**Demographic Study**

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**EDSP 6315: Practicum in Diagnosis**

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**Dr. Reed**

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| http://findaschool.houstonisd.org/Images/SchoolImages/School_271.jpg |  |

**Demographic Study**

**1. Historical background of the community and the school**

**(1.A) What is the history of the city or community?**

Cecile Foerster Elementary School was initially developed in within the community of Westbury during the 1960s. The community flourished due to the establishment of a thriving shopping center known as the Westbury Square. Established prior to the Galleria, The Westbury Square was considered the premier shopping destination in the city. After the opening of the Galleria in 1971, Westbury Square began to decline. The opening of the Galleria caused tenants to move there from smaller shopping centers in suburban areas, such as Westbury Square.

Westbury is a neighborhood in the Brays Oaks district of Southwest Houston, Texas, United States. It is located east of Bob White Road, north of U.S. Highway 90 Alternate (South Main Street), and west of South Post Oak Road, adjacent to the Fondren Southwest and Meyerland neighborhoods, just west of the southwest corner of the 610 Loop.

Foerster Elementary is located in Southwest Houston, Texas within the community of Westbury. Westbury was developed in the 1950s and 1960s by Ira Berne as part of the post–World War II migration to the suburbs. The developer had moved from Westbury, New York, after which he named the new community.

**(1.B) How was the area, community, or neighborhood developed?**

In 1960 Berne had developed the Westbury Square, a shopping center located on a 7.5-acre (3.0 ha) site near the intersection of Chimney Rock Road and West Bellfort Avenue, in the Westbury neighborhood in the Brays Oaks district of Southwest Houston, Texas.

The current population of Foerster Elementary primarily includes residents of Pines of Westbury, Los Arcos, and Greenhouse Patio Apartments, and surrounding apartments.

**(1.C) Who were some of the individuals recognized as pioneers of the community?**

Ira Berne (Westbury Square Developer)

Gerry Berne (Westbury Square Developer)

William J. Wortham, Jr. (Architect)

**(1.D) Are there any important historical events related to the school to note?**

In the 1980s the City of Houston Housing Authority proposed a 105-unit project in the Westbury area. Thousands of residents entered public hearings to protest the concept, so the city did not build any public housing in the Westbury area. The protesters lost their campaign, resulting in the construction of the current homes in which the school now services.

**(1.E) How many schools and facilities are contained in the district?**

Foerster Elementary School is a Houston Independent School District (HISD) campus located in Southwest Houston, Texas. HISD services:

|  |  |
| --- | --- |
| Academic Level | Number of Schools |
| Early Childhood Centers | 10 |
| Elementary | 153 |
| Middle | 37 |
| High | 40 |
| Combined/Other | 43 |
| Total | 283 |

**(1.F) When was the campus opened?**

The campus was established in 1967.

**(1.G) Why was the campus given its specific name?**

Cecile Foerster was a highly respected teacher and administrator in Rosenberg and Houston for four decades. In addition, she was coauthor of the Working with Numbers mathematics workbooks. The campus that bears her name was established in 1967.

**2. Campus Governance**

**(2.A) Organization Structure**

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** |

**(2.B) What is the chain of command in the school?**

Foerster 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) How is the campus site-based committee selected and how does it function?**

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.

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.

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

**3. Enrollment/Growth/Achievement**

**(3.A) What is the district enrollment?** Total students- 215,157

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ethnicity | Number of Students | % of All Students | Socio-Economics | Number of Students | % of All Students | Grade Level | Number of Students | % of All Students |
| African American | **53,556** | **24.9** | **Economically Disadvantage** | **162,407** | **75.5** | **Kindergarten & Earlier** | **33,801** | **15.7** |
| Hispanic | **133,638** | **62.1** | **Title I** | **200,370** | **93.1** | **Elementary**  **1-5** | **88,547** | **41.2** |
| White | **17,731** | **8.2** | **LEP** | **64,349** | **29.9** | **Middle School**  **6-8** | **41,089** | **19.1** |
| American Indian/  Alaskan Native | **403** | **0.2** | **ELL** | **17,451** | **8.13** | **High School** | **51,720** | **24.0** |
| Asian | **7,710** | **3.6** | **At Risk** | **142,810** | **66.4** |  |  |  |
| Native Hawaiian/  Other Islander | **181** | **0.1** | **Bilingual** | **42.549** | **19.8** |  |  |  |
| Two or more races | **1,938** | **0.9** | **Special Education** | **16,151** | **7.5** |  |  |  |
|  |  |  | **Gifted/Talented** | **33,092** | **15.4** |  |  |  |

**(3.B) What is the school enrollment?** Total students-672

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ethnicity | Number of Students | % of All Students | Socio-Economics | Number of Students | % of All Students | Grade Level | Number of Students | % of All Students |
| African American | **387** | **58** | **Economically Disadvantage** | **646** | **96** | **Pre-K** | **93** | **14** |
| Hispanic | **173** | **26** | **Non-Educationally Disadvantage** | **26** | **3.9** | **Kindergarten** | **104** | **15.5** |
| White | **7** | **1** | **English Language Learners (ELL)** | **252** | **37.5** | **Grade 1** | **109** | **16** |
| American Indian | **3** | **0.4** | **At Risk** | **591** | **88** | **Grade 2** | **110** | **16** |
| Asian/Pacific  Islander | **96** | **14** | **Mobility** | **253** | **37.5** | **Grade 3** | **83** | **12** |
| Two or more races | **4** | **0.6** |  |  |  | **Grade 4** | **89** | **13** |
|  |  |  |  |  |  | **Grade 5** | **81** | **12** |

**(3.C) What are the strong and weak areas of student performance on state exams?**

Foerster Elementary accountability rating is “Met Standards” by the Texas Education Agency, indicating that the campus met the target on all indexes. Foerster‘s strengths are fifth Grade Math (80%) and fifth Grade Reading (63%). On the other hand their weakness are fourth Grade Reading (29%) and fourth Grade Math (42%). The table below showed a comparison in performance in different subject areas in 2013-2014 according to the data reported by TEA in the 2013-2014 Indicators Reports

**STAAR**

Math: Met satisfactory standard on STAAR http://findaschool.houstonisd.org/Charts/271_113_.png?0e67fd41-6691-4b1e-b614-97f5c6baf1fb

African American

Asian

Hispanic

Multi Race

White

Reading: Met satisfactory standard on STAAR http://findaschool.houstonisd.org/Charts/271_114_.png?756c87ff-07fd-4d1d-b573-3e56c7f071d7

African American

American Indian

Asian

Hispanic

Multi Race

White

Math: Met Advanced standard on STAAR http://findaschool.houstonisd.org/Charts/271_115_.png?1b3110d0-db4a-4b88-ab72-0ff0d79bdffa

African American

Asian

Hispanic

Multi Race

White

Reading: Met Advanced standard on STAAR http://findaschool.houstonisd.org/Charts/271_116_.png?1f03742c-0789-4333-af85-8b26bdf38f69

African American

American Indian

Asian

Hispanic

Multi Race

White

**STANFORD**

Math: % of students at or above grade level http://findaschool.houstonisd.org/Charts/271_117_.png?5fa9da83-4079-494a-940c-d696607b1cf7

Reading: % of students at or above grade level http://findaschool.houstonisd.org/Charts/271_118_.png?3e9807c7-e3f9-4d25-92a9-e786b47e6a2d

**APRENDA**

Math: % of students at or above grade level http://findaschool.houstonisd.org/Charts/271_119_.png?30fbe39e-5258-4275-b90c-55b77f87af25

Reading: % of students at or above grade level http://findaschool.houstonisd.org/Charts/271_120_.png?8c97ca87-1a2e-4a50-811d-b18841730f13

**4. Political and geographical characteristics of the school attendance area**

**(4.A) What are the socio-economic levels of the families?**

Foerster Elementary serves a diverse student population with over 99% of our students receiving Free /Reduced Lunch. Special programs include Pre-K (Head Start), ESL, Bilingual, and Title I.

**(4.B) How active are families in various school activities?**

Parents are mandated to register online through VIPS and pass a criminal background check before they can participate as a volunteer. Are HISD volunteers. The level of active families in various school activities on campus is fairly undersized in accordance to the student population. Programs such as Head Start and English Language courses provide opportunities for parent involvement. At Foerster there are parents and community volunteers that read to students, serve as classroom assistants to teachers, provide enrichment and hands-on experience with computers, work in the library, office, cafeteria, and provide other support.

**(4.C) How is the PTO/PTA organized?**

There is no PTO/PTA established on campus.

**(4.D) Are there any significant geographical characteristics that might impact students or families?**



**5. Professional Staff**

**(5.A) What are the levels of education, years of experience, and demographic characteristics of professional staff at the district level?** Total staff-22,152

|  |  |  |
| --- | --- | --- |
| Years of Experience | Ethnicity | Gender |
| Beginners- 1,140 | **African American-** 3,918 | **Males-** 2,742 |
| 1-5 Years- 2,602 | **Hispanic-** 3,003 | **Females-** 8,215 |
| 6-10 Years- 2,455 | **White-** 3,326 |  |
| 11-20 Years- 2,787 | **American Indian-** 21 |  |
| Over 20 Years- 1,973 | **Asian-** 513 |  |
|  | **Pacific Islander-** 11 |  |
|  | **Bi Racial-** 166 |  |

**(5.B) What are the levels of education, years of experience, and demographic characteristics of professional staff at the campus level?** Total staff 50.9

|  |  |  |
| --- | --- | --- |
| Years of Experience | Ethnicity | Gender |
| Beginners- 6 | **African American-** 31 | **Males-** 6 |
| 1-5 Years- 11 | **Hispanic-** 7 | **Females-** 36 |
| 6-10 Years- 13 | **White-** 2 |  |
| 11-20 Years- 6 | **American Indian-** 0 |  |
| Over 20 Years- 6 | **Asian-** 1 |  |
|  | **Pacific Islander-** 0 |  |
|  | **Two or more races-** 1 |  |

**(5.C) How do these groups compare?**

These groups are very similar in all 3 categories. They have data in common. In the years of experience both groups show the least in beginners. In ethnicity both groups show a majority of African American’s on their staff. In gender both groups show a majority of females on their staff.

**6. Other elements deemed appropriate to describe the demographics of the school.**

Not Applicable

**7. Discuss potential area for improvement. Discuss leadership strategies you might use as leader of the school.**

**(7.A)** **Discuss potential areas for improvement**

* Parental Involvement
* Community Outreach programs
* Student Tutorials/Pullouts

**(7.B) Identify key stakeholders in the school and community**

* Students
* Parents
* Teachers
* Campus Administration
* Community Officials
* Community

**(7.C) Discuss leadership strategies you might use as a leader of the school**

**Parent Involvement:**

* Be sure the first contact with parents is a positive one.
* Communicate with parents straightforwardly and simply.
* Ensure that all parents have regular access to clear, concise, and easily readable information about their children's school and classroom.
* Ask parents to share their concerns and opinions about school, and then address those concerns. Accommodate parents' work schedules.
* Accommodate language and cultural differences
* Provide staff development, technical assistance, consultation, and support

**Community Outreach:**

* Establish regular, meaningful communication between home and school.
* Promote and support parenting skills.
* Encourage active parent participation in student learning.
* Welcome parents as volunteer partners in schools.
* Invite parents to act as full partners in making school decisions that affect children and families.
* Reach out to the community for resources to strengthen schools.
* Provide staff development, technical assistance, consultation, and support

**Student Tutorials/ Pullouts:**

* Provides teachers with explicit instruction training
* Provides students with explicit instruction
* Incorporates problem solving/ reasoning skills
* Provide communication in both oral and written formats
* Work at each student’s own pace with one-to-one student instruction
* facilitate instruction by offering individual and small-group instruction as needed
* In-depth, sequential skill building of foundational content
* Fills critical grade-level learning gaps with a balanced, systematic approach