

School Level: Elementary School

Grade Levels: PK-05

District: Clark

School 4225 El Oro Street

Address: Las Vegas, NV 89121



50.5
Total Index Score

School Type: Regular

School Designation: No Designation

95% Assessment Participation: Met

Student Race/Ethnicity

9.1% White/Caucasian

10% Black/African American

74.2% Hispanic/Latino

1.4% Asian

0.5% American Indian/Alaska Native

0.5% Pacific Islander

4% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2023-2024	36.5 ★★
2022-2023	34 ★★

Additional Student Groups

26.2% English Learners

20.2% Students with Disabilities

100% Economically Disadvantaged

What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth 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 67 ★★★

At or above 67 and less than 84 ★★★★

At or above 84 ★★★★★

2024-2025 School Performance



8/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	35.9	38.8
Math Proficiency	36.8	39.6
ELA Proficiency	44.4	45.6
Science Proficiency	10.7	15.9
Read-by-Grade-3 Proficiency	49.3	43.9



20.5/35

Growth Indicator

Measure	School Median	District Median
Math MGP	65	49
ELA MGP	42	50

	School Rate	District Rate
Met Math AGP Target	47.4	37.4
Met ELA AGP Target	37.4	52.8



7/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	50	44.6



**9/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	8.2	23.7
Climate Survey Participation	89	N/A



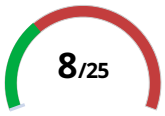
6/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	28.7	22
Prior Non-Proficient Met ELA AGP Target	26.1	41.4

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

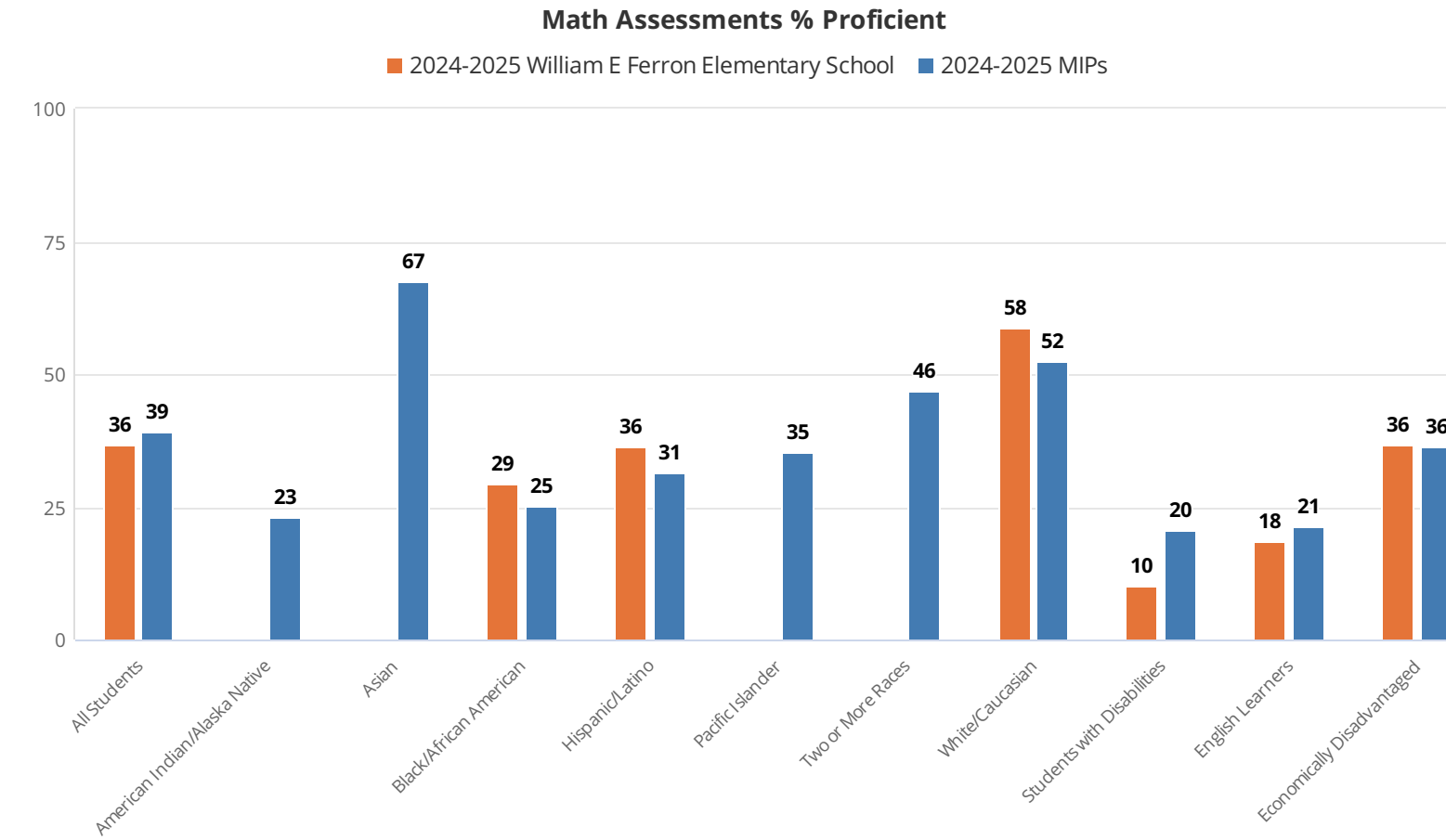
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three 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.

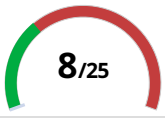
Pooled Proficiency Points Earned: 5/20

	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	35.9	38.8	32.5	35.5

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	36.8	39.6	39.2	35.2	36.7	55.8
American Indian/ Alaska Native	-	24.5	23	-	21.6	43.7
Asian	-	68.5	67.5	-	65.4	73.3
Black/ African American	29.4	23.2	25.2	11.7	20.7	42
Hispanic/ Latino	36.5	32.5	31.3	35.2	29	48.2
Pacific Islander	-	39.8	35.3	-	37.4	55.7
Two or More Races	-	49.2	46.8	-	45.1	61.6
White/ Caucasian	58.8	58	52.4	51.8	55.5	65.1
Students with Disabilities	10.2	15.1	20.5	16.6	14.7	38.8
English Learners	18.4	19.5	21.5	32	17.9	
Economically Disadvantaged	36.8	39.8	36.3	35.2	37.1	47.7





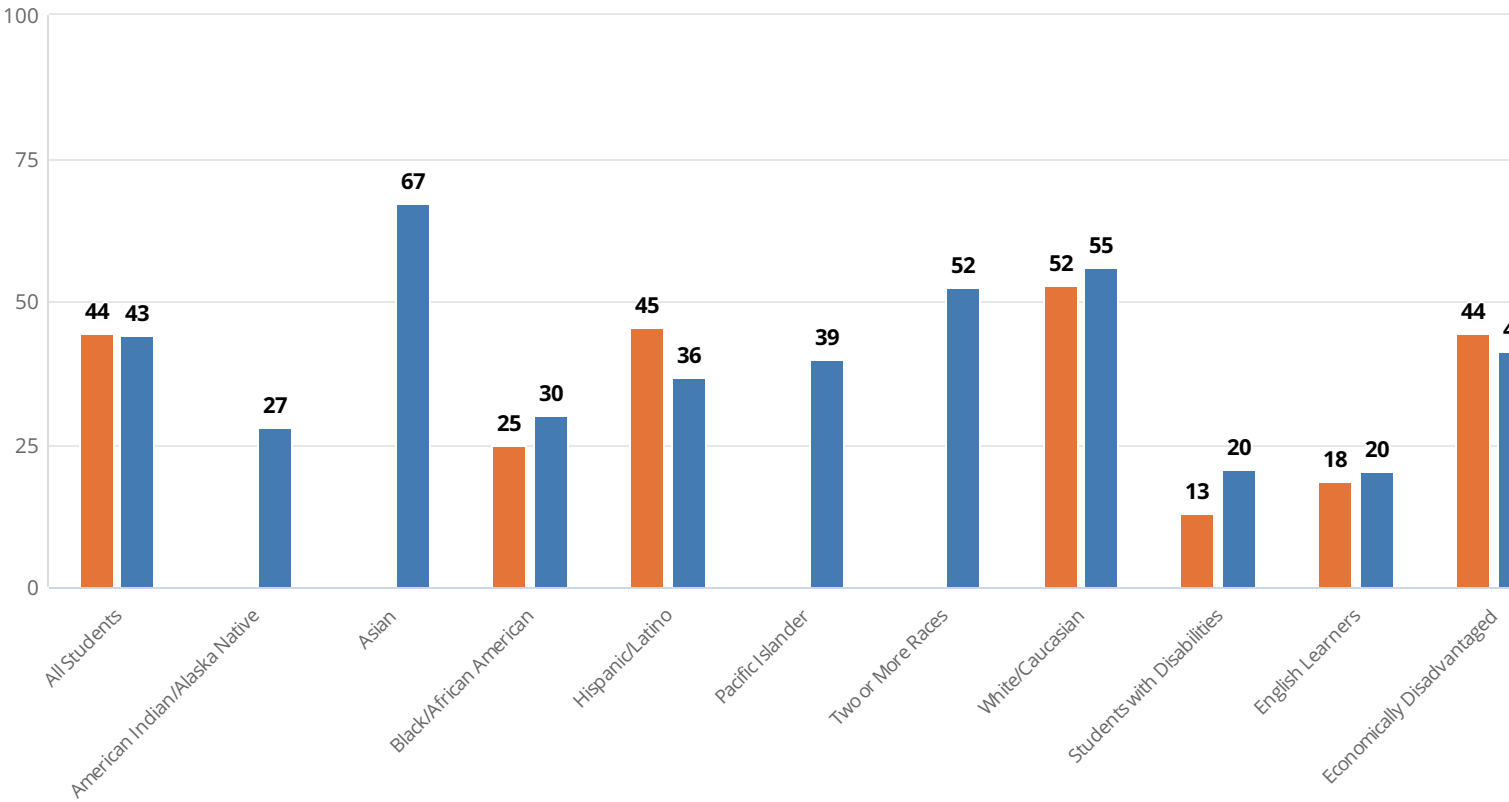
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	44.4	45.6	43.9	40	42.2	63.1
American Indian/ Alaska Native	-	33.4	27.9	-	27.2	50.7
Asian	-	68.7	67.3	-	65.6	78.9
Black/ African American	25	31	30.2	11.1	27.9	50.8
Hispanic/ Latino	45.5	38.8	36.8	40.2	35.3	55.6
Pacific Islander	-	46.4	39.7	-	41.4	63.9
Two or More Races	-	56.2	52.5	-	51.7	69.5
White/ Caucasian	52.9	63.3	55.9	56	59.1	72.1
Students with Disabilities	13.1	15.3	20.6	14.6	15.2	39.9
English Learners	18.4	18.7	20.4	21.1	17	
Economically Disadvantaged	44.4	45.6	41.3	40	42.6	54.4

ELA Assessments % Proficient

2024-2025 William E Ferron Elementary School 2024-2025 MIPs





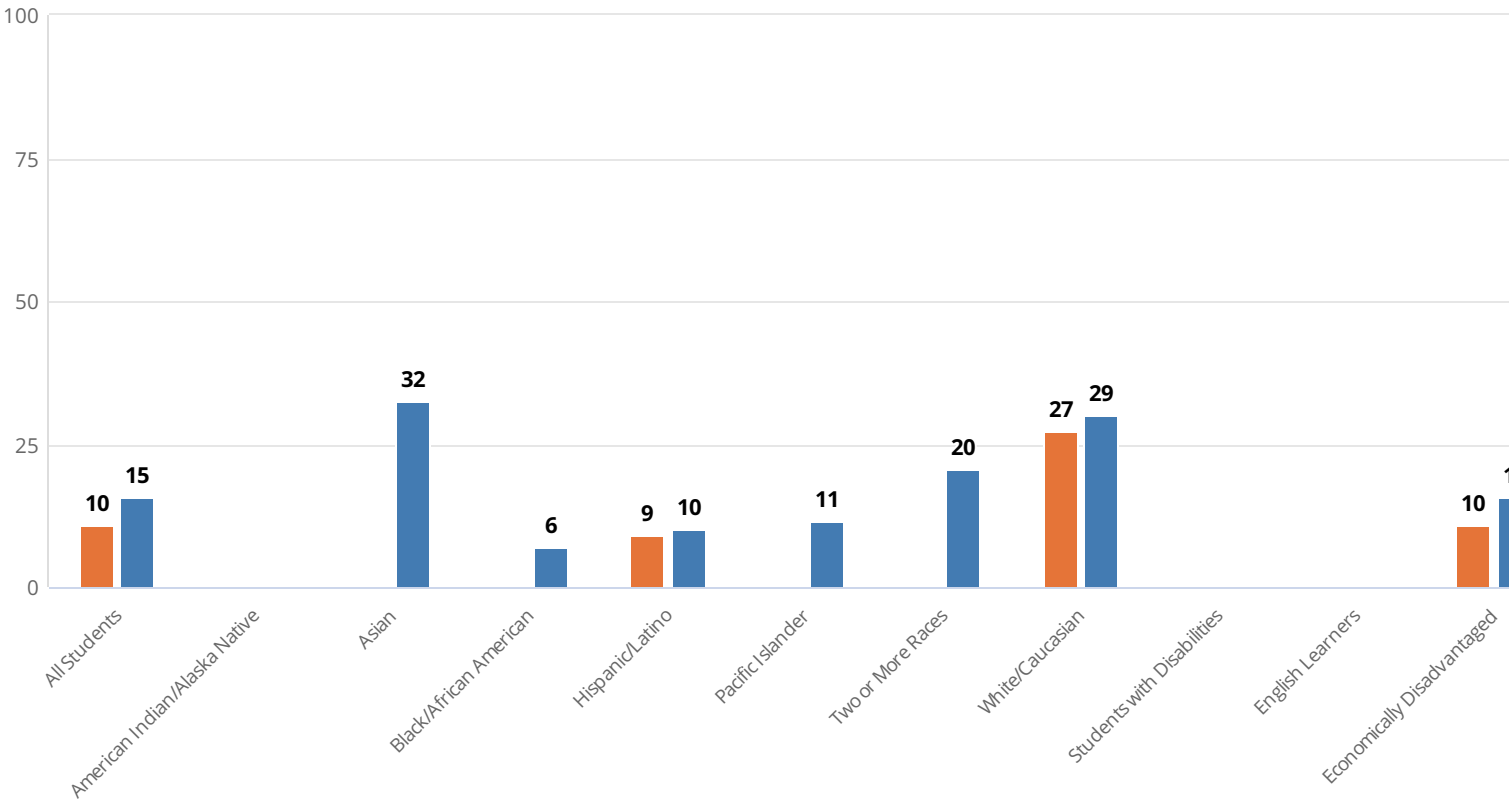
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	10.7	15.9	9.3	12.4
American Indian/ Alaska Native	N/A	<5	-	5.7
Asian	-	32.6	-	24.9
Black/ African American	<5	6.9	-	<5
Hispanic/ Latino	9	10	9.2	7.1
Pacific Islander	-	11.5	-	7.5
Two or More Races	-	20.8	-	17.9
White/ Caucasian	27.2	29.9	20	25.5
Students with Disabilities	<5	<5	5.5	<5
English Learners	<5	<5	<5	<5
Economically Disadvantaged	10.7	15.9	8.3	6.4

Science Assessments % Proficient

2024-2025 William E Ferron Elementary School 2024-2025 District



'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

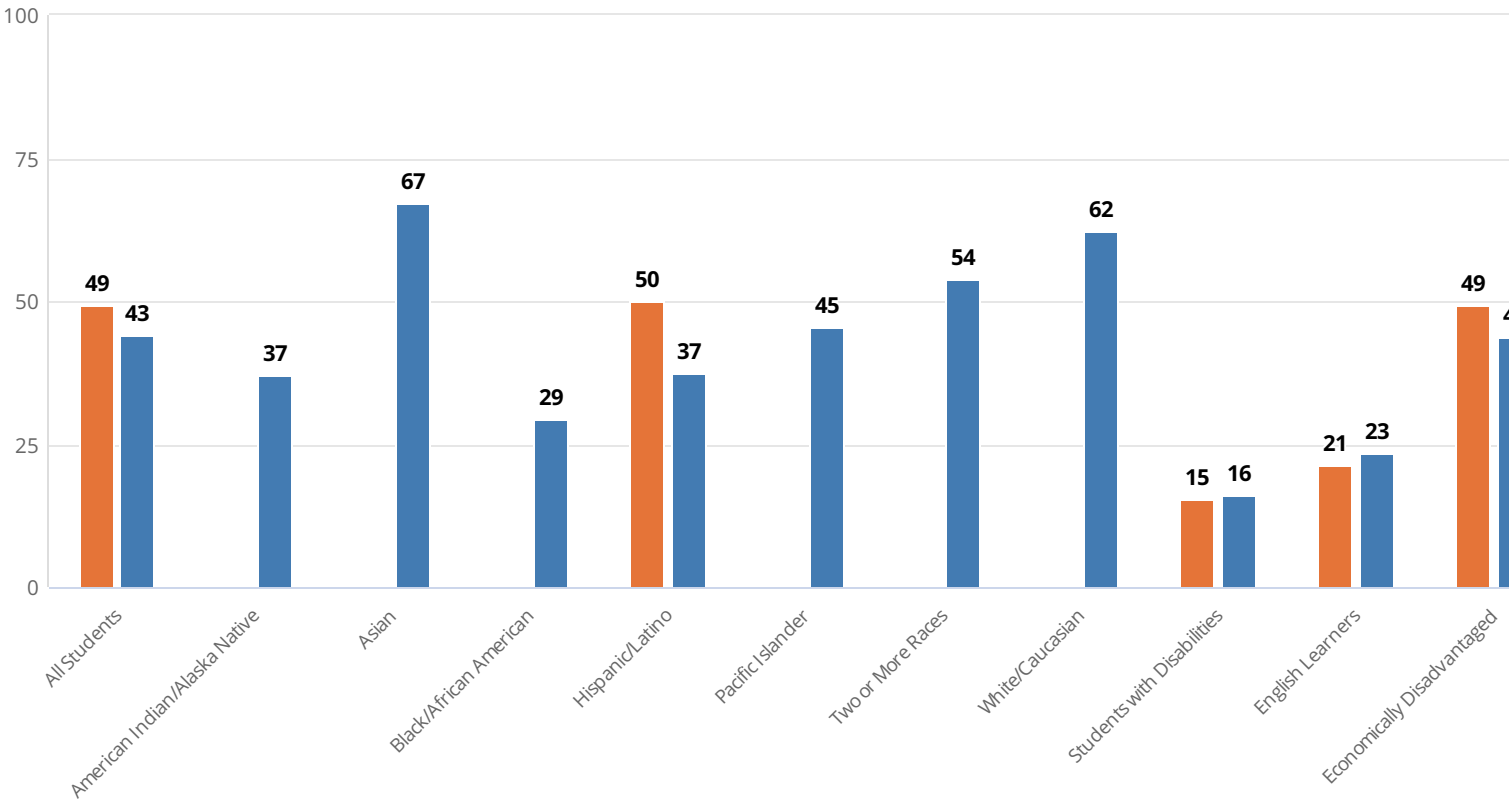
Read by Grade 3 Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	49.3	43.9	46.5	40.4
American Indian/ Alaska Native	-	37.1	N/A	16
Asian	-	67.3	N/A	63.9
Black/ African American	-	29.5	-	26.7
Hispanic/ Latino	50	37.3	51.1	33.7
Pacific Islander	N/A	45.5	-	40
Two or More Races	N/A	54	-	48.8
White/ Caucasian	-	62.2	-	57
Students with Disabilities	15.3	16.1	-	16.4
English Learners	21.4	23.4	41.1	20.4
Economically Disadvantaged	49.3	43.8	46.5	40.7

Read by Grade 3 Points Earned: 3/5

Read by Grade 3 % Proficient

2024-2025 William E Ferron Elementary School 2024-2025 District



'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

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. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



20.5/35

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

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.

MGP Growth Data		Math MGP Points Earned: 10/10				ELA MGP Points Earned: 3/10		
Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	65	49	42	50	50	51	45.5	50
American Indian/ Alaska Native	N/A	44	N/A	41	-	50	-	59
Asian	-	54	-	55	-	59	-	58
Black/ African American	55	44	42.5	45	58.5	46	50	46
Hispanic/ Latino	65.5	49	42.5	49	45.5	50	41	48
Pacific Islander	-	48	-	50	-	54	-	51
Two or More Races	-	50	-	52	-	54	-	52
White/ Caucasian	60.5	52	41.5	53	62.5	54	51	53
Students with Disabilities	56.5	43	42.5	39	39.5	43	41	40
English Learners	65	49	55	46	61.5	50	40	47
Economically Disadvantaged	65	49	42	50	50	51	45.5	50

AGP Growth Data		Math AGP Points Earned: 6.5/7.5				ELA AGP Points Earned: 1/7.5		
Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	47.4	37.4	37.4	52.8	34.7	34.5	33.5	44
American Indian/ Alaska Native	N/A	26.4	N/A	43.6	-	30.3	-	38.9
Asian	-	59.7	-	68.2	-	57.3	-	63.1
Black/ African American	25	24.4	25	42.5	10	21	36.3	32.6
Hispanic/ Latino	49	32.9	39.2	48.9	32.5	29	31.3	38.9
Pacific Islander	-	37	-	52.1	-	34.4	-	42.7
Two or More Races	-	42.6	-	60	-	41.8	-	51.8
White/ Caucasian	57.1	50	50	63	55	47.8	50	55.7
Students with Disabilities	29.1	18.6	20.8	28.7	25	16.3	9.6	21.5
English Learners	34.2	23.3	31.4	35.7	41.6	20.7	17.1	27
Economically Disadvantaged	47.4	37.7	37.4	52.8	34.7	34.7	33.5	44.2

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



English Language

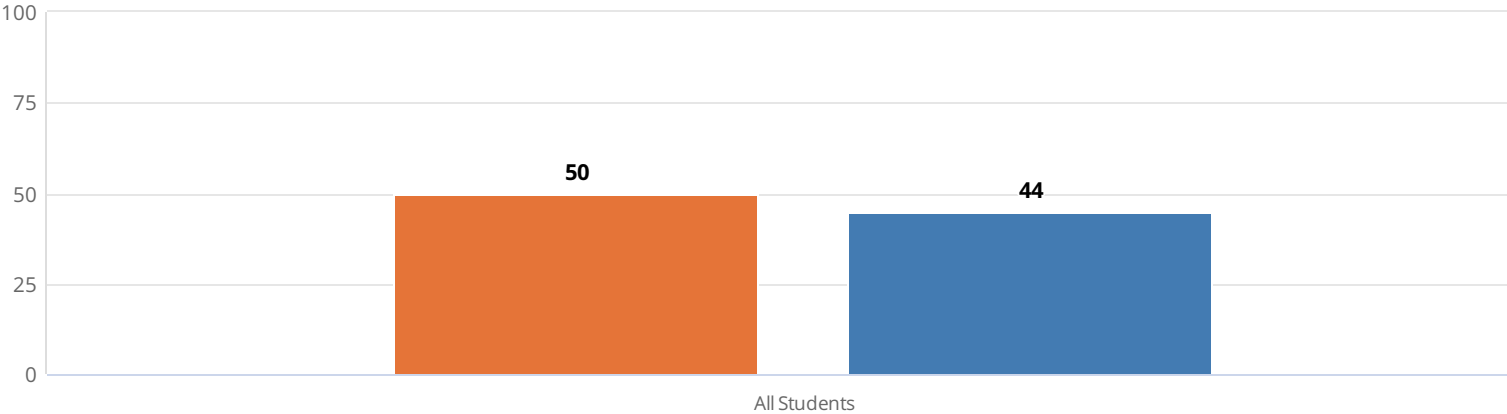
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

	2025 number of ELs With AGP	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District
	Target			Target		
ELPA	98	50	44.6	95	46.3	38.7

% English Learners Meeting AGP on WIDA

2024-2025 William E Ferron Elementary School 2024-2025 District



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. 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.

Groups	Math AGP Points Earned: 5/10				ELA AGP Points Earned: 1/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	28.7	22	26.1	41.4	20.7	19.8	22.4	29.9
American Indian/ Alaska Native	N/A	18.9	N/A	37.3	-	25.4	-	26.3
Asian	-	30.2	N/A	49.8	-	30.8	-	40
Black/ African American	18.1	15.7	20	35.6	-	13.9	30	24.2
Hispanic/ Latino	31	21.9	30.1	40.1	20	18.7	22.6	28.5
Pacific Islander	-	24.3	-	44	-	21.6	-	30.6
Two or More Races	-	24	-	47.3	-	23.8	-	36.1
White/ Caucasian	-	28.6	-	49.4	27.2	26.7	-	36.9
Students with Disabilities	19	12.6	17.3	24.1	18.5	10.1	<5	15.5
English Learners	33.3	19.4	32.3	34.5	28.5	16.7	17.2	24.7
Economically Disadvantaged	28.7	22.2	26.1	41.4	20.7	19.9	22.4	30.1



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. 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. 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: 9/10

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	8.2	23.7	11	26.9
American Indian/ Alaska Native	-	26.5	-	33.9
Asian	-	12.1	-	13.2
Black/ African American	23.6	32.6	34.1	36.9
Hispanic/ Latino	6	24.2	8.3	27.8
Pacific Islander	-	32.9	-	37.3
Two or More Races	14.2	23.7	<5	26.3
White/ Caucasian	15	17.2	10.4	19
Students with Disabilities	11	29.2	13.5	32.5
English Learners	<5	20.7	10.1	24.3
Economically Disadvantaged	8.2	23.8	11	27

All Students Chronic Absenteeism Percent Change: -25.4%

Points Earned by the Chronic Absenteeism Rate: 8/10
Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1
Points Earned by Chronic Absenteeism Reduction Rate: NA/5

