

School Level: High School
Grade Levels: 09-12
District: Clark
School 11945 W Charleston Blvd
Address: Las Vegas, NV 89135



98
Total Index Score

School Type: Career and Technical
School Designation: No Designation

Student Race/Ethnicity
36.7% White/Caucasian
6.1% Black/African American
21.6% Hispanic/Latino
25.1% Asian
0.1% American Indian/Alaska Native
0.2% Pacific Islander
9.9% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	97.5 ★★★★★
2023-2024	97 ★★★★★

Additional Student Groups
2.1% English Learners
3.7% 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?

- 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



25/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	62.8	22.6
ELA Proficiency	92.0	51.3
Science Proficiency	57.6	23.8



30/30

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	>95	86.3
5-Year	93.7	84.2



10/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	39.1	10.1



25/25

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	>95	68.2
Post-Secondary Preparation Completion	>95	57.5
Advanced or CCR Diploma	78.9	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.



8/10

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	99.2	87.0
Chronic Absenteeism	7.6	28.1

25/25

Academic Achievement

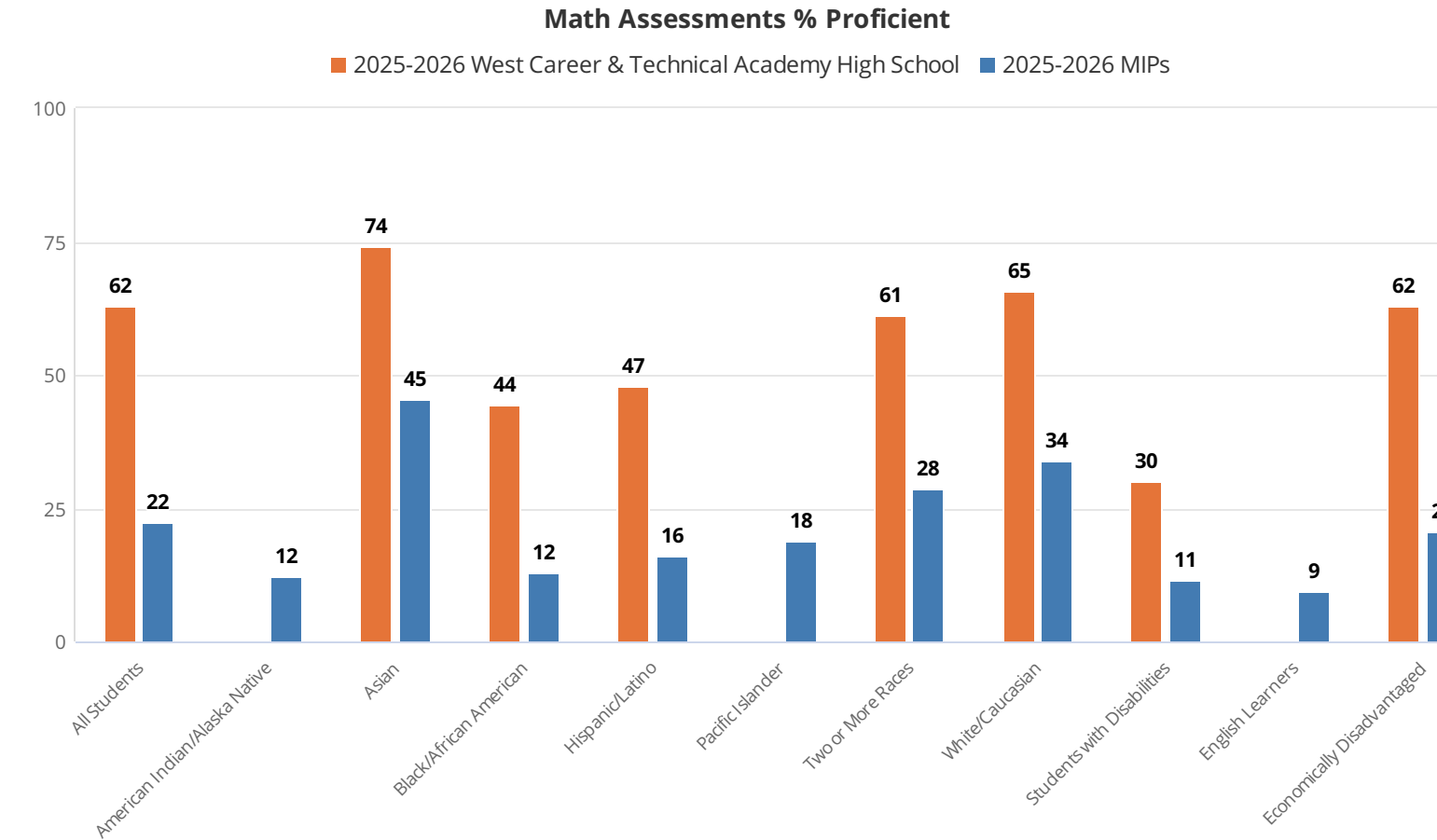
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language 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	62.8	22.6	22.5	66.6	21.1	21
American Indian/ Alaska Native	N/A	17.5	12.1	-	14.4	9.4
Asian	74.2	46.8	45.6	80.2	45.9	44.5
Black/ African American	44.4	9.6	12.9	52.9	8.7	10.2
Hispanic/ Latino	47.9	14.2	16	60.5	13.2	13.4
Pacific Islander	N/A	23.1	18.9	-	17.3	17.2
Two or More Races	61.2	29.5	28.8	62.9	28.1	27.3
White/ Caucasian	65.8	39.4	34	64.4	36.5	32.6
Students with Disabilities	30	5	11.4	-	<5	8.7
English Learners	-	<5	9.6	-	<5	6.8
Economically Disadvantaged	62.8	22.7	20.5	66.6	21.3	18.9



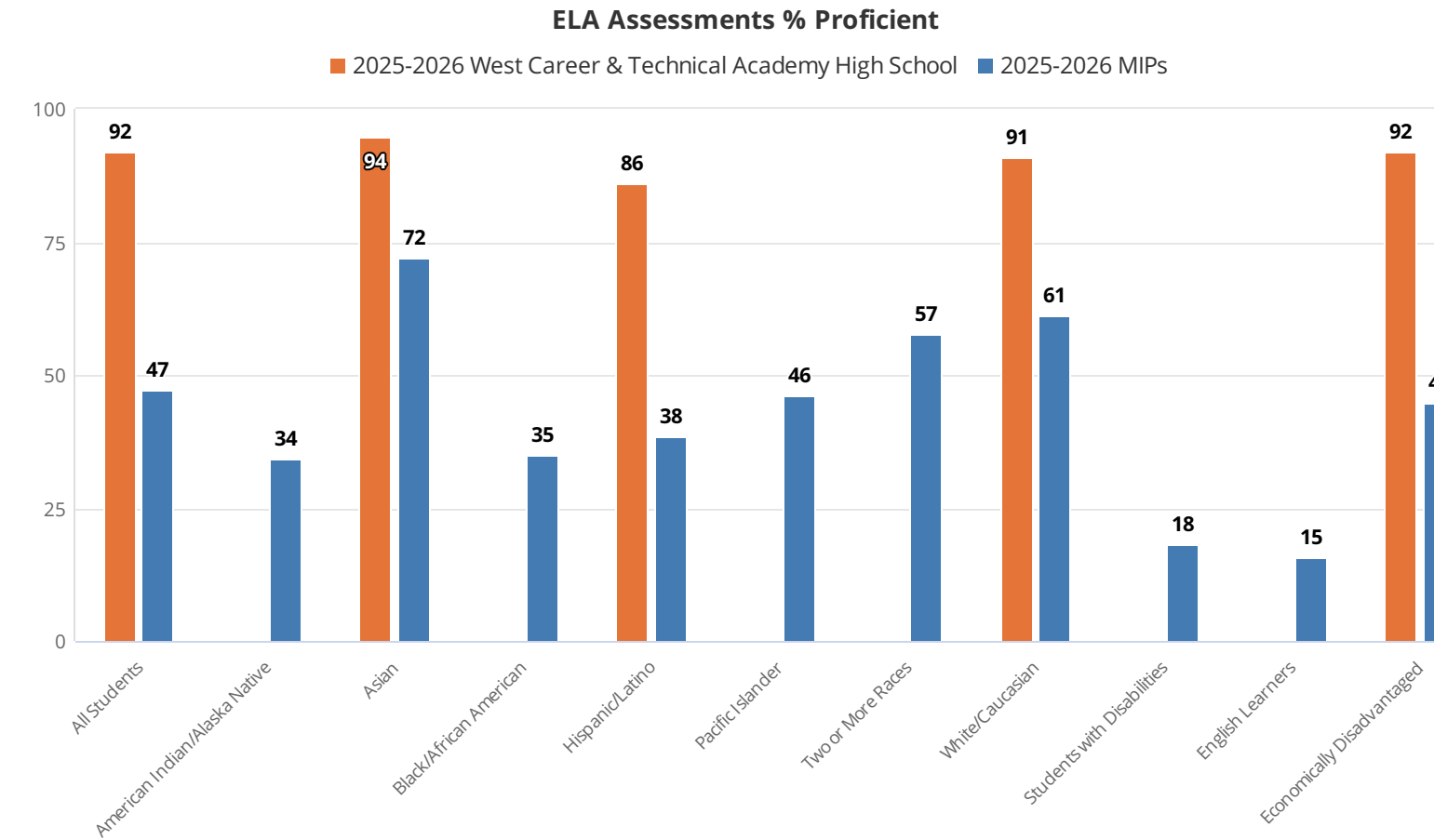
25/25

Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	92	51.3	47.3	93.6	48.9	46.2
American Indian/ Alaska Native	N/A	34.7	34.2	-	46.6	32.1
Asian	94.8	73.6	72.2	>95	73.8	71.6
Black/ African American	>95	34	35.1	94.1	31.2	33.1
Hispanic/ Latino	86.1	42.8	38.5	88.7	39.8	36.6
Pacific Islander	N/A	52.9	46.1	-	48.4	45
Two or More Races	>95	62.1	57.7	92.5	60.2	56.8
White/ Caucasian	91	70	61.1	94	67.8	60.3
Students with Disabilities	-	10.6	18.2	-	9.5	13.9
English Learners	-	10.6	15.8	-	7.2	11.4
Economically Disadvantaged	92	51.4	44.8	93.6	49	43.7





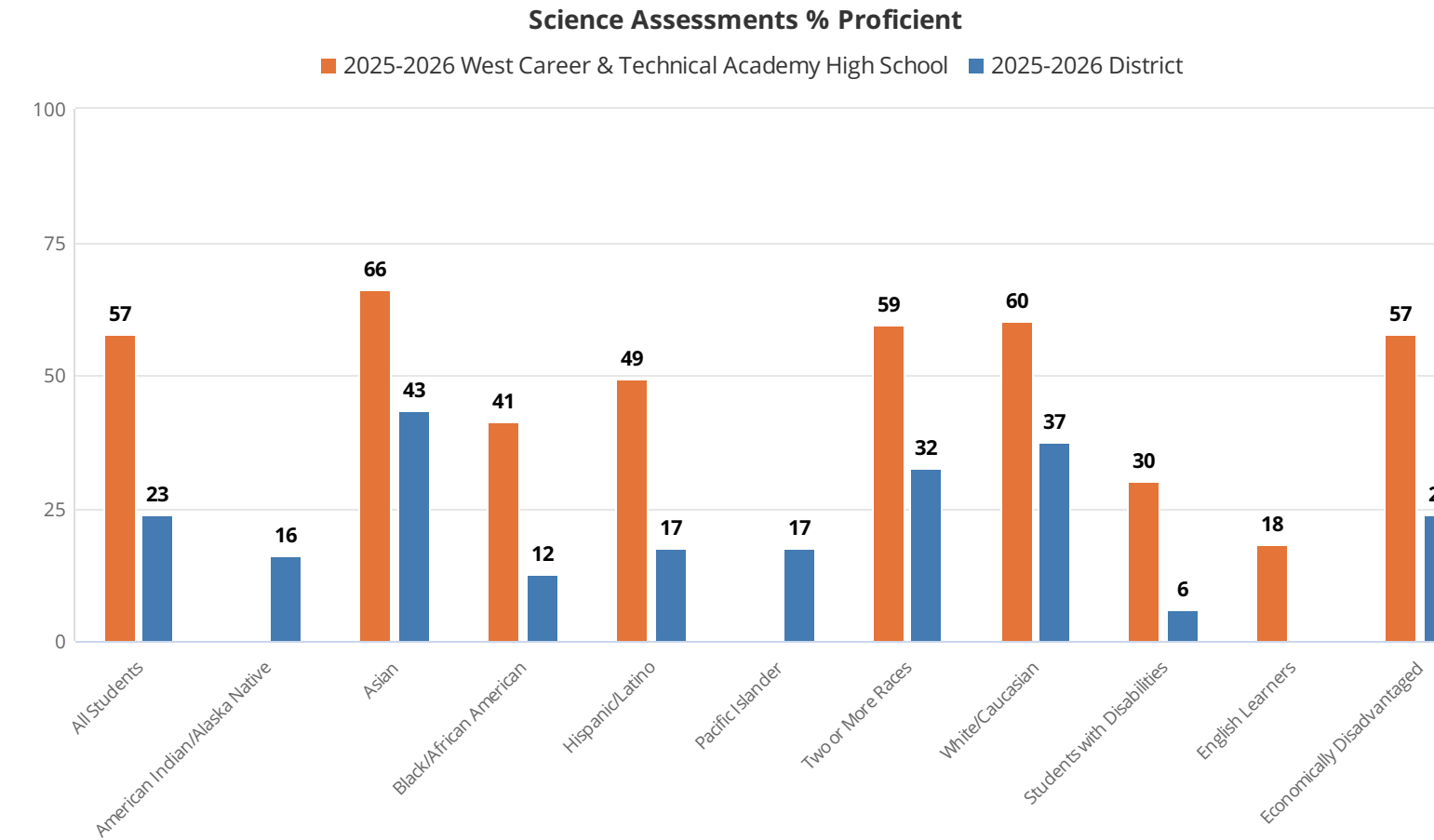
25/25

Academic Achievement

Science Proficient

Science Proficient Points Earned: 5/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	57.6	23.8	41.7	20.1
American Indian/ Alaska Native	N/A	16.1	N/A	16.2
Asian	66	43.5	50.4	40.8
Black/ African American	41.3	12.6	15.7	8.9
Hispanic/ Latino	49.4	17.5	31.6	14.1
Pacific Islander	-	17.5	-	16.7
Two or More Races	59.5	32.6	45.9	24.7
White/ Caucasian	60.3	37.4	43.4	32.8
Students with Disabilities	30	6	30.7	<5
English Learners	18.1	<5	21	<5
Economically Disadvantaged	57.6	23.7	37.3	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	N/A	N/A	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	-	-
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.



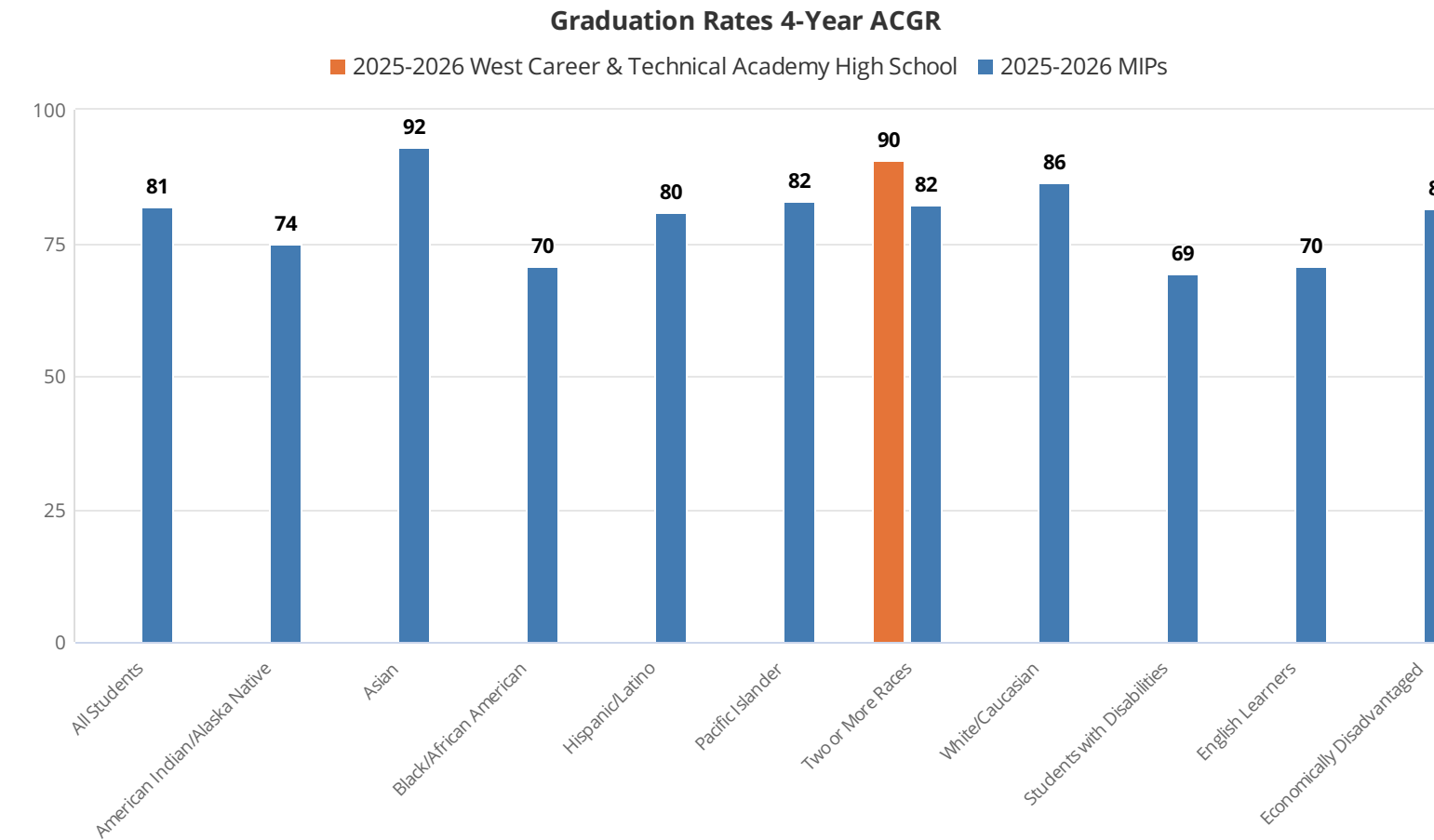
Graduation Rates

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	93.5	81.5	89.4
American Indian/ Alaska Native	N/A	80.2	74.7	N/A	75.5	83.9
Asian	>95	94.1	92.9	95	92.1	94.2
Black/ African American	>95	79.9	70.7	78.5	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	90.6	86.8	82.3	>95	82.5	89.8
White/ Caucasian	>95	87.7	86.4	91.7	86	90.7
Students with Disabilities	-	78	69.1	-	68.7	75.7
English Learners	-	81.7	70.6	-	69.8	
Economically Disadvantaged	>95	86.8	81.5	>95	82.6	86.3



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.



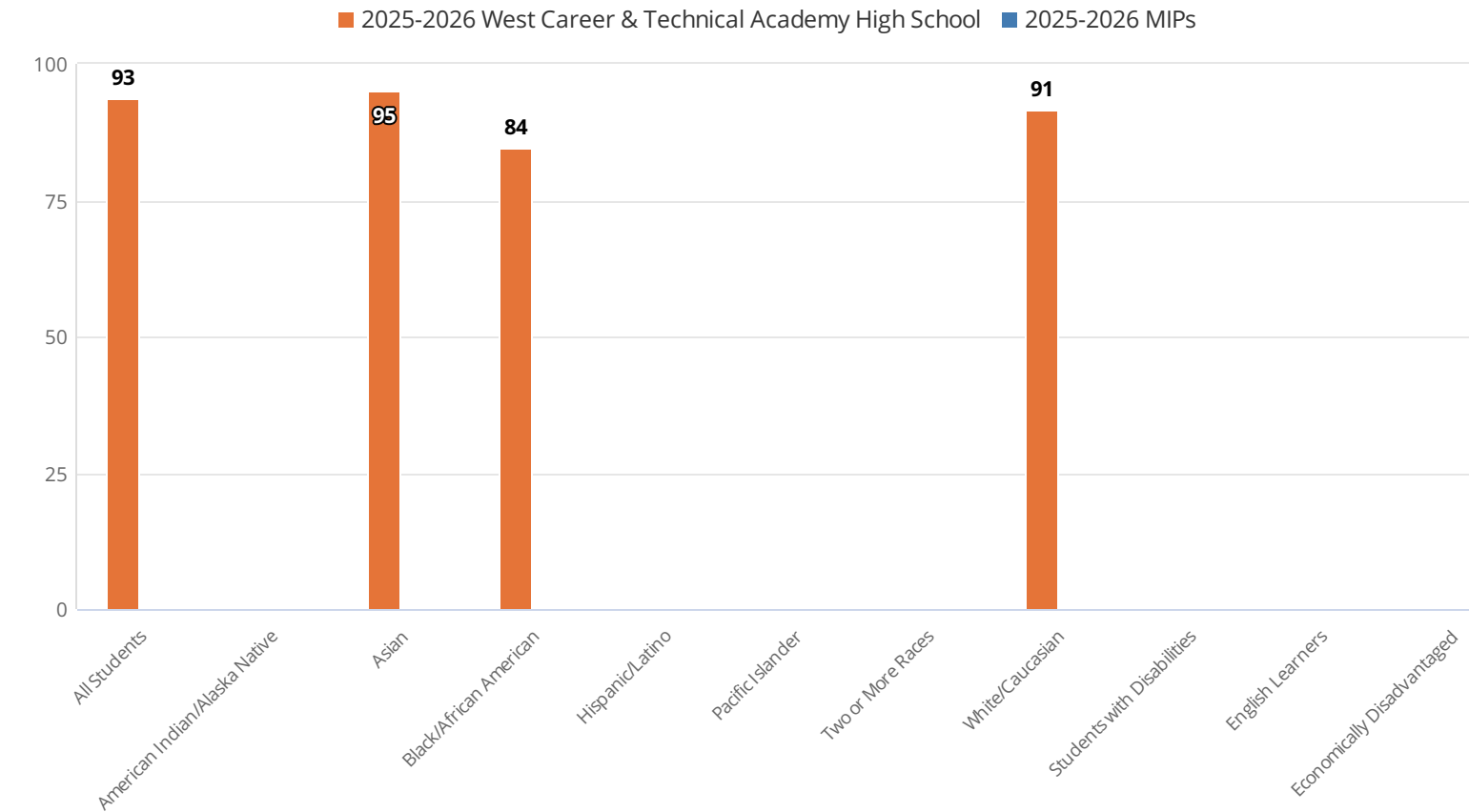
Graduation Rates

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	93.7	84.2		94.1	82.5	91.4
American Indian/ Alaska Native	N/A	78.1		N/A	66.6	85.9
Asian	95	93.5		>95	93.7	96.1
Black/ African American	84.6	74.6		>95	73.6	80.2
Hispanic/ Latino	>95	83.4		93.1	81.4	90.7
Pacific Islander	-	86.2		-	83.4	92.3
Two or More Races	>95	85.4		91.3	83.8	91.8
White/ Caucasian	91.7	88.7		94	86.7	92.7
Students with Disabilities	-	72.6		69.2	70.6	77.7
English Learners	-	73.5		-	72.3	
Economically Disadvantaged	>95	85.4		>95	83.9	88.3

Graduation Rates 5-Year ACGR



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10/10

English Language

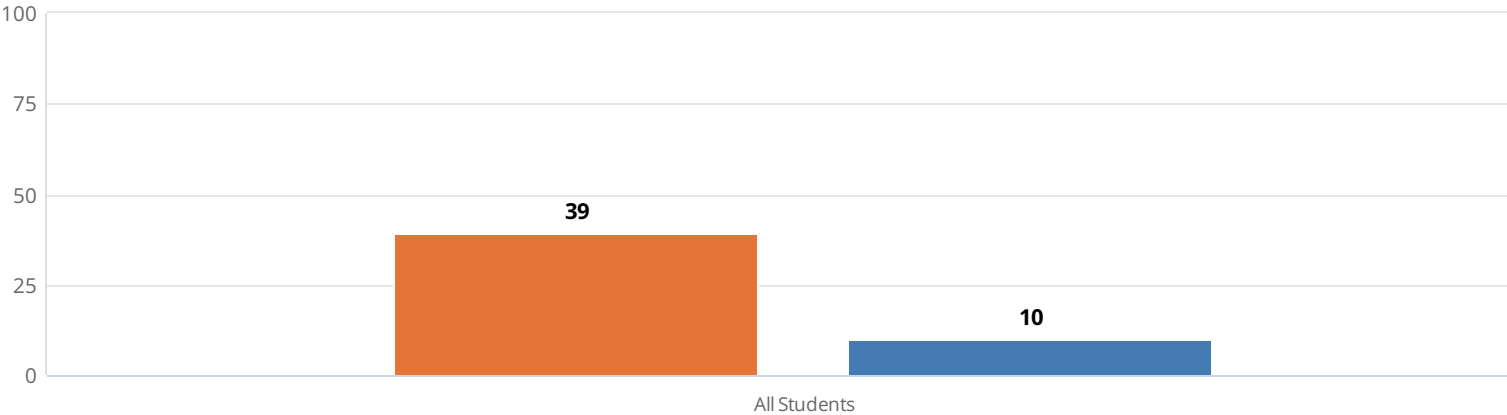
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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	23	39.1	10.1	31	64.5	12.5

% English Learners Meeting AGP on WIDA

2025-2026 West Career & Technical Academy 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	>95	68.2	>95	59.4
American Indian/ Alaska Native	-	55.5	N/A	50
Asian	>95	85.4	>95	79.8
Black/ African American	>95	54.8	>95	45
Hispanic/ Latino	>95	64.6	>95	54.6
Pacific Islander	-	61.3	-	56.9
Two or More Races	>95	72.4	>95	64.3
White/ Caucasian	>95	79	>95	71.1
Students with Disabilities	-	37.1	-	26.6
English Learners	-	43.7	-	32.4
Economically Disadvantaged	>95	69.9	>95	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	>95	57.5	>95	47.6
American Indian/ Alaska Native	-	45.8	N/A	44
Asian	>95	78.8	>95	69.5
Black/ African American	>95	41.9	>95	32
Hispanic/ Latino	92.7	53.4	>95	42.2
Pacific Islander	-	48.6	-	47
Two or More Races	>95	60.5	>95	52
White/ Caucasian	>95	69.7	>95	60.7
Students with Disabilities	-	29.8	-	21.7
English Learners	-	33.7	-	21.6
Economically Disadvantaged	>95	59	>95	48.5

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

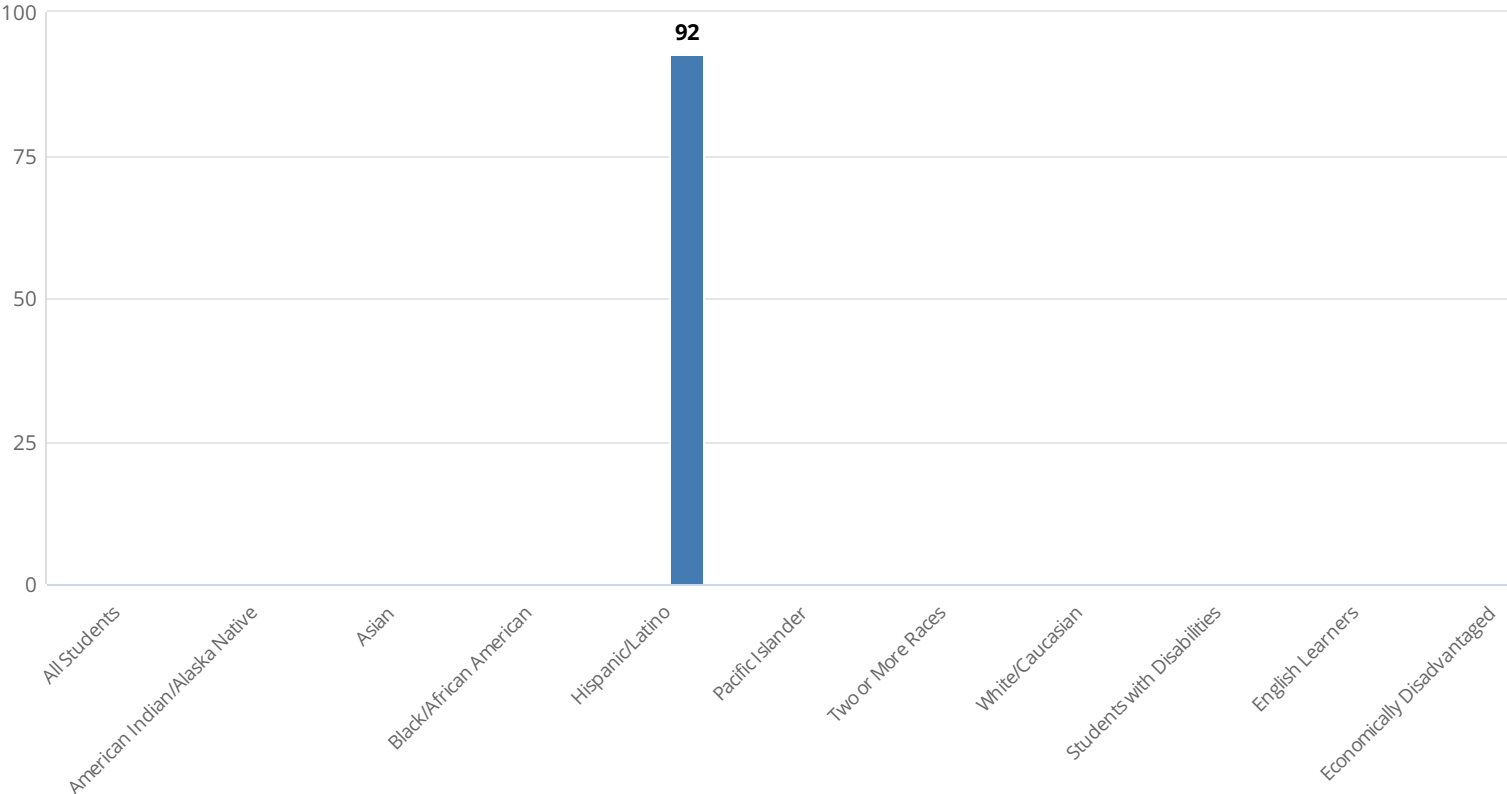
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25/25

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: 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	78.9	39.5	84.6	37.7
American Indian/ Alaska Native	N/A	29.8	N/A	29.7
Asian	92.3	68.9	92.7	64.8
Black/ African American	88.8	24.9	81.8	22.9
Hispanic/ Latino	63.8	31.6	71	30.1
Pacific Islander	-	39.3	-	35.2
Two or More Races	82.7	44.6	>95	42.9
White/ Caucasian	75.9	54	82.8	51.6
Students with Disabilities	-	14.9	-	15.6
English Learners	-	12.8	-	11.9
Economically Disadvantaged	78.9	39.5	84.6	37.8

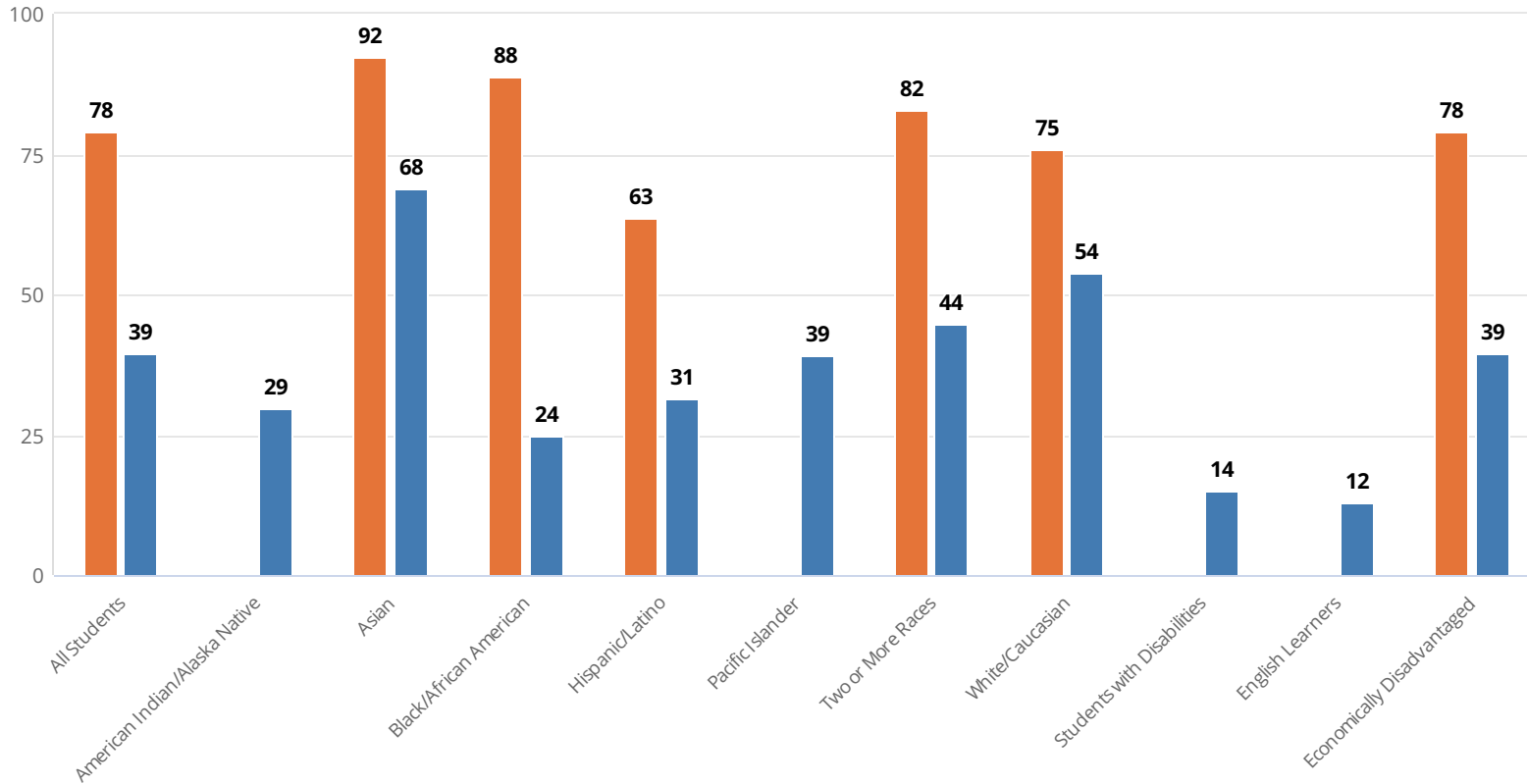
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College and Career Readiness

% Students Who Received Advanced or CCR Diploma

2025-2026 West Career & Technical Academy 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	92.9	83.9	77.4	47.8	<5	<5	85.1	85.1
American Indian/ Alaska Native	-	-	-	-	-	-	-	-
Asian	>95	93.6	94.9	68.3	<5	<5	82.2	82.2
Black/ African American	>95	81.2	75	56.2	<5	<5	81.2	81.2
Hispanic/ Latino	85.5	78.2	73.9	37.6	<5	<5	82.6	82.6
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	84.6	76.9	80.7	65.3	<5	<5	88.4	88.4
White/ Caucasian	93.9	82.5	69.6	37.1	<5	<5	88.6	88.6
Students with Disabilities	-	-	-	-	-	-	-	-
English Learners	-	-	-	-	-	-	-	-
Economically Disadvantaged	92.9	83.9	77.4	47.8	<5	<5	85.1	85.1

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.

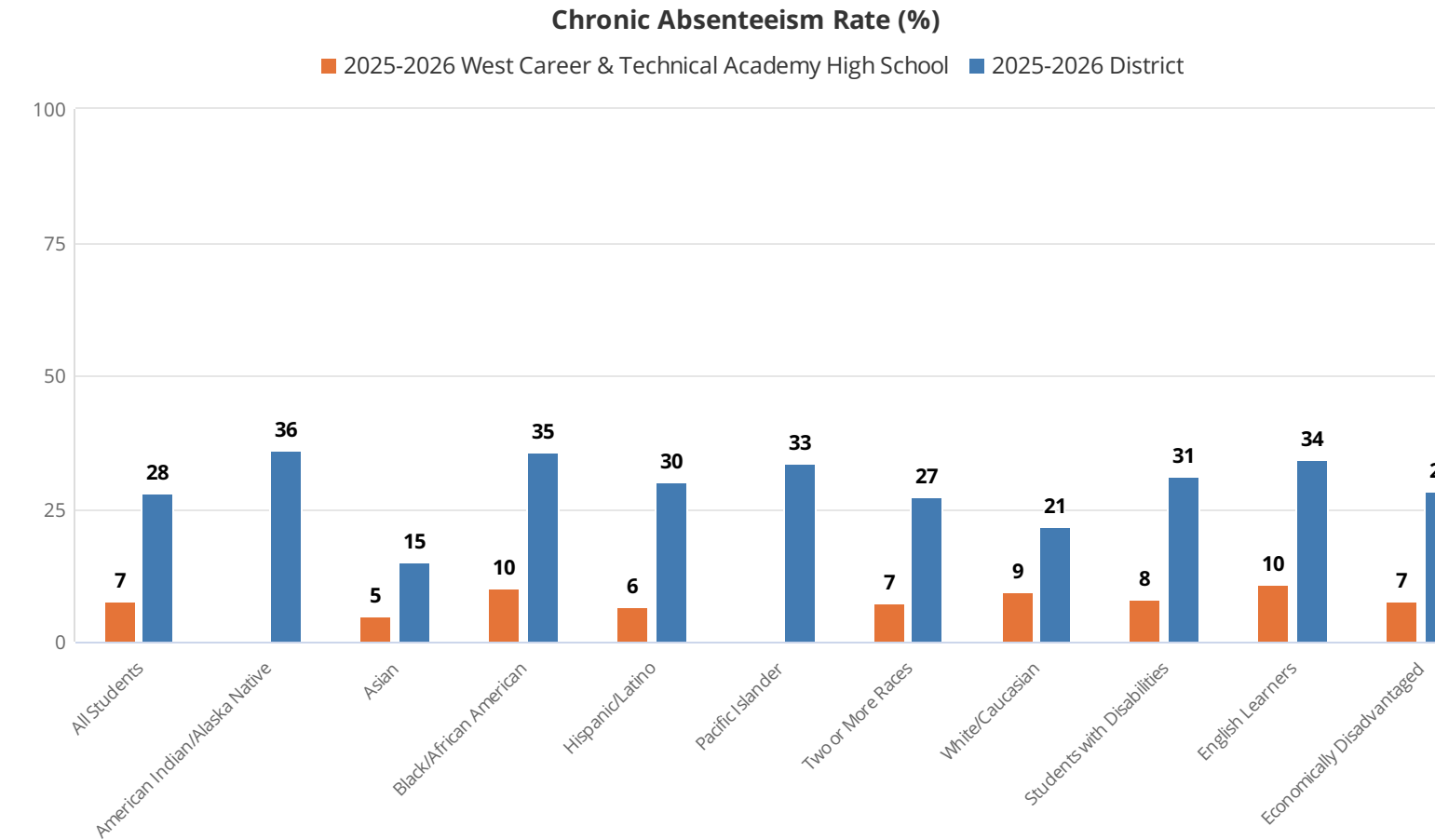
Chronic Absenteeism

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	7.6	28.1	8.9	32.5
American Indian/ Alaska Native	-	36	-	37.8
Asian	5	15.1	5	17.3
Black/ African American	10	35.8	<5	39
Hispanic/ Latino	6.6	30.2	9.4	35.8
Pacific Islander	-	33.4	-	37.6
Two or More Races	7.4	27.3	8.1	31.2
White/ Caucasian	9.6	21.6	12.4	25.4
Students with Disabilities	8.1	31.2	8.8	37.5
English Learners	10.7	34.4	<5	39.7
Economically Disadvantaged	7.6	28.3	8.9	32.9

Chronic Absenteeism Points Earned: 4/5

All Students Chronic Absenteeism Percent Change: -14.6%

Points Earned by the Chronic Absenteeism Rate: 4/5
Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5





Student Engagement

9th Grade Credit Sufficiency

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	99.2	87	100	85.7
American Indian/ Alaska Native	-	75.3	N/A	85.2
Asian	100	97.4	100	95.8
Black/ African American	96.4	80	100	80.1
Hispanic/ Latino	100	84.5	100	82.8
Pacific Islander	N/A	90.2	-	87.3
Two or More Races	100	89.9	100	89.3
White/ Caucasian	98.7	93.2	100	91.8
Students with Disabilities	100	83.7	100	82.8
English Learners	91.6	77.2	100	73.5
Economically Disadvantaged	99.2	87	100	85.8

9th Grade Credit Sufficiency Points Earned 4/5

