



# Independent School Survey of Constituents - STUDENTS

7. Auxiliary Services	Excellent	Very Good	Good	Fair	Poor	Don't Know or DNA			
7a. Transportation Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
7b. Extended Day Program (Elementary Grades) (success of program, student/teacher ratio)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
7c. Residential Life (Boarding School)(dorm parents,quality activities,quality of life in dorm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
7d. School security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
8. Administrative Departments									
8a. Admissions/Enrollment (welcoming attitude, materials, contact, success in recruiting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
8b. Business Office (helpfulness, policy/procedures, general management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
8c. Development Office (fund raising events/campaigns, success in fund raising)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
8d. Alumni Relations (communications with alumni,alumni events,general public relations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
8e. Food Service (nutritious meals, presentation,quality of food,policies/procedures)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
8f. Building and Grounds (cleanliness, safety, maintenance, professionalism, quality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
9. School Communication									
<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>			
9a. Publications (informative, frequency, timeliness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
9b. Other School Communications (keeping parents, students and alumni informed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
10. Financial/Educational Value Issues									
10a. Overall cost and educational expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	Much Higher	Somewhat Higher	About the same	Somewhat Lower	Lower Much	Don't Know or DNA			
10b. Overall cost comparison for comparable schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	Excellent	Very Good	Good	Marginal	Poor	Don't Know or DNA			
10c. Considering cost, value of school education/degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
11. Quality of Education									
11a. Overall quality of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	Much Better	Somewhat Better	About the same	Somewhat Worse	Much Worse	Don't Know or DNA			
11b. Overall educational comparison for comparable schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>			
12. Overall Relationship with the School									
12a. Likelihood to recommend the school to a friend, neighbor or colleague	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
12b. Likelihood to continue attending/supporting the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
12c. Likelihood to increase your support of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
13. Background Information									
13a. Grade level	<input type="radio"/> 5th	<input type="radio"/> 6th	<input type="radio"/> 7th	<input type="radio"/> 8th	<input type="radio"/> 9th	<input type="radio"/> 10th	<input type="radio"/> 11th	<input type="radio"/> 12th	<input type="radio"/> PG
13b. Ethnicity: Choose all that apply:	<input type="radio"/> Caucasian	<input type="radio"/> African Am	<input type="radio"/> Asian Am	<input type="radio"/> Latino	<input type="radio"/> Native Am	<input type="radio"/> Multi-Race	<input type="radio"/> Other		
13c. Gender:	<input type="radio"/> Male	<input type="radio"/> Female							
<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>	<i>fold here</i>
Specific questions by your school: Refer to attached sheet									
	a	b	c	d	e	f	g	h	i
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

