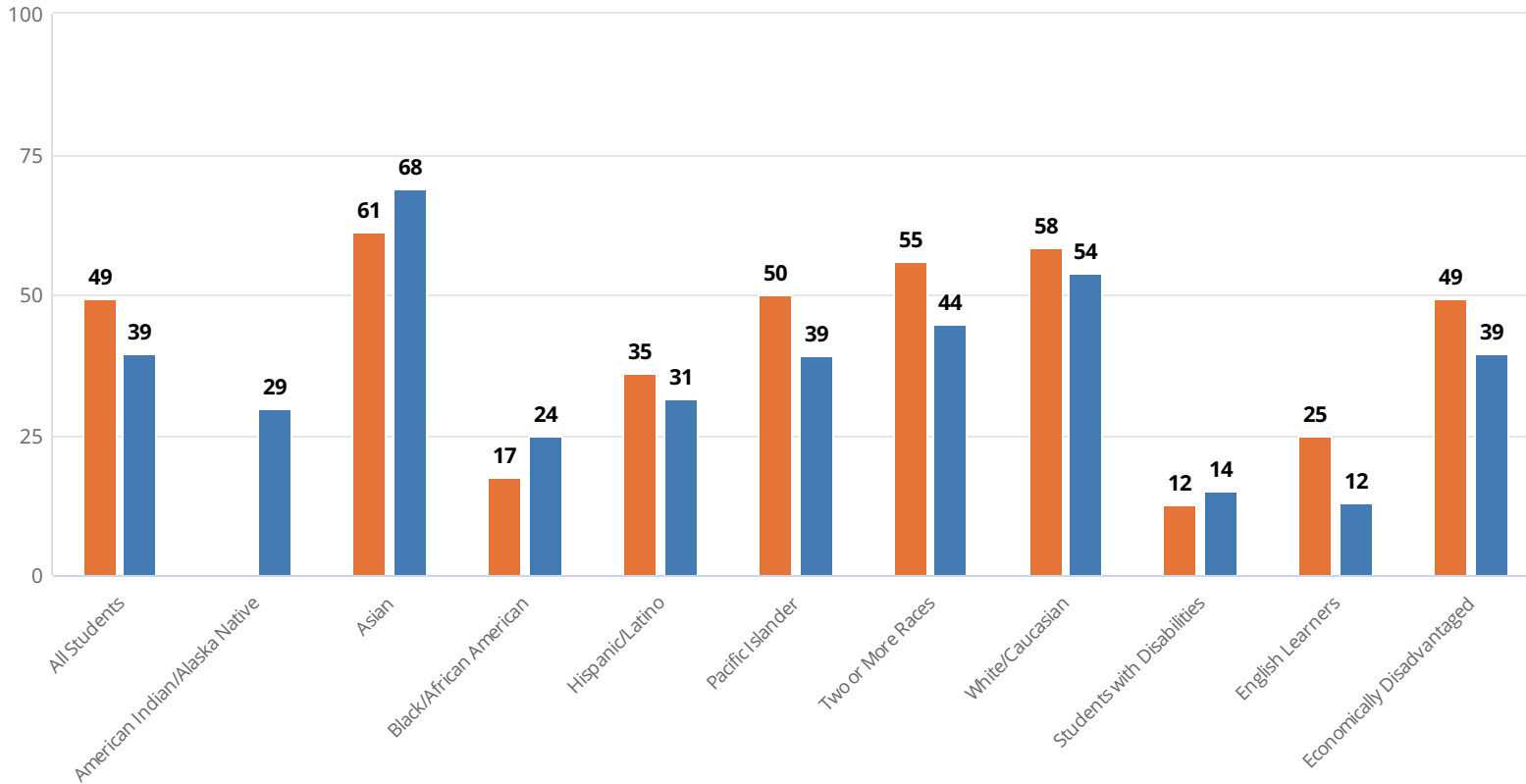
Advanced or CCR Diploma		Advanced or CCR Diploma Points Earned: 4/5		
Groups	2026 % Advanced or CCR Diploma	2026 % Advanced or CCR Diploma District	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District
All Students	49.2	39.5	47.2	37.7
American Indian/ Alaska Native	-	29.8	-	29.7
Asian	61.2	68.9	61.7	64.8
Black/ African American	17.5	24.9	23.8	22.9
Hispanic/ Latino	35.9	31.6	28.7	30.1
Pacific Islander	50	39.3	26.6	35.2
Two or More Races	55.8	44.6	48.4	42.9
White/ Caucasian	58.5	54	58.3	51.6
Students with Disabilities	12.5	14.9	8.8	15.6
English Learners	25	12.8	16.1	11.9
Economically Disadvantaged	49.2	39.5	47.3	37.8



College and Career Readiness

% Students Who Received Advanced or CCR Diploma

2025-2026 Palo Verde High School 2025-2026 District



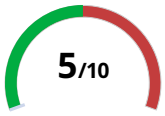
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	50.6	32.9	32.3	13.3	21.3	13.6	60.3	58.6
American Indian/ Alaska Native	-	-	-	-	-	-	-	-
Asian	73.5	58.8	41.1	17.6	30.8	22	60.2	58.8
Black/ African American	18.5	5.5	16.6	<5	12.9	7.4	46.2	46.2
Hispanic/ Latino	41.3	23.4	25.1	10	17.3	10	50.8	49.7
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	55.5	36.1	41.6	23.6	30.5	25	76.3	70.8
White/ Caucasian	56.2	37.5	35.4	14.5	21.1	12.5	65.2	63.8
Students with Disabilities	14.8	6.3	<5	<5	<5	<5	31.9	31.9
English Learners	45.7	17.1	17.1	<5	8.5	8.5	28.5	25.7
Economically Disadvantaged	50.6	32.9	32.3	13.3	21.3	13.6	60.3	58.6

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.

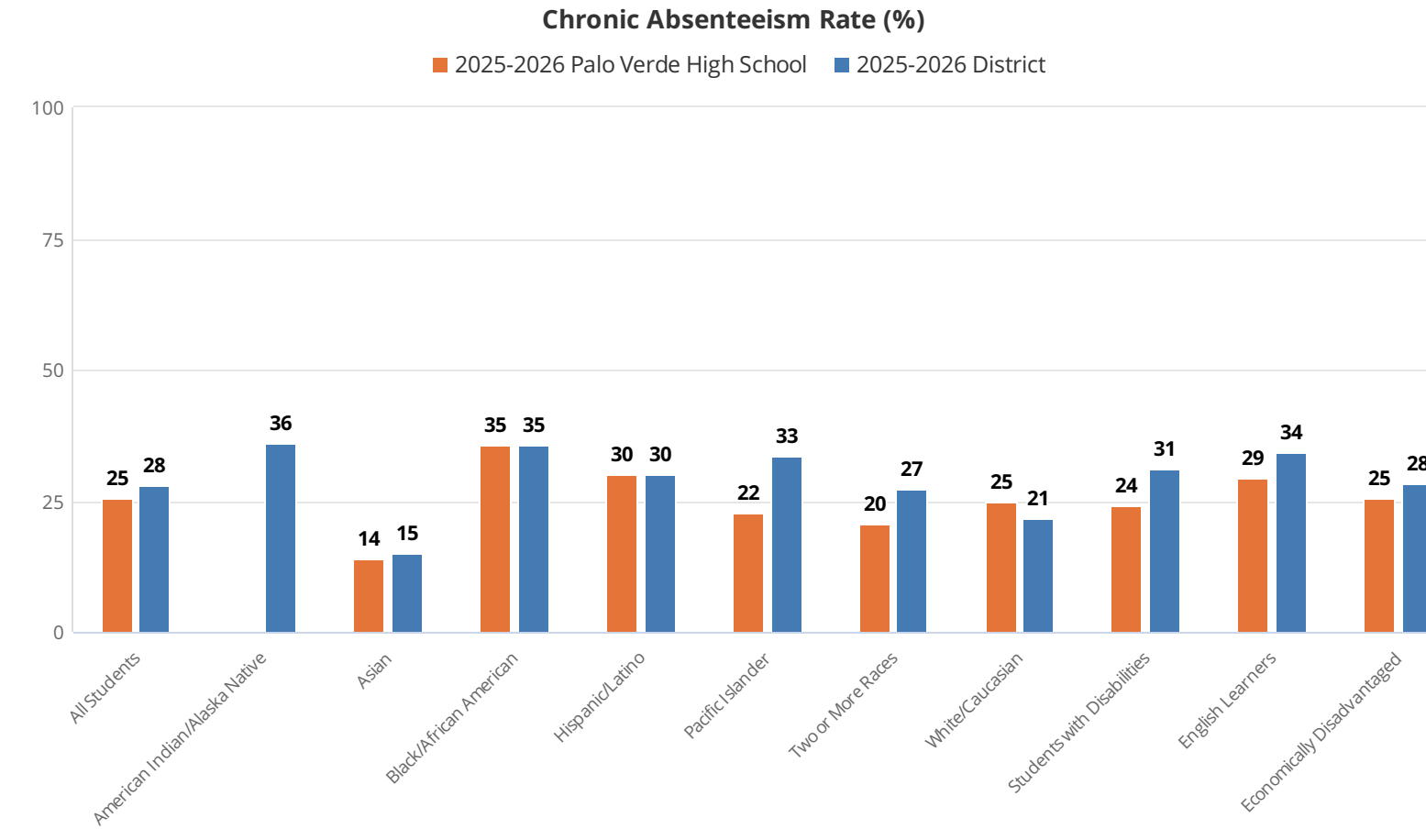
Chronic Absenteeism

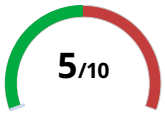
Chronic Absenteeism Points Earned: 1/5

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	25.5	28.1	27.6	32.5
American Indian/ Alaska Native	-	36	-	37.8
Asian	14	15.1	19.2	17.3
Black/ African American	35.7	35.8	35.6	39
Hispanic/ Latino	30	30.2	32.3	35.8
Pacific Islander	22.7	33.4	39.3	37.6
Two or More Races	20.6	27.3	23.9	31.2
White/ Caucasian	25	21.6	25.7	25.4
Students with Disabilities	24	31.2	34.3	37.5
English Learners	29.3	34.4	24.7	39.7
Economically Disadvantaged	25.5	28.3	27.6	32.9

All Students Chronic Absenteeism Percent Change: -7.6%

Points Earned by the Chronic Absenteeism Rate: NA/5
Points Earned by Chronic Absenteeism Reduction Rate: 1/2.5





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	96.5	87	90.7	85.7
American Indian/ Alaska Native	-	75.3	-	85.2
Asian	100	97.4	96.5	95.8
Black/ African American	92.3	80	78.5	80.1
Hispanic/ Latino	95.5	84.5	84.7	82.8
Pacific Islander	-	90.2	-	87.3
Two or More Races	94.9	89.9	91.9	89.3
White/ Caucasian	97.5	93.2	95	91.8
Students with Disabilities	92	83.7	91.3	82.8
English Learners	86.2	77.2	74.5	73.5
Economically Disadvantaged	96.5	87	90.7	85.8

