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Expanding Student Opportunities: Prime 6 Program Review, Clark County School District, Las Vegas, Nevada

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Proyecto Derechos Civiles

Expanding Student Opportunities

Prime 6 Program Review Clark County School District Las Vegas, Nevada

by
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Introduction by Gary Orfield

June 2009

CCSD PRIME 6 REVIEW

TABLE OF CONTENTS

I.	Introduction by Gary Orfield	Page 3
II.	Background	Page 9
III.	Key Findings	Page 12
IV.	District-wide School Population Change by Race/Ethnicity, 1987-2006	Page 15
V.	Demographic Composition of Prime 6 Schools, Grades 1-5, 2001-2007	Page 17
VI.	School Enrollment Patterns of Students from the Prime 6 Area	Page 21
VII.	Teacher Experience at Prime 6 Schools	Page 26
VIII.	Student Test Score Outcomes	Page 27
IX.	AYP & INOI Designation of Prime 6 Schools 2003-2008	Page 32
X.	Suggestions for Further Research	Page 33
	APPENDIX*	

*The appendix is provided in a separate document.

CCSD PRIME 6 REVIEW

I. INTRODUCTION by Gary Orfield

The Clark County school district promised the leaders of the West Las Vegas region of the “Prime Six schools,” which includes important areas of African American settlement, that it would make a serious effort to provide equal education for students in those schools. In spite of substantial investments over the years, the results have been disappointing. Because of this, the District took the unusual step of asking for an independent assessment of the area’s trends in population, educational choice and educational success. District officials produced the data we requested for this task and made no attempt to control this report. They should be commended for risking an outside evaluation of a very sensitive subject. Too often districts wait until problems become massive and the community becomes polarized before seriously recognizing a problem. When this data was initially presented to the district’s senior staff by our research team, with the participation of two national experts on these issues, Professor Robert Peterkin of Harvard and Professor William Trent of the University of Illinois, we were all impressed by the frank and wide-ranging discussion by the district’s top administrators concerning the need to find ways to produce better results.

The following statistical report, prepared by three researchers working under my supervision, shows the trends in enrollment, the patterns of choice by students of different races and income, enrollment patterns of the various schools, and test scores of students enrolled in different schools. It offers very useful information and shows relationships that are troubling, but the authors have carefully resisted offering recommendations that may go beyond the data made available to them.

My role in this introduction is to interpret the findings and raise the questions the district leaders need to resolve. As someone who has observed many similar situations over a multitude of years, and who is very familiar with the research on issues of desegregation, choice, demographic change and educational inequality, my task is to vouch for the credibility of the statistical research and to suggest what implications can be drawn from not only this data but also from a large body of research on the impact of school composition and the operation of choice plans with varying degrees of effectiveness and fairness. My role is not to offer a solution but to raise questions that--when answered by local leaders--can produce a better plan.

This research is accurate. It relies on data from the school district and federal government. The analysis was carefully performed by a diverse group of young scholars in sociology and education at UCLA. This was an interracial group of African American, Latina, and white researchers who collaborated effectively in this work and it was reviewed for factual accuracy by district experts. The lead researcher has just been honored by being hired as an Assistant Professor at the University of Southern California, something very rare in a year with very few new academic jobs. The team has provided essential raw material for discussion by leaders of the Clark County. They have reported facts that are disturbing and need to be confronted.

CCSD PRIME 6 REVIEW

My observations are based on looking at their raw statistics and asking for further computations, from some familiarity with the district, and from extensive work on closely related issues in other cities and at the national level for many years. I have visited Clark County on several occasions, we have computed statewide segregation measures for Nevada many times, and we conducted a survey of Clark County teachers in the 1990s. I have had the privilege of speaking on issues of school reform to many teachers and administrators at the districts "Expectations" conferences. I have not, however, done independent on-the-ground research in the Prime Six area. For this reason, I am not going to offer observations or conclusions about any particular school or program, only on the statistical patterns and what I see as their implications and the questions the district needs to answer to be sure that the students get a fair chance and the neighborhood has a good future.

All of the schools in Prime Six have populations that are very poor with virtually no students whose family income is above the free lunch level; there are almost no white students attending these schools. Across the country, there are a handful of remarkable schools that manage to produce high achievement in the face of all the problems of intense, isolated and persistent poverty. But the vast majority of such schools perform poorly because the children come to kindergarten far behind, many are lacking basic essentials at home, health care is inadequate, the families often face involuntary moves or even homelessness, and experienced teachers typically leave such schools, which are often threatened by state and federal sanctions. None of the Prime Six schools are among those rare "break-the-mold" schools that produce strong results in the face of such entrenched problems. Most Prime Six schools have failed to meet the goals of NCLB.

Obviously, the Prime Six schools have been the subject of special interest by the district for some years and are particularly important to the district's African American community. Yet, in spite of a variety of efforts, substantial expenditures, and two of the schools making Adequate Yearly Progress under No Child Left Behind, the schools have extremely disadvantaged and isolated student bodies. Their intense double segregation by race and poverty is linked to achievement scores seriously behind the district's average performance both for total enrollment and for black and Latino students.

Although the Prime Six area is a historic center of African American settlement, it is now an area with two large disadvantaged groups of students, one black and one Latino. Often within African American communities, although surveys show the large majority of parents typically prefer integrated schools, there is a debate about whether or not it might be better to try black-controlled schools. There have been many efforts to do that in various districts since the 1960s, with very little lasting success, because of the problems of isolated and persistent poverty. Now, in any case, it is also usually impossible to follow this course in the Western states because historically black neighborhoods are experiencing dramatic growth in the Latino population and large shares of the black population are moving from inner cities into suburbs. As a result, the number of schools with African American majorities has declined sharply. Statistics we have produced show that across the entire Western United States, African American students segregated from whites are in schools with twice as many Latinos as fellow

CCSD PRIME 6 REVIEW

African Americans and this pattern is intensifying. The trends in Prime Six are definitely moving in that direction. There are no overwhelmingly black schools now, there are now as many Latinos as African Americans in the community, and the population trends in the lower grades show continuing change. That means that a total return to neighborhood schools, transferring back all students who left, would not produce African American schools but schools divided between African Americans and Latinos, most of whom are ELL's. This return to neighborhood schools would result in a declining minority status for African American students if the existing trends in births and housing change continue. Only a very small minority of students now transfer out, and there is no assurance that they would be willing, in any case, to enroll in Prime Six schools if transfers were ended.

The transfer patterns are disturbing. The students who are not poor are substantially more likely to transfer out. Transfer to higher achieving schools is an important opportunity for students performing poorly in low performing schools. It usually produces both academic gains and greater likelihood of graduating and going to college, if the transfer is to a school with higher achievement and graduation levels. Research shows that schools have more powerful impacts on low income and disadvantaged children because there are fewer opportunities in their homes and neighborhoods than middle class children experience. Yet the low-income students of color are the least likely to transfer and are remaining in schools that do not attract transfers from elsewhere. The "assigned schools" and the magnet schools are performing at substantially higher levels, yet many better schools to where students have a right to transfer are receiving zero transfers. The great majority of impoverished African American and Latino students remain in their low achieving Prime Six school. Research shows that such enrollment patterns tend to reflect the lack of information and understanding of the choice systems by many parents living in poverty. When parents receive good information about the relative academic standing of schools and they and their children are welcomed in better schools, substantial numbers are likely to transfer.

The area now has two schools on track to become segregated Latino schools, which could face triple segregation by ethnicity, 100 percent poverty, and growing linguistic segregation. One third of the Prime Six students are already classified as ELLs. Only an extremely small fraction of such schools across the country produce high level academic achievement and there are none now in this region. If these trends continue, such segregation will expand. The developing pattern requires action to forestall this likely outcome.

Scores of studies over the past forty years has found over and over again that childrens' academic achievement, measured by both tests and by graduation rates, is linked to problems connected with poverty, including instability of enrollment, untreated health and emotional problems, low parental education, and many other sources of inequality. School quality matters most for low income and minority children who have fewer educational resources at home and in the community. Access to good schools and teachers is very important. Under pure neighborhood school plans, blacks and Latinos overwhelmingly end up in concentrated poverty schools with weak academic

CCSD PRIME 6 REVIEW

performance and whites end up in middle class schools with more experienced teachers and higher levels of competition. Minority students who transfer out from the Prime Six schools do better than those who remain, though their scores are still relatively low.

There is powerful evidence that children's academic success is affected by their relationships with other children in the school. If the school has many academically prepared students performing well, planning on college, and positively oriented toward school and academic achievement, disadvantaged children tend to perform better and graduate at higher rates.

Research consistently shows that poor families have the least information about and networks to schools in other areas and are least likely to exercise choice, unless there is a strong parent information system and personal connections with the receiving schools. The total absence of even a single transfer student in many of the assigned schools, which have better performance than the Prime Six schools, means that these conditions probably do not exist.

In research for a faculty seminar at Harvard (which produced the book, *Who Chooses? Who Loses?*), and in many other studies around the world, it is clear that in a choice plan without strong information and equity provisions, more educated and affluent parents will have far more information about the alternatives and better understanding of the system. Too often, choice plans without strong outreach and recruitment produce choice mostly for the students who have the greatest home advantages. The existing choice effects in the Prime Six area actually slightly increase race and poverty segregation for the students there, rather than produce better opportunities for those most in need.

Teacher quality plays an extremely important role in shaping school opportunities, but the Prime Six schools have much less success in holding experienced teachers. Teacher experience and quality of training are the most important resource a school possesses.

In most of the Prime Six schools, the parents have a federal right to transfer their children from schools failing to meet AYP. The district apparently does not, however, have adequate information and recruitment efforts to help them make good choices and very few of the eligible students transfer.

Issues to Consider

It is impossible to mandate attendance at neighborhood schools, given the NCLB requirements, which means that students in schools not meeting Adequate Yearly Progress must be given transfer opportunities. It is also very unlikely that the district would be successful in reassigning students--who now have chosen to leave--back to weaker neighborhood schools. Our research suggests that a significant number would very likely leave the public schools or the neighborhood.

CCSD PRIME 6 REVIEW

How can the choice system be improved? Parent information and recruitment are critical, and so is a genuine welcome from the staff in assigned and magnet schools. An improved choice plan should answer these questions: What would be the elements of a plan with good recruitment and support for transfers by nonwhite students? What can be done to create positive, welcoming conditions at the assigned schools? What should be the requirements and incentives that would lead to more welcoming receiving schools? It is not healthy in the long run that choices focus only on two schools. How can the transfer patterns be broadened?

The magnet schools are obviously performing better and attracting better students and retaining teachers. Can the magnets be expanded? Can any of the existing schools be converted to one or more additional magnets and can outreach from magnets to local black and Latino families be improved?

What kind of incentives, support, or improved conditions could be offered to hold good teachers in the Prime Six schools? A survey of teachers in the area would doubtless disclose what teachers see as primary obstacles and what they would see as strong encouragement to stay and help develop stronger schools.

How can the special history of Las Vegas' African American community be respected and reflected in the operations of schools within the area and in schools to which students may transfer?

There are many impressions about what parents want and would respond to in the region, but little solid information exists. Should the district survey parents in the region and in the receiving schools to learn more about their knowledge of the schools, their priorities, their goals for their children, and what they think would create the most positive choices for their children? Focus groups and a good survey could provide a much stronger basis for future planning that takes into account the community perspective.

How can the issues of black-Latino relationships be most successfully worked out in these schools? In school districts that have neglected these issues, they often have had to deal with serious conflicts. Does the district have a strategy for training teachers in the human relations and multicultural education dimensions of such schools? Is there an opportunity to create a dual immersion school that would begin to treat the language issue as a resource, instead of just an educational challenge, and would involve each group of students helping the other to learn another language?

Should there be intense investment in research-based strategies on high quality early childhood education and on the few other interventions for which relatively clear evidence exists? Why have the existing efforts fallen short?

I believe that there are good answers to these questions and effective leaders in the district who can provide them. The important thing will be to do this in a thoughtful way, to realize that no plan will ever be supported by everyone in the short run, to carefully consider parents' views, and to make a decision and follow it through. The

CCSD PRIME 6 REVIEW

district showed leadership in commissioning an independent study. I believe it has the talent to create a plan that would expand opportunity and improve the education of children in the Prime Six region.

CCSD PRIME 6 REVIEW

II. BACKGROUND

The 1954 United States Supreme Court *Brown v. Board of Education* decision established that separate schooling is inherently unequal. However, over 50 years later, Latinos and African-American students experience comparable if not worse schooling conditions. Schools remain highly unequal, where segregated African-American and Latino students are more likely than their White and Asian counterparts to have less prepared teachers and classmates, suffer from poor access to rigorous curriculum, attend schools with inadequate facilities, and perform poorly on measures of academic achievement. African-American and Latino students are not only segregated by race, but also by poverty. School segregation by race and poverty contributes to the poor academic performance and low educational attainment of African-American and Latino students. In *Reviving the Goal of an Integrated Society: A 21st Century Challenge*, Professor Gary Orfield of the UCLA Civil Rights Project explains that the negative outcomes of school segregation are not the result of “any defect of nonwhite students and parents, who have the same basic goals as whites, but on a system of segregation by race, poverty, and, increasingly, language, where nonwhite students rarely receive similar opportunities” (Orfield, 2009, p. 4).

Unfortunately, desegregation plans have been systematically shut down due to the loss of federal aid for voluntary integration efforts and Supreme Court decisions that have undermined the spirit of *Brown*. The dismally segregated state of public education can be attributed to our dissolving commitment to civil rights policy and insufficient support for housing and school reform efforts that facilitate educational and societal integration.

The Clark County School District and the Prime 6 Program

This report provides a review of the Prime 6 Program, a Clark County School District initiative targeting students in West Las Vegas, a historically African-American area of the County. Implemented in 1994, the initial proposal aimed to enhance learning opportunities in culturally and racially diverse school settings. The Prime 6 Program modified CCSD’s prior desegregation plan while increasing families’ school choice options. The Prime 6 Program was implemented on the assumption that “elementary neighborhood schools are a viable and realistic educational concept” and that “all students should have the option to remain within their attendance neighborhoods” (Prime 6 Educational Proposal, 1992, p. A-3).

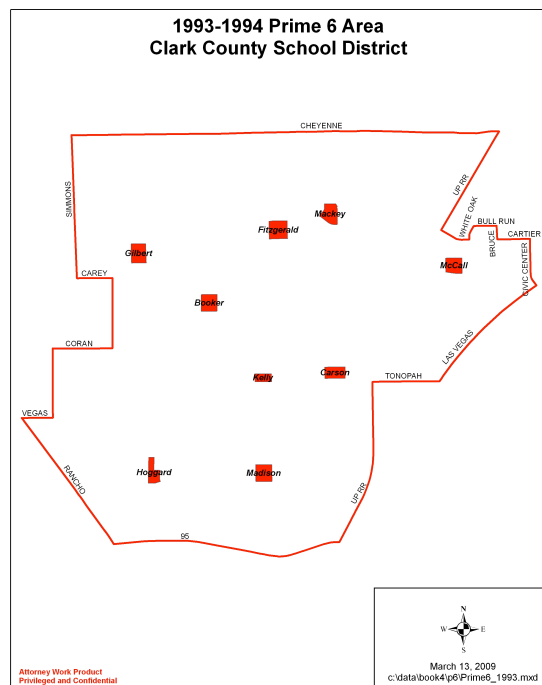
Today, six schools in West Las Vegas participate in the Prime 6 program. They are Booker Elementary, Carson Elementary, Fitzgerald Elementary, Kelly Elementary, McCall Elementary, and Wendell Williams Elementary. Pre-K and Kindergarten students living near these six schools attend their local neighborhood school. Starting in Grade 1, students are assigned to a school outside of West Las Vegas, but families have several options regarding where they can send their children to school. Children in grades 1-5 residing in a Prime 6 kindergarten attendance area may:

1. Enroll in their “Assigned” school outside of West Las Vegas;

CCSD PRIME 6 REVIEW

2. Enroll in a school outside of their local community to which they were not assigned (based on NCLB requirements, space availability, racial/ethnic make-up, and access to transportation, and other considerations);
3. Enroll in a Prime 6 school that they attended in Pre K or kindergarten;
4. Enroll in another Prime 6 school;
5. Enroll in a Magnet school, if the student's application is accepted; or
6. Enroll in a charter school.

The map below shows the West Las Vegas Prime 6 area. In addition to containing the six Prime 6 schools, the area also contains three magnet schools open to students district-wide who meet admissions requirements. The three magnets are Gilbert, Hoggard, and Mackey Magnet Schools. Children who live in the neighborhoods surrounding these magnet schools attend their local neighborhood school for kindergarten. Children in grades 1-5 residing in the kindergarten area of one of the three magnet schools share similar enrollment options as students assigned to one of the six Prime 6 schools for kindergarten. However, students may not enroll in the neighborhood school they were assigned to attend for kindergarten because it is a magnet school and they must apply.



What this Report Accomplishes

This report draws on National Center for Education Statistics (NCES) data for 1987-2006 to provide an overview of the racial/ethnic composition of the CCSD over a two-decade period. It also reviews demographic trends, teacher experience, and test score outcomes for the Prime 6 Program. Findings for the six West Las Vegas Prime 6 schools for the 2001/02, 2003/04, 2005/06, and 2007/08 school years are at times compared to

CCSD PRIME 6 REVIEW

findings for 41 to 42 Prime 6 Assigned schools outside of West Las Vegas (hereinafter often referred to as the Assigned schools); the three Magnet schools in West Las Vegas; to all “other schools” within the District; or to District-wide trends. The appendix further describes the types of schools compared in analyses.

This report provides a statistical overview of the Prime 6 program up to 2007. It does not capture demographic trends since 2007 that may have been impacted by the foreclosure crisis and the return of some Latino immigrants to Mexico. The District may consider hearing directly from the West Las Vegas community to complement the quantitative data analysis reported here.

CCSD PRIME 6 REVIEW

III. KEY FINDINGS

Below are the key findings described in this report.

District-wide School Population Change by Race/Ethnicity, 1987/88- 2006/07

- The number of students enrolled in Clark County School District (CCSD) schools went from 100,027 students in 1987/88 to 303,448 students in 2006/07, an increase of 303% in the number of students served.
- Between 1987/88 and 2006/07 White students made up a declining share of CCSD enrollment, while Latino students made up an increasing share of enrollment.
- Between 1987/88 and 2006/07 African-American students comprised a fairly constant share of 14%-15% of total CCSD enrollment.

Demographics of Prime 6 Schools, 2001/02, 2003/04, 2005/06 and 2007/08

- Prime 6 schools serve fewer than 2% of the CCSD's 1st through 5th graders.
- Prime 6 schools enroll disproportionately high percentages of African-American students.
- Prime 6 schools enroll extremely low numbers of White students.
- The Latino composition of Prime 6 schools increased to slightly exceed the District's Latino composition.
- Prime 6 schools serve extremely high percentages of Free and Reduced Lunch students.
- Approximately 1/3 of students in Prime 6 schools and the District are English Language Learners.

Grade 1-5 Enrollment of Students Residing in the Prime 6 Kindergarten Attendance Areas, 2001/02, 2003/04, 2005/06 and 2007/08

- In the 2007/08 school year less than one-tenth of 1-5 grade students residing in a Prime 6 kindergarten attendance area enrolled in an Assigned school outside of West Las Vegas, a drop from 17% in the 2001/02 school year.
- Nearly one tenth of African-American students residing in a Prime 6 kindergarten attendance area enroll in an Assigned school outside of West Las Vegas for grades 1-5.

CCSD PRIME 6 REVIEW

- Students eligible for free and reduced meals were less likely than their more affluent counterparts to enroll in Assigned schools outside of West Las Vegas in 2001, 2005, and 2007, but not in 2003.
- Most Assigned schools enrolled very few, if any students from a Prime 6 kindergarten attendance area. In fact, over 1/3 of Assigned schools did not enroll a single student assigned to a Prime 6 school for kindergarten.
- Students who enroll Assigned schools are less segregated by race and poverty than if they had all remained at their local Prime 6 school.
- Only 3%-8% of students residing in one of the six Prime 6 school kindergarten attendance areas enrolled in a local magnet school in West Las Vegas.

Teacher Experience in West Las Vegas Schools, 2001/02, 2003/04, 2005/06 and 2006/07

- Teachers at Prime 6 schools average less years of experience than the District average.

Student Outcomes, 2001/02, 2003/04, 2005/6 and 2007/08

- Students enrolled in Prime 6 schools perform well below the District average on math and reading tests.
- Students at Fyfe Elementary and Gray Elementary, the Assigned schools with the most students from West Las Vegas, average higher math and reading test scores than do students at Prime 6 schools.
- African-American and Latino students enrolled in Prime 6 schools average lower math and reading test scores than African-American and Latino students enrolled in other District schools.
- Free and Reduced Lunch students enrolled in Prime 6 schools average lower math and reading test scores than Free and Reduced Lunch students enrolled in other District schools.
- Among West Las Vegas students, those enrolled in Assigned schools outside of West Las Vegas average higher math and reading test scores than those enrolled in Prime 6 schools.

CCSD PRIME 6 REVIEW

Suggestions for further research

- More research may be necessary to determine whether West Las Vegas students have enough information about Assigned and Magnet schools, whether available transportation provides adequate access to Assigned schools, and whether they feel welcome at all Assigned schools.

CCSD PRIME 6 REVIEW

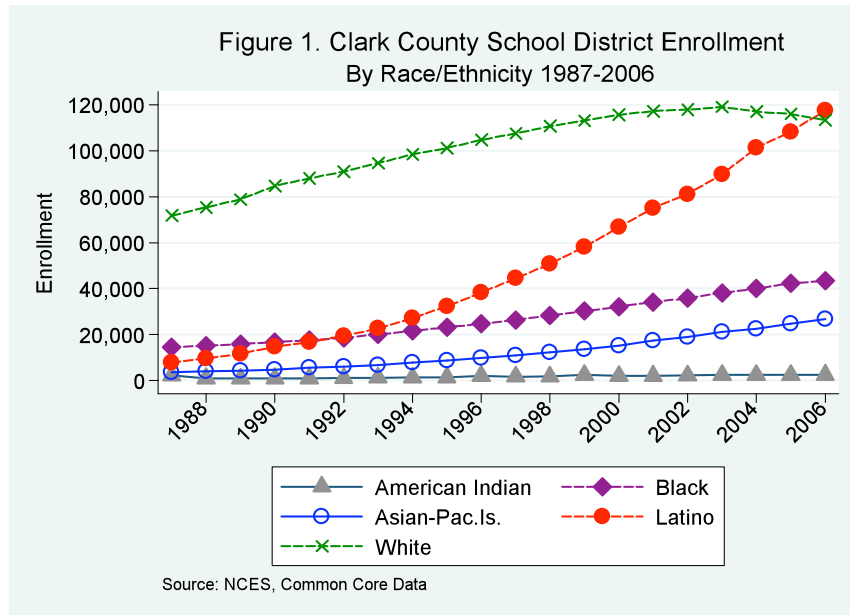
IV. DISTRICT-WIDE SCHOOL POPULATION CHANGE BY RACE/ETHNICITY, 1987-2006.

Due to increased urbanization and expansion of the Las Vegas metropolitan area since the 1980s, the Clark County School District (CCSD) has experience a dramatic increase in the number of students it serves. During the 1987/88 school year, CCSD enrolled 100,027 students in 124 schools. By the 2006/2007 school year, CCSD enrolled 303,448 students in 319 schools. This represents a 303% increase in its student population during a 20 year time period.

The following summarizes the CCSD student population growth by racial/ethnic group:

- Between 1987 and 2003 the White student population grew steadily. However, between 2003 and 2007 the number of White students enrolled in District schools modestly declined.
- Between 1987 and 2006 the Latino student population grew dramatically. By 2006 Latinos surpassed Whites in total enrollment.
- Between 1987 and 2006 African-America student enrollment experienced a steady, yet modest growth.
- Between 1987 and 2006 Asian/Pacific Islander student enrollment also experienced a steady, yet modest growth.

Table 1 in the appendix provides total enrollment numbers and enrollment numbers by race/ethnicity for the school years 1987/88 through 2006/07. Figure 1 below shows the change in student enrollment by race/ethnicity.

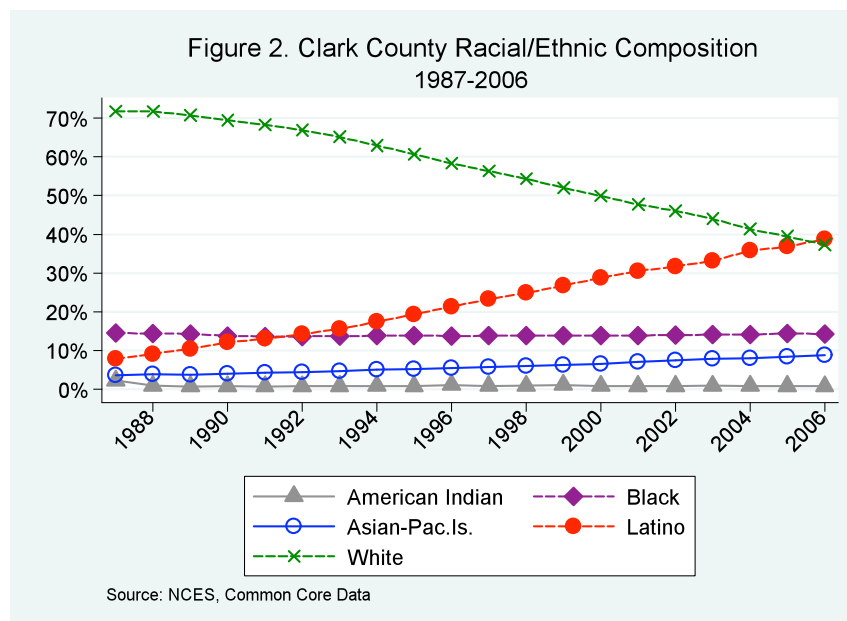


CCSD PRIME 6 REVIEW

The following summarizes the changing racial/ethnic composition of the District that has resulted from the uneven growth of the various groups:

- White students made up a declining share of CCSD enrollment largely due to the rapid growth in the number of Latino students. In 1987, White students comprised 72% of the CCSD total student enrollments. This figure declined to 37% by 2006.
- The Latino population increased from 8% of District enrollment in 1987/88 to 39% by 2006/07.
- The share of African-American student enrollment remained fairly constant at 14%-15% of District enrollment.
- Asian-Pacific Islander students comprised just under 4% of District enrollments in 1987. This figure increased to almost 9% by 2006.

Table 2 in the appendix shows the CCSD racial ethnic composition for the 1987/88 to 2006/07 school years. Figure 2 below illustrates the changing racial/ethnic composition of the District.



CCSD PRIME 6 REVIEW

V. DEMOGRAPHIC COMPOSITION OF PRIME 6 SCHOOLS, GRADES 1-5, 2001/02-2007/08

This section documents the demographic composition of the six Prime 6 Schools, focusing on students in grades 1-5 for the 2001/02, 2003/05, 2005/06, and 2007/08 school years. Aggregated statistics exclude enrollment figures for the three magnet schools in West Las Vegas. Prime 6 schools are compared to District-wide figures. The appendix further compares the Prime 6 schools to other District schools and provides descriptive statistics for each of the Prime 6 schools, Magnet schools in West Las Vegas, and the 41-42 Assigned schools outside of West Las Vegas.

Prime 6 schools enroll under 2% of the CCSD's 1st through 5th graders.

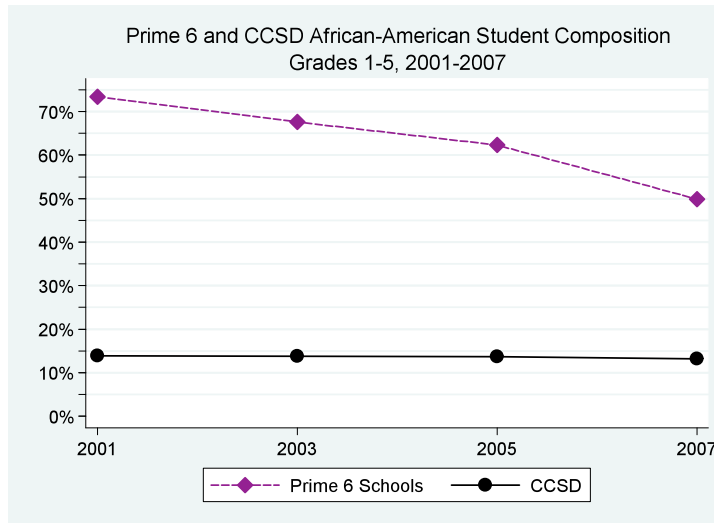
In 2001, the six prime schools in West Las Vegas enrolled a combined total of 1,946 students in grades 1-5, 1.9% of the total CCSD grade 1-5 enrollment. This number dropped to 1,818 students in 2007, 1.5% of the total CCSD grade 1-5 enrollment.

Percent of CCSD Students in Grades 1-5 Enrolled in Prime 6 Schools, 2001-2007		
Year	% in Prime 6 Schools	Total CCSD students in grades 1-5
2001	1.9%	102,377
2003	1.7%	109,532
2005	1.7%	116,868
2007	1.5%	122,530

CCSD PRIME 6 REVIEW

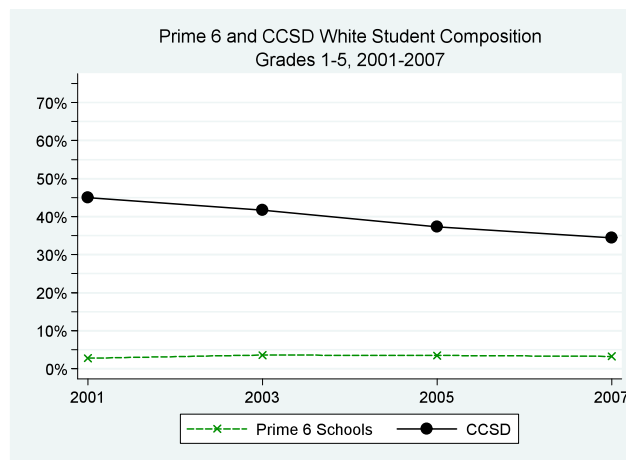
Prime 6 schools disproportionately serve African-American students.

Prime 6 schools were comprised of 73% African-American students in grades 1-5 in 2001, more than 5 times greater than the District's 14% African-American composition in grades 1-5. While the African-American composition of Prime 6 schools dropped to 50% by 2007, this figure remained significantly higher than the District's 13% African-American composition.



White student enrollment is extremely low in Prime 6 schools.

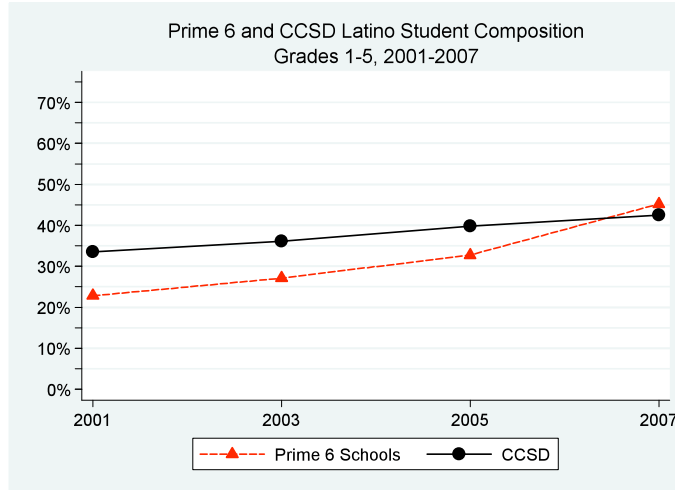
The White composition of Prime 6 schools in grades 1-5 hovered around 3% between 2001/02 and 2007/08. This percentage is very small compared to the overall White composition of CCSD, which ranged from 45% in 2001 to 34% in 2007 for grades 1-5.



CCSD PRIME 6 REVIEW

The Latino composition of Prime 6 schools has increased to slightly exceed the District's Latino composition.

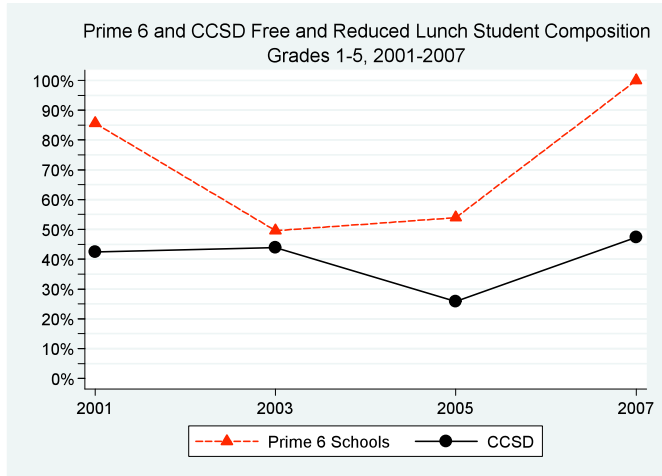
In 2001/02 Prime 6 schools were comprised of 23% Latino students in grades 1-5, lower than the District's 34% Latino composition in grades 1-5. The Latino composition of Prime 6 schools increased more rapidly than the District's Latino composition. By the 2007/08, Latinos comprised 45% of Prime 6 students in grades 1-5, compared to 43% of the District's enrollment in grades 1-5.



Prime 6 schools serve extremely high percentages of Free and Reduced Lunch (FRL) students.

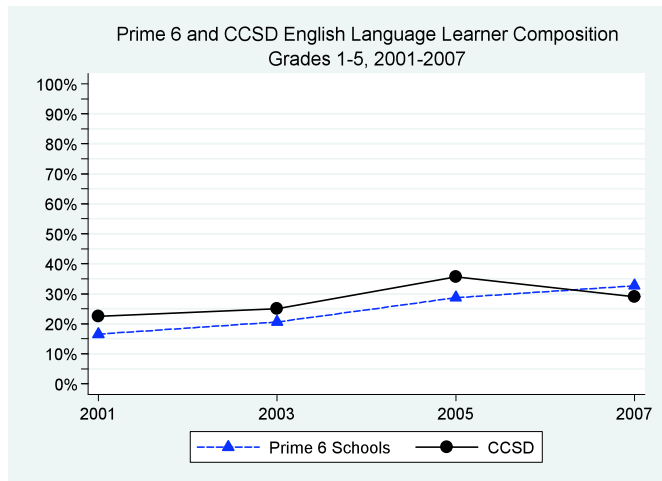
While participation in the Free and Reduced Lunch Program varied dramatically District-wide during the time period from 2001-2007, Prime 6 schools consistently enrolled higher percentages of FRL students than the District. The disparity in the concentration of FRL students was notable in 2001 and 2005, but it became especially acute in 2007 when Prime 6 schools enrolled 100% FRL students in grades 1-5, over twice the District's 47% FRL enrollment in grades 1-5. Such high concentrations of poverty within Prime 6 schools can create challenges for teachers in adequately meeting the learning-related needs of the students.

CCSD PRIME 6 REVIEW



Approximately 1/3 of students in Prime 6 schools and the District are English Language Learners (ELLs).

In 2001/02 ELLs comprised 17% of Prime 6 enrollment and 23% of the District's enrollment in grades 1-5. The ELL composition of Prime 6 schools climbed steadily, reaching 33% of Prime 6 enrollment in 2007/08, slightly higher than the District's 29% ELL composition for the same school year for grades 1-5.



CCSD PRIME 6 REVIEW

VI. GRADE 1-5 SCHOOL ENROLLMENT PATTERNS OF STUDENTS FROM PRIME 6 KINDERGARTEN ATTENDANCE AREAS

This section of the report documents the grade 1-5 school enrollment patterns of students residing in the six Prime 6 kindergarten attendance area. Findings focus on their enrollment in Assigned Schools outside of West Las Vegas. These figures exclude those who were assigned to a Magnet School in West Las Vegas for kindergarten. Additional information on the school enrollments of West Las Vegas students can be found in the appendix.

In the 2007/08 school year less than one-tenth of 1-5 grade students residing in a Prime 6 kindergarten attendance area enrolled in an Assigned school outside of West Las Vegas, a drop from 17% in the 2001/02 school year.

In the 2001/02 school year, nearly 17% of students residing in a Prime 6 kindergarten attendance area enrolled in an Assigned school outside of West Las Vegas for grades 1-5. This figure fell to about 9% for the 2007/08 school year. Research typically finds that 5% or less of eligible students participate in school choice programs. The percentage of Prime 6 students opting to attend schools outside of West Las Vegas is therefore slightly higher than the percentage found in most studies on school choice.

Grade 1-5 Student Enrollment in Assigned Schools Outside of West Las Vegas, 2001-2007		
Year	% Enrolled in Assigned Schools outside of W. LV	Number of 1 st -5 th graders residing in a Prime 6 kindergarten attendance area
2001	17%	2039
2003	12%	1831
2005	12%	1977
2007	9%	1924

CCSD PRIME 6 REVIEW

Nearly one tenth of African-American students residing in a Prime 6 kindergarten attendance area enroll in an Assigned school outside of West Las Vegas for grades 1-5.

During the 2001/02, 2002/03, 2005/06, and 2007/08 school years, 8%-13% of African-Americans residing in a Prime 6 kindergarten attendance area enrolled in an Assigned school outside of West Las Vegas for grades 1-5. Latinos enrolled in Assigned schools outside of West Las Vegas in similar numbers as African-Americans; however, the actual percentage of Latinos enrolled in Assigned Schools ranges from 19%-36%. While 13%-32% of Whites and 9%-24% of Asian students enrolled in Assigned schools outside of West Las Vegas, their numbers were fairly small.

Grade 1-5 Student Enrollment in an Assigned School Outside of West Las Vegas by Ethnic/Racial Group, 2001-2007			
Year	Racial/Ethnic Group	% Enrolled in Assigned Schools outside of W. LV	Number of 1 st -5 th graders residing in a Prime 6 kindergarten attendance area
2001	White	32%	78
	African-American	13%	1399
	Latino	24%	529
	Other	36%	33
2003	White	18%	74
	African-American	9%	1169
	Latino	18%	545
	Other	19%	43
2005	White	23%	86
	African-American	8%	1188
	Latino	15%	659
	Other	27%	44
2007	White	13%	71
	African-American	8%	928
	Latino	9%	879
	Other	22%	46

CCSD PRIME 6 REVIEW

Students eligible for free and reduced lunch were less likely than their more affluent counterparts to enroll in Assigned Schools outside of West Las Vegas in 2001, 2005, and 2007, but not in 2003.

In 2001, 16% of the 1717 Free and Reduced Lunch (FRL) students residing in a Prime 6 kindergarten attendance area enrolled in an Assigned school outside of West Las Vegas for grades 1-5, compared to 24% of the 322 non-FRL students. By 2007, only 7% of the 812 FRL students residing in a Prime 6 kindergarten attendance area enrolled in an Assigned school outside of West Las Vegas for grades 1-5. This compares to the 44% of the 108 FRL students who enrolled in an Assigned school.

Grade 1-5 Student enrollment in an Assigned School Outside of West Las Vegas by Free and Reduced Lunch, 2001-2007			
Year	Free & Reduced Lunch	% Enrolled in Assigned Schools outside of W. LV	Number of 1 st -5 th graders residing in a Prime 6 kindergarten attendance area
2001	No	24%	322
	Yes	16%	1717
2003	No	6%	812
	Yes	17%	1019
2005	No	15%	928
	Yes	9%	1049
2007	No	44%	108
	Yes	7%	812

Most assigned schools enrolled very few, if any students from a Prime 6 kindergarten attendance area. In fact, over 1/3 of Assigned schools did not enroll a single student assigned to a Prime 6 school for kindergarten.

Between 2001 and 2007 only two schools, Fyfe and Gray Elementary Schools consistently enrolled over 20 students from the Prime 6 kindergarten area. In the 2001/02 school year 16 out of 43 Assigned Schools did not enroll a single student from a Prime 6 kindergarten attendance area. By 2007/08 18 out of 41 Assigned school did not enroll students from the Prime 6 area. The appendix shows the number of students from the six Prime 6 kindergarten attendance areas enrolled at each Assigned school, and shows the number of students from the West Las Vegas Magnet kindergarten attendance areas enrolled at Fyfe and Gray Elementary Schools.

Students who enroll in Assigned schools are less segregated by race and poverty than if they had all remained at their local Prime 6 school.

Students who live in a Prime 6 kindergarten attendance area and enrolled in an Assigned school outside of West Las Vegas in 2007 were on average exposed to 30% White students and 53% Free and Reduced Lunch (FRL) students at their schools. If all students attending an Assigned school in 2007 had opted to enroll in their local Prime 6

CCSD PRIME 6 REVIEW

school these same students would have been exposed to an average of 3% White students and 93% FRL students.

Students enrolled in Assigned schools outside of West Las Vegas attended schools with somewhat more Latinos and English Language Learners (ELLs) than if they had all remained at their local Prime 6 school. In 2007 these students were exposed to 48% Latinos and 32% ELLs at their Assigned schools outside of West Las Vegas, compared to 40% Latinos and 29% ELLs if they had all enrolled in their local Prime 6 schools.

Average Exposure to Demographic Groups for Students Attending Assigned Schools Outside of West Las Vegas						
Year	White	African-American	Latino	Other	Free & Reduced Lunch	English Learners
2001	45%	17%	32%	7%	45%	21%
2003	40%	17%	35%	7%	51%	24%
2005	35%	16%	42%	8%	25%	36%
2007	30%	15%	48%	7%	53%	32%

Average Exposure to Demographic Groups for Students Attending Assigned Schools Outside of West Las Vegas IF They Had ALL Enrolled in Their Local Prime 6 School						
Year	White	African-American	Latino	Other	Free & Reduced Lunch	English Learners
2001	3%	76%	19%	2%	82%	12%
2003	4%	72%	21%	3%	55%	16%
2005	4%	67%	26%	3%	51%	23%
2007	3%	54%	40%	3%	93%	29%

Only 3%-8% of students residing in one of the six Prime 6 school kindergarten attendance areas enrolled in a local magnet school in West Las Vegas.

Students residing in the Prime 6 kindergarten attendance area have the option to apply for admission at magnet schools, including one of the three magnet schools located in West Las Vegas, Gilbert, Hoggard, and Mackey Magnets. While located in the same general community as the Prime 6 schools, these three magnet schools tend to be more diverse, enrolling higher percentages of White and Asian students, and lower percentages of Free and Reduced Lunch students than the Prime 6 schools. Although magnet schools expose students to greater diversity, consistently small numbers of students residing in a Prime 6 kindergarten attendance area enrolled in a West Las Vegas Magnet school from 2001 to 2007.

CCSD PRIME 6 REVIEW

Enrollment in a West Las Vegas Magnet School Among 1 st -5 th Graders Residing in a Prime Kindergarten Attendance Area		
Year	% Enrolled in a West Las Vegas Magnet School	# of 1 st -5 th graders residing in Prime 6 kindergarten attendance area
2001	3%	2039
2003	3%	1831
2005	4%	1977
2007	8%	1924

The appendix provides additional information on the school enrollment patterns of students from the Prime 6 area. Data are disaggregated by Race/Ethnicity, Free and Reduced Lunch Status, English Language Learner background, and individual Prime 6 School. The appendix also includes information on Assigned schools outside of West Las Vegas and Gilbert, Hoggard, and Mackey magnet schools.

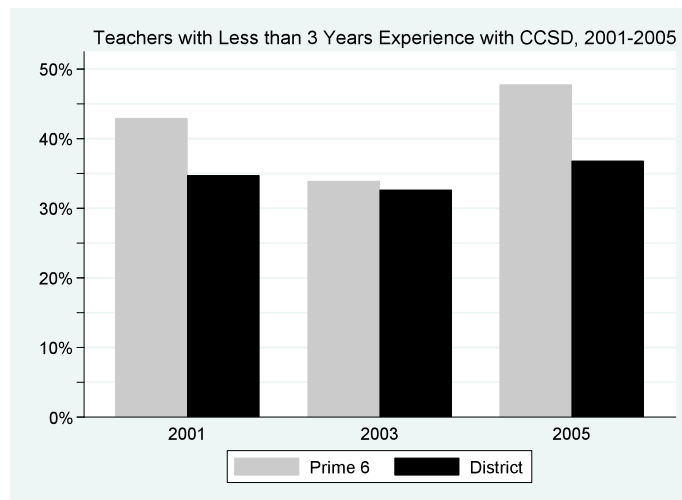
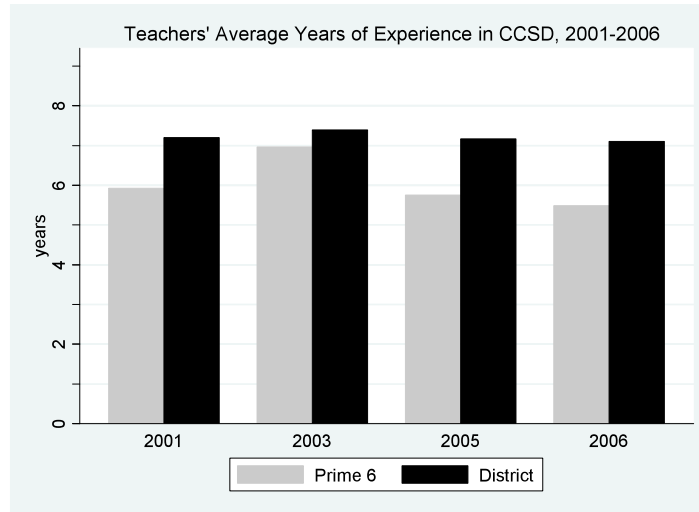
CCSD PRIME 6 REVIEW

VII. TEACHER EXPERIENCE AT PRIME 6 SCHOOLS

Teachers at Prime 6 schools average less years of experience than the District average.

Teachers at Prime 6 schools averaged just over 1 year less experience working for CCSD than teachers District-wide between 2001 and 2006. In 2006/07, the most recent year for which data is available, Prime 6 teachers averaged 5.5 years working for CCSD, compared to a District average of 7.1 years.

Prime 6 schools employ a greater percentage of new teachers than the District. In 2005/06, the most recent year for which data is available, 48% of teachers at Prime 6 schools had worked for CCSD less than 3 years, compared to the District-wide figure of 37%. Therefore, Prime 6 students face unequal opportunities to learn due to the lack of access to more experienced teachers which research suggest lead to better student academic performance.



CCSD PRIME 6 REVIEW

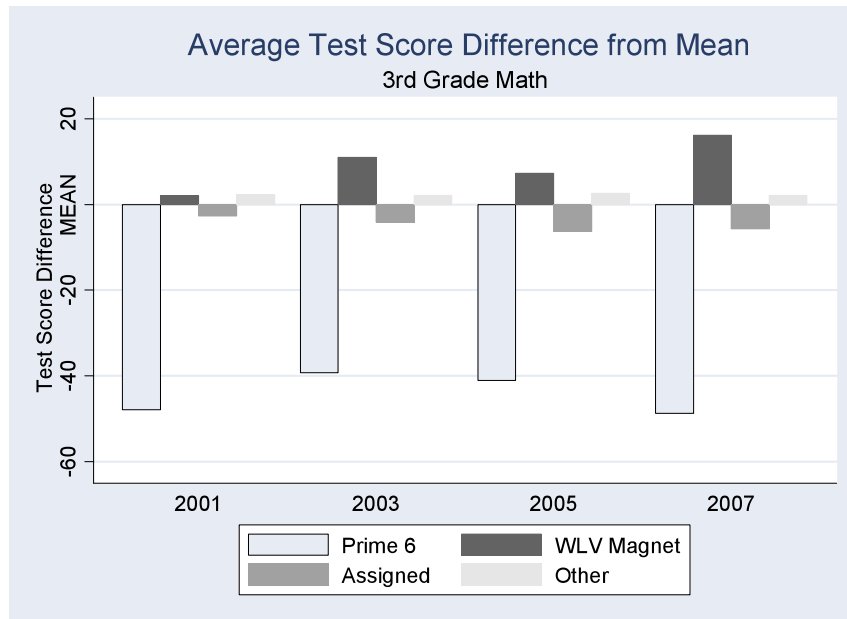
VIII. STUDENT TEST SCORE OUTCOMES

This section compares math and reading test scores for Prime 6 schools to other types of CCSD schools. A discussion of test scores for 3rd grade students is followed by a description of test scores by individual school, West Las Vegas residence, race/ethnicity and Free and Reduced Lunch status.

The following figures show math and reading test score outcomes for 3rd graders. In order to account for changes in tests across years, differences from the overall district mean are reported rather than the mean scores. (Mean test scores are available in appendix.) In the following figures, a positive score shows that the particular school type scores higher on average than the mean. A negative score shows that a particular school type scores lower on average than the mean.

Students in Prime 6 schools perform well below the District average on math and reading tests.

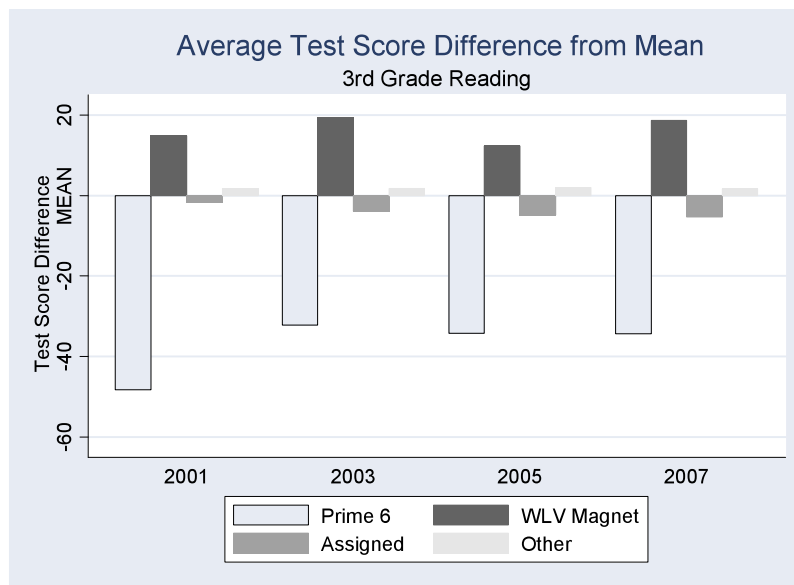
Third grade students in Prime 6 schools score on average between 40 and 50 points *below* the overall 3rd grade mean math test score. On a test whose low score is 100 and high score is 500, Prime 6 student scores are between 10% and 13% lower than the average student in the district. Average test scores for students in Assigned schools outside of West Las Vegas do not significantly differ from the overall District mean math test score.



On reading tests, 3rd grade students in Prime 6 schools score on average between 30 and 50 points *below* the overall 3rd grade mean score. In other words, Prime 6 student scores are between 8% and 13% lower than the average student in the district on reading

CCSD PRIME 6 REVIEW

tests. Average test scores for students at Assigned schools again do not significantly differ from the overall mean reading test score.



Students at Fyfe Elementary and Gray Elementary, the Assigned schools with the most students from West Las Vegas, average higher math and reading test scores than do students at Prime 6 schools.

The following tables show average 3rd grade test scores for each of the Prime 6 schools and the two Assigned schools that enroll the most students from Prime 6 kindergarten attendance areas. Williams and Kelly are the worst performing Prime 6 schools. In 2007, Williams students scored 37 points below the Prime 6 mean math test score. This difference represents almost 10% of the possible 400 points. Although Kelly students score well compared to other Prime 6 students in 2001, math test scores in 2007 are 60 points or 15% below the Prime 6 mean. Reading test scores at Williams and Kelly are closer to the Prime 6 means across years but consistently below the District mean. In 2007, Williams' reading test scores average 27 points below the Prime 6 mean and Kelly reading test scores average 15 points below the Prime 6 mean. Booker has performed better than the other Prime 6 schools, particularly in recent years. By 2007, students at Booker score 12% above the Prime 6 average on math and 10% above the Prime 6 reading average score.

Test scores of students at Fyfe and Gray are comparable to the mean test scores at all Prime 6 Assigned schools and dramatically better than the mean test scores at Prime 6 schools. In 2007, students at Fyfe scored 55 points higher on math tests and 48 points higher on reading tests compared to the average for Prime 6 students. This represents 12-

CCSD PRIME 6 REVIEW

14% of the total points available. Similarly, in 2007 students at Gray scored 66 points higher on math tests and 46 points higher on reading tests compared to the average for Prime 6 students. Overall, the Prime 6 students who choose to enroll in their Assigned school are attending schools with better performing students.

Average Math Test Scores by School, 3rd Grade					
	Math				
	2001	2003	2005	2007	All Years
Average for all CCSD Schools	298	288	294	310	298
Prime 6 Schools					
Average for all Prime 6 Schools	250	249	253	261	253
Carson	268	262	265	260	264
McCall	279	255	256	257	261
Fitzgerald	230	222	252	268	242
Booker	257	274	271	310	279
Williams, W.	223	243	248	224	236
Kelly	273	255	230	201	239
Assigned Schools					
Average for all Assigned Schools	296	283	288	304	293
Fyfe	296	280	261	316	288
Gray	315	306	315	337	317

Average Reading Test Scores by School, 3rd Grade					
	Reading				
	2001	2003	2005	2007	All Years
Average for All CCSD Schools	299	286	293	309	297
Prime 6 Schools					
Average for all Prime 6 Schools	251	254	259	275	259
Carson	254	256	276	272	266
McCall	285	246	251	267	262
Fitzgerald	235	236	252	272	248
Booker	253	283	301	313	286
Williams, W.	231	261	258	248	250
Kelly	265	243	228	260	245
Assigned Schools					
Average for all Assigned Schools	297	282	288	304	292
Fyfe	297	287	263	323	292
Gray	315	283	308	314	305

CCSD PRIME 6 REVIEW

African-American and Latino students enrolled in Prime 6 schools average lower math and reading test scores than African-American and Latino students enrolled in other District schools.

African-Americans attending Prime 6 schools average lower test scores than African-Americans attending Magnet schools in West Las Vegas, Prime 6 Assigned schools outside of West Las Vegas, or other District schools. African American students in Prime 6 schools score between 14 and 36 points or 4-9% below African American students attending Assigned schools on math and reading tests. Similarly, Latino students attending Prime 6 schools average lower test scores than Latino students attending other types of schools in the District. Math test scores of Latino students attending Prime 6 schools are between 6 and 26 points lower than Latino student test scores in Assigned schools¹. Reading test scores of Latino students attending Prime 6 schools are 3 points higher than reading test scores of Latinos attending Assigned schools in 2001. By 2007, Latinos attending Prime 6 schools scored 17 points or 4% lower than Latino students attending Assigned schools.

Free and Reduced Lunch (FRL) students enrolled in Prime 6 schools average lower math and reading test scores than FRL students enrolled in other District schools.

Prime 6 FRL students score on average between 25 and 33 points (6%-8% of total available points) below FRL students at Assigned schools on math tests and between 10 and 28 (3%-7% of total available points) points below their mean reading test score. On math and reading tests, Prime 6 students who do not qualify for FRL score between 27 and 51 points (7%-13% of total available points) below non-FRL students who attend Assigned schools.

Among West Las Vegas students, those enrolled in Assigned schools outside of West Las Vegas average higher math and reading test scores than those enrolled in Prime 6 schools.

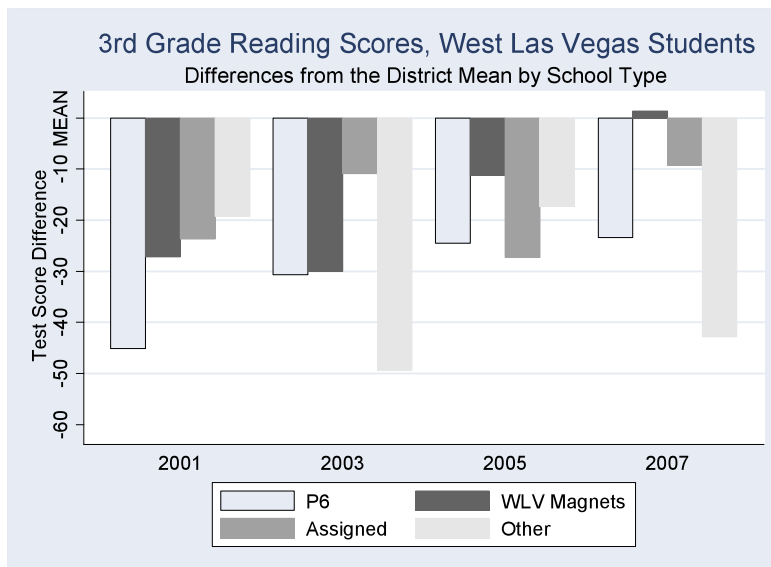
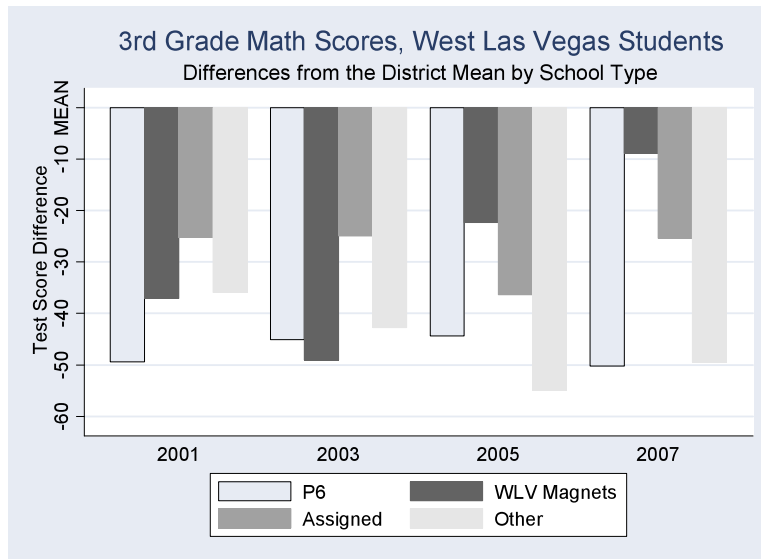
West Las Vegas students score below the District average math and reading scores across all different types of schools.² However, West Las Vegas students at Assigned schools perform considerably better than those who attend Prime 6 schools, with the exception of reading test scores for 2005. Math scores of West Las Vegas students attending Prime 6 schools are 8 to 25 points lower than math scores of West Las Vegas students attending Assigned schools. Reading test scores of West Las Vegas students attending Prime 6 schools are between 14 and 22 points below West Las Vegas students attending Assigned schools, except in 2005. West Las Vegas students who attended a Prime 6 school average up to 41 points lower (about 10% of all points

¹ 2001 is the exception. In 2001, Latino student math test scores in Prime 6 schools were actually higher than Latino student math test scores in all other schools.

² This analysis includes West Las Vegas students residing in the kindergarten attendance areas of Gilbert, Hoggard, and Mackey Magnet schools because the number of students in the Prime 6 area who attend a school other than their local Prime 6 is small. Students residing in the Gilbert, Hoggard, and Mackey kindergarten attendance areas are also assigned to the Prime 6 Assigned schools for Grades 1-5.

CCSD PRIME 6 REVIEW

available) on math and reading tests than West Las Vegas residents who attended Gilbert, Hoggard, or Mackey magnet schools. The figures on the next page show average math and reading test scores for West Las Vegas students at different types of schools. Scores are reported as differences from the District average.



CCSD PRIME 6 REVIEW

IX. AYP & INOI DESIGNATION OF PRIME 6 SCHOOLS 2003-2008

How AYP and INOI are Determined

NCLB requires that states implement an accountability system for schools that evaluates whether they are making Adequate Yearly Progress (AYP) toward the goals of the legislation. Nevada AYP classifications are based on school attendance or graduation rates; the percentage of students tested; and the percentage of students who score at or above the proficient level on annual statewide tests in English Language Arts (ELA) and Math. A school's average test scores do not always correspond with AYP since growth in test scores contributes to the calculation of AYP. Furthermore, under NCLB, performance is evaluated for each identifiable student group within the school. In Nevada, 9 sub-groups are identified and if any one of the groups does not meet the criteria for the three AYP indicators, the school is classified as not making AYP. Schools not demonstrating AYP for two consecutive years, in any of the three content areas, are designated as In Need of Improvement (INOI). To be removed from INOI status, a school must have met their AYP for two consecutive years in the same content area where it had previously failed.

Prime 6 School AYP and INOI Designation 2003-2008

For the school years 2003/04, 2005/06 and 2007/08 the Prime 6 West Las Vegas schools mostly failed to meet AYP and were INOI, with some exceptions. Carson Elementary met AYP for the 2003/04 academic year but remained INOI. Booker Elementary School met AYP and was no longer INOI in 2007/08. Wendell Williams met AYP for 2006/07, but was then placed on Watch for 2007/08. The table below shows AYP and INOI designation for the Prime 6 schools. It indicates whether or not the school met its AYP and identifies the AYP content area failed. It also indicates whether the school is INOI and the number of years it has been designated as such. A designation of "Watch" identifies a school that failed to meet AYP even though it may have achieved AYP during the prior school year. If it fails the following year, it will be designated as INOI (Year 1).

Prime 6 School Adequately Yearly Progress (AYP) & In Need of Improvement (INOI) Designation 2003-2008						
	2003-2004		2005-2006		2007-2008	
School Name	Met AYP?	INOI?	Met AYP?	INOI?	Met AYP?	INOI?
Booker	No (ELA)	Watch	No (ELA)	Yes (Year 2)	Yes	No
Carson	Yes	Yes (Year 2)	No (ELA & Math)	Yes (Year 3)	No (ELA & Math)	Yes (Year 4)
Fitzgerald	No (ELA & Math)	Watch	No (ELA & Math)	Yes (Year 2)	No (ELA)	Yes (Year 4)
Kelly	No (Math)	Yes (Year 1)	No (ELA & Math)	Yes (Year 2)	No (ELA & Math)	Yes (Year 1)
McCall	No (ELA & Math)	Yes (Year 2)	No (ELA & Math)	Yes (Year 3)	No (ELA & Math)	Watch
Wendell	No (ELA & Math)	Yes (Year 2)	No (ELA & Math)	Yes (Year 3)	No (ELA & Math)	Watch

CCSD PRIME 6 REVIEW

X. SUGGESTIONS FOR FURTHER RESEARCH

More research may be necessary to determine whether West Las Vegas Families have enough information about Assigned and Magnet schools, whether available transportation provides adequate access to Assigned schools, and whether students feel welcome at all Assigned schools.

Gilbert, Hoggard, and Mackey Magnet schools and Assigned schools expose West Las Vegas students to more racial/ethnic diversity and higher performing students than their local Prime 6 schools. However, local Magnet schools enroll very few students from the Prime 6 area, and only a couple of the 41 Assigned schools outside of West Las Vegas consistently enroll more than 20 students from West Las Vegas. It is beyond the scope of this report to determine whether families in West Las Vegas are provided with enough information about enrollment options outside of their local Prime 6 schools. Future research should include surveys and interviews with parents to assess their access to information about school options and transportation to non-local schools. Furthermore, future research should assess the extent to which West Las Vegas students feel welcome at Assigned schools outside of their community.