

*Cycle 4 Advance Questionnaire - Certificated Faculty
Frequency Distribution Report
HILLSBORO HIGH, HILLSBORO R-III School District*

School Guidance Counselor		
fac1a	Frequency	Percent
NO	65	95.59
YES	3	4.41

Library Media Specialist		
fac1b	Frequency	Percent
NO	66	97.06
YES	2	2.94

Special Education Teacher		
fac1c	Frequency	Percent
NO	61	89.71
YES	7	10.29

Classroom Teacher		
fac1d	Frequency	Percent
NO	15	22.06
YES	53	77.94

Administrator		
fac1e	Frequency	Percent
NO	65	95.59
YES	3	4.41

Other Certificated Faculty		
fac1f	Frequency	Percent
NO	68	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	9	13.6	40	60.6	12	18.2	5	7.6	0	0.0	2
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	16	23.5	40	58.8	6	8.8	5	7.4	1	1.5	0
4 - I emphasize the importance of effort with students	50	74.6	15	22.4	2	3.0	0	0.0	0	0.0	1
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	10	14.9	28	41.8	12	17.9	16	23.9	1	1.5	1
6 - There is adequate collaboration between special education staff and classroom teachers in our school	9	13.4	25	37.3	15	22.4	16	23.9	2	3.0	1
7 - There is adequate professional development for teachers working with special education students in our school	5	7.6	20	30.3	21	31.8	17	25.8	3	4.5	2
8 - My school's administration protects instructional time available to teachers from interruptions.	5	7.6	33	50.0	7	10.6	14	21.2	7	10.6	2
9 - Our principal uses classroom management as part of our evaluation	19	28.4	42	62.7	6	9.0	0	0.0	0	0.0	1
10 - Clear rules that promote good behavior are enforced in our school	16	23.5	28	41.2	5	7.4	19	27.9	0	0.0	0
11 - Clear rules regarding behavior have been established in my classroom	38	56.7	26	38.8	2	3.0	1	1.5	0	0.0	1
12 - Educators in our school use effective practices to promote positive behavior	10	14.7	50	73.5	7	10.3	1	1.5	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	8	11.8	41	60.3	13	19.1	6	8.8	0	0.0	0
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	13	19.1	37	54.4	9	13.2	9	13.2	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	9	13.4	30	44.8	17	25.4	11	16.4	0	0.0	1
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	7	10.4	33	49.3	11	16.4	11	16.4	5	7.5	1
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	10	14.7	37	54.4	11	16.2	9	13.2	1	1.5	0
18 - Effective vehicles are in place for parents and community to communicate with the school	26	38.2	33	48.5	5	7.4	4	5.9	0	0.0	0
19 - In our school we communicate effectively to parents and the community	16	23.9	41	61.2	6	9.0	4	6.0	0	0.0	1
20 - Parents are encouraged to discuss their child's educational needs with the school	28	41.2	37	54.4	3	4.4	0	0.0	0	0.0	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	6	9.8	30	49.2	19	31.1	5	8.2	1	1.6	7

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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	11	17.5	38	60.3	9	14.3	5	7.9	0	0.0	5
23 - My school administers assessments throughout the school year that are used to guide instruction	10	15.2	40	60.6	12	18.2	4	6.1	0	0.0	2
24 - My school uses assessment data to evaluate and align the curriculum	9	13.8	44	67.7	7	10.8	5	7.7	0	0.0	3
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	12	17.6	39	57.4	12	17.6	5	7.4	0	0.0	0
26 - Student opinions are valued by teachers and administrators	9	13.2	43	63.2	12	17.6	4	5.9	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	6	9.2	30	46.2	17	26.2	12	18.5	0	0.0	3
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	17	25.8	31	47.0	9	13.6	8	12.1	1	1.5	2
29 - Individual student differences are appreciated at our school	13	19.4	33	49.3	11	16.4	9	13.4	1	1.5	1
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	7	11.7	37	61.7	9	15.0	7	11.7	0	0.0	8
31 - In our school teachers are encouraged to be instructional leaders	18	26.5	40	58.8	5	7.4	5	7.4	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	24	35.8	30	44.8	6	9.0	6	9.0	1	1.5	1
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	18	27.3	31	47.0	11	16.7	6	9.1	0	0.0	2
34 - Our principal identifies issues in the school that could potentially become problems	16	23.9	30	44.8	10	14.9	11	16.4	0	0.0	1
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	21	31.8	30	45.5	11	16.7	3	4.5	1	1.5	2
36 - Our school teaches and reinforces student self-discipline and responsibility	11	16.2	31	45.6	8	11.8	11	16.2	7	10.3	0
37 - Students who are prone to violence are systematically identified	6	9.1	30	45.5	14	21.2	14	21.2	2	3.0	2
38 - Our school promotes an environment of mutual respect among students	13	19.1	35	51.5	15	22.1	4	5.9	1	1.5	0
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	8	12.1	42	63.6	11	16.7	5	7.6	0	0.0	2
40 - My school systematically ensures that teachers address essential content	14	20.9	37	55.2	11	16.4	5	7.5	0	0.0	1

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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	5	7.9	31	49.2	14	22.2	12	19.0	1	1.6	5
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	5	8.1	33	53.2	16	25.8	8	12.9	0	0.0	6
43 - Our principal promotes innovation	18	26.9	39	58.2	6	9.0	3	4.5	1	1.5	1
44 - I have the skills necessary to meet the needs of all learners in my classroom	26	40.0	31	47.7	5	7.7	3	4.6	0	0.0	3
45 - I believe that I can positively impact student performance	40	60.6	25	37.9	1	1.5	0	0.0	0	0.0	2
46 - I have received violence prevention training	7	10.8	13	20.0	11	16.9	27	41.5	7	10.8	3
47 - Our professional development improves student achievement	8	12.1	29	43.9	18	27.3	8	12.1	3	4.5	2
48 - I have received adequate training in using computers and other technology to support my work with students	18	27.7	30	46.2	11	16.9	4	6.2	2	3.1	3
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	18	26.9	37	55.2	8	11.9	2	3.0	2	3.0	1
50 - I have received professional development on differentiating instruction for learners	12	19.4	34	54.8	6	9.7	8	12.9	2	3.2	6
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	5	7.6	33	50.0	12	18.2	15	22.7	1	1.5	2
52 - Students are held accountable for doing quality work	5	7.5	30	44.8	12	17.9	15	22.4	5	7.5	1
53 - The mission of this school is clearly defined	24	36.4	27	40.9	13	19.7	1	1.5	1	1.5	2
54 - All staff in our school hold high expectations for student learning	8	12.1	34	51.5	13	19.7	10	15.2	1	1.5	2
55 - There are open channels of communication among students, staff and administrators	8	12.1	38	57.6	11	16.7	6	9.1	3	4.5	2
56 - There are avenues for recognizing and rewarding the accomplishments of all students	9	13.8	42	64.6	8	12.3	6	9.2	0	0.0	3
57 - There are sufficient library media materials to support my program	27	41.5	32	49.2	3	4.6	2	3.1	1	1.5	3
58 - Career-Technical education is an essential part of the district's program of studies	13	20.3	34	53.1	12	18.8	2	3.1	3	4.7	4
59 - I feel safe at this school	25	37.3	33	49.3	3	4.5	5	7.5	1	1.5	1
60 - The library media center materials are current and in good condition	35	53.0	27	40.9	4	6.1	0	0.0	0	0.0	2
61 - In our community, people tend to trust each other	8	12.1	29	43.9	21	31.8	6	9.1	2	3.0	2
62 - My professional development has improved the way I teach	12	18.5	37	56.9	9	13.8	4	6.2	3	4.6	3

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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	10	15.4	35	53.8	13	20.0	7	10.8	0	0.0	3
64 - My school views parents as partners in the educational process	12	17.6	46	67.6	8	11.8	2	2.9	0	0.0	0
65 - My school has created specific strategies to better involve parents in the education of their child	9	13.4	35	52.2	11	16.4	12	17.9	0	0.0	1
66 - The board has high expectations for student achievement	15	23.4	36	56.3	11	17.2	2	3.1	0	0.0	4
67 - Students are treated fairly in this school	14	20.9	32	47.8	7	10.4	13	19.4	1	1.5	1
68 - The community is proud of this school	13	19.7	38	57.6	13	19.7	2	3.0	0	0.0	2
69 - This school makes students feel they belong	13	19.1	37	54.4	14	20.6	4	5.9	0	0.0	0
70 - If students in this school have a problem, teachers will listen and help	22	32.4	37	54.4	7	10.3	1	1.5	1	1.5	0
71 - I usually look forward to each working day as a teacher	16	24.2	38	57.6	5	7.6	6	9.1	1	1.5	2
72 - Discipline is handled fairly in this school	10	14.9	26	38.8	14	20.9	11	16.4	6	9.0	1
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	20	30.3	35	53.0	6	9.1	4	6.1	1	1.5	2
74 - The librarian/media specialist requests my input into the selection of resources	36	55.4	25	38.5	3	4.6	0	0.0	1	1.5	3
75 - There is adequate instruction in the use of library and media resources for classes and individual students	28	44.4	28	44.4	4	6.3	0	0.0	3	4.8	5
76 - There is systematic collaboration across subject areas in our building	11	16.7	18	27.3	13	19.7	19	28.8	5	7.6	2
77 - Individual counseling services are available to students	28	41.8	31	46.3	8	11.9	0	0.0	0	0.0	1
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	12	19.0	36	57.1	14	22.2	1	1.6	0	0.0	5
79 - The community provides enough money to adequately provide quality educational programs to children	13	20.6	30	47.6	11	17.5	7	11.1	2	3.2	5
80 - Overall, my school building is in good condition	24	35.3	29	42.6	4	5.9	8	11.8	3	4.4	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	28	42.4	24	36.4	2	3.0	9	13.6	3	4.5	2
82 - There is systematic collaboration between the academic and career education programs in our district.	10	15.6	28	43.8	20	31.3	4	6.3	2	3.1	4

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How much homework time do you assign your students each day		
fac83	Frequency	Percent
Do not assign	21	33.87
1/2 hour or less	33	53.23
1 hour	8	12.90

Frequency Missing = 6

Question	Regularly		Often		Occasionally		Rarely		Not at all		Number Missing
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
84 - Students are taught effective note-taking skills.	9	14.1	17	26.6	24	37.5	12	18.8	2	3.1	4
85 - I assess the level of prior knowledge of all students before initiating instruction.	19	29.7	25	39.1	16	25.0	4	6.3	0	0.0	4
86 - Organize students into flexible groups based on their understanding of the content and skill level.	14	21.9	26	40.6	18	28.1	4	6.3	2	3.1	4
87 - Begin instructional units by presenting students with clear learning goals.	34	52.3	28	43.1	3	4.6	0	0.0	0	0.0	3
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	12	18.8	25	39.1	19	29.7	5	7.8	3	4.7	4
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	26	40.0	28	43.1	9	13.8	1	1.5	1	1.5	3
90 - Have students keep track of their own performance on the learning goals.	16	25.0	20	31.3	15	23.4	10	15.6	3	4.7	4
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	11	17.2	20	31.3	22	34.4	8	12.5	3	4.7	4
92 - Make use of cooperative learning groups.	25	39.1	25	39.1	11	17.2	2	3.1	1	1.6	4
93 - Have students construct verbal or written summaries of new content.	17	26.6	22	34.4	19	29.7	5	7.8	1	1.6	4
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	26	41.3	15	23.8	17	27.0	3	4.8	2	3.2	5
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	38	59.4	24	37.5	2	3.1	0	0.0	0	0.0	4
96 - I alter instructional strategies when students are having difficulty learning the material.	45	70.3	16	25.0	2	3.1	1	1.6	0	0.0	4
97 - Model or demonstrate important skills or procedures.	44	68.8	20	31.3	0	0.0	0	0.0	0	0.0	4
98 - Incorporate contextual/real life learning in the classroom.	42	66.7	20	31.7	1	1.6	0	0.0	0	0.0	5

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.	33	51.6	24	37.5	6	9.4	1	1.6	0	0.0	4
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	29	46.0	24	38.1	6	9.5	3	4.8	1	1.6	5
101 - Have students compare and classify content.	19	31.1	29	47.5	11	18.0	2	3.3	0	0.0	7
102 - Have students construct metaphors and analogies.	8	13.1	15	24.6	20	32.8	12	19.7	6	9.8	7
103 - Provide specific feedback on the homework assigned to students.	28	47.5	24	40.7	4	6.8	2	3.4	1	1.7	9
104 - Incorporate information about careers in my instruction.	19	30.6	25	40.3	15	24.2	2	3.2	1	1.6	6