

**Cycle 4 Advance Questionnaire - Certificated Faculty**  
**Frequency Distribution Report**  
**SULLIVAN MIDDLE, SULLIVAN School District**

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	28	96.55
<b>YES</b>	1	3.45

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	28	96.55
<b>YES</b>	1	3.45

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	25	86.21
<b>YES</b>	4	13.79

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	8	27.59
<b>YES</b>	21	72.41

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	27	93.10
<b>YES</b>	2	6.90

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	29	100.00

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Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Number Missing
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
2 - My school collaborates with community agencies to meet the needs of students	12	42.9	15	53.6	0	0.0	1	3.6	0	0.0	1
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	15	51.7	11	37.9	2	6.9	1	3.4	0	0.0	0
4 - I emphasize the importance of effort with students	22	75.9	6	20.7	1	3.4	0	0.0	0	0.0	0
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	15	51.7	7	24.1	4	13.8	3	10.3	0	0.0	0
6 - There is adequate collaboration between special education staff and classroom teachers in our school	15	51.7	10	34.5	1	3.4	2	6.9	1	3.4	0
7 - There is adequate professional development for teachers working with special education students in our school	9	33.3	11	40.7	5	18.5	2	7.4	0	0.0	2
8 - My school's administration protects instructional time available to teachers from interruptions.	15	51.7	10	34.5	2	6.9	2	6.9	0	0.0	0
9 - Our principal uses classroom management as part of our evaluation	21	75.0	7	25.0	0	0.0	0	0.0	0	0.0	1
10 - Clear rules that promote good behavior are enforced in our school	18	62.1	10	34.5	1	3.4	0	0.0	0	0.0	0
11 - Clear rules regarding behavior have been established in my classroom	22	78.6	5	17.9	1	3.6	0	0.0	0	0.0	1
12 - Educators in our school use effective practices to promote positive behavior	18	62.1	9	31.0	2	6.9	0	0.0	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	15	53.6	12	42.9	1	3.6	0	0.0	0	0.0	1
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	13	44.8	15	51.7	1	3.4	0	0.0	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	10	37.0	16	59.3	1	3.7	0	0.0	0	0.0	2
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	10	37.0	13	48.1	3	11.1	1	3.7	0	0.0	2
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	16	55.2	12	41.4	1	3.4	0	0.0	0	0.0	0
18 - Effective vehicles are in place for parents and community to communicate with the school	16	55.2	10	34.5	3	10.3	0	0.0	0	0.0	0
19 - In our school we communicate effectively to parents and the community	16	55.2	12	41.4	1	3.4	0	0.0	0	0.0	0
20 - Parents are encouraged to discuss their child's educational needs with the school	22	75.9	7	24.1	0	0.0	0	0.0	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	8	30.8	15	57.7	3	11.5	0	0.0	0	0.0	3

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
22 - An assessment system is used that provides timely feedback on specific knowledge and skills for individual students	14	48.3	13	44.8	2	6.9	0	0.0	0	0.0	0
23 - My school administers assessments throughout the school year that are used to guide instruction	14	48.3	14	48.3	1	3.4	0	0.0	0	0.0	0
24 - My school uses assessment data to evaluate and align the curriculum	18	62.1	11	37.9	0	0.0	0	0.0	0	0.0	0
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	14	48.3	12	41.4	2	6.9	1	3.4	0	0.0	0
26 - Student opinions are valued by teachers and administrators	14	50.0	14	50.0	0	0.0	0	0.0	0	0.0	1
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	10	37.0	12	44.4	4	14.8	1	3.7	0	0.0	2
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	16	61.5	8	30.8	2	7.7	0	0.0	0	0.0	3
29 - Individual student differences are appreciated at our school	17	58.6	11	37.9	0	0.0	0	0.0	1	3.4	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	6	22.2	11	40.7	7	25.9	2	7.4	1	3.7	2
31 - In our school teachers are encouraged to be instructional leaders	21	72.4	8	27.6	0	0.0	0	0.0	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	20	69.0	9	31.0	0	0.0	0	0.0	0	0.0	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	23	82.1	4	14.3	1	3.6	0	0.0	0	0.0	1
34 - Our principal identifies issues in the school that could potentially become problems	19	70.4	6	22.2	1	3.7	1	3.7	0	0.0	2
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	21	72.4	8	27.6	0	0.0	0	0.0	0	0.0	0
36 - Our school teaches and reinforces student self-discipline and responsibility	15	51.7	14	48.3	0	0.0	0	0.0	0	0.0	0
37 - Students who are prone to violence are systematically identified	14	51.9	7	25.9	3	11.1	3	11.1	0	0.0	2
38 - Our school promotes an environment of mutual respect among students	19	67.9	8	28.6	0	0.0	1	3.6	0	0.0	1
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	17	60.7	9	32.1	2	7.1	0	0.0	0	0.0	1
40 - My school systematically ensures that teachers address essential content	19	65.5	9	31.0	1	3.4	0	0.0	0	0.0	0

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
41 - The amount of essential content that has been identified can be addressed in the instructional time available to teachers	9	34.6	9	34.6	2	7.7	6	23.1	0	0.0	3
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	10	37.0	11	40.7	2	7.4	4	14.8	0	0.0	2
43 - Our principal promotes innovation	21	72.4	8	27.6	0	0.0	0	0.0	0	0.0	0
44 - I have the skills necessary to meet the needs of all learners in my classroom	17	60.7	10	35.7	1	3.6	0	0.0	0	0.0	1
45 - I believe that I can positively impact student performance	24	82.8	5	17.2	0	0.0	0	0.0	0	0.0	0
46 - I have received violence prevention training	2	7.4	7	25.9	4	14.8	11	40.7	3	11.1	2
47 - Our professional development improves student achievement	19	67.9	6	21.4	2	7.1	1	3.6	0	0.0	1
48 - I have received adequate training in using computers and other technology to support my work with students	17	58.6	9	31.0	2	6.9	1	3.4	0	0.0	0
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	18	62.1	8	27.6	2	6.9	1	3.4	0	0.0	0
50 - I have received professional development on differentiating instruction for learners	16	55.2	12	41.4	1	3.4	0	0.0	0	0.0	0
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	9	36.0	10	40.0	4	16.0	2	8.0	0	0.0	4
52 - Students are held accountable for doing quality work	16	57.1	11	39.3	1	3.6	0	0.0	0	0.0	1
53 - The mission of this school is clearly defined	9	34.6	13	50.0	2	7.7	2	7.7	0	0.0	3
54 - All staff in our school hold high expectations for student learning	16	57.1	12	42.9	0	0.0	0	0.0	0	0.0	1
55 - There are open channels of communication among students, staff and administrators	16	57.1	9	32.1	2	7.1	0	0.0	1	3.6	1
56 - There are avenues for recognizing and rewarding the accomplishments of all students	22	75.9	6	20.7	1	3.4	0	0.0	0	0.0	0
57 - There are sufficient library media materials to support my program	11	39.3	10	35.7	5	17.9	2	7.1	0	0.0	1
58 - Career-Technical education is an essential part of the district's program of studies	10	41.7	6	25.0	2	8.3	3	12.5	3	12.5	5
59 - I feel safe at this school	17	58.6	9	31.0	3	10.3	0	0.0	0	0.0	0
60 - The library media center materials are current and in good condition	11	40.7	10	37.0	4	14.8	2	7.4	0	0.0	2
61 - In our community, people tend to trust each other	8	27.6	15	51.7	4	13.8	2	6.9	0	0.0	0
62 - My professional development has improved the way I teach	15	51.7	13	44.8	1	3.4	0	0.0	0	0.0	0

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
63 - My school provides suggestions to parents on ways to assist at home with their child's learning	13	46.4	9	32.1	4	14.3	2	7.1	0	0.0	1
64 - My school views parents as partners in the educational process	16	57.1	11	39.3	1	3.6	0	0.0	0	0.0	1
65 - My school has created specific strategies to better involve parents in the education of their child	11	40.7	11	40.7	3	11.1	2	7.4	0	0.0	2
66 - The board has high expectations for student achievement	18	69.2	6	23.1	1	3.8	1	3.8	0	0.0	3
67 - Students are treated fairly in this school	16	55.2	10	34.5	0	0.0	2	6.9	1	3.4	0
68 - The community is proud of this school	15	51.7	13	44.8	1	3.4	0	0.0	0	0.0	0
69 - This school makes students feel they belong	20	69.0	7	24.1	1	3.4	1	3.4	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	19	65.5	10	34.5	0	0.0	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	17	58.6	9	31.0	1	3.4	2	6.9	0	0.0	0
72 - Discipline is handled fairly in this school	12	41.4	13	44.8	1	3.4	2	6.9	1	3.4	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	13	48.1	10	37.0	3	11.1	1	3.7	0	0.0	2
74 - The librarian/media specialist requests my input into the selection of resources	14	50.0	12	42.9	1	3.6	1	3.6	0	0.0	1
75 - There is adequate instruction in the use of library and media resources for classes and individual students	12	42.9	10	35.7	2	7.1	4	14.3	0	0.0	1
76 - There is systematic collaboration across subject areas in our building	12	42.9	12	42.9	1	3.6	3	10.7	0	0.0	1
77 - Individual counseling services are available to students	20	69.0	9	31.0	0	0.0	0	0.0	0	0.0	0
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	11	40.7	12	44.4	3	11.1	1	3.7	0	0.0	2
79 - The community provides enough money to adequately provide quality educational programs to children	11	37.9	14	48.3	3	10.3	1	3.4	0	0.0	0
80 - Overall, my school building is in good condition	12	41.4	15	51.7	2	6.9	0	0.0	0	0.0	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	14	48.3	9	31.0	4	13.8	1	3.4	1	3.4	0
82 - There is systematic collaboration between the academic and career education programs in our district.	6	25.0	9	37.5	4	16.7	4	16.7	1	4.2	5

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<b>How much homework time do you assign your students each day</b>		
<b>fac83</b>	<b>Frequency</b>	<b>Percent</b>
<b>Do not assign</b>	5	19.23
<b>1/2 hour or less</b>	19	73.08
<b>1 hour</b>	2	7.69

*Frequency Missing = 3*

<b>Question</b>	<b>Regularly</b>		<b>Often</b>		<b>Occasionally</b>		<b>Rarely</b>		<b>Not at all</b>		<b>Number Missing</b>
	<b>N</b>	<b>Pct.</b>	<b>N</b>	<b>Pct.</b>	<b>N</b>	<b>Pct.</b>	<b>N</b>	<b>Pct.</b>	<b>N</b>	<b>Pct.</b>	
84 - Students are taught effective note-taking skills.	8	29.6	6	22.2	10	37.0	2	7.4	1	3.7	2
85 - I assess the level of prior knowledge of all students before initiating instruction.	14	48.3	8	27.6	5	17.2	2	6.9	0	0.0	0
86 - Organize students into flexible groups based on their understanding of the content and skill level.	8	29.6	9	33.3	9	33.3	1	3.7	0	0.0	2
87 - Begin instructional units by presenting students with clear learning goals.	16	59.3	9	33.3	2	7.4	0	0.0	0	0.0	2
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	7	25.9	8	29.6	5	18.5	4	14.8	3	11.1	2
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	19	67.9	8	28.6	0	0.0	0	0.0	1	3.6	1
90 - Have students keep track of their own performance on the learning goals.	10	35.7	9	32.1	5	17.9	2	7.1	2	7.1	1
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	10	37.0	7	25.9	4	14.8	4	14.8	2	7.4	2
92 - Make use of cooperative learning groups.	9	32.1	14	50.0	3	10.7	2	7.1	0	0.0	1
93 - Have students construct verbal or written summaries of new content.	10	37.0	7	25.9	4	14.8	4	14.8	2	7.4	2
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	14	50.0	9	32.1	3	10.7	2	7.1	0	0.0	1
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	20	69.0	8	27.6	1	3.4	0	0.0	0	0.0	0
96 - I alter instructional strategies when students are having difficulty learning the material.	24	82.8	2	6.9	3	10.3	0	0.0	0	0.0	0
97 - Model or demonstrate important skills or procedures.	26	89.7	3	10.3	0	0.0	0	0.0	0	0.0	0
98 - Incorporate contextual/real life learning in the classroom.	23	82.1	4	14.3	1	3.6	0	0.0	0	0.0	1

*Data Collected in Fall, 2006*  
*Tables Generated January 09, 2007*

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
99 - Incorporate problem solving instructional activities in the classroom.	19	67.9	6	21.4	2	7.1	1	3.6	0	0.0	1
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	17	60.7	9	32.1	2	7.1	0	0.0	0	0.0	1
101 - Have students compare and classify content.	13	48.1	10	37.0	3	11.1	1	3.7	0	0.0	2
102 - Have students construct metaphors and analogies.	7	25.9	5	18.5	9	33.3	4	14.8	2	7.4	2
103 - Provide specific feedback on the homework assigned to students.	20	74.1	5	18.5	1	3.7	0	0.0	1	3.7	2
104 - Incorporate information about careers in my instruction.	7	25.0	8	28.6	11	39.3	1	3.6	1	3.6	1