REPORT TO THE BOARD OF EDUCATION OF THE URBANA SCHOOL DISTRICT

A research paper submitted in partial fulfillment of the requirements for

EDU 5655 Data Analysis

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THE SCHOOL OF EDUCATION

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Introduction

The Board of Education for the Urbana School District has embarked upon a courageous journey of discovery. By enlisting a group of consultants they are seeking to gain a better understanding of the status of the district. This has been done by the offering of surveys to four key groups of stakeholders: Faculty, Students, Parents and the Community. The total number of surveys which were returned for each group is 102, 613, 313 and 42 respectively. A wide variety of topics were researched which include but are not limited to: student performance, teacher performance, curriculum, computer technology, library science, school climate, school safety, support of the student and staff development.

Research Problem

School Districts are in a constant state of change. In order to steer this change in the positive direction, there must be a profound sense of global self awareness. The Urbana School District has taken the first steps towards this self awareness in an attempt to steer the ship in the proper direction. The aim of this study is to have a better understanding of the current state of affairs in the school district with the aim of improvement in the areas of greatest need.

Research Questions

The surveys are each divided into sections. The first section contains questions that seek demographic data. The second section contains questions that seek levels of affinity to a statement. There are five choices to select from in answering each statement. The choices are as follows: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The student survey contains a third section which asks students to select multiple activities which they belong to.

Significance

Various people can look at the same thing and see it differently. By gaining the perspective of multiple stakeholders surrounding key school issues an accurate picture can be draw of the district. With this picture in focus a plan for future growth and improvement can be started.

Conceptual Framework

Quantitative research is deductive in nature. Data is gathered in order to explain the present and predict the future. Through the process of sampling a universe of stakeholders one can gain an understanding of the view of the larger group. These data could then be interpreted in order to draw conclusions. The team utilized three levels of analyses to better understand these data. The first level of analysis is descriptive. In this process the frequencies of responses were analyzed in order to arrive at the how many respondents selected each choice in the survey.

The next level of analysis was comparative in nature. A mean was arrived at for each response. Means that were closer to the numeral 1 had a higher level of agreement with the statement presented and means closer to the numeral 5 had a higher level of disagreement with the statement presented. The means could then be ranked in order to compare which statements were of greater significance to the each group of stakeholders. The final step is to embark upon summative analysis in order to discover correlations between various sets of data. In the case of the research herein, some of the data was recoded in order to utilize the process of cross-tabulation.

FINDINGS

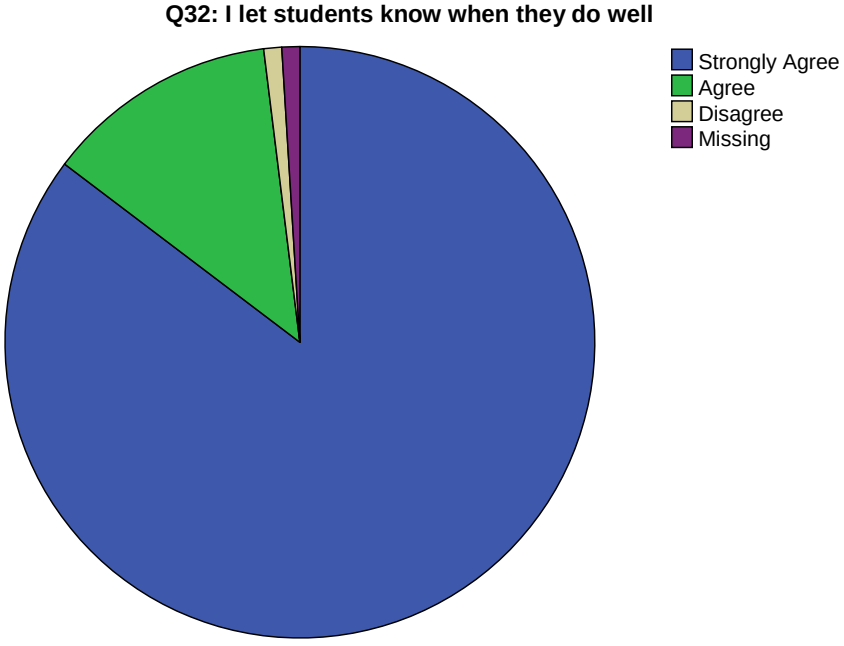
DESCRIPTIVE ANALYSIS

Table 1
Frequency of Statement Most Agreed Upon by Faculty

Q32: I let students know when they do well

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	87	85.3	86.1	86.1
	Agree	13	12.7	12.9	99.0
	Disagree	1	1.0	1.0	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Figure 1
Percentage of Frequency of Statement Most Agreed Upon by Faculty



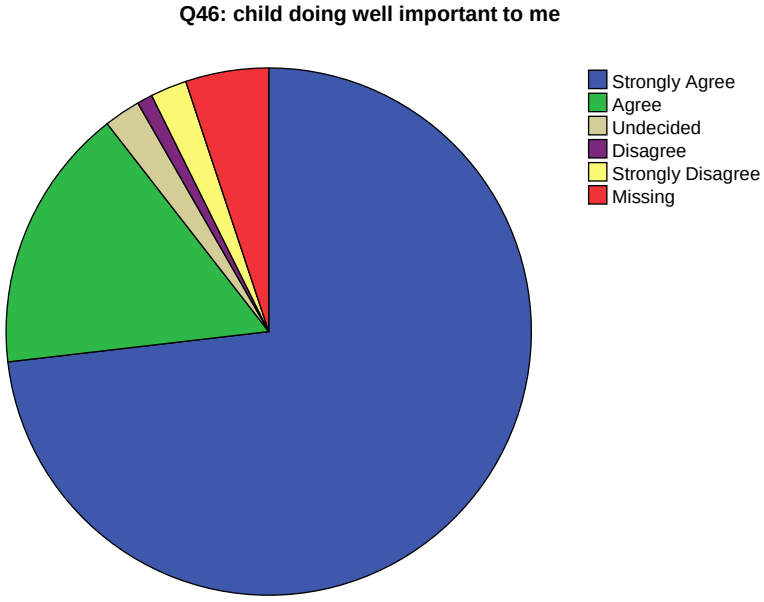
The Table and Figure above indicate the frequency of the statement on the Faculty Survey which had the highest mean for agreement.

Table 2
Frequency of Statement Most Agreed Upon by Parents

Q46: Child doing well is important to me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	229	73.2	77.1	77.1
	Agree	51	16.3	17.2	94.3
	Undecided	7	2.2	2.4	96.6
	Disagree	3	1.0	1.0	97.6
	Strongly Disagree	7	2.2	2.4	100.0
	Total	297	94.9	100.0	
Missing	System	16	5.1		
	Total	313	100.0		

Figure 2
Percentage of Frequency of Statement Most Agreed Upon by Parents



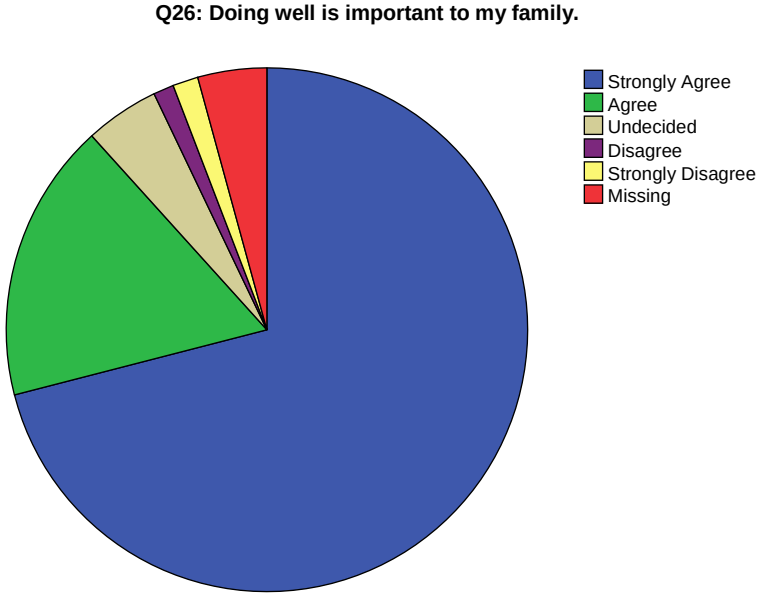
The Table and Figure above indicate the frequency of the statement on the Parent Survey which had the highest mean for agreement.

Table 3
Frequency of Statement Most Agreed Upon by Students

Q26: Doing well is important to my family.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	448	71.0	74.2	74.2
	Agree	109	17.3	18.0	92.2
	Undecided	29	4.6	4.8	97.0
	Disagree	8	1.3	1.3	98.3
	Strongly Disagree	10	1.6	1.7	100.0
	Total	604	95.7	100.0	
Missing	System	27	4.3		
Total		631	100.0		

Figure 1.3
Percentage of Frequency of Statement Most Agreed Upon by Students



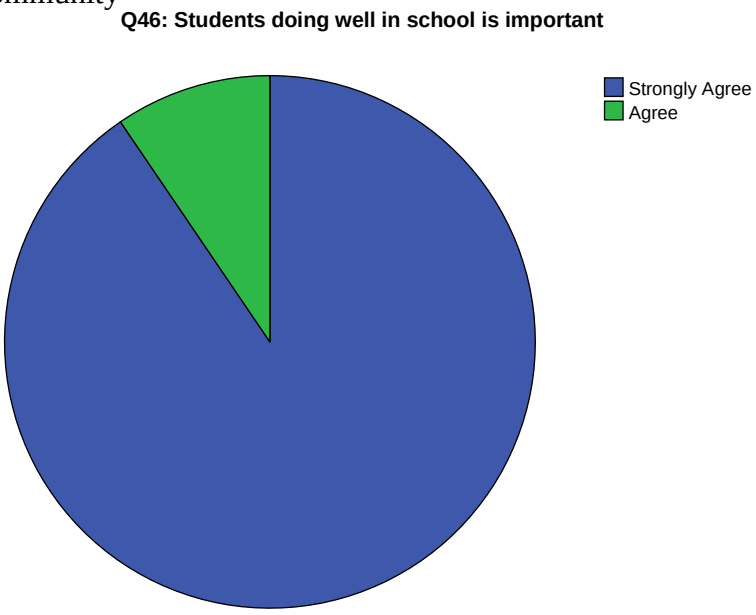
The Table and Figure above indicate the frequency of the statement on the Student Survey which had the highest mean for agreement.

Table 4
Frequency of Statement Most Agreed Upon by Community

Q46: Students doing well in school is important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	38	90.5	90.5	90.5
	Agree	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

Figure 4
Percentage of Frequency of Statement Most Agreed Upon by Community



The Table and Figure above indicate the frequency of the statement on the Community Survey which had the highest mean for agreement.

COMPARATIVE ANALYSIS

Table 5
Ranking of Top Ten Teacher Responses by Mean

	N	Range	Minimum	Maximum	Sum	Mean
Q32: I let students know when they do well	101	3	1	4	117	1.16
Q53: I care if students learn or not	101	1	1	2	121	1.20
Q33: Try to help students material	101	2	1	3	123	1.22
Q29: Interested in students as individuals	101	4	1	5	126	1.25
Q31: I clearly communicate expectations	101	3	1	4	132	1.31
Q50: Don't mind student ?s in class	101	1	1	2	138	1.37
Q52: Interested in students' opinions	101	2	1	3	144	1.43
Q61: I enjoy working with my students	102	3	1	4	146	1.43
Q35: Make self available for help	101	3	1	4	146	1.45
Q28: I'm proud of my teaching	101	4	1	5	146	1.45
Valid N (listwise)	101					

The Table above indicates the ranking of the ten statements in the Teacher Survey which had the greatest level of agreement based upon the mean.

Table 6
Ranking of Teacher Indices by Mean

	N	Range	Minimum	Maximum	Sum	Mean
Teacher Accessibility to Students	100	3.00	1.00	4.00	153.00	1.5300
Teacher Perceptions of Performance	99	2.36	1.00	3.36	151.73	1.5326
Classroom Environment and Climate	98	2.00	1.00	3.00	151.00	1.5408
Encouraging Creativity	101	2.50	1.00	3.50	173.00	1.7129
Instructional Grouping for Learning	96	3.25	1.00	4.25	190.50	1.9844
External Student Learning Activities	102	3.50	1.00	4.50	215.27	2.1105
Principal's Role in School Climate	98	4.00	1.00	5.00	219.50	2.2398
Student Grading and Evaluation	95	2.75	1.00	3.75	217.75	2.2921
In Class Assignments for Students	86	3.25	1.00	4.25	201.17	2.3391
Understanding Student Needs/Interests	92	2.50	1.50	4.00	217.17	2.3605
Teacher Perceptions of Student Performance	95	2.89	1.00	3.89	237.00	2.4947
Encouraging Student Independence	97	4.00	1.00	5.00	254.00	2.6186
Staff Development	98	4.00	1.00	5.00	263.00	2.6837
School Safety Issues	100	4.00	1.00	5.00	269.00	2.6900
Use of the Library for Instruction	92	2.80	1.40	4.20	256.60	2.7891
Curriculum Issues	91	3.00	1.00	4.00	254.00	2.7912
Exchanging/Sharing Information	99	4.00	1.00	5.00	279.00	2.8182
School Climate	95	2.78	1.67	4.44	275.11	2.8959
Parental/Family Support of Schools	93	3.83	1.00	4.83	276.33	2.9713
Classroom Computer/Technology	89	3.00	1.33	4.33	271.00	3.0449
Valid N (listwise)	72					

The Table above indicates the ranking of the indices in the Teacher Survey based upon level of agreement, as is calculated through the mean.

Table 7
Ranking of Top Ten Student Responses by Mean

	N	Range	Minimum	Maximum	Sum	Mean	Variance
Q26: Doing well is important to my family.	604	4	1	5	835	1.38	.611
Q25: Doing well in school is important to me.	607	4	1	5	865	1.43	.700
Q82: My parents are interested in my work.	596	4	1	5	968	1.62	.968
Q98: If I tried harder, I could do better.	588	4	1	5	956	1.63	1.110
Q52: I try to do my best in school.	597	4	1	5	988	1.65	.951
Q56: I do the best I can.	595	4	1	5	1058	1.78	1.011
Q40: I'm responsible for my own learning	600	4	1	5	1126	1.88	1.260
Q12: My T's let me know when I do well	607	4	1	5	1166	1.92	1.060
Q11: My T's let me know what to expect of me.	602	4	1	5	1161	1.93	1.148
Q79: We learn a lot of math in school.	589	4	1	5	1136	1.93	1.250
Valid N (listwise)	555						

The Table above indicates the ranking of the ten statements in the Student Survey which had the greatest level of agreement based upon the mean.

Table 8
Ranking of Student Indices by Mean

	N	Range	Minimum	Maximum	Sum	Mean	Variance
stperf	546	3.42	1.00	4.42	1120.83	2.0528	.303
support	568	4.00	1.00	5.00	1267.88	2.2322	.451
teachers	530	3.44	1.00	4.44	1279.13	2.4134	.476
curric	577	4.00	1.00	5.00	1426.60	2.4724	.592
assign	556	4.00	1.00	5.00	1377.60	2.4777	.311
grading	536	3.60	1.00	4.60	1403.00	2.6175	.304
princ	585	4.00	1.00	5.00	1566.67	2.6781	1.420
extracur	574	4.00	1.00	5.00	1539.63	2.6823	.456
groups	562	4.00	1.00	5.00	1526.20	2.7157	.612
climate	593	4.00	1.00	5.00	1748.00	2.9477	1.250
library	579	4.00	1.00	5.00	1714.25	2.9607	.920
safety	597	4.00	1.00	5.00	1983.00	3.3216	2.101
computer	561	4.00	1.00	5.00	1947.43	3.4714	.651
Valid N (listwise)	396						

The Table above indicates the ranking of the indices in the Student Survey based upon level of agreement, as is calculated through the mean.

Table 9
Ranking of Top Ten Community Responses by Mean

	N	Range	Sum	Mean	Variance
Q46: that stdnts to do well in school is important	42	1	46	1.10	.088
Q53: I care if our stndts learn	42	2	61	1.45	.303
Q35: I see that my chld does homework	35	2	51	1.46	.432
Q52: I'm interested in stdnt opinions	42	3	63	1.50	.451
Q94: I'm interested in what stdnts do in schl	41	4	63	1.54	.705
Q32: I tell stdnts when they do something well	37	2	57	1.54	.477
Q50: I help stdnts when they ask questions	38	2	60	1.58	.467
Q33: I help stdnts with homework	38	2	61	1.61	.516
Q45: education is important national priority	42	4	68	1.62	1.168
Q86: I worry about how children are doing	42	4	68	1.62	.681
Valid N (listwise)	35				

The Table above indicates the ranking of the ten statements in the Community Survey which had the greatest level of agreement based upon the mean.

Table 10
Ranking of Community Indices by Mean

	N	Range	Sum	Mean	Variance
student creativity	42	4.00	72.00	1.7143	.648
student discipline	42	3.67	97.00	2.3095	.810
parental/community support	35	1.64	89.27	2.5506	.162
small group work in classes	42	3.00	114.00	2.7143	.843
Classroom environment	41	2.80	111.60	2.7220	.398
Homework assignments	26	1.75	71.00	2.7308	.183
staff development	40	4.00	112.00	2.8000	.933
student performance	35	1.89	100.44	2.8698	.179
student independence	42	3.50	124.50	2.9643	.797
prinicpals/admin roles	42	3.00	129.41	3.0811	.531
outside school opportunities	35	2.17	110.00	3.1429	.368
school safety and security	41	4.00	130.00	3.1707	2.045
school environment	40	2.38	127.63	3.1906	.409
perceptions of classroom learning	39	2.60	126.50	3.2436	.496
use/access to library	41	3.50	137.50	3.3537	.753
computer/technical skills	42	4.00	143.00	3.4048	1.515
student needs/requests	39	3.00	136.00	3.4872	.901
communications with community	38	3.00	133.60	3.5158	.672
school/grade curriculum	39	2.17	138.92	3.5620	.363
Valid N (listwise)	18				

The Table above indicates the ranking of the indices in the Community Survey based upon level of agreement, as is calculated through the mean.

Table 11
Ranking of Top Ten Parent Responses by Mean

	N	Range	Minimum	Maximum	Sum	Mean	Variance
Q46: chld doing well important to me	297	4	1	5	399	1.34	.618
Q51: I help chld learn schl import to future	296	4	1	5	407	1.38	.723
Q34: Tchrs assign homework	281	4	1	5	394	1.40	.806
Q53: I care if chld learns what's taught	297	4	1	5	421	1.42	.670
Q52: interested in chld's opinions	297	4	1	5	423	1.42	.583
Q95: interested in what chld does in schl	296	4	1	5	430	1.45	.642
Q35: I make sure chld does homework	300	4	1	5	448	1.49	.719
Q33: I help chld with homework	298	4	1	5	457	1.53	.775
Q45: Doing well important to my chld	296	4	1	5	462	1.56	.749
Q93: know what my chld does after schl	296	4	1	5	470	1.59	.779
Valid N (listwise)	271						

The Table above indicates the ranking of the ten statements in the Parent Survey which had the greatest level of agreement based upon the mean.

Table 12
Ranking of Parent Indices by Mean

	N	Range	Minimum	Maximum	Sum	Mean	Variance
support	268	4.00	1.00	5.00	484.36	1.8073	.321
stperf	265	4.00	1.00	5.00	544.73	2.0556	.287
assign	259	3.33	1.00	4.33	568.00	2.1931	.323
library	288	4.00	1.00	5.00	644.00	2.2361	.728
principl	284	4.00	1.00	5.00	662.50	2.3327	.825
groups	287	4.00	1.00	5.00	679.50	2.3676	.718
climate	273	4.00	1.00	5.00	671.75	2.4606	.329
tperform	272	4.00	1.00	5.00	672.89	2.4739	.594
external	238	3.00	1.00	4.00	597.20	2.5092	.349
computer	269	4.00	1.00	5.00	721.00	2.6803	.796
staffd	286	4.00	1.00	5.00	768.00	2.6853	.932
grading	284	4.00	1.00	5.00	770.67	2.7136	.496
curric	254	4.00	1.00	5.00	698.50	2.7500	.640
safety	293	4.00	1.00	5.00	844.50	2.8823	1.268
Valid N (listwise)	168						

The Table above indicates the ranking of the indices in the Parent Survey based upon level of agreement, as is calculated through the mean.

Table 13
Means of Significant Indices for Stakeholders with Conditional Formatting

	Curriculum	Support of Student Ed	Teacher Perform	Technology	Student Perform	Safety	Library
Teacher	2.79	2.97	1.53	3.04	2.49	2.69	2.78
Students	2.47	2.23	2.41	3.47	2.05	3.32	2.96
Parents	2.75	1.8	2.47	2.68	2.05	2.88	2.24
Community	3.56	2.55	3.24	3.4	2.86	3.17	3.35

The Table above reflects the means for indices of importance and is conditionally formatted by color. Colors closer to green have a higher level of agreement. Colors closer to red have a higher level of disagreement.

SUMMATIVE ANALYSIS

Table 14
Cross Tabulation of Primary and Secondary Students in their agreement with Student Performance

			Performance		Total
			Toward Agreement	Toward Disagreement	
Primary v Secondary	Primary	Count	123	109	232
		% within Primary v Secondary	53.0%	47.0%	100.0%
	Secondary	Count	140	231	371
		% within Primary v Secondary	37.7%	62.3%	100.0%
Total		Count	263	340	603
		% within Primary v Secondary	43.6%	56.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.554(b)	1	.000		
Continuity Correction(a)	12.940	1	.000		
Likelihood Ratio	13.536	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	13.532	1	.000		
N of Valid Cases	603				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 101.19.

The Tables above indicate a cross tabulation of agreement with student performance as reflected through surveys from both primary and secondary student. Note: Primary grades include K-6 and secondary grades include 7-12.

Table 15
Cross Tabulation of Primary and Secondary Students in their agreement with Curriculum Issues

			Curriculum Issues		Total
			Toward Agreement	Toward Disagreement	
Primary v Secondary	Primary	Count	167	65	232
		% within Primary v Secondary	72.0%	28.0%	100.0%
	Secondary	Count	212	159	371
		% within Primary v Secondary	57.1%	42.9%	100.0%
Total		Count	379	224	603
		% within Primary v Secondary	62.9%	37.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.463(b)	1	.000		
Continuity Correction(a)	12.835	1	.000		
Likelihood Ratio	13.719	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	13.441	1	.000		
N of Valid Cases	603				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 86.18.

The Tables above indicate a cross tabulation of agreement with curriculum issues as reflected through surveys from both primary and secondary student. Note: Primary grades include K-6 and secondary grades include 7-12.

Table 16
Cross Tabulation of Primary and Secondary Students in their agreement with Computer/Technology

			Computer/Technology		Total
			Toward Agreement	Toward Disagreement	
Primary v Secondary	Primary	Count	36	196	232
		% within Primary v Secondary	15.5%	84.5%	100.0%
	Secondary	Count	39	332	371
		% within Primary v Secondary	10.5%	89.5%	100.0%
Total		Count	75	528	603
		% within Primary v Secondary	12.4%	87.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.283(b)	1	.070		
Continuity Correction(a)	2.840	1	.092		
Likelihood Ratio	3.217	1	.073		
Fisher's Exact Test				.076	.047
Linear-by-Linear Association	3.278	1	.070		
N of Valid Cases	603				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 28.86.

The Tables above indicate a cross tabulation of agreement with computer/technology as reflected through surveys from both primary and secondary student. Note: Primary grades include K-6 and secondary grades include 7-12.

Table 17
Cross Tabulation by Parent Gender in their agreement with School Curriculum

			School curriculum		
			Agree	Disagree	Total
gender	Male	Count	31	20	51
		% within gender	60.8%	39.2%	100.0%
	Female	Count	112	136	248
		% within gender	45.2%	54.8%	100.0%
Total		Count	143	156	299
		% within gender	47.8%	52.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.138(b)	1	.042		
Continuity Correction(a)	3.535	1	.060		
Likelihood Ratio	4.152	1	.042		
Fisher's Exact Test				.046	.030
Linear-by-Linear Association	4.124	1	.042		
N of Valid Cases	299				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.39.

The Tables above indicate a cross tabulation of agreement with school curriculum as reflected through parent surveys divided by gender.

Table 18

Cross Tabulation of Community Members, with Graduates from Urbana School District, in their agreement with the availability of Outside School Opportunities

			outside school opportunities		
			Agree	Disagree	Total
Do you have graduates of Urbana?	yes	Count	0	16	16
		% within Do you have graduates of Urbana?	.0%	100.0%	100.0%
	no	Count	4	22	26
		% within Do you have graduates of Urbana?	15.4%	84.6%	100.0%
Total		Count	4	38	42
		% within Do you have graduates of Urbana?	9.5%	90.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.721(b)	1	.099		
Continuity Correction(a)	1.228	1	.268		
Likelihood Ratio	4.093	1	.043		
Fisher's Exact Test				.280	.134
Linear-by-Linear Association	2.656	1	.103		
N of Valid Cases	42				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.52.

The Tables above indicate a cross tabulation of community members, with graduates from Urbana School District, in their agreement with the availability of outside school opportunities.

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Table 19

Cross Tabulation of Community Members, with Graduates from Urbana School District, in their agreement with Classroom Climate

			classroom climate		
			Agree	Disagree	Total
Do you have graduates of Urbana?	yes	Count	7	9	16
		% within Do you have graduates of Urbana?	43.8%	56.3%	100.0%
	no	Count	5	21	26
		% within Do you have graduates of Urbana?	19.2%	80.8%	100.0%
Total		Count	12	30	42
		% within Do you have graduates of Urbana?	28.6%	71.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.918(b)	1	.088		
Continuity Correction(a)	1.840	1	.175		
Likelihood Ratio	2.868	1	.090		
Fisher's Exact Test				.158	.088
Linear-by-Linear Association	2.848	1	.091		
N of Valid Cases	42				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.57.

The Tables above indicate a cross tabulation of community members, with graduates from Urbana School District, in their agreement with classroom climate.

Table 20
Cross Tabulation of Teacher Responses based on their Ethnicity in their agreement with Student Performance

			Student Performance		Total
			Toward Agreement	Toward Disagreement	
EthnicRR	Minority Teachers	Count	26	8	34
		% within EthnicRR	76.5%	23.5%	100.0%
	White Teachers	Count	23	17	40
		% within EthnicRR	57.5%	42.5%	100.0%
Total		Count	49	25	74
		% within EthnicRR	66.2%	33.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.957(b)	1	.086		
Continuity Correction(a)	2.169	1	.141		
Likelihood Ratio	3.011	1	.083		
Fisher's Exact Test				.138	.070
Linear-by-Linear Association	2.917	1	.088		
N of Valid Cases	74				

a Computed only for a 2x2 table
b 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.49.

The Tables above indicate a cross tabulation of teacher responses based on their ethnicity in their agreement with student performance.

SUMMARY

- Table 1 indicates that the faculty is most in agreement with the statement, "I let students know when they do well".
- Table 2 indicates that the parents are most in agreement with the statement, "Child doing well is important to me".
- Table 3 indicates that the students are most in agreement with the statement, "Doing well is important to my family".
- Table 4 indicates that the community is most in agreement with the statement, "Students doing well in school is important".
- It is evident that all the stakeholders are in agreement with notion that student success and acknowledgement of such is of utmost importance.
- Table 5 indicates that the teachers feel that they are in strong agreement that they are accessible, encouraging, and are genuinely interested in the success of their students
- By observing all of the indices tables (e.g. Tables 6, 8, 10, 12) we see that there is a stark difference in how well the educational system is supported by the stakeholders from the perspective of the teachers as compared to the students, parents and community. The teachers clearly feel as though the students and the educational system are not being supported properly. It is indicated by Table 13.
- Table 13 makes it quite apparent that the teachers are most impressed by their own performance while the students and parents find it mediocre at best. The community leans towards a high level of disagreement with the teacher performance index.
- Table 13 indicates that there is an overall dissatisfaction with the state of technology and safety in the district.
- Table 13 indicates that the students are the only group of stakeholders who are mildly satisfied with the curriculum. In addition the parents are the only group toward agreement with the Library index.
- The cross tabulation tables that divide primary and secondary students (e.g. tables 14, 15 and 16) have significant results. In table 14 the secondary is more towards disagreement and the primary is more towards agreement with student performance. However, the overall results in table 13 show that there is strong agreement among students with regard to students' performance. It should be noted that in all the student tables there are 140 less primary students in the sample.

- In Table 15 we conclude that there is a strong enough agreement that it is statistically significant with a 100 % certainty of correlation between both students and curriculum issues.

- In Table 16 we conclude that all students are towards disagreement that the computer/technology program is satisfactory.

- In Table 17 it is apparent that the male parents are more towards agreement with school curriculum and the female parents are more towards disagreement.

- Table 18 shows that the community members whose children have graduated from the district are 100% toward disagreement that there have been outside school opportunities and the majority of community members who do not have graduates from the district are also toward disagreement (85%).

- Table 19 shows that the community members whose children have graduated from the district are toward disagreement with classroom climate and there is also a strong majority of community members who do not have graduates from the district who are also toward disagreement.

- In Table 20 the cross tabulation of teacher ethnicity and student performance reveals that minority teachers are strongly towards agreement with regard to student performance while white teachers are slightly more toward an even split between agreement and disagreement.

SUGGESTIONS

- In deliberating for the upcoming budgetary advisory committee we feel Technology and Safety issues in the Urbana school district need to be addressed.

- The communication system between the community / parents and the entire Urbana school district needs to be improved.

- There needs to be a thorough assessment / evaluation of the teacher instruction, supervision system currently in place in order to improve the current disconnect between actual student performance and perception.