**Artifact #2**

Diversity Issues Spring 2009

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Lesson 5

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Here are some of the statistics that I found out about my school. It was more complicated than I thought to find them all!

My school has 421 students

**Gender:**

234 are boys 187 are girls

Free/Reduced Lunch:

47% of our school is on free lunch

11% are on reduced

**Special Ed:**

81 students total

10 Autistic

11 Learning disabilities

33 Speech

10 Cognitive Disabilities

15 Emotional Disabilities

2 Other Health Impairment

**Before/ After School Program:**

62 in Before school

58 in After school

English Language Learners:

12 %

**Ethnicity:**

80% white

10% Hispanic

4% African-American

5% Asian

1% Native American

**Average Class Size:**

K-3 16

4-5 27

**Parent Involvement:**

89% of our parents made it to a parent orientation/open house in Sept.

**Counseling Staff:**

1 full time Guidance Counselor

1 part time Social Worker

1 part time School Psychologist

**Students who take medication at school:**

11

I wanted to find out the # or students tardy and absent, and the number of families that have moved in or out of the school, but we could not find a way to get that-I am sure there is though. I will make a guess in my description.

After looking at the data I feel like our biggest negatives would be the percentage of students on free/reduced lunch, transient families, and mental health professionals on campus. I think that the level of poverty at our school because of the free and reduced lunch numbers affects many areas of learning. Many of these kids do not have a lot of the things that make it easier to learn: proper shelter, healthcare, clothing, food. We do have a lot of things in place to help these families, but it still makes it a challenge. I didn’t get the exact numbers of transient families (ones that move often) but in my class alone, I have had four students move away this year, and four move in. Three out of the four that moved away moved because they were going to be evicted from their home. I feel like we should have a full time social worker and a school psychologist. Just looking at the number of kids that are labeled “ED” makes me think that we need more help in this area. Most of our ED students seem to need one on one counseling that they are not getting outside of school.

The positives that I see in our data are the average class sizes, before and after school programs, and parent involvement. Our average class size is pretty low, especially in the lower grades. We have SAGE funding that gives our school lower class sizes because we have a certain percent of families at poverty level. This allows teachers to give more one on one time with each student. We do have a pretty successful after school program which gives students more time to get homework help, and allows parents who are trying to work the ability to afford housing etc. We had a teacher do a research project for grad school about parent involvement. She set up a day-long parent orientation where each grade had a specific time to do their activities. It was advertised a lot and hyped with the kids at school. We had an 89% attendance rate. Most of the people who could not come blamed it on work schedules, which is understandable. We still thought this was a great percentage.

Some potential needs in our building would be more staffing for disabilities, family counseling to help families in poverty.