**Demographic Study**

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**EDSP 6315: Practicum in Diagnosis**

**March 27, 2014**

**Dr. Reed**

**Background of the Community and School**

**(1.A)** J. P. Cornelius Elementary did not keep records pertaining to the history of the community and how the community developed over time. Throughout different interviews, it was found that the history was not documented.

**(1.B)** J. P. Cornelius Elementary is located in southeast Houston in district 3 of the Houston Independent School District. The school is an exemplary magnet school for students in the areas of science and mathematics. The area around the school community is a middle income community with a multicultural, English and non-English speaking population. The school community is approximately 80% Hispanic, nineteen percent African American, 1% White, and less than 1% Asian/Pacific Islander. **(1.C)** Johanna Harrison is considered one of the leading pioneers since the school opened. She is the coordinator of the school’s magnet program provides students with hands-on science experiments and a self paced online math program. She has worked for the school for nearly 40 years and has remained as a leader for the school and the community. **(1.E)** According to the School Districts AYP (Adequate Yearly Progress) Summary Report (2011), the number of schools and facilities contained in the district include 294 schools and over 300 facilities.

**(1. F)** J.P. Cornelius was opened in 1960. **(1.G)** The school was named in memory of John Paul Cornelius, a loved and devoted teacher of the community. This information was not documented at the school but gathered through interviews of individuals who have worked at the school for several years. J. P. Cornelius Elementary is the recipient of the following prestigious awards: National Blue Ribbon School Award, TBEC/JFTK Honor Roll School Award, National Exemplar Award for Excellence in Science Education by the National Science Teacher Association, TEA Exemplary, and Title 1 Distinguished School. The mission of Cornelius Elementary School is to create an environment for learners that promotes success in life and enables students to reach their full potential.

**Campus Governance**

**(2.A)**The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

**Membership Composition of the Shared Decision-Making Committee**

|  |  |  |  |
| --- | --- | --- | --- |
| Number of Classroom Teachers | **10** | Number of Parents (at least 2) | **2** |
| Number of School-based Staff  (Half the number of classroom teachers) | **4** | Number of Community Members  (at least 2) | **2** |
| Number of Non-Instructional Staff | **1** | Number of Business Members | **1** |

Name of SDMC Member Position (Term expires)

|  |  |
| --- | --- |
| **Name of SDMC Member** | **Position (Term expires)** |
| Beaudion, Terri | Classroom Teacher |
| Blake, Amisha | Classroom Teacher |
| Desselle, Brandi | Classroom Teacher |
| Estes, Derrick | Classroom Teacher |
| Hollingsworth, Porcha | Classroom Teacher |
| Irizarry, Blanca | Classroom Teacher |
| Knights, Albert | Classroom Teacher |
| Lam, Mimi | Classroom Teacher |
| Randle, Irvin | Classroom Teacher |
| Reece, Edwina | Classroom Teacher |
| Bland, Marcus | School-based Staff |
| Palmer, Delon | School-based Staff |
| Smith, Roxy | School-based Staff |
| West, Roslene | School-based Staff |
| Arauco, Raul | Non-Instructional Staff |
| Gilmore, Michael | Business Member |
| Lerma, Fred | Community Member |
| Tyson, Landrum | Community Member |
| Acosta, Christina | Parent |
| Hinojos, Linda | Parent |
| Karen Jackson | Principal |

**(2.B)**Cornelius Shared Decision-Making Model (SDM) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

**(2.C)**The SDMC is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

**Enrollment, Growth & Achievement**

**(3.A)** Based on an analysis of student demographic data, the enrollment has decreased for the first time in several years in the Houston Independent School District and coincidentally as well at Cornelius Elementary. The total number of students served in the district was reported as 202,773 students in January, 2011. These numbers will change over time as the population of the community changes.The district enrollment profile is approximately 61.6% Hispanic, 27.1% African American, 7.9% White, 3.3 % Asian/Pacific Islander, and less than 0.1 Native American. The statistics indicate that 63.2% of the students are classified as At Risk, 79.2% Economically Disadvantaged, 30.7% English Language Learners, 2.8 % Immigrant, and 0.3% Migrant Students.

**(3. B)** The area around the school community is a middle income community with a multicultural, English and non-English speaking population. The total number of students enrolled at Cornelius Elementary was reported by TEA as 921 students during the 2011-2012 school year. The school community is very diverse with approximately 80% Hispanic, 19% African American, 1% White, and less than 1% Asian/Pacific Islander. The attendance rate at Cornelius experienced a slight decrease. The African-American population had a slight increase from the 2005-2006 year until the 2007-2008. Beginning with the 2008-2009 school year the African-American population has had a slight decline. After a slight decline in the 2007-2008 school year, the Hispanic ethnicity has continued to increase. The American Indian, Asian/Pacific Islander, and White ethnicities have remained stagnant. There has been a constant even division of male and female students enrolled. Lastly, in 2007-2008 the percentage of at-risk students was 70%. This percentage increased to 76% the following school year. Starting in 2009-2010 the percentage of this student population has decreased and maintained roughly between 63% to 65% for three consecutive academic years.

**Student Performance Data Analysis**

**(3.C)**According to TEA (Texas Education Agency), both HISD and Cornelius Elementary Missed AYP in Reading; however, Cornelius Met AYP for Math in comparison to HISD who Missed AYP for Math in 2012. The Cornelius math AYP target was about 83% and the overall math AYP results showed that the students performed at 93%; a percentage well above the target. The table below showed a comparison in performance in different subject areas in 2012 according to the data reported by TEA in the 2012 Indicators Reports.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STAAR Results ( All Students - 2012 - English Version)** | | | | |
|  | **Math** | **Reading** | **Science** | **Writing** |
| **HISD** | 73 | 73 | 77 | 64 |
| **Cornelius** | 80 | 83 | 90 | 83 |

**Political and Geographical Characteristics of the School Attendance Area**

**(4.A)** The area around the school community is a middle income community with a multicultural, English and non-English speaking population. The school community is approximately eighty percent Hispanic, nineteen percent African American, one percent White, and less than one percent Asian/Pacific Islander.

**(4.B)**The PTO meets as needed to discuss issues brought forth by the administration, staff, parents, or community. The current participation of the families is low. The PTO committee was established last year with 30 members but with only 3-4 active members. Some topics addressed during the meetings are budgeting, fundraising, school theme events, planning, and school improvements. Parents are encouraged to serve different roles in the committee.

**(4.C)** The PTO is composed of a president, vice-president, treasurer, secretary, and a historian. The members are elected by the parents. Parents have an opportunity to learn about the school standards, best practices, parental involvement days, teacher and parent conferences, and through the campus newsletters. The PTO has organized fundraisers such as the Magic Show, participated in events such as field day, thanksgiving baskets for the people in need, etc.

**(4.D)** There are no significant geographical characteristics that might impact students or families.

**Professional Staff**

**(5.A)** At the district level, the teachers have diverse levels of experience. The AEIS (Academic Excellence Indicator System) reported the following statistics about the teacher’s years of experience in HISD, 4.9% are beginning teachers, 27.5% have taught 1-5 years, 23.2 % have taught 6-10 years, 24.4 % have taught 11-20 years, and 20% have taught over 20 years. The teaching staff consists of 45.2% African American, 42.1% Hispanic, 10.5 % White, and 2.1 % Asian. Other statistics indicate that 0.6% of the teachers do not have a degree, 68.3% have a bachelor degree, 29.3% have a Master degree, and 1.9% have a Doctorate degree.

**(5.B)** At Cornelius Elementary teaching staff is 12 % White, 42% percent African American, 42% percent Hispanic and 2% Asian-American. 32% hold Master’s degrees, 33% have taught 11 or more years, 18% have taught 6-10 years, and 49% have taught 5 or less years. The current student/teacher ratio is 25:1.

**(5.C)** Below narrative graph compares both groups by experience and ethnicity, Cornelius vs. HISD.

|  |  |  |
| --- | --- | --- |
| **Teachers by Years of Experience** | **Cornelius** | **HISD** |
| Beginning Teachers | 4.5 | 4.9 |
| 1-5 years | 32 | 27.5 |
| 6-10 years | 24.1 | 23.2 |
| 11-20 years | 24.7 | 24.4 |
| Over 20 years | 14.7 | 20 |

|  |  |  |
| --- | --- | --- |
| **Teachers by Ethnicity** | **Cornelius** | **HISD** |
| African American | 10.6 | 36.1 |
| Hispanic | 48.6 | 27.1 |
| White | 38.1 | 30.4 |
| Asian | 1.4 | 4.6 |
| Pacific Islander | 0.2 | 0.1 |

**Conclusion**

**(7.A)** One of the areas that need improvement is the participation and support of families and teachers to the PTO fundraisers and other school activities. The PTO has identified significant projects that will improve the safety of the school and students but do not have sufficient funds to make the renovations needed for the school.

**(7.B)** In order for the PTO to accomplish some of the major projects, they will need the full support of the administration, teachers, and parents which currently they do not have.

**(7.C)** Some changes might take place by making the key members of the committee more visible in the school by making morning announcements, request permission to provide information in the school website about upcoming projects, events, and fundraisers. Some suggestions include to actively engage business partners, parents and reach out to the community and obtain community and business partners who will help to accomplish the school mission.