

A Demographic Analysis of Southeast Guilford Middle School

Introduction

Southeast Guilford Middle School, abbreviated SEMS, is located next to



Southeast Guilford High School on
Woody Mill Road in Greensboro.

SEMS is currently the second
largest Middle School in Guilford
County due to its population of just
over 1,000 students.

SEMS has a mission to create
a responsible citizenry that respects the rights of others, respects the pursuit of
knowledge, and respects the ability to pursue dreams.

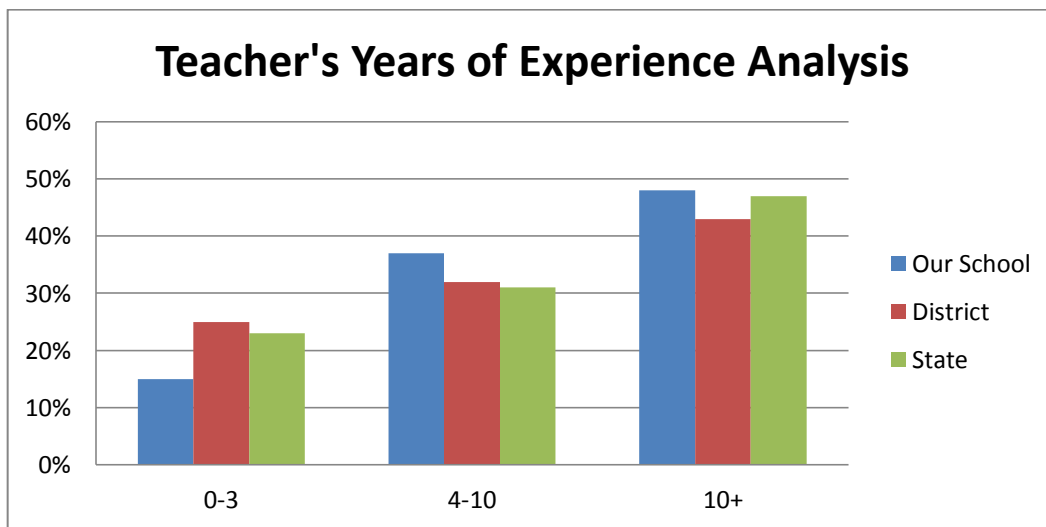
School Culture

In a previous interview, the school library media specialist, Betsy Crone,
described the school as “largely rural where many of the children’s parents also
attended.” While classes seem little affected, the school itself is currently
undergoing a major renovation. The first phase of the renovation will result in

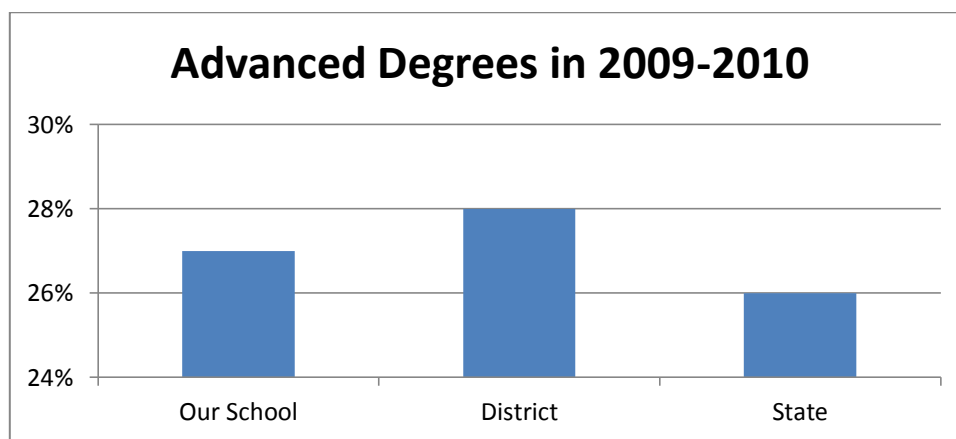
an entirely new Media Center, new offices, an auxiliary gym, and an expansion of the cafeteria. The expected completion of the first phase of renovation when these new facilities will be available is between Spring Break and the end of the school year. After the completion of the new building space, renovations will continue to create classrooms out of the old library and a guidance center out of the old offices.

Faculty

SEMS at present has approximately 70 highly qualified teachers on staff. Of these 70 teachers, 53 are female and 17 are male. (SEMS 2010-2011 Staff Organizational Chart.) The following chart, based on information provided in the 2009-2010 North Carolina School Report Card, shows the years experience of SEMS's teachers in comparison to the district and state:

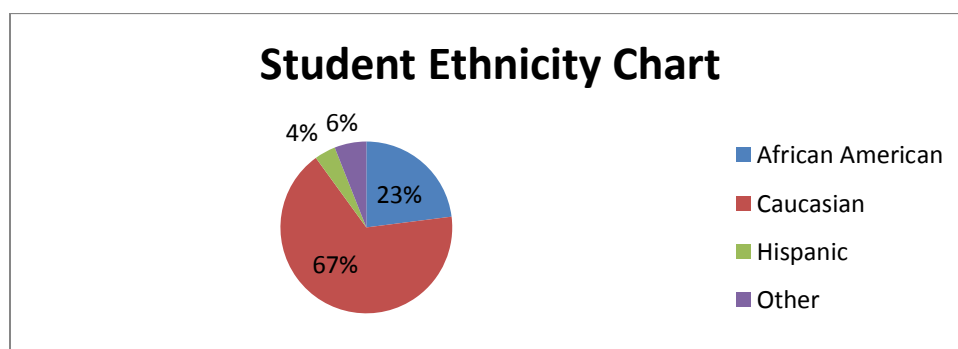


Turnover is also low at SEMS, averaging less than 10%. (2009-2010 NC Report Card). Along with low turnover and many years experience, many of the teachers at SEMS have advanced degrees. The following chart compares SEMS to the district and state in terms of the percentage of teachers having advanced education.

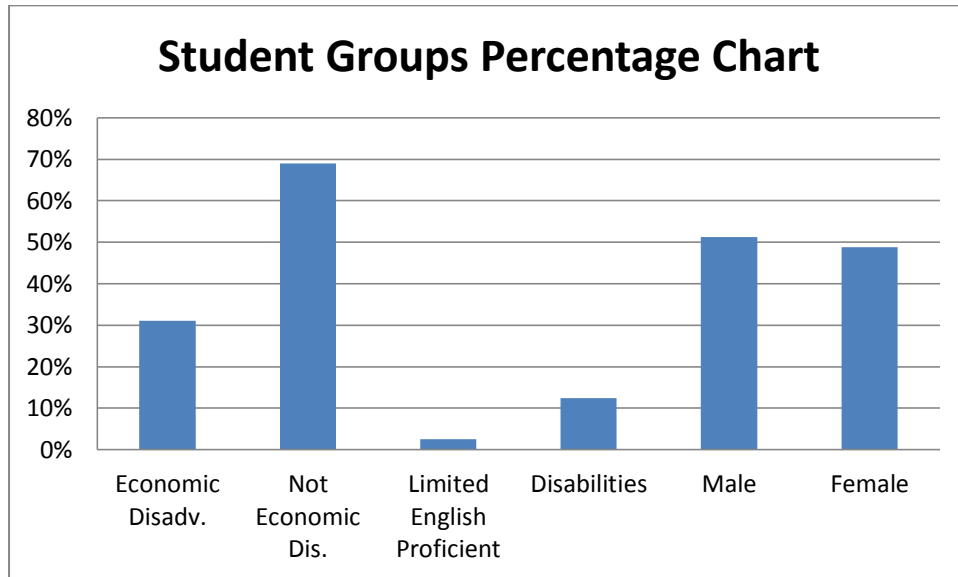


Student Population

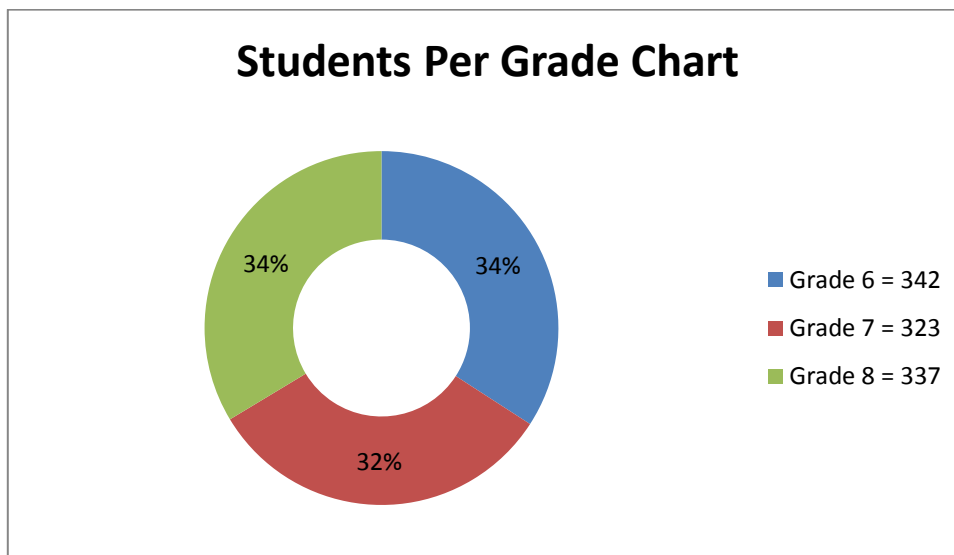
The students at SEMS are a uniquely diverse group. At present, SEMS has just over 1,000 students. The school's website reports its diversity for the 2009-2010 year as:



During the 2009-2010 school year, there were 1002 students at SEMS. Of these, the following chart shows their gender, socio-economic distinction, and disadvantaged student representations:

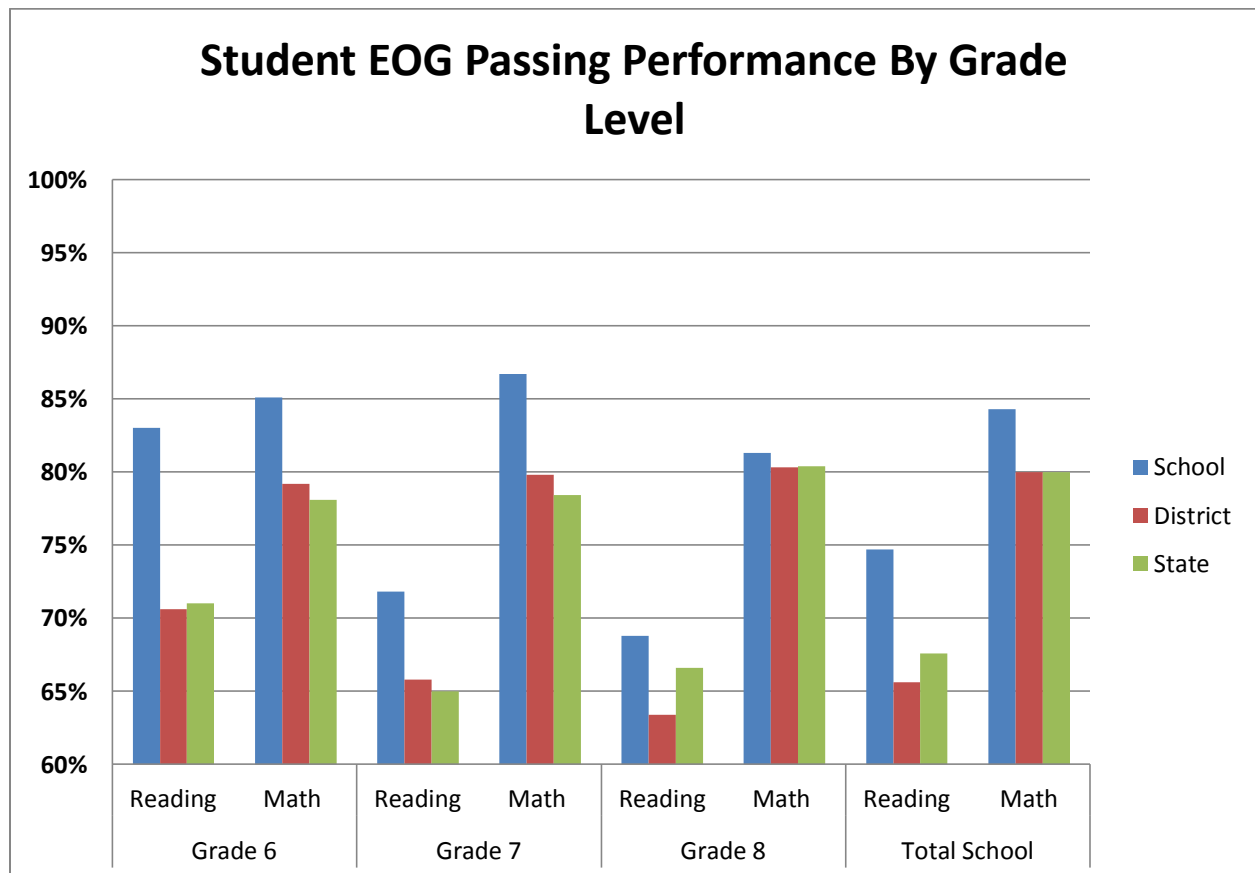


The following chart shows the number of students per grade during the 2009-2010 school year:

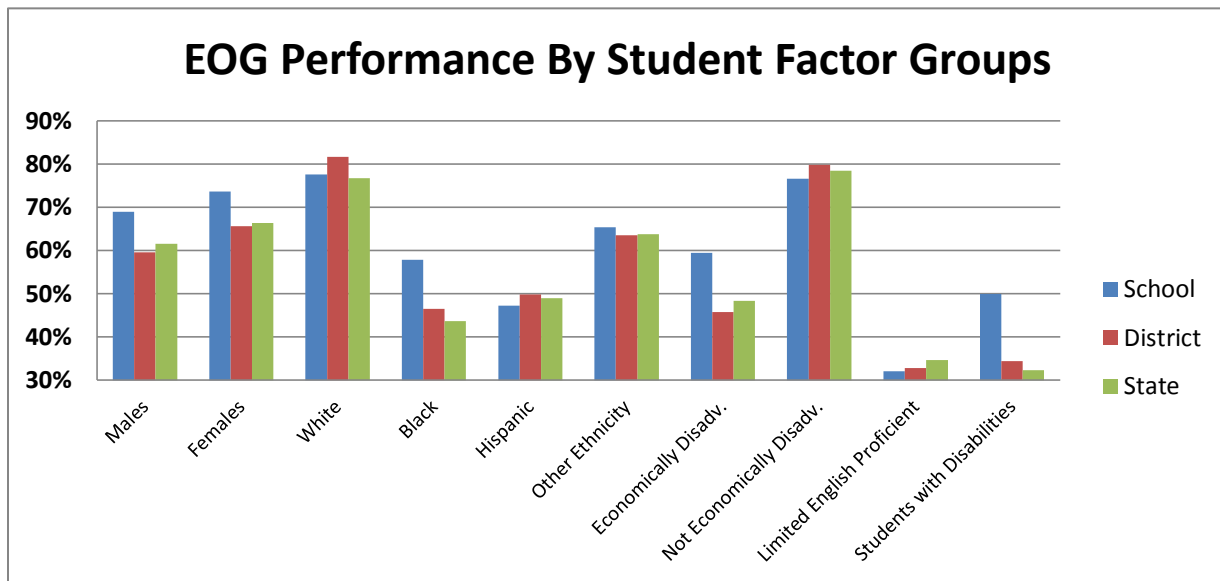


Student Performance on ABCs

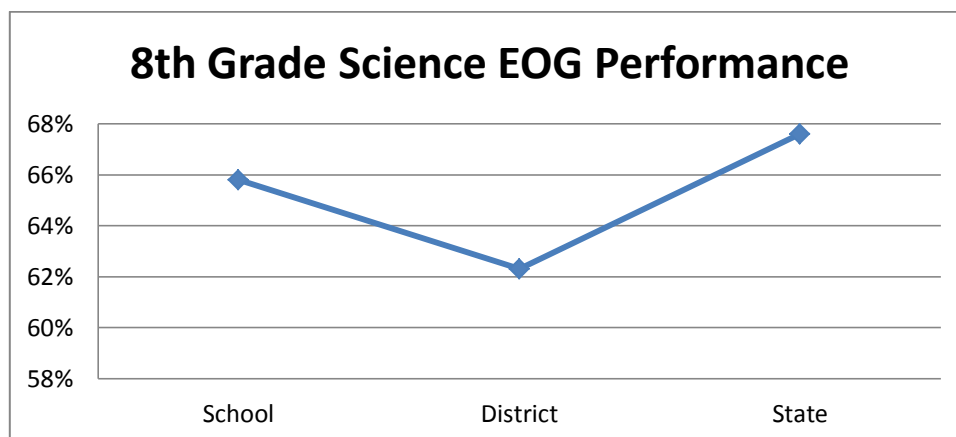
The North Carolina Report Card for Southeast Guilford Middle School indicates the percentage of students whose performance resulted in passing at or above grade level on the End-of-Grade Tests (EOGs). All students at SEMS were tested in both Reading and Math. The following chart shows how each grade level as well as the overall school performed on the EOGs for the 2009-2010 school year compared to the district and state:



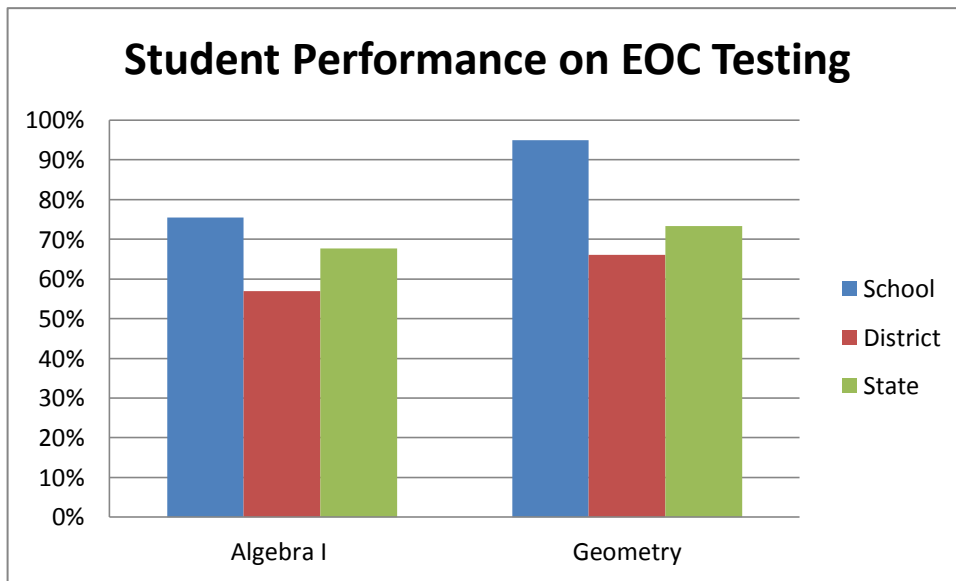
The following chart indicates the passing performance at or above grade level on **both** the reading and math portions of the 2009-2010 EOGs for each student factor group compared to the district and state:



Eighth grade students are also required to take a Science EOG. The following chart depicts the percentage of passing at or above grade level performance of SEMS students in comparison to the district and state, again for the 2009-2010 school year:



Other tests that indicate student at grade level or above passing performance that were taken by SEMS students were the End-of-Course (EOCs) for Algebra I and Geometry. The following chart compares SEMS to the district and state (2009-2010 school year):



Student Performance in Adequate Yearly Progress (AYP)

Based on the 2009-2010 school year, SEMS was given the designation of a School of Progress, Expected Growth. This designation indicates that 60 to 80% of students performed at grade level. Under the No Child Left Behind Act, SEMS met all 21 of their 21 performance targets for that year.

Reflections

While the Media Center is currently completely functional in the old building, I noticed preparations are already being made for the anticipated move. I will be part of an ongoing and thorough evaluation of the collection that is underway. This process not only will help facilitate a more efficient move, removing outdated and damaged materials from the collection; but will also be an essential skill for me as I step into a Media Center in the future having had actual weeding and collection development experience.

Based on my time spent at the school so far, another challenge I noticed facing the Media Center Coordinator is the inability to have input into the fixtures being installed in the new Media Center. An example, the current Media Center has tall 6-foot shelving, but low 3-4 foot shelving is being installed in the new Media Center. Middle School students wish to be treated as adults with full-sized furniture. This makes me question the possibility of these low shelves creating an impression of perceived immaturity and discourage students from usage. Therefore, I feel that the set up of the new Media Center will take considerable strategic planning in order to provide an atmosphere in which students are at ease browsing for materials.

A review of the staff shows highly educated and equally highly experienced teachers. However, I could envision the Media Center may have

difficulty engaging older staff members in the utilization of newer technology. Newer forms of technology, whether programs or equipment, will most likely require training that these teachers may not feel is valuable or easily adaptable to their teaching style. In the same situation as a Media Center Coordinator, I would consider using new programs and/or equipment in presentations to classes during visits to the Media Center and enlist the assistance of the teacher in order to provide glimpses of the usefulness of the technology available to them.

After analyzing the student data, I have learned that the school is meeting expected growth based on test scores. However, I realize that there are student groups that are in need of further improvement. Because I have not had the educational courses at this point in my plan of study, I am unsure how to address approaches to meet these needs. As I obtain this knowledge, it will be important to me as a practitioner in order to contribute to the improvement of the educational experience of students with specific needs. During the next few weeks of internship, I will make an effort to discuss with the Media Center Coordinator how she utilizes the Media Center to assist special needs groups.

Resources

Crone, Betsy. Interviewed for LIS 615 assignment, October 25, 2010.

NC Report Card. 2009-2010. Retrieved from

<http://www.ncreportcards.org/src/schDetails.jsp?pSchCode=000&pLEACode=41B&pYear=2009-2010>

SEMS School Website. Retrieved from

<http://schoolcenter.gcsnc.com/education/components/scrapbook/default.php?sectiondetailid=37763&>