

Student Enrollment Study in a WELS School

by

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Field Project

Submitted in partial requirement for the Master of Science Degree in Education

Graduate Studies

Martin Luther College

New Ulm, MN

May 2014

Signature Page

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Abstract

Many schools have struggled with declining enrollments. Schools in rural regions, urban centers and in the WELS system have all experienced the declines. This study examines the issue. The goals of the study are to (a) identify barriers that prevent member families from enrolling their children at St. Lucas, (b) identify school qualities that attract member families to choose St. Lucas, (c) identify school qualities that attract nonmember families to choose St. Lucas, and (d) inform future program decisions for the school.

The study finds that the Christ-centered educational model is attractive for school families. The study also finds that teacher quality, instruction and curriculum factor into perceptions about the school. The study demonstrates that there are some strong correlations among families with other church homes on certain school quality characteristics, while longer term members of St. Lucas exhibit weaker correlations on the exact same school quality characteristics.

Acknowledgements

Many thanks for the love and support of my wife, Patty, and family as we dedicate gifts of time to the Lord for the work of the gospel ministry. Many thanks to Dr. John Meyer, Dr. Gene Pfeifer, Dr. Jeffery Wiechman and Dr. Michelle Abrego for the gifts of time, insight and encouragement during this project. To God be the glory and honor.

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Chapter I: Introduction

Background

The Lutheran Elementary School has a history as an important arm of the ministry efforts of the Wisconsin Evangelical Lutheran Synod. Church fathers cast a vision for congregational ministry through the Lutheran Elementary School. In 1927, the synod in convention resolved that every parish should have a Lutheran Elementary School with the purpose of supplying eight years of education (Zarling, 2011). From that point forward, Christian education through the elementary school became a focus of mission and ministry for congregations. St. Lucas Evangelical Lutheran Church had already pursued the concept. The school was founded in 1872.

St. Lucas has a long tradition of Christian education spanning over 140 years. The earliest recorded statistics from the Commission on Lutheran Schools demonstrated that in 1991, school enrollment was 312 students. Nearly all of these students were members of St. Lucas. Eight students were from other WELS/ELS congregations. There were zero students in any other church affiliation category. While 100% of the enrollment was WELS and sister congregations, there is no record, at the Commission for Lutheran Schools or at the school, of the percentage of St. Lucas member children attending the Lutheran Elementary School as compared to the total number of children eligible from the congregation that year. While the statistic is absent, it can still be seen that a strong number of children from the congregation utilized the school in 1991.

In recent history, St. Lucas has experienced low levels of member participation in the Lutheran Elementary School program. As recently as 2009, PreK-Grade 8 school enrollment was down to 154 students. Ninety-six children were from the owner congregation.

The 2013-2014 student population can be viewed from several different perspectives. The student body can be seen as comprised of nonmembers or members of the congregation, tuition or Milwaukee Parental Choice Program students and Caucasian or culturally diverse students. While we may view the student population from any of these perspectives for the sake of the study, our Lord Jesus Christ simply views our students as dearly redeemed children of God. Jesus says, "Feed my lambs."

The student population can be viewed in terms of church membership. In the 2013 statistical report submitted to the Commission on Lutheran Schools, St. Lucas reported a PreK-Grade 8 enrollment of 202 students. Ninety-eight of the 202 children are from St. Lucas Church member families. Forty-eight and one-half percent of the students are from member families. Nonmember children make up 51.5% of the student body. According to St. Lucas Church records there are 254 children from member families eligible for the ministry PreK-Grade 8 ministry programs for the 2013-2014 school year. Ninety-eight children from the congregation are enrolled. This means 38.5% of the congregation's families use the PreK-Grade 8 program.

The student population can be viewed in terms of their financial method of attendance. Students either pay tuition or participate in the Milwaukee Parental Choice Program. St. Lucas members pay tuition of \$625 per pupil. Nonmember students from sister congregations of the WELS/ELS pay tuition of \$625 per pupil. Nonmember students of other church affiliations pay tuition of \$1,250 per pupil. Students may also attend tuition-free through the Milwaukee Parental Choice Program. St. Lucas members and nonmembers use the Milwaukee Parental Choice Program. The Milwaukee Parental Choice Program pays for student's education through a voucher if the family meets

residency and income requirements. The family must live within the city limits of Milwaukee and not exceed income limits. The following table demonstrates the breakdown of tuition students and Milwaukee Parental Choice Program students according to their church membership:

Enrollment Table (Table 1)

	SL member	Nonmember	Total
Tuition	53	25	78
MPCP	45	79	124
Total	98	104	202

Finally, current student population may also be viewed in terms of ethnicity. The reader should note that 66% percent of the student body identifies most closely to Caucasian descent. The second largest ethnic group is Hispanic. The Hispanic population accounts for 21% of the student body. The table below illustrates the ethnic breakdown of the student body. These statistics are taken from the 2013 report to the Commission on Lutheran Schools.

Ethnicity Table (Table 2)

Ethnicity	Student Count	Percentage of Student Body
Hispanic	42	21%
African American	16	8%
Native American	6	3%
Asian	4	2%
Caucasian	134	66%
Total	202	100%

Identify the Issue

The enrollment dynamics of the Lutheran Elementary Schools within the Wisconsin Evangelical Lutheran Synod have been a topic of conferences, speakers and papers during recent history. Locally, St. Lucas has a current conversation that mirrors the synod dialogue. From the lay person to the lay leaders, from voters' meetings to committee work, members of St. Lucas ask what can be done to increase the enrollment of the school among membership. The lay member also asks about dynamics that nonmember participants bring to the school program.

Importance of the Project

The teaching and preaching of the Gospel of Christ is a life and death issue. The school presents an opportunity to declare Christ crucified. According to Zarling (2011), "We in leadership positions need to redouble our efforts to clearly articulate that the Lutheran school is part of the Great Commission work we strive to do" (p. 14).

Our Christian school offers a Bible study every day to students. Those Bible studies are part of the Great Commission. St. Lucas has a low percentage of member children enrolled at the school. It is my prayer that the research done in this project will assist St. Lucas leadership with data for decision making to meet the mission of the school, which is to assist families through a Christ-centered, quality education that nurtures mind, body, and spirit producing life-long learners and leaders who live to glorify the Lord.

Project Goal

The goals of the study are to (a) identify barriers that prevent member families from enrolling their children at St. Lucas, (b) identify school qualities that attract member

families to choose St. Lucas, (c) identify school qualities that attract nonmember families to choose St. Lucas, and (d) inform future program decisions for the school.

Chapter II: Literature Review

Introduction

In 1991, St. Lucas school enrollment was 312 students. All of whom were member children or children from a sister congregation. Recently, the participation in the Lutheran Elementary School program at St. Lucas had experienced low levels. As recently as 2009, the PreK-Grade 8 school enrollment was down to 154 students. Only 96 children were from the owner congregation. In the 2013 statistical report submitted to the Commission on Lutheran Schools, St. Lucas reported a PreK-Grade 8 enrollment of 202 students. During the 2013-2014 school year, 98 of the 202 children are from member families. According to St. Lucas Church records there are 254 children from member families eligible for the ministry program PreK-Grade 8. That means about 38% of the congregation's families use the PreK-Grade 8 program. Why are these percentages so low? What do we know about the challenge of declining enrollments in the WELS?

Declining Enrollment in the WELS

Zarling (2011) explains that the enrollment decline in synod could be linked to the birth rate. The birth rate in 1928 was 3.77%. The birth rate in 2012 was 1.27%. While that represents society as a whole, that number likely holds true for WELS families too (p. 23).

However, statistics from the National Center for Education Statistics report an increase in the overall number of students in school across America from 1990-2000. According to their report, in 1990, there were 34,388,000 students enrolled in PreK-Grade 8 across America. In 2000, there were 38,592,000 enrolled in PreK-Grade 8. That is an increase of over 4 million students in American schools.

Within this window of time, the Commission on Lutheran Schools conducted a longitudinal study on the issue of declining enrollments in WELS. The study focused on two grades from 1993-1996. Data was gathered on the losses and gains of students moving from grade 2 to 3 and grade 6 to 7. The study included 344 schools synod-wide. Isch (1997) concludes, “The overall enrollment decline between first and eighth grade was 16.3%. Thus, schools lost one out of six students between grade one and grade eight” (p. 115). There was a weak relationship between per pupil cost and losses in grade seven. However, there were no real patterns in the data. Isch (1997) declares, “Our schools seem to be losing members for a multitude of reasons rather than for one or two compelling reasons. Our enrollment losses are nicked and dimed away” (p. 120). The most frequently identified reasons for a family leaving a school were that the family had moved (26.1%), the student had withdrawn (16.2%) and the family had transferred churches (12.9%). One limitation of the study was that the study looked only at grades 2 and 6 within the school. Perhaps there was an assumption that most, if not all, of the congregational members would send their children to the LES, at least initially.

The Commission on Lutheran Schools recorded a total of twenty-four WELS schools that closed between 1993 and 1996. Table 3 (page 15) identifies the WELS schools that closed while the longitudinal study was taking place. The reader should note that school closures include schools that were located in rural, suburban and urban settings. The reader should also note that some schools listed were amalgamated.

WELS School Closures 1993-1996 (Table 3)

School	City	State	Year
St Peter Lutheran School	Mishicot	WI	1993
St John Lutheran School	Mishicot	WI	1993
Zion Lutheran Pre-K/Kindergarten	Crete	IL	1993
Trinity Lutheran Kindergarten	Crete	IL	1993
Sonshine Christian Pre-School	Shakopee	MN	1993
Messiah Lutheran Pre-School	Norborne	MO	1993
Shepherd of the Hills Lutheran School	Inver Grove Heights	MN	1994
Zion Lutheran School	Osceola	WI	1994
Faith Lutheran School	Dexter	MI	1994
Ocean Drive Learning Center	Pompano Beach	FL	1994
Prince of Peace Lutheran School	Yucaipa	CA	1994
Tiny Treasures Pre-School	Alexandria	LA	1994
Mt Olive Pre-School	Monroe	WI	1994
Martin Luther Prep School	Prairie Du Chien	WI	1995
Northwestern Prep School	Watertown	WI	1995
St John Lutheran School	Mequon	WI	1995
Apostles Lutheran Pre-School & Childcare	San Jose	CA	1995
Christ Lutheran School	Milwaukee	WI	1996
St Peter Lutheran School	Milwaukee	WI	1996
St Paul Lutheran School	Round Lake Park	IL	1996
Mt Olive Lutheran School	Bay City	MI	1996
Gethsemane Lutheran School	Cibecue	AZ	1996
Calvary Pre-School	Milwaukee	WI	1996
Trinity Lutheran Pre-School	Marinette	WI	1996

Zarling (2011) reports “the consequence (of declining enrollment) has been the closing of schools. During the 1983-1984 school year, there was a record 380 Lutheran Elementary Schools. During the 2010-2011 school year, there were 337” (p. 22).

For the WELS, recent school statistics data demonstrate continued decline. In the WELS School Statistics 2012-2013 report, the Commission on Lutheran Schools reports

that during the 2003-2004 school year 27,297 students attended a Lutheran Elementary School. In that same report, we find that the number of students attending a Lutheran Elementary School in 2012-2013 was down to 24,254. The 2012-2013 WELS School Statistic report states that there are now 316 Lutheran Elementary Schools. The decline continues. Are declining enrollments exclusive to the WELS? If not, how have other schools or school districts responded to the challenge?

Declining Enrollment in Rural Regions

The WELS schools are not alone in the decline of student enrollments. While many regions of the country are affected by declining enrollments, rural areas notice a significant impact. Schwartzbeck (2003) says, “Decline in population manifests itself in the form of declining enrollment in many rural schools” (p. 3). This includes states like Wisconsin, Minnesota and North Dakota. From 1993-1997, Wisconsin’s rural school enrollment declined 20.9%; Minnesota’s rural school districts declined 21.6%; North Dakota’s rural school districts declined by 34.6%. Schwartzbeck (2003) says, “total population decline in these areas has attributed to changes related to rural agriculture” (p. 2). As a result, Schwarzbeck (2003) cites “loss of funding, teacher and administrator quality issues, lower quality school facilities and fewer resources” (p. 5) as challenges the school districts confront.

Declining Enrollments in Urban Centers

Urban school districts have suffered enrollment decline as well. Gehring (2005) suggests that trends show that low-income families are losing faith in these school districts and are looking for alternatives such as charter schools. More families are using open enrollment policies too. Gehring (2005) states, “that population shifts, steep housing

costs, open-enrollment policies, competition from charter schools and a lack of incentive to improve” as reasons for the urban school decline. Districts like Detroit, MI; Minneapolis, MN; Pittsburgh, PA; Baltimore, MD; and Seattle, WA are among those listed in decline. Public Policy Forum (2007) reports on Milwaukee’s declining enrollment. They say, “Milwaukee’s enrollment loss is most likely attributable to the increase in the number of private vouchers available” (p. 2). The private vouchers are the MPCP. Dickman and Schmidt (2011) would suggest evidence to the claim. Students participating in the Milwaukee Parental Choice Program increased from about 10,000 in 2002-2003 to just over 20,000 in 2010-2011.

In response, Gehring (2005) says that these urban districts are tapping universities and community-based groups for a range of partnerships, developing new marketing strategies to sell their services, creating new infrastructure that includes establishing more K-8 schools and forming smaller, more personalized high schools. In part, these actions follow recommendations presented by King (1982) as strategies to confront enrollment decline. His number one recommendation was to develop partnerships with other educational and community agencies.

St. Jude’s Solution to Declining Enrollments

The Catholic education system has faced declining enrollments too. St. Jude is a Catholic school in the city of Chicago. Owens (2005) states, “US Catholic schools have declined by 50% during the last 30 years” (p. 58). Owens continues, “The enrollment decline has been attributed to the rising costs of tuition, shift in Catholic population and other demographic shifts such as fewer numbers of children per family” (p. 59).

Owens (2005) says that a Chicago Catholic school, St. Jude's, implemented revitalization strategies with success. The school had declined to an enrollment of 137. The school re-invented itself with a particular curricular emphasis, partnered with a local university to develop and implement the program. The teachers were encouraged to participate in professional development activities designed to enhance their teaching skills. Finally, St. Jude's sought to develop relationships with the families. The principal and pastor met with parents to discuss the curricular change and continued strong commitment to academics. The school grew from 137 to almost 200 within 3 years.

While St. Jude's is located in a zip code that tends to be associated with higher income families, it draws students from neighborhoods across Chicago, making it more ethnically and socioeconomically diverse than might be expected.

The Effective Schools Model

Strategies implemented by St. Jude reflect correlates of the Effective Schools Movement. Mace-Matluck (1987) suggests that key correlates within the effective school are (a) a focus on high quality instruction, (b) a staff who accepts responsibility for student's learning of instructional goals, (c) a safe and orderly climate within the school that is conducive to teaching and learning, (d) a place where pupil achievement is used as the measure for program evaluation, (e) a climate of high expectations for success exists and (f) a place where partnerships are developed between home and school.

D'Amico (1982) suggests that studies centering upon the Effective Schools Movement outline correlations not causal relations. He highlights that the correlates are not a recipe for school success in and of themselves. Rather, D'Amico (1982) advises, "It

is the interaction of characteristics that leads to higher student achievement and success and to school effectiveness” (p.14).

Within the model, principals are important assets to the school. Lezotte (1992a) writes that instructional leadership is the critical force behind an effective school. He says that the vision of the leader will not last unless the leader can create the critical mass of support for it among those helping to implement it. He suggests that people follow because they share the leader’s dream. The principal builds that momentum focusing on teaching.

The principal also builds the momentum to focus on student learning. Lezotte (1992b) states that at one time, student achievement tests were not viewed as a measure of a school’s level of effectiveness. He goes on to say, “It is now clear that virtually every stakeholder group outside of the school feels strongly that assessing student outcomes are the bottom line in school effectiveness” (p.35). Lezotte and Bancroft (1985) emphasize that the primary purpose of schooling is for student learning and that the measurement of learning are results of student achievement.

Reflecting on the growing use of the effective schools model, Lezotte and Bancroft (1985) identify some common characteristics of schools implementing effective schools correlates across the nation. They say that each school using an effective schools model (a) is focused on a single school as the strategic unit for improvement, (b) has a building-based improvement team consisting of teachers and administrators, (c) had a long term-orientation (3-5 years) in planning and implementation, and (d) was organized around the concept of effective school research resting upon the foundation that the primary purpose of schooling is teaching and learning.

Ethnically Diverse Populations

Since St. Jude's draws students from neighborhoods across Chicago, the school is more ethnically and socioeconomically diverse than might be expected. St. Jude's sought to develop relationships with the families. Relationships are important.

DeCastro-Ambrosetti and Cho (2005) studied this topic among 160 pre-service and in-service teachers enrolled in education classes at California State University, Fullerton California. They sought to examine how teachers view parents of culturally diverse groups. Their results showed that participants believed that "the home and the lack of value that parents place on education were responsible for their students' deficient academic achievement" (p.45). The researchers conclude that as long as the gap between home and school continues, communication and a healthy respect for each other will continue to be a challenge as well.

In an effort to build more healthy relationships, Nguyen (2012) suggests that teachers get to know their students and their ways of experiencing the world in order to establish a multicultural understanding. Building cultural competence among teachers helps develop knowledge of the heritage and cultural practices of their students. Nguyen (2012) suggests including parents and the diverse community as guest speakers to share customs and traditions builds the relationship with the diverse community.

Green (1997) echoes similar thoughts. She recommends that teachers plan for meaningful parent participation in school programs with the goal of building a supportive and nurturing environment. The suggestion is to establish a support group that can lead school-wide needs and consists of parents and teachers. Green (1997) suggests that teachers can evaluate the classroom environment for messages about diversity the

children get in books to newsletters, and they can set an academic climate which expects educational success.

Bruns and Corso (2001) state that families are more likely to develop effective working relationships with professionals they trust. They comment that researchers have found that cross-cultural differences in communication may affect relationships. Some researchers have noted that if teachers assume the dominate role in the conversation the submissive role in which the family is placed may be a source of tension. Bruns and Corso (2001) say that this may be particularly offensive to some families from traditional Hispanic backgrounds. It is essential to “hire staff that embrace diversity as an asset and demonstrate a willingness to learn about the experiences families from culturally and linguistically diverse backgrounds have that are different than their own” (pg. 4).

Summary

Schools within the WELS have confronted enrollment decline in recent history. Schools in rural and urban regions of the nation have confronted enrollment decline in recent history too. Some schools have found solutions to the enrollment decline. One method for school revitalization is by using the correlates of an effective school model.

Chapter III: Implementation

Introduction

In the 2013 statistical report submitted to the Commission on Lutheran Schools, St. Lucas reported a PreK-Grade 8 enrollment of 202 students. Ninety-eight of the 202 children are from member families. According to St. Lucas Church records there are 254 children from member families eligible for the ministry program PreK-Grade 8. That means about 38% of the congregation's families use the PreK-Grade 8 program. The study benefits St. Lucas by describing the perceptions of families as they relate to school characteristics.

Procedures

All member parents and guardians with children ages 5-12 living in a radius of 30 miles from the school were asked to participate in the study through a survey. A total of 161 member parents and guardians were sent a survey. All nonmember parents and guardians who use the school were asked to participate in the study through the same survey. A total of 111 nonmember parents and guardians were sent a survey. Parents and guardians included those who have a student in one or more of the grades, PreK-Grade 8, during the 2013-2014 year. The list of parents and guardians was developed using St. Lucas Church and School databases (page 24, Table 4)

The survey was developed to meet the goals of the study which are to (a) identify barriers that prevent member families from enrolling their children at St. Lucas, (b) identify school qualities that attract member families to choose St. Lucas, (c) identify school qualities that attract nonmember families to choose St. Lucas, and (d) inform future program decisions for the school.

There were two tools used in the survey. One tool on the survey used forced response items on a Likert-type scale. The other tool used open response questions for the collection of qualitative data.

In the survey, demographic data was collected for the purpose of looking for patterns within certain groups. Specifically, the researcher wanted to see if there was a correlation between demographic data sets and the parents' and guardians' perceptions about the school, which may lead to enrollment decisions. The researcher also wanted to see if there was a correlation between the members and nonmembers and their perceptions about the school.

A postcard mailing announced that a survey was coming. The survey was distributed to all school families, members and nonmembers, PreK-Grade 8. The survey was distributed to all member families not using the Lutheran Elementary School within a 30 mile radius. The survey was administered electronically for those parents for whom St. Lucas had email addresses. If St. Lucas possessed an email address for both parents, then both parents were sent the survey link. For those parents for whom St. Lucas did not possess email addresses, the survey was printed and mailed to the home. A self-addressed, stamped envelope was included for ease of return. The table below represents the total number of surveys sent to parents. The data was collected on a survey during the last two weeks of February 2014.

Survey Participant Table (Table 4)

	St. Lucas Member	Nonmember	Combined Total
Email	99	94	193
Print Copy Mailed	62	17	79
Total Distributed	161	111	272

Artifacts

A postcard was created and sent to announce the survey from the school. The announcement may be found in Appendix A (page 44). One survey was used to collect the data for this project. The survey may be found in Appendix A (pages 45-51). The purpose of the survey was to collect data about member and nonmember perceptions of St. Lucas. The survey asked parents to rate characteristics of the St. Lucas PreK-Grade 8 educational program.

A hard copy of the survey was mailed to families for whom St. Lucas did not possess an email. A cover letter accompanied the survey hard copy. This cover letter may be found in Appendix A (page 44).

Results

Analysis Procedures

Data from the surveys was entered into an Excel spreadsheet to calculate the statistical relationship between survey items using Pearson's r . The correlations are found in Appendix F (pages 77-80). Specific correlations from respondents according to their relationship with St. Lucas Church are found in Appendix D (pages 67-72).

Specific pivot tables were created to determine the frequency by which groups responded to specific items on the survey. Ethnic groups were coded 1= Native

American, 2=African American, 3=Hispanic, 4=Caucasian, 5=Pacific Islander and 6=Asian. These codes were placed into the columns of the pivot table. Their ratings on individual survey questions were coded 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree and placed in the rows of the pivot table representing specific survey items. Relationship to St. Lucas Church was coded 1=St. Lucas is not my church home, 2= I have no church home, 3=I have been a member of St. Lucas 0-10 years, 4=I have been a member of St. Lucas for 11 or more years. Their ratings on individual survey questions were coded 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree and placed in the rows of the pivot table representing specific survey items. Specific pivot tables are found in Appendix E (pages 73-76).

Frequency tables were created to review the frequency of responses to each of the questions. Responses were coded 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree for the purpose of correlations. Frequency tables are found in Appendix B (pages 52-57).

Qualitative data was collected in the survey. The purpose of the data was to enrich forced response data, discover the reasons for enrollment decisions, gather information on stakeholder views for school improvement and inform the school about secondary education pathways of St. Lucas graduates. Respondents were allowed to give more than one response to each open ended, written response item. Some respondents did not participate in the open ended, written response portion of the survey. The open ended, written response items were coded and categorized by the researcher based on review of the responses. Tables are found in Appendix B (pages 58-72).

Survey Results

Table 5 (page 26) reports that a total of 40 responses (14.7%) were received.

While all surveys hope for a high response rate, no single rate is considered the standard (Fink, 2009). Thirty-five responses were submitted electronically. Five responses were submitted using the hard copy form. Twenty-six respondents declared St. Lucas to be their church home. There were five respondents who did not declare a relationship to St. Lucas Church.

Table 6 (page 26) reports the respondents by relationship to St. Lucas School.

Four declared St. Lucas is their church home, but their child is not enrolled at St. Lucas School.

Respondents by Relationship to St. Lucas Church (Table 5)

My church home is not St. Lucas	8
I have no church home	1
I have been a member of St. Lucas Church 0-10 years	11
I have been a member of St. Lucas Church 11 or more years	15
Did not declare relationship to St. Lucas Church	5
Total respondents	40

Respondents by Relationship to St. Lucas School (Table 6)

My child/ren is enrolled at St. Lucas	Total
Yes	33
No	4
Did not declare enrollment status	3
Total respondents	40

One hundred percent of the respondents felt that St. Lucas is focused on teaching the truths of God's Word. All respondents either "Agreed" or "Strongly Agreed" with this statement. One hundred percent of the respondents stated that St. Lucas is focused on student learning, while 87.5% of the participants "Agreed" or "Strongly Agreed" that St. Lucas provides ample time during the day for academic instruction. Seventy-two and

one-half percent believed that there is ample time during the day for student work time, while 45% believe that St. Lucas supports the learner who needs special services.

When asked whether or not St. Lucas provides a quality traditional elementary school curriculum, 80% of the respondents “Agreed” or “Strongly Agreed”. Seventy percent of the participants felt that St. Lucas reflects excellence in student academic performance as measured on achievement tests, while 65% either “Agreed” or “Strongly Agreed” when asked if St. Lucas develops the skills necessary for success in high school and into college. Twenty-seven and one-half percent said they did not know.

Eighty-eight percent of the respondents thought that the school provides an adequate range of extra-curricular activities, while 82.5% felt there was also an adequate range of non-academic extra-curricular activities.

When it comes to the teachers, 95% of those who responded felt that the teachers are qualified and 87.5% said that the teachers are caring. Ninety-two and one-half percent felt that administration is qualified and 95% felt that administration is caring. Sixty-five percent feel like there is consistent discipline of the student body. Sixty-five percent either “Agreed” or “Strongly Agreed” that St. Lucas provides quality before and after school care.

Seventy percent of the respondents believe that teachers and administration continue to grow professional skills, and 87.5% think that St. Lucas develops fitting partnerships with the community to serve school needs.

In response to questions on communication, 95% of the respondents either “Agreed” or “Strongly Agreed” with the statement that St. Lucas provides effective communication on school topics through print newsletters. Eighty-seven and one-half

percent either “Agreed” or “Strongly Agreed” with the statement that St. Lucas provides effective communication on school topics through electronic media, and 67.5% either “Agreed” or “Strongly Agreed with the statement that St. Lucas provides effective communication on school topics through face to face forums.

While 62.5% said that parents take an active part in school sponsored student activities, 75% of the respondents either “Agreed” or “Strongly Agreed” with the statement that St. Lucas encourages parents to be active in the school’s program.

Ninety-seven and one-half percent of those who responded to the survey felt that St. Lucas teachers, staff and administration demonstrate respect for all people regardless of age, nationality, culture, race or religious affiliation (page 28, Table 7), and 87.5% believe that the students show love and respect for each other, the teachers and other adults. Seventy-seven and one-half percent feel that St. Lucas coaches and volunteers demonstrate love and respect for students.

Respect Response (Table 7)

St. Lucas teachers, staff and administration demonstrate respect for all people regardless of age, nationality, culture, race or religious affiliation.	Total
Strongly Disagree	0
Disagree	0
Agree	23
Strongly Agree	16
Don’t Know	1

Ninety-five percent of the respondents either “Agreed” or “Strongly Agreed” that St. Lucas provides a safe environment for students. Ninety-two and one-half percent of the respondents either “Agreed” or “Strongly Agreed” that the school building is excellently maintained, while 60% “Agreed” or “Strongly Agreed” that St. Lucas provides excellence in up-to-date technology for student use.

In the following section, the survey results of open ended, written response items are reported. The reader may see Appendix B (page 58-62) for a complete list of responses to these items. Respondents were allowed to give more than one response to each item. Some respondents did not participate in the open ended, written response portion of the survey. The researcher categorized and coded the responses.

When asked, “What factor/s led you to use St. Lucas School as your child’s place for education?” About 64% of the responses centered on Christian education (page 29, Table 8). The reader should note that respondents were allowed to give more than one answer to the question. The reader should also note that not all respondents participated in the open ended, written response portion of the survey.

Factors Leading to St. Lucas (Table 8)

Factor	Response Count
Christian Education	21
Class Size	4
Location	4
Curriculum and Instruction	4
Other	2

When asked: “What factor/s prevent you from using St. Lucas School as your child’s place for education?” About 73% of the responses were categorized into reasons connected to curriculum and instruction (page 29, Table 9). The reader should note that respondents were allowed to give more than one answer to the question. The reader should also note that not all respondents participated in the open ended, written response portion of the survey.

Factors Preventing St. Lucas (Table 9)

Factor	Response Count
Curriculum and Instruction	8
Location	3

When asked: “What three things can St. Lucas do to improve the school’s educational program?” Sixty-nine percent of the categorized responses were reasons connected to curriculum and instruction (page 30, Table 10). The reader should note that respondents were allowed to give more than one answer to the question. The reader should also note that not all respondents participated in the open ended, written response portion of the survey.

School Improvement Comments (Table 10)

Category	Response Count
Curriculum	18
Instruction	20
Communication	8
Technology	3
Extra-Curricular	1
Parent Involvement	1
Other	4

When asked: “After graduating from grade 8, to which high school do you plan to enroll your child?” About 38% of all respondents cited Wisconsin Lutheran High School as the school they were planning to enroll in at the high school level (page 30, Table 11). The reader should note that respondents were allowed to give more than one answer to the question. The reader should also note that not all respondents participated in the open ended, written response portion of the survey.

High School Enrollment Plan (Table 11)

Category	Response Count
WLHS	15
Public	4
Other	3
Don’t Know	7

Chapter IV: Reflective Essay

Introduction

The teaching and preaching of the Gospel of Christ is a life and death issue. The Lutheran Elementary School presents an opportunity to declare Christ crucified. In the 2013 statistical report to the Commission on Lutheran Schools, St. Lucas reported a PreK-Grade 8 enrollment of 202 students. Ninety-eight of the 202 children are from member families. According to St. Lucas Church records there are 254 children from member families eligible for the ministry program PreK-Grade 8. That means about 38% of the congregation's families use the PreK-Grade 8 program. The study benefits St. Lucas by describing the perceptions of families as they relate to school characteristics.

The goals of the study are to (a) identify barriers that prevent member families from enrolling their children at St. Lucas, (b) identify school qualities that attract member families to choose St. Lucas, (c) identify school qualities that attract nonmember families to choose St. Lucas, and (d) inform future program decisions for the school.

Findings

Barriers for member families

One of the stated goals for the research study was to (a) identify barriers that prevent member families from enrolling their children at St. Lucas. The data from the survey indicated that the member families who do not use the school have made that decision primarily for curriculum and instructional reasons. One respondent cited "Traditional vs. Montessori curriculum" as a reason for choosing another school. Another respondent said that their student did not attend because of "this child's need for more individualized attention than a teacher can give in a class of 24+ students." "Understaffed

for children with special need” was the response of another respondent. This finding links to the literature review on effective schools. A focus on high quality instruction is a key correlate to an effective school.

School qualities that attract members and nonmembers

Two of the stated goals of this research study were to (b) identify school qualities that attract member families to choose St. Lucas and (c) identify school qualities that attract nonmember families to choose St. Lucas. The researcher has chosen to discuss these reasons collectively while noting differences between the two groups.

Christ-centered Education

The data indicates that 63.6% of the respondents who have children in the school cite Christian education as the reason for their choice. One respondent said, “Christian education.” Another stated, “We are members of the church and want our children to have a Christ-centered education.” Another respondent said that St. Lucas is a “Bible teaching school.” All respondents stated that they either “Agreed” or “Strongly Agreed” with the statement that St. Lucas is focused on teaching the truths of God’s Word on the survey. This suggests that a major factor for enrollment is the desire for Christian education and matches the mission of the school.

Teacher Quality

The data suggests that respondents believe that teachers are qualified and caring. The data also suggests that respondents believe that teachers are and should continue to grow professional skills. The correlation between qualified teachers and continuing education among those who have a church home other than St. Lucas was distinct ($r=1$). The correlation between qualified teachers and continuing education among those who

are members of St. Lucas Church for 11+ years was moderate ($r=0.478$) (page 33, Figures 3.2 and 3.4) One respondent suggested that St. Lucas “increase funding for professional development.” Another said, “Better teachers.” Twenty of 55 (36.3%) suggestions for improvement were connected to instruction. This finding ties to the literature review on effective schools. A focus on high quality instruction and teachers who accept responsibility for student’s learning of instructional goals are key correlates to an effective school.

SLC is not my church home (n=8)	St. Lucas has qualified teachers in the classroom.	St. Lucas teachers and administration continue to grow professional skills.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas teachers and administration continue to grow professional skills.	1	1

Figure 3.2

SLC is my church home 11+ (n=15)	St. Lucas has qualified teachers in the classroom.	St. Lucas teachers and administration continue to grow professional skills.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas teachers and administration continue to grow professional skills.	0.478091444	1

Figure 3.4

The correlation between St. Lucas is focused on student learning and caring teachers in the classroom among those who have a church home other than St. Lucas was very large ($r=0.773$). The correlation between St. Lucas is focused on student learning and caring teachers in the classroom among those who are members of St. Lucas Church for 11+ years was small ($r=0.288$) (page 34, Figures 1.2 and 1.4). This finding ties to the literature review on effective schools. A focus on high quality instruction and teachers

who accept responsibility for student’s learning of instructional goals are key correlates to an effective school.

SLC is not my church home (n=8)	St. Lucas is focused on student learning.	St. Lucas has caring teachers in the classroom.
St. Lucas is focused on student learning.	1	
St. Lucas has caring teachers in the classroom.	0.773020683	1

Figure 1.2

SLC is my church home 11+ (n=15)	St. Lucas is focused on student learning.	St. Lucas has caring teachers in the classroom.
St. Lucas is focused on student learning.	1	
St. Lucas has caring teachers in the classroom.	0.288675135	1

Figure 1.4

Academic Performance

When asked to rate the statement “St. Lucas reflects excellence in student academic performance as measured by achievement”, 70% of the participants either “Agreed” or “Strongly Agreed” that St. Lucas reflects excellence in student academic performance as measured on achievement tests. The reader should note how culturally diverse populations rated St. Lucas with lower performance responses more frequently than those who identified themselves as Caucasian (page 35, Table 12). One limitation of this table is that not every respondent identified their racial/ethnic background; therefore, the total does not equal 40. Another factor is the limited number of responses from families of culturally diverse backgrounds.

Perceptions of School Academic Performance by Population (Table 12)

	Native Am.	African Am.	Hispanic	Caucasian	Total
Str. Disagree	0	0	0	0	0
Disagree	0	2	0	0	2
Agree	1	0	1	14	16
Str. Agree	0	0	0	9	9
Blank	0	0	0	7	7
Total	1	2	1	30	34

Relationships

The data indicates that survey respondents believe St. Lucas develops fitting partnerships with community resources. Eighty-seven and one-half percent of the respondents either “Agreed” or “Strongly Agreed”. The correlation between qualified teachers and fitting partnerships among those who have a church home other than St. Lucas was large ($r=0.6793$). The correlation between qualified teachers and fitting partnerships among those who are members of St. Lucas Church for 11+ years was small ($r=0.184$) (page 35, Figure 4.2 and page 36, Figure 4.4).

SLC is not my church home (n=8)	St. Lucas has qualified teachers in the classroom.	St. Lucas develops fitting partnerships with community resources to serve school needs.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas develops fitting partnerships with community resources to serve school needs.	0.679366220	1

Figure 4.2

SLC is my church home 11+ (n=15)	St. Lucas has qualified teachers in the classroom.	St. Lucas develops fitting partnerships with community resources to serve school needs.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas develops fitting partnerships with community resources to serve school needs.	0.184466196	1

Figure 4.4

Respondents also felt that St. Lucas teachers, staff and administration demonstrate respect for all people regardless of age, nationality, culture, race or religious affiliation. Additionally, 87.5% believe that the students show love and respect for each other, the teachers and other adults. Seventy-seven and one-half percent feel that St. Lucas coaches and volunteers demonstrate love and respect for students.

When asked whether “St. Lucas provides consistent discipline of the student body”, respondents who identified themselves as culturally diverse populations rated St. Lucas with lower performance level marks more frequently than those who identified themselves as Caucasian. In Table 13 (page 37), the reader should note how minority populations rated St. Lucas with lower performance responses more frequently than those who identified themselves as Caucasian. One limitation of this table is that not every respondent identified their racial/ethnic background; therefore, the total does not equal 40. Another factor is the limited number of responses from families of culturally diverse backgrounds.

Perceptions of School Discipline by Population (Table 13)

	Native Am.	African Am.	Hispanic	Caucasian	Total
Str. Disagree	0	1	0	0	1
Disagree	0	1	0	1	2
Agree	1	0	0	12	13
Str. Agree	0	0	1	9	10
Blank	0	0	0	8	8
Total	1	2	1	30	34

Conclusions

The findings suggest that St. Lucas is recognized as a Christ-centered school. Parents recognize that the gospel of Jesus Christ is a focus of the work of the school. It is also a reason people choose St. Lucas. Further study should be done on this item. That should include asking respondents to identify evidences of Christ-centered education at the school. This data would help St. Lucas refine the messaging of the school ministry to the membership and community.

While St. Lucas families want Christian education, they also want a quality educational product. Instruction matters. Curriculum matters. Most open ended, written response items focused on these two categories. Parents value qualified teachers who will challenge each student, including the gifted. One respondent said, “More opportunities to work above grade level.” Another said, “Work to help those students who are performing above their grade level.” Only 45% of the respondents believed that St. Lucas meets the needs of the learner who needs special services. One respondent said, “Slow down and

try to get everyone on the same page.” Another said, “Tudor [sic] services after school.” This finding ties into the literature review on effective schools. A focus on high quality instruction is a key correlate to an effective school. As the literature review also brought out, some urban schools are becoming more personalized. The data of this study suggests that families are looking for high quality learning pathways that are more individualized for the learner.

While the results of the survey suggest that parents view the teachers as qualified and caring overall, written response items suggest that parents want to see continued teacher and curriculum improvement. St. Lucas may consider correlates of an effective school from the literature review of this study as a beginning point of ongoing teacher development, beginning with instructional quality.

Those member families who did not enroll their children at St. Lucas focused on curriculum and instruction. This is different from the finding by Isch (1997). Additional study should be done. It would be helpful to expand the base of member respondents to see if this trend would continue with more participants.

The findings suggest a distinct correlation ($r=1$) between professional development and teacher quality among the nonmember St. Lucas families. The findings also suggest that there is only a moderate correlation ($r=0.478$) between professional development and qualified teachers among St. Lucas member families of 11 or more years. Additionally, artifacts suggest that there is a large correlation ($r=0.679$) fitting partnerships with community resources and qualified teachers among the nonmember St. Lucas families. Among St. Lucas families of 11 or more years, the correlation is low ($r=0.184$).

These are interesting results and are important for overall school development. It appears that St. Lucas has one group of people linking professional development and teachers, and another group of people thinking that connection is minimal. It appears that St. Lucas has one group of people linking community partnerships and teachers, and another group of people who are not making that link. Further study should be done to understand why there is this difference. Targeted questions on the topics of community partnerships, teacher quality and professional development may help us better understand the perceptions of one group or the lack thereof in the other.

Since there is a contrast in these correlations among members and nonmembers at St. Lucas and there is a growing nonmember population in WELS schools, the researcher would suggest studies, similar to this one, be conducted in other WELS schools.

While respondents said that St. Lucas teachers, staff and administration demonstrate respect for all people regardless of age, nationality, culture, race or religious affiliation, responses by cultural diverse groups to some items suggest that the school should consider ways to build better relationships with these groups. While the response pool from culturally diverse groups was small, the views held by culturally diverse individuals signal that the school needs to work on building bridges with these families. St. Lucas may consider implementing strategies brought forth in the literature review of this research study. Further study should be done on this item to gain a larger response pool from the culturally diverse populations.

While a variety of reasons were given for family enrollment decisions, none involved tuition rates or the Milwaukee Parental Choice Program. No one said that the Milwaukee Parental Choice Program was the reason that they were at St. Lucas. No one

said it was the reason they would not send their child to St. Lucas. No one listed tuition rates as a reason they sent their child to St. Lucas. No one said that tuition rates are a barrier.

This is inconsistent with what has been anecdotally reported to the researcher through partners who work in many choice schools of various religious affiliations across the city of Milwaukee. Our partners report that people who use choice schools tend to speak of these reasons regularly. It is striking, that at St. Lucas, people are focused upon other reasons while making enrollment decisions. It is the prayer of the researcher that the Lord would continue to keep our ministry focused upon the souls of dearly redeemed children of God.

Recommendations

One of the stated goals of this research study was to (d) inform future program decisions for the school. The following recommendations are made by the researcher for the school.

St. Lucas should promote the school as a Christ-centered school. Current parents recognize that the gospel of Jesus Christ is a focus of the work of the school. It is a reason they chose St. Lucas. There are parents who have a desire for a Christ-centered education of their children.

St. Lucas should invest time, talent and fiscal resources into curriculum development and delivery tools and invest in teacher development particularly as it relates to instruction. While St. Lucas families want Christian education, they also want a quality educational product. Curriculum and instruction matter. Most open ended, written response items focused on these two categories.

St. Lucas should seek out unique tools that can provide each student with individual academic growth opportunities. Respondents sought opportunities for their children to work above grade level, and less than half of the respondents believed that St. Lucas meets the needs of the learner who needs special services.

St. Lucas should build positive relationships among all ethnic and racial groups within the school. While the response pool from culturally diverse groups was small, the views held by culturally diverse individuals signal that the school needs to work on building bridges with these families.

Since there is a contrast in correlations among members and nonmembers at St. Lucas and because there is a growing nonmember population in WELS schools, the researcher would suggest studies, similar to this one, be conducted in other WELS schools to broaden the data.

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Appendix A: St. Lucas School Survey

Post Card Mailing Text

St. Lucas School strives for excellence in Christ-centered education. St. Lucas can lay claim to some of the top reading performances in the city of Milwaukee. The overall academic performance of St. Lucas students has increased over the last year as measured by the Measures of Academic Performance. We want to continue to get better. As we continue to develop the long-range action plans for the school, your input is important.

Soon, you will receive a survey from St. Lucas. There may be areas in which the school has not met your family's expectations and/or the needs for your child. Your responses will help us to make informed decisions in programming. Please take the time to complete the survey. If we have your email address, we'll send it electronically. If we do not have an email address, you will receive the survey on paper with a stamped return envelope. Please complete and return the survey by Friday, February 28, 2014. Your participation will be kept anonymous. St. Lucas will provide you with the results of the survey at your request. Send your request to: belong@saintlucas.org. This survey will take you approximately 10 minutes to complete. Thank you for the gift of time to the ministries of St. Lucas.

Email/Mailing Cover Letter Text

St. Lucas School strives for excellence in Christ-centered education. St. Lucas School can lay claim to some of the top reading performances in the city of Milwaukee. The overall academic performance of St. Lucas students has increased over the last year as measured

by the Measures of Academic Performance. We want to continue to get better. As we continue to develop the long-range action plans for the school, your input is important to us.

There may be areas in which the school has not met your family's expectations and/or the needs for your child. Your responses will help us to make informed decisions in programming. Please complete the survey by Friday, February 28, 2014. Your participation will be kept anonymous. St. Lucas will provide you with the results of the survey at your request. Send your request to: belong@saintlucas.org. This survey will take you approximately 7-10 minutes to complete. Thank you for the gift of time to the ministries of St. Lucas.

St. Lucas School Survey Document

St. Lucas School strives for excellence in Christ-centered education. St. Lucas School can lay claim to some of the top reading performances in the city of Milwaukee. The overall academic performance of St. Lucas students has increased over the last year as measured by the Measures of Academic Performance. We want to continue to get better. As we continue to develop the long-range action plans for the school, your input is important to us.

There may be areas in which the school has not met your family's expectations and/or the needs for your child. Your responses will help us to make informed decisions in programming. Please complete the survey by Friday, February 28, 2014. Your

participation will be kept anonymous. St. Lucas will provide you with the results of the survey at your request. Send your request to: belong@saintlucas.org. This survey will take you approximately 7-10 minutes to complete. Thank you for the gift of time to the ministries of St. Lucas.

Multiple Choice Response Items

1. St. Lucas is focused on teaching the truths of God's Word.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

2. St. Lucas is focused on student learning.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

3. St. Lucas provides ample time during the day for academic instruction.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

4. St. Lucas provides ample time during the day for student work time.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

5. St. Lucas provides a quality traditional elementary school curriculum (language arts, math, science, social studies.)

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

6. St. Lucas provides support for the learner who needs special services.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

7. St. Lucas reflects excellence in student academic performance as measured by achievement tests.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

8. St. Lucas develops students with the skills necessary for success in high school and into college.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

9. St. Lucas provides adequate range of academic extra-curricular activities (Spanish Club, Forensics, etc.).

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

10. St. Lucas provides adequate range of non-academic extra-curricular activities (Basketball, Cross Country, etc.).

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

11. St. Lucas provides effective communication on school topics in print through newsletters.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

12. St. Lucas provides effective communication on school topics electronically through the email and website.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

13. St. Lucas provides effective communication on school topics in face to face formats through Family Forums.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

14. Parents take an active part in school sponsored student activities.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

15. St. Lucas has qualified teachers in the classroom.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

16. St. Lucas has caring teachers in the classroom.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

17. St. Lucas encourages parents to be active in the school's program.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

18. St. Lucas has qualified administration.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

19. St. Lucas has caring administration.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

20. St. Lucas teachers and administration continue to grow professional skills.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

21. St. Lucas develops fitting partnerships with community resources to serve school needs (MPS for hot lunch service, Alverno College for Professional Development, etc.).

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

22. St. Lucas provides consistent discipline of the student body.

Strongly Disagree

Disagree

Agree

Strongly Agree

Don't Know

23. St. Lucas students demonstrate respect for all people regardless of age, nationality, culture, race, or religious affiliation.

Strongly Disagree

Disagree
Agree
Strongly Agree
Don't Know

24. St. Lucas teachers, staff and administration demonstrate respect for all people regardless of age, nationality, culture, race, or religious affiliation.

Strongly Disagree
Disagree
Agree
Strongly Agree
Don't Know

25. St. Lucas coaches and volunteers who have contact with children, show love and respect for students by their attitudes, words, and actions.

Strongly Disagree
Disagree
Agree
Strongly Agree
Don't Know

26. St. Lucas provides an environment that is safe for students.

Strongly Disagree
Disagree
Agree
Strongly Agree
Don't Know

27. St. Lucas provides excellence in the maintenance of the school building.

Strongly Disagree
Disagree
Agree
Strongly Agree
Don't Know

28. St. Lucas provides excellence in providing up-to-date technology for student use.

Strongly Disagree
Disagree
Agree
Strongly Agree
Don't Know

29. St. Lucas provides quality before and after school care to families.

Strongly Disagree
Disagree

Agree
Strongly Agree
Don't Know

Written Response Items

30. What factor/s led you to use St. Lucas School as your child's place for education? (If your child is not enrolled at St. Lucas, then enter: NA)
31. What factor/s prevent you from using St. Lucas School as your child's place for education? (If your child is enrolled at St. Lucas, then enter: NA)
32. What three things can St. Lucas do to improve the school's educational program?
33. After graduating from grade 8, to which high school do you plan to enroll your child? Please name the school/s you are pursuing.

Demographic Information

34. My child/ren is enrolled at St. Lucas.
Yes
No

35. Which statement best describes your relationship to St. Lucas Church?
My church home is not St. Lucas Church.
I have no church home.
I have been a member of St. Lucas Church for 0-10 years.
I have been a member of St. Lucas Church for 11 or more years.

36. My child/ren is in
PreK
Kindergarten-Grade 3
Grades 4-8

37. I am the ____ .
Father
Mother
Guardian

38. My family's racial/ethnic background is ____ .
Native American
African American
Hispanic
Caucasian
Pacific Islander
Asian

Appendix B: Frequency Tables

Item 1

St. Lucas is focused on teaching the truths of God's Word.	Total
1 Strongly Disagree	0
2 Disagree	0
3 Agree	10
4 Strongly Agree	30
Don't Know	0

Item 2

St. Lucas is focused on student learning.	Total
1 Strongly Disagree	0
2 Disagree	0
3 Agree	18
4 Strongly Agree	22
Don't Know	0

Item 3

St. Lucas provides ample time during the day for academic instruction.	Total
1 Strongly Disagree	0
2 Disagree	2
3 Agree	18
4 Strongly Agree	17
Don't Know	3

Item 4

St. Lucas provides ample time during the day for student work time.	Total
1 Strongly Disagree	1
2 Disagree	5
3 Agree	17
4 Strongly Agree	12
Don't Know	4

Item 5

St. Lucas provides a quality traditional elementary school curriculum.	Total
1 Strongly Disagree	0
2 Disagree	4
3 Agree	16
4 Strongly Agree	16
Don't Know	4

Item 6

St. Lucas provides support for the learner who needs special services.	Total
1 Strongly Disagree	1
2 Disagree	5
3 Agree	11
4 Strongly Agree	7
Don't Know	15

Item 7

St. Lucas reflects excellence in student academic performance as measured by achievement tests.	Total
1 Strongly Disagree	0
2 Disagree	3
3 Agree	19
4 Strongly Agree	9
Don't Know	8

Item 8

St. Lucas develops students with the skills necessary for success in high school and into college.	Total
1 Strongly Disagree	0
2 Disagree	3
3 Agree	13
4 Strongly Agree	13
Don't Know	11

Item 9

St. Lucas provides adequate range of academic extra-curricular activities.	Total
1 Strongly Disagree	0
2 Disagree	2
3 Agree	21
4 Strongly Agree	14
Don't Know	3

Item 10

St. Lucas provides adequate range of non-academic extra-curricular activities.	Total
1 Strongly Disagree	0
2 Disagree	5
3 Agree	19
4 Strongly Agree	14
Don't Know	2

Item 11

St. Lucas provides effective communication on school topics in print through newsletters.	Total
1 Strongly Disagree	0
2 Disagree	1
3 Agree	21
4 Strongly Agree	17
Don't Know	2

Item 12

St. Lucas provides effective communication on school topics electronically through email and the website.	Total
1 Strongly Disagree	0
2 Disagree	2
3 Agree	22
4 Strongly Agree	13
Don't Know	2

Item 13

St. Lucas provides effective communication on school topics in face to face format through Family Forums	Total
1 Strongly Disagree	1
2 Disagree	3
3 Agree	16
4 Strongly Agree	11
Don't Know	8

Item 14

St. Lucas encourages parents to be active in the school's program.	Total
1 Strongly Disagree	1
2 Disagree	5
3 Agree	18
4 Strongly Agree	12
Don't Know	2

Item 15

Parents take an active part in school sponsored student activities.	Total
1 Strongly Disagree	2
2 Disagree	5
3 Agree	19
4 Strongly Agree	6
Don't Know	7

Item 16

St. Lucas has qualified teachers in the classroom.	Total
1 Strongly Disagree	0
2 Disagree	1
3 Agree	15
4 Strongly Agree	23
Don't Know	1

Item 17

St. Lucas has caring teachers in the classroom.	Total
1 Strongly Disagree	1
2 Disagree	0
3 Agree	12
4 Strongly Agree	23
Don't Know	2

Item 18

St. Lucas has qualified administration.	Total
1 Strongly Disagree	0
2 Disagree	1
3 Agree	13
4 Strongly Agree	24
Don't Know	2

Item 19

St. Lucas has caring administration	Total
1 Strongly Disagree	0
2 Disagree	0
3 Agree	11
4 Strongly Agree	27
Don't Know	2

Item 20

St. Lucas teachers and administration continue to grow professional skills.	Total
1 Strongly Disagree	0
2 Disagree	2
3 Agree	14
4 Strongly Agree	14
Don't Know	8

Item 21

St. Lucas develops fitting partnerships with community resources to serve school needs.	Total
1 Strongly Disagree	0
2 Disagree	0
3 Agree	23
4 Strongly Agree	12
Don't Know	4

Item 22

St. Lucas provides consistent discipline of the student body.	Total
1 Strongly Disagree	2
2 Disagree	2
3 Agree	16
4 Strongly Agree	10
Don't Know	9

Item 23

St. Lucas students demonstrate love and respect for one another, for their teachers, and other adults	Total
1 Strongly Disagree	1
2 Disagree	1
3 Agree	24
4 Strongly Agree	11
Don't Know	1

Item 24

St. Lucas teachers, staff and administration demonstrate respect for all people regardless of age, nationality, culture, race or religious affiliation.	Total
1 Strongly Disagree	0
2 Disagree	0
3 Agree	23
4 Strongly Agree	16
Don't Know	1

Item 25

St. Lucas coaches and volunteers who have contact with children, show love and respect for students by their attitudes, words and actions.	Total
1 Strongly Disagree	0
2 Disagree	1
3 Agree	18
4 Strongly Agree	13
Don't Know	8

Item 26

St. Lucas provides an environment that is safe for students	Total
1 Strongly Disagree	0
2 Disagree	0
3 Agree	16
4 Strongly Agree	22
Don't Know	2

Item 27

St. Lucas provides excellence in maintenance of the school building.	Total
1 Strongly Disagree	0
2 Disagree	2
3 Agree	22
4 Strongly Agree	15
Don't Know	1

Item 28

St. Lucas provides excellence in providing up-to-date technology for student use.	Total
1 Strongly Disagree	0
2 Disagree	4
3 Agree	17
4 Strongly Agree	7
Don't Know	11

Item 29

St. Lucas provides quality before and after school care to families.	Total
1 Strongly Disagree	1
2 Disagree	2
3 Agree	12
4 Strongly Agree	14
Don't Know	10

Item 30

What factor/s led you to use St. Lucas School as your child's place for education? (If your child is NOT enrolled at St. Lucas, then enter: NA) Coded 1=Christian Education, 2=Class size, 3=Location, 4=Curriculum and Instruction, 5=Other.

1Christian education,

3Close to home,

1Caring staff,

1Bible centered learning,

2Small class size

1, 2We wanted our child to attend a WELS school that had small class sizes, which St. Lucas had at the time we first enrolled our child.

1We are members of the church and want our children to have a Christ-centered education Christian Education,

3Close to home,

1, 2Small class size St. Lucas is our church in neighborhood...lutheran school

1, 2Christ-centered environment and education small classroom size(which seems to be changing)

1Christ centered education,

1School / church community,

3Location

1Quality Christian-centered education in a safe and loving environment Christian education and strict structure

1Family tradition

4The fact no one wanted to help my child elsewhere.

3Job transfer

1Christian Education

1We belong to the church, and we wanted our children to have a solid education that aligns with our Christian beliefs.

1Wanted them to have good life morals and understanding of God I went there myself.

1Connection to the church

5A family friend

1Bible teaching school

1, 4Quality Christ centered education Christ-centered learning,

5Excellent leadership

4K3 program that fit our family's needs WELS Member Christ centered,

1, 4Quality education and my grade school

1Member of the church

1Home church - Christ-Centered education

What factor/s led you to use St. Lucas School as your child's place for education?

Categorized Response Table

Code	Category	Response Count
1	Christian Education	21
2	Class Size	4
3	Location	4
4	Curriculum and Instruction	4
5	Other	2

Item 31

What factor/s prevent you from using St. Lucas School as your child's place for education? (If your child IS enrolled at St. Lucas, then enter: NA) Coded 1=Curriculum and Instruction, 2=Location

1Traditional vs. Montessori curriculum

2Location

1Ethics

1Scores(at the time)

2No bus

2Too far

1Our other child does not attend St. Lucas due to the large class sizes and this child's need for more individualized attention than a teacher can give in a class of 24+ students.

1Sending my child to other pre-k program, as it provides more options and a more developed program

1We are sending our children to another school for pre-k, as it provides more options and a more developed program

1Understaffed for children with special need

1Part time pre-school

What factor/s prevent you from using St. Lucas School as your child's place for education?

Categorized Response Table

Code	Category	Response Count
1	Curriculum and Instruction	8
2	Location	3

Item 32

What three things can St. Lucas do to improve the school's educational program? Coded
 1=Curriculum, 2=Instruction, 3=Communication, 4=Technology, 5=Extra-curricular,
 6=Parent Involvement, 7=Other

- 1Improved science, social studies, and art curriculum for lower grades
- 2Improved opportunities for advanced students
- 1More field trips so students can learn through seeing, doing, and real-world experiences
- 5Better...fairer athletic program.
- 1Teach second languages.
- 4More technology (ie. computer classrooms)
- 1Include foreign language in daily schedule
- 2More opportunities for students who are working at or above grade level to be challenged,
- 1More academically minded field trips
- 1, 2Improve math and science performance
- 2Increase funding for teacher development
- 4Stay current on technology
- 2Replace some of the teachers there. Some have no respect or patience for students as I have witnessed first-hand
- 3I would like more progress reports with my child's teacher and extracurricular activities for younger children
- 3Provide more information and options for pre-k
- 3Offer more effective/meaningful/distinctive progress reporting. My student has brought home only 3s on a 4 point scale in every single criteria for her 6 straight report cards
- 3Working on and sharing academic or creative projects with each other and congregation - art fairs, circulating student writing, etc.
- 2Better teachers
- 7I think it's perfect
- 7Unsure at this time
- 1I am glad there is a Spanish club
- 1I would also like a Spanish class for students in grades 7-8
- 1Get rid of Common Core curriculum, and institute more creationism into science classes, as opposed to just disputing evolution theory without providing an alternative that aligns with our faith as Christians
- 2Work to help those students who are performing above their grade level
- 2St. Lucas helps children who are behind but I feel like there is nothing for the children who are performing above their grade
- 1Offer Spanish as part of regular curriculum
- 1Stronger curriculum
- 2More hands on experiences
- 6More parent involvement and accountability
- 2Tutor services after school
- 3Better billing system for k3
- 2Give the kids more help in class by teacher

- 3Better teacher parent communication
 2When kids multiple kids in the class are having trouble slow down and try to get everyone on the same page
 2Seems we move through things so fast and don't give kids enough time to figure out what we are doing
 7Don't know
 3Offer more effective/meaningful progress reporting (perfect math scores = 3 in 4 point scale?)
 2Ensure teacher's passion for Christ is exemplified in their love of others
 2Teachers have a passion for children
 2Teachers have a passion for learning
 7No comment
 1, 2Homework is a concern
 1, 2The focus sometimes seems content breadth over mastery
 1A stronger anti-bullying message is needed as well
 7Keep class sizes small
 1, 2Better integration science and social studies into the lower grades
 3Improve report cards to better communicate with parents and also motivate proficient/advanced learners
 4Continue to keep technology use current
 1, 2Keep pushing math and science improvement
 1Encourage more writing opportunities within the classroom
 1Seek to foster more creativity in academics, not only uniformity
 7Allow more time for lunch/recess (reduce the stress & rush)
 2Less focus on rules, more on true learning

What three things can St. Lucas do to improve the school's educational program?

Categorized Response Table

Code	Category	Response Count
1	Curriculum	18
2	Instruction	20
3	Communication	8
4	Technology	3
5	Extra-Curricular	1
6	Parent Involvement	1
7	Other	4

Item 33

After graduating from grade 8, to which high school do you plan to enroll your child?
Please name the school/s you are pursuing. Coded 1=WLHS, 2=Public School, 3=Other, 4=Don't Know

- 1Wisconsin Lutheran High School
- 2Greendale High School, St. Francis High School, South Milwaukee High School
- 1Wisconsin Lutheran
- 1Wisco, if we're still living in the area.
- 1Wisco, not sure
- 4No clue
- 1, 2Either Oak Creek or Wisco Wisconsin Lutheran
- 1, 3WISCO or Shoreland
- 1Wisco
- 3Shoreland Lutheran High School
- 1WISCO
- 4Don't know
- 4Not sure
- 1Most likely WISCO
- 1Wisco
- 4I dont know
- 1Wisconsin Lutheran High School
- 4No idea yet
- 1, 2Wisconsin Lutheran or Franklin High School
- 4Don't know
- 1, 2Reagan or WLHS
- 1TBD - WISCO is obvious possibility
- 1WI Lutheran HS
- 4Unsure
- 3Shoreland High School

After graduating from grade 8, to which high school do you plan to enroll your child?

Categorized Response Table

Code	Category	Response Count
1	WLHS	15
2	Public	4
3	Other	3
4	Don't Know	7

Item 34

My child/ren is enrolled at St. Lucas	Total
1 Yes	33
2 No	4
Did not declare enrollment	3
Total	40

Table 35

Which statement best describes your relationship to St. Lucas Church?	Total
1 My church home is not St. Lucas	8
2 I have no church home	1
3 I have been a member of St. Lucas Church 0-10 years	11
4 I have been a member of St. Lucas Church 11 or more years	15
Did not declare relationship with St. Lucas Church	6
Total	40

Table 36

My child/ren is in:	Total
1 PreK	9
2 Kindergarten-Grade 3	24
3 Grade 4-Grade 8	16

Table 37

I am the _____.	Total
1 Mother	26
2 Father	9
3 Guardian	0
Did not declare relationship to child	4
Total	40

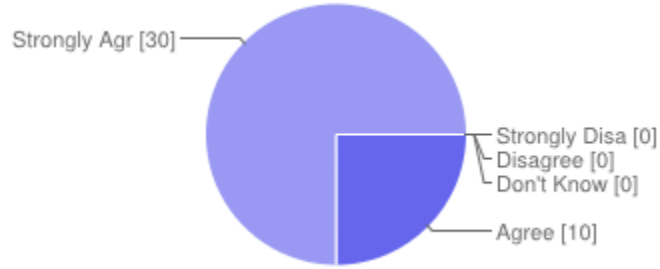
Table 38

Our family's racial/ethnic background is most closely connected to _____.	Total
1 Native American	1
2 African American	2
3 Hispanic	1
4 Caucasian	30
5 Pacific Islander	0
6 Asian	0
Did not declare racial/ethnic background	6
Total	40

Appendix C: Graphs

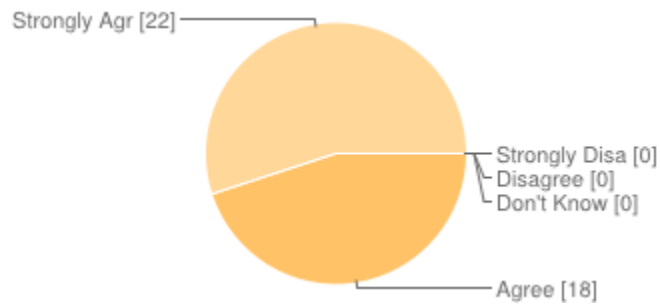
Graph 1

St. Lucas is focused on teaching the truths of God’s Word.



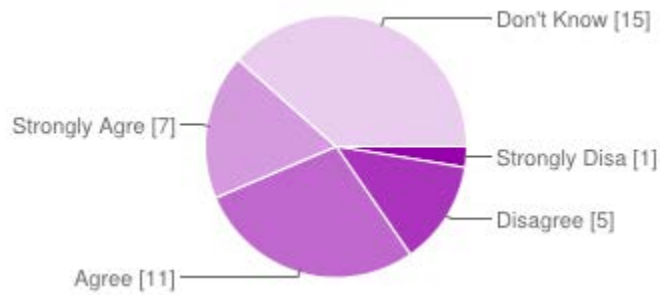
Graph 2

St. Lucas is focused on student learning.



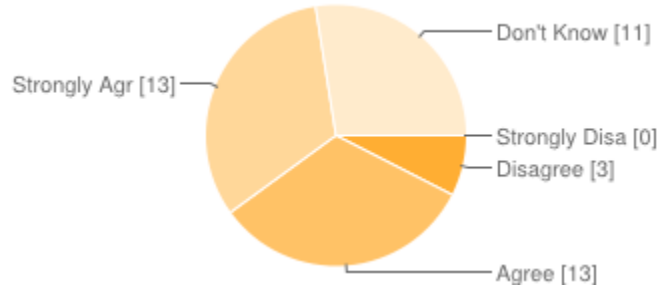
Graph 3

St. Lucas provides support for the learner who needs special services.



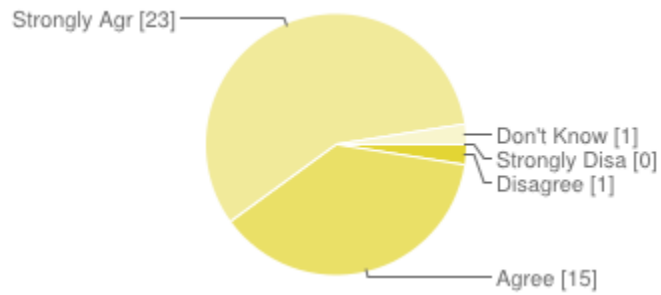
Graph 4

St. Lucas develops students with the skills necessary for success in high school and into college.



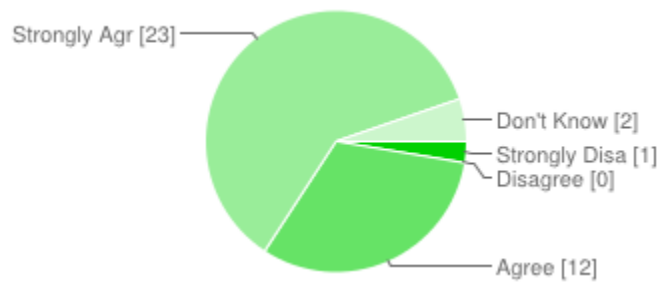
Graph 5

St. Lucas has qualified teachers in the classroom.



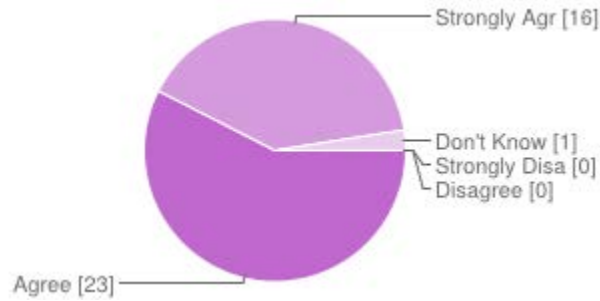
Graph 6

St. Lucas has caring teachers in the classroom.



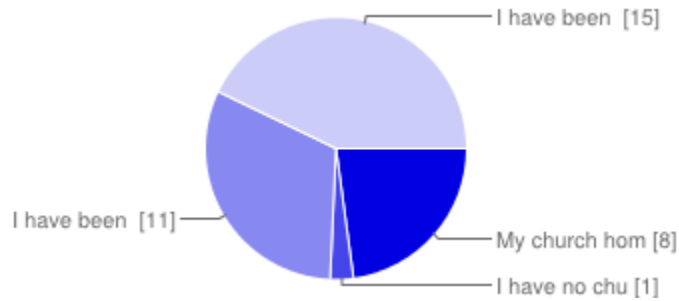
Graph 7

St. Lucas teachers, staff and administration demonstrate respect for all people regardless of age, nationality, culture, race or religious affiliation.



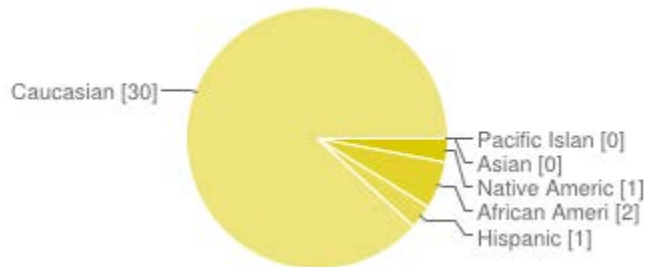
Graph 8

Which statement best describes your relationship to St. Lucas Church?



Graph 9

Our family's racial/ethnic background is most closely connected to _____ .



Appendix D: Specific Correlations

Figure 1.1

Overall (n=40)	St. Lucas is focused on student learning.	St. Lucas has caring teachers in the classroom.
St. Lucas is focused on student learning.	1	
St. Lucas has caring teachers in the classroom.	0.370910084	1

Figure 1.2

SLC is not my church home (n=8)	St. Lucas is focused on student learning.	St. Lucas has caring teachers in the classroom.
St. Lucas is focused on student learning.	1	
St. Lucas has caring teachers in the classroom.	0.773020683	1

Figure 1.3

SLC is my church home 0- 10 (n=11)	St. Lucas is focused on student learning.	St. Lucas has caring teachers in the classroom.
St. Lucas is focused on student learning.	1	
St. Lucas has caring teachers in the classroom.	0.509175077	1

Figure 1.4

SLC is my church home 11+ (n=15)	St. Lucas is focused on student learning.	St. Lucas has caring teachers in the classroom.
St. Lucas is focused on student learning.	1	
St. Lucas has caring teachers in the classroom.	0.288675135	1

Figure 2.1

Overall (n=40)	St. Lucas is focused on student learning.	St. Lucas develops students with the skills necessary for success in high school and into college.
St. Lucas is focused on student learning.	1	
St. Lucas develops students with the skills necessary for success in high school and into college.	0.73380884	1

Figure 2.2

SLC is not my church home (n=8)	St. Lucas is focused on student learning.	St. Lucas develops students with the skills necessary for success in high school and into college.
St. Lucas is focused on student learning.	1	
St. Lucas develops students with the skills necessary for success in high school and into college.	1	1

Figure 2.3

SLC is my church home 0-10 (n=11)	St. Lucas is focused on student learning.	St. Lucas develops students with the skills necessary for success in high school and into college.
St. Lucas is focused on student learning.	1	
St. Lucas develops students with the skills necessary for success in high school and into college.	0.714285714	1

Figure 2.4

SLC is my church home 11+ (n=15)	St. Lucas is focused on student learning.	St. Lucas develops students with the skills necessary for success in high school and into college.
St. Lucas is focused on student learning.	1	
St. Lucas develops students with the skills necessary for success in high school and into college.	0.906845313	1

Figure 3.1

Overall (n=40)	St. Lucas has qualified teachers in the classroom.	St. Lucas teachers and administration continue to grow professional skills.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas teachers and administration continue to grow professional skills.	0.571380045	1

Figure 3.2

SLC is not my church home (n=8)	St. Lucas has qualified teachers in the classroom.	St. Lucas teachers and administration continue to grow professional skills.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas teachers and administration continue to grow professional skills.	1	1

Figure 3.3

SLC is my church home 0-10 (n=11)	St. Lucas has qualified teachers in the classroom.	St. Lucas teachers and administration continue to grow professional skills.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas teachers and administration continue to grow professional skills.	0.75	1

Figure 3.4

SLC is my church home 11+ (n=15)	St. Lucas has qualified teachers in the classroom.	St. Lucas teachers and administration continue to grow professional skills.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas teachers and administration continue to grow professional skills.	0.478091444	1

Figure 4.1

Overall (n=40)	St. Lucas has qualified teachers in the classroom.	St. Lucas develops fitting partnerships with community resources to serve school needs.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas develops fitting partnerships with community resources to serve school needs.	0.419610559	1

Figure 4.2

SLC is not my church home (n=8)	St. Lucas has qualified teachers in the classroom.	St. Lucas develops fitting partnerships with community resources to serve school needs.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas develops fitting partnerships with community resources to serve school needs.	0.679366220	1

Figure 4.3

SCL is my church home 0-10 (n=11)	St. Lucas has qualified teachers in the classroom.	St. Lucas develops fitting partnerships with community resources to serve school needs.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas develops fitting partnerships with community resources to serve school needs.	0.534522483	1

Figure 4.4

SLC is my church home 11+ (n=15)	St. Lucas has qualified teachers in the classroom.	St. Lucas develops fitting partnerships with community resources to serve school needs.
St. Lucas has qualified teachers in the classroom.	1	
St. Lucas develops fitting partnerships with community resources to serve school needs.	0.184466196	1

Appendix E: Pivot Tables for Specific Survey Comparisons

Pivot Table 1 (Tables 24 and 38)

Count of Our family's racial/ethnic background is most closely connected to ____.	Column Labels				Grand Total
	1	2	3	4	
Row Labels					
3		1		16	17
4	1	1	1	13	16
(blank)				1	1
Grand Total	1	2	1	30	34

Pivot Table 2 (Tables 7 and 38)

Count of Our family's racial/ethnic background is most closely connected to ____.	Column Labels				Grand Total
	1	2	3	4	
Row Labels					
2		2			2
3	1		1	14	16
4				9	9
(blank)				7	7
Grand Total	1	2	1	30	34

Pivot Table 3 (Tables 22 and 38)

Count of Our family's racial/ethnic background is most closely connected to ____.	Column Labels				Grand Total
	1	2	3	4	
Row Labels					
1		1			1
2		1		1	2
3	1			12	13
4			1	9	10
(blank)				8	8
Grand Total	1	2	1	30	34

Pivot Table 4 (Table 1 and 38)

Count of Our family's racial/ethnic background is most closely connected to ____.	Column Labels				Grand Total
Row Labels	1	2	3	4	
3	1		1	6	8
4			2	24	26
Grand Total	1	2	1	30	34

Pivot Table 5 (Table 1 and 35)

Count of Which statement best describes your relationship to St. Lucas Church?	Column Labels					Grand Total
Row Labels	1	2	3	4	(blank)	
3	3		1	4		8
4	5	1	10	11		27
Grand Total	8	1	11	15		35

Pivot Table 6 (Table 20 and 35)

Count of Which statement best describes your relationship to St. Lucas Church?	Column Labels					Grand Total
Row Labels	1	2	3	4	(blank)	
2	1					1
3	1		4	5		10
4	3	1	3	7		14
(blank)	3		4	3		10
Grand Total	8	1	11	15		35

Pivot Table 7 (Tables 8 and 35)

Count of Which statement best describes your relationship to St. Lucas Church?	Column Labels					Grand Total
Row Labels	1	2	3	4	(blank)	
2			1	1		2
3	4		4	3		11
4	3	1	3	5		12
(blank)	1		3	6		10

Grand Total	8	1	11	15	35
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Pivot Table 8 (Tables 17 and 35)

Count of Which statement best describes your relationship to St. Lucas Church?	Column Labels					Grand Total
	1	2	3	4	(blank)	
Row Labels	1					1
3	2		3	5		10
4	3	1	7	10		21
(blank)	2		1			3
Grand Total	8	1	11	15		35

Pivot Table 9 (Tables 16 and 35)

Count of Which statement best describes your relationship to St. Lucas Church?	Column Labels				Grand Total	
	1	2	3	4		
Row Labels						
2		1			1	
3		3	5	5	13	
4		4	1	6	9	20
(blank)				1	1	
Grand Total		8	1	11	15	35

Pivot Table 10 (Tables 20 and 35)

Count of Which statement best describes your relationship to St. Lucas Church?	Column Labels					Grand Total
	1	2	3	4	(blank)	
Row Labels						
2	1					1
3	1		4	5		10
4	3	1	3	7		14
(blank)	3		4	3		10
Grand Total	8	1	11	15		35

Pivot Table 11 (Tables 6 and 35)

Count of Which statement best describes your relationship to St. Lucas Church?	Column Labels				Grand Total
	1	2	3	4	
Row Labels					
2				4	4
3	1		5	3	9
4	3	1		3	7
(blank)	4		6	5	15
Grand Total	8	1	11	15	35

Appendix F: Pearson's r Correlation Tables

All Respondents Pearson's r Correlation Table

Item#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29				
1	1																																
2	0.52	1																															
3	0.39	0.69	1																														
4	0.28	0.54	0.62	1																													
5	0.39	0.53	0.5	0.41	1																												
6	0.43	0.61	0.54	0.77	0.71	1																											
7	0.32	0.58	0.37	0.49	0.44	0.71	1																										
8	0.42	0.73	0.37	0.53	0.38	0.67	0.64	1																									
9	0.24	0.3	0.45	0.64	0.22	0.66	0.56	0.57	1																								
10	0.2	0.46	0.49	0.74	0.29	0.68	0.42	0.33	0.82	1																							
11	0.23	0.28	0.17	0.65	0.38	0.63	0.3	0.46	0.5	0.61	1																						
12	0.3	0.14	0.37	0.48	0.46	0.57	0.44	0.34	0.48	0.47	0.72	1																					
13	0.46	0.3	0.48	0.64	0.6	0.78	0.46	0.44	0.5	0.58	0.67	0.78	1																				
14	0.45	0.38	0.62	0.61	0.67	0.75	0.36	0.23	0.36	0.54	0.45	0.58	0.81	1																			
15	0.21	0.43	0.37	0.63	0.25	0.68	0.68	0.51	0.56	0.41	0.33	0.21	0.45	0.42	1																		
16	0.07	0.34	0.21	0.17	0.21	0.28	0.32	0.39	0.08	0.2	0.08	0.22	0.11	0.06	-0	1																	
17	0.38	0.37	0.28	0.3	0.41	0.28	0.36	0.43	0.12	0.13	0.24	0.31	0.27	0.27	0.25	0.73	1																
18	0.28	0.42	0.34	0.55	0.35	0.71	0.52	0.74	0.48	0.5	0.46	0.48	0.5	0.28	0.38	0.4	0.52	1															
19	0.33	0.24	0.25	0.28	0.2	0.45	0.45	0.58	0.33	0.24	0.26	0.33	0.35	0.2	0.29	0.33	0.37	0.82	1														
20	0.36	0.46	0.48	0.54	0.34	0.54	0.56	0.63	0.46	0.33	0.32	0.6	0.64	0.42	0.54	0.57	0.66	0.74	0.58	1													
21	0.39	0.34	0.38	0.2	0.42	0.55	0.43	0.48	0.33	0.44	0.26	0.44	0.45	0.3	0.24	0.42	0.31	0.39	0.29	0.51	1												
22	0.19	0.48	0.51	0.62	0.44	0.67	0.76	0.71	0.57	0.31	0.27	0.29	0.52	0.36	0.74	0.19	0.33	0.64	0.55	0.53	0.23	1											
23	0.1	0.3	0.28	0.59	0.28	0.74	0.36	0.39	0.41	0.39	0.32	0.35	0.66	0.34	0.61	0.27	0.27	0.42	0.32	0.66	0.29	0.59	1										
24	0.09	0.31	0.37	0.31	0.5	0.62	0.45	0.58	0.34	0.33	0.42	0.54	0.58	0.37	0.39	0.46	0.51	0.52	0.43	0.58	0.47	0.57	0.51	1									
25	-0.2	-0	0.23	0.17	0.09	0.32	0.29	0.02	0.28	0.21	0.16	0.35	0.22	0.35	0.28	0.36	0.23	0.18	0.28	0.29	0.29	0.22	0.18	0.59	1								
26	0.28	0.46	0.37	0.62	0.38	0.74	0.25	0.5	0.42	0.47	0.41	0.19	0.38	0.44	0.45	0.5	0.36	0.5	0.43	0.38	0.29	0.55	0.55	0.4	0.36	1							
27	-0.1	0.24	0.22	0.34	0.06	0.48	0.63	0.4	0.28	0.27	0.04	0.03	0.19	0.14	0.69	0.32	0.26	0.37	0.39	0.45	0.33	0.69	0.56	0.42	0.43	0.43	1						
28	-0.3	0.15	0.26	0.46	0.07	0.63	0.55	0.12	0.54	0.62	0.2	0.22	0.39	0.26	0.57	0.23	0.06	0.26	-0	0.24	0.13	0.41	0.31	0.2	0.45	0.26	0.58	1					
29	0.16	0.27	0.22	0.01	0.03	0.15	0.68	0.46	0.41	0.16	0.13	0.2	0.01	-0	0.38	0.24	0.23	0.07	0.25	0.09	0.33	0.29	0.1	0.16	0.26	0.1	0.43	0.34	1				

Non-member Pearson's r correlation table

Item#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	1																												
2	0.77	1																											
3	0.55	0.75	1																										
4	0.32	0.5	0.71	1																									
5	1	0.75	0.71	0.41	1																								
6	0.58	0.58	0.58	###	0.58	1																							
7	0.41	0.67	0.67	1	0.41	1	1																						
8	0.75	1	1	0.67	0.75	0.58	0.67	1																					
9	-0.1	0	0.26	0.86	-0.1	0.58	0.87	0.06	1																				
10	0.16	0.21	0.26	0.86	0.19	0.58	0.87	0.26	0.87	1																			
11	0.77	0.5	0.17	0.5	0.75	0.58	0.67	0.42	0.38	0.63	1																		
12	0.55	0.17	0.42	0.71	0.71	0.58	0.67	0.33	0.71	0.71	0.75	1																	
13	0.41	0.67	0.67	1	0.41	1	1	0.67	0.87	0.87	0.67	0.67	1																
14	0.45	0	0.33	0.67	0.61	1	0.67	0.17	0.73	0.73	0.71	1	0.67	1															
15	0.32	0.5	0.67	1	0.41	###	1	0.67	0.63	0.86	0.5	0.67	1	0.67	1														
16	0.42	0.54	0.68	0.5	0.51	1	0.61	0.68	0.07	0.19	0.18	0.28	0.61	0.45	0.71	1													
17	0.77	0.77	0.84	0.58	0.84	1	0.58	0.84	0.14	0.19	0.47	0.56	0.58	0.56	0.67	0.98	1												
18	0.3	0.09	0.55	0.32	0.63	1	0.41	0.45	0.14	0.14	0.09	0.55	0.41	0.71	0.41	0.81	0.84	1											
19	0.3	0.09	0.55	0.32	0.63	1	0.41	0.45	0.14	0.14	0.09	0.55	0.41	0.71	0.41	0.81	0.84	1	1										
20	0.88	0.88	0.92	0.58	1	1	0.58	1	0.2	0.2	0.41	0.61	0.58	0.61	0.58	1	0.99	0.92	0.919	1									
21	0.55	0.75	1	0.71	0.71	0.58	0.67	1	0.26	0.26	0.17	0.42	0.67	0.33	0.67	0.68	0.84	0.55	0.548	0.92	1								
22	0.25	0.25	1	0.58	0.61	1	0.58	0.61	0.32	0.17	0	0.67	0.58	0.67	0.41	0.79	0.77	1	1	0.92	1	1							
23	0.6	0.77	1	0.71	0.75	0.58	0.67	1	0.1	0.27	0.26	0.42	0.67	0.33	0.71	0.7	0.78	0.55	0.548	0.92	1	0.71	1						
24	0.55	0.75	1	0.71	0.71	0.58	0.67	1	0.26	0.26	0.17	0.42	0.67	0.33	0.67	0.68	0.84	0.55	0.548	0.92	1	1	1	1					
25	0.17	0.17	0.71	1	0.33	0.58	1	0.33	0.88	0.71	0.42	1	1	1	0.67	0.38	0.47	0.5	0.5	0.61	0.71	0.71	0.42	0.71	1				
26	0.63	0.63	0.45	###	0.61	1	0.58	0.61	0.11	0.11	0.45	0.32	0.58	0.41	###	0.88	0.94	0.63	0.632	0.88	0.45	0.61	0.45	0.45	0.32	1			
27	0.26	0.5	0.75	0.5	0.42	1	0.67	0.75	0	0.21	0	0.17	0.67	0.33	0.71	0.9	0.78	0.73	0.73	0.92	0.75	0.71	0.77	0.75	0.17	0.63	1		
28	-0.3	-0.3	-0.3	0.5	-0.3	1	0.87	-0.3	0.85	0.85	0.52	0.52	0.87	0.87	1	0.17	0	0.17	0.174	0	-0.3	0	-0.3	-0.3	0.52	0.17	0.17	1	
29	0.32	0.32	-0.1	0.58	0.22	1	0.9	0.22	0.7	0.87	0.89	0.61	0.9	0.61	0.61	0.1	0.14	-0.1	0.102	0.06	-0.1	-0.2	0	-0.1	0.45	0.25	0	1	1

Members 0-10 Pearson's r Correlation Table

Item #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
1	1																													
2	0.15	1																												
3	0.41	0.41	1																											
4	0.11	0.11	0.27	1																										
5	0.27	0.27	0.67	0.07	1																									
6	###	###	###	###	###	1																								
7	0.22	0.22	0.53	-0.2	0.8	###	1																							
8	###	0.71	0.29	-0.1	0.1	###	0.22	1																						
9	0.17	0.17	0.41	0.67	0.1	###	0.22	0.43	1																					
10	0.19	0.29	0.09	0.51	-0.1	###	0.05	0.65	0.76	1																				
11	0.52	0.29	0.09	0.51	-0.1	###	0.05	0.43	0.76	0.54	1																			
12	0.06	0.06	0.53	-0.1	0.61	###	0.69	0	0.37	0.12	0.28	1																		
13	0.75	0	0.47	0.5	0.5	###	0.57	###	0.57	0.5	0	0.5	1																	
14	0.68	0.06	0.53	0.56	0.61	###	0.28	-0.1	0.37	0.28	-0.1	0.31	0.83	1																
15	0.13	-0.1	-0.3	0.69	-0.4	###	-0.5	-0.4	0.19	0.25	0.25	0.55	###	0.07	1															
16	0.29	0.52	0.17	-0.1	0.67	###	0.53	0.38	-0.1	0.15	0.15	0	0.15	-0.3	1															
17	0.22	0.51	-0.1	-0.1	0.53	###	0.43	0.29	0.22	0.05	-0	0.12	0	0.12	-0.3	0.8	1													
18	0.19	0.24	-0.1	-0.1	0.09	###	0.43	0.68	0.33	0.38	0.38	0.12	0	-0.3	-0.3	0.26	0.52	1												
19	0.15	-0.2	-0.4	-0.3	-0.1	###	0.33	0.22	0.25	0.29	0.29	0.09	0	-0.4	-0.2	0.04	0.22	0.77	1											
20	###	0.35	-0.1	-0.2	0.42	###	0.73	0.34	0.09	0.42	0.09	0	0.47	0.09	###	0.75	0.75	0.75	0.55	1										
21	0.22	0.22	0.09	-0.2	0.36	###	0.52	0.65	0.22	0.52	0.05	0.28	0.57	0.28	-0.5	0.53	0.43	0.429	0.33	0.73	1									
22	###	0.14	0.29	0.55	0.38	###	0.49	###	1	0.65	1	0.55	1	0.65	0.17	0.29	0.22	0.293	0.22	0.45	0.49	1								
23	0.43	0	-0.3	0.65	-0.3	###	-0.3	-0.4	0.32	0.28	0.56	0.24	0	0	0.87	0	0	0	0	0.47	0.28	0.54	1							
24	0.42	-0.1	0.09	-0.2	0.36	###	0.52	0.43	0.22	0.04	0.39	0.69	0	-0.1	-0.5	0.31	0.43	0.463	0.56	0.47	0.52	0.65	0	1						
25	0.43	-0.4	-0.4	-0.4	0.22	###	0.22	-0.1	0.14	0.22	0.22	0.38	-0.5	-0.4	-0.4	0.38	0.29	0.218	0.71	0	0.22	###	-0.2	0.65	1					
26	0.29	0.04	-0.3	0.61	-0.2	###	-0.4	0	0.41	0.56	0.56	0.23	0	0.15	0.5	0.27	-0.1	-0.15	0.04	0.09	0.38	0.53	-0.1	0.38	1					
27	0.35	-0.5	-0.6	0.07	-0.3	###	-0.1	-0.2	0.1	0.26	0.26	0.15	0	-0.2	0.32	0.1	0.09	0.149	0.43	0.42	0.36	0.49	0.53	0.45	0.49	0.47	1			
28	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	###	1		
29	###	0.32	0.5	-0.2	0.5	###	0.71	0.79	0.63	0.63	0.63	1	1	0.25	-0.6	0.5	0.32	0.5	0.32	0.58	1	0.63	-0.3	1	0.98	0	-0.25	###	1	

