

*Cycle 4 Advance Questionnaire - Certificated Faculty  
Frequency Distribution Report  
MT. VERNON HIGH, MT. VERNON R-V School District*

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	36	97.30
<b>YES</b>	1	2.70

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	36	97.30
<b>YES</b>	1	2.70

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	34	91.89
<b>YES</b>	3	8.11

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	8	21.62
<b>YES</b>	29	78.38

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	34	91.89
<b>YES</b>	3	8.11

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	36	97.30
<b>YES</b>	1	2.70

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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	15	40.5	19	51.4	1	2.7	1	2.7	1	2.7	0
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	6	16.2	26	70.3	2	5.4	3	8.1	0	0.0	0
4 - I emphasize the importance of effort with students	28	75.7	8	21.6	1	2.7	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	11	30.6	15	41.7	4	11.1	5	13.9	1	2.8	1
6 - There is adequate collaboration between special education staff and classroom teachers in our school	11	29.7	14	37.8	6	16.2	4	10.8	2	5.4	0
7 - There is adequate professional development for teachers working with special education students in our school	3	8.3	17	47.2	11	30.6	5	13.9	0	0.0	1
8 - My school's administration protects instructional time available to teachers from interruptions.	12	32.4	16	43.2	2	5.4	4	10.8	3	8.1	0
9 - Our principal uses classroom management as part of our evaluation	18	51.4	12	34.3	5	14.3	0	0.0	0	0.0	2
10 - Clear rules that promote good behavior are enforced in our school	21	56.8	14	37.8	1	2.7	0	0.0	1	2.7	0
11 - Clear rules regarding behavior have been established in my classroom	26	72.2	10	27.8	0	0.0	0	0.0	0	0.0	1
12 - Educators in our school use effective practices to promote positive behavior	16	43.2	18	48.6	2	5.4	1	2.7	0	0.0	0
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	10	27.0	20	54.1	7	18.9	0	0.0	0	0.0	0
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	11	29.7	21	56.8	4	10.8	1	2.7	0	0.0	0
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	16	44.4	14	38.9	4	11.1	2	5.6	0	0.0	1
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	12	33.3	17	47.2	3	8.3	3	8.3	1	2.8	1
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	11	31.4	17	48.6	6	17.1	1	2.9	0	0.0	2
18 - Effective vehicles are in place for parents and community to communicate with the school	16	44.4	13	36.1	4	11.1	1	2.8	2	5.6	1
19 - In our school we communicate effectively to parents and the community	11	29.7	21	56.8	2	5.4	2	5.4	1	2.7	0
20 - Parents are encouraged to discuss their child's educational needs with the school	20	54.1	13	35.1	2	5.4	1	2.7	1	2.7	0
21 - I routinely analyze disaggregated student data and use it to plan my instruction	5	15.2	14	42.4	11	33.3	3	9.1	0	0.0	4

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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	10	28.6	21	60.0	2	5.7	1	2.9	1	2.9	2
23 - My school administers assessments throughout the school year that are used to guide instruction	6	16.7	19	52.8	7	19.4	3	8.3	1	2.8	1
24 - My school uses assessment data to evaluate and align the curriculum	12	32.4	21	56.8	3	8.1	1	2.7	0	0.0	0
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	10	27.0	17	45.9	7	18.9	1	2.7	2	5.4	0
26 - Student opinions are valued by teachers and administrators	15	40.5	16	43.2	4	10.8	2	5.4	0	0.0	0
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	5	14.3	13	37.1	14	40.0	2	5.7	1	2.9	2
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	13	36.1	16	44.4	4	11.1	2	5.6	1	2.8	1
29 - Individual student differences are appreciated at our school	11	29.7	14	37.8	8	21.6	2	5.4	2	5.4	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	10	28.6	13	37.1	9	25.7	3	8.6	0	0.0	2
31 - In our school teachers are encouraged to be instructional leaders	24	64.9	11	29.7	2	5.4	0	0.0	0	0.0	0
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	25	67.6	9	24.3	2	5.4	0	0.0	1	2.7	0
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	28	75.7	6	16.2	3	8.1	0	0.0	0	0.0	0
34 - Our principal identifies issues in the school that could potentially become problems	28	75.7	8	21.6	1	2.7	0	0.0	0	0.0	0
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	30	81.1	6	16.2	1	2.7	0	0.0	0	0.0	0
36 - Our school teaches and reinforces student self-discipline and responsibility	16	43.2	17	45.9	3	8.1	0	0.0	1	2.7	0
37 - Students who are prone to violence are systematically identified	8	22.2	21	58.3	6	16.7	1	2.8	0	0.0	1
38 - Our school promotes an environment of mutual respect among students	14	37.8	17	45.9	3	8.1	3	8.1	0	0.0	0
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	11	30.6	19	52.8	4	11.1	2	5.6	0	0.0	1
40 - My school systematically ensures that teachers address essential content	12	32.4	21	56.8	2	5.4	2	5.4	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	6	17.1	18	51.4	6	17.1	4	11.4	1	2.9	2
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	9	25.7	19	54.3	6	17.1	0	0.0	1	2.9	2
43 - Our principal promotes innovation	22	61.1	12	33.3	2	5.6	0	0.0	0	0.0	1
44 - I have the skills necessary to meet the needs of all learners in my classroom	19	54.3	14	40.0	2	5.7	0	0.0	0	0.0	2
45 - I believe that I can positively impact student performance	30	81.1	7	18.9	0	0.0	0	0.0	0	0.0	0
46 - I have received violence prevention training	13	35.1	16	43.2	5	13.5	3	8.1	0	0.0	0
47 - Our professional development improves student achievement	11	29.7	19	51.4	3	8.1	4	10.8	0	0.0	0
48 - I have received adequate training in using computers and other technology to support my work with students	13	35.1	17	45.9	4	10.8	2	5.4	1	2.7	0
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	22	61.1	11	30.6	3	8.3	0	0.0	0	0.0	1
50 - I have received professional development on differentiating instruction for learners	22	59.5	11	29.7	4	10.8	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	10	27.0	19	51.4	6	16.2	2	5.4	0	0.0	0
52 - Students are held accountable for doing quality work	9	24.3	21	56.8	6	16.2	0	0.0	1	2.7	0
53 - The mission of this school is clearly defined	16	43.2	15	40.5	5	13.5	1	2.7	0	0.0	0
54 - All staff in our school hold high expectations for student learning	16	43.2	13	35.1	7	18.9	1	2.7	0	0.0	0
55 - There are open channels of communication among students, staff and administrators	17	45.9	14	37.8	4	10.8	2	5.4	0	0.0	0
56 - There are avenues for recognizing and rewarding the accomplishments of all students	22	59.5	11	29.7	3	8.1	0	0.0	1	2.7	0
57 - There are sufficient library media materials to support my program	17	45.9	15	40.5	1	2.7	4	10.8	0	0.0	0
58 - Career-Technical education is an essential part of the district's program of studies	17	45.9	16	43.2	3	8.1	1	2.7	0	0.0	0
59 - I feel safe at this school	24	64.9	13	35.1	0	0.0	0	0.0	0	0.0	0
60 - The library media center materials are current and in good condition	22	59.5	14	37.8	1	2.7	0	0.0	0	0.0	0
61 - In our community, people tend to trust each other	12	32.4	17	45.9	5	13.5	2	5.4	1	2.7	0
62 - My professional development has improved the way I teach	9	25.7	22	62.9	2	5.7	1	2.9	1	2.9	2

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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	8	22.2	15	41.7	10	27.8	3	8.3	0	0.0	1
64 - My school views parents as partners in the educational process	14	38.9	18	50.0	4	11.1	0	0.0	0	0.0	1
65 - My school has created specific strategies to better involve parents in the education of their child	4	11.1	15	41.7	15	41.7	2	5.6	0	0.0	1
66 - The board has high expectations for student achievement	21	56.8	11	29.7	5	13.5	0	0.0	0	0.0	0
67 - Students are treated fairly in this school	15	40.5	14	37.8	6	16.2	1	2.7	1	2.7	0
68 - The community is proud of this school	27	73.0	10	27.0	0	0.0	0	0.0	0	0.0	0
69 - This school makes students feel they belong	13	35.1	18	48.6	4	10.8	1	2.7	1	2.7	0
70 - If students in this school have a problem, teachers will listen and help	20	54.1	14	37.8	3	8.1	0	0.0	0	0.0	0
71 - I usually look forward to each working day as a teacher	21	60.0	13	37.1	0	0.0	1	2.9	0	0.0	2
72 - Discipline is handled fairly in this school	13	35.1	21	56.8	0	0.0	2	5.4	1	2.7	0
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	19	52.8	13	36.1	4	11.1	0	0.0	0	0.0	1
74 - The librarian/media specialist requests my input into the selection of resources	26	70.3	8	21.6	2	5.4	1	2.7	0	0.0	0
75 - There is adequate instruction in the use of library and media resources for classes and individual students	20	54.1	15	40.5	2	5.4	0	0.0	0	0.0	0
76 - There is systematic collaboration across subject areas in our building	6	16.7	11	30.6	10	27.8	8	22.2	1	2.8	1
77 - Individual counseling services are available to students	12	34.3	17	48.6	4	11.4	2	5.7	0	0.0	2
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	15	41.7	17	47.2	4	11.1	0	0.0	0	0.0	1
79 - The community provides enough money to adequately provide quality educational programs to children	11	29.7	12	32.4	9	24.3	5	13.5	0	0.0	0
80 - Overall, my school building is in good condition	22	59.5	13	35.1	1	2.7	1	2.7	0	0.0	0
81 - If I had a chance to choose all over again, I would still choose teaching as a career	28	75.7	7	18.9	2	5.4	0	0.0	0	0.0	0
82 - There is systematic collaboration between the academic and career education programs in our district.	8	22.9	14	40.0	8	22.9	5	14.3	0	0.0	2

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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>	12	35.29
<b>1/2 hour or less</b>	19	55.88
<b>1 hour</b>	2	5.88
<b>2 hours</b>	1	2.94

*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.	7	20.0	16	45.7	9	25.7	3	8.6	0	0.0	2
85 - I assess the level of prior knowledge of all students before initiating instruction.	10	28.6	16	45.7	7	20.0	1	2.9	1	2.9	2
86 - Organize students into flexible groups based on their understanding of the content and skill level.	7	20.0	11	31.4	8	22.9	8	22.9	1	2.9	2
87 - Begin instructional units by presenting students with clear learning goals.	20	58.8	11	32.4	2	5.9	1	2.9	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.	8	22.9	8	22.9	9	25.7	6	17.1	4	11.4	2
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	19	54.3	14	40.0	2	5.7	0	0.0	0	0.0	2
90 - Have students keep track of their own performance on the learning goals.	5	15.2	16	48.5	5	15.2	4	12.1	3	9.1	4
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	7	20.6	10	29.4	7	20.6	7	20.6	3	8.8	3
92 - Make use of cooperative learning groups.	13	37.1	10	28.6	11	31.4	1	2.9	0	0.0	2
93 - Have students construct verbal or written summaries of new content.	16	47.1	7	20.6	8	23.5	2	5.9	1	2.9	3
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	13	37.1	10	28.6	9	25.7	3	8.6	0	0.0	2
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	29	82.9	6	17.1	0	0.0	0	0.0	0	0.0	2
96 - I alter instructional strategies when students are having difficulty learning the material.	22	62.9	9	25.7	4	11.4	0	0.0	0	0.0	2
97 - Model or demonstrate important skills or procedures.	30	85.7	5	14.3	0	0.0	0	0.0	0	0.0	2
98 - Incorporate contextual/real life learning in the classroom.	27	77.1	8	22.9	0	0.0	0	0.0	0	0.0	2

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	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
99 - Incorporate problem solving instructional activities in the classroom.	26	74.3	9	25.7	0	0.0	0	0.0	0	0.0	2
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	17	48.6	13	37.1	3	8.6	2	5.7	0	0.0	2
101 - Have students compare and classify content.	12	34.3	16	45.7	5	14.3	2	5.7	0	0.0	2
102 - Have students construct metaphors and analogies.	6	17.6	9	26.5	8	23.5	8	23.5	3	8.8	3
103 - Provide specific feedback on the homework assigned to students.	18	54.5	11	33.3	3	9.1	1	3.0	0	0.0	4
104 - Incorporate information about careers in my instruction.	16	45.7	11	31.4	7	20.0	1	2.9	0	0.0	2