

A Demographic Analysis of Jesse Wharton Elementary School

Introduction

Jesse Wharton Elementary School, abbreviated JWES, is a traditional



kindergarten through fifth grade elementary school. JWES opened in 1926 and was named after Jesse Rankin Wharton, the superintendent of the first graded school in North Carolina (Guilford County Schools, 2003-2012). Currently located on Lake Brandt Road in Greensboro,

JWES was originally located on Pisgah Church Road, Greensboro. The new school was built in 1998 and moved to its current location. The school's colors are red and white. The school's mascot is a giraffe (Guilford County Schools, 2003-2012).

School Culture

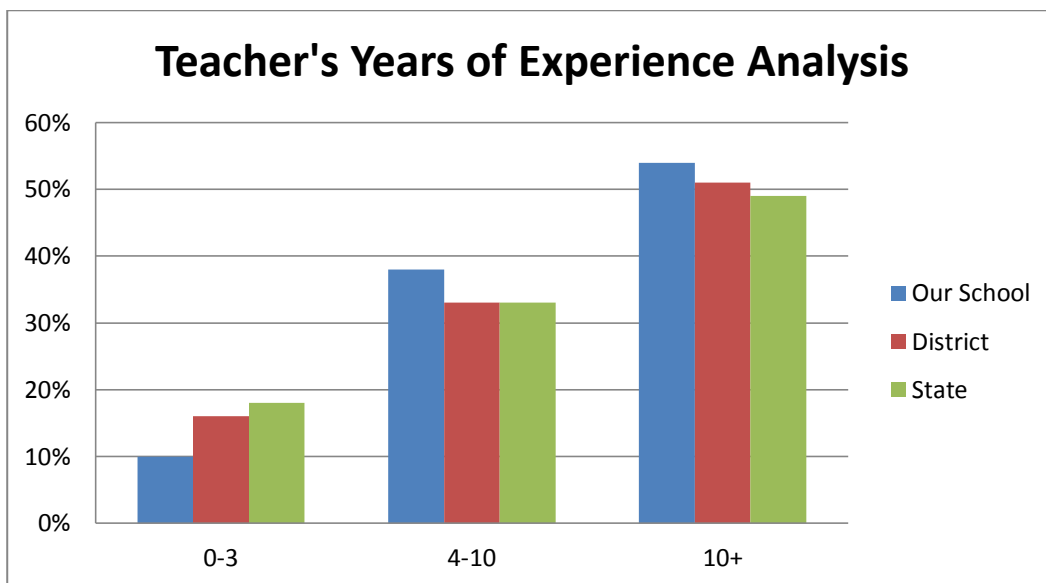
Jesse Wharton Elementary has a current enrollment of 539 students serviced by 33 teachers (Guilford County Schools, 2012), (Brannon, 2012). However, Jesse Wharton Elementary is also currently housing approximately half of McNair Elementary School. Guilford County School's newest elementary school, McNair Elementary School, was scheduled to open this fall. Unfortunately, problems with the building contractor delayed the opening. McNair's student population was taken from a portion of students previously attending Jesse Wharton Elementary School, Northern Guilford Elementary School, and Brightwood Elementary School (Brannon, 2012).

When McNair was not ready to open with the start of the school year, their students were divided and sent to either JWES or Brightwood. At the present, Kindergarten, first, and half of second grade McNair students are being housed at Brightwood while the other half of second grade, along with all third, fourth, and fifth grade McNair students are attending at Jesse Wharton. Approximately 350 of McNair's students are attending school on the Jesse Wharton campus.

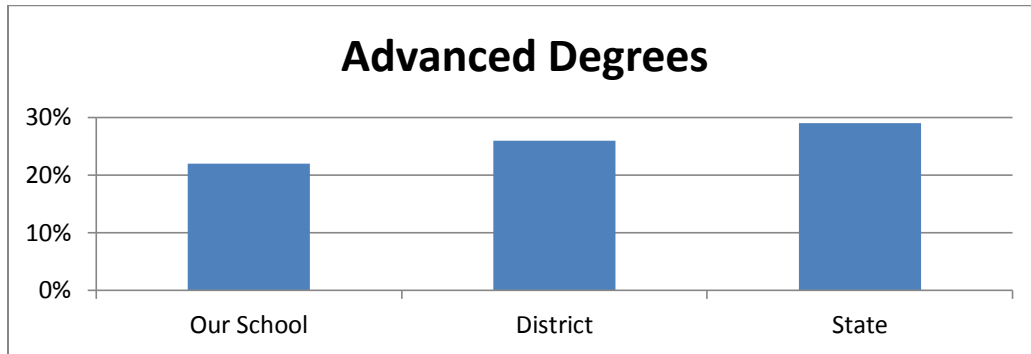
Faculty

JWES at present has approximately 33 highly qualified teachers on staff. Of these 33 teachers, 24 are regular K-5 classroom instructional. Other teaching positions include 2 Exceptional Child (EC) self-contained classroom teachers, 2 speech and language teachers, 4 specialists, 1 Advanced Learner (AL) instructor, and 1 counselor (Brannon, 2012). According to the latest published report, the 2010-2011 North

Carolina School Report Card, Jesse Wharton had 50 classroom teachers. The following chart, based on information provided in the 2010-2011 North Carolina School Report Card, shows the years experience of JWES's teachers in comparison to the district and state:



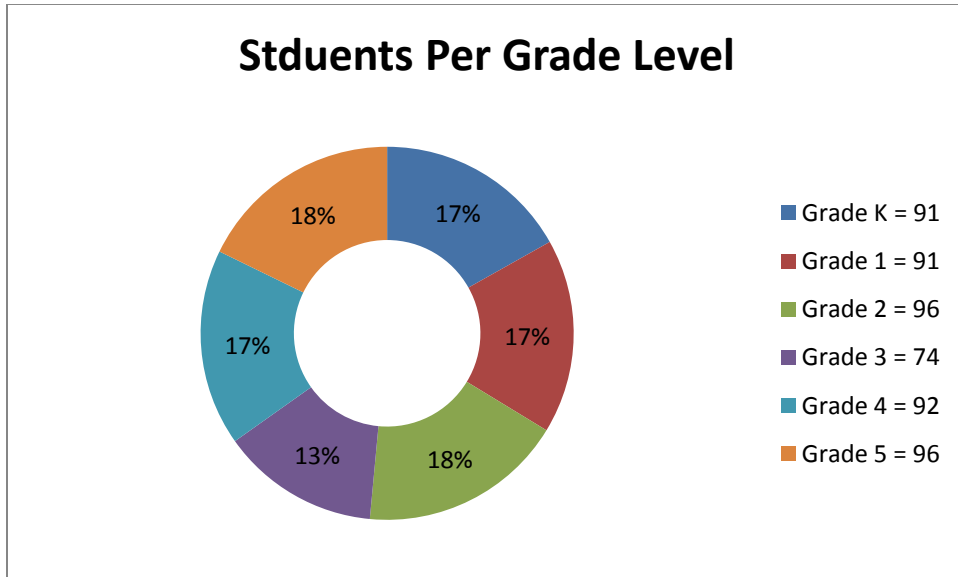
Turnover has also been low at JWES, averaging at 5%. (2010-2011 NC Report Card). Along with low turnover and many years experience, many of the teachers at JWES have advanced degrees. The following chart compares JWES to the district and state in terms of the percentage of teachers having advanced education (North Carolina Department of Public Instruction, 2010-2011).



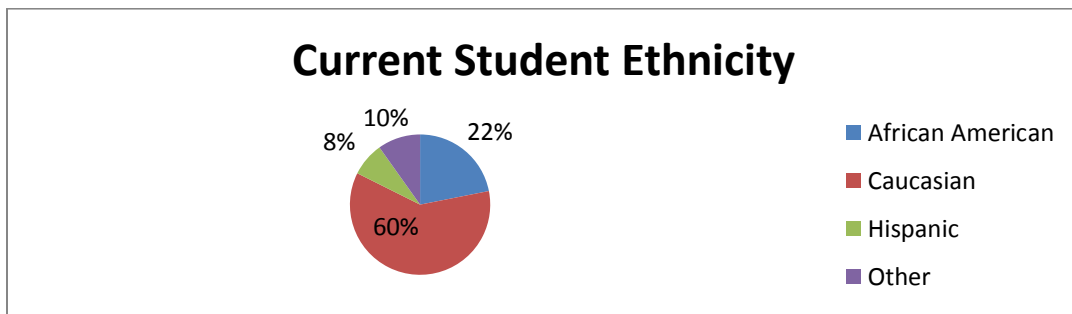
In addition to having a fair representation of teachers with advanced degrees, during the 2010-2011 school year, JWES also had nine teachers who were National Board Certified. That same year, the state average was six (North Carolina Department of Public Instruction, 2010-2011).

Student Population

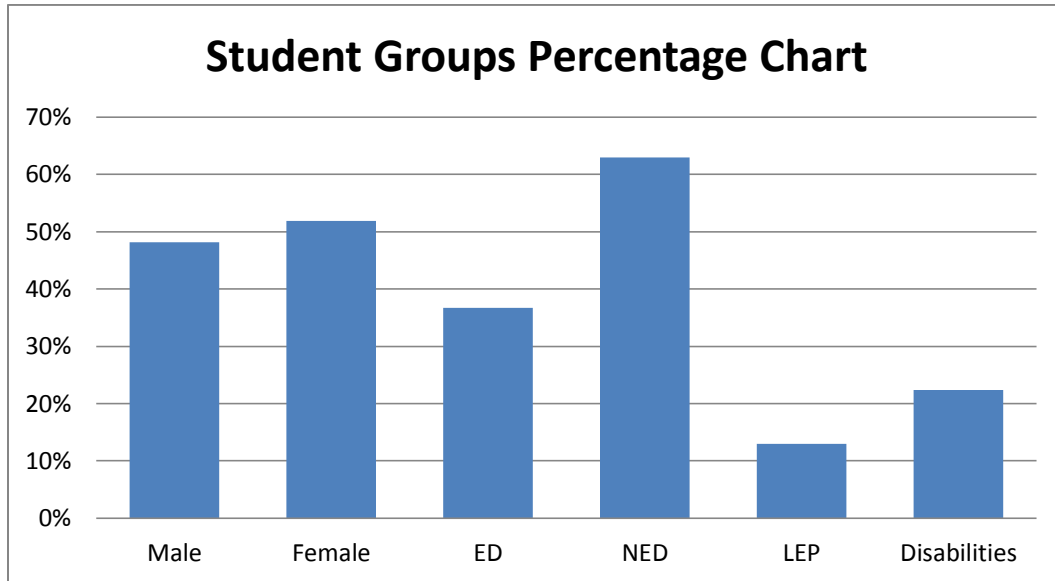
JWES has been a fairly large elementary school. During the 2010-2011 school year, the enrollment was 808 (North Carolina Department of Public Instruction, 2010-2011). With the new McNair Elementary School taking some of the students, currently, JWES has an enrollment of 539 (Guilford County Schools, 2012). The current number of students per grade level at JWES is comprised in the following chart:



Based on current enrollment data, the school's current ethnic diversity is as follows:

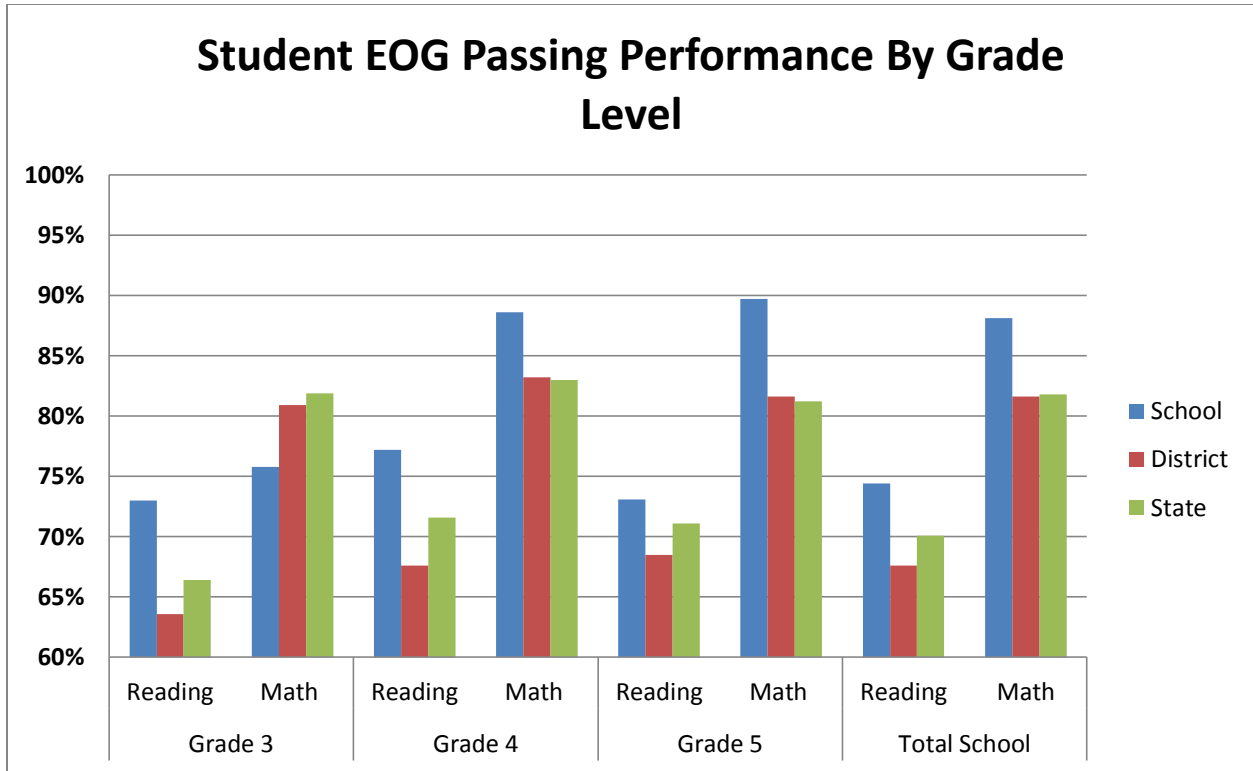


In addition to the ethnicity that makes up the student populous of JWES, the following chart specifies the gender, socio-economic distinction, and disadvantaged student representations (Guilford County Schools, 2012):

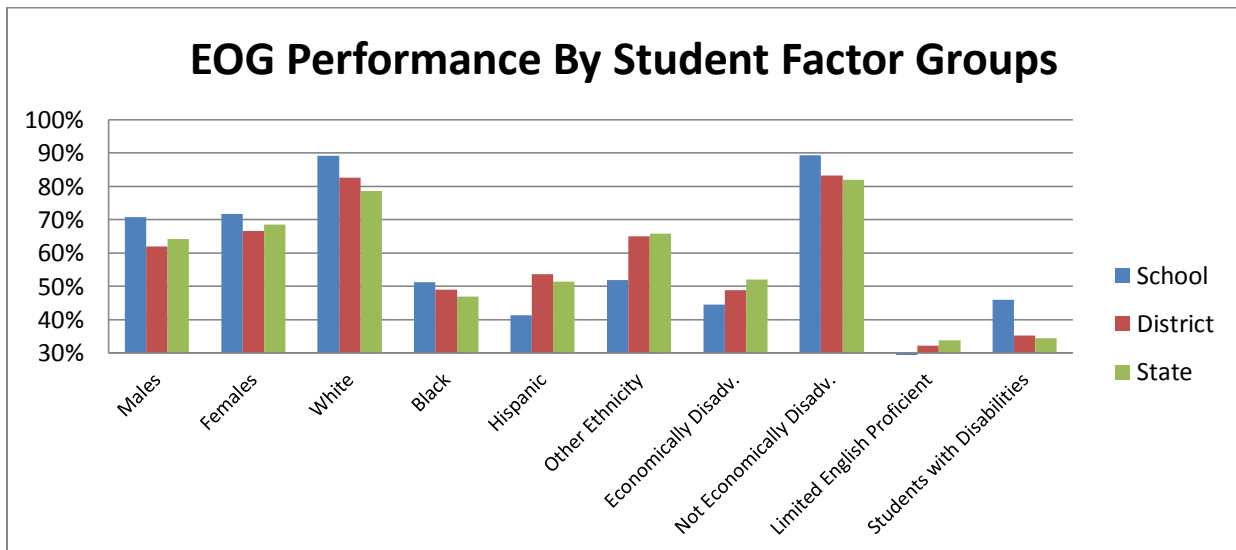


Student Performance on ABCs

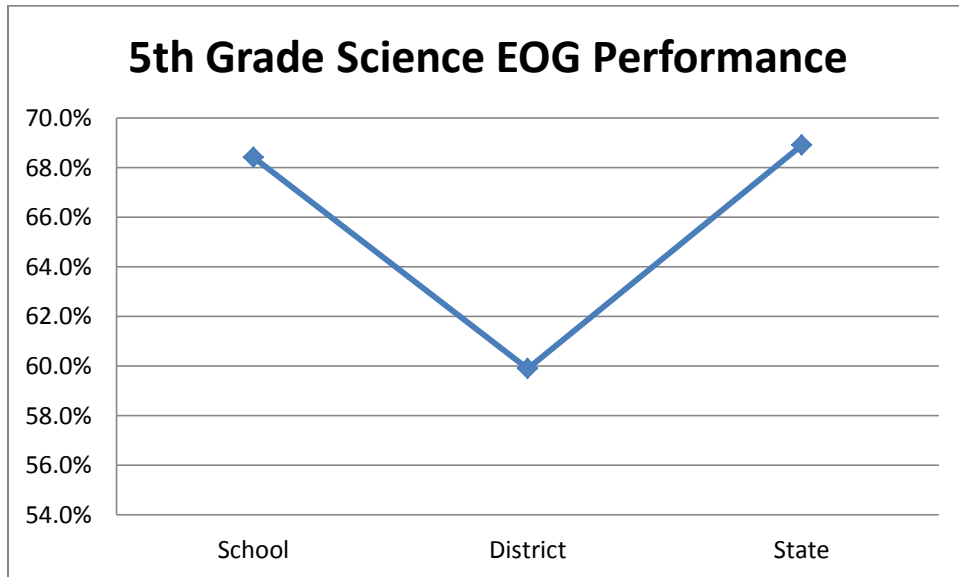
The North Carolina Report Card for Jesse Wharton Elementary School indicates the percentage of students whose performance resulted in passing at or above grade level on the End-of-Grade Tests (EOGs). All third, fourth, and fifth grade students at JWES are tested in both Reading and Math. During the 2010-2011 school year, there were 148 third grade students, 149 fourth grade students, and 156 fifth grade students at JWES (North Carolina Department of Public Instruction, 2010-2011). The following chart shows how each grade level as well as the overall school performed on the EOGs for the 2010-2011 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 2010-2011 EOGs for each student factor group compared to the district and state:



Fifth 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 JWES students in comparison to the district and state, again for the 2010-2011 school year:



Student Performance in Adequate Yearly Progress (AYP)

Based on the 2010-2011 school year, JWES 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, JWES met all 23 of their 23 performance targets for that year (North Carolina Department of Public Instruction, 2010-2011).

Reflections

Jesse Wharton Elementary School is experiencing significant cultural changes. The student population was reduced by about thirty percent with the opening of the new school, McNair Elementary. Initially, I feel this would open the door for many increases in the student learning environment. For example, the number of books per student ration would increase with the reduced number of students attending JWES. Potentially, class sizes would also be smaller. However, with McNair not opening on schedule and almost 350 of their students attending class on the Jesse Wharton campus, the school culture is still being altered. While both McNair and Jesse Wharton administration have worked to make the temporary situation as less disruptive as possible, there has been impact.

The library in particular has had to accommodate both schools with its single collection. At first, this did not seem too large a task. The combined current student usage is about 80 more students than Jesse Wharton had during the 2010-2011 school year. However, the current utilization of the library is quite different than it was in previous years. The current media specialist, Margaret Sullivan Brannon, runs the JWES students on a fixed schedule consisting of 25 classes a week. While the McNair media specialist, Debbie Karibian, divides her time between McNair's two localities and is on hand for approximately half of the time, McNair students come to the library in small groups usually when Mrs. Karibian is on campus to assist them. Additionally, McNair students are allowed to come during open check out at the beginning and end of

each day. Mrs. Karibian is not available to assist them at this time and the McNair student checkout falls to Mrs. Brannon who is assisting JWES students.

Additionally, I have not noticed significant communication or planning between the two media specialists. Mrs. Karibian comes and goes without indication to Mrs. Brannon. The only library related task I have observed Mrs. Karibian perform while she is at JWES is she will independently shelf returned books a few days a week. Having the realization that I am only at Jesse Wharton a few days a week, I may not be seeing as much of the interaction between these two media specialists. Therefore, I understand that I do not know of any arrangement that may be agreed upon between them. If in a similar situation, I would like to talk with the visiting media specialist early on to get an understanding of her schedule and how much assistance she will provide to operation the library. There are many things that I might like assistance with. In this case, with 25 classes to instruct and assist with checkouts, there are such things as book repairs and cataloging which are having to wait to be addressed. I may wish to ask if she would be willing to help with these items as well.

Because Mrs. Brannon does not have an assistant, she is struggling to keep up with the demands of instruction during class visits and the overall management of the media center. To compensate for this, Mrs. Brannon has student assistant volunteers. At present, approximately 30 fourth and fifth grade students come on a schedule each week during open check out time at the beginning and end of the day to assist with various library related tasks. For me, the most relevant experience has been putting

together a student handbook for the assistants to refer to for tasks and responsibilities.

This skill will be useful to me when I am in a building level program because I have carefully thought about the time it takes to learn the library system and I can “fine tune” the process through watching and working with the JWES media assistants.

A review of the staff shows highly educated and equally highly experienced teachers. However, this is the first year that the state has implemented the Common Core and Essential Standards for curricular instruction. As with any new material and/or system, I would expect there to be teachers who may need extra help in finding the best practices for implementing the new curriculum. This understanding could be important in the future to always be prepared with ideas and other means for assisting with informational or technological instruction to supplement the classroom instruction. Additionally, professional development may need to be implemented to give teachers added support and skills that will enable them to bring their best and to bring more technology to the classroom.

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. Equally, knowing that the student demographics has changed for JWES, I will need to understand how these changes would affect the library’s usage and subsequent testing scores. This means that I should not assume that the change in student population will automatically increase the school’s testing results. I would still need to have a good understanding of the strengths

and weakness of the collection. Additionally, I would need to collaborate with teachers to include Common Core English Language Arts and Math standards to instruction within the library. Another step would be to include reading incentive programs, such as Battle of the Books and other reading clubs to promote and encourage reading.

Knowing that the current situation at JWES is quite unique, that with another school also sharing the campus and library, this knowledge will be very important to me when I am in a building level program to know how to navigate sharing space, time, and resources as well as managing the program overall. Keeping in mind that every school and every school library is unique, this time at Jesse Wharton Elementary will be a valuable learning experience.

Bibliography

Brannon, M. S. (2012, September 26). Media Specialist. (D. Wotring, Interviewer)

Guilford County Schools. (2003-2012). *Jesse Wharton Elementary School General Information*. Retrieved September 27, 2012, from Guilford County Schools - Jesse Wharton Elementary School:
<http://schoolcenter.gcsnc.com/education/components/scrapbook/default.php?sectiondetailid=846&linkid=nav-menu-container-1-1405739>

Guilford County Schools. (2012). *Jesse Wharton Elementary School Data Console*. Guilford County Schools.

North Carolina Department of Public Instruction. (2010-2011). *Jesse Wharton Elementary - High Student Performance*. Retrieved September 26, 2012, from North Carolina School Report Cards - Jesse Wharton Elementary School:
<http://www.ncreportcards.org/src/schDetails.jsp?Page=2&pSchCode=424&pLEACode=410&pYear=2009-2010>

North Carolina Department of Public Instruction. (2010-2011). *Jesse Wharton Elementary School Profile*. Retrieved September 27, 2012, from North Carolina School Report Cards - Jesse Wharton Elementary School:
<http://www.ncreportcards.org/src/schDetails.jsp?pSchCode=424&pLEACode=410&pYear=2010-2011>

North Carolina Department of Public Instruction. (2010-2011). *Jesse Wharton Elementary School's Quality Teachers*. Retrieved September 27, 2012, from NC School Report Cards - Jesse Wharton Elementary School:
<http://www.ncreportcards.org/src/schDetails.jsp?Page=4&pSchCode=424&pLEACode=410&pYear=2010-2011>