

**The Geneva School's Transfer Students: Educational Culture
Prevails in Decision to Enroll**

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The Manhattan Institute for Policy Research concluded that the state of Florida has the worst high school graduation rate in the United States.

In a report published by the South Florida Sun-Sentinel ("*Study Says*," 2002) on November 21, 2002, the Institute reported that just over half of Florida's public school students earned a standard diploma in four years. Fifty-five percent of Florida high school students who should have graduated in the academic year 2000 received degrees, leaving a very disturbing number, forty-five percent, who failed to complete the minimum requirements for a high school diploma.

In their study the Manhattan Institute compared the number of freshmen in 1996 with the actual number of graduates who earned their degrees four years later in 2000. The strict parameters of the study excluded those students who needed at least an additional semester (or more) to complete their high school education, and it did not count those students who at some future point had achieved their GED. Even if these smaller numbers of students were added back into the totals, "it certainly does paint a disturbing picture of Florida education," said Marcus Winters, a researcher with the conservative think tank ("*Study Says*"). The national average for high school graduation, he pointed out, is 69 percent, leaving Florida fourteen points below the national average.

Countering these statistics and conclusions, the Florida Board of Education vehemently disputed the results and substituted different numbers and reasons for the numbers that the Board published during the same years of the study. Bill Edmonds, spokesperson for the Florida Board, was quick to cite the National Center for Education Statistics, which indicates that graduation rates across the country are not standardized, and thus each state's definition of "graduation" varies. For instance, Florida requires 24

credits to graduate—the highest in the nation—while three states, including California, require only 13 credits for a diploma. The wide variance creates a discrepancy in the findings and unfairly punishes Florida for its pursuit of excellence, said Edmonds. In addition, the Florida graduation standard requires passing the FCAT in 10th grade. The test is designed to measure basic competency and in many cases failure to pass it leads to students dropping out rather than seeking the remediation that would be required to complete their education. Repeating the 10th grade in order to eventually pass the FCAT is not valued, and thus the high standard set by Florida again penalizes the state in national comparisons. Taking into account some of these adjustments and higher standards, Edmonds believes the Florida graduation rate may be as high as 65 percent, which is only four points lower than the national average.

The figures argued by Edmonds comport with the numbers compiled by Florida's Department of Education. In a Press Release dated November 16, 2004 ("*Governor Bush Announces*," 2004), Governor Bush touted an annual increase in the graduation rate of about 2.0 percent a year during the past five years. Between the academic years of 1998-99 and 2002-03, the official numbers recorded by the Board show a steady improvement in the graduation rate from 60.2 percent to 69.0 percent.

Even permitting the state of Florida to define graduation as it wishes, the numbers still tell a tale of illiteracy and systemic failure. The moribund thinking of educational leaders perpetuates a system that is failing and which compromises the futures of too many students. Promises of "no child left behind" ring hollow. The personal damage done to those who are "left behind" is unthinkable, and the corporate effect upon our culture, economy, social structures and global future is incalculable.

A double negative that compounds the numbers is the “opportunity cost” for those who stay in order to be educated in the same failing system. A disproportionate number of resources are allocated to resolve a problem that would require at least a paradigmatic shift in values, curriculum and pedagogy. That shift is nowhere on the horizon. Students who stay forfeit opportunities to learn in an educationally stimulating environment; they also lose the opportunity to study under the tutelage of faculty members who have been set at liberty to teach those who are equally eager to learn.

Given these conditions it is no surprise that the exodus from the public school system continues to grow. Florida’s under-performing numbers reflect not only those who literally fail to graduate, but also those who opt to continue their education elsewhere. Upon leaving, a large proportion of these more highly motivated students choose to enroll in private education.

Yet it is not only the public sector that loses students to private education. Home school students also tend to exit their co-ops and family academies for the greater resources available through private education. Many parents no longer feel capable of educating their children beyond a certain grade level, and the resources necessary to provide a quality education, especially in science and math, quickly outpace the capabilities of the family living room and kitchen. Homeschool students also show increased desire to participate with their peers in extra-curricular activities, sports, and social engagements.

Common themes of the pursuit of academic excellence, a nurturing environment, and faculty members who are capable of extracting full potential from their students constitute many of the reasons for transfer students enrolling in private education.

One additional factor could be cited for Christian families in the decision-making process. Reformed Theological Seminary Professor John Frame cuts to the chase in his article “*Christian Schools*” (2002) when he asserts, “Scripture makes plain that parents have the obligation to raise their children in an environment which is not only Christ-centered, but even Christ-saturated. Just read Deuteronomy 6:4-9.” He is convinced that biblical faith mandates that children be educated in a thoroughly Christian environment until such time as “they are ready for secular study...Some will be able to handle it in high school, others in college, still others not until graduate school” (Frame, 2002). Thus for many the question is not simply private versus public education, but for Christians the decision is often further qualified with “private Christian” being the necessary choice.

A study of student transfers

It is precisely this dynamic and decision-making that I have chosen to explore in this paper. Over the last two years The Geneva School has attracted 45 percent of its Dialectic and Rhetoric students (grades 7-12) as transfers. Of the 86 current students in these grades, 39 of them chose to leave public, homeschool, and other private institutions in favor of Geneva. What motivated these decisions? What sub-cultural characteristics are common to them? How did they acclimate into Geneva and what were the cultural differences that had to be overcome? We will also investigate how the incoming and resident students compare to national studies conducted by NELS (National Education Longitudinal Study) and HERI (Higher Education Research Institute). The intended outcome of this study is to conclude certain distinctives about Geneva that make it an attractive option for those who determine (for whatever reasons) that they must exit their current educational pursuits.

Study Methods

The primary method used to investigate student transfers was a forty-question anonymous survey given to each student in grades 7-12 who had transferred into Geneva during the past two academic years. The survey was followed up by discussions with some of the same students. The results of the survey were also discussed at an Administrative meeting in order to verify certain themes and to interpret particular responses. (A copy of the survey is attached.) On-line research yielded few results, but several websites were quite valuable in portraying a composite picture of students enrolled in “Independent” schools, of which Geneva is one.

Telling the story

In the spring of 2003 The Geneva School determined that it must grow its Dialectic and Rhetoric divisions (grades 7-12) for the future well-being of the institution. The Grammar division had been growing at a pace that was outstripping the Dialectic and Rhetoric by a margin of two or three to one. A combination of factors had converged to create a climate that was ripe for the aggressive promotional campaign that was soon to follow. New Board leadership had been put into place, giving Geneva a higher visibility in the community and signaling the type of people and resources that were benefiting it. A strengthened and revitalized Administrative team emerged, including a new Headmaster and Academic Dean. The return of several key Administrators and staff consolidated these other gains. At the same time the school was moving into a new facility in a new location, and enthusiasm for the physical plant drew considerable attention.

While not diminishing the positive effect of any of the above considerations, it is significant to note that those were not the determinative factors in accounting for the resulting student growth in grades 7-12. Conversations indicate that many students and families were not aware of recent Board changes; likewise, many were not alert to the implications of the Administrative changes. The new building and grounds certainly attracted attention and students, but again, survey responses reveal that students had a considerable say as to whether they would attend or not, and of more importance to them was the student culture and academics. The heart and soul of the school was perhaps the single most important element in the decision to enroll or not. In many instances students transferred in from larger, older, and more prestigious institutions in favor of the community of students they discovered at Geneva. What students and families experienced when they walked through the front door of the school became Geneva's main selling feature.

Geneva's new three year Strategic Plan intended to capitalize upon several positioning points that derived more from school culture than from any other source. Again, without minimizing the galvanizing effect of new leadership on the Board and in the Administration, coupled with a new facility, the primary selling feature of The Geneva School was determined to be the culture that flowed from a unified Mission, Vision, and Values Statement. The distinctiveness of the Geneva educational culture was going to be pitted against the competing cultures represented in the public school sector, the homeschool network, and other privately-funded institutions. It was believed that growth would occur in Geneva's 7-12th grades as families encountered the Geneva story

and experience. It was assumed that the cultural clash would favor Geneva because of her distinctives.

During the past 18 months, which accounts for two recruiting periods, The Geneva School has grown 70 percent. The 2003 school year ended with 210 students; the 2004 school year began three months later with 278 students, or a 33 percent increase. Over this past summer the numbers continued to increase by another 29 percent, with student enrollment now standing at 357. In each of these recruiting years the Dialectic and Rhetoric divisions grew by about 20 percent a year, a marked increase over the previous five years and much closer to the overall rate of growth experienced by the school as a whole.

Creating a culture

If culture was going to be determinative in attracting new transfer students, how was that culture going to be created? The Board and Administration concurred that a renaissance of the original, founding statements would be sufficient in reasserting the distinctives of a Geneva education. When brought to life in the context of the school community it was believed that they would be singularly capable of fueling the desired growth and educational results. With but modest wordsmithing, the following Mission, Vision and Values Statements were re-introduced as guiding principles in our cultural formation.

Mission Statement: The Geneva School seeks to provide students in grades K4-12 an extraordinary education, by means of an integrated curriculum, pedagogy and culture, both distinctly classical and distinctively Christian, that pursues goodness, truth and beauty in all spheres of life, while viewing these spheres as elements of a divinely ordered whole.

Vision Statement: The Geneva School seeks to become an educational institution of scholastic and cultural gravitas, of extraordinary and exemplary

virtuous scholars, a formidable force in the expansion and enrichment of Christ's Kingdom, in the life both of the individual and of the world.

Values Statement: The Geneva School seeks to instill in the educational community it cultivates an enduring love of learning, a commitment to serve others and a dedication to the pursuit of religious truth, moral goodness and aesthetic beauty.

Over the course of the last two years the principled application of these statements into the life of the school has resulted in a culture that is becoming ever more distinct. It also seems to be the case that as the culture strengthens it distances itself from other educational opportunities available to families. To date, the more it appears unique and the more families experience its benefits, the more Geneva has grown.

Analysis of the data

The survey results and personal conversations confirm in words what has been observed with the eyes over the last two years. Students and families are increasingly drawn to the school because of the Mission, Vision and Values Statements and their resulting educational effects and cultural expressions.

The transfer process

Question numbers 1-12 of the survey dealt with the process of transferring into Geneva. They did not have the immediate relevance to the cultural issues that other questions had, but important gleanings give us strong feedback. One thing to note is that there was almost no difference in the responses of the 27 who transferred in this year as opposed to the 12 who transferred last year. Consistency is a virtue, and apparently the process changed little over 18 months. Only 6 out of the 39 came from public schools, which in one sense indicates that the remaining 33 had previously opted out of the public arena. It is heartening to know that Geneva is attracting students away from a previously

preferred choice into yet another private option. Results also indicated that the younger the grade level, the more influence the parents had in the decision-making process. Seven of the 39 had no choice in the matter, and 7 had sole choice. In other words, 32 students had significant input into transferring, and thus their perception of the culture of the school must be taken into account. They would not be there if they did not approve, and since Geneva is striving to maintain a principled approach based on its Mission, Vision and Values Statements, it is entirely reasonable to deduce that the students buy into the education and culture.

Anticipation

The most uniform sets of answers dealt with how students were received by administrators, faculty, admissions, and fellow students. Of 39 students responding to these four different groups, only one student indicated that an administrator and the faculty did not receive him well. Two students remarked that their own shyness prevented them from being well received, while the other 152 answers to these questions uniformly used words such as “very well” or “good” or “kindly.” Culture, not chance, creates consistency.

Looking in from the outside caused academic apprehensions in many cases. Most did self-assessments indicating that at the least they were behind academically. Some wondered if they were smart enough to do well. Concerns were raised that they had not previously studied certain subjects, such as Latin, and yet these subjects would be required. Anticipation was the other side of the coin as students prepared to transfer. I am not aware of a single extra-curricular activity offered by Geneva that was not listed as something they desired to be involved with. Remarkably, the next question and answer

indicated that having begun at the school, they also became involved in all they had anticipated, and then some. Geneva has an engaging culture, one that is inclusive and encouraging of students who have varying degrees of ability.

Another consistent perception concerned the spiritual life of the school. Twenty-eight said they had no spiritual concerns prior to attending; seven remarked how much they looked forward to it by reputation, and two wondered if they would “fit in.” Like-minded faith prevails among the faculty, and its expression as a distinct element of the culture has engendered a strong reputation in the community. Students are not put off by it even as it may be represented to them prior to experiencing it. One described it in Goldilocks terminology of being “just right.” Somehow, with a mixture of mostly, but not exclusively Christian teenage students, the proper blending of theology, evangelism, piety and Christian character have created a climate that is genuinely spiritual without becoming a Christian ghetto.

Peer pressure was of no concern to 25, but 12 wondered in advance if they would fit in. Subsequent questions that have some bearing on these social issues showed that in last year’s transfers, two said it took all year to feel part of the student body; one said it took seven months; four said a few months, and five indicated it was a two week process at most. This year’s students apparently have been absorbed into the community life much more quickly. Two said after 14 weeks they still don’t feel part; three said it took nine weeks; two said a month, and the remaining 20 said anything from “10 minutes” to a few weeks. That culture which affirms students in their extra-curricular activities and encourages full participation in the entire gamut of program opportunities creates healthy self-esteem and acceptance. With 45 percent of the student body being new as of the last

two years, there is not really a dominant culture that must be broken down in order to gain entrance. Additionally, factious cliques have not been a problem to date. There are some tight relationships that do show some exclusivity, but only a few students felt the need to comment upon them.

Comparison of academic cultures

One barometer of academic cultures is the amount of homework done by the students. Those who reported doing more than 11 hours a week numbered 24; the remaining 13 estimated that it was more along the lines of 5-10 hours a week. Internal data next indicated that the students in grades 7 and 8 were the ones who did less homework, and predictably, the upper grades consistently did 11 hours or more. These numbers then help interpret whether this is more or less work than they had been accustomed to. Thirty-two said it was more work than in their previous school, adding that their study habits were now more efficient, that it was more worthwhile, that they don't procrastinate as much as before, that it was "better" homework, and that it was harder. While two students said they now do less homework, one of them said "but now I learn more." The few others indicated that comparing it to homeschool was difficult because of the freedom they had to do homework throughout the day.

Students also used grades as a basis of comparison. Twenty-eight reported that it was harder to get the same grades at Geneva while three said it was easier. Several were not sure if they could answer, but wrote, "at my old school we didn't think" and "it used to take no work to get good grades" and "I just know we learn more here."

Perhaps the set of answers that is most gratifying was in response to the question, "Compare your educational aspirations now that you have been at Geneva to your

previously-held hopes, dreams, and goals.” Five indicated they were unchanged; eight said they have now set a higher standard of expectation for themselves. Numerous wrote thoughtful comments such as, “the math and science will now help me to achieve my dream of becoming a physicist;” “never before was I excited about learning;” “I am now applying to harder colleges;” “now I want to be an engineer more than ever before;” “now I have a better chance of scholarships;” “now I am more confident that I might become something.”

An academic culture of aspiration was further reflected in asking the students if they expect to make at least a “B” average in college. Thirty-six of thirty-seven said yes, and many asked why the standard was so low as a “B”? The lone dissenting student, the first to voice this opinion openly at Geneva, said he had no plans to go to college because he didn’t need college for his vocational plans. Graduate school plans were indicated by 21 students; 11 were unsure, and 7 said they did not plan on graduate education.

A final pulse on the academic culture of the school is indicated by the responses to the question of whether they are bored in class. Two said “Yes;” ten said “No;” and to my surprise, 25 gave answers ranging from “a little” to “sometimes” or “in one particular class.” These answers warranted follow-up conversations and students held their ground. Some are at times bored because of tiredness, some because they already know the material, and some because they do not appreciate the teaching style of the instructor. Of all the questions and answers this one is the most distressing to me personally. The Geneva academic culture is predicated upon being filled with wonder at the character of God and His handiwork in the world. It is intended to create a sense of discovery, intrigue, and fascination. Our goal is to mentor faculty who have such mastery over their

subject that their being enamored with the topic would cause a “trickle down” effect upon the class.

Despite the “boring” results, students have some sense of our repeated use of the phrase “virtuous scholars.” When asked, some have answered that when they cross the stage to receive their diploma they hope to have earned that designation. From the first admissions interview to the concluding prayer at graduation, “virtuous scholarship” is the term most used to inculcate the school’s academic aspirations. Transfer students may have fewer years to internalize it than will those who in fourth grade hear it in their teacher’s prayers, but it is largely accepted by all. By no means do all students achieve it, but the Geneva culture cannot be faulted for not striving to attain it.

Community and culture

Community is not limited to student-to-student peer relationships. Geneva’s culture has always invited a healthy interaction between students and faculty members. When asked if they had ever been in a teacher’s home or out with a teacher in a non-sponsored Geneva event, last year’s transfer students responded “Yes” six times, and “No” five times. This year’s transfers indicated a lop-sided “No” 23 times, and only 3 said “Yes.” Undoubtedly the difference of an additional year of opportunity coupled with six weeks of hurricane disruption for new transfers makes all the difference. Nevertheless, the survey is a strong reminder of how hard it is to maintain a relational culture in a rapidly growing school. New faculty members in grades 7-12 also account for the delay in hospitality. More progress has been made with consulting a teacher’s advice this early into the year. Seventeen said they had, while ten said not yet. Last year’s transfer students recorded 7 yes and 4 no to the same question.

Community is intentional. Therefore when difficulties arise it is incumbent upon the leadership that resolution be sought. Geneva has its share of difficulties as experienced by our transfer students. Too much homework, grading policies, cliques, rudeness, “getting cheated off of,” oral presentations, Latin, and math topped the list of complaints. “Were these resolved, and by whom?” was the next question. For some unknown reason last year’s transfer students indicated 6 times that the problems had not been resolved, while one said theirs had been. Conversely, 12 of this year’s new students said their problems had been addressed—some by faculty, some by administration, or peers, or parents or by themselves. Only three said “No”, and of them two qualified their answer by adding, “not quite yet.”

“What has pleased you the most about the school?” elicited an array of answers, and nearly each of the 57 answers (numerous students listed multiple responses) was positively directed toward the faculty, the academics, the atmosphere or their new friends. Only six listed sports or any extra-curricular activity as factors that pleased them most (despite the fact that nearly every student participates in several each). A culture of community means that people matter more than programs or athletic victories, and it is quite rewarding to see the answers that top the list of our students when asked about pleasure. Apparently people bring pleasure.

Cultural culture

Geneva students seem to have a culture of being cultured. All 39 responded that they had read at least one book for pleasure in the past year; 28 play musical instruments, 26 have attended a recital or concert (not as part of a school program) in the past year; 17 have on their own visited an art gallery or museum in the past year. Those who have

volunteered in their community in the past year number 32; those who plan to be a community volunteer while in college number 34, and those who have done tutoring in the past year number 27. Service unto others and the fine arts constitute two of the initiatives that are repeatedly addressed in the classroom and through extra-curricular programming. How gratifying to know the choices being made by these students. It is true that integrity is what you exhibit (or fail to) when no one is looking. Similarly culture might be what one does (or does not do) with discretionary time.

Geneva is an Independent school

An Independent school is a term used to signify a school that belongs to the National Association of Independent Schools (NAIS). Geneva belongs to this association, and has its accreditation through the NAIS. There are more than 1200 independent schools in the United States, comprising more than 500,000 students. Each is unique in terms of its mission, culture, values, religious affiliation, and size. Among them a wide variety of educational philosophies find expression. Some are day schools while others are boarding; some are traditional, and some are progressive. Some are urban, and others are rural. Apart from these differences, however, many commonalities are detected. Independent schools offer rigorous academic courses with small classes, low teacher-to-student ratios, a close-knit community environment, a commitment to community service, and high expectations that graduates will continue their education through college and perhaps into graduate school.

The National Educational Longitudinal Study (NELS), conducted by the United States Department of Education, confirms that larger percentages of students in independent schools are enrolled in advanced courses than in public, parochial, and other

private schools (“*Values Added*,” 2004). The NELS study concludes that NAIS students (“*Choosing the right school*,” 2004):

Do twice as much homework as their counterparts;
 Watch only two-thirds as much television;
 Are significantly more likely to participate in varsity or intramural sports;
 Are more likely to agree that students and teachers get along well, discipline is fair, and teaching is good.

The resulting educational culture has produced NAIS enrollments that are increasing at double the rate of all other schools in the country. NELS credits independent schools with instilling a love of learning that lasts a lifetime. Graduates cite the ethos of achievement as an excellent foundation for success in college and career.

The Higher Education Research Institute (HERI) has provided further confirmation of the educational and community culture of Independent schools. In a partnership with NAIS, HERI studied the attitudes and aspirations of recent Independent school graduates as they compare to their larger peer group (“*Independent Schools*,” 2004). These findings offer insights into the ways Independent schools help their students succeed:

Independent school graduates are committed to achievement. They have high educational goals and work hard to achieve their goals.
 Independent school graduates are comfortable working closely with teachers and are more engaged in class.
 Independent school graduates are engaged in civic life. They are far more likely to vote in elections and to volunteer in their communities.
 Independent school graduates pursue active and educational leisure-time activities.

Comparing Geneva to the HERI results

The statistical data compiled from two years of students transferring into Geneva cannot be authoritatively compared with the HERI results contained in the NAIS study.

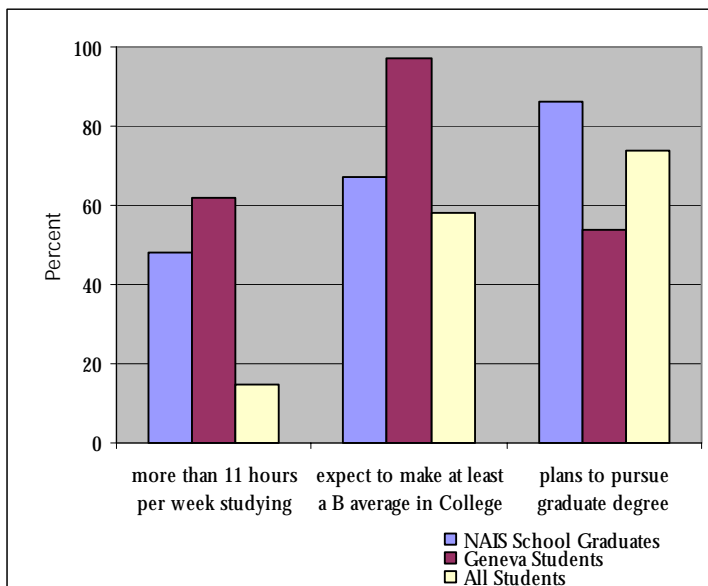
The HERI study was based upon graduates from Independent schools; the Geneva study was based upon 7th-12th grade transfer students, most of whom had not spent more than three months at Geneva. The wide range in age differences obviously skews the results; for example, graduates are much more likely to have visited a museum than a 7th or 8th grader. They are also more qualified to indicate aspirations regarding college and graduate school, and thus some of the following comparisons necessarily suffer from the age differential.

Despite the inherent discrepancies, however, a sufficient experience of the Geneva culture by the two years of transfer students permits a comparison to be made. The survey clearly indicates that the transfer students aspired for an educational culture that they eventually experienced at Geneva. The combination of aspiration and experience serves to validate not only the Geneva culture, but also some semblance of comparison to other Independent school graduates. If even an introductory three-month experience produces the survey results, it is credible to suggest they will post a positive trajectory in each survey category as students advance through twelfth grade and graduation.

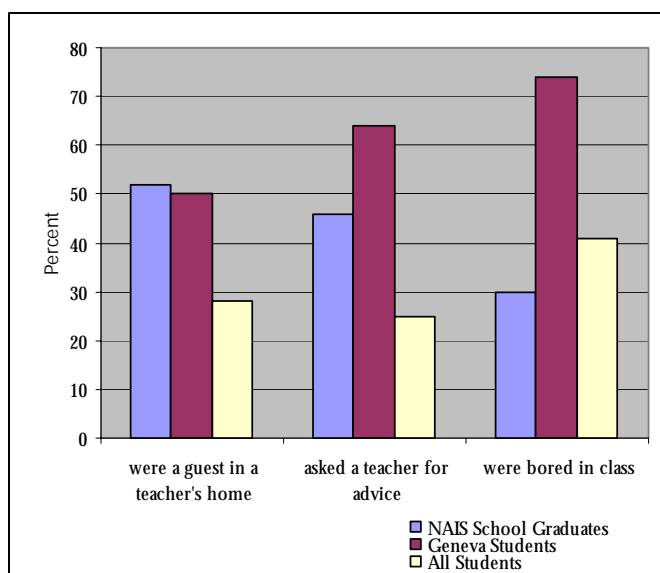
The Geneva survey was designed to include fourteen questions in common with the HERI study. The results of the Geneva survey have been added to the published results of the HERI study that surveyed a national sampling of Independent school graduates (“*Independent Schools*”). The survey charts, together with bullet summaries, follow:

Study Habits and Educational Aspirations

- NAIS graduates were three times more likely than the group as a whole to report that they spent more than 11 hours per week studying or doing homework during their final year of high school (48 percent of NAIS students, compared to 15 percent of all students). However, current Geneva students reported 62 percent.
- More than two-thirds (67 percent) of NAIS students expected to make at least a B average in college, compared to 58 percent of all students. Geneva reported 97 percent.
- 86 percent of NAIS school graduates planned to pursue a postgraduate degree, versus 74 percent of all students. 54 percent of Geneva's undergrads currently plan to pursue postgraduate degrees.



Working Closely with Teachers

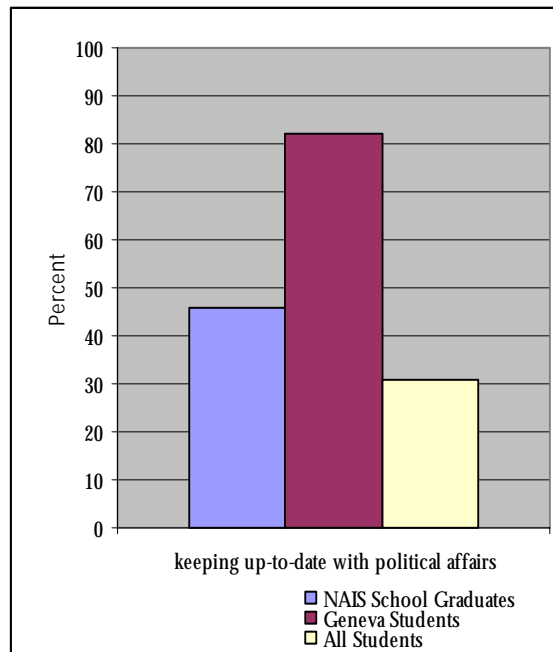


- Have you “been a guest in a teacher’s home?” (52 percent for NAIS students, 28 percent for all students, and 50 percent for Geneva) within the previous year.
- NAIS graduates were almost twice as likely to have “asked a teacher for advice after class” (46 percent for NAIS students, 25 percent for all students). By contrast, Geneva students asked for advice 64 percent of the time.
- NAIS students were far less likely than the group as a whole to report that they had been bored in class during the proceeding year. 74 percent of Geneva students responded that they had been bored in class at one time or another.

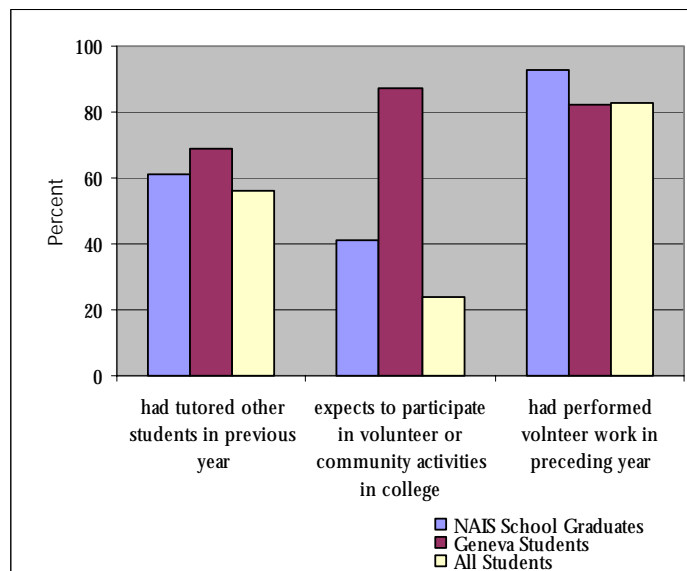
Civic Responsibility

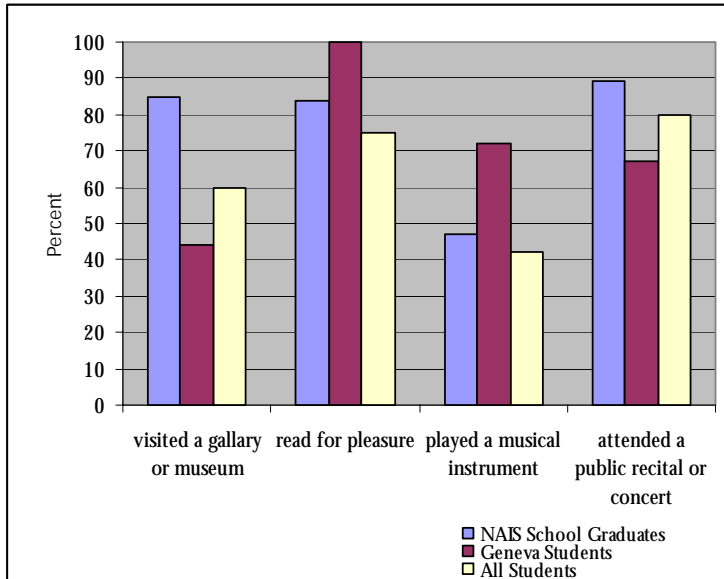
There were several areas in which independent school graduates differed significantly from their peers:

- Geneva students were far more inclined to consider “keeping up-to-date with political affairs” essential (46 percent NAIS, 31 percent all, 82 percent Geneva).



- 61 percent of NAIS school graduates had tutored other students during the preceding year, compared to 56 percent of all students, and 69 percent of Geneva students.
- 41 percent of NAIS graduates said they expect to participate in volunteer or community activities in college, versus just 24 percent of the whole group. Geneva students responded with 87 percent.
- 93 percent of NAIS graduates had performed volunteer work in the previous year, versus 83 percent of the total group and 82 percent for Geneva students.





Recreational Activities

In the year prior to the survey, NAIS school graduates were more likely to have...

- visited an art gallery or museum (85 percent NAIS, 60 percent all, and 44 percent for Geneva)
- spent time reading for pleasure (84 percent NAIS, 75 percent all, and 100 percent for Geneva)
- played a musical instrument (47 percent NAIS, 42 percent all, 72 for Geneva)
- attended a public recital or concert (89 percent NAIS, 80 percent all, 67 for Geneva).

Conclusion

It is the conviction of this author that growth in the Dialectic and Rhetoric division of Geneva's classical Trivium can be traced in measurable part to the educational and community culture that continues to emerge as an institutional distinctive. The survey results are heartening, and will serve to reinforce our commitment to the mission, vision, and values statements that drive our principled approach to education. In addition, the survey results are enlightening when compared to the national samples of student graduates at large and specifically against other NAIS graduates. As these same students experience up to five more years of the Geneva culture it is optimistically believed that they will make greater strides towards achievement in the categories surveyed, and that they will also continue to aspire unto the goal of graduating as "virtuous scholars."

Students transfer into Geneva because of the educational culture, and in turn help to create a richer expression of the same. In future years may their name be Legion.

Transfer Student Questionnaire

1. Did you transfer from public, home or private (secular or Christian?)
2. What grade level did you transfer into?
3. Who initiated the transfer? (your parents, you, etc.)
4. How much say in the matter did you have?
5. What were the academic concerns you had about yourself as you thought about transferring in?
6. What were the academic concerns you had about TGS?
7. What were the extra-curricular activities you looked forward to participating in?
8. What are the ones you have gotten involved in?
9. How were you received by the administrators of the school in the process of admission?
10. How were you received by the faculty?
11. How were you received by the other members of the administration (Principals, Academic Dean, Headmaster)?
12. How were you received by the students?
13. What were the spiritual concerns you had about attending TGS?
14. What were the peer pressure concerns you had about attending TGS?

15. What kinds of difficulties have you experienced?
16. Were these addressed and resolved? By whom?
17. What has most pleased you about the school?
18. What, if anything, has most disappointed you about the school?
19. How could TGS make the transition better for incoming students?
20. Do you appreciate the student culture of the school (the social life, the morality, the Christianity, the expectations of behavior, dress code, rules and policies)? Be specific.
21. Compare your study habits and amount of homework expected at TGS compared to your other school.
22. Compare how hard it is to get the same grades as you had been earning in your previous school.
23. Compare your educational aspirations now that you have been at TGS to your previously held hopes, dreams, and goals.
24. What civic responsibilities and social attitudes have you seen change in yourself?
25. If you transferred in LAST YEAR, how long did it take for you to feel part of the whole student body?
26. If you transferred in THIS YEAR, how long has it taken for you to feel part of the whole student body?
27. Do you do more than 11 hours of homework a week, on average?
28. Do you expect to make at least a "B" average in college?

29. Do you plan to go to graduate school when completed with college? In what field—medicine, law, seminary, etc.

30. Have you ever been in a teacher's home, or gone out with a teacher in a non-sponsored TGS event?

31. Have you ever asked a teacher for advice after class?

32. Are you bored in your classes?

33. Do you keep up to date with political events?

34. Have you done volunteer work in the last year?

35. Do you expect to participate in community/volunteer activities in college?

36. Have you helped to tutor students in the last year (helped them to understand their homework)?

37. In the last year have you visited an art gallery or museum?

38. In the last year have you spent time reading a book simply for pleasure? (non-homework)

39. In the last year have you played a musical instrument?

40. In the last year have you attended a public recital or concert (not part of a school day)?

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