



Independent School Survey of Constituents - ADULTS

| 1. General Attitudes & Perceptions about the School | | | | | | |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| Directions: Please use a blue or black pen to fill the circle that represents your answer to each question (choose only one response per question). Please indicate the extent of your agreement on... | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | No Opinion or DNA |
| 1a. Positive school spirit is evident | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1b. Both boys and girls have an equal opportunity for success | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1c. The student dress code is appropriate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1d. The school has a commitment to moral values and character development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1e. The school requires the right amount of homework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1f. The school has a commitment to a racially diverse enrollment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1g. The school has the right emphasis on grades and student evaluation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1h. The school has the right number of administrators | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1i. The school encourages professional development of the faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1j. The school supports academic achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1k. Each student feels well known by the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| fold here fold here fold here | | | | | | |
| 1l. The school is adequately funded | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1m. The school is innovative in its educational offerings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1n. The school encourages faculty leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1o. The school has a caring and community environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1p. The school's mission is widely known and endorsed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1q. The school's mission is largely achieved | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. School Related Groups | Excellent | Very Good | Good | Fair | Poor | Don't Know or DNA |
| 2a. Board of Trustees (policy, vision, involved, informed, professional, responsive) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2b. Parents (involvement, respect for faculty & administration) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2c. Students (respect for school authorities and property, enthusiasm, spirit, commitment) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2d. Faculty (discipline, respect for administration, collegiality, teaching ability, role modeling) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2e. Administration (head, division heads - approachability, leadership, problem solving) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Academic Programs | | | | | | |
| 3a. Academics Overall (class size, teaching styles, technology, match of students & program) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic Departments | | | | | | |
| 3b. Arts (instructional programs in the visual arts, drama, dance, music, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3c. Computer/Technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| fold here fold here fold here | | | | | | |
| 3d. English/Language Arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3e. Foreign Language | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3f. Geography | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3g. History/Social Studies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3h. Health/PE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3i. Math | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3j. Public Speaking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3k. Religion/Ethics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3l. Science | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3m. Academic Departments Overall | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Student Development | | | | | | |
| 4a. Social/Emotional Development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4b. Character/Ethical Development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4c. Leadership Development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4d. Behavior (honesty, civility, inclusivity, avoiding inappropriate activities) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4e. Student Development Overall | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Academic Services | | | | | | |
| fold here fold here fold here | | | | | | |
| 5a. Classroom facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5b. Library/Media Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5c. Computer/Technology Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5d. Counseling/Guidance Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5e. School Placement/College Counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5f. Special Needs Services (for students with learning differences) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5g. Academic Services Overall | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Extracurricular Activities | | | | | | |
| 6a. Fine Arts Program (emphasis on arts, variety of arts, emphasis on participation) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6b. Athletic Program (emphasis, success, coaching, variety, emphasis on participation) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6c. Community Service (emphasis on participation, variety of activities) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6d. Extracurricular Activities Overall (emphasis on participation, variety of activities) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Independent School Survey of Constituents - ADULTS

| | | | | | | | | | |
|---|--------------------------------------|----------------------------------|---|----------------------------------|----------------------------------|---|---|----------------------------------|-----------------------|
| 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) | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8b. Business Office (helpfulness, policies/procedures, general | | | | <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 | | | | | | | | | |
| fold here fold here fold here | | | | | | | | | |
| 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 | | | | Very Expensive | Somewhat Expensive | Not at all Expensive | | | Don't Know or DNA |
| 10a. Overall cost and educational expenses | | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | <input type="radio"/> |
| | | | | Much Higher | Somewhat Higher | About the same | Somewhat Lower | Much Lower | 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 | | | | Excellent | Very Good | Good | Fair | Poor | Don't Know or DNA |
| 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"/> |
| fold here fold here fold here | | | | | | | | | |
| 12. Overall Relationship with the School | | | | Extremely Likely | Very Likely | Somewhat Likely | Not Very Likely | Not at all Likely | Don't Know or DNA |
| 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. Please indicate all that apply | Parent <input type="radio"/> | Faculty <input type="radio"/> | Administration <input type="radio"/> | Staff <input type="radio"/> | Trustee <input type="radio"/> | Alumni (23 or under) <input type="radio"/> | Alumni (over 23) <input type="radio"/> | Student <input type="radio"/> | |
| 13b. Please indicate all that apply | E.Childhood <input type="radio"/> | Pre-K <input type="radio"/> | Kindergarten <input type="radio"/> | 1st <input type="radio"/> | 2nd <input type="radio"/> | 3rd <input type="radio"/> | 4th <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 <input type="radio"/> | |
| | | | | | | | | | |
| 13c. 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 | | |
| 13d. Annual Household Income: | <input type="radio"/> <\$50,000 | <input type="radio"/> <\$75,000 | <input type="radio"/> <\$100,000 | <input type="radio"/> <\$150,000 | <input type="radio"/> <\$200,000 | <input type="radio"/> <\$400,000 | <input type="radio"/> >\$400,000 | | |
| 13e. Gender: | <input type="radio"/> Male | <input type="radio"/> Female | | | | | | | |
| 13f. Marital Status: | <input type="radio"/> Married | <input type="radio"/> Single | <input type="radio"/> Widowed | <input type="radio"/> Divorced | <input type="radio"/> Other | | | | |
| fold here fold here fold here fold here | | | | | | | | | |
| 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"/> |
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