

Running Head: PARTICIPATORY PROGRAM EVALUATION

A Participatory Program Evaluation Conducted at St. John Lutheran School

by

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Field Project

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Abstract

This field project is a program evaluation conducted at St. John Lutheran School in Libertyville, Illinois. The purpose of this program evaluation was to identify areas that could be improved upon to better the congregation's school ministry. The areas were identified by the stakeholders within the church and school. This program evaluation emphasized that the goal of school improvement is to improve student learning and understanding. The process for this program evaluation utilized participatory methods during which the stakeholders of St. John Lutheran School assisted in the formulation of the research questions, the surveys, and recommendations based on analysis of the data. The responses to the evaluation questions identified areas that could enhance the school's ability to effectively nurture and equip its current students as well as its ability to reach out into the surrounding communities.

Acknowledgments

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Chapter I: Introduction

Identify the Issue

Assessing the dynamics affecting ministry at a school is essential. Finding ways to attain maximum achievement in fulfilling the school's mission will greatly affect the realization of the congregation's ministry potential.

St. John has had a history of acquiring more students from the surrounding communities rather than from its own congregation. One of the evaluation questions demonstrates that the congregation would like to know how they can get more congregational members to send their children to the school. The other evaluation question demonstrates that the congregation would like to continue their efforts to reach out into the surrounding communities.

Importance of the Project

This program evaluation was beneficial for St. John Lutheran because it identified two areas that the stakeholders viewed as important to improve so they can better equip and nurture the children of the congregation as well as effectively reach out into the community. This process focused not only on identifying areas that could be improved upon, but it also assisted the congregation in recognizing the many blessings that the church and school have received from our Heavenly Father. These blessings are the foundation on which the congregation can build in order to bring about positive change for the areas that need improvement. It is my prayer that this program evaluation has strengthened the congregation's commitment to equip, nurture, and reach out into the community with God's precious Gospel message.

Over the past several years, St. John has been blessed with an increase in enrollment. Both of the evaluation questions that were created exhibit that St. John is committed to providing a Christian education not only for their own member families but also for families who are currently not members of the church.

Project Purpose

The purpose of this program evaluation was to identify areas that could be improved upon to better the congregation's school ministry. The ability to adapt and improve is one factor that contributes to the success of a school. Studying the dynamics affecting the ministry within a school will inform a congregation's planning process as it seeks to remediate critical issues that may have negative effects on the school's potential to be all things to all people. Paul states, "I have become all things to all men so that by all possible means I might save some. I do all this for the sake of the gospel, that I may share in its blessings" (I Corinthians 9:22, New International Version).

Chapter II: Literature Review

Introduction

The purpose of this literature review is to examine school improvement processes and the importance of program evaluation. A program evaluation is one way in which an organization can assess its strengths and weaknesses and identify areas that need to be improved. A program evaluation will be greatly enhanced by utilizing participatory methods in which the stakeholders take ownership of the evaluation process.

School Improvement

Reshaping a school involves studying the school's multiple facets, planning strategies that implement change, and then monitoring and, if necessary, revising the implemented change strategy. Glickman, Gordon, and Ross-Gordon (2007) state the following:

When we grasp the underlying values of our particular school as a work environment, we can consciously act to reshape the organization into a purposeful collection of individuals who believe that schools are for students, for learning, and for improvement rather than for insularity, self-protection, and complacency. (p. 20)

In order to succeed in today's society; a school must continue its effort in improving itself for the benefit of student learning and understanding. Gordon, Glickman, and Ross-Gordon (2007) state that "a successful school is foremost an organization that defines good education for itself, through its goals and desired practices, and then engages in collective action to achieve that vision" (p. 37). A school must continually assess itself according to its mission, vision, and objectives.

It is important to help stakeholders to understand that improvement, by definition, always involves change in the way we do things. Change is a necessary process as a school strives for improvement. Glanz (2007) states the following:

If supervision, which as a process that addresses teaching and learning at their most primal levels, is to emerge as a viable process for transforming classrooms that promote achievement for all students, then scholars and practitioners must remove the mental and psychological yolk of vulnerability and proactively pursue a deliberate, concerted, and sustained effort at becoming transformative leaders who have the desire and will to promote best teaching practice. (p. 118)

Improvement in a school's climate and culture can greatly affect student learning.

Gonder (1994) states the following:

School culture and school climate are useful terms for the intangibles that can affect learning. As such, they deserve serious attention in the effort to improve performance. Comprehensive models that have been developed for school reform have invariably included change in school culture and school climate. (p. 7)

Program Evaluation

In order to bring about school improvement, a serious self-study must be done of the programs that are currently in use in a school. This is an endeavor that can become overwhelming if the focus is not in the right place. A school could focus on whether a program works or how it can be improved. However, it may be more beneficial to focus on whether the program goals are appropriate and useful or whether alternative programs would be better. Shackman (n.d.) said that the purpose of a program evaluation is to

focus an evaluation not only on improving a program but also to ensure that the right services are being delivered (p. 1).

A program evaluation is an assessment that follows a plan and is purposeful in nature. It includes a goal, the methods that will be used to assess that goal, and a plan to interpret the assessment data for stakeholders and decision makers. This format works well in a school improvement plan. Rather than just asking what to improve in a school, it could determine if the current programs are actually meeting the needs of the congregation. A school's program evaluation could ask if the school is fulfilling the mission, vision, and goals of the congregation.

A myth regarding program evaluation is that evaluation equals conclusion – prove success or failure of the program and move on. The reality, however, is that evaluation means continuation. McNamara (n.d) states that “success is remaining open to continuing feedback and adjusting the program accordingly” (p. 2). Just as teachers expect students to continually learn and improve, a school must be open to continual improvement as well, based on the needs of those it serves. A school should always be in the process of identifying areas of need, developing plans to address those areas that are consistent with the mission of the congregation, and implementing strategies that will lead to improvement.

Participatory Method

It is critical to involve the stakeholders throughout the program evaluation. One author stated the following:

A participatory approach is empowering because it claims the right for local people to control and own the process of making evaluation decisions and

implementing them. Participating in evaluation from start to finish can give stakeholders a sense of ownership over the results. Recognizing local talents and expertise builds confidence and pride in the community, and among participants. (Zukoski & Luluquisen, 2002, p. 2)

In a program evaluation, it is beneficial to plan to assess and improve the readiness of the stakeholders to bring about the changes. It is crucial to find and engage a variety of stakeholders in the planning, implementation, and assessing stages of remediating the critical issues that will bring positive change for the church and school's ministry potential. Spiro (2011) suggests that "such broad participation empowers people by giving them a sense of control and ownership of the strategy and resulting changes" (p. 103).

Summary

The research in this literature review documented the importance of school improvement efforts. One way to improve a school is by conducting a program evaluation that utilizes participatory methods.

Chapter III: Implementation

Introduction

The purpose of this program evaluation was to identify areas that could be improved upon to better the congregation's school ministry. The ability to adapt and improve is one factor that contributes to the success of a school. Through a study of the dynamics affecting the ministry within a school, a plan emerges to remediate critical issues that may prevent a school from reaching its potential. This program evaluation benefited St. John Lutheran by identifying areas that could be improved upon to conduct ministry with its own members and with those who are not yet members of the congregation.

Procedures

This process utilized participatory methods. It was critical to the success of this project to have the assistance of the stakeholders throughout this project. Participating in evaluation from start to finish can give stakeholders a sense of ownership of the results. The stakeholders included the church ministry council members, school board members, congregational members, and members of school-age children.

The evaluation design used three methods. First, I contacted congregational stakeholders at leadership meetings and through email. This included all of the members of the ministry council, school board, teaching staff, and the eagle's nest (parent organization). I asked them the following question: "As church and school stakeholders and leaders, what are you most interested in finding out about your school? List three to five items you would like to find out about your school." Eight individuals responded to

the question. Their responses generated many evaluation questions regarding school improvement; therefore, it was necessary to narrow our focus.

In the next step in this process, the ministry council and school board limited the focus of the inquiry to two evaluation questions. The two evaluation questions (See Table 1) were chosen because of their focus on the mission of the school: to nurture, equip, and outreach. The following are the evaluation questions that the stakeholders selected for this project:

1. What can we be doing to get a greater number of congregation members to send their children to the school?
2. What should we be doing to create a greater awareness of St. John School in our community? How do we create a greater presence as an active part of the community?

Table 1
Design of the Evaluation

Evaluation Question	Information Needed	Information Source	Methods Used
1. What can we be doing to get a greater number of congregation members to send their children to the school?	Why congregational members use or are not using the school ministry.	Church membership records Members of St. John who send and do not send their children to St. John School	Survey of church members who have school age children
2. What should we be doing to create a greater awareness of St. John School in our community? How do we create a greater presence as an active part of the community?	How is St. John School currently being promoted? What can we do to involve St. John in the community?	Teachers Board Members Congregation Members	Survey of church members

Second, the interested stakeholders used the two evaluation questions to develop surveys to collect data. To investigate the first question, we identified which members with school-age children were and were not making use of the school ministry. Our investigation of the first question not only assisted us in assessing what our current school families look for in a school, but it also assisted us in planning how to reach out to the families that are not currently utilizing the school ministry. To investigate the second question, we assessed how our congregation currently engages with our community and looked for other possibilities to create more awareness of our church in the community. We accomplished this by surveying members of the congregation.

Third, the interested stakeholders developed recommendations for the congregation based on the analysis of the collected data. The congregation then decided on the recommendations they wanted to immediately act upon and the recommendations on which they deferred a decision.

The following timeline was used for this project:

August:	Question stakeholders regarding evaluation questions
September:	Develop evaluation questions and design of the evaluation
October:	Communicate design of the evaluation to stakeholders
November/December:	Design methods to solicit information
January/February:	Implement the methods to acquire data
March:	Accumulate the data and create the follow up report and recommendations
May/June:	Submit report and recommendations to the congregation

Throughout this project, I used a participatory approach. The stakeholders assisted me by identifying the program evaluation questions, by identifying the necessary

information and sources for information, and by creating, disseminating, and collecting the methods to gain information. The stakeholders also assisted me in creating the formal report and communicating recommendations to the congregation. A report was generated that described the evaluation process and its results. Two presentations were developed, one as a brief after-church presentation and the other as a lengthier presentation during the Bible class hour.

Artifacts

Two surveys were used to collect the necessary data for this project. The surveys can be found in Appendix A (pages 35-38). The purpose of the first survey was to gather input from the congregation members regarding outreach into the community by the school. This survey asked how effective certain methods of outreach would be in their community. It also asked respondents if they felt informed about the school's outreach into the community, how effective they felt that outreach was, whether they felt the school was actively involved in the community, and whether they encouraged others to send their children to the school.

The purpose of the second survey was to gather input from the congregational members with school-aged children. The parents rated the relative importance of various characteristics related to the school and to the teaching staff that they consider in choosing a school, and they were also asked what maximum number of students in a classroom is best for their child.

Results

Analysis procedures. The data from the surveys was entered into an Excel spreadsheet, transferred, and analyzed by using SPSS (Statistical Package for the Social

Sciences) a software program that analyzes quantitative data. SPSS then computed the statistical data according to frequency and cross tabulation of the variables.

The majority of the variables on the surveys consisted of ordinal data. The cross tabulations and the frequencies for this data are appropriate as quantitative data. These charts are included in Appendix B (pages 39-109) along with the qualitative data (pages 74-79 and 108). The results and recommendations are based on this analysis. The means and standard deviations for the data are also included in Appendix B (pages 79 and 109). Theoretically, with ordinal data a researcher would not provide averages of the ratings. The mean has been provided as a way to quickly view the data. It does not represent the ordinal data because means and standard deviations would better represent interval and ratio data.

School outreach survey results. Approximately 160 surveys were distributed to the families in the congregation. Of those, fifty-three individuals responded. 64.7% of the respondents surveyed stated that they think they are informed regarding the outreach efforts of the school (See Figure 1).

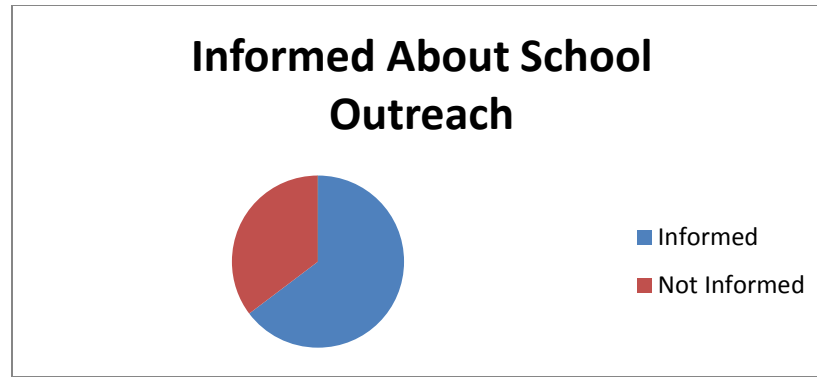


Figure 1. This figure illustrates those who think they are or are not informed regarding school outreach.

91.1% of those respondents who felt they were informed about school outreach efforts thought the efforts were effective. 56.4% stated that the school's involvement in the community was somewhat effective. 52% of those surveyed stated that they somewhat promote the school whereas 26% stated they promote the school very much and 22% stated that they do not much promote the school.

Those surveyed rated (See Figure 2), on a scale of 1 (not effective) to 5 (extremely effective), how effective they view the following methods of sharing the school's ministry: community fairs, magazine/newspaper articles, mailers, radio advertisements, website, television advertisements, and word of mouth.

63.5% rated word of mouth as extremely effective. 67.3% rated the school website as very effective. 44.2% rated community fairs as very effective. 44.2% rated magazine and newspaper advertisements as somewhat effective. 58.9% rated mailers as somewhat effective or not very effective. 54.9% rated radio advertisements as somewhat effective or not very effective. 58.3% rated television advertisements as not very effective or not effective.

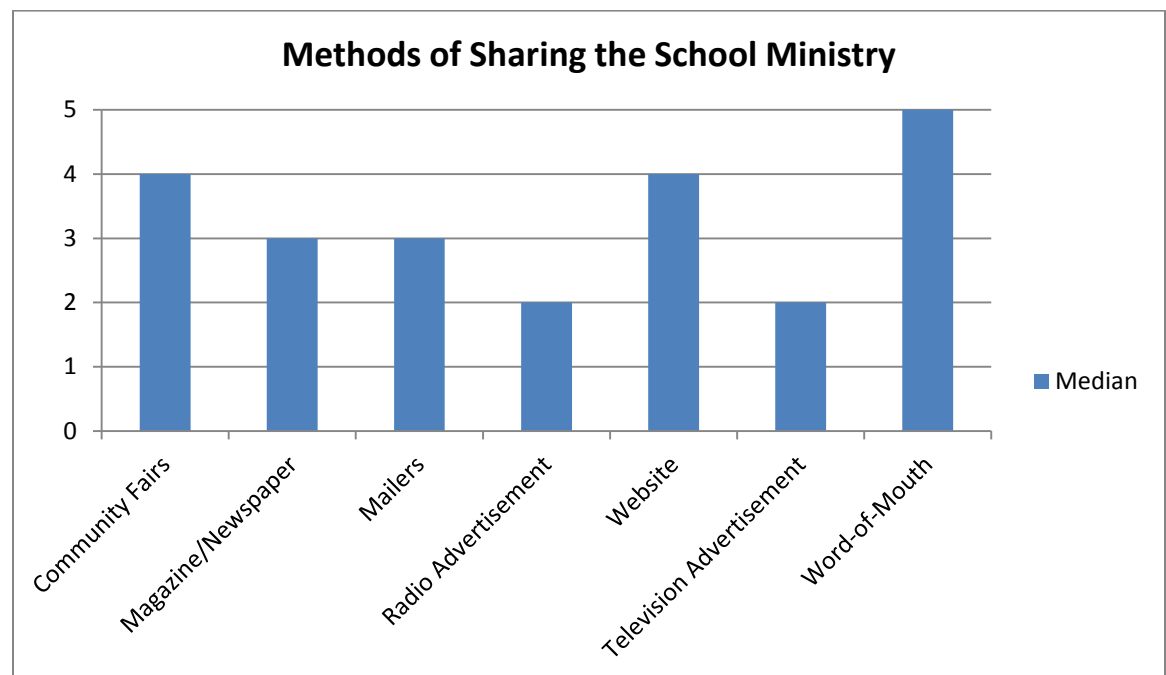


Figure 2. This figure illustrates the median ratings of view toward school ministry.

School ministry survey results. Approximately thirty-seven surveys were distributed to congregational members who have school-aged children. Of those, eighteen families responded. Fifteen of the families have children enrolled in the school, and three of the families do not have children enrolled in the school.

Those respondents to the school ministry survey were asked to rate (See Figure 3), on a scale of 1(not important) to 5 (extremely important), the importance of various school characteristics when choosing a school. The results were that 94.5% rated academics as very important or extremely important. 77.7% rated technology as very important or extremely important. 27.8% rated before and after school care each as somewhat important.

80% of those who have children in the school and 100% of those who do not have children in the school rated Christian education as extremely important. 44.4% rated

class size as very important and extremely important. 53.3% of those who have children in the school rated distance as somewhat important, and 66.7% of those who do not have children in the school rated it as extremely important. 41.2% rated ease of making friends as somewhat important. Members who have children attending the school rated this characteristic lower, whereas members who do not have children in the school rated it higher.

55.6% rated extra-curricular sports as very important. All respondents of those with children not attending the school rated it as very important or extremely important. 83.3% rated extra-curricular music and art as somewhat important or very important.

88.9% rated communication of home and school as very important or extremely important. 93.4% of those who have children in the school also rated it as very important or extremely important. 38.9% rated provision for special needs as somewhat important. 94.4% rated safe/caring environment as very important or extremely important. 94.5% rated student to teacher ratio as very important or extremely important. 33.3% rated transportation provided as somewhat important. Those who have children attending the school rated it lower whereas those who do not have children attending the school rated it higher.

44.4% rated tuition and fees as somewhat important and 33.3% rated it as very important. 44.4% rated upkeep of the school as very important. Those who have children attending the school rated it lower, whereas those who do not have children attending the school rated it higher.

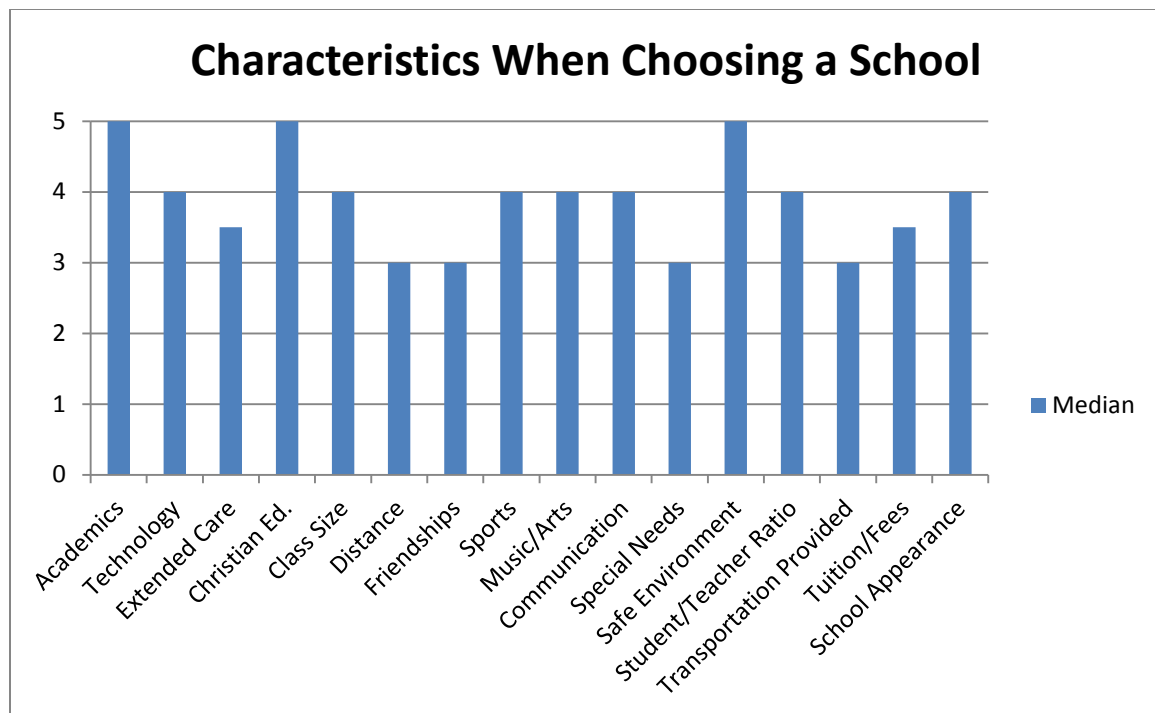


Figure 3. This figure illustrates the median ratings toward the importance of school characteristics.

Respondents to the school ministry survey stated a desired maximum number of students that they would prefer in a classroom (See Figure 4). 58.8% responded by stating that the maximum number of students in a classroom would be best at 18 or 20 students. 23.6% responded that the maximum number of students in a classroom would be best at 22, 23, or 25 students. 17.7% responded by stating that the maximum number of students in a classroom would be best at 10 or 15 students.

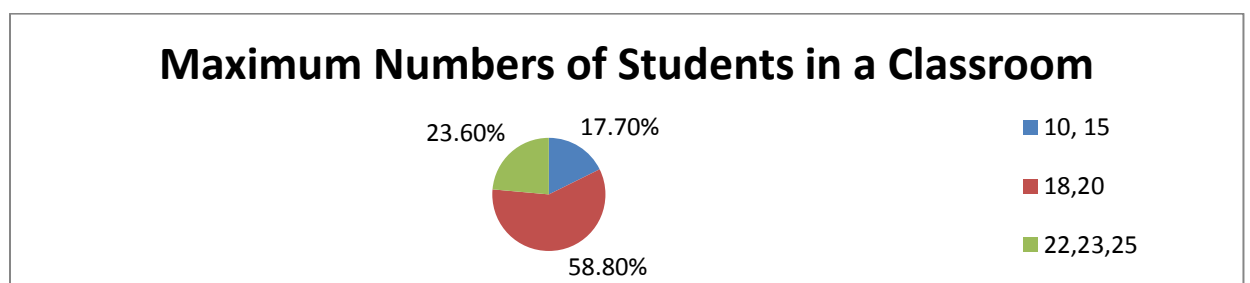


Figure 4. This figure illustrates the respondents' desired maximum number of students in a classroom.

Respondents to the school ministry survey were also asked to rate (See Figure 5), on a scale of 1 (not important) to 5 (extremely important), items regarding the teaching staff when choosing a school to attend. 83.3% rated continuing education as very important or extremely important. 94.5% rated easy to talk as very important or extremely important. 61.1% rated graduate degree as somewhat important. Those who have children in the school rated a graduate degree lower, whereas those who do not have children in the school rated it higher.

88.9% rated innovative and engaging lessons as very important or extremely important. 66.7% rated knowledge and use of technology as very important or extremely important, and 27.8%. 66.7% rated state licensed as very important or somewhat important.

50% rated teaching experience as very important. 40% of those with children in the school rated it as somewhat important, whereas 66.7% of those with children not in the school rated it as extremely important. 88.9% rated trained to share God's Word as extremely important or very important. 77.8% rated use current teaching practices as extremely important or very important.

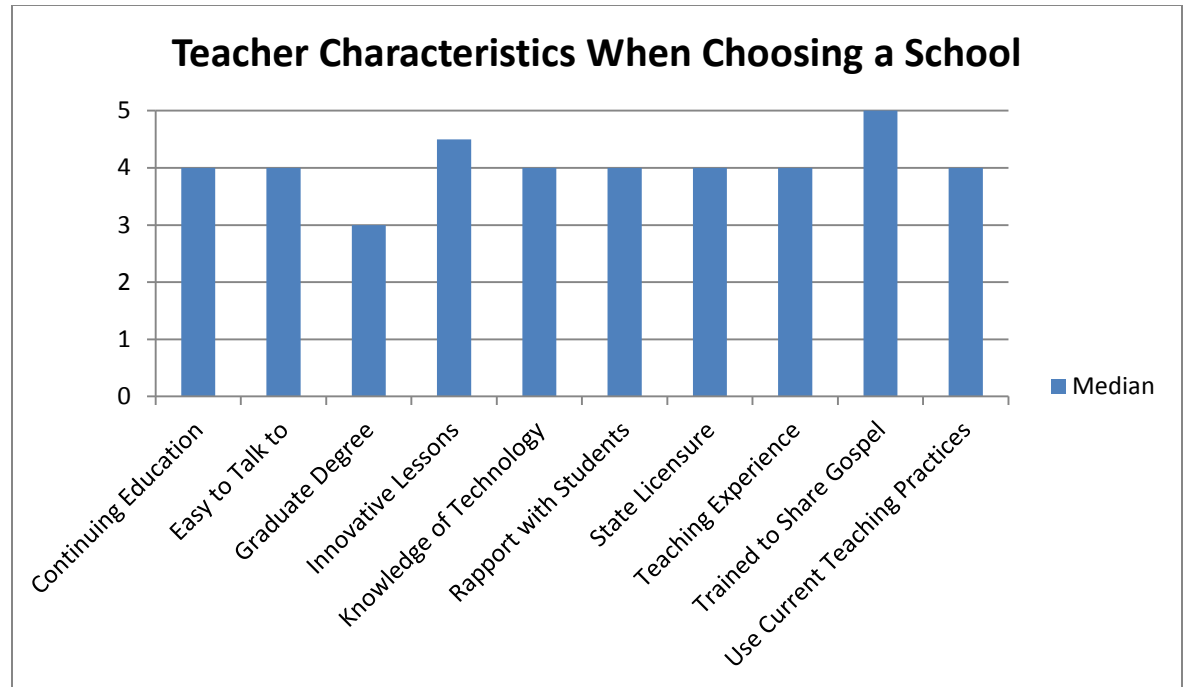


Figure 5. This figure illustrates the median ratings toward the importance of various teaching staff characteristics.

Chapter IV: Reflection

Introduction

The purpose of this field project was to assist the congregation in identifying areas that were vital to the improvement of the school as well as the church. The stakeholders in the congregation provided two key questions that were meant to assist the congregation in gaining valuable insight into what improvements needed to be made and then which of those improvements were essential for the school now and which should be addressed in the future. The surveys were completed to answer the following questions:

- 1) What can we be doing to get a greater number of congregation members to send their children to the school?
- 2) What should we be doing to create a greater awareness of St. John School in our community?

Findings

School outreach survey findings. The data for the school outreach survey indicated that 35.8% of those surveyed felt that they were not informed regarding the outreach efforts of the school. Of those surveyed 50% between the ages of 45-54 felt they were not informed regarding the outreach efforts of the school.

The data indicated that 52.8% of those surveyed rated the school outreach efforts as somewhat effective or very effective. The majority of the respondents thought the school was not strongly involved in the community. This indicates that the current school outreach efforts are rated as average and that the perception of our members is that our school could be more active within the community.

The data received from the school outreach survey also indicated that word of mouth is considered the most effective means by which to inform others about the school ministry at St. John, yet only 22% said that they usually use this strategy. This suggests that the school needs to better inform and equip the congregation. The list (See Table 2) is based on the median of the data. It is arranged based on the respondents' views of the most effective methods for sharing the ministry of the school.

Table 2
Most Effective for Sharing the School Ministry

1 st	Word of mouth
2 nd	School website/Community fairs
3 rd	Magazine/newspaper advertisement/Mailers
4 th	Television /Radio advertisements

Comments suggested in the qualitative data section of the survey conveyed a consensus that the school needs to find more ways to become an active participant in the community. Respondents' ideas to become more involved in the community included participating in local community activities, clean-up work at the parks, food drives, serving meals at PADS (a community homeless shelter), and have a presence at other community service projects.

Respondents also commented that St. John could utilize its prominent location by having open houses, car washes, picnics in the parking lot, and a live nativity scene. Respondents also commented that newspaper articles highlighting the school's accomplishments, school activities, and community service projects would be beneficial.

School ministry survey findings. Those who responded to the school ministry survey rated the importance of specific characteristics when choosing a school. Whereas all of the characteristics listed on the survey were considered very important or extremely important by the respondents, Table 3 is a list of the top three characteristics when parents choose a school for their children.

Table 3
Most Important Characteristics when Choosing a School

1 st	Christian education
2 nd	Safe/caring environment
3 rd	Academics

Those who responded to the school ministry survey also indicated a maximum number of students in a classroom that would be best for their child. 58.8% responded by stating that the maximum number of students in a classroom would be best at 18 or 20 students. 23.6% responded by stating that the maximum number of students in a classroom would be best at 22, 23, or 25 students. 17.7% responded by stating that the maximum number of students in a classroom would be best at 10 or 15 students.

Those who responded to the school ministry survey also rated the importance of characteristics as they relate to the teaching staff when parents choose a school for their child. Table 4 is a list of the characteristics that were rated as extremely important.

Table 4
Most Important Characteristics of Teaching Staff

1 st	Trained to share God's Word
2 nd	Innovative/engaging lessons

Christian education and teachers trained to share God's Word was rated very important and extremely important both by members who send and also by members who do not send their children to the school. Distance to school and transportation provided were rated extremely important by members who do not send their children to the school, whereas it was rated somewhat important by members who do send their children to the school.

The characteristic of extra-curricular sports was rated more important by members who do not send their children to the school than it was by members who do send their children to the school. Extra-curricular music and art was rated more important by members who do send their children to the school than it was by members who do not send their children to the school.

Home and school communication was rated very important and extremely important by members who do send their children to the school. It was rated somewhat important and very important by members who do not send their children to the school. The characteristic of possessing a graduate degree was rated more important by members who do not send their children to the school than it was by members who do send their children to the school.

A comment suggested in the qualitative data section on the survey stated that it would be beneficial for the school to accomplish school accreditation. It was noted that school accreditation was sought in the past but was not completed. Another respondent commented that Christian education is incredibly important; however, when class sizes are too large or student behaviors get in the way of children's learning, then they would look for a school that fits the other needs of their child.

Recommendations

School outreach survey recommendations. The results of this survey prompted the stakeholders to formulate the following recommendations:

- To find new and more frequent ways to inform the congregational members and school families regarding the school's outreach opportunities into the community.
- To invite and encourage all of our congregational members and school families to participate in the outreach efforts of the school.
- To equip our congregation members and school families with the motivation, message, and materials to recruit families among their friends, relatives, associates, and neighbors.
- To investigate and select more ways to become actively involved in the community and promote the ways it is currently involved within the community. Some ideas that have been suggested on the surveys were community fairs, readings at the library, and business expositions. This will not only assist us as we become an active participant in the community, but it will also assist us as we share what we have to offer through our congregation.

School ministry survey recommendations. The community in which our congregation is located has one of the best performing school districts in the state. Our congregation must continue to focus on the one item that sets it apart from the public schools. It must also focus on areas of improvement so that it can offer a high-quality education. St. John Lutheran School is a Christian school in which all aspects of

education are taken captive to the Word of God. According to this program evaluation, a majority of parents who do and do not send their children to the school rated Christian education the highest. We need to focus our attention on this fact and stress that our education flows from a biblical worldview as opposed to a secular worldview.

St. John Lutheran School is a safe and caring place for students to learn about their Savior and the world around them. The congregation will continue to find areas to improve the safety and care of his children. Based on the top-rated characteristics when parents choose a school, some areas that the leaders will seek to improve to become more competitive in the community are updating the camera monitoring system, student pick-up procedures, and student interpersonal relationships.

One way the congregation can continue to improve the ministry in the school is to commit to the process of becoming accredited through WELSSA (Wisconsin Evangelical Lutheran Synod School Accreditation), an agency also recognized by the Illinois State Board of Education. Proceeding with WELSSA has the potential to help the school better carry out its mission of using the Gospel for nurture and outreach. This process will assist the congregation in its efforts to improve student learning, strengthen our families, improve teachers' ministries, and strengthen the school's program.

St. John School not being accredited was included on the survey as an area of concern from a family that does not send their children to the school. The respondents to the school ministry survey rated most of the characteristics (academics, technology, Christian education, class size, sports, music/arts, communication with home, safe environment, student/teacher ratio, and school appearance) when choosing a school as very important or extremely important. This accreditation process has the potential to

assist St. John Lutheran as they thank God for the many blessings he has given to us as well as seek to remediate areas that need improvement.

The results from the surveys indicated that eighteen or twenty students to one teacher are an acceptable level for most families. The school is committed to maintaining a low student-to-teacher ratio. The current student-to-teacher ratio is 15-20 students per teacher in grades kindergarten through grade eight and ten students per teacher in the preschool. If enrollment increases in a classroom, our leaders will need to be committed to add paraprofessional assistance or to call another teacher to serve the children. The school has continued to increase enrollment, especially in the lower grades. At the present time, there is a recommendation to permanently call another elementary education teacher for the school. By calling another teacher, the school can plan for appropriate class sizes and subsequent maximum learning.

Conclusion

The purpose of this program evaluation was to identify areas that could be improved upon to better the congregation's school ministry. The stakeholders reviewed the results of the surveys and created recommendations to assist the school in accomplishing its mission; our prayer is that this program evaluation will benefit the congregation in that endeavor.

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Appendix A: Field Project Tools

Evaluation Question Letter

Dear Leaders of St. John,

God willing this is the final year of my master's program through Martin Luther College. I will be receiving a master's degree in education with an emphasis in leadership. I will be taking two courses over this next school year. In conjunction with my classes, I am presently in the beginning stages of my capstone project for my degree work.

I have proposed a program evaluation with a participatory method for my capstone project. This has been approved by my graduate committee. During this capstone project, I will be looking to you as leaders of the congregation as well as members of the congregation to assist me with this project. It is my hope that this capstone project will be of use and a blessing for our church and school. The following is a formative question that will assist me in which direction I will be heading for this program evaluation. If you could please respond to this question by September 2, it would be greatly appreciated!

As church and school stakeholders and leaders, what are you most interested in finding out about your school? List 3-5 items you would like to find out about your school.

Thank You and God's Continued Blessings,

Jason Kelley

Survey Letter

Dear Fellow Members of St. John,

Thank you for taking the time to review and respond to the survey included with this letter. The information gathered from these surveys will not only assist me in the completion of my master's program at Martin Luther College, but it will also provide our leadership with information that will assist us as our congregation fulfills its mission. The mission that our congregation has joined to accomplish is to nurture and equip our children for time and eternity and to reach out into the community with the Gospel message.

There may be multiple surveys included with this letter. The School Outreach Survey is intended for confirmed members in your family. The St. John School Ministry Survey is intended for parents with school-age children. Please accordingly distribute each survey in your family.

The information you provide on these surveys will be kept confidential. It will be kept in a secure location and will be destroyed once the information has been analyzed and documented. Please look for the results to be published and communicated to you in the near future.

Once you complete the surveys, please either mail them back to me at the above address, hand them to a church usher, or drop them off at the office. I would appreciate a return of these surveys **by February 12th**. If you have any questions pertaining to this project, please contact me through email (J_W_Kelley@hotmail.com) or phone (507-430-4995). May the Lord continue to bless our efforts as we work together to accomplish His work.

In His Service,

Jason Kelley, St. John Principal & Teacher

Luke 18:15- "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these."

Proverbs 22:6- "Train a child in the way he should go and when he is old he will not turn from it."

School Outreach Survey

Dear Members of St. John,

The purpose of this survey is to gather input from our congregation members regarding outreach into the community by the school. Your honest answers will greatly assist the congregation as it fulfills its mission and ministry to reach out to the community with the saving message of the Gospel. Your assistance is greatly appreciated!

1. How effective do you think the following methods of sharing the ministry of our school would be?

	Not Effective			Very Effective	
Community Fairs	1	2	3	4	5
Magazine/Newspaper Articles	1	2	3	4	5
Mailers	1	2	3	4	5
Radio Advertisements	1	2	3	4	5
School Website	1	2	3	4	5
Word-of-Mouth	1	2	3	4	5

Comments:

2. Do you feel you are informed about your school's outreach into the community (circle one)?

Yes No

3. If yes to question 2, rate your school's efforts in reaching out into the community. If no, skip to question 5.

Not Effective			Very Effective	
1	2	3	4	5

Comments:

4. Rate how actively involved your school is in the community.

Not Involved			Extremely Involved	
1	2	3	4	5

Comments:**5. To what extent do you promote the school and encourage parents outside our church to send their children to St. John School? (Circle one)?**

Not Much

Somewhat

Very Much

Comments:**6. Please list your suggestions for how the school can effectively reach out to the community.****7. In what age group do you belong (Circle one)?**

14-21

22-34

35-44

45-54

55-64

65 and over

Thank you for your time and information!

School Ministry Survey

Dear Members of School-Age Children,

The purpose of this survey is to gather input from congregation parents with children of school-age children. Your honest answers will greatly assist the congregation as it fulfills the mission and ministry of the church to nurture and equip its youth for life on this Earth and for the life that is to come through our Lord and Savior Jesus Christ. Your assistance is greatly appreciated!

- 1. Please rate (1 low 5 high) the importance of the following characteristics when choosing a school:**

	Not Important		Extremely Important		
	1	2	3	4	5
Academics	1	2	3	4	5
Availability of Technology	1	2	3	4	5
Before/After School Care	1	2	3	4	5
Christian Education	1	2	3	4	5
Class Size	1	2	3	4	5
Distance	1	2	3	4	5
Ease of Making Friends	1	2	3	4	5
Extracurricular Activities					
Sports	1	2	3	4	5
Music & Arts	1	2	3	4	5
Good Communication between Home/School	1	2	3	4	5
Provision for Special Needs Children	1	2	3	4	5
Safe/Caring Environment	1	2	3	4	5
Student to Teacher Ratio	1	2	3	4	5
Transportation provided	1	2	3	4	5
Tuition/Fees	1	2	3	4	5
Upkeep of the School Building/Playground	1	2	3	4	5

Comments:

- 2. What maximum number of students in a classroom is best for your child?**

3. Please rate the following items regarding teaching staff as they pertain to your choice of school:

	Not Important		Extremely Important		
	1	2	3	4	5
Continuing Education of Teachers	1	2	3	4	5
Easy to Talk to	1	2	3	4	5
Graduate Degree	1	2	3	4	5
Innovative/Engaging Lessons	1	2	3	4	5
Knowledge/Use of Technology	1	2	3	4	5
Rapport with Students	1	2	3	4	5
State Licensed	1	2	3	4	5
Teaching Experience	1	2	3	4	5
Trained to Share God's Word	1	2	3	4	5
Use of Current Teaching Practices	1	2	3	4	5

Comments:

4. My child/children currently attend St. John School (Circle your answer). Yes No

Comments:

Please feel free to speak with the principal or a school board member regarding any aspect of St. John School.

Thanks for your time and information!

Appendix B: Survey Results

School Outreach Survey Results

Rate School Efforts * Age Group Cross tabulation

			Age Group						Total
			14-21	22-34	35-44	45-54	55-64	65+	
RtEff orts	1	Count	0	0	1	0	0	0	1
		% within RtEfforts	.0%	.0%	100.0%	.0%	.0%	.0%	100.0%
		% within AgeGr	.0%	.0%	11.1%	.0%	.0%	.0%	2.9%
		% of Total	.0%	.0%	2.9%	.0%	.0%	.0%	2.9%
	2	Count	0	0	0	2	0	0	2
		% within RtEfforts	.0%	.0%	.0%	100.0%	.0%	.0%	100.0%
		% within AgeGr	.0%	.0%	.0%	40.0%	.0%	.0%	5.9%
		% of Total	.0%	.0%	.0%	5.9%	.0%	.0%	5.9%
	3	Count	0	4	4	0	2	5	15
		% within RtEfforts	.0%	26.7%	26.7%	.0%	13.3%	33.3%	100.0%
		% within AgeGr	.0%	100.0%	44.4%	.0%	66.7%	45.5%	44.1%
		% of Total	.0%	11.8%	11.8%	.0%	5.9%	14.7%	44.1%
	4	Count	1	0	4	3	1	4	13
		% within RtEfforts	7.7%	.0%	30.8%	23.1%	7.7%	30.8%	100.0%
		% within AgeGr	50.0%	.0%	44.4%	60.0%	33.3%	36.4%	38.2%
		% of Total	2.9%	.0%	11.8%	8.8%	2.9%	11.8%	38.2%
	5	Count	1	0	0	0	0	2	3
		% within RtEfforts	33.3%	.0%	.0%	.0%	.0%	66.7%	100.0%
		% within AgeGr	50.0%	.0%	.0%	.0%	.0%	18.2%	8.8%
		% of Total	2.9%	.0%	.0%	.0%	.0%	5.9%	8.8%
Total	Count		2	4	9	5	3	11	34
	% within RtEfforts		5.9%	11.8%	26.5%	14.7%	8.8%	32.4%	100.0%
	% within AgeGr		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		5.9%	11.8%	26.5%	14.7%	8.8%	32.4%	100.0%

School Involvement in Community * Age Group Cross tabulation

			Age Group						Total
			14-21	22-34	35-44	45-54	55-64	65+	
SchInvol	1	Count	0	0	0	2	0	2	4
		% within SchInvol	.0%	.0%	.0%	50.0%	.0%	50.0%	100.0%
		% within AgeGr	.0%	.0%	.0%	28.6%	.0%	14.3%	10.3%
		% of Total	.0%	.0%	.0%	5.1%	.0%	5.1%	10.3%
	2	Count	0	1	0	3	1	2	7
		% within SchInvol	.0%	14.3%	.0%	42.9%	14.3%	28.6%	100.0%
		% within AgeGr	.0%	25.0%	.0%	42.9%	33.3%	14.3%	17.9%
		% of Total	.0%	2.6%	.0%	7.7%	2.6%	5.1%	17.9%
	3	Count	2	2	7	1	1	9	22
		% within SchInvol	9.1%	9.1%	31.8%	4.5%	4.5%	40.9%	100.0%
		% within AgeGr	100.0%	50.0%	77.8%	14.3%	33.3%	64.3%	56.4%
		% of Total	5.1%	5.1%	17.9%	2.6%	2.6%	23.1%	56.4%
	4	Count	0	1	2	1	1	0	5
		% within SchInvol	.0%	20.0%	40.0%	20.0%	20.0%	.0%	100.0%
		% within AgeGr	.0%	25.0%	22.2%	14.3%	33.3%	.0%	12.8%
		% of Total	.0%	2.6%	5.1%	2.6%	2.6%	.0%	12.8%
	5	Count	0	0	0	0	0	1	1
		% within SchInvol	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
		% within AgeGr	.0%	.0%	.0%	.0%	.0%	7.1%	2.6%
		% of Total	.0%	.0%	.0%	.0%	.0%	2.6%	2.6%
Total	Count		2	4	9	7	3	14	39
	% within SchInvol		5.1%	10.3%	23.1%	17.9%	7.7%	35.9%	100.0%
	% within AgeGr		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		5.1%	10.3%	23.1%	17.9%	7.7%	35.9%	100.0%

You Promote School * Age Group Cross tabulation

			Age Group						Total
			14-21	22-34	35-44	45-54	55-64	65+	
YouProm	Not much	Count	1	2	0	3	1	4	11
		% within YouProm	9.1%	18.2%	.0%	27.3%	9.1%	36.4%	100.0%
		% within AgeGr	33.3%	33.3%	.0%	30.0%	33.3%	21.1%	22.0%
		% of Total	2.0%	4.0%	.0%	6.0%	2.0%	8.0%	22.0%
	Somewhat	Count	2	3	2	4	2	13	26
		% within YouProm	7.7%	11.5%	7.7%	15.4%	7.7%	50.0%	100.0%
		% within AgeGr	66.7%	50.0%	22.2%	40.0%	66.7%	68.4%	52.0%
		% of Total	4.0%	6.0%	4.0%	8.0%	4.0%	26.0%	52.0%
	Very much	Count	0	1	7	3	0	2	13
		% within YouProm	.0%	7.7%	53.8%	23.1%	.0%	15.4%	100.0%
		% within AgeGr	.0%	16.7%	77.8%	30.0%	.0%	10.5%	26.0%
		% of Total	.0%	2.0%	14.0%	6.0%	.0%	4.0%	26.0%
Total	Count	3	6	9	10	3	19	50	
	% within YouProm	6.0%	12.0%	18.0%	20.0%	6.0%	38.0%	100.0%	
	% within AgeGr	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	6.0%	12.0%	18.0%	20.0%	6.0%	38.0%	100.0%	

Community Fairs * Age Group Cross tabulation

			Age Group						Total
			14-21	22-34	35-44	45-54	55-64	65+	
EfComFrs	1	Count	0	1	1	1	0	2	5
		% within EfComFrs	.0%	20.0%	20.0%	20.0%	.0%	40.0%	100.0%
		% within AgeGr	.0%	16.7%	11.1%	10.0%	.0%	9.5%	9.6%
		% of Total	.0%	1.9%	1.9%	1.9%	.0%	3.8%	9.6%
	2	Count	0	0	0	3	1	2	6
		% within EfComFrs	.0%	.0%	.0%	50.0%	16.7%	33.3%	100.0%
		% within AgeGr	.0%	.0%	.0%	30.0%	33.3%	9.5%	11.5%
		% of Total	.0%	.0%	.0%	5.8%	1.9%	3.8%	11.5%
	3	Count	0	1	1	2	1	5	10
		% within EfComFrs	.0%	10.0%	10.0%	20.0%	10.0%	50.0%	100.0%
		% within AgeGr	.0%	16.7%	11.1%	20.0%	33.3%	23.8%	19.2%
		% of Total	.0%	1.9%	1.9%	3.8%	1.9%	9.6%	19.2%
	4	Count	1	4	5	3	1	9	23
		% within EfComFrs	4.3%	17.4%	21.7%	13.0%	4.3%	39.1%	100.0%
		% within AgeGr	33.3%	66.7%	55.6%	30.0%	33.3%	42.9%	44.2%
		% of Total	1.9%	7.7%	9.6%	5.8%	1.9%	17.3%	44.2%
	5	Count	2	0	2	1	0	3	8
		% within EfComFrs	25.0%	.0%	25.0%	12.5%	.0%	37.5%	100.0%
		% within AgeGr	66.7%	.0%	22.2%	10.0%	.0%	14.3%	15.4%
		% of Total	3.8%	.0%	3.8%	1.9%	.0%	5.8%	15.4%
Total	Count		3	6	9	10	3	21	52
	% within EfComFrs		5.8%	11.5%	17.3%	19.2%	5.8%	40.4%	100.0%
	% within AgeGr		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		5.8%	11.5%	17.3%	19.2%	5.8%	40.4%	100.0%

Magazine Newspaper * Age Group Cross tabulation

			Age Group						Total
			14-21	22-34	35-44	45-54	55-64	65+	
MagNews	1	Count	0	0	0	1	0	2	3
		% within MagNews	.0%	.0%	.0%	33.3%	.0%	66.7%	100.0%
		% within AgeGr	.0%	.0%	.0%	10.0%	.0%	9.5%	5.8%
		% of Total	.0%	.0%	.0%	1.9%	.0%	3.8%	5.8%
	2	Count	0	2	1	0	0	2	5
		% within MagNews	.0%	40.0%	20.0%	.0%	.0%	40.0%	100.0%
		% within AgeGr	.0%	33.3%	11.1%	.0%	.0%	9.5%	9.6%
		% of Total	.0%	3.8%	1.9%	.0%	.0%	3.8%	9.6%
	3	Count	3	3	2	7	2	6	23
		% within MagNews	13.0%	13.0%	8.7%	30.4%	8.7%	26.1%	100.0%
		% within AgeGr	100.0%	50.0%	22.2%	70.0%	66.7%	28.6%	44.2%
		% of Total	5.8%	5.8%	3.8%	13.5%	3.8%	11.5%	44.2%
	4	Count	0	1	5	2	1	6	15
		% within MagNews	.0%	6.7%	33.3%	13.3%	6.7%	40.0%	100.0%
		% within AgeGr	.0%	16.7%	55.6%	20.0%	33.3%	28.6%	28.8%
		% of Total	.0%	1.9%	9.6%	3.8%	1.9%	11.5%	28.8%
	5	Count	0	0	1	0	0	5	6
		% within MagNews	.0%	.0%	16.7%	.0%	.0%	83.3%	100.0%
		% within AgeGr	.0%	.0%	11.1%	.0%	.0%	23.8%	11.5%
		% of Total	.0%	.0%	1.9%	.0%	.0%	9.6%	11.5%
Total	Count		3	6	9	10	3	21	52
	% within MagNews		5.8%	11.5%	17.3%	19.2%	5.8%	40.4%	100.0%
	% within AgeGr		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		5.8%	11.5%	17.3%	19.2%	5.8%	40.4%	100.0%

Mailers * Age Group Cross tabulation

			AgeGr						Total
			14-21	22-34	35-44	45-54	55-64	65+	
Mailers	1	Count	0	0	0	0	0	5	5
		% within Mailers	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
		% within AgeGr	.0%	.0%	.0%	.0%	.0%	25.0%	9.8%
		% of Total	.0%	.0%	.0%	.0%	.0%	9.8%	9.8%
	2	Count	0	1	3	5	2	3	14
		% within Mailers	.0%	7.1%	21.4%	35.7%	14.3%	21.4%	100.0%
		% within AgeGr	.0%	16.7%	33.3%	50.0%	66.7%	15.0%	27.5%
		% of Total	.0%	2.0%	5.9%	9.8%	3.9%	5.9%	27.5%
	3	Count	1	3	4	4	0	4	16
		% within Mailers	6.3%	18.8%	25.0%	25.0%	.0%	25.0%	100.0%
		% within AgeGr	33.3%	50.0%	44.4%	40.0%	.0%	20.0%	31.4%
		% of Total	2.0%	5.9%	7.8%	7.8%	.0%	7.8%	31.4%
	4	Count	2	2	2	1	1	5	13
		% within Mailers	15.4%	15.4%	15.4%	7.7%	7.7%	38.5%	100.0%
		% within AgeGr	66.7%	33.3%	22.2%	10.0%	33.3%	25.0%	25.5%
		% of Total	3.9%	3.9%	3.9%	2.0%	2.0%	9.8%	25.5%
	5	Count	0	0	0	0	0	3	3
		% within Mailers	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
		% within AgeGr	.0%	.0%	.0%	.0%	.0%	15.0%	5.9%
		% of Total	.0%	.0%	.0%	.0%	.0%	5.9%	5.9%
Total		Count	3	6	9	10	3	20	51
		% within Mailers	5.9%	11.8%	17.6%	19.6%	5.9%	39.2%	100.0%
		% within AgeGr	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	5.9%	11.8%	17.6%	19.6%	5.9%	39.2%	100.0%

Radio Advertisements * Age Group Cross tabulation

			Age Group						Total
			14-21	22-34	35-44	45-54	55-64	65+	
RdAdv	1	Count	2	0	0	5	0	8	15
		% within RdAdv	13.3%	.0%	.0%	33.3%	.0%	53.3%	100.0%
		% within AgeGr	66.7%	.0%	.0%	55.6%	.0%	38.1%	29.4%
		% of Total	3.9%	.0%	.0%	9.8%	.0%	15.7%	29.4%
	2	Count	0	1	2	3	2	4	12
		% within RdAdv	.0%	8.3%	16.7%	25.0%	16.7%	33.3%	100.0%
		% within AgeGr	.0%	16.7%	22.2%	33.3%	66.7%	19.0%	23.5%
		% of Total	.0%	2.0%	3.9%	5.9%	3.9%	7.8%	23.5%
	3	Count	1	2	5	1	1	6	16
		% within RdAdv	6.3%	12.5%	31.3%	6.3%	6.3%	37.5%	100.0%
		% within AgeGr	33.3%	33.3%	55.6%	11.1%	33.3%	28.6%	31.4%
		% of Total	2.0%	3.9%	9.8%	2.0%	2.0%	11.8%	31.4%
	4	Count	0	3	1	0	0	1	5
		% within RdAdv	.0%	60.0%	20.0%	.0%	.0%	20.0%	100.0%
		% within AgeGr	.0%	50.0%	11.1%	.0%	.0%	4.8%	9.8%
		% of Total	.0%	5.9%	2.0%	.0%	.0%	2.0%	9.8%
	5	Count	0	0	1	0	0	2	3
		% within RdAdv	.0%	.0%	33.3%	.0%	.0%	66.7%	100.0%
		% within AgeGr	.0%	.0%	11.1%	.0%	.0%	9.5%	5.9%
		% of Total	.0%	.0%	2.0%	.0%	.0%	3.9%	5.9%
Total	Count		3	6	9	9	3	21	51
	% within RdAdv		5.9%	11.8%	17.6%	17.6%	5.9%	41.2%	100.0%
	% within AgeGr		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		5.9%	11.8%	17.6%	17.6%	5.9%	41.2%	100.0%

School Website * Age Group Cross tabulation

			Age Group						Total
			14-21	22-34	35-44	45-54	55-64	65+	
SchWeb	2	Count	1	0	0	0	0	2	3
		% within SchWeb	33.3%	.0%	.0%	.0%	.0%	66.7%	100.0%
		% within AgeGr	33.3%	.0%	.0%	.0%	.0%	9.5%	5.8%
		% of Total	1.9%	.0%	.0%	.0%	.0%	3.8%	5.8%
	3	Count	0	3	1	2	1	7	14
		% within SchWeb	.0%	21.4%	7.1%	14.3%	7.1%	50.0%	100.0%
		% within AgeGr	.0%	50.0%	11.1%	20.0%	33.3%	33.3%	26.9%
		% of Total	.0%	5.8%	1.9%	3.8%	1.9%	13.5%	26.9%
	4	Count	1	1	5	4	1	6	18
		% within SchWeb	5.6%	5.6%	27.8%	22.2%	5.6%	33.3%	100.0%
		% within AgeGr	33.3%	16.7%	55.6%	40.0%	33.3%	28.6%	34.6%
		% of Total	1.9%	1.9%	9.6%	7.7%	1.9%	11.5%	34.6%
	5	Count	1	2	3	4	1	6	17
		% within SchWeb	5.9%	11.8%	17.6%	23.5%	5.9%	35.3%	100.0%
		% within AgeGr	33.3%	33.3%	33.3%	40.0%	33.3%	28.6%	32.7%
		% of Total	1.9%	3.8%	5.8%	7.7%	1.9%	11.5%	32.7%
Total	Count		3	6	9	10	3	21	52
	% within SchWeb		5.8%	11.5%	17.3%	19.2%	5.8%	40.4%	100.0%
	% within AgeGr		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		5.8%	11.5%	17.3%	19.2%	5.8%	40.4%	100.0%

Television Advertisements * Age Group Cross tabulation

			Age Group						Total
			14-21	22-34	35-44	45-54	55-64	65+	
TeleAd	1	Count	2	1	2	5	0	8	18
		% within TeleAd	11.1%	5.6%	11.1%	27.8%	.0%	44.4%	100.0%
		% within AgeGr	66.7%	16.7%	22.2%	55.6%	.0%	44.4%	37.5%
		% of Total	4.2%	2.1%	4.2%	10.4%	.0%	16.7%	37.5%
	2	Count	0	3	2	2	1	2	10
		% within TeleAd	.0%	30.0%	20.0%	20.0%	10.0%	20.0%	100.0%
		% within AgeGr	.0%	50.0%	22.2%	22.2%	33.3%	11.1%	20.8%
		% of Total	.0%	6.3%	4.2%	4.2%	2.1%	4.2%	20.8%
	3	Count	0	2	2	1	2	3	10
		% within TeleAd	.0%	20.0%	20.0%	10.0%	20.0%	30.0%	100.0%
		% within AgeGr	.0%	33.3%	22.2%	11.1%	66.7%	16.7%	20.8%
		% of Total	.0%	4.2%	4.2%	2.1%	4.2%	6.3%	20.8%
	4	Count	1	0	1	0	0	3	5
		% within TeleAd	20.0%	.0%	20.0%	.0%	.0%	60.0%	100.0%
		% within AgeGr	33.3%	.0%	11.1%	.0%	.0%	16.7%	10.4%
		% of Total	2.1%	.0%	2.1%	.0%	.0%	6.3%	10.4%
	5	Count	0	0	2	1	0	2	5
		% within TeleAd	.0%	.0%	40.0%	20.0%	.0%	40.0%	100.0%
		% within AgeGr	.0%	.0%	22.2%	11.1%	.0%	11.1%	10.4%
		% of Total	.0%	.0%	4.2%	2.1%	.0%	4.2%	10.4%
Total	Count		3	6	9	9	3	18	48
	% within TeleAd		6.3%	12.5%	18.8%	18.8%	6.3%	37.5%	100.0%
	% within AgeGr		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		6.3%	12.5%	18.8%	18.8%	6.3%	37.5%	100.0%

Word of Mouth * Age Group Cross tabulation

			Age Group						Total
			14-21	22-34	35-44	45-54	55-64	65+	
WrdMth	1	Count	0	1	0	0	0	0	1
		% within WrdMth	.0%	100.0%	.0%	.0%	.0%	.0%	100.0%
		% within AgeGr	.0%	16.7%	.0%	.0%	.0%	.0%	1.9%
		% of Total	.0%	1.9%	.0%	.0%	.0%	.0%	1.9%
	3	Count	1	0	1	1	0	1	4
		% within WrdMth	25.0%	.0%	25.0%	25.0%	.0%	25.0%	100.0%
		% within AgeGr	33.3%	.0%	11.1%	10.0%	.0%	4.8%	7.7%
		% of Total	1.9%	.0%	1.9%	1.9%	.0%	1.9%	7.7%
	4	Count	2	3	1	0	1	7	14
		% within WrdMth	14.3%	21.4%	7.1%	.0%	7.1%	50.0%	100.0%
		% within AgeGr	66.7%	50.0%	11.1%	.0%	33.3%	33.3%	26.9%
		% of Total	3.8%	5.8%	1.9%	.0%	1.9%	13.5%	26.9%
	5	Count	0	2	7	9	2	13	33
		% within WrdMth	.0%	6.1%	21.2%	27.3%	6.1%	39.4%	100.0%
		% within AgeGr	.0%	33.3%	77.8%	90.0%	66.7%	61.9%	63.5%
		% of Total	.0%	3.8%	13.5%	17.3%	3.8%	25.0%	63.5%
Total	Count	3	6	9	10	3	21	52	
	% within WrdMth	5.8%	11.5%	17.3%	19.2%	5.8%	40.4%	100.0%	
	% within AgeGr	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	5.8%	11.5%	17.3%	19.2%	5.8%	40.4%	100.0%	

Informed about School * Age Group Cross tabulation

			Age Group						Total
			14-21	22-34	35-44	45-54	55-64	65+	
Inform	yes	Count	2	4	8	5	3	11	33
		% within Inform	6.1%	12.1%	24.2%	15.2%	9.1%	33.3%	100.0%
		% within AgeGr	66.7%	66.7%	88.9%	50.0%	100.0%	55.0%	64.7%
	no	% of Total	3.9%	7.8%	15.7%	9.8%	5.9%	21.6%	64.7%
		Count	1	2	1	5	0	9	18
		% within Inform	5.6%	11.1%	5.6%	27.8%	.0%	50.0%	100.0%
		% within AgeGr	33.3%	33.3%	11.1%	50.0%	.0%	45.0%	35.3%
		% of Total	2.0%	3.9%	2.0%	9.8%	.0%	17.6%	35.3%
	Total	Count	3	6	9	10	3	20	51
		% within Inform	5.9%	11.8%	17.6%	19.6%	5.9%	39.2%	100.0%
		% within AgeGr	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	5.9%	11.8%	17.6%	19.6%	5.9%	39.2%	100.0%

Community Fairs * Rate Efforts Cross tabulation

			Rate Efforts					Total
			1	2	3	4	5	
EfComFrs	1	Count	0	1	3	0	1	5
		% within EfComFrs	.0%	20.0%	60.0%	.0%	20.0%	100.0%
		% within RtEfforts	.0%	50.0%	20.0%	.0%	33.3%	14.7%
		% of Total	.0%	2.9%	8.8%	.0%	2.9%	14.7%
	2	Count	0	1	1	0	0	2
		% within EfComFrs	.0%	50.0%	50.0%	.0%	.0%	100.0%
		% within RtEfforts	.0%	50.0%	6.7%	.0%	.0%	5.9%
		% of Total	.0%	2.9%	2.9%	.0%	.0%	5.9%
	3	Count	0	0	3	4	0	7
		% within EfComFrs	.0%	.0%	42.9%	57.1%	.0%	100.0%
		% within RtEfforts	.0%	.0%	20.0%	30.8%	.0%	20.6%
		% of Total	.0%	.0%	8.8%	11.8%	.0%	20.6%
	4	Count	1	0	4	7	1	13
		% within EfComFrs	7.7%	.0%	30.8%	53.8%	7.7%	100.0%
		% within RtEfforts	100.0%	.0%	26.7%	53.8%	33.3%	38.2%
		% of Total	2.9%	.0%	11.8%	20.6%	2.9%	38.2%
	5	Count	0	0	4	2	1	7
		% within EfComFrs	.0%	.0%	57.1%	28.6%	14.3%	100.0%
		% within RtEfforts	.0%	.0%	26.7%	15.4%	33.3%	20.6%
		% of Total	.0%	.0%	11.8%	5.9%	2.9%	20.6%
Total	Count		1	2	15	13	3	34
	% within EfComFrs		2.9%	5.9%	44.1%	38.2%	8.8%	100.0%
	% within RtEfforts		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		2.9%	5.9%	44.1%	38.2%	8.8%	100.0%

Magazine Newspaper * Rate Efforts Cross tabulation

			Rate Efforts					Total
			1	2	3	4	5	
MagNews	2	Count	0	0	4	0	1	5
		% within MagNews	.0%	.0%	80.0%	.0%	20.0%	100.0%
		% within RtEfforts	.0%	.0%	26.7%	.0%	33.3%	14.7%
		% of Total	.0%	.0%	11.8%	.0%	2.9%	14.7%
	3	Count	0	2	7	6	1	16
		% within MagNews	.0%	12.5%	43.8%	37.5%	6.3%	100.0%
		% within RtEfforts	.0%	100.0%	46.7%	46.2%	33.3%	47.1%
		% of Total	.0%	5.9%	20.6%	17.6%	2.9%	47.1%
	4	Count	1	0	2	6	0	9
		% within MagNews	11.1%	.0%	22.2%	66.7%	.0%	100.0%
		% within RtEfforts	100.0%	.0%	13.3%	46.2%	.0%	26.5%
		% of Total	2.9%	.0%	5.9%	17.6%	.0%	26.5%
	5	Count	0	0	2	1	1	4
		% within MagNews	.0%	.0%	50.0%	25.0%	25.0%	100.0%
		% within RtEfforts	.0%	.0%	13.3%	7.7%	33.3%	11.8%
		% of Total	.0%	.0%	5.9%	2.9%	2.9%	11.8%
Total	Count		1	2	15	13	3	34
	% within MagNews		2.9%	5.9%	44.1%	38.2%	8.8%	100.0%
	% within RtEfforts		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		2.9%	5.9%	44.1%	38.2%	8.8%	100.0%

Mailers * Rate Efforts Cross tabulation

			Rate Efforts					Total
			1	2	3	4	5	
Mailers	1	Count	0	0	1	1	0	2
		% within Mailers	.0%	.0%	50.0%	50.0%	.0%	100.0%
		% within RtEfforts	.0%	.0%	7.1%	7.7%	.0%	6.1%
		% of Total	.0%	.0%	3.0%	3.0%	.0%	6.1%
	2	Count	0	1	4	3	1	9
		% within Mailers	.0%	11.1%	44.4%	33.3%	11.1%	100.0%
		% within RtEfforts	.0%	50.0%	28.6%	23.1%	33.3%	27.3%
		% of Total	.0%	3.0%	12.1%	9.1%	3.0%	27.3%
	3	Count	1	1	6	5	0	13
		% within Mailers	7.7%	7.7%	46.2%	38.5%	.0%	100.0%
		% within RtEfforts	100.0%	50.0%	42.9%	38.5%	.0%	39.4%
		% of Total	3.0%	3.0%	18.2%	15.2%	.0%	39.4%
	4	Count	0	0	2	4	1	7
		% within Mailers	.0%	.0%	28.6%	57.1%	14.3%	100.0%
		% within RtEfforts	.0%	.0%	14.3%	30.8%	33.3%	21.2%
		% of Total	.0%	.0%	6.1%	12.1%	3.0%	21.2%
	5	Count	0	0	1	0	1	2
		% within Mailers	.0%	.0%	50.0%	.0%	50.0%	100.0%
		% within RtEfforts	.0%	.0%	7.1%	.0%	33.3%	6.1%
		% of Total	.0%	.0%	3.0%	.0%	3.0%	6.1%
Total	Count		1	2	14	13	3	33
	% within Mailers		3.0%	6.1%	42.4%	39.4%	9.1%	100.0%
	% within RtEfforts		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		3.0%	6.1%	42.4%	39.4%	9.1%	100.0%

Radio Advertisements * Rate Efforts Cross tabulation

			Rate Efforts					Total
			1	2	3	4	5	
RdAdv	1	Count	0	1	3	3	1	8
		% within RdAdv	.0%	12.5%	37.5%	37.5%	12.5%	100.0%
		% within RtEfforts	.0%	100.0%	20.0%	23.1%	33.3%	24.2%
		% of Total	.0%	3.0%	9.1%	9.1%	3.0%	24.2%
	2	Count	0	0	5	2	0	7
		% within RdAdv	.0%	.0%	71.4%	28.6%	.0%	100.0%
		% within RtEfforts	.0%	.0%	33.3%	15.4%	.0%	21.2%
		% of Total	.0%	.0%	15.2%	6.1%	.0%	21.2%
	3	Count	1	0	2	6	2	11
		% within RdAdv	9.1%	.0%	18.2%	54.5%	18.2%	100.0%
		% within RtEfforts	100.0%	.0%	13.3%	46.2%	66.7%	33.3%
		% of Total	3.0%	.0%	6.1%	18.2%	6.1%	33.3%
	4	Count	0	0	3	1	0	4
		% within RdAdv	.0%	.0%	75.0%	25.0%	.0%	100.0%
		% within RtEfforts	.0%	.0%	20.0%	7.7%	.0%	12.1%
		% of Total	.0%	.0%	9.1%	3.0%	.0%	12.1%
	5	Count	0	0	2	1	0	3
		% within RdAdv	.0%	.0%	66.7%	33.3%	.0%	100.0%
		% within RtEfforts	.0%	.0%	13.3%	7.7%	.0%	9.1%
		% of Total	.0%	.0%	6.1%	3.0%	.0%	9.1%
	Total	Count	1	1	15	13	3	33
		% within RdAdv	3.0%	3.0%	45.5%	39.4%	9.1%	100.0%
		% within RtEfforts	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	3.0%	3.0%	45.5%	39.4%	9.1%	100.0%

School Website * Rate Efforts Cross tabulation

			Rate Efforts					Total
			1	2	3	4	5	
SchWeb	2	Count	0	0	1	0	1	2
		% within SchWeb	.0%	.0%	50.0%	.0%	50.0%	100.0%
		% within RtEfforts	.0%	.0%	6.7%	.0%	33.3%	5.9%
		% of Total	.0%	.0%	2.9%	.0%	2.9%	5.9%
	3	Count	1	1	3	2	1	8
		% within SchWeb	12.5%	12.5%	37.5%	25.0%	12.5%	100.0%
		% within RtEfforts	100.0%	50.0%	20.0%	15.4%	33.3%	23.5%
		% of Total	2.9%	2.9%	8.8%	5.9%	2.9%	23.5%
	4	Count	0	0	4	5	0	9
		% within SchWeb	.0%	.0%	44.4%	55.6%	.0%	100.0%
		% within RtEfforts	.0%	.0%	26.7%	38.5%	.0%	26.5%
		% of Total	.0%	.0%	11.8%	14.7%	.0%	26.5%
	5	Count	0	1	7	6	1	15
		% within SchWeb	.0%	6.7%	46.7%	40.0%	6.7%	100.0%
		% within RtEfforts	.0%	50.0%	46.7%	46.2%	33.3%	44.1%
		% of Total	.0%	2.9%	20.6%	17.6%	2.9%	44.1%
Total	Count		1	2	15	13	3	34
	% within SchWeb		2.9%	5.9%	44.1%	38.2%	8.8%	100.0%
	% within RtEfforts		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		2.9%	5.9%	44.1%	38.2%	8.8%	100.0%

Television Advertisements * Rate Efforts Cross tabulation

			Rate Efforts					Total
			1	2	3	4	5	
TeleAd	1	Count	0	1	4	3	2	10
		% within TeleAd	.0%	10.0%	40.0%	30.0%	20.0%	100.0%
		% within RtEfforts	.0%	100.0%	26.7%	25.0%	100.0%	32.3%
		% of Total	.0%	3.2%	12.9%	9.7%	6.5%	32.3%
	2	Count	1	0	5	0	0	6
		% within TeleAd	16.7%	.0%	83.3%	.0%	.0%	100.0%
		% within RtEfforts	100.0%	.0%	33.3%	.0%	.0%	19.4%
		% of Total	3.2%	.0%	16.1%	.0%	.0%	19.4%
	3	Count	0	0	3	4	0	7
		% within TeleAd	.0%	.0%	42.9%	57.1%	.0%	100.0%
		% within RtEfforts	.0%	.0%	20.0%	33.3%	.0%	22.6%
		% of Total	.0%	.0%	9.7%	12.9%	.0%	22.6%
	4	Count	0	0	1	2	0	3
		% within TeleAd	.0%	.0%	33.3%	66.7%	.0%	100.0%
		% within RtEfforts	.0%	.0%	6.7%	16.7%	.0%	9.7%
		% of Total	.0%	.0%	3.2%	6.5%	.0%	9.7%
	5	Count	0	0	2	3	0	5
		% within TeleAd	.0%	.0%	40.0%	60.0%	.0%	100.0%
		% within RtEfforts	.0%	.0%	13.3%	25.0%	.0%	16.1%
		% of Total	.0%	.0%	6.5%	9.7%	.0%	16.1%
Total	Count		1	1	15	12	2	31
	% within TeleAd		3.2%	3.2%	48.4%	38.7%	6.5%	100.0%
	% within RtEfforts		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		3.2%	3.2%	48.4%	38.7%	6.5%	100.0%

Word of Mouth * Rate Efforts Cross tabulation

			Rate Efforts					Total
			1	2	3	4	5	
WrdMth	1	Count	0	0	1	0	0	1
		% within WrdMth	.0%	.0%	100.0%	.0%	.0%	100.0%
		% within RtEfforts	.0%	.0%	6.7%	.0%	.0%	2.9%
		% of Total	.0%	.0%	2.9%	.0%	.0%	2.9%
	3	Count	0	0	1	1	0	2
		% within WrdMth	.0%	.0%	50.0%	50.0%	.0%	100.0%
		% within RtEfforts	.0%	.0%	6.7%	7.7%	.0%	5.9%
		% of Total	.0%	.0%	2.9%	2.9%	.0%	5.9%
	4	Count	0	0	3	4	2	9
		% within WrdMth	.0%	.0%	33.3%	44.4%	22.2%	100.0%
		% within RtEfforts	.0%	.0%	20.0%	30.8%	66.7%	26.5%
		% of Total	.0%	.0%	8.8%	11.8%	5.9%	26.5%
	5	Count	1	2	10	8	1	22
		% within WrdMth	4.5%	9.1%	45.5%	36.4%	4.5%	100.0%
		% within RtEfforts	100.0%	100.0%	66.7%	61.5%	33.3%	64.7%
		% of Total	2.9%	5.9%	29.4%	23.5%	2.9%	64.7%
Total	Count		1	2	15	13	3	34
	% within WrdMth		2.9%	5.9%	44.1%	38.2%	8.8%	100.0%
	% within RtEfforts		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		2.9%	5.9%	44.1%	38.2%	8.8%	100.0%

Community Fairs * Informed Cross tabulation

			Inform		Total
			yes	no	
EfComFrs	1	Count	5	0	5
		% within EfComFrs	100.0%	.0%	100.0%
		% within Inform	15.2%	.0%	9.6%
		% of Total	9.6%	.0%	9.6%
	2	Count	2	4	6
		% within EfComFrs	33.3%	66.7%	100.0%
		% within Inform	6.1%	21.1%	11.5%
		% of Total	3.8%	7.7%	11.5%
	3	Count	8	2	10
		% within EfComFrs	80.0%	20.0%	100.0%
		% within Inform	24.2%	10.5%	19.2%
		% of Total	15.4%	3.8%	19.2%
	4	Count	11	12	23
		% within EfComFrs	47.8%	52.2%	100.0%
		% within Inform	33.3%	63.2%	44.2%
		% of Total	21.2%	23.1%	44.2%
	5	Count	7	1	8
		% within EfComFrs	87.5%	12.5%	100.0%
		% within Inform	21.2%	5.3%	15.4%
		% of Total	13.5%	1.9%	15.4%
Total	Count		33	19	52
	% within EfComFrs		63.5%	36.5%	100.0%
	% within Inform		100.0%	100.0%	100.0%
	% of Total		63.5%	36.5%	100.0%

Magazine/Newspaper * Informed Cross tabulation

			Inform		Total
			yes	no	
MagNews	1	Count	0	3	3
		% within MagNews	.0%	100.0%	100.0%
		% within Inform	.0%	15.8%	5.8%
		% of Total	.0%	5.8%	5.8%
	2	Count	5	1	6
		% within MagNews	83.3%	16.7%	100.0%
		% within Inform	15.2%	5.3%	11.5%
		% of Total	9.6%	1.9%	11.5%
	3	Count	16	7	23
		% within MagNews	69.6%	30.4%	100.0%
		% within Inform	48.5%	36.8%	44.2%
		% of Total	30.8%	13.5%	44.2%
	4	Count	8	6	14
		% within MagNews	57.1%	42.9%	100.0%
		% within Inform	24.2%	31.6%	26.9%
		% of Total	15.4%	11.5%	26.9%
	5	Count	4	2	6
		% within MagNews	66.7%	33.3%	100.0%
		% within Inform	12.1%	10.5%	11.5%
		% of Total	7.7%	3.8%	11.5%
Total	Count		33	19	52
	% within MagNews		63.5%	36.5%	100.0%
	% within Inform		100.0%	100.0%	100.0%
	% of Total		63.5%	36.5%	100.0%

Mailers * Informed Cross tabulation

			Inform		Total
			yes	no	
Mailers	1	Count	1	3	4
		% within Mailers	25.0%	75.0%	100.0%
		% within Inform	3.1%	15.8%	7.8%
		% of Total	2.0%	5.9%	7.8%
	2	Count	9	5	14
		% within Mailers	64.3%	35.7%	100.0%
		% within Inform	28.1%	26.3%	27.5%
		% of Total	17.6%	9.8%	27.5%
	3	Count	12	4	16
		% within Mailers	75.0%	25.0%	100.0%
		% within Inform	37.5%	21.1%	31.4%
		% of Total	23.5%	7.8%	31.4%
	4	Count	8	6	14
		% within Mailers	57.1%	42.9%	100.0%
		% within Inform	25.0%	31.6%	27.5%
		% of Total	15.7%	11.8%	27.5%
	5	Count	2	1	3
		% within Mailers	66.7%	33.3%	100.0%
		% within Inform	6.3%	5.3%	5.9%
		% of Total	3.9%	2.0%	5.9%
Total	Count		32	19	51
	% within Mailers		62.7%	37.3%	100.0%
	% within Inform		100.0%	100.0%	100.0%
	% of Total		62.7%	37.3%	100.0%

Radio Advertisement * Informed Cross tabulation

			Inform		Total
			yes	no	
RdAdv	1	Count	9	6	15
		% within RdAdv	60.0%	40.0%	100.0%
		% within Inform	28.1%	31.6%	29.4%
		% of Total	17.6%	11.8%	29.4%
	2	Count	6	5	11
		% within RdAdv	54.5%	45.5%	100.0%
		% within Inform	18.8%	26.3%	21.6%
		% of Total	11.8%	9.8%	21.6%
	3	Count	10	7	17
		% within RdAdv	58.8%	41.2%	100.0%
		% within Inform	31.3%	36.8%	33.3%
		% of Total	19.6%	13.7%	33.3%
	4	Count	4	1	5
		% within RdAdv	80.0%	20.0%	100.0%
		% within Inform	12.5%	5.3%	9.8%
		% of Total	7.8%	2.0%	9.8%
	5	Count	3	0	3
		% within RdAdv	100.0%	.0%	100.0%
		% within Inform	9.4%	.0%	5.9%
		% of Total	5.9%	.0%	5.9%
Total	Count		32	19	51
	% within RdAdv		62.7%	37.3%	100.0%
	% within Inform		100.0%	100.0%	100.0%
	% of Total		62.7%	37.3%	100.0%

School Website * Inform Cross tabulation

			Inform		Total
			yes	no	
SchWeb	2	Count	2	1	3
		% within SchWeb	66.7%	33.3%	100.0%
		% within Inform	6.1%	5.3%	5.8%
		% of Total	3.8%	1.9%	5.8%
	3	Count	7	7	14
		% within SchWeb	50.0%	50.0%	100.0%
		% within Inform	21.2%	36.8%	26.9%
		% of Total	13.5%	13.5%	26.9%
	4	Count	10	9	19
		% within SchWeb	52.6%	47.4%	100.0%
		% within Inform	30.3%	47.4%	36.5%
		% of Total	19.2%	17.3%	36.5%
	5	Count	14	2	16
		% within SchWeb	87.5%	12.5%	100.0%
		% within Inform	42.4%	10.5%	30.8%
		% of Total	26.9%	3.8%	30.8%
Total	Count		33	19	52
	% within SchWeb		63.5%	36.5%	100.0%
	% within Inform		100.0%	100.0%	100.0%
	% of Total		63.5%	36.5%	100.0%

Television Advertisement * Informed Cross tabulation

			Inform		Total
			yes	no	
TeleAd	1	Count	10	8	18
		% within TeleAd	55.6%	44.4%	100.0%
		% within Inform	33.3%	42.1%	36.7%
		% of Total	20.4%	16.3%	36.7%
	2	Count	5	5	10
		% within TeleAd	50.0%	50.0%	100.0%
		% within Inform	16.7%	26.3%	20.4%
		% of Total	10.2%	10.2%	20.4%
	3	Count	7	3	10
		% within TeleAd	70.0%	30.0%	100.0%
		% within Inform	23.3%	15.8%	20.4%
		% of Total	14.3%	6.1%	20.4%
	4	Count	3	2	5
		% within TeleAd	60.0%	40.0%	100.0%
		% within Inform	10.0%	10.5%	10.2%
		% of Total	6.1%	4.1%	10.2%
5	Count	5	1	6	
	% within TeleAd	83.3%	16.7%	100.0%	
	% within Inform	16.7%	5.3%	12.2%	
	% of Total	10.2%	2.0%	12.2%	
Total	Count	30	19	49	
	% within TeleAd	61.2%	38.8%	100.0%	
	% within Inform	100.0%	100.0%	100.0%	
	% of Total	61.2%	38.8%	100.0%	

Word of Mouth * Inform Cross tabulation

			Inform		Total
			yes	no	
WrdMth	1	Count	1	0	1
		% within WrdMth	100.0%	.0%	100.0%
		% within Inform	3.0%	.0%	1.9%
		% of Total	1.9%	.0%	1.9%
	3	Count	2	2	4
		% within WrdMth	50.0%	50.0%	100.0%
		% within Inform	6.1%	10.5%	7.7%
		% of Total	3.8%	3.8%	7.7%
	4	Count	9	5	14
		% within WrdMth	64.3%	35.7%	100.0%
		% within Inform	27.3%	26.3%	26.9%
		% of Total	17.3%	9.6%	26.9%
	5	Count	21	12	33
		% within WrdMth	63.6%	36.4%	100.0%
		% within Inform	63.6%	63.2%	63.5%
		% of Total	40.4%	23.1%	63.5%
Total	Count		33	19	52
	% within WrdMth		63.5%	36.5%	100.0%
	% within Inform		100.0%	100.0%	100.0%
	% of Total		63.5%	36.5%	100.0%

Community Fairs * School Involvement Cross tabulation

			School Involvement					Total
			1	2	3	4	5	
EfComFrs	1	Count	0	1	3	1	0	5
		% within EfComFrs	.0%	20.0%	60.0%	20.0%	.0%	100.0%
		% within SchInvol	.0%	14.3%	13.6%	20.0%	.0%	12.8%
		% of Total	.0%	2.6%	7.7%	2.6%	.0%	12.8%
	2	Count	2	1	1	0	0	4
		% within EfComFrs	50.0%	25.0%	25.0%	.0%	.0%	100.0%
		% within SchInvol	50.0%	14.3%	4.5%	.0%	.0%	10.3%
		% of Total	5.1%	2.6%	2.6%	.0%	.0%	10.3%
	3	Count	1	2	5	2	0	10
		% within EfComFrs	10.0%	20.0%	50.0%	20.0%	.0%	100.0%
		% within SchInvol	25.0%	28.6%	22.7%	40.0%	.0%	25.6%
		% of Total	2.6%	5.1%	12.8%	5.1%	.0%	25.6%
	4	Count	0	3	8	2	1	14
		% within EfComFrs	.0%	21.4%	57.1%	14.3%	7.1%	100.0%
		% within SchInvol	.0%	42.9%	36.4%	40.0%	100.0%	35.9%
		% of Total	.0%	7.7%	20.5%	5.1%	2.6%	35.9%
Total	5	Count	1	0	5	0	0	6
		% within EfComFrs	16.7%	.0%	83.3%	.0%	.0%	100.0%
		% within SchInvol	25.0%	.0%	22.7%	.0%	.0%	15.4%
		% of Total	2.6%	.0%	12.8%	.0%	.0%	15.4%
Total		Count	4	7	22	5	1	39
		% within EfComFrs	10.3%	17.9%	56.4%	12.8%	2.6%	100.0%
		% within SchInvol	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	10.3%	17.9%	56.4%	12.8%	2.6%	100.0%

Magazine/Newspaper * School Involvement Cross tabulation

			School Involvement					Total
			1	2	3	4	5	
MagNews	1	Count	1	1	0	0	0	2
		% within MagNews	50.0%	50.0%	.0%	.0%	.0%	100.0%
		% within SchInvol	25.0%	14.3%	.0%	.0%	.0%	5.1%
		% of Total	2.6%	2.6%	.0%	.0%	.0%	5.1%
	2	Count	0	1	3	1	0	5
		% within MagNews	.0%	20.0%	60.0%	20.0%	.0%	100.0%
		% within SchInvol	.0%	14.3%	13.6%	20.0%	.0%	12.8%
		% of Total	.0%	2.6%	7.7%	2.6%	.0%	12.8%
	3	Count	2	5	11	1	0	19
		% within MagNews	10.5%	26.3%	57.9%	5.3%	.0%	100.0%
		% within SchInvol	50.0%	71.4%	50.0%	20.0%	.0%	48.7%
		% of Total	5.1%	12.8%	28.2%	2.6%	.0%	48.7%
	4	Count	0	0	6	3	0	9
		% within MagNews	.0%	.0%	66.7%	33.3%	.0%	100.0%
		% within SchInvol	.0%	.0%	27.3%	60.0%	.0%	23.1%
		% of Total	.0%	.0%	15.4%	7.7%	.0%	23.1%
	5	Count	1	0	2	0	1	4
		% within MagNews	25.0%	.0%	50.0%	.0%	25.0%	100.0%
		% within SchInvol	25.0%	.0%	9.1%	.0%	100.0%	10.3%
		% of Total	2.6%	.0%	5.1%	.0%	2.6%	10.3%
Total	Count		4	7	22	5	1	39
	% within MagNews		10.3%	17.9%	56.4%	12.8%	2.6%	100.0%
	% within SchInvol		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		10.3%	17.9%	56.4%	12.8%	2.6%	100.0%

Mailers * School Involvement Cross tabulation

			School Involvement					Total
			1	2	3	4	5	
Mailers	1	Count	1	1	0	0	0	2
		% within Mailers	50.0%	50.0%	.0%	.0%	.0%	100.0%
		% within SchInvol	25.0%	14.3%	.0%	.0%	.0%	5.3%
		% of Total	2.6%	2.6%	.0%	.0%	.0%	5.3%
	2	Count	2	4	6	1	0	13
		% within Mailers	15.4%	30.8%	46.2%	7.7%	.0%	100.0%
		% within SchInvol	50.0%	57.1%	28.6%	20.0%	.0%	34.2%
		% of Total	5.3%	10.5%	15.8%	2.6%	.0%	34.2%
	3	Count	1	1	9	2	0	13
		% within Mailers	7.7%	7.7%	69.2%	15.4%	.0%	100.0%
		% within SchInvol	25.0%	14.3%	42.9%	40.0%	.0%	34.2%
		% of Total	2.6%	2.6%	23.7%	5.3%	.0%	34.2%
	4	Count	0	1	5	2	0	8
		% within Mailers	.0%	12.5%	62.5%	25.0%	.0%	100.0%
		% within SchInvol	.0%	14.3%	23.8%	40.0%	.0%	21.1%
		% of Total	.0%	2.6%	13.2%	5.3%	.0%	21.1%
	5	Count	0	0	1	0	1	2
		% within Mailers	.0%	.0%	50.0%	.0%	50.0%	100.0%
		% within SchInvol	.0%	.0%	4.8%	.0%	100.0%	5.3%
		% of Total	.0%	.0%	2.6%	.0%	2.6%	5.3%
Total	Count		4	7	21	5	1	38
	% within Mailers		10.5%	18.4%	55.3%	13.2%	2.6%	100.0%
	% within SchInvol		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		10.5%	18.4%	55.3%	13.2%	2.6%	100.0%

Radio Advertisement * School Involvement Cross tabulation

			School Involvement					Total
			1	2	3	4	5	
RdAdv	1	Count	2	5	6	0	0	13
		% within RdAdv	15.4%	38.5%	46.2%	.0%	.0%	100.0%
		% within SchInvol	66.7%	71.4%	27.3%	.0%	.0%	34.2%
		% of Total	5.3%	13.2%	15.8%	.0%	.0%	34.2%
	2	Count	1	1	5	0	0	7
		% within RdAdv	14.3%	14.3%	71.4%	.0%	.0%	100.0%
		% within SchInvol	33.3%	14.3%	22.7%	.0%	.0%	18.4%
		% of Total	2.6%	2.6%	13.2%	.0%	.0%	18.4%
	3	Count	0	1	5	4	1	11
		% within RdAdv	.0%	9.1%	45.5%	36.4%	9.1%	100.0%
		% within SchInvol	.0%	14.3%	22.7%	80.0%	100.0%	28.9%
		% of Total	.0%	2.6%	13.2%	10.5%	2.6%	28.9%
	4	Count	0	0	3	1	0	4
		% within RdAdv	.0%	.0%	75.0%	25.0%	.0%	100.0%
		% within SchInvol	.0%	.0%	13.6%	20.0%	.0%	10.5%
		% of Total	.0%	.0%	7.9%	2.6%	.0%	10.5%
	5	Count	0	0	3	0	0	3
		% within RdAdv	.0%	.0%	100.0%	.0%	.0%	100.0%
		% within SchInvol	.0%	.0%	13.6%	.0%	.0%	7.9%
		% of Total	.0%	.0%	7.9%	.0%	.0%	7.9%
Total	Count		3	7	22	5	1	38
	% within RdAdv		7.9%	18.4%	57.9%	13.2%	2.6%	100.0%
	% within SchInvol		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		7.9%	18.4%	57.9%	13.2%	2.6%	100.0%

School Website * School Involvement Cross tabulation

			School Involvement					Total
			1	2	3	4	5	
SchWeb	2	Count	0	1	1	0	0	2
		% within SchWeb	.0%	50.0%	50.0%	.0%	.0%	100.0%
		% within SchInvol	.0%	14.3%	4.5%	.0%	.0%	5.1%
		% of Total	.0%	2.6%	2.6%	.0%	.0%	5.1%
	3	Count	1	2	6	2	0	11
		% within SchWeb	9.1%	18.2%	54.5%	18.2%	.0%	100.0%
		% within SchInvol	25.0%	28.6%	27.3%	40.0%	.0%	28.2%
		% of Total	2.6%	5.1%	15.4%	5.1%	.0%	28.2%
	4	Count	1	2	9	1	0	13
		% within SchWeb	7.7%	15.4%	69.2%	7.7%	.0%	100.0%
		% within SchInvol	25.0%	28.6%	40.9%	20.0%	.0%	33.3%
		% of Total	2.6%	5.1%	23.1%	2.6%	.0%	33.3%
	5	Count	2	2	6	2	1	13
		% within SchWeb	15.4%	15.4%	46.2%	15.4%	7.7%	100.0%
		% within SchInvol	50.0%	28.6%	27.3%	40.0%	100.0%	33.3%
		% of Total	5.1%	5.1%	15.4%	5.1%	2.6%	33.3%
Total	Count		4	7	22	5	1	39
	% within SchWeb		10.3%	17.9%	56.4%	12.8%	2.6%	100.0%
	% within SchInvol		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		10.3%	17.9%	56.4%	12.8%	2.6%	100.0%

Television Advertisement * School Involvement Cross tabulation

			School Involvement				Total
			1	2	3	4	
TeleAd	1	Count	2	5	8	1	16
		% within TeleAd	12.5%	31.3%	50.0%	6.3%	100.0%
		% within SchInvol	66.7%	71.4%	38.1%	20.0%	44.4%
		% of Total	5.6%	13.9%	22.2%	2.8%	44.4%
	2	Count	0	1	4	1	6
		% within TeleAd	.0%	16.7%	66.7%	16.7%	100.0%
		% within SchInvol	.0%	14.3%	19.0%	20.0%	16.7%
		% of Total	.0%	2.8%	11.1%	2.8%	16.7%
	3	Count	0	1	4	1	6
		% within TeleAd	.0%	16.7%	66.7%	16.7%	100.0%
		% within SchInvol	.0%	14.3%	19.0%	20.0%	16.7%
		% of Total	.0%	2.8%	11.1%	2.8%	16.7%
	4	Count	1	0	1	1	3
		% within TeleAd	33.3%	.0%	33.3%	33.3%	100.0%
		% within SchInvol	33.3%	.0%	4.8%	20.0%	8.3%
		% of Total	2.8%	.0%	2.8%	2.8%	8.3%
	5	Count	0	0	4	1	5
		% within TeleAd	.0%	.0%	80.0%	20.0%	100.0%
		% within SchInvol	.0%	.0%	19.0%	20.0%	13.9%
		% of Total	.0%	.0%	11.1%	2.8%	13.9%
Total	Count		3	7	21	5	36
	% within TeleAd		8.3%	19.4%	58.3%	13.9%	100.0%
	% within SchInvol		100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		8.3%	19.4%	58.3%	13.9%	100.0%

Word of Mouth * School Involvement Cross tabulation

			School Involvement					Total
			1	2	3	4	5	
WrdMth	1	Count	0	0	0	1	0	1
		% within WrdMth	.0%	.0%	.0%	100.0%	.0%	100.0%
		% within SchInvol	.0%	.0%	.0%	20.0%	.0%	2.6%
		% of Total	.0%	.0%	.0%	2.6%	.0%	2.6%
	3	Count	0	1	2	0	0	3
		% within WrdMth	.0%	33.3%	66.7%	.0%	.0%	100.0%
		% within SchInvol	.0%	14.3%	9.1%	.0%	.0%	7.7%
		% of Total	.0%	2.6%	5.1%	.0%	.0%	7.7%
	4	Count	1	2	7	1	0	11
		% within WrdMth	9.1%	18.2%	63.6%	9.1%	.0%	100.0%
		% within SchInvol	25.0%	28.6%	31.8%	20.0%	.0%	28.2%
		% of Total	2.6%	5.1%	17.9%	2.6%	.0%	28.2%
	5	Count	3	4	13	3	1	24
		% within WrdMth	12.5%	16.7%	54.2%	12.5%	4.2%	100.0%
		% within SchInvol	75.0%	57.1%	59.1%	60.0%	100.0%	61.5%
		% of Total	7.7%	10.3%	33.3%	7.7%	2.6%	61.5%
Total	Count		4	7	22	5	1	39
	% within WrdMth		10.3%	17.9%	56.4%	12.8%	2.6%	100.0%
	% within SchInvol		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		10.3%	17.9%	56.4%	12.8%	2.6%	100.0%

Community Fairs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	9.4	9.4	9.4
	2	6	11.3	11.3	20.8
	3	10	18.9	18.9	39.6
	4	24	45.3	45.3	84.9
	5	8	15.1	15.1	100.0
	Total	53	100.0	100.0	

Magazine/Newspaper

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	5.7	5.7	5.7
	2	6	11.3	11.3	17.0
	3	23	43.4	43.4	60.4
	4	15	28.3	28.3	88.7
	5	6	11.3	11.3	100.0
	Total	53	100.0	100.0	

Mailers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	9.4	9.6	9.6
	2	14	26.4	26.9	36.5
	3	16	30.2	30.8	67.3
	4	14	26.4	26.9	94.2
	5	3	5.7	5.8	100.0
	Total	52	98.1	100.0	
Missing	System	1	1.9		
Total		53	100.0		

Radio Ad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	28.3	28.8	28.8
	2	12	22.6	23.1	51.9
	3	17	32.1	32.7	84.6
	4	5	9.4	9.6	94.2
	5	3	5.7	5.8	100.0
	Total	52	98.1	100.0	
Missing	System	1	1.9		
Total		53	100.0		

School Website

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	5.7	5.7	5.7
	3	14	26.4	26.4	32.1
	4	19	35.8	35.8	67.9
	5	17	32.1	32.1	100.0
	Total	53	100.0	100.0	

Television Ad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	34.0	36.7	36.7
	2	10	18.9	20.4	57.1
	3	10	18.9	20.4	77.6
	4	5	9.4	10.2	87.8
	5	6	11.3	12.2	100.0
	Total	49	92.5	100.0	
Missing	System	4	7.5		
Total		53	100.0		

Word of Mouth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.9	1.9	1.9
	3	4	7.5	7.5	9.4
	4	14	26.4	26.4	35.8
	5	34	64.2	64.2	100.0
	Total	53	100.0	100.0	

Informed about Outreach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	33	62.3	63.5	63.5
	no	19	35.8	36.5	100.0
	Total	52	98.1	100.0	
Missing	System	1	1.9		
Total		53	100.0		

Rate Efforts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.9	2.9	2.9
	2	2	3.8	5.9	8.8
	3	15	28.3	44.1	52.9
	4	13	24.5	38.2	91.2
	5	3	5.7	8.8	100.0
	Total	34	64.2	100.0	
Missing	System	19	35.8		
Total		53	100.0		

School Involvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	7.5	10.3	10.3
	2	7	13.2	17.9	28.2
	3	22	41.5	56.4	84.6
	4	5	9.4	12.8	97.4
	5	1	1.9	2.6	100.0
	Total	39	73.6	100.0	
Missing	System	14	26.4		
Total		53	100.0		

You Promote School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not much	11	20.8	22.0	22.0
	Somewhat	26	49.1	52.0	74.0
	Very much	13	24.5	26.0	100.0
	Total	50	94.3	100.0	
Missing	System	3	5.7		
Total		53	100.0		

Age Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14-21	3	5.7	5.8	5.8
	22-34	6	11.3	11.5	17.3
	35-44	9	17.0	17.3	34.6
	45-54	10	18.9	19.2	53.8
	55-64	3	5.7	5.8	59.6
	65+	21	39.6	40.4	100.0
	Total	52	98.1	100.0	
Missing	System	1	1.9		
Total		53	100.0		

Qualitative Data- Comment Sections

1. Website is key. Parents use the Internet for everything.

We have the radio station in Waukegan, reach out to touching communities- Mundelein, Green Oaks!

It seems the school is more worried about money, instead of the Christian values our school can offer.

I think we do a great job with our presence at the local festivals and taking advantage of the military bases. Our new sign and playground should see a positive R.O.I.

Have an activity for community or charity and see that it gets in the newspaper. Satisfied customers are always most effective in drawing others to what they like.

Things that promote word-of-mouth are most effective. Push people to put up a few brochures at their work next to or with pictures of their children. Keep coming up with new bumper stickers, magnets, and yard signs with our name and website.

Word of mouth and website are the best way to show and communicate our school. Experience with the school is what people want to hear about. Mailer seem to get thrown out unless extremely catchy. Have to be consistent with Newspapers to people realize they are seeing us in them consistently.

Advertise in local newspapers. Example : Mundelein Review

Covers too large an area.

I rate television high because of the visual impression, but it may be cost prohibitive. Newspapers are high because they plant a story, and word-of-mouth is an endorsement. A website is really good if something tells you to go there.

Targeted advertisement in the local area to people who recently moved and visibility at local events, especially when we are providing a service, are good ways to promote what we have here at St. John.

Mailers...takes many contacts.

Manned the booth at Grayslake Days-not one person came over, not one question!

Real estate offices and doctor's offices.

Radio Advertisements – need large budget we can't afford. School website is effective if well done. Television advertisements need a huge budget that we can't afford.

2. I know some of the past efforts, but have no knowledge of the strategy going forward.

Somewhat. Only what we hear in church or read in the monthly newsletter.

Need to put flyers or poster in stores in Libertyville, Mundelein, Vernon Hills, and Grayslake.

3. Free before and after school care. Be caring. Others do this to get people in, show love.

St. Johns is in Libertyville, yet St. John is not present at all the town events/school events. For example Homecoming parade, principal reading night at the library, making lunches for PADS just to name a few.

I think presence at Libertyville and surrounding villages' activities (parades, booth, etc) are helpful.

I think our position on a busy intersection is our best out-reach- featured articles in a local newspaper would be good, but it seems hard to achieve.

The activities in the summer are great. Are there any private school fairs that we could be represented at during the school year?
Sees all we do are summer fairs with little involvement from parents/parishioners. I have not seen any.

4. I think sometimes we hesitate to join other groups- we always have to lead. If we aren't seen in the community as showing our love, how will they find us?

I feel that if our school is involved in the community it would be nice to hear about it.

Enrollment is up, something must be working!

Parade Float, Summer fairs (booth), VBS- signs in some stores.

Libertyville Days combined with our Vacation Bible School.

Advertise in newspapers.

Concentrate on those looking for a church home. We should not be a “Christian School” for members of other churches (I mean other denominations – not other WELS churches) who have no school or those who want a “private school” and have no interest in religion.

Actually don’t know.

I would like to see St. John get involved with local community activities. Doing clean-up work at a park, food drives to benefit a local pantry, serving meals at PADS, etc. are all ways we can teach our children the value of service. At the same time there are parents out there who are looking to find a school that promotes community service. Not that self-promotion is our goal, but the local PR is a benefit that can be gained when we are visible within the community.

In September it was good – the picnic.

I do not know – my children do not attend.

5. Don’t know many parents of school-age children anymore.

God’s Word reminded in us every day is a great thing and we want and need it.

I always let parents know what St. John is able to offer their children when they are looking outside the public school system, although some parents are skeptical of sending their kids to a school that isn’t their beliefs.

Talk to co-workers and friends about enrolling their children at St. Johns and about the importance of Christian education.

Compared to schools like the large kindergarten in Gurnee (Woodlawn?) we value the smaller class size and the mixture and help from the older students with the younger. Naturally the influence of religion is the biggest prize!

We have signs in our yard, we tell parents about St. John whenever the opportunity arises. We tell people why our son is at St. John and how pleased we are due to the uniqueness of the situation and environment.

Live over ten miles from the school so convincing someone to attend would probably be difficult.

I don't often have occasion to converse with the parents of school age children.

Stickers on our van and signs out in front of our house, newspaper especially community news would help.

I don't know any school-aged kids/families.

I don't have contact with families with school age children except through our church/school.

Talk to my friends.

When there is a situation involving a child's educational opportunities, I mention St. John in that type of conversation.

We are proud of our school and teachers and DO tell non-members who may not be aware of this exceptional one-on-one teaching.

Having had children who completed their education at St. John I am a huge proponent of St. John as well as Christian education. I know the question pertains to parents outside the church, but I can't help feel that if more parents within the church sent their children to St. John we would have more internal voices beating the drum promoting what we have to offer. The challenge for us is to find a way to convey the value of what St. John has to offer to parents who may not feel that Christian education is a must for their child.

Convinced one family to send their child to St. John's...already working on several more.

When the opportunity arises I do promote and talk about our school to others.

I do not know many people with school aged children.

6. Participation in community events. Share stories of the significance and impact St. John has/had in a student's life. Help St. John members who do not have children in the school to see the importance of a Christian education to involve them in the outreach to our community. Invite the community into the school.

Find ways to utilize our location and be more visible- garage sale to support- food pantry, or veterans, car wash.

Keep us with the parades, fairs, etc. Maybe we can sponsor a kids' sports team? An adult softball team?

Before and after school free. Script, I really liked how the man from Shoreland stated how Scrip can do to pay for your schooling.

The school should hold open houses to let people see what St. John has to offer.

Can have a picnic in the parking lot after the school is done (for summer) with rides and food for the community. It will give a chance to share the school's vision and the church. A free will offering envelop can be passed out to school and church families to raise funds for the picnic outreach.

Help with supporting the community. Have a tent at Gurnee, Libertyville...days.

Have brochures at local preschools to promote our upper grades.

Do we have a community open house for the school and church on the same day/nite?

Be more involve with community events, other than Libertyville Day. The fair draws in people from outside Libertyville and it does not show what the school has to offer or what type of students we have at school.

Continue what we are doing.

The booths we have for Libertyville Days and Mundelein Days are about the best-also the County Fair in July.

Every week community news Libertyville, Mundelein. Passing out literature door to door.

I think our target audiences need to be areas which don't have strong public schools. Many people are unwilling to pay private school tuition when they pay very high property taxes for the public district they live in. Others, who are more informed on the level at which their public district educates (or in some cases – doesn't educate) are going to be more open to private school. They are going to be looking (shopping) for the BEST education at the BEST price.

Have open houses during registration. Do bake sales, car washes, etc. Do community service projects. Continue the parade float, live nativity.

Limit the school to 5 or 6 grades – Preschool & Kindergarten.

Please don't forget the community right under your nose – our members who don't use our school. Consider removing any barriers that keep them away – cost? Transportation? Other?

The Libertyville Days parade, community mailers, and signage in front of the church have been used in the past, but I don't know about their effectiveness. My guess is that the church sign is the most effective as well as the new playground. If you want to make an impact, my thought is that a charitable school project (e.g. helping seniors, disease support, etc.) will give the school a noteworthy community presence.

Word of mouth is the most effective. Likely by parents who appreciate the value of St. John, and experience it through their children's involvement.

The school does participate with a very nice "float" in Parades of the community.

Internet, Blogs, website.

Service projects.

Having a presence at any Community Event where children are present.

Mailers, open house, updated website.

Try to have pamphlets in realty and doctor's offices.

Descriptive Statistics for the School Outreach Survey

	N	Minimum	Maximum	Mean	Std. Deviation
EfComFrs	53	1	5	3.45	1.170
MagNews	53	1	5	3.28	1.007
Mailers	52	1	5	2.92	1.082
RdAdv	52	1	5	2.40	1.176
SchWeb	53	2	5	3.94	.908
TeleAd	49	1	5	2.41	1.398
WrdMth	53	1	5	4.51	.800
RtEfforts	34	1	5	3.44	.860
SchInvol	39	1	5	2.79	.894
Valid N (listwise)	29				

School Ministry Survey Results**Academics * Current Attendance Cross tabulation**

			Current Attendance		Total
			Yes	No	
Academ	1	Count	1	0	1
		% within Academ	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	4	Count	4	1	5
		% within Academ	80.0%	20.0%	100.0%
		% within CurrAttnd	26.7%	33.3%	27.8%
		% of Total	22.2%	5.6%	27.8%
	5	Count	10	2	12
		% within Academ	83.3%	16.7%	100.0%
		% within CurrAttnd	66.7%	66.7%	66.7%
		% of Total	55.6%	11.1%	66.7%
Total	Count		15	3	18
	% within Academ		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Available Technology * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
AvaTech	2	Count	2	0	2
		% within AvaTech	100.0%	.0%	100.0%
		% within CurrAttnd	13.3%	.0%	11.1%
		% of Total	11.1%	.0%	11.1%
	3	Count	2	0	2
		% within AvaTech	100.0%	.0%	100.0%
		% within CurrAttnd	13.3%	.0%	11.1%
		% of Total	11.1%	.0%	11.1%
	4	Count	6	2	8
		% within AvaTech	75.0%	25.0%	100.0%
		% within CurrAttnd	40.0%	66.7%	44.4%
		% of Total	33.3%	11.1%	44.4%
	5	Count	5	1	6
		% within AvaTech	83.3%	16.7%	100.0%
		% within CurrAttnd	33.3%	33.3%	33.3%
		% of Total	27.8%	5.6%	33.3%
Total	Count		15	3	18
	% within AvaTech		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Before After School * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
BeAfSch	1	Count	1	1	2
		% within BeAfSch	50.0%	50.0%	100.0%
		% within CurrAttn	6.7%	33.3%	11.1%
		% of Total	5.6%	5.6%	11.1%
	2	Count	2	0	2
		% within BeAfSch	100.0%	.0%	100.0%
		% within CurrAttn	13.3%	.0%	11.1%
		% of Total	11.1%	.0%	11.1%
	3	Count	5	0	5
		% within BeAfSch	100.0%	.0%	100.0%
		% within CurrAttn	33.3%	.0%	27.8%
		% of Total	27.8%	.0%	27.8%
	4	Count	4	1	5
		% within BeAfSch	80.0%	20.0%	100.0%
		% within CurrAttn	26.7%	33.3%	27.8%
		% of Total	22.2%	5.6%	27.8%
	5	Count	3	1	4
		% within BeAfSch	75.0%	25.0%	100.0%
		% within CurrAttn	20.0%	33.3%	22.2%
		% of Total	16.7%	5.6%	22.2%
Total	Count		15	3	18
	% within BeAfSch		83.3%	16.7%	100.0%
	% within CurrAttn		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Christian Education * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
ChrEd	3	Count	1	0	1
		% within ChrEd	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	4	Count	2	0	2
		% within ChrEd	100.0%	.0%	100.0%
		% within CurrAttnd	13.3%	.0%	11.1%
		% of Total	11.1%	.0%	11.1%
	5	Count	12	3	15
		% within ChrEd	80.0%	20.0%	100.0%
		% within CurrAttnd	80.0%	100.0%	83.3%
		% of Total	66.7%	16.7%	83.3%
Total		Count	15	3	18
		% within ChrEd	83.3%	16.7%	100.0%
		% within CurrAttnd	100.0%	100.0%	100.0%
		% of Total	83.3%	16.7%	100.0%

Class Size * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
ClassSize	2	Count	1	0	1
		% within ClassSize	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	3	Count	1	0	1
		% within ClassSize	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	4	Count	6	2	8
		% within ClassSize	75.0%	25.0%	100.0%
		% within CurrAttnd	40.0%	66.7%	44.4%
		% of Total	33.3%	11.1%	44.4%
	5	Count	7	1	8
% within ClassSize		87.5%	12.5%	100.0%	
% within CurrAttnd		46.7%	33.3%	44.4%	
% of Total		38.9%	5.6%	44.4%	
Total	Count	15	3	18	
	% within ClassSize	83.3%	16.7%	100.0%	
	% within CurrAttnd	100.0%	100.0%	100.0%	
	% of Total	83.3%	16.7%	100.0%	

Distance * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
Distance	2	Count	2	0	2
		% within Distance	100.0%	.0%	100.0%
		% within CurrAttn	13.3%	.0%	11.1%
		% of Total	11.1%	.0%	11.1%
	3	Count	8	0	8
		% within Distance	100.0%	.0%	100.0%
		% within CurrAttn	53.3%	.0%	44.4%
		% of Total	44.4%	.0%	44.4%
	4	Count	4	1	5
		% within Distance	80.0%	20.0%	100.0%
		% within CurrAttn	26.7%	33.3%	27.8%
		% of Total	22.2%	5.6%	27.8%
	5	Count	1	2	3
		% within Distance	33.3%	66.7%	100.0%
		% within CurrAttn	6.7%	66.7%	16.7%
		% of Total	5.6%	11.1%	16.7%
Total	Count		15	3	18
	% within Distance		83.3%	16.7%	100.0%
	% within CurrAttn		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Ease of Making Friends * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
EasFrnds	1	Count	1	0	1
		% within EasFrnds	100.0%	.0%	100.0%
		% within CurrAttn	7.1%	.0%	5.9%
		% of Total	5.9%	.0%	5.9%
	2	Count	4	0	4
		% within EasFrnds	100.0%	.0%	100.0%
		% within CurrAttn	28.6%	.0%	23.5%
		% of Total	23.5%	.0%	23.5%
	3	Count	6	1	7
		% within EasFrnds	85.7%	14.3%	100.0%
		% within CurrAttn	42.9%	33.3%	41.2%
		% of Total	35.3%	5.9%	41.2%
	4	Count	2	2	4
		% within EasFrnds	50.0%	50.0%	100.0%
		% within CurrAttn	14.3%	66.7%	23.5%
		% of Total	11.8%	11.8%	23.5%
	5	Count	1	0	1
		% within EasFrnds	100.0%	.0%	100.0%
		% within CurrAttn	7.1%	.0%	5.9%
		% of Total	5.9%	.0%	5.9%
Total	Count		14	3	17
	% within EasFrnds		82.4%	17.6%	100.0%
	% within CurrAttn		100.0%	100.0%	100.0%
	% of Total		82.4%	17.6%	100.0%

Extra-Curricular Activities Sport * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
ExActSprt	2	Count	4	0	4
		% within ExActSprt	100.0%	.0%	100.0%
		% within CurrAttnd	26.7%	.0%	22.2%
		% of Total	22.2%	.0%	22.2%
	3	Count	3	0	3
		% within ExActSprt	100.0%	.0%	100.0%
		% within CurrAttnd	20.0%	.0%	16.7%
		% of Total	16.7%	.0%	16.7%
	4	Count	8	2	10
		% within ExActSprt	80.0%	20.0%	100.0%
		% within CurrAttnd	53.3%	66.7%	55.6%
		% of Total	44.4%	11.1%	55.6%
	5	Count	0	1	1
		% within ExActSprt	.0%	100.0%	100.0%
		% within CurrAttnd	.0%	33.3%	5.6%
		% of Total	.0%	5.6%	5.6%
Total	Count		15	3	18
	% within ExActSprt		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Extra-Curricular Music Art * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
ExMusArt	2	Count	2	0	2
		% within ExMusArt	100.0%	.0%	100.0%
		% within CurrAttnd	13.3%	.0%	11.1%
		% of Total	11.1%	.0%	11.1%
	3	Count	5	1	6
		% within ExMusArt	83.3%	16.7%	100.0%
		% within CurrAttnd	33.3%	33.3%	33.3%
		% of Total	27.8%	5.6%	33.3%
	4	Count	8	1	9
		% within ExMusArt	88.9%	11.1%	100.0%
		% within CurrAttnd	53.3%	33.3%	50.0%
		% of Total	44.4%	5.6%	50.0%
	5	Count	0	1	1
		% within ExMusArt	.0%	100.0%	100.0%
		% within CurrAttnd	.0%	33.3%	5.6%
		% of Total	.0%	5.6%	5.6%
Total	Count		15	3	18
	% within ExMusArt		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Communication Home/School * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
CommHmSc	3	Count	1	1	2
		% within CommHmSc	50.0%	50.0%	100.0%
		% within CurrAttn	6.7%	33.3%	11.1%
		% of Total	5.6%	5.6%	11.1%
	4	Count	7	2	9
		% within CommHmSc	77.8%	22.2%	100.0%
		% within CurrAttn	46.7%	66.7%	50.0%
		% of Total	38.9%	11.1%	50.0%
	5	Count	7	0	7
		% within CommHmSc	100.0%	.0%	100.0%
		% within CurrAttn	46.7%	.0%	38.9%
		% of Total	38.9%	.0%	38.9%
Total	Count		15	3	18
	% within CommHmSc		83.3%	16.7%	100.0%
	% within CurrAttn		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Provision for Special Needs * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
ProSpeNds	1	Count	3	1	4
		% within ProSpeNds	75.0%	25.0%	100.0%
		% within CurrAttn	20.0%	33.3%	22.2%
		% of Total	16.7%	5.6%	22.2%
	2	Count	2	0	2
		% within ProSpeNds	100.0%	.0%	100.0%
		% within CurrAttn	13.3%	.0%	11.1%
		% of Total	11.1%	.0%	11.1%
	3	Count	6	1	7
		% within ProSpeNds	85.7%	14.3%	100.0%
		% within CurrAttn	40.0%	33.3%	38.9%
		% of Total	33.3%	5.6%	38.9%
	4	Count	2	1	3
		% within ProSpeNds	66.7%	33.3%	100.0%
		% within CurrAttn	13.3%	33.3%	16.7%
		% of Total	11.1%	5.6%	16.7%
	5	Count	2	0	2
		% within ProSpeNds	100.0%	.0%	100.0%
		% within CurrAttn	13.3%	.0%	11.1%
		% of Total	11.1%	.0%	11.1%
Total	Count		15	3	18
	% within ProSpeNds		83.3%	16.7%	100.0%
	% within CurrAttn		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Safe/Caring Environment * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
SafeCrEn	2	Count	1	0	1
		% within SafeCrEn	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	4	Count	5	1	6
		% within SafeCrEn	83.3%	16.7%	100.0%
		% within CurrAttnd	33.3%	33.3%	33.3%
		% of Total	27.8%	5.6%	33.3%
	5	Count	9	2	11
		% within SafeCrEn	81.8%	18.2%	100.0%
		% within CurrAttnd	60.0%	66.7%	61.1%
		% of Total	50.0%	11.1%	61.1%
Total	Count		15	3	18
	% within SafeCrEn		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Student to Teacher Ratio * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
StTchRat	3	Count	1	0	1
		% within StTchRat	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	4	Count	7	3	10
		% within StTchRat	70.0%	30.0%	100.0%
		% within CurrAttnd	46.7%	100.0%	55.6%
		% of Total	38.9%	16.7%	55.6%
	5	Count	7	0	7
		% within StTchRat	100.0%	.0%	100.0%
		% within CurrAttnd	46.7%	.0%	38.9%
		% of Total	38.9%	.0%	38.9%
Total	Count		15	3	18
	% within StTchRat		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Transportation Provided * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
TrnsPro	1	Count	3	0	3
		% within TrnsPro	100.0%	.0%	100.0%
		% within CurrAttn	20.0%	.0%	16.7%
		% of Total	16.7%	.0%	16.7%
	2	Count	5	0	5
		% within TrnsPro	100.0%	.0%	100.0%
		% within CurrAttn	33.3%	.0%	27.8%
		% of Total	27.8%	.0%	27.8%
	3	Count	5	1	6
		% within TrnsPro	83.3%	16.7%	100.0%
		% within CurrAttn	33.3%	33.3%	33.3%
		% of Total	27.8%	5.6%	33.3%
	4	Count	1	1	2
		% within TrnsPro	50.0%	50.0%	100.0%
		% within CurrAttn	6.7%	33.3%	11.1%
		% of Total	5.6%	5.6%	11.1%
	5	Count	1	1	2
		% within TrnsPro	50.0%	50.0%	100.0%
		% within CurrAttn	6.7%	33.3%	11.1%
		% of Total	5.6%	5.6%	11.1%
Total	Count		15	3	18
	% within TrnsPro		83.3%	16.7%	100.0%
	% within CurrAttn		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Tuition & Fees * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
TuFees	2	Count	1	0	1
		% within TuFees	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	3	Count	7	1	8
		% within TuFees	87.5%	12.5%	100.0%
		% within CurrAttnd	46.7%	33.3%	44.4%
		% of Total	38.9%	5.6%	44.4%
	4	Count	5	1	6
		% within TuFees	83.3%	16.7%	100.0%
		% within CurrAttnd	33.3%	33.3%	33.3%
		% of Total	27.8%	5.6%	33.3%
	5	Count	2	1	3
		% within TuFees	66.7%	33.3%	100.0%
		% within CurrAttnd	13.3%	33.3%	16.7%
		% of Total	11.1%	5.6%	16.7%
Total	Count		15	3	18
	% within TuFees		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Upkeep of School * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
UpkpSch	3	Count	6	0	6
		% within UpkpSch	100.0%	.0%	100.0%
		% within CurrAttnd	40.0%	.0%	33.3%
		% of Total	33.3%	.0%	33.3%
	4	Count	6	2	8
		% within UpkpSch	75.0%	25.0%	100.0%
		% within CurrAttnd	40.0%	66.7%	44.4%
		% of Total	33.3%	11.1%	44.4%
	5	Count	3	1	4
		% within UpkpSch	75.0%	25.0%	100.0%
		% within CurrAttnd	20.0%	33.3%	22.2%
		% of Total	16.7%	5.6%	22.2%
Total	Count		15	3	18
	% within UpkpSch		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Maximum # of Students * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
MxStds	10	Count	1	0	1
		% within MxStds	100.0%	.0%	100.0%
		% within CurrAttnd	7.1%	.0%	5.9%
		% of Total	5.9%	.0%	5.9%
	15	Count	2	0	2
		% within MxStds	100.0%	.0%	100.0%
		% within CurrAttnd	14.3%	.0%	11.8%
		% of Total	11.8%	.0%	11.8%
	18	Count	3	0	3
		% within MxStds	100.0%	.0%	100.0%
		% within CurrAttnd	21.4%	.0%	17.6%
		% of Total	17.6%	.0%	17.6%
	20	Count	5	2	7
		% within MxStds	71.4%	28.6%	100.0%
		% within CurrAttnd	35.7%	66.7%	41.2%
		% of Total	29.4%	11.8%	41.2%
	22	Count	1	0	1
		% within MxStds	100.0%	.0%	100.0%
		% within CurrAttnd	7.1%	.0%	5.9%
		% of Total	5.9%	.0%	5.9%
	23	Count	1	0	1
		% within MxStds	100.0%	.0%	100.0%
		% within CurrAttnd	7.1%	.0%	5.9%
		% of Total	5.9%	.0%	5.9%
	25	Count	1	1	2
		% within MxStds	50.0%	50.0%	100.0%
		% within CurrAttnd	7.1%	33.3%	11.8%
		% of Total	5.9%	5.9%	11.8%
Total	Count		14	3	17
	% within MxStds		82.4%	17.6%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		82.4%	17.6%	100.0%

Continuing Education of Teachers * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
ContinEd	2	Count	1	0	1
		% within ContinEd	100.0%	.0%	100.0%
		% within CurrAttnD	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	3	Count	2	0	2
		% within ContinEd	100.0%	.0%	100.0%
		% within CurrAttnD	13.3%	.0%	11.1%
		% of Total	11.1%	.0%	11.1%
	4	Count	8	1	9
		% within ContinEd	88.9%	11.1%	100.0%
		% within CurrAttnD	53.3%	33.3%	50.0%
		% of Total	44.4%	5.6%	50.0%
	5	Count	4	2	6
		% within ContinEd	66.7%	33.3%	100.0%
		% within CurrAttnD	26.7%	66.7%	33.3%
		% of Total	22.2%	11.1%	33.3%
Total	Count		15	3	18
	% within ContinEd		83.3%	16.7%	100.0%
	% within CurrAttnD		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Easy to talk to * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
Eastt talk	3	Count	1	0	1
		% within Eastt talk	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	4	Count	10	2	12
		% within Eastt talk	83.3%	16.7%	100.0%
		% within CurrAttnd	66.7%	66.7%	66.7%
		% of Total	55.6%	11.1%	66.7%
	5	Count	4	1	5
		% within Eastt talk	80.0%	20.0%	100.0%
		% within CurrAttnd	26.7%	33.3%	27.8%
		% of Total	22.2%	5.6%	27.8%
Total	Count	15	3	18	
	% within Eastt talk	83.3%	16.7%	100.0%	
	% within CurrAttnd	100.0%	100.0%	100.0%	
	% of Total	83.3%	16.7%	100.0%	

Graduate Degree * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
GradDegree	2	Count	4	0	4
		% within GradDegree	100.0%	.0%	100.0%
		% within CurrAttnd	26.7%	.0%	22.2%
		% of Total	22.2%	.0%	22.2%
	3	Count	10	1	11
		% within GradDegree	90.9%	9.1%	100.0%
		% within CurrAttnd	66.7%	33.3%	61.1%
		% of Total	55.6%	5.6%	61.1%
	4	Count	0	1	1
		% within GradDegree	.0%	100.0%	100.0%
		% within CurrAttnd	.0%	33.3%	5.6%
		% of Total	.0%	5.6%	5.6%
	5	Count	1	1	2
		% within GradDegree	50.0%	50.0%	100.0%
		% within CurrAttnd	6.7%	33.3%	11.1%
		% of Total	5.6%	5.6%	11.1%
Total	Count		15	3	18
	% within GradDegree		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Innovative and Engaging lessons * Current Attendance Cross tabulation

			Current Attendance		Total	
			Yes	No		
Innovaless	3	Count	2	0	2	
		% within Innovaless	100.0%	.0%	100.0%	
		% within CurrAttnd	13.3%	.0%	11.1%	
		% of Total	11.1%	.0%	11.1%	
		4	Count	7	0	7
			% within Innovaless	100.0%	.0%	100.0%
	% within CurrAttnd		46.7%	.0%	38.9%	
		% of Total	38.9%	.0%	38.9%	
		5	Count	6	3	9
			% within Innovaless	66.7%	33.3%	100.0%
	% within CurrAttnd		40.0%	100.0%	50.0%	
		% of Total	33.3%	16.7%	50.0%	
Total		Count	15	3	18	
		% within Innovaless	83.3%	16.7%	100.0%	
	% within CurrAttnd	100.0%	100.0%	100.0%		
	% of Total	83.3%	16.7%	100.0%		

Knowledge use of Technology * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
KnowTech	2	Count	1	0	1
		% within KnowTech	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	3	Count	5	0	5
		% within KnowTech	100.0%	.0%	100.0%
		% within CurrAttnd	33.3%	.0%	27.8%
		% of Total	27.8%	.0%	27.8%
	4	Count	5	2	7
		% within KnowTech	71.4%	28.6%	100.0%
		% within CurrAttnd	33.3%	66.7%	38.9%
		% of Total	27.8%	11.1%	38.9%
	5	Count	4	1	5
		% within KnowTech	80.0%	20.0%	100.0%
		% within CurrAttnd	26.7%	33.3%	27.8%
		% of Total	22.2%	5.6%	27.8%
Total	Count		15	3	18
		% within KnowTech	83.3%	16.7%	100.0%
		% within CurrAttnd	100.0%	100.0%	100.0%
		% of Total	83.3%	16.7%	100.0%

Rapport with Students * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
RappStd	3	Count	3	0	3
		% within RappStd	100.0%	.0%	100.0%
		% within CurrAttnd	20.0%	.0%	16.7%
		% of Total	16.7%	.0%	16.7%
	4	Count	8	1	9
		% within RappStd	88.9%	11.1%	100.0%
		% within CurrAttnd	53.3%	33.3%	50.0%
		% of Total	44.4%	5.6%	50.0%
	5	Count	4	2	6
		% within RappStd	66.7%	33.3%	100.0%
		% within CurrAttnd	26.7%	66.7%	33.3%
		% of Total	22.2%	11.1%	33.3%
Total	Count		15	3	18
	% within RappStd		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

State Licensed * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
StateLic	2	Count	2	0	2
		% within StateLic	100.0%	.0%	100.0%
		% within CurrAttnd	13.3%	.0%	11.1%
		% of Total	11.1%	.0%	11.1%
	3	Count	5	0	5
		% within StateLic	100.0%	.0%	100.0%
		% within CurrAttnd	33.3%	.0%	27.8%
		% of Total	27.8%	.0%	27.8%
	4	Count	6	1	7
		% within StateLic	85.7%	14.3%	100.0%
		% within CurrAttnd	40.0%	33.3%	38.9%
		% of Total	33.3%	5.6%	38.9%
	5	Count	2	2	4
		% within StateLic	50.0%	50.0%	100.0%
		% within CurrAttnd	13.3%	66.7%	22.2%
		% of Total	11.1%	11.1%	22.2%
Total	Count		15	3	18
	% within StateLic		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Teaching Experience * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
TchExp	3	Count	6	0	6
		% within TchExp	100.0%	.0%	100.0%
		% within CurrAttnd	40.0%	.0%	33.3%
		% of Total	33.3%	.0%	33.3%
	4	Count	8	1	9
		% within TchExp	88.9%	11.1%	100.0%
		% within CurrAttnd	53.3%	33.3%	50.0%
		% of Total	44.4%	5.6%	50.0%
	5	Count	1	2	3
		% within TchExp	33.3%	66.7%	100.0%
		% within CurrAttnd	6.7%	66.7%	16.7%
		% of Total	5.6%	11.1%	16.7%
Total	Count		15	3	18
	% within TchExp		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Trained to Share God's Word * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
TrnShare	2	Count	1	0	1
		% within TrnShare	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	3	Count	1	0	1
		% within TrnShare	100.0%	.0%	100.0%
		% within CurrAttnd	6.7%	.0%	5.6%
		% of Total	5.6%	.0%	5.6%
	4	Count	4	2	6
		% within TrnShare	66.7%	33.3%	100.0%
		% within CurrAttnd	26.7%	66.7%	33.3%
		% of Total	22.2%	11.1%	33.3%
	5	Count	9	1	10
		% within TrnShare	90.0%	10.0%	100.0%
		% within CurrAttnd	60.0%	33.3%	55.6%
		% of Total	50.0%	5.6%	55.6%
Total	Count		15	3	18
	% within TrnShare		83.3%	16.7%	100.0%
	% within CurrAttnd		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Use Current Teaching Practices * Current Attendance Cross tabulation

			Current Attendance		Total
			Yes	No	
UseTPra	3	Count	3	1	4
		% within UseTPra	75.0%	25.0%	100.0%
		% within CurrAttn	20.0%	33.3%	22.2%
		% of Total	16.7%	5.6%	22.2%
	4	Count	7	2	9
		% within UseTPra	77.8%	22.2%	100.0%
		% within CurrAttn	46.7%	66.7%	50.0%
		% of Total	38.9%	11.1%	50.0%
	5	Count	5	0	5
		% within UseTPra	100.0%	.0%	100.0%
		% within CurrAttn	33.3%	.0%	27.8%
		% of Total	27.8%	.0%	27.8%
Total	Count		15	3	18
	% within UseTPra		83.3%	16.7%	100.0%
	% within CurrAttn		100.0%	100.0%	100.0%
	% of Total		83.3%	16.7%	100.0%

Class Size * Maximum Students Cross tabulation

			Maximum Students							Total
			10	15	18	20	22	23	25	
Class Size	2	Count	0	0	0	1	0	0	0	1
		% within ClassSize	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	100.0%
		% within MxStds	.0%	.0%	.0%	14.3%	.0%	.0%	.0%	5.9%
		% of Total	.0%	.0%	.0%	5.9%	.0%	.0%	.0%	5.9%
	3	Count	0	0	0	0	0	1	0	1
		% within ClassSize	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
		% within MxStds	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	5.9%
		% of Total	.0%	.0%	.0%	.0%	.0%	5.9%	.0%	5.9%
	4	Count	0	1	3	2	0	0	2	8
		% within ClassSize	.0%	12.5%	37.5%	25.0%	.0%	.0%	25.0%	100.0%
		% within MxStds	.0%	50.0%	100.0%	28.6%	.0%	.0%	100.0%	47.1%
		% of Total	.0%	5.9%	17.6%	11.8%	.0%	.0%	11.8%	47.1%
	5	Count	1	1	0	4	1	0	0	7
		% within ClassSize	14.3%	14.3%	.0%	57.1%	14.3%	.0%	.0%	100.0%
		% within MxStds	100.0%	50.0%	.0%	57.1%	100.0%	.0%	.0%	41.2%
		% of Total	5.9%	5.9%	.0%	23.5%	5.9%	.0%	.0%	41.2%
Total		Count	1	2	3	7	1	1	2	17
		% within ClassSize	5.9%	11.8%	17.6%	41.2%	5.9%	5.9%	11.8%	100.0%
		% within MxStds	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	5.9%	11.8%	17.6%	41.2%	5.9%	5.9%	11.8%	100.0%

Academics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	5.6	5.6	5.6
4	5	27.8	27.8	33.3
5	12	66.7	66.7	100.0
Total	18	100.0	100.0	

Available Technology

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	11.1	11.1	11.1
3	2	11.1	11.1	22.2
4	8	44.4	44.4	66.7
5	6	33.3	33.3	100.0
Total	18	100.0	100.0	

Before/After School Care

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	11.1	11.1	11.1
2	2	11.1	11.1	22.2
3	5	27.8	27.8	50.0
4	5	27.8	27.8	77.8
5	4	22.2	22.2	100.0
Total	18	100.0	100.0	

Christian Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	1	5.6	5.6	5.6
4	2	11.1	11.1	16.7
5	15	83.3	83.3	100.0
Total	18	100.0	100.0	

Class Size

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	5.6	5.6	5.6
3	1	5.6	5.6	11.1
4	8	44.4	44.4	55.6
5	8	44.4	44.4	100.0
Total	18	100.0	100.0	

Distance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	11.1	11.1	11.1
3	8	44.4	44.4	55.6
4	5	27.8	27.8	83.3
5	3	16.7	16.7	100.0
Total	18	100.0	100.0	

Ease of Making Friends

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	5.6	5.9	5.9
2	4	22.2	23.5	29.4
3	7	38.9	41.2	70.6
4	4	22.2	23.5	94.1
5	1	5.6	5.9	100.0
Total	17	94.4	100.0	
Missing System	1	5.6		
Total	18	100.0		

Extra-Curricular Sports

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	22.2	22.2	22.2
3	3	16.7	16.7	38.9
4	10	55.6	55.6	94.4
5	1	5.6	5.6	100.0
Total	18	100.0	100.0	

Extra-Curricular Music Arts

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	11.1	11.1	11.1
3	6	33.3	33.3	44.4
4	9	50.0	50.0	94.4
5	1	5.6	5.6	100.0
Total	18	100.0	100.0	

Communication Home School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	2	11.1	11.1	11.1
4	9	50.0	50.0	61.1
5	7	38.9	38.9	100.0
Total	18	100.0	100.0	

Provision for Special Needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	22.2	22.2	22.2
2	2	11.1	11.1	33.3
3	7	38.9	38.9	72.2
4	3	16.7	16.7	88.9
5	2	11.1	11.1	100.0
Total	18	100.0	100.0	

Safe/Caring Environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	5.6	5.6	5.6
4	6	33.3	33.3	38.9
5	11	61.1	61.1	100.0
Total	18	100.0	100.0	

Student Teacher Ratio

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	1	5.6	5.6	5.6
4	10	55.6	55.6	61.1
5	7	38.9	38.9	100.0
Total	18	100.0	100.0	

Transportation Provided

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	16.7	16.7	16.7
2	5	27.8	27.8	44.4
3	6	33.3	33.3	77.8
4	2	11.1	11.1	88.9
5	2	11.1	11.1	100.0
Total	18	100.0	100.0	

Tuition & Fees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	5.6	5.6	5.6
3	8	44.4	44.4	50.0
4	6	33.3	33.3	83.3
5	3	16.7	16.7	100.0
Total	18	100.0	100.0	

Upkeep of School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	6	33.3	33.3	33.3
4	8	44.4	44.4	77.8
5	4	22.2	22.2	100.0
Total	18	100.0	100.0	

Maximum # of Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	5.6	5.9	5.9
	15	2	11.1	11.8	17.6
	18	3	16.7	17.6	35.3
	20	7	38.9	41.2	76.5
	22	1	5.6	5.9	82.4
	23	1	5.6	5.9	88.2
	25	2	11.1	11.8	100.0
	Total	17	94.4	100.0	
Missing	System	1	5.6		
Total		18	100.0		

Continuing Education of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	5.6	5.6	5.6
	3	2	11.1	11.1	16.7
	4	9	50.0	50.0	66.7
	5	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

Easy to talk to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	5.6	5.6	5.6
	4	12	66.7	66.7	72.2
	5	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

Graduate Degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	22.2	22.2	22.2
	3	11	61.1	61.1	83.3
	4	1	5.6	5.6	88.9
	5	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Innovative/Engaging lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	11.1	11.1	11.1
	4	7	38.9	38.9	50.0
	5	9	50.0	50.0	100.0
	Total	18	100.0	100.0	

Knowledge/Use of Technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	5.6	5.6	5.6
	3	5	27.8	27.8	33.3
	4	7	38.9	38.9	72.2
	5	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

Rapport with Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	16.7	16.7	16.7
	4	9	50.0	50.0	66.7
	5	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

State Licensed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	11.1	11.1	11.1
	3	5	27.8	27.8	38.9
	4	7	38.9	38.9	77.8
	5	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	33.3	33.3	33.3
	4	9	50.0	50.0	83.3
	5	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Trained to Share God's Word

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	5.6	5.6	5.6
3	1	5.6	5.6	11.1
4	6	33.3	33.3	44.4
5	10	55.6	55.6	100.0
Total	18	100.0	100.0	

Use of Current Teaching Practices

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	4	22.2	22.2	22.2
4	9	50.0	50.0	72.2
5	5	27.8	27.8	100.0
Total	18	100.0	100.0	

Current Attendance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	15	83.3	83.3	83.3
No	3	16.7	16.7	100.0
Total	18	100.0	100.0	

Qualitative Data- Comment Sections

1. I believe Christian education is incredibly important; however, when class sizes are too large or student behaviors get in the way of my children's learning, then I would look for a school that fits the other needs of my child and provide the Christian education solely at home.

I listed Christian Ed. as a 5, but really it's a 10! All other considerations pale compared to that. Sure, I'd like to see better phs. Ed. or more arts and music, many may be concerned with technology, although I have doubts about too much emphasis on it, but in the end, we are at St. John to teach our children about Christ, the Gospel, and the worldview that goes with it.

I feel their needs to be an emphasis on phys. Ed, group /team play in lower grades.

We love that St. John is Faith and Family focused!

3. A metric not included, but important is the ability of teachers and staff to discipline children. Very difficult, even for parents, but vitally important! Another point, possibly politically incorrect, is the importance of male teachers and staff. Especially to parents of boys. So many schools now are completely dominated by women teachers at all grade levels, even through the administrative roles. Having men in positions of authority helps with point 1 above concerning discipline, but also shows the boys that education, reading, arts, and music. Math, that that is not just girl stuff, a trend I see in the public schools.

It would be nice if Junior Choir were an after school activity-members of the church with school age kids might like to have their children participate.

St. John staff are professionals and we will find it challenging to replace them!

4. My children were attending this school; however, my husband was really concerned about the school not being accredited. This school has been trying to get accredited for about 7 years- to the best of my knowledge. I would love it if St. John were accredited- I would have a better chance of convincing my husband to reconsider sending the girls here.

We are very happy with St. John.

Because of the availability of school, it was a main reason why we transferred churches to St. John.

Descriptive Statistics for the School Ministry Survey

	N	Minimum	Maximum	Mean	Std. Deviation
Academ	18	1	5	4.50	.985
AvaTech	18	2	5	4.00	.970
BeAfSch	18	1	5	3.39	1.290
ChrEd	18	3	5	4.78	.548
ClassSize	18	2	5	4.28	.826
Distance	18	2	5	3.50	.924
EasFrnds	17	1	5	3.00	1.000
ExActSprt	18	2	5	3.44	.922
ExMusArt	18	2	5	3.50	.786
CommHmSc	18	3	5	4.28	.669
ProSpeNds	18	1	5	2.83	1.295
SafeCrEn	18	2	5	4.50	.786
StTchRat	18	3	5	4.33	.594
TrnsPro	18	1	5	2.72	1.227
TuFees	18	2	5	3.61	.850
UpkpSch	18	3	5	3.89	.758
MxStds	17	10	25	19.35	3.690
ContinEd	18	2	5	4.11	.832
Eastt talk	18	3	5	4.22	.548
GradDegree	18	2	5	3.06	.873
Innovaless	18	3	5	4.39	.698
KnowTech	18	2	5	3.89	.900
RappStd	18	3	5	4.17	.707
StateLic	18	2	5	3.72	.958
TchExp	18	3	5	3.83	.707
TrnShare	18	2	5	4.39	.850
UseTPra	18	3	5	4.06	.725
Valid N (listwise)	16				