

DEMOGRAPHIC PROFILE

Create a profile of the school, and classroom where you will be assigned for the mentorship. The report should be a narrative description of school, and classroom combined with tables created to display the statistical information.

Part I – Introduction

Provide a brief paragraph defining the grades/subjects taught (for the Impact Study) and the community surrounding the school.

Part II – The School and the Community

Describe the demographic characteristics of the school and of the assigned school system. Also, compare demographic data for the school with the data for the school system. Most of this information is available from school and/or school system personnel. It may also be available on the school district website. The report is not limited to, but should include the following (in cases where not available, leave out) While not all statistics and resources may be found for your school, you should have a wide representation of the following:

School

- Student population by race/ethnicity/gender
- % of students receiving free/reduced lunch (school and system wide)
- Demographic profile of the teaching staff, if available
- Per pupil expenditure (for system)

Community

- Explore websites to define size of the community, major employers, resources (e.g., public transportation, libraries, educational institutions vocational and higher ed., parks, major industries and businesses). You are welcome to add other factors that are relevant to defining the community.

Part III – The Classroom

Provide a narrative description of the classroom setting. Include general information such as the grade level, the subject(s) taught, the number of students, and the organization of the classroom and the students for instruction. Briefly describe the ways in which the needs of diverse learners are met, such as accommodations made for special needs students and how advanced learners are challenged (additional details should be in your lesson plans).

Next, describe the demographic characteristics of the classroom learning community. The information about the classroom will be available from school personnel. The report is not limited to, but should include the following information about the classroom:

- Classroom membership by race/ethnicity/gender
- % of students receiving free/reduced lunch (if available)
- % of students receiving special education services
- Description of students with special needs and the resource support available
- English Language Learners in the classroom

Part IV – Reflection

Discuss how the information about the school system, school, and classroom helped you to create a supportive classroom environment that was culturally inclusive and relevant to all students.

Sample Profile (Fictional County)

Part I – Introduction

My internship, the culminating experience for the Elementary Education degree program, was completed at Washington Primary School in Maryville, Virginia. I was fortunate to work with a National Board certified teacher and her class of twenty-four delightful fourth graders. The total school population at Washington Elementary is 750.

Maryville is located in Independence County, a community in southwestern Virginia. The primary industries are mining and agriculture. There is a community college in the county and two universities within an hour's drive.

Part II– The School and the Community

The Independence County School System has one comprehensive high school, three middle schools, and six elementary schools with a total enrollment of 8,476. As shown in the following chart, slightly more females than males make up the student population of the school system, while at Washington Primary; the male students outnumber the females.

Population of School System and School by Gender

| | Males | Females | Total |
|---------------------------|--------------|----------------|--------------|
| School System | 4,152 | 4,324 | 8,476 |
| Washington Primary | 335 | 305 | 640 |

The chart below shows the diversity among the students attending schools in the county. The student body at Washington Primary is more diverse than the statistics reported for the system.

Population of School System and School by Race & Ethnicity

| | System Total | Washington Primary |
|----------------------------------|---------------------|---------------------------|
| American Indian | 206 | 6 |
| Asian | 310 | 12 |
| Asian Indian | 414 | 7 |
| Black or African-American | 2115 | 143 |
| Latino/Hispanic | 621 | 107 |
| White | 4810 | 365 |

The teaching staff of the school system does not reflect the diversity among the students. There are 2241 teachers in county for grades Pre-K-12. Washington has a teaching staff of 27.

Teacher Diversity for School System and School

| | System Total | Washington Primary |
|----------------------------------|---------------------|---------------------------|
| White | 1221 | 21 |
| Black or African-American | 375 | 10 |
| Latino/Hispanic | 33 | 2 |
| Asian | 12 | 0 |
| Totals | 1641 | 27 |

The per-pupil expenditure for students in county school ranks among the lowest in the Commonwealth of Virginia. Independence County annually spends \$8485.53 per student, compared to the state average expenditure of \$9654.10 per student. The number of students receiving free lunch or reduced is 83%, compared to 56% for the entire school system.

The public transit available in this community includes a commuter rail station and a city bus system. There is a public library located .5 miles from the school. Within a five mile radius there is a community college. Major industries and businesses represented and provide for jobs. GEICO remains the largest private sector employer in Stafford, with more than 4,000+ employees. Other top employers in Stafford County with more than 1,000 employees include the Federal Bureau of Investigation, U.S. Department of Defense and Wal-Mart Associates. The food service distributor McLane Mid Atlantic and Stafford Hospital – Mary Washington Healthcare each employ over 500 employees.

Part IV – The Classroom

The twenty-four students in my fourth grade classroom are all unique individuals who bring a variety of experiences into the classroom. There are equal numbers of males and females in the classroom. Eighteen of the children receive free or reduced lunch. The children present five racial and ethnic groups, as shown in the table below.

Race & Ethnicity of Students in the Classroom

| | |
|-------|---|
| Asian | 1 |
|-------|---|

| | |
|---------------------------|-----------|
| Asian Indian | 3 |
| Black or African-American | 6 |
| Latino or Hispanic | 5 |
| White | 9 |
| Total | 24 |

There are a few parents who regularly support the classroom teacher in a variety of ways ranging from preparing teaching materials to tutoring the children. Two of the children have been identified as gifted and participate in the after-school enrichment program. Several children (5) have been identified as special needs students, and each has an IEP that spells out the accommodations the child needs. These students receive services through the special needs resource support structure in place at the school. There are two special education resource teachers in the building, and an ESL teacher spends two days a week at Washington. The children who need these services are pulled out of class at appointed times during the week.

[And so on and so forth...]

Part V – Reflection

You will need to compose your response to this section based on your particular internship experience. The task for Part V was:

Reflect upon your experience collecting and compiling the demographic data. Discuss how describing the school system, school, and classroom helped you to create a supportive classroom environment that was culturally inclusive and relevant to all students.