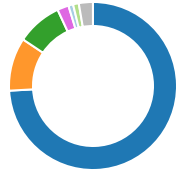
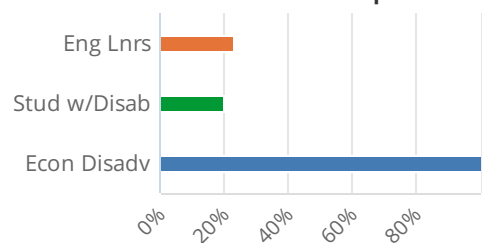


<p><i>School Level:</i> Elementary School  <i>Grade Levels:</i> PK-05  <i>District:</i> Clark  <i>School Address:</i> 4225 El Oro Street                  Las Vegas, NV 89121</p>	 <b>36.5</b> Total Index Score	<p>School Type: <i>Regular</i>                  School Designation: <i>No Designation</i>                  95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>10.2% White</li> <li>8.7% BI/Afr Am</li> <li>73.9% Hisp/Latino</li> <li>2.2% Asian</li> <li>0.9% Am Ind/AK Nat</li> <li>1.1% Pac Isl</li> <li>2.7% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>34.0 ★★</td> </tr> <tr> <td>2021-2022</td> <td>55.5 NR</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2022-2023	34.0 ★★	2021-2022	55.5 NR	<p><b>Additional Student Groups</b></p> 
School Year	Index Score/Star Rating							
2022-2023	34.0 ★★							
2021-2022	55.5 NR							

### What does my school rating mean?

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

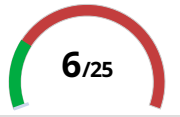
### How are school star ratings determined?

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?

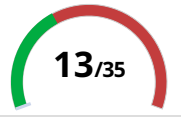
- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

### 2023-2024 School Performance




#### Academic Achievement Indicator

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>32.5</b>	35.5
Math Proficiency	35.2	36.7
ELA Proficiency	40.0	42.2
Science Proficiency	9.3	12.4
Read-by-Grade-3 Proficiency	46.5	40.4




#### Growth Indicator

Measure	School Median	District Median
Math MGP	50.0	51.0
ELA MGP	45.5	50.0
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	34.7	34.5
Met ELA AGP Target	33.5	44.0




#### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	46.3	38.7



#### Closing Opportunity Gaps Indicator

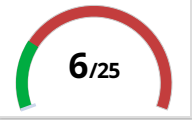
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	20.7	19.8
Prior Non-Proficient Met ELA AGP Target	22.4	29.9



#### Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	11.0	26.9
Climate Survey Participation	87.0	N/A

\*\* 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: 3/20**

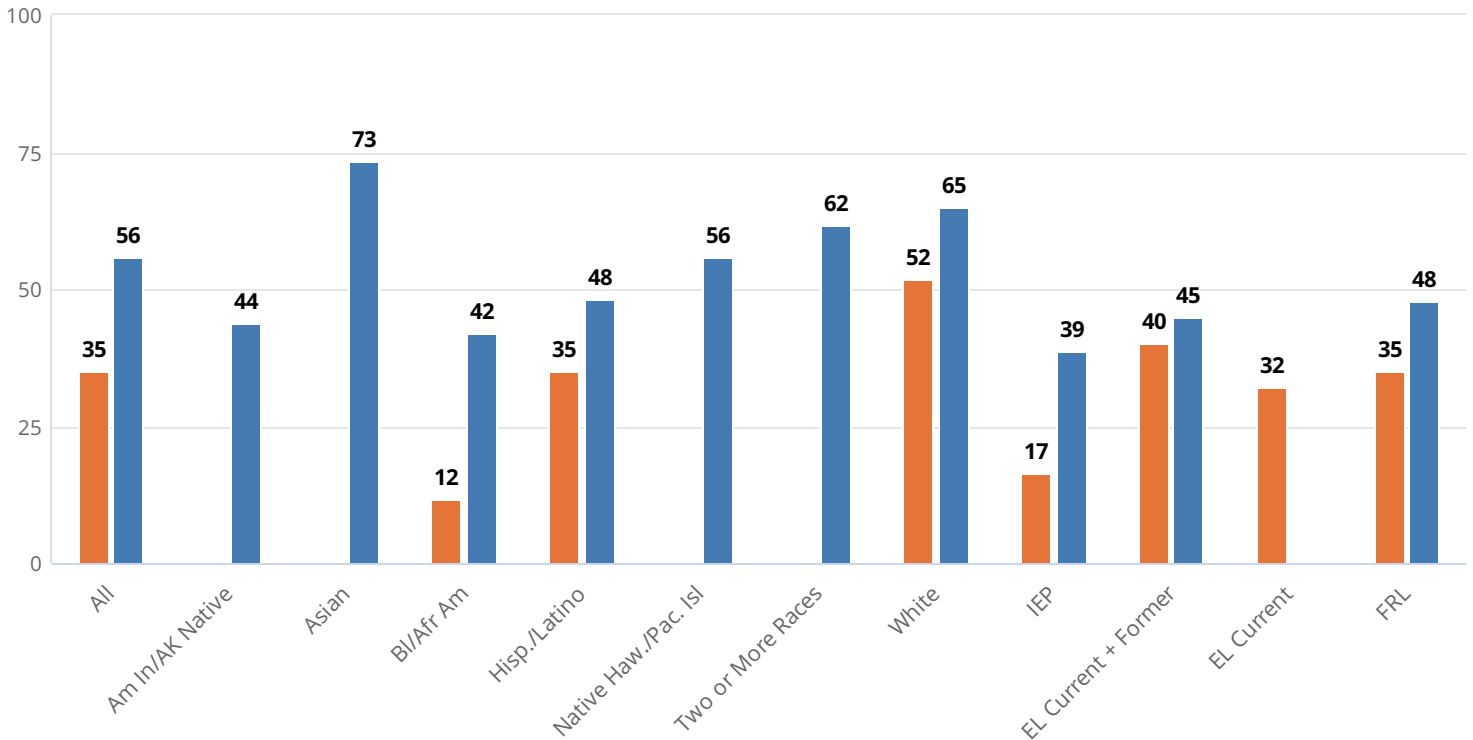
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	32.5	35.5	29.0	34.1

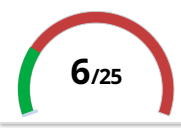
**Math Proficient**

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	35.2	36.7	55.8	30.1	33.6	53.5
American Indian/Alaska Native	-	21.6	43.7	-	23.5	40.7
Asian	-	65.4	73.3	-	61.8	71.9
Black/African American	11.7	20.7	42	18.1	17.5	38.9
Hispanic/Latino	35.2	29.0	48.2	30.5	26.1	45.5
Pacific Islander	-	37.4	55.7	-	33.9	53.4
Two or More Races	-	45.1	61.6	-	42.4	59.6
White/Caucasian	51.8	55.5	65.1	44.4	51.6	63.3
Special Education	16.6	14.7	38.8	13.0	13.9	35.5
English Learners Current + Former	40.2	26.2	44.9	28.2	23.8	42
English Learners Current	32.0	17.9		25.4	16.5	
Economically Disadvantaged	35.2	37.1	47.7	24.1	23.4	44.9

**Math Assessments  
% Proficient**

■ 2023-2024 Ferron, William E ES ■ 2023-2024 Mips



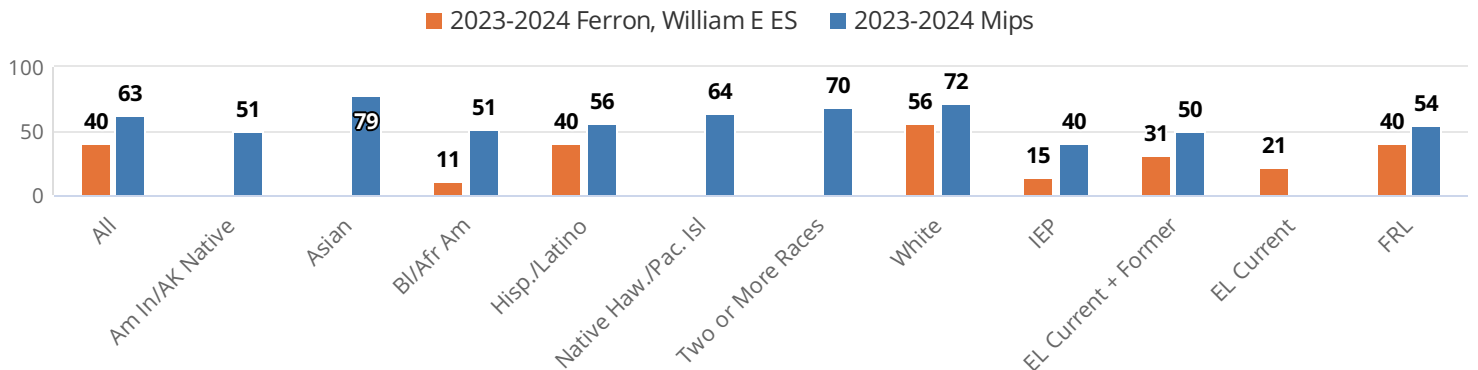


**Academic Achievement**

**ELA Proficient**

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	40.0	42.2	63.1	34.5	40.6	61.2
American Indian/Alaska Native	-	27.2	50.7	-	33.1	48.1
Asian	-	65.6	78.9	-	64.2	77.8
Black/African American	11.1	27.9	50.8	17.3	25.7	48.2
Hispanic/Latino	40.2	35.3	55.6	33.8	33.7	53.2
Pacific Islander	-	41.4	63.9	-	39.8	62
Two or More Races	-	51.7	69.5	30.0	50.4	67.9
White/Caucasian	56.0	59.1	72.1	51.8	57.4	70.6
Special Education	14.6	15.2	39.9	13.0	14.9	36.8
English Learners Current + Former	31.2	28.2	49.8	31.2	27.9	47.2
English Learners Current	21.1	17.0		19.6	17.8	
Economically Disadvantaged	40.0	42.6	54.4	29.0	30.2	51.9

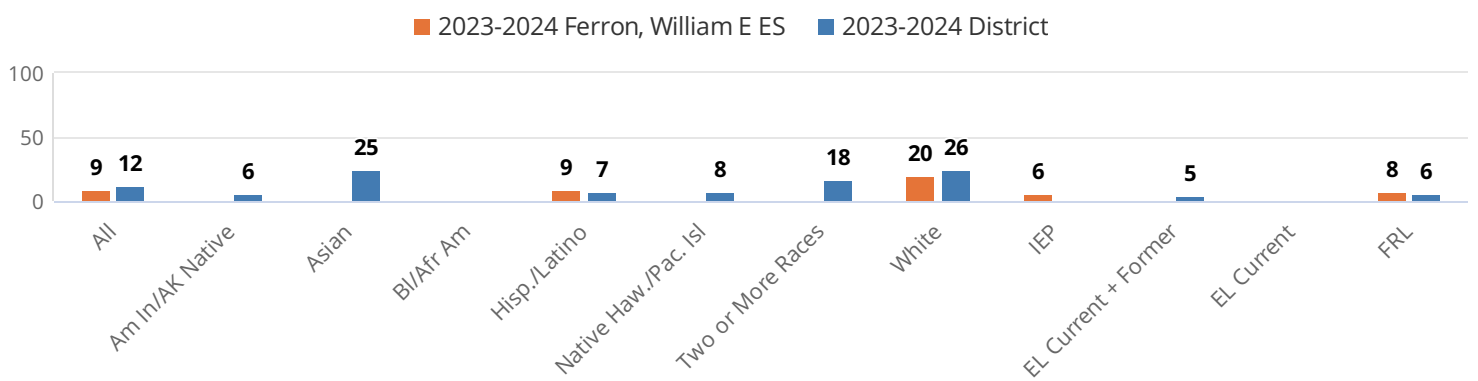
**ELA Assessments % Proficient**

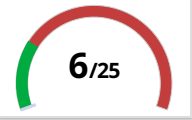


**Science Proficient**

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	9.3	12.4	9.5	16.7
American Indian/Alaska Native	-	5.7	N/A	15.7
Asian	-	24.9	-	34.0
Black/African American	-	<5	-	7.0
Hispanic/Latino	9.2	7.1	9.4	11.0
Pacific Islander	-	7.5	N/A	13.9
Two or More Races	-	17.9	-	21.4
White/Caucasian	20.0	25.5	-	31.2
Special Education	5.5	<5	6.6	<5
English Learners Current + Former	<5	5.1	6.0	8.5
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	8.3	6.4	7.1	9.4

**Science Assessments % Proficient**





Academic Achievement

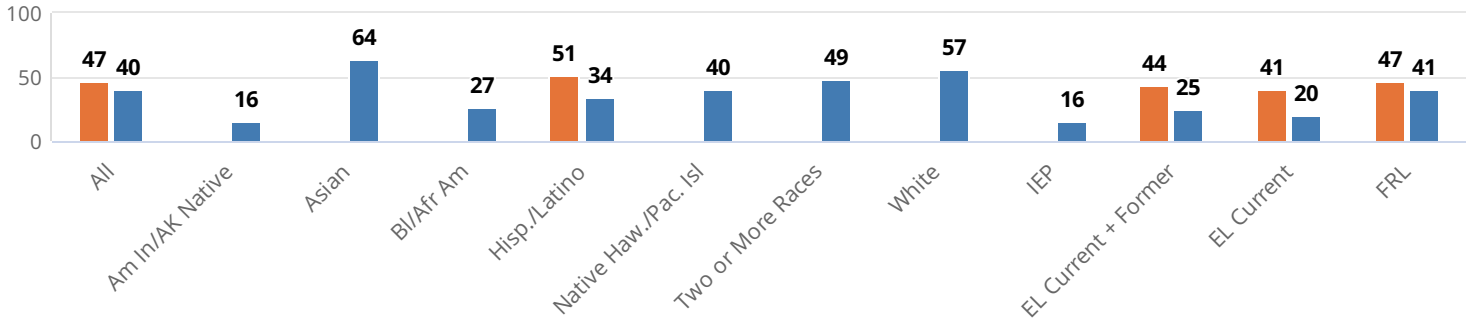
Read by Grade 3 Proficient

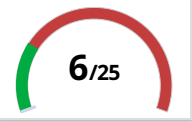
Read by Grade 3 Points Earned: 3/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	46.5	40.4	44.7	39.8
American Indian/Alaska Native	N/A	16.0	N/A	30.0
Asian	N/A	63.9	-	63.0
Black/African American	-	26.7	-	25.5
Hispanic/Latino	51.1	33.7	45.2	32.5
Pacific Islander	-	40.0	-	39.3
Two or More Races	-	48.8	-	50.6
White/Caucasian	-	57.0	60.0	55.3
Special Education	-	16.4	13.3	16.4
English Learners Current + Former	44.4	25.1	45.4	27.3
English Learners Current	41.1	20.4	45.4	23.0
Economically Disadvantaged	46.5	40.7	38.4	29.7

Read by Grade 3 % Proficient

2023-2024 Ferron, William E ES 2023-2024 District





**Academic Achievement**

**Participation on State Assessments**

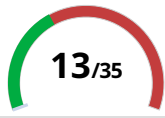
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will 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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'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 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: 5/10**

**ELA MGP Points Earned: 4/10**

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	50.0	51.0	45.5	50.0	50.0	51.0	53.5	50.0
American Indian/Alaska Native	-	50.0	-	59.0	-	55.0	-	46.0
Asian	-	59.0	-	58.0	-	62.0	-	60.0
Black/African American	58.5	46.0	50.0	46.0	68.0	46.0	53.0	45.0
Hispanic/Latino	45.5	50.0	41.0	48.0	48.5	50.0	55.0	49.0
Pacific Islander	-	54.0	-	51.0	N/A	50.0	N/A	50.0
Two or More Races	-	54.0	-	52.0	-	53.0	-	51.0
White/Caucasian	62.5	54.0	51.0	53.0	51.5	55.0	55.0	54.0
Special Education	39.5	43.0	41.0	40.0	46.0	43.0	49.0	40.0
English Learners Current + Former	56.0	51.0	41.0	49.0	48.0	51.0	57.0	50.0
English Learners Current	61.5	50.0	40.0	47.0	58.0	49.0	55.0	47.0
Economically Disadvantaged	50.0	51.0	45.5	50.0	50.0	49.0	56.0	48.0

**AGP Growth Data**

**Math AGP Points Earned: 3.5/7.5**

**ELA AGP Points Earned: 0.5/7.5**

Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	34.7	34.5	33.5	44.0	36.4	36.9	37.0	42.8
American Indian/Alaska Native	-	30.3	-	38.9	-	33.3	-	36.5
Asian	-	57.3	-	63.1	-	58.9	-	63.5
Black/African American	10.0	21.0	36.3	32.6	23.5	23.1	17.6	31.5
Hispanic/Latino	32.5	29.0	31.3	38.9	38.1	31.7	39.3	37.8
Pacific Islander	-	34.4	-	42.7	N/A	36.3	N/A	43.7
Two or More Races	-	41.8	-	51.8	-	43.2	-	48.1
White/Caucasian	55.0	47.8	50.0	55.7	42.8	51.0	42.8	55.2
Special Education	25.0	16.3	9.6	21.5	22.2	17.7	18.5	21.7
English Learners Current + Former	45.8	28.6	24.4	36.4	34.6	30.7	41.1	35.0
English Learners Current	41.6	20.7	17.1	27.0	32.2	22.8	27.2	26.2
Economically Disadvantaged	34.7	34.7	33.5	44.2	34.2	29.0	36.2	35.4

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



English Language

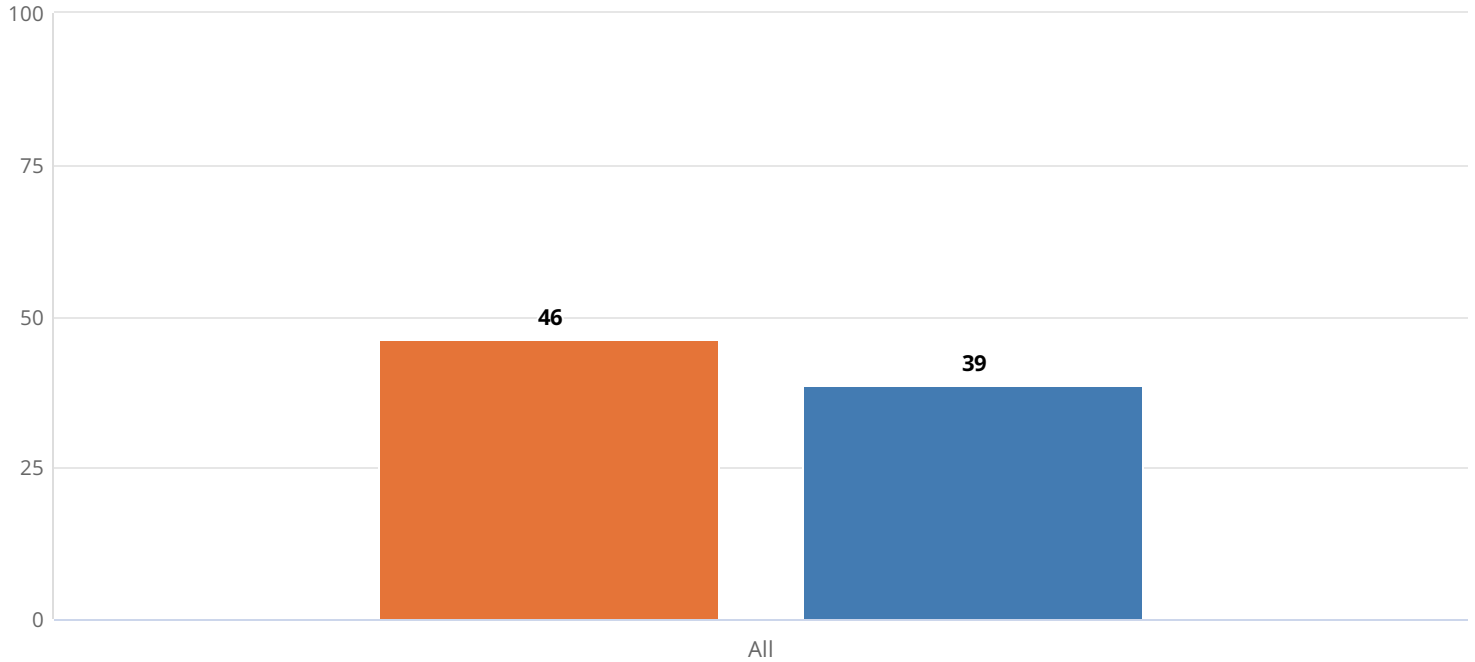
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 6/10

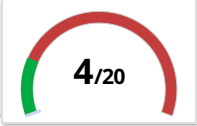
	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	95	46.3	38.7	90	41.1	34.9

% English Learners Meeting AGP on WIDA

■ 2023-2024 Ferron, William E ES ■ 2023-2024 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.

**Math AGP Points Earned: 3/10      ELA AGP Points Earned: 1/10**

Groups	2024		2024		2023		2023	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	20.7	19.8	22.4	29.9	30.0	23.5	28.6	29.1
American Indian/Alaska Native	-	25.4	-	26.3	-	20.0	-	24.0
Asian	-	30.8	-	40.0	-	36.9	-	44.0
Black/African American	-	13.9	30.0	24.2	26.6	16.7	12.5	23.6
Hispanic/Latino	20.0	18.7	22.6	28.5	34.0	22.7	33.6	27.8
Pacific Islander	-	21.6	-	30.6	N/A	26.6	N/A	31.4
Two or More Races	-	23.8	-	36.1	-	25.9	-	32.3
White/Caucasian	27.2	26.7	-	36.9	20.0	30.7	-	36.2
Special Education	18.5	10.1	<5	15.5	16.6	11.2	<5	15.4
English Learners Current + Former	28.1	18.4	18.7	27.0	28.1	22.1	32.4	26.3
English Learners Current	28.5	16.7	17.2	24.7	23.0	19.1	27.2	23.8
Economically Disadvantaged	20.7	19.9	22.4	30.1	28.5	20.6	31.3	26.5

'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 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 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**

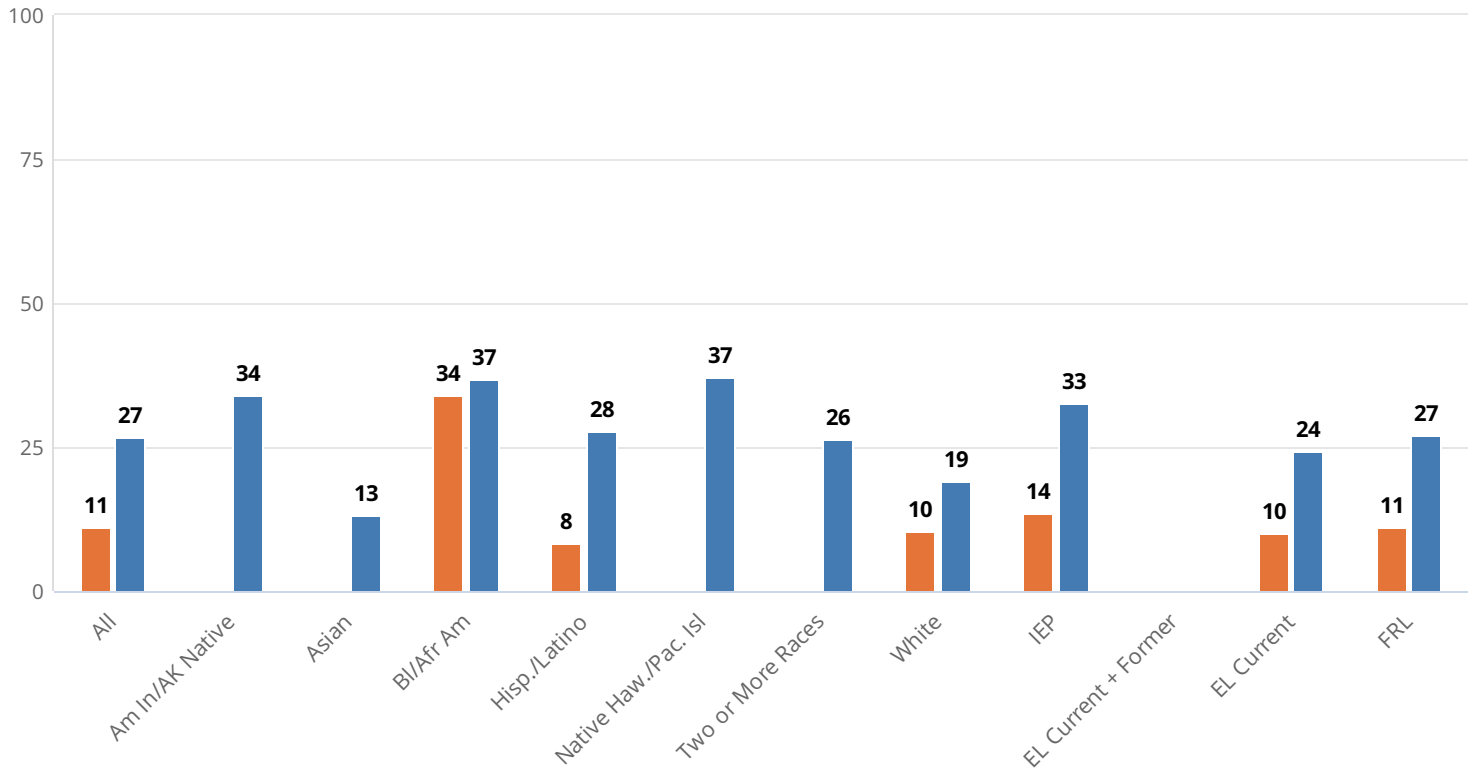
**Chronic Absenteeism Points Earned: 6.5/10**

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	11.0	26.9	24.0	31.8
American Indian/Alaska Native	-	33.9	-	40.5
Asian	-	13.2	15.3	16.7
Black/African American	34.1	36.9	38.0	39.7
Hispanic/Latino	8.3	27.8	20.9	33.9
Pacific Islander	-	37.3	-	39.6
Two or More Races	<5	26.3	46.6	30.5
White/Caucasian	10.4	19.0	25.4	23.4
Special Education	13.5	32.5	30.1	36.5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	10.1	24.3	14.1	30.0
Economically Disadvantaged	11.0	27.0	24.0	31.8

**Reducing Chronic Absenteeism by 10% Points Earned: 1**

Chronic Absenteeism Rate (%)

2023-2024 Ferron, William E ES    2023-2024 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.