

Urbanis School District Presentation

A research paper submitted in partial fulfillment of the requirements for

DU 5650 School Based Data Analysis (Fall 2012)

Dr. Hughes

Of the Division of
ADMINISTRATIVE AND INSTRUCTIONAL LEADERSHIP
Of
THE SCHOOL OF EDUCATION
ST. JOHN'S UNIVERSITY
Oakdale, N.Y

by

Anastasios Koularmanis
Clarence Williams
Jessica Franco Zarian

EDU 5655
Jessica Zarian,
Clarence Williams Jr.
Anastasios Koularmanis
Dr. Hughes

Urbana

The purpose of this report is to assess the needs and provide suggestions for improvement for the Urbana community school district. The purpose of collecting the data was to take basic data, compare it and then surmise it to present the areas of importance and the areas of least importance for the purpose improving the district.

In reviewing the Urbana community school district, a survey was conducted in four categories: Community, Parents, Students and Teachers. Each group was surveyed on various questions pertaining to the school district. With the use of the IBM statistical program SPSS, we were able to deduce the areas of importance. We then categorized the questions into descriptive statistics, and organized this data to discover the 7 highest ranking questions and the 7 lowest ranking questions. By taking the mean of the responses in the categories of student performance, safety, library, and computer support, we were able to surmise which target group found the aforementioned areas of importance. We further disseminated the data by recoding and creating crosstab correlations.

Further, the objectives of this paper are to provide the Urbana school district with the tools necessary to make a change in the district and improve in all areas of concern.

While looking at the data were uncovered student performance and support to be the areas of the highest levels on concern for all respondents in all sub-groups.

Community Findings

Demographics:

The Community of Urbana is very diverse. According to the Community survey given 74% were from African American decent, 6% were from Hispanic decent, and 20% made up other ethnic backgrounds. The majority, 88.1%, of the surveys were completed by female respondents. As seen in figure 1, the community survey has the highest percentage of female respondents

Figure 1

Demographics for all groups given Urbana Survey

<p>Student Survey: N 631</p> <p>Females 52.5 % (N 319)</p> <p>Males 47.5 % (N 289)</p> <p>DNA - N 23</p> <p>African-American 75.8 %</p> <p>Hispanic 8.2 %</p> <p>Caucasian 1.3 %</p>	<p>Parent Survey: N 313</p> <p>Female 82.9% (N 248)</p> <p>Male 17.1% (N 51)</p> <p>African-American 71.2%</p> <p>Hispanic 15.7 %</p> <p>Caucasian 2 %</p> <p>Other 8.8 %</p>
<p>Teacher Survey: N 102</p> <p>Females 80.5 % (N 70)</p> <p>Males 19.5 % (N 17)</p> <p>DNA (N 15)</p> <p>African American 39.2 %</p> <p>Hispanic 4.1%</p> <p>Caucasian 54.1%</p>	<p>Community Survey: N 42</p> <p>Females 88.1 % (N 37)</p> <p>Males 11.9 % (N 5)</p> <p>African-American 74 %</p> <p>Hispanic 6%</p> <p>Other 20%</p>

In figure 2, one can see the descriptive statistics for the community survey. The statistics are in ascending order (answer choices 1-4).

Figure 2
Descriptive Statistics for the Community Survey

	N	Range	Sum	Mean	Variance
Q46: that students to do well in school is important	42	1	46	1.10	.088
Q53: I care if our stdnts learn	42	2	61	1.45	.303
Q35: I see that my child 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
Q34: teachers assign homework	32	4	53	1.66	1.201
Q57: more creative new programs are needed	42	4	72	1.71	.648
schls Q47: every where have discipline probs	42	4	87	2.07	1.922
Q67: tests are not only way to show learning	42	3	89	2.12	.644
Q36: stdnts graded fairly on qual of work	35	3	76	2.17	.852
Q8: too much social promotion	42	4	96	2.29	1.087
Q55: class sizes are too large	42	4	100	2.38	1.315
Q89: I use the public library regularly	39	4	93	2.38	1.348
Q48: bad behaving stdnts should be thrown-out	42	4	101	2.40	2.296
Q49: bad stdnts interfer with good stdnts	42	4	103	2.45	1.522
Q73: Principals care about stdnts	42	4	104	2.48	1.573
Q34a: teachers grade homework	33	4	82	2.48	2.508
Q83: I participate in PTO	37	4	92	2.49	1.368

Q63: teachers give enough tests	41	4	108	2.63	.788
Q64: P.T.A is positive, contributing force	42	4	111	2.64	1.406
sQ66: stdnts need more time to work with other stdnts	42	3	114	2.71	.843
Q39: tchrs give challenging assignments	41	4	113	2.76	.939
Q15: dist has staff development program	40	4	112	2.80	.933
Q38: stdnts have class time for projects	41	4	115	2.80	.761
Q68: grading system is too easy	41	4	115	2.80	1.061
Q72: stdnts do best they can in schl	42	4	119	2.83	1.654
Q65: stdnts can learn by themselves with direction	42	4	119	2.83	.923
Q87: stdnts talk about schl work at home	40	4	115	2.88	1.394
Q31: Admins communicate expectations to stdnts	42	4	121	2.88	1.620
Q37: tchrs grade on effort--not quality	40	4	116	2.90	.810
Q92: I know what stdnts do on wkends	40	4	116	2.90	1.836
Q24: comm has input into schl decisions	42	4	122	2.90	1.552
Q43: schls should focus on learning only	42	4	124	2.95	1.412
Q10: tchrs help individual students in need	42	4	125	2.98	1.390
Q97: I know students who work after school	40	4	120	3.00	1.487
tchrs Q26: stress reasons for what they teach	42	4	126	3.00	1.171
Q23: chls encourage teamwork	42	4	126	3.00	1.512
Q59: our teachers like their work	42	4	126	3.00	1.220
Q14: tchrs communicate expectations to stdnts	42	4	127	3.02	1.097
Q61: tchrs like their students	42	3	128	3.05	1.022
Q30: schl in interesting to students	39	4	119	3.05	1.734
Q62: schls provide opportunities for stdnts	42	4	130	3.10	1.259
Q76: schls have adequate adult ed programs	41	4	127	3.10	1.140
Q44: schls should focus on stdnt personal probs	41	4	128	3.12	1.560

Q21: Bd & comm support tchrs & principals	41	4	129	3.15	1.228
Q74: I feel safe in the schls	41	4	130	3.17	2.045
Q7: schools teach basic skills adequately	42	4	136	3.24	1.893
Q60: stdnts are responsible for own learning	42	4	136	3.24	2.088
Q20: schls safe for stdnts and tchrs	42	4	137	3.26	1.661
Q29: tchrs and admin interested in individual stdnts	42	3	137	3.26	1.222
Q22: prnts have input into running schls	40	4	131	3.28	1.538
Q95: admin accessible to parents and comm	42	4	138	3.29	1.672
Q81: Bd of Ed responsive to community	42	4	140	3.33	1.252
Q40: schls provide for special needs stdnts	42	4	140	3.33	1.593
Q78: schls help studnts develop special talents/interests	42	3	142	3.38	1.364
Q75: stdnts have adequate access to computers	42	4	143	3.40	1.515
Q18: comm has input into performance expectations	42	3	144	3.43	.739
Q88: schls make use of regional resources	42	3	144	3.43	.934
Q82: studnts get individual attention in schls	42	4	144	3.43	1.275
Q19: comm input into costs of schools	38	4	131	3.45	1.335
Q16: Bd is responsive to prnts and comm	42	3	145	3.45	1.083
Q80: guidance/counseling services adequate	42	4	146	3.48	1.231
Q25: schls prepare stdnts for society	42	4	147	3.50	1.329
Q28: schls do as good a job as they can	42	4	147	3.50	1.963
Q93: community make use of schls in evenings	42	4	148	3.52	1.280
Q9a: curriculum meets needs of most	42	3	148	3.52	1.134
Q85: Students are learning important things	42	3	149	3.55	1.083
Q9: curriculum meets abilities of most	42	3	150	3.57	1.080
Q27: schls meet needs of what % of stdnts	39	3	141	3.62	.927

Q13: schls educate most students	42	3	152	3.62	1.510
Q41: schls communicate programs to comm	42	4	152	3.62	1.364
Q96: Students learn valuable future job skills	42	4	152	3.62	1.510
Q79: voc programs prepare stdnts for employment	42	4	153	3.64	1.308
Q58: schl libraries are adequate	41	3	151	3.68	1.172
Q42: stdnts see value of learning	42	4	157	3.74	1.174
Q54: stdnts are motived to achieve in schl	41	4	154	3.76	1.289
Q12: necessary resources provided to tchrs	42	3	158	3.76	1.308
Q11: parents understand and support goals	42	3	160	3.81	1.134
Q56: too many special programs in schls	41	3	157	3.83	.795
Q17: tchrs and prnts work together toward goals	42	4	161	3.83	.874
Q71: stdnts are proud of their school	42	3	163	3.88	.839
Q51: schls have positive climate for learning	41	4	160	3.90	1.190
Q90: girls get better education than boys	41	3	161	3.93	.920
Q69: grading system is too hard so stdnts quit	42	3	167	3.98	.707
Q84: community has opportunities for stdnts	42	3	167	3.98	1.146
Q91: boys get better education than girls	41	2	168	4.10	.640
Q77: I am satisfied with schools	42	4	173	4.12	1.229
Q70: academic work is too hard for stdnts	41	4	169	4.12	.910
Valid N (listwise)	18				

As seen in the above figure, community members felt very strongly on a variety of topics. For the purposes of this report, we will first look at the “top 7 questions” (where respondents chose mainly “strongly agree” and “agree” and then look at the “bottom 7 questions” (where respondents chose mainly “disagree” and “strongly disagree”). In figure 3 the “top 7 questions” are shown in ascending order.

Figure 3

Descriptive Statistics for the top 7 questions for the Community Survey

Descriptive Statistics					
	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 stdnts 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				

As seen above in figure 3, community members seem to agree on the following statements

- They believe school is important
- They care that students learn
- They make sure their children complete their homework
- They are interested in students opinions
- They are interested in what children do in school
- They Tell students when they do well
- They Help students when they have questions
- They Help students when they have homework
- They believe education is a national priority
- They worrying about how children are doing

These questions most respondents answered mainly 1 and 2s meaning “strongly agree” and “agree”. As you can see these topics have very little to with how the school is functioning, they instead about the positive things they are doing to see that children are successful. They strongly agree that they are doing their part (helping with homework, praising good behavior, etc.) and worry about the success of the children. This means that none of the questions pertaining to the success of the children associated with how the school is handling students made it into the top 7 questions. This speaks volumes about how the community perceives the school district. It is apparent that the majority of the questions concentrate on student performance and support. Student performance however, is the top priority when looking at the community views the district.

Figure 4

In figure 4 you will see the “bottom 7” questions, referring to the questions where community members chose answers mainly “disagree” and “strongly disagree”

Descriptive Statistics for the bottom 7 questions for the Community Survey

Descriptive Statistics

	N	Range	Sum	Mean	Variance
Q57: more creative new programs are needed	42	4	72	1.71	.648
Q56: too many special programs in schls	41	3	157	3.83	.795
Q17: tchrs and prnts work together toward goals	42	4	161	3.83	.874
Q71: stdnts are proud of their school	42	3	163	3.88	.839
Q69: grading system is too hard so stdnts quit	42	3	167	3.98	.707
Q84: community has opportunities for stdnts	42	3	167	3.98	1.146
Q91: boys get better education than girls	41	2	168	4.10	.640
Q77: I am satisfied with schools	42	4	173	4.12	1.229
Q70: academic work is too hard for stdnts	41	4	169	4.12	.910
Valid N (listwise)	41				

As seen above in figure 4, community members seem to **disagree** with the following statements:

- There are too many special programs in schools
- Teachers and parents work together toward goals
- Students are proud of their school
- Schools have positive climate for learning
- Girls get better education than boys
- Grading system is too hard so students drop out
- The community has opportunities for students
- Boys get better education than girls
- I am satisfied with schools
- Academic work is too hard for students

The way that the community answered these questions says a lot about how the district is perceived. There are not many positives opinions the community holds about Urbana.

We can view that they agree boys are not receiving a better education than girls as a positive, however it does not seem that community members have much faith in the districts ability to educate girls or boys. They do not believe that the school is a positive

place for learning and they are not proud of the schools. In addition, they are not satisfied with the schools, but not because they feel the work or the grading system is too rigid.

Themes:

While reviewing the community survey the themes of student performance, support, safety, library, computers are the major sources of concern for community, parents, students, and teachers. Questions pertaining to these vital areas did not score well with an overwhelming number of community members. The themes were extracted from the survey by grouping questions that pertained to the underlining categories. The majority of questions seemed to focus on student performance, while the category of safety had very few.

Community Themes Survey

	N	Range	Mean	Std. Deviation	Variance
parental/community support	35	1.64	2.5506	.40232	.162
student performance	35	1.89	2.8698	.42309	.179
school safety and security	41	4.00	3.1707	1.43008	2.045
use/access to library	41	3.50	3.3537	.86778	.753
computer/technical skills	42	4.00	3.4048	1.23089	1.515
Valid N (listwise)	18				

Student Performance

Q. 36,

37, 42, 60, 67, 71, 72, 85, 86

Above are all of the questions pertaining to student performance. As you can see, as a whole most respondents answered negatively for questions about student performance.

With a mean of 2.8698, one can see that most community members chose “agree” for

questions pertaining to student performance. This means that the community believes strongly that student performance is important and should be addressed.

Support

Q. 11, 17, 32, 33, 50, 52, 76, 84, 87, 92, 94

Above are all of the questions pertaining to support. As you can see, as a whole most respondents answered positively for questions about support. With a mean of 2.5506 most parents “undecided” and “disagree” students are getting the support needed from the community and the school.

Safety

Q 74

Above are all of the questions pertaining to safety. As you can see, as a whole most respondents answered negatively for questions about safety. With a mean of 3.1707, most community members are “undecided” or “disagree” that they feel safe in schools. This means that community members believe strongly that safety is a concern in schools and something the district needs to work on to make better.

Library

Q. 58, 59

Above are all of the questions pertaining to library usage. As a whole most respondents answered negatively for questions about library usage. With a mean of 3.3037 most

respondents are “undecided” or “disagree” that students use the library. This means that community members believe that students are not using the library.

Computer

Q.75

Above are all of the questions pertaining to computer usage. As you can see, as a whole most respondents answered negatively for questions about computer usage. With a mean of 3.4048, most community members are “undecided” or “disagree” that students have access to computers. This means that the community feels strongly that students do not have access to the computers they

STUDENT SURVEY

Figure 5

In figure 8, one can see the descriptive statistics for the student survey. The statistics are in ascending order.

Descriptive Statistics

	N	Range	Sum	Mean	Variance
Q26: Doing well is important to my family.	604	4	835	1.38	.611
Q25: Doing well in school is important to me.	607	4	865	1.43	.700
Q82: My parents are interested in my work.	596	4	968	1.62	.968
Q98: If I tried harder, I could do better.	588	4	956	1.63	1.110
Q52: I try to do my best in school.	597	4	988	1.65	.951
Q56: I do the best I can.	595	4	1058	1.78	1.011

Q40: I'm responsible for my own learning	600	4	1126	1.88	1.260
Q12: My T's let me know when I do well	607	4	1166	1.92	1.060
Q11: My T's let me know what to expect of me.	602	4	1161	1.93	1.148
Q79: We learn a lot of math in school.	589	4	1136	1.93	1.250
Q66: I feel what we learn is important.	596	4	1167	1.96	1.385
Q8: I am proud of my school work.	607	4	1224	2.02	1.204
Q15: My T's help me when I need help.	602	4	1216	2.02	1.074
Q96: I understand the purpose of my school work.	590	4	1202	2.04	1.231
Q58: I enjoy projects which use imagination	594	4	1212	2.04	1.438
Q51: I'm proud of my schoolwork.	592	4	1214	2.05	1.341
Q33: My T's seem to care if I learn.	597	4	1250	2.09	1.478
Q24: We spend time in class discussing things.	605	4	1291	2.13	1.321
Q18: I wish I had more class time for my interests	604	4	1289	2.13	1.785
Q48: I'd like more choices in assignments	587	4	1253	2.13	1.420
Q47: I'd like more ways to show what I learned	591	4	1264	2.14	1.201
Q91: My family helps with my schoolwork.	593	4	1282	2.16	1.649
Q83: I watch a lot of TV at home.	597	4	1292	2.16	1.778
Q9: My T's are interested in me...	605	4	1324	2.19	1.332
Q95: My family and I talk about my future.	592	4	1297	2.19	1.711
Q20: I need more time to complete work.	603	4	1323	2.19	1.565
Q57: I'm able to do work as well as others.	588	4	1291	2.20	1.425
Q90: My family is satisfied w/ my grades.	586	4	1300	2.22	1.528
Q22: I learn a lot in school that is interesting.	606	4	1353	2.23	1.475
Q16: My T's grade fairly.	598	4	1341	2.24	1.417
Q67: I worry about my schoolwork.	597	4	1342	2.25	1.643

Q92: We have lots of books to read at home.	591	4	1335	2.26	1.657
Q31: We discuss a lot of current issues.	594	4	1343	2.26	1.458
Q13: T's try hard to help me understand.	607	4	1373	2.26	1.514
Q55: T's encourage me to be creative.	599	4	1388	2.32	1.528
Q81: I play games or sports after school.	598	4	1405	2.35	1.960
Q41: My T's like working with us.	597	4	1408	2.36	1.482
Q32: My T's are interested in my opinion.	599	4	1418	2.37	1.607
Q59: I learned to use a computer in school	597	4	1429	2.39	2.206
Q73: We learn a lot about science.	597	4	1433	2.40	1.751
Q80: We Iran a lot of history & geography.	596	4	1435	2.41	1.815
Q10: My T's make classwork interesting	603	4	1478	2.45	1.547
Q34: We feel we have to get good grades...	603	4	1479	2.45	1.919
Q86: I often read books at home.	591	4	1453	2.46	1.686
Q68: I talk about school with my family.	597	4	1472	2.47	2.011
Q30: My T's don't mind answering my questions.	603	4	1489	2.47	1.665
Q35: We work with other students on projects.	594	4	1479	2.49	1.927
Q14: Schoolwork is easy for me.	603	4	1505	2.50	1.426
Q42: We spend time working independently	596	4	1496	2.51	1.877
Q63: Our P is interested in what we learn.	592	4	1486	2.51	1.936
Q49: I use the library to read what I want	596	4	1534	2.57	2.084
Q93: My family and I travel a lot.	589	4	1523	2.59	2.056
Q53: Our Principal seems to care...	600	4	1553	2.59	2.373
Q17: My T's treat students fairly.	607	4	1583	2.61	1.727
Q44: In groups, I'm with right classmates.	580	4	1513	2.61	1.859
Q64: I spend time thinking about after school.	595	4	1562	2.63	2.063

Q46: I need time to work with classmates	591	4	1564	2.65	1.687
Q38: I like difficult assignments.	601	4	1593	2.65	1.778
Q74: We have writing work > once a week.	594	4	1580	2.66	2.012
Q7: I like this school.	606	4	1645	2.71	1.722
Q76: We do independent research in class.	595	4	1616	2.72	1.783
Q77: We make presentations of our reports.	595	4	1644	2.76	1.841
Q45: I need more time to work by myself	584	4	1621	2.78	1.742
Q60: I can talk to my T about a problem.	595	4	1662	2.79	2.100
Q71: My T's get us to question...	587	4	1659	2.83	1.857
Q70: I use the public library regularly.	596	4	1701	2.85	2.182
Q89: I belong to groups outside school.	591	4	1692	2.86	2.400
Q87: I often use the public library.	593	4	1716	2.89	2.149
Q43: We take too many tests.	597	4	1734	2.90	2.063
Q36: We do a lot of projects of interest.	587	4	1706	2.91	1.983
Q97: My T's are interested in thinks I do out of school.	590	4	1725	2.92	2.091
Q21: My T's give too much homework.	604	4	1783	2.95	2.351
Q62: Our principal tries to get to know us.	594	4	1767	2.97	2.146
Q75: We write one book report a month	595	4	1781	2.99	2.131
Q50: Schoolwork is hard for me.	594	4	1786	3.01	1.841
Q23: We spend a lot of time in small groups.	608	4	1910	3.14	2.016
Q94: I participate in Wyandanch Rec programs.	592	4	1868	3.16	2.027
Q39: My friends enjoy this school.	597	4	1908	3.20	1.953
Q29: Assignments are too hard.	600	4	1920	3.20	1.676
Q88: My family and I visit places like museums.	592	4	1914	3.23	2.135
Q27: I have choices about what I learn.	606	4	1965	3.24	2.115
Q19: Assignments are too easy.	603	4	1990	3.30	1.642
Q84: I have a computer at home to play games.	593	4	1963	3.31	2.491

Q54: I feel safe in school.	597	4	1983	3.32	2.101
Q28: My time is spent doing workbooks and dittos.	604	4	2013	3.33	1.960
Q85: I have a computer at home to learn things.	589	4	2041	3.47	2.372
Q69: I use the school library regularly.	593	4	2110	3.56	1.869
Q72: If I need to use a computer, I can.	589	4	2099	3.56	1.947
Q61: I have a computer at home for work.	592	4	2114	3.57	2.228
Q65: We go on interesting field trips.	594	4	2142	3.61	2.296
Q78: Sometimes we're videotaped...	593	4	2335	3.94	1.643
Q37: We spend a lot of time on computers.	602	4	2450	4.07	1.503
Valid N (listwise)	396				

Figure 6

Descriptive Statistics for the top 7 questions for the Student Survey

Descriptive Statistics

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

As seen above in figure 9, students seem to **agree** on the following statements:

- They believe that doing well is important to their families.
- They believe that doing well in school is important
- Their parents are interested in their schoolwork.
- Trying harder will get them better results.
- They try to do well in school.
- They are responsible for their own learning.
- Teacher let them know when they are doing well.
- Teachers have high expectations for them.
- Math is something we learn in school.

Most if not every student was concerned with their personal success and their educational goals. The majority of the students agreed and Strongly agreed with the top seven items.

There was large majority that answered undecided for these questions as well. Overall the students rated their personal succes very high. Moreover, additional items such as parental and teacher involmnet in their achievements also made it to the top of their

priority list. Six items had school success in common while one item (Q.79) pertained to an academic subject (Math).

Figure 7

Descriptive Statistics for the bottom seven questions for the Student Survey

In figure 10 we examine the “bottom seven” questions, where students mainly “Disagreed” and “Strongly Disagreed”

Descriptive Statistics					
	N	Range	Sum	Mean	Variance
Q84: I have a computer at home to play games.	593	4	1963	3.31	2.491
Q54: I feel safe in school.	597	4	1983	3.32	2.101
Q28: My time is spent doing workbooks and dittos.	604	4	2013	3.33	1.960
Q85: I have a computer at home to learn things.	589	4	2041	3.47	2.372
Q69: I use the school library regularly.	593	4	2110	3.56	1.869
Q72: If I need to use a computer, I can.	589	4	2099	3.56	1.947
Q61: I have a computer at home for work.	592	4	2114	3.57	2.228
Q65: We go on interesting field trips.	594	4	2142	3.61	2.296
Q78: Sometimes we're videotaped...	593	4	2335	3.94	1.643
Q37: We spend a lot of time on computers.	602	4	2450	4.07	1.503
Valid N (listwise)	556				

As seen above in figure 10, studentts seem to **disagree** with the following statements:

- I play games at home on my computer.
- My school is safe.
- Dittos and workbooks take up all of my time.

- My computer at home is used to learn things.
- I use the school library all the time.
- I have access to a computer.
- I have a computer at home.
- We take interesting field trips.
- We are videotaped in class.
- Most of our school work is done on computers.

A major theme appeared when looking at the bottom seven items on the student survey. The main theme was the access and use of computers at home and at school.(Q. 84, 85, 72, 61, 37) The majority of the students do not use computers at home or at school. They also lack other simple educational vehicles such as field trips and even the use of the library. At the top however is the safety (Q.54) they feel in their own school, in which many students strongly disagreed. The undecided numbers were once again quite high in a majority of the items.

Themes

Students Survey

	N	Sum	Mean	Std. Deviation	Variance
stperf	546	1120.83	2.0528	.55012	.303
support	568	1267.88	2.2322	.67143	.451
library	579	1714.25	2.9607	.95942	.920
safety	597	1983.00	3.3216	1.44951	2.101
computer	561	1947.43	3.4714	.80712	.651
Valid N (listwise)	396				

Student Performance

Q. 8, 18, 22, 25, 40, 45, 50, 51, 52, 56, 57, 98

The majority of the students were very concerned with their personal; growth and success. The majority agreed that their performance was guided by their parents and teachers. In addition this theme yielded the majority of the questions.

Support

Q. 26, 68, 82, 88, 90, 91, 93, 95

The majority of these questions focused on the support given to the students by their families. A tremendous majority agreed and strongly agreed that their families believed in them and their educational success. Very few students disagreed moreover; fewer students did not answer undecided as in the previous themes.

Safety

Q. 54

As in all schools, Safety is a right for all students even though there is only one question pertaining to this theme it is clearly evident that the majority of students strongly disagree (294) with the safety status of their school

Library

Q. 49, 69, 70, 87

A tremendous amount of students do not use the library in any capacity. An alarming amount of students disagreed and strongly disagreed with the statement regarding library use or even just visiting their neighborhood library.

Computers

Q. 37,59,61,72,78,84,85

It is clear that the use of computers is very limited outside of the classroom both educational and as pleasure. Students agreed and disagreed that computers are not easily available at home and Q.59 shows evidence that learning about computers is only done at school.

Parent Findings

In figure 14, one can see the descriptive statistics for the community survey. The statistics are in ascending order (answer choices 1-4).

Figure 8
Descriptive Statistics for the Community Survey

	N	Range	Sum	Mean	Variance
Q46: chld doing well important to me	297	4	399	1.34	.618
Q51: I help chld learn schl import to future	296	4	407	1.38	.723
Q34: Tchrs assign homework	281	4	394	1.40	.806
Q53: I care if chld learns what's taught	297	4	421	1.42	.670
Q52: interested in chld's opinions	297	4	423	1.42	.583
Q95: interested in what chld does in schl	296	4	430	1.45	.642
Q35: I make sure chld does homework	300	4	448	1.49	.719
Q33: I help chld with homework	298	4	457	1.53	.775
Q45: Doing well important to my chld	296	4	462	1.56	.749
Q93: know what my chld does after schl	296	4	470	1.59	.779
Q32: I tell my chld when doing well in schl	294	4	477	1.62	.707
Q50: I don't mind schl questions from chld	296	4	495	1.67	.987
Q94: I've read chld's papers(research)	293	4	506	1.73	.829
Q54: my chld feels must get good grades	293	4	506	1.73	.850
Q80: chld discusses problems with me	297	4	525	1.77	.949

Q75: I encourage chld to be creative	296	4	535	1.81	.712
Q72: chld does best (s)he can	295	4	540	1.83	.985
Q42: chld feels must get good grades	298	4	552	1.85	1.042
Q86: stdnts think their learning is important	296	4	558	1.89	.943
Q88: chld talks about schl work at home	298	4	567	1.90	1.017
Q47: schls have serious discipln problems	296	4	566	1.91	1.287
Q87: worry about how chld is doing in school	295	4	575	1.95	1.110
Q76: my chld does best (s)he can	296	4	577	1.95	1.079
Q71: my chld is proud of schl work	295	4	583	1.98	.962
Q78: my chld can do imaginative work	296	4	593	2.00	.885
Q36: Chld graded fairly on work quality	298	4	599	2.01	1.067
Q67: test only 1 way to measure learning	290	4	602	2.08	1.060
Q85: I do educational things with my chld	291	4	608	2.09	1.109
Q73: Principal cares about stnds & futures	297	4	635	2.14	1.275
Q40: enough time provided for homework	293	4	636	2.17	.923
Q91: stdnts asked to question reading	296	4	645	2.18	1.063
Q89: I help chld use library effectively	293	4	644	2.20	1.091
Q55: class sizes too large	292	4	651	2.23	1.511
Q62: chld works on own without prompting	292	4	660	2.26	1.258
Q90: I use libraries	292	4	660	2.26	1.293
Q24: I have input regarding my chld	297	4	672	2.26	1.485
Q69: my chld uses library effectively	295	4	668	2.26	1.243
Q63: tchrs give enough tests	293	4	671	2.29	.809
Q58: my chld likes hard assignments	293	4	672	2.29	1.140
Q83: principal interested in what's taught	299	4	689	2.30	1.212
Q59: our teachers like their work	295	4	684	2.32	1.068
Q39: tchrs give challenging assignments	292	4	679	2.33	1.093

Q30: the schl is interested in my chld	296	4	694	2.34	1.338
Q64: PTO is positive force in schls	289	4	679	2.35	1.166
q7: teach the basic skills adequately	298	4	714	2.40	1.540
Q14: teachers communicate expectations	299	4	720	2.41	1.356
Q61: tchrs like their students	296	4	714	2.41	1.104
Q48: stdnts should be thrown out when bad	293	4	714	2.44	1.870
Q82: principal tries to know parents	297	4	729	2.45	1.722
Q41: stdnts penalized for incomplt work	288	4	707	2.45	1.210
Q26: tchrs stress reasons for whats taught	295	4	725	2.46	1.331
Q31: Admins communicate expectations	290	4	714	2.46	1.135
Q79: chld can use computer to help him	294	4	728	2.48	1.458
Q77: I'm satisfied with chld's grades	296	4	737	2.49	1.580
Q66: stdnts need to work more with others	291	4	727	2.50	1.058
Q18: prnts listened to about stdnt needs	295	4	737	2.50	1.700
Q38: class-time provided for stdnt projects	295	4	738	2.50	1.237
Q56: stdnts can work on interesting projects	296	4	747	2.52	1.240
Q96: tchrs assign research projs/papers	287	4	728	2.54	1.417
Q10: teachers help students	293	4	744	2.54	1.427
Q23: Schls encourage teamwork	293	4	744	2.54	1.325
Q43: schls should just focus on academics	293	4	745	2.54	1.544
Q37: tchrs grade on effort--not quality	293	4	747	2.55	1.269
Q92: chld can use computer at school	291	4	762	2.62	1.444
Q21: Bd and comm support tchrs & prncpls	291	4	763	2.62	1.208
Q13: schools educate most students	295	4	777	2.63	1.695
Q57: my chld uses computers at school	286	4	754	2.64	1.706
Q19: tchrs know other levels of curriculum	291	4	772	2.65	1.131

Q65: stdnts can learn mostly on own	292	4	775	2.65	1.499
Q68: tchrs give stdnts choices of assignments	295	4	785	2.66	1.170
Q9a: curriculum meets needs of stdnts	290	4	778	2.68	1.449
Q15: dist has staff development prog	286	4	768	2.69	.932
Q22: prnts have input into running schls	299	4	817	2.73	1.465
Q9: curriculum meets abilities of stdts	290	4	793	2.73	1.400
Q8: too much social promotion	292	4	799	2.74	1.453
Q29: tchrs interested in individual stdnts	297	4	818	2.75	1.308
Q27: schls meet needs of what % of stdnts	290	4	801	2.76	1.580
Q11: understand and support schl goals	295	4	816	2.77	1.568
Q25: stdnts prepared for role in society	299	4	834	2.79	1.684
Q28: schls doing as well as they can	301	4	844	2.80	2.098
Q17: tchrs & prnts work together on goals	293	4	825	2.82	1.576
Q16: Bd. responsive to parents and comm	296	4	841	2.84	1.585
Q97: chld learns job skills in school	290	4	827	2.85	1.552
Q44: schls should focus on personal needs	292	4	839	2.87	1.486
Q20: schls generally safe	297	4	858	2.89	1.714
Q84: I participate in PTO	287	4	831	2.90	1.479
Q74: I feel safe in our schools	297	4	861	2.90	1.551
Q60: stdnts are responsible for learning	293	4	875	2.99	1.911
Q49: bad students interfere with my chlds learning	292	4	886	3.03	1.552
Q81: chld has computer avail at home	285	4	876	3.07	1.956
Q12: necessary resources for teachers	296	4	916	3.09	1.455
Q70: academic wrk too hard for my chld	293	4	1037	3.54	1.188
Q98: chld has after school/wkend job	274	4	975	3.56	1.793
Valid N (listwise)	167				

As seen in the above figure, parents felt very strongly on a variety of topics. For the purposes of this report, we will first look at the “top 7 questions” (where respondents chose mainly “Strongly agree” and “ Agree” and then look at the “bottom 7 questions” (where respondents chose mainly “Disagree” and “Strongly Disagree”. In figure 3 the “top 7 questions” are shown in ascending order.

Figure 9

Descriptive Statistics for the top 7 questions for the Community Survey

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

As seen above in figure 15, community members seem to agree on the following statements

- They believe children doing well is important
- They made it clear to their children that doing well in school is important for their future
- They agree teachers assign homework
- They care if their children learn what is being taught
- They are interested in their childrens opinions
- They are interested in what children do in school

- They make sure their children complete their homework
- They believe that doing well in school is important to their child
- They know what their children do after school

These questions most respondents answered mainly 1 and 2s meaning “strongly agree” and “agree”. As you can see these topics have very little to with how the school is functioning, they are instead about the positive things they are doing to see that their children are successful. They strongly agree that they are doing their part (making sure homework is complete, knowing what their children are doing after school, etc.) and worry about the success of the children. This means that none of the questions pertaining to the success of the children associated with how the school is handling students made it into the top 7 questions. This speaks volumes about how the parents perceive the school district. The only question that we can view as a positive is parents believe their children are being given homework.

In figure 16 you will see the “bottom 7” questions, referring to the questions where community members chose answers mainly “Disagree” and “Strongly Disagree”

Figure 10

Descriptive Statistics for the bottom 7 questions for the Community Survey

Descriptive Statistics

	N	Range	Sum	Mean	Variance
Q57: more creative new programs are needed	42	4	72	1.71	.648
Q56: too many special programs in schls	41	3	157	3.83	.795
Q17: tchrs and prnts work together toward goals	42	4	161	3.83	.874
Q71: stdnts are proud of their school	42	3	163	3.88	.839
Q69: grading system is too hard so stdnts quit	42	3	167	3.98	.707
Q84: community has opportunities for stdnts	42	3	167	3.98	1.146
Q91: boys get better education than girls	41	2	168	4.10	.640
Q77: I am satisfied with schools	42	4	173	4.12	1.229
Q70: academic work is too hard for stdnts	41	4	169	4.12	.910
Valid N (listwise)	41				

As seen above in figure 16, community members seem to **disagree** with the following statements:

- The schools need more creative programs
- There are too many special programs in schools
- Teachers and parents work together toward goals
- Students are proud of their school
- The grading system is too hard, causing students to quit
- The community has opportunities for students
- Boys get better education than girls
- I am satisfied with schools

- Academic work is too hard for students

The way that parents answered these questions says a lot about how the district is perceived. Parents do not hold many positives opinions about Urbana. We can view that they agree boys are not receiving a better education then girls as a positive, however it does not seem that parents have much faith in the district's ability to educate girls or boys. They do not believe that the school is a positive place for learning and they are not proud of the schools. In addition, they are not satisfied with the schools, but not because they feel the work or the grading system is too rigid.

Figure 17

Descriptive Statistics for topics viewed as most important the parent Survey

Parents Survey

	N	Mean	Std. Deviation	Variance
support	268	1.8073	.56664	.321
stperf	265	2.0556	.53555	.287
library	288	2.2361	.85347	.728
computer	269	2.6803	.89230	.796
safety	293	2.8823	1.12595	1.268
Valid N (listwise)	168			

Student Performance

Q. 42, 45, 46, 49, 54, 60, 62, 65, 67, 71, 72, 76, 86, 87, 88

Above are all of the questions pertaining to student performance. As you can see, as a whole most respondents answered positively for questions about student performance.

With a mean of 2.0556, one can see that most parents chose agree for questions pertaining to student performance. This means that parents believe strongly that student

performance is important to them, and they worry about students working to their potential.

Support

Q. 11, 17, 32, 33, 50, 51, 52, 53, 75, 77, 80, 93, 94, 95

Above are all of the questions pertaining to support. As you can see, as a whole most respondents answered positively for questions about support. With a mean of 1.8073, most parents “agree” and “strongly agree” that they are supporting their children and getting support from the board and the school. This means that parents believe strongly that support is important to them.

Safety

Q20, 74

Above are all of the questions pertaining to safety. As you can see, as a whole most respondents answered negatively for questions about safety. With a mean of 2.8823, most parents are “undecided” or “disagree” that they feel safe in schools. This means that parents believe strongly that safety is a concern for them, and something the district needs to work on to make better.

Library

Q. 69, 89, 90

Above are all of the questions pertaining to library usage. As you can see, as a whole most respondents answered negatively for questions about library usage. With a mean of 2.2361, most parents are “undecided” or “disagree” that students use the library. This means that parents believe that students are not using the library.

Computer

Q. 57, 79, 81, 82

Above are all of the questions pertaining to computer usage. As you can see, as a whole most respondents answered negatively for questions about computer usage. With a mean of 2.6803, most parents are “undecided” or “disagree” that students have access to computers. This means that parents believe that students do not have access to computers in the home, or at the school.

Teacher

In figure 11, one can see the descriptive statistics for the Teacher survey. The statistics are in ascending order (answer choices 1-4).

Figure 11

	N	Minimum	Maximum	Sum	Mean	Variance
Q32: I let students know when they do well	101	1	4	117	1.16	.195
Q53: I care if students learn or not	101	1	2	121	1.20	.160
Q33: Try to help students material	101	1	3	123	1.22	.192
Q29: Interested in students as individuals	101	1	5	126	1.25	.308
Q31: I clearly communicate expectations	101	1	4	132	1.31	.275
Q50: Don't mind student ?s in class	101	1	2	138	1.37	.234
Q52: Interested in students' opinions	101	1	3	144	1.43	.267
Q61: I enjoy working with my students	102	1	4	146	1.43	.406
Q35: Make self available for help	101	1	4	146	1.45	.330
Q28: I'm proud of my teaching	101	1	5	146	1.45	.490
Q51: Relate class to current issues	98	1	4	150	1.53	.355
Q40: Provide time for stdnts to finish assignments	100	1	4	155	1.55	.331
Q64: I organize small stdnt wk groups	100	1	4	156	1.56	.330
Q26: I Stress reasons for what I teach	101	1	4	158	1.56	.328

Q75: I encourage stdnts to do creative work	101	1	5	161	1.59	.384
Q34: Frequency of homework I assign	97	1	5	155	1.60	1.639
Q87: I worry about how stdnts doing in school	99	1	5	161	1.63	.543
Q30: My classes are interesting to students	101	1	4	170	1.68	.499
Q10: I am available for help	100	1	5	171	1.71	.935
Q44: Provide class time for discussion	100	1	4	171	1.71	.572
Q67: Stdnts have # of ways to demo learning	100	1	3	175	1.75	.311
Q55: Students work together on projects	100	1	4	181	1.81	.539
Q34a: I reviewed homework...	96	1	5	175	1.82	1.600
Q91: Try to get stdnts to question reading,TV	99	1	5	181	1.83	.715
Q63: I give enough tests	95	1	4	174	1.83	.482
Q78: Given chance, stdnts can do imaginative work	101	1	5	185	1.83	.601
Q39: I give challenging assignments	98	1	5	183	1.87	.694
Q84: I participate in prof. outside groups	99	1	5	185	1.87	.625
Q80: Comfortable discussing problems	100	1	4	188	1.88	.470
Q90: I use library regularly	97	1	5	183	1.89	1.060
Q56: Let stdnts work on what interests them	99	1	4	193	1.95	.681
Q8: Teachers feel pressured...	100	1	5	197	1.97	1.484
Q42: Students interested in what I teach	97	1	4	192	1.98	.500
Q38: Provide cls time for stdnt projects	99	1	4	200	2.02	.693
Q13: Staff members do a good job	100	1	5	206	2.06	.926
Q94: Give writing assignments once a wk	97	1	22	201	2.07	5.068
Q83: Princ. interested in what I teach	99	1	5	210	2.12	1.067
Q43: Small group work done in class	100	1	5	213	2.13	1.084
Q37: Grade on basis of effort	98	1	5	212	2.16	.942
Q73: Admin cares about students &future	101	1	5	222	2.20	1.180
Q27: % of students whose needs I meet	97	1	5	216	2.23	.865

Q14: Staff continue to seek improvement	100	1	5	225	2.25	1.280
Q47: Provide optional assignments	99	1	4	223	2.25	.885
Q71: Stdnts proud of school work	99	1	5	225	2.27	.996
Q82: Princ. knows faculty as individuals	100	1	5	234	2.34	1.580
Q68: Give choices in assignments	98	1	5	230	2.35	.992
Q46: Doing well important to families	98	1	5	233	2.38	.938
Q85: Take stdnts of ed. field trips?	95	1	5	227	2.39	1.411
Q86: Stdnts think what learned is import?	98	1	5	235	2.40	.984
Q97: Stdnts do oral reports	94	1	5	227	2.41	1.385
Q72: Stdnts do best they can	100	1	5	245	2.45	1.018
Q66: Need more time to wk with clsmates	97	1	5	238	2.45	1.125
Q45: Doing well important to students	99	1	5	246	2.48	1.252
Q16: Teachers exchange information about students and instruction	99	1	5	246	2.48	1.395
Q95: Parents interested in school work	99	1	5	248	2.51	1.028
Q76: Students do best they can	100	1	5	257	2.57	1.116
Q41: Penalize for incomplete work	99	1	5	256	2.59	1.368
Q23: Admin encourages teamwork	98	1	5	254	2.59	1.357
Q93: Aware of what stdnts do after school	99	1	5	257	2.60	1.182
Q62: Students can work independently	98	1	5	256	2.61	1.477
Q96: I assign independent research projts	92	1	5	242	2.63	1.334
Q89: I help stdnts use library effectively	95	1	5	251	2.64	1.062
Q48: Assign workbk pages and dittos	95	1	5	253	2.66	1.524
Q65: Stdnts can learn on own with time	100	1	5	267	2.67	1.435
Q74: I feel safe in our school	100	1	5	269	2.69	1.671
Q54: Stdnts feel good grades important	99	1	5	267	2.70	1.193
Q36: Grade stdnts by my acad. standards	96	1	5	260	2.71	1.472

Q77: Stdnts' families satisfied with grades	101	1	5	285	2.82	.808
Q7: Curriculum Emphasizes Skills	100	1	5	284	2.84	1.590
Q88: Stdnts talk about school wrk at home	98	1	5	286	2.92	1.333
Q49: Students get homework help @ home	96	1	5	288	3.00	.926
Q58: Students like challenging work	98	1	5	298	3.04	1.318
Q60: Stdnts responsible for their learning	101	1	5	318	3.15	1.488
Q19: Teachers familiar with other grade-level instruction	100	1	5	315	3.15	1.301
Q59: Most colleagues enjoy working here	102	1	5	323	3.17	1.210
Q79: Stdnts can use computer to help	97	1	5	313	3.23	1.823
Q20: Teachers and Administrators relationships are positive	101	1	5	326	3.23	1.518
Q69: Stdnts use library effectively	98	1	5	323	3.30	1.283
Q24: Have input into student decisions	100	1	5	331	3.31	1.509
Q11: Parents are supportive	101	1	5	337	3.34	1.226
Q22: Involved in Materials Selection	99	1	5	340	3.43	1.248
Q92: Stdnt have access to home computers	97	1	5	337	3.47	1.648
Q70: Academic wk too hard for stdnts	98	1	5	341	3.48	1.098
Q15: District has adequate staff development	101	1	5	353	3.50	1.292
Q25: Good job preparing students for society	101	1	5	355	3.51	1.232
Q9: Curriculum meets student abilities	100	1	5	353	3.53	1.282
Q9a: Curriculum meets student needs	98	1	5	346	3.53	1.303
Q21: Bd/Comm Support	101	2	5	360	3.56	.948
Q98: Videotape oral reports?	92	1	5	343	3.73	1.453
Q81: Student home computer access?	101	1	5	379	3.75	.968
Q12: Materials and resources available	98	1	5	368	3.76	1.362
Q17: Teachers and parents work together closely	100	1	5	378	3.78	1.042

Q57: Stdnts use computers for assignments	95	1	5	361	3.80	1.502
Q18: Climate of teacher empowerment exists	101	1	5	400	3.96	1.158
Valid N (listwise)	72					

As seen in the above figure, Teachers felt very strongly on a variety of topics. For the purposes of this report, we will first look at the “top 7 questions” (where respondents chose mainly “Strongly agree” and “agree” and then look at the “bottom 7 questions” (where respondents chose mainly “Disagree” and “Strongly Disagree”. In figure 3 the “top 7 questions” are shown in ascending order.

Figure 12

Descriptive Statistics for the bottom 7 questions for the Teacher Survey

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Variance
Q25: Good job preparing students for society	101	1	5	355	3.51	1.232
Q9: Curriculum meets student abilities	100	1	5	353	3.53	1.282
Q9a: Curriculum meets student needs	98	1	5	346	3.53	1.303
Q21: Bd/Comm Support	101	2	5	360	3.56	.948
Q98: Videotape oral reports?	92	1	5	343	3.73	1.453
Q81: Student home computer access?	101	1	5	379	3.75	.968
Q12: Materials and resources available	98	1	5	368	3.76	1.362
Q17: Teachers and parents work together closely	100	1	5	378	3.78	1.042
Q57: Stdnts use computers for assignments	95	1	5	361	3.80	1.502
Q18: Climate of teacher empowerment exists	101	1	5	400	3.96	1.158
Valid N (listwise)	86					

As seen above in figure 12, the teachers seem to disagree on the following statements

- They believe that students are not prepared for society
- They believe the curriculum does not meet students abilities
- The curriculum does not meets students needs
- They believe there no community support
- They do not subscribe to video tapes/oral reports
- They believe that there is no student home computer access
- They feel that materials and resources are not available
- They believe that teachers and parents dio not work together
- They believe that a climate of teacher empowerment is not there

These answers are from the viewpoint of the teacher. As you can see they are directly related to job performance and reflect the the level of preparedness that teachers feel students ar at based on their interaction. They believe that students require outside resources for educational success. They also believe that parents must work with their children. What is not reflected in the survey is, how successful the students are or how qualifid are the teachers. The teachers appear to be strong on resources and technology but say very little about classroom instruction

Figure 13

Descriptive Statistics for the top 7 questions for the Teacher Survey

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Variance
Q32: I let students know when they do well	101	1	4	117	1.16	.195
Q53: I care if students learn or not	101	1	2	121	1.20	.160
Q33: Try to help students material	101	1	3	123	1.22	.192
Q29: Interested in students as individuals	101	1	5	126	1.25	.308
Q31: I clearly communicate expectations	101	1	4	132	1.31	.275
Q50: Don't mind student ?s in class	101	1	2	138	1.37	.234
Q52: Interested in students' opinions	101	1	3	144	1.43	.267
Q61: I enjoy working with my students	102	1	4	146	1.43	.406
Q35: Make self available for help	101	1	4	146	1.45	.330
Q28: I'm proud of my teaching	101	1	5	146	1.45	.490
Valid N (listwise)	101					

As seen above in figure 13, teachers seem to **agree** with the following statements:

- Let students know when they do well
- Care if students learn or not
- Try to help students with material
- Interested in students as individuals
- Clearly communicate expectations
- Don't mind students in the class
- Interested in student opinions
- Enjoy working with the students
- Available for help
- Proud of teaching

By looking at the importance of these questions, it is clear that moral and school environment are not top priorities, thus it can be concluded that the perception is that these questions are not directly related to educational achievement. It is also clear that communication and teacher correspondence are not high priorities either. It would appear

that teachers are interested in job performance as per their job description rather than doing the extra things that help student progress.

Themes

Teacher

	N	Range	Mean	Std. Deviation	Variance
Teacher Perceptions of Student Performance	95	2.89	2.4947	.65168	.425
School Safety Issues	100	4.00	2.6900	1.29252	1.671
Use of the Library for Instruction	92	2.80	2.7891	.58581	.343
Parental/Family Support of Schools	93	3.83	2.9713	.70094	.491
Classroom Computer/Technology	89	3.00	3.0449	.60759	.369
Valid N (listwise)	72				

Student performance

Q. 45, 54, 60, 71, 72, 76, 86, 87, 88

Above are the questions that pertain to student performance. According to the chart, which shows a mean of 2.4947, the teacher perceptions of student performance show that they feel strongly that this is an important issue. This mean represents statistically the highest importance.

Support

Q. 11, 17, 46, 49, 77, 95

In looking at family support of schools, the chart illustrates that the mean is 2.9713; this shows that there is a disagreement on the importance of this topic however this can be viewed as not being a top priority.

Safety

Q. 74

The mean from the teacher survey as it relates to safety is 2.6900, which shows that it is an important issue for teachers.

Library

Q. 12, 69, 85, 89, 90

2.7891 is the mean response that shows that the use of the library for instruction is of high importance for teachers

Computer

Q. 57, 79, 8, 92, 98, 91

The above chart shows that classroom computer technology is not a high priority in the school. The mean is 3.0449. This ranks as the least important in the teacher survey.

Correlations

We disseminated the data by recoding and creating crosstab correlations that cross referenced gender with student performance and family support. We did not find any correlations between gender and support or student performance, most likely a result of the amount of female respondents, we moved on to find an important correlation between years of teacher experience and teachers perceptions on student performance and support.

Correlation between Community Gender and Student Performance

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.045 ^b	1	.831		
Continuity Correction ^a	.000	1	1.000		
Likelihood Ratio	.047	1	.828		
Fisher's Exact Test				1.000	.659
Linear-by-Linear Association	.044	1	.833		
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 1.19.

gender * student performance Crosstabulation

			student performance		Total
			Agree	Disagree	
gender	Male	Count	1	4	5
		% within student performance	10.0%	12.5%	11.9%
	Female	Count	9	28	37
		% within student performance	90.0%	87.5%	88.1%
Total		Count	10	32	42
		% within student performance	100.0%	100.0%	100.0%

Not many members of the community chose to participated in the community survey and the majority of the respondant that did complte the survey are female. We can see that the survey finds a disagreement with student performace.

Correlation between Parent Gender and Student Performance**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.386 ^b	1	.534		
Continuity Correction ^a	.111	1	.739		
Likelihood Ratio	.364	1	.546		
Fisher's Exact Test				.563	.352
Linear-by-Linear Association	.385	1	.535		
N of Valid Cases	299				

a. Computed only for a 2x2 table

b. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.92.

Another similar observation can be made when looking at the correlation between community gender and student performance. The chi square test results showed a value of .386, which shows no direct correlation between gender and student performance. We could however, 88% of individuals taking the survey were female.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal	Phi	-.036			.534
	Cramer's V	.036			.534
Interval by Interval	Pearson's R	-.036	.063	-.620	.536 ^c
Ordinal by Ordinal	Spearman Correlation	-.036	.063	-.620	.536 ^c
N of Valid Cases		299			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

After analyzing the correlations between gender and our 5 categories we had determined that there exists no direct correlation. We then examined teacher's year of experience and correlated those with Student performance and support. We immediately found a direct correlation.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.225 ^a	5	.144
Likelihood Ratio	7.832	5	.166
Linear-by-Linear Association	1.742	1	.187
N of Valid Cases	83		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 2.60.

Experience in Wyandanch * Student Performance Crosstabulation

			Student Performance		Total
			Toward Agreement	Toward Disagreement	
Experience in Wyandanch	< 2 yrs	Count % within Experience in Wyandanch	2 25.0%	6 75.0%	8 100.0%
	3 yrs	Count % within Experience in Wyandanch	8 72.7%	3 27.3%	11 100.0%
	4-7 yrs	Count % within Experience in Wyandanch	8 80.0%	2 20.0%	10 100.0%
	8-10 yrs	Count % within Experience in Wyandanch	15 68.2%	7 31.8%	22 100.0%
	11-15 yrs	Count % within Experience in Wyandanch	11 78.6%	3 21.4%	14 100.0%
	> 15yrs	Count % within Experience in Wyandanch	12 66.7%	6 33.3%	18 100.0%
	Total	Count % within Experience in Wyandanch	56 67.5%	27 32.5%	83 100.0%

This however was further investigated because of the lack of participants in each category. We therefore recoded this item. The results change from a direct correlation to one that is not evident.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.592 ^b	1	.441		
Continuity Correction ^a	.275	1	.600		
Likelihood Ratio	.586	1	.444		
Fisher's Exact Test				.470	.298
Linear-by-Linear Association	.585	1	.444		
N of Valid Cases	83				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.43.

experiencerr * Student Performance Crosstabulation

			Student Performance		Total
			Toward Agreement	Toward Disagreement	
experiencerr	1.00	Count	18	11	29
		% within Student Performance	32.1%	40.7%	34.9%
	2.00	Count	38	16	54
		% within Student Performance	67.9%	59.3%	65.1%
Total		Count	56	27	83
		% within Student Performance	100.0%	100.0%	100.0%

With this data however we can see how the greatest majority of teachers that were toward agreement were the veteran teachers.

Figure 22

Descriptive Statistics top ranking themes in all Surveys

	Teacher	Community	Parent	Student	Average Mean
stperf	2.4947	2.8698	2.0556	2.0528	2.3682
support	3.83	2.5506	1.8073	2.2322	2.6050
library	2.8	3.3537	2.2361	2.9607	2.8376
safety	2.69	3.1707	2.8823	3.3216	3.0161
computer	3	3.4048	2.6803	3.4714	3.1391

We disseminated the data by recoding and creating crosstab correlations that cross referenced gender with student performance and family support. After finding no correlations between gender and support or student performance, most likely a result of the amount of female respondents, we moved on to find an important correlation between years of teacher experience and teachers perceptions on student performance and support.

Findings

As seen highlighted in yellow in 22, student performance was an important topic for all respondents of all of the surveys. Teachers, community members, parents, and students all agreed that student performance was important and something that they work towards improving on a regular basis. Mean scores of questions pertaining to support are also very positive, in all groups with the exception of teachers. In the teacher group we see a mean score of 3.83, which means that teachers disagree that students are being supported at home. This mean is an outlier, since all other groups responded “agree” for similar questions pertaining to family support.

As seen highlighted in orange in figure 22, one can see that both library and safety are issues that had an average mean score in the high 2's and low 3's, this means that most respondents are mainly "undecided" for this question set. It is important to remember that an "undecided" response should be viewed as a negative, as all groups should agree that students feel safe and have access to the library.

Finally one can see the most areas for concern, which are highlighted in red in figure 22. With an average mean of 3.1391, many respondents were "undecided" or disagreed that students have access to computers. The only outlier that had a calculated mean higher than 3.0 was seen in the family support section. Teachers disagreed or were undecided about whether students were supported at home and in the school. In addition, teachers had a mean of 3.0, for questions pertaining to computer access.

Although the topics of student performance, family support, library usage, safety, and computer access were the most important themes found, It is important to take note of the means highlighted in red, for they have the highest average means, meaning lowest amount of respondents choosing "agree" and "strongly agree"

Recommendations

Library

All students will be required to have library cards. Students will be required to log in library hours for specific courses. Teachers will also be required to incorporate the library into English and Social Studies by doing research projects. Class trip to the library would allow students to get more comfortable with using the library.

Computer

The district will implement a 21st century model by incorporating technology into the district. We will put together a grant writing team to secure hardware and software for iPads, programs and laptops, and to also update our server and equipment. Unfortunately, the district cannot supply students with computers at home we can however offer more classroom time to students.

Safety

PBIS (Positive behavior intervention services) will be implemented district wide, Fire drills, evacuation drills and shelter drills will be updated, social workers and administrators will provide Safety workshops for staff and students. Everyone must become more active in the school environment to create not only a safe environment but one that is appreciated by the students, parent and community.

Student performance

Student performance was listed as the highest area of importance. The correlation must be made that safety computers and library directly impact student performance. It is evident that student performance is not only an area of importance but one that is negatively

impacted by the other components in the survey. Every sub-group has ranked student performance as the top priority along with support.

Student support

Student support was the second highest area of concern. While all members viewed support in a different way, they all agree that support is important for the success of each student and the school itself. It is important to point out that each sub-group focused the success of support on other individuals. Teachers seem to believe that the responsibility lies on the parents, while the parents believe that success is only possible if the support is given from various groups. Nevertheless, it is evident that it is a priority which is positioned at the top.

Overall, we find that there is a disconnection with many of the responses made by each group. The parents and students have viewed performance and support far differently from the way teachers and community members see it. It is our recommendation that every group must work together to achieve a coherent understanding of what the schools need to succeed.

Another observation that was made was the difference in opinions seen when ranking support. While the parents leaned towards agreement everyone else especially teachers leaned towards disagreement. Teachers disagreed that support is there. It is our recommendation that teachers feel some empowerment so that they can help the children perform to their fullest. A closer relationship need to be created between teachers and

parents so that a clear goal for success can be outlined. Everyone must work together to form a community wide vision one that everyone is aboard with. In addition progress must be monitored on a continued basis.

Technology is something that everyone agrees needs tremendous improvement. An entire program needs to be created to create an environment for 21st century learning. Offering a wide variety of programs and more allotted time for students to learn about technology is of vital importance. Implementing technology into every subject area is something the district should consider to allow these students to catch up.

The lack of communication and collaboration between everyone is apparent when looking at the thematic chart. Every group must in some way come in contact with each other. Only through discussions and interaction with one another can this district move forward.