

School Level: High School

Grade Levels: 09-12

District: Clark

School 2400 St Joseph St

Address: Overton, NV 89040

86.6
Total Adjusted Index Score

School Type: Regular

School Designation: No Designation

Student Race/Ethnicity

76% White/Caucasian

0.5% Black/African American

17.3% Hispanic/Latino

0.1% Asian

3.1% American Indian/Alaska Native

0.1% Pacific Islander

2.5% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	88.8 ★★★★★
2023-2024	86.6 ★★★★★

Additional Student Groups

1.8% English Learners

12.7% 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

17.5/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	27.6	22.6
ELA Proficiency	60.6	51.3
Science Proficiency	34.7	23.8

30/30

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	93.0	86.3
5-Year	>95	84.2

N/A

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	10.1

24/25

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	83.4	68.2
Post-Secondary Preparation Completion	79.6	57.5
Advanced or CCR Diploma	51.4	39.5

**6.5/10

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	96.6	87.0
Chronic Absenteeism	18.5	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.



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.

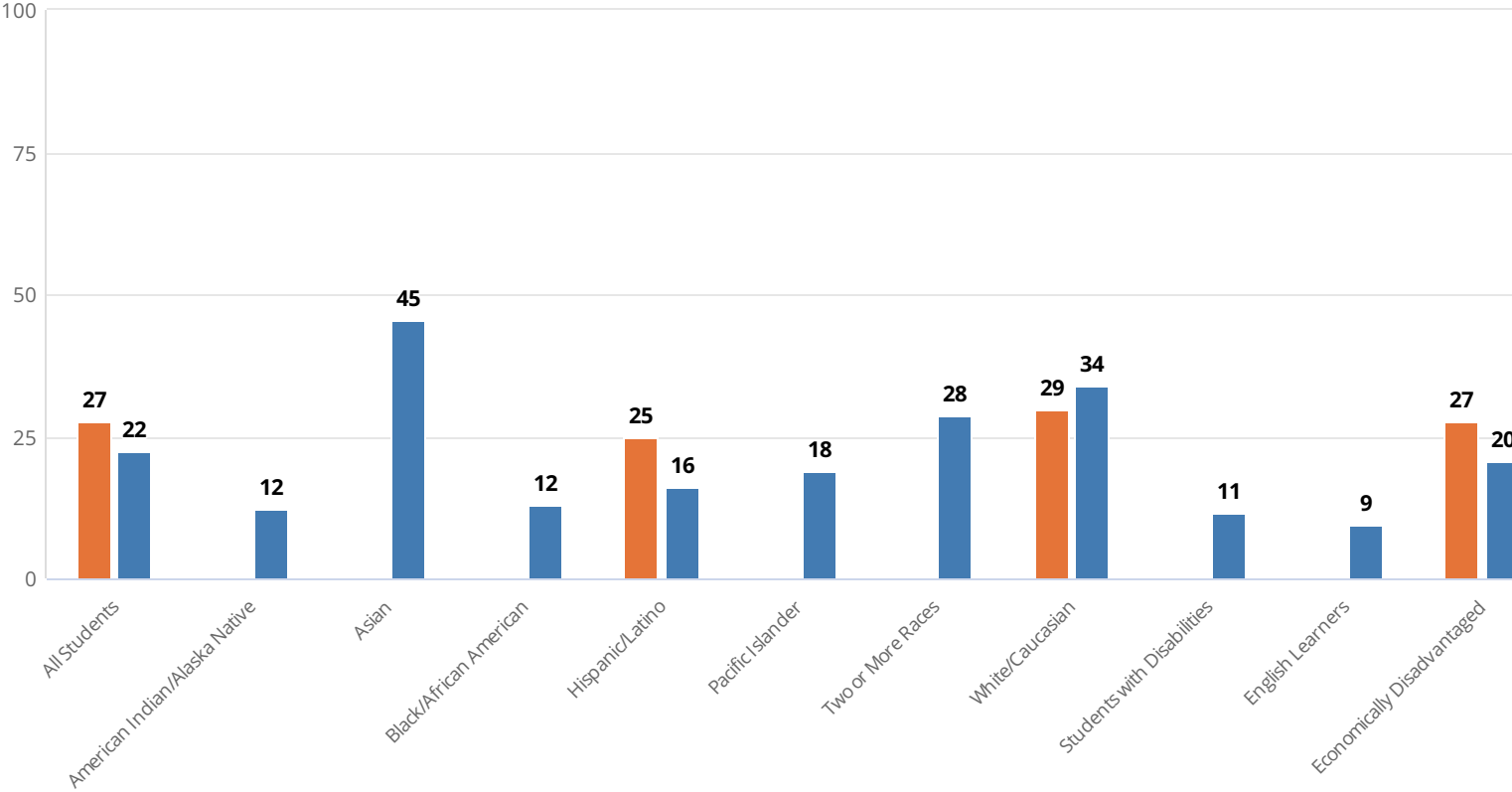
Math Proficient

Math Proficient Points Earned: 4.5/10

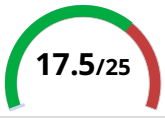
Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	27.6	22.6	22.5	39.2	21.1	21
American Indian/ Alaska Native	-	17.5	12.1	-	14.4	9.4
Asian	N/A	46.8	45.6	-	45.9	44.5
Black/ African American	-	9.6	12.9	N/A	8.7	10.2
Hispanic/ Latino	25	14.2	16	17.3	13.2	13.4
Pacific Islander	-	23.1	18.9	N/A	17.3	17.2
Two or More Races	-	29.5	28.8	-	28.1	27.3
White/ Caucasian	29.6	39.4	34	42.4	36.5	32.6
Students with Disabilities	<5	5	11.4	16.6	<5	8.7
English Learners	-	<5	9.6	-	<5	6.8
Economically Disadvantaged	27.6	22.7	20.5	39.2	21.3	18.9

Math Assessments % Proficient

2025-2026 Moapa Valley High School 2025-2026 MIPs

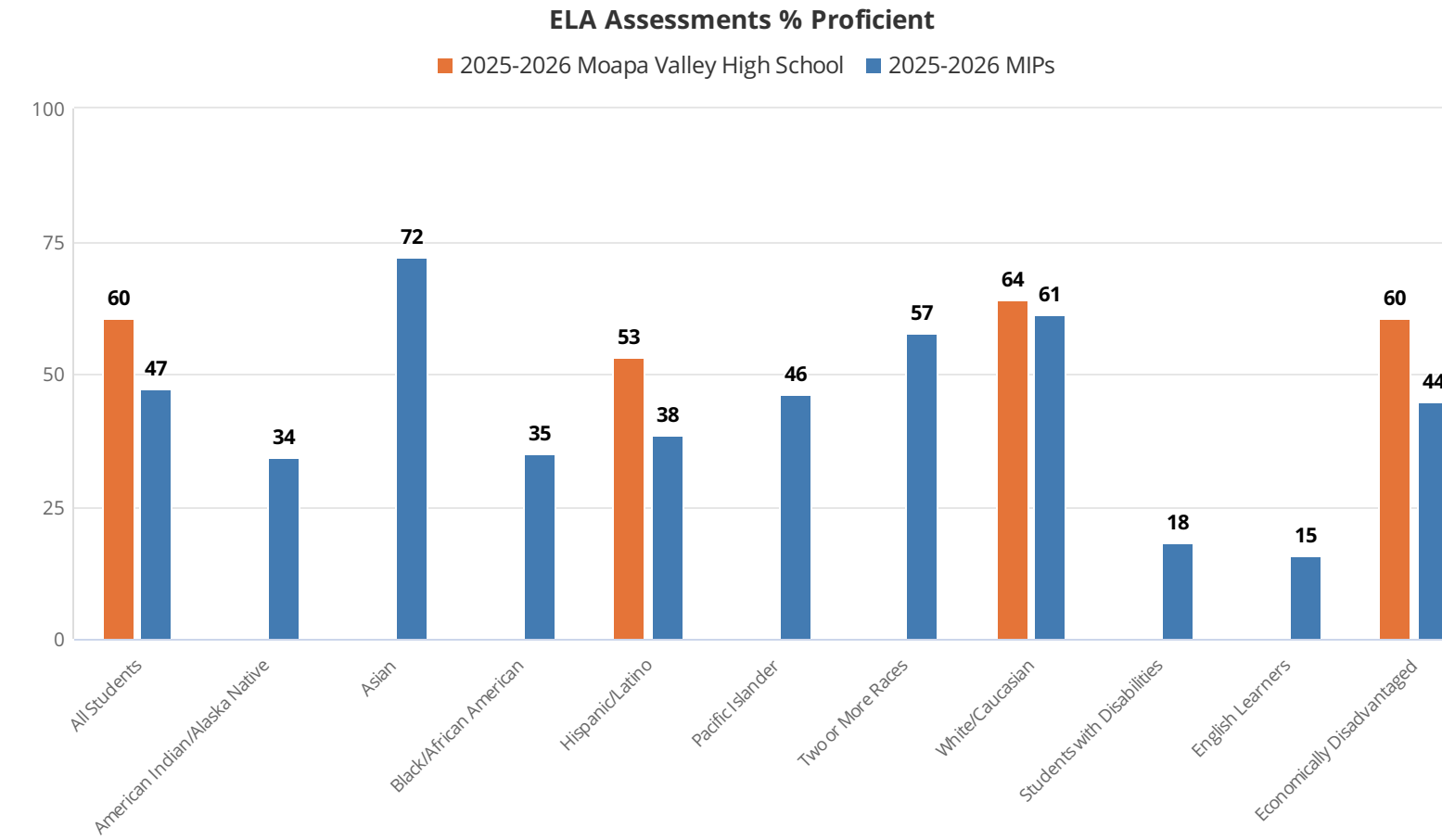


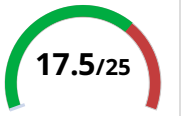
District percentages reflect the district the school was associated with when the data was collected. 'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Academic Achievement

ELA Proficient				ELA Proficient Points Earned: 10/10		
Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	60.6	51.3	47.3	59.2	48.9	46.2
American Indian/ Alaska Native	-	34.7	34.2	-	46.6	32.1
Asian	N/A	73.6	72.2	-	73.8	71.6
Black/ African American	-	34	35.1	N/A	31.2	33.1
Hispanic/ Latino	53.3	42.8	38.5	30.4	39.8	36.6
Pacific Islander	-	52.9	46.1	N/A	48.4	45
Two or More Races	-	62.1	57.7	-	60.2	56.8
White/ Caucasian	64.1	70	61.1	64.1	67.8	60.3
Students with Disabilities	<5	10.6	18.2	5.5	9.5	13.9
English Learners	-	10.6	15.8	-	7.2	11.4
Economically Disadvantaged	60.6	51.4	44.8	59.2	49	43.7



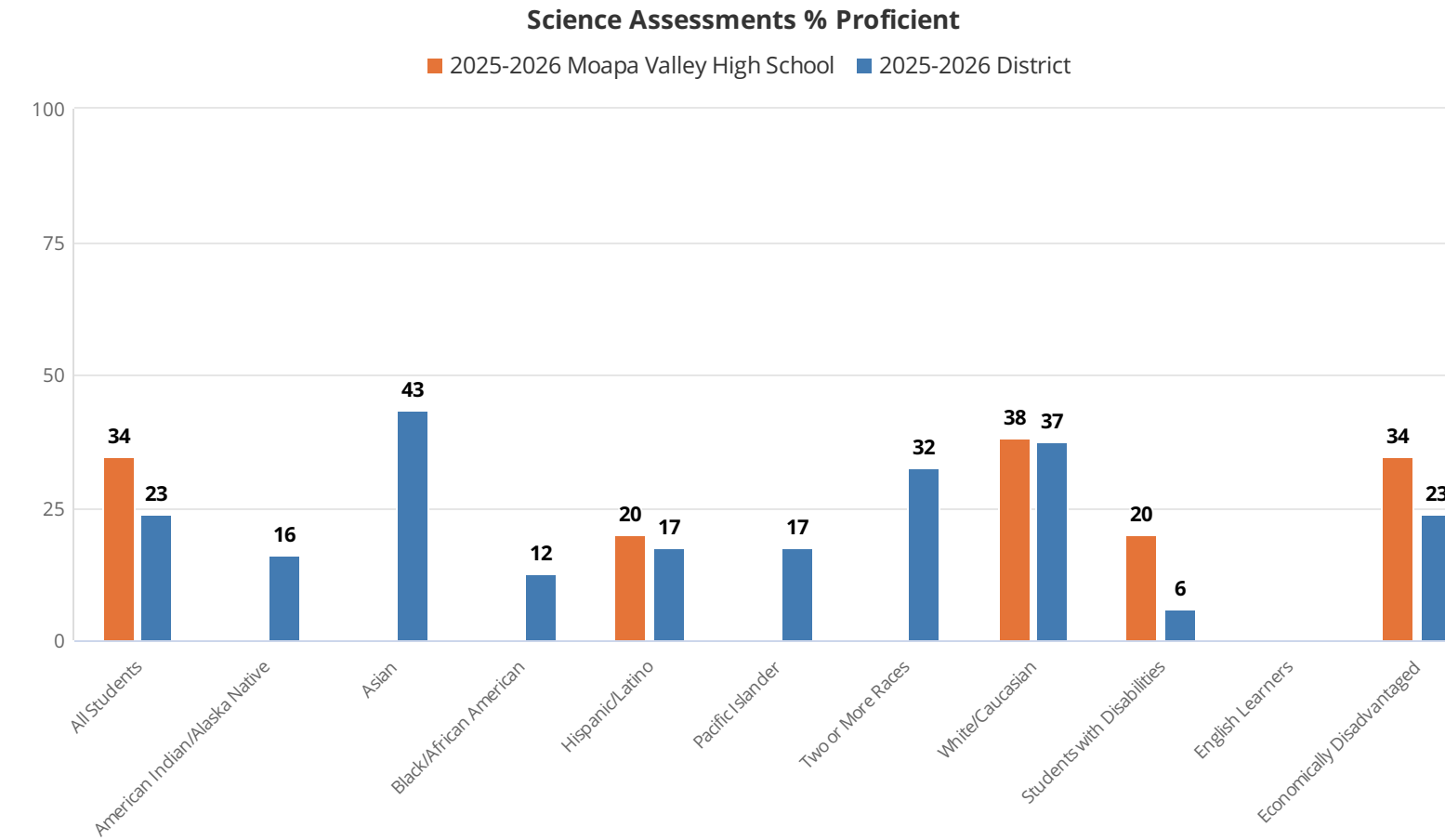


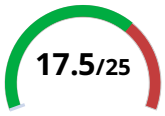
Academic Achievement

Science Proficient

Science Proficient Points Earned: 3/5

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	34.7	23.8	25.3	20.1
American Indian/ Alaska Native	-	16.1	-	16.2
Asian	N/A	43.5	N/A	40.8
Black/ African American	-	12.6	N/A	8.9
Hispanic/ Latino	20	17.5	13.6	14.1
Pacific Islander	N/A	17.5	N/A	16.7
Two or More Races	-	32.6	-	24.7
White/ Caucasian	38.1	37.4	28.6	32.8
Students with Disabilities	20	6	<5	<5
English Learners	-	<5	-	<5
Economically Disadvantaged	34.7	23.7	11.7	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	94.2%	94.2%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	N/A	N/A	-	-
Black/ African American	-	-	N/A	N/A
Hispanic/ Latino	-	-	>=95%	>=95%
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
White/ Caucasian	93.6%	93.6%	>=95%	>=95%
Students with Disabilities	-	-	-	-
English Learners	-	-	-	-
Economically Disadvantaged	94.2%	94.2%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

30/30

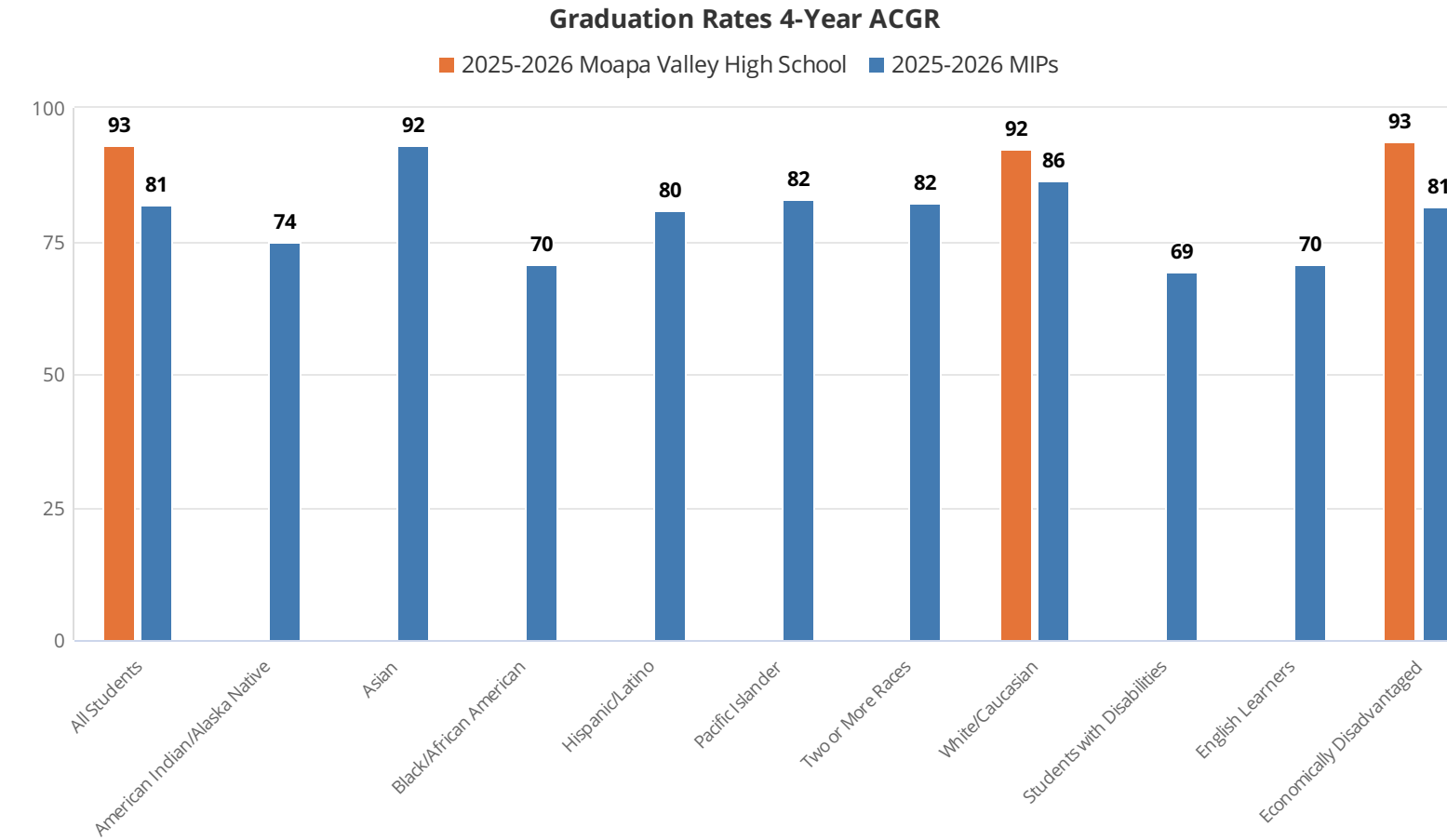
Graduation Rates

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

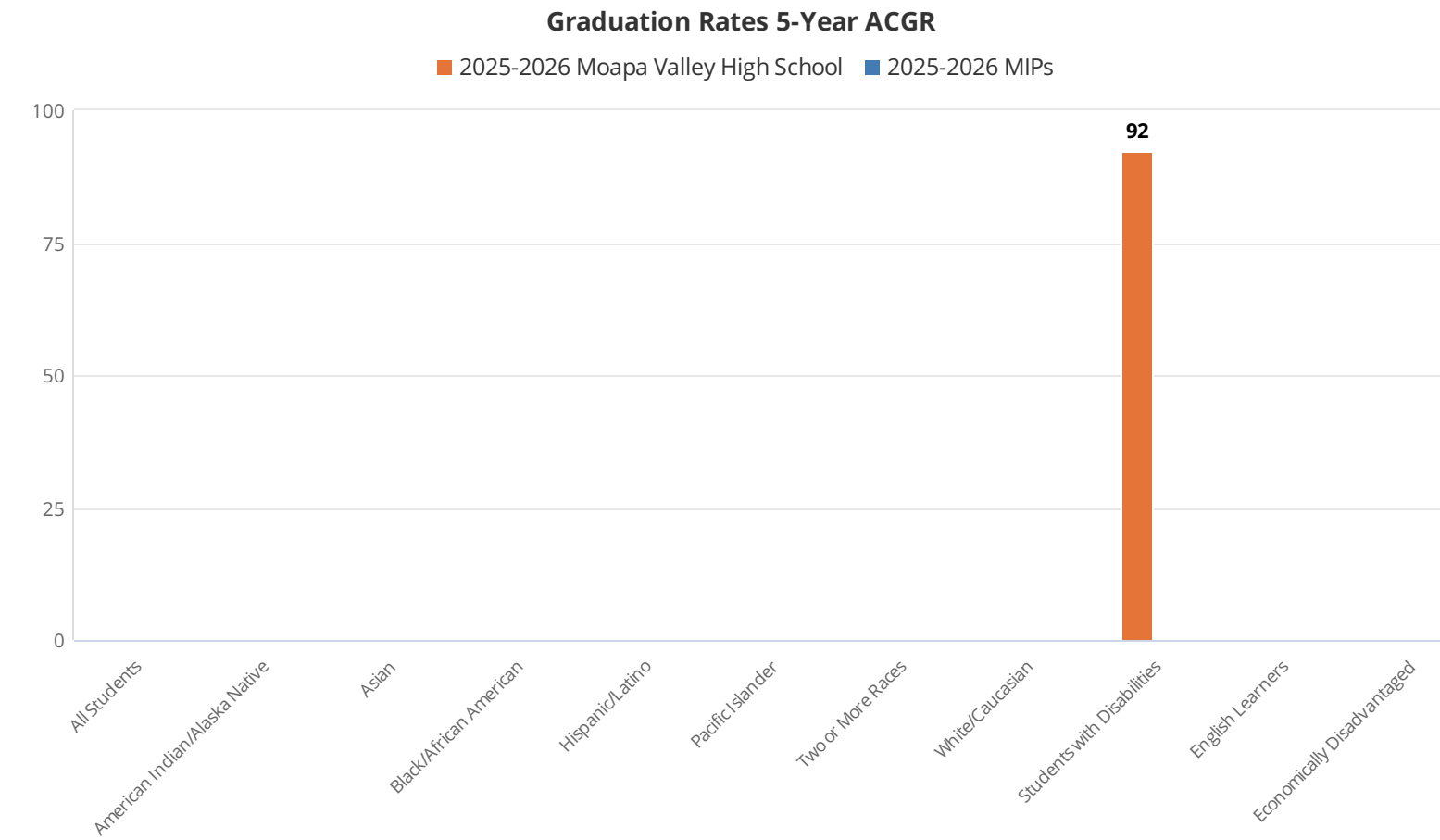
Groups	2025 % 4-Year ACGR	2025 % District	2025 % 4-Year ACGR MIP	2024 % 4-Year ACGR	2024 % District	2024 % 4-Year ACGR MIP
All Students	93	86.3	81.9	>95	81.5	89.4
American Indian/ Alaska Native	-	80.2	74.7	-	75.5	83.9
Asian	N/A	94.1	92.9	-	92.1	94.2
Black/ African American	-	79.9	70.7	N/A	71.7	78.2
Hispanic/ Latino	>95	86.2	80.6	>95	80.6	88.7
Pacific Islander	-	87.9	82.7	N/A	83.4	90.3
Two or More Races	-	86.8	82.3	-	82.5	89.8
White/ Caucasian	92.3	87.7	86.4	>95	86	90.7
Students with Disabilities	>95	78	69.1	92.3	68.7	75.7
English Learners	-	81.7	70.6	-	69.8	
Economically Disadvantaged	93.7	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	2025	2025	2024	2024	2024
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 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	-	93.5		N/A	93.7	96.1
Black/ African American	N/A	74.6		-	73.6	80.2
Hispanic/ Latino	>95	83.4		>95	81.4	90.7
Pacific Islander	N/A	86.2		N/A	83.4	92.3
Two or More Races	-	85.4		-	83.8	91.8
White/ Caucasian	>95	88.7		>95	86.7	92.7
Students with Disabilities	92.3	72.6		75	70.6	77.7
English Learners	-	73.5		-	72.3	
Economically Disadvantaged	>95	85.4		>95	83.9	88.3



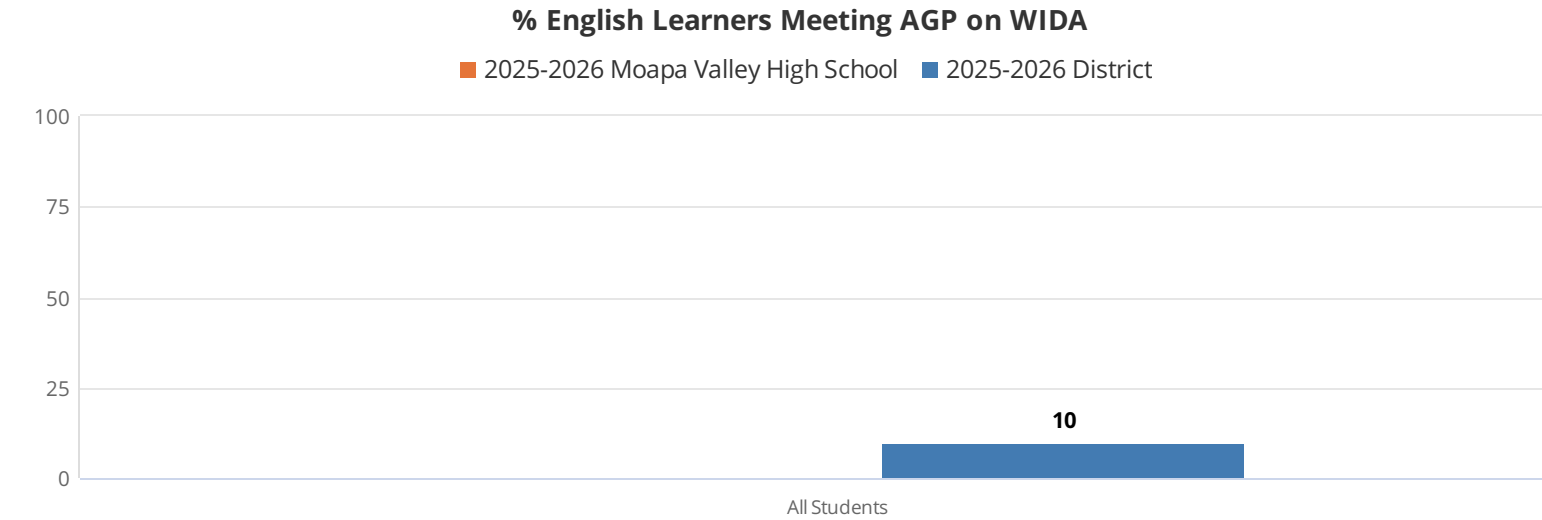
N/A

English Language

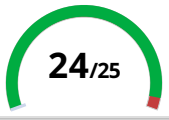
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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



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	83.4	68.2	75.3	59.4
American Indian/ Alaska Native	-	55.5	-	50
Asian	-	85.4	N/A	79.8
Black/ African American	N/A	54.8	-	45
Hispanic/ Latino	66.6	64.6	62.5	54.6
Pacific Islander	N/A	61.3	-	56.9
Two or More Races	-	72.4	-	64.3
White/ Caucasian	87.3	79	80.2	71.1
Students with Disabilities	52.9	37.1	63.6	26.6
English Learners	-	43.7	-	32.4
Economically Disadvantaged	83.4	69.9	75.3	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	79.6	57.5	58.2	47.6
American Indian/ Alaska Native	-	45.8	-	44
Asian	-	78.8	N/A	69.5
Black/ African American	N/A	41.9	-	32
Hispanic/ Latino	58.3	53.4	50	42.2
Pacific Islander	N/A	48.6	-	47
Two or More Races	-	60.5	-	52
White/ Caucasian	84.4	69.7	61.4	60.7
Students with Disabilities	52.9	29.8	54.5	21.7
English Learners	-	33.7	-	21.6
Economically Disadvantaged	79.6	59	58.2	48.5

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

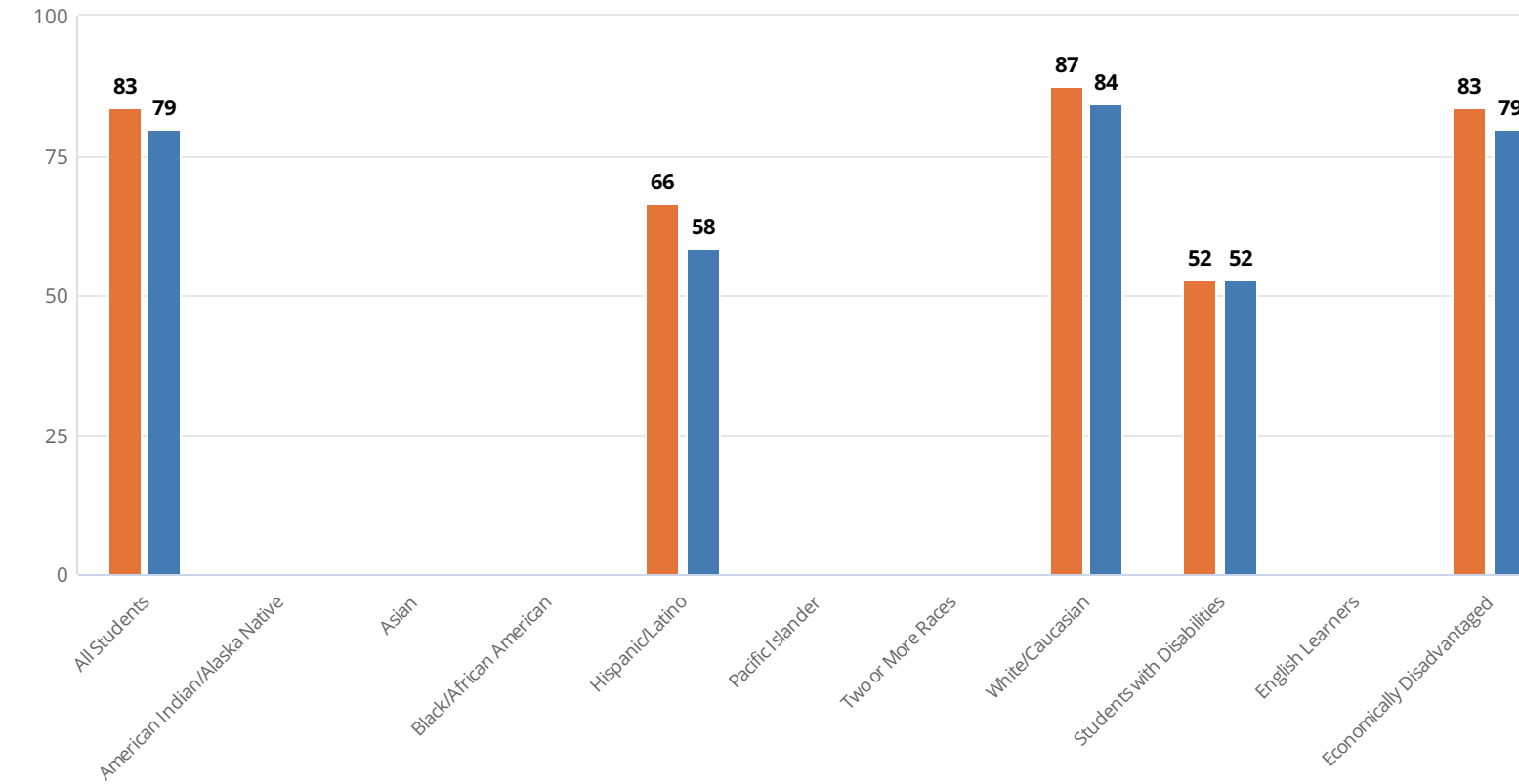
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

24/25

College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)

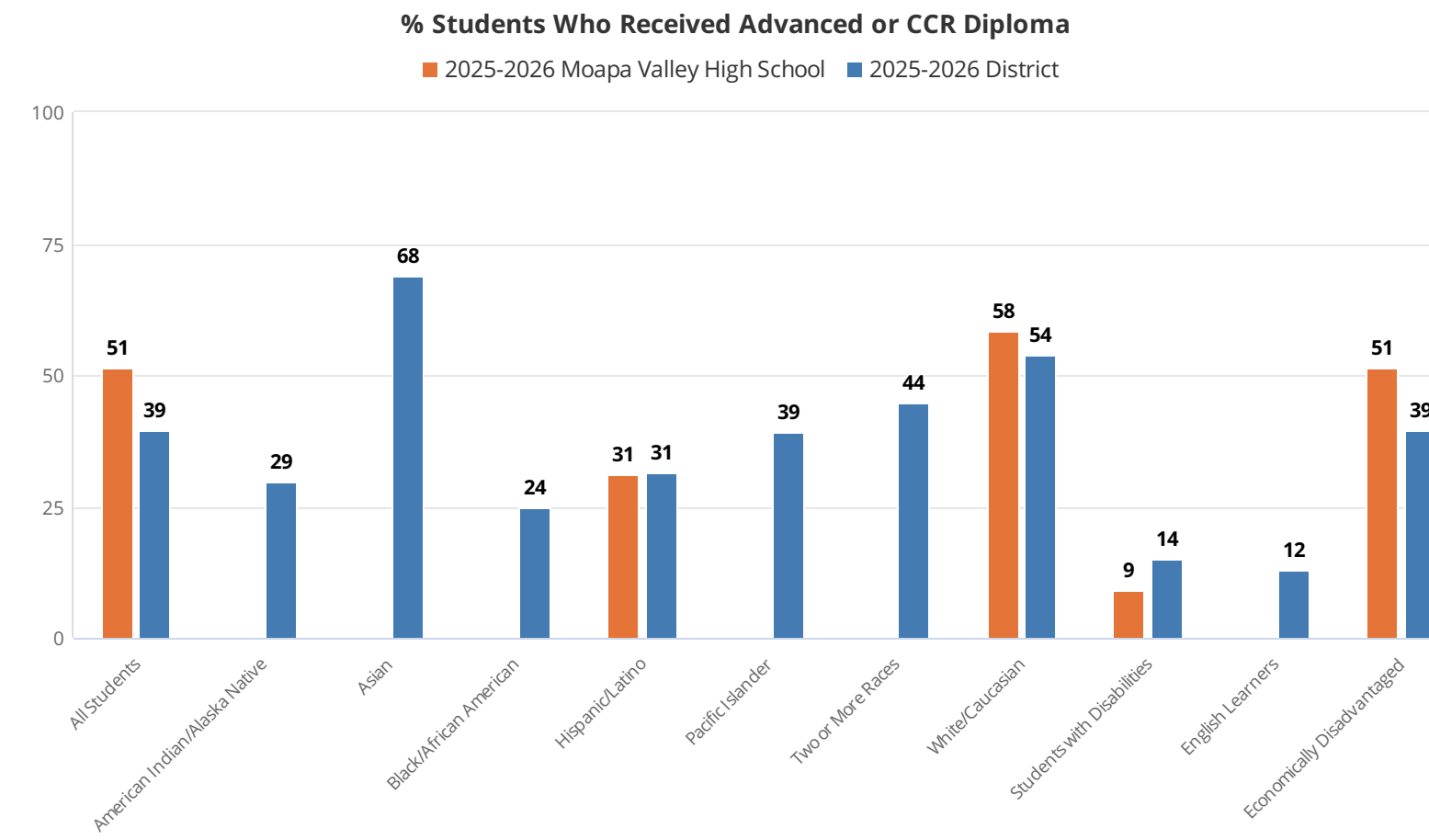
2025-2026 Participation2025-2026 Completion



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	51.4	39.5	40.1	37.7
American Indian/ Alaska Native	-	29.8	-	29.7
Asian	N/A	68.9	-	64.8
Black/ African American	-	24.9	N/A	22.9
Hispanic/ Latino	31.2	31.6	22.2	30.1
Pacific Islander	-	39.3	N/A	35.2
Two or More Races	-	44.6	-	42.9
White/ Caucasian	58.3	54	44.1	51.6
Students with Disabilities	9	14.9	16.6	15.6
English Learners	-	12.8	-	11.9
Economically Disadvantaged	51.4	39.5	40.1	37.8

24/25

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	29.3	15	38.3	27	<5	<5	69.9	69.1
American Indian/ Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	25	<5	16.6	8.3	<5	<5	54.1	54.1
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-	-	-	-	-
White/ Caucasian	30	17.4	43.6	33	<5	<5	72.8	71.8
Students with Disabilities	5.8	<5	5.8	5.8	<5	<5	52.9	52.9
English Learners	-	-	-	-	-	-	-	-
Economically Disadvantaged	29.3	15	38.3	27	<5	<5	69.9	69.1

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.



6.5/10

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

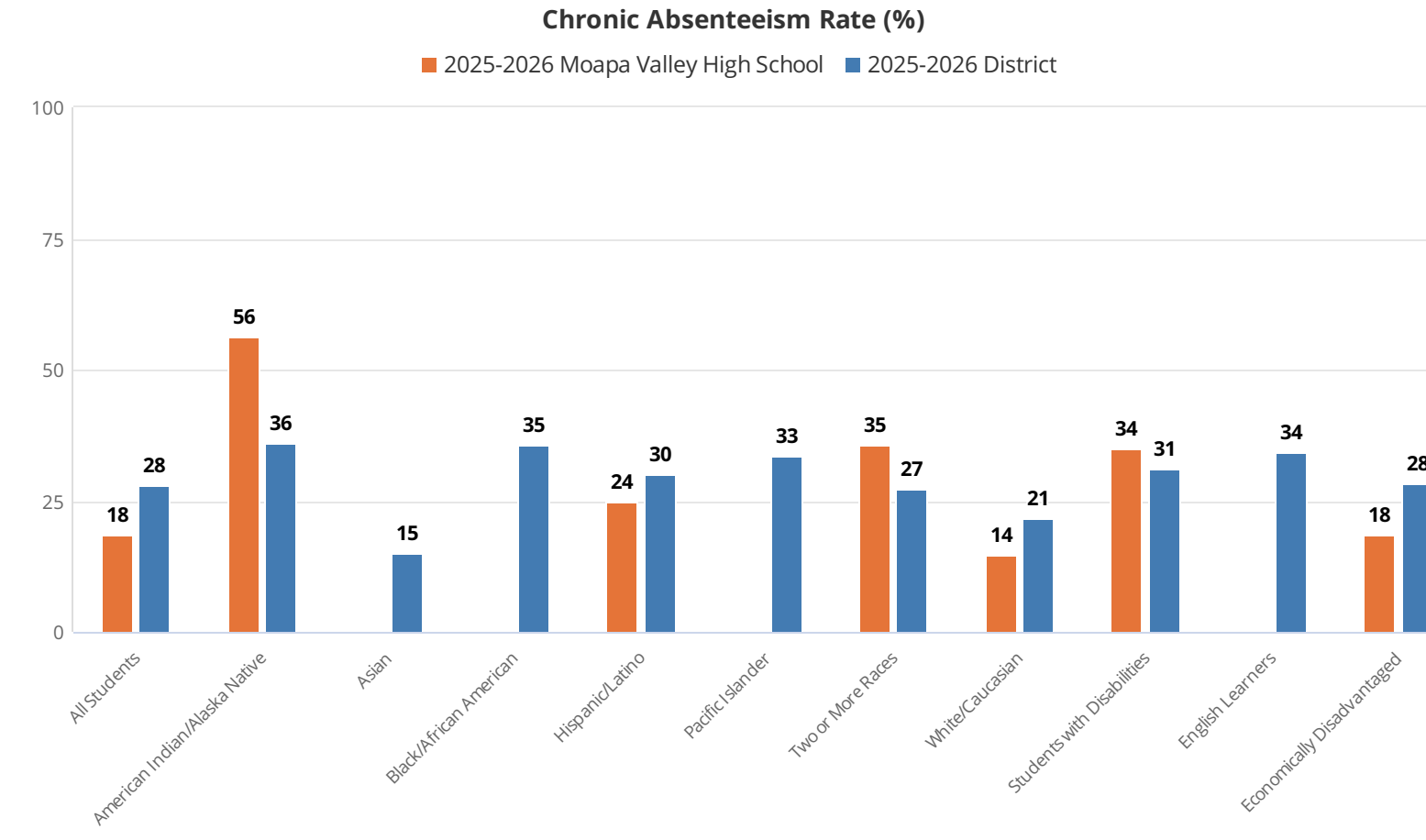
Chronic Absenteeism Points Earned: 2.5/5

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	18.5	28.1	37.2	32.5
American Indian/ Alaska Native	56.2	36	90.9	37.8
Asian	-	15.1	-	17.3
Black/ African American	-	35.8	-	39
Hispanic/ Latino	24.7	30.2	40.8	35.8
Pacific Islander	-	33.4	-	37.6
Two or More Races	35.7	27.3	31.2	31.2
White/ Caucasian	14.8	21.6	35.2	25.4
Students with Disabilities	34.8	31.2	51.5	37.5
English Learners	-	34.4	-	39.7
Economically Disadvantaged	18.5	28.3	37.2	32.9

All Students Chronic Absenteeism Percent Change: -50.2%

Points Earned by the Chronic Absenteeism Rate: NA/5

Points Earned by Chronic Absenteeism Reduction Rate: 2.5/2.5





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	96.6	87	95	85.7
American Indian/ Alaska Native	-	75.3	-	85.2
Asian	N/A	97.4	N/A	95.8
Black/ African American	-	80	N/A	80.1
Hispanic/ Latino	91.6	84.5	100	82.8
Pacific Islander	N/A	90.2	N/A	87.3
Two or More Races	-	89.9	-	89.3
White/ Caucasian	98.7	93.2	94.6	91.8
Students with Disabilities	100	83.7	93.3	82.8
English Learners	-	77.2	-	73.5
Economically Disadvantaged	96.6	87	95	85.8

