

2018 K-8 School Market Demand Study



Index of Charts 3

Executive Summary 5

Marketing & Communication 9

Financial 39

Features & Programs 47

Facilities 93

Appendices 101

.....

Marketing & Communication

Satisfaction with Public School..... 11
 Low Grade for Public School 11
 General Information 13
 Enrollment..... 15
 Attending Public or Private..... 16
 Most Important Factors – Community Respondents..... 17
 Would Consider Lutheran School 19
 Will Children Return to BRLS..... 20
 Heard of Trinity Lutheran Church..... 29
 Heard of Baton Rouge Lutheran School 29
 Heard of Baton Rouge Lutheran Church..... 32
 Preferred Communication Method 32
 Website 33
 Degree of Interest 36
 Market Demand by Tuition 37

Financial

Tuition Community Expects to Pay 41
 Tuition Community Willing to Pay - Classes of 20 42
 Tuition Parents Willing to Pay - Similar..... 43
 Tuition Parents Willing to Pay - No Gym..... 43
 Impact of \$7,000 Tuition 44
 Tuition..... 45

Features & Programs

Rating Importance of Features 49
 Instructors and Students Have Close Relationships 50
 Teachers and Staff Form Christian Values and Ethics 51
 Technology in the Classroom 52
 Class Size No More Than 20 53
 School Offers Hot Lunch 54
 Foreign Language Instruction 55
 Athletic Facilities..... 56
 Music and Drama Programs 57
 Convenient Location 58
 Affiliation with Religious Organization..... 59
 Financial Aid or Scholarships 60
 Free Transportation to School..... 61
 Overall Satisfaction..... 64
 Meeting Your Child’s Needs..... 65
 Meeting Needs – Parents..... 66
 Satisfaction - High School Preparation..... 67
 Rating Quality of Features 68
 Faith Education 69
 Character Development 70
 Teachers..... 71
 Language Arts Classes 72

.....
.....
.....
Index of Charts

Features & Programs - continued

Social Studies/History Classes	73
Principal/Administration	74
Science Classes	75
Math Classes	76
Music Classes	77
Foreign Language Classes	78
Art Classes	79
Athletic Programs	80
Extracurricular Activities	81
Current Location	82
Technology	84
Most Important Factors	86
Extracurricular Activities	89
Sports	90
Academics	91

Facilities

Impact of Location - Community	95
Willing to Drive - Community	95
Impact of Lutheran School - Community	96
Impact of Location - Parents	96
Impact of No Gym - Parents	97
Impact of No High School - Parents	97
Too Few Students - Parents	99
Too Many Students - Parents	99
School Environment	100

Appendices

Community Survey Sample Area	104
Age of Respondents	105
Gender of Respondents	105
Household Income of Respondents	106
Ages of Children	106
Child Attends Preschool/Development Center	107
Attends Trinity Lutheran Church	107
Attend Trinity Lutheran Church - Parents	114
Grade Level of Children - Parents	114

The following is a summary of the findings from the competitive assessment, and the results of the Community Survey, Current Parent Survey for the 2018 School Market Demand Study:

Marketing. Only ten percent of Community Survey respondents graded their overall satisfaction with their local public school with an “A” while over forty percent of community survey respondents graded their overall satisfaction with their local public school with a “D” or an “F”. Over forty-two percent of Community Survey respondents indicated their children attend, or will be attending, a public school, while forty-three percent of Community Survey respondents indicated their children attend, or will be attending, a private school.

The most important factors to Community Survey respondents when selecting a private elementary or middle school were: college prep/curriculum, staff and personnel, and cost/price.

Two-thirds of Community Survey respondents indicated they would consider sending their children to a private K-8 school operated by a local Lutheran church. All but two of the Current Parent Survey respondents with children attending Baton Rouge Lutheran School indicated they would continue sending their child to Baton Rouge Lutheran School this fall.

Some of the greatest strengths of Baton Rouge Lutheran School according to parents were: teachers, class size, and environment. Some of the greatest weaknesses were: location, technology, and academics.

Over three-fourths of the Community Survey respondents indicated they had heard of Trinity Lutheran Church and a similar number had heard of Baton Rouge Lutheran School prior to the survey. When asked to name words to describe Baton Rouge Lutheran School, the Community Survey respondents used dozens of words to describe Baton Rouge Lutheran School, including: “small” “Christian”, and “good education.”

Just over seventy percent of the Community Survey respondents who had heard of Baton Rouge Lutheran School said they were aware that most students who attend Baton Rouge Lutheran School are not Lutheran and people who are not Lutheran are welcome to attend Baton Rouge Lutheran School.

A conservative estimate of the enrollment at a K-8 school operated by Trinity Lutheran Church is 223 students at a tuition of \$7,000.

.....

.....

Executive Summary

Marketing - continued

Recommendations:

- The local public schools are not highly regarded by Community Survey respondents, as just over one-quarter (27.2%) of community members surveyed gave their local public school an A or B grade for overall satisfaction. Sixty-seven of the 162 community members surveyed graded the public schools with a D or an F for reasons including: poor facilities/maintenance and lack of safety for students. Baton Rouge Lutheran School may be able to attract students due to community dissatisfaction with local public schools but will need to strongly emphasize the unique benefits of the school to do so.

- A nearly equal number of Community Survey respondents indicated that their children will attend private school (43.8%) compared to the number of respondents who indicated their children will attend public school (42.0%). The most important factors in selecting the private elementary or middle school were college prep/curriculum, staff and personnel, and cost/price. It is important to note that very few parents with a household income of under \$50,000 were considering a private school for their children. Trinity Lutheran Church should recognize that fewer lower-income households are considering private schools.

- A conservative estimate of the enrollment at a K-8 school operated by Trinity Lutheran Church is 223 students at a tuition of \$7,000. As tuition increases, the number of children who would attend the school decreases. There is a significant decrease in the number of children who would attend once tuition exceeds \$9,000. Trinity Lutheran Church must carefully balance tuition so that it is affordable for enough students to attend, while sufficient enough to provide a quality educational experience for students.

Financial. Almost half of the Community Survey respondents indicated they would expect to pay tuition less than \$6,000 for a private school in the Baton Rouge area.

Elementary school tuition (Kindergarten - grade 5) ranges from \$4,400 to \$15,095 at the competing private schools in the area, while middle school tuition (grades 6-8) ranges from \$4,400 to \$17,345.

Recommendation:

- Just under one-third of Community Survey respondents who would consider sending their children to a private school are willing to pay a tuition rate at or above \$7,000. Community members who have a realistic expectation of the amount of tuition for a private school are also willing to pay market-level tuition for a private school. Trinity Lutheran Church will want to carefully consider their tuition level, since most area private schools charge higher tuition than what Baton Rouge Lutheran School currently charges, which may indicate the level of funding required to operate a private school that is competitive in this market.

Facilities. Just under half of Community Survey respondents indicated they would drive 11-20 minutes to take their child to school, while about ten percent indicated they would drive 10 minutes or less. Nearly half of the Community Survey respondents indicated the location on South Harrells Ferry Road across from Southeast Middle School in Baton Rouge, would make them more likely to select the K-8 school, while forty percent of Community Survey respondents indicated it would have no impact on their decision to select the K-8 school.

Recommendation:

- Over eighty-nine percent of Community Survey respondents said the location of the K-8 school on South Harrells Ferry Road across from Southeast Middle School, would make them more likely to consider the K-8 school, or would have no impact on their decision. Since nearly half of the Community Survey respondents are willing to drive 11 to 20 minutes and another 36.5% are willing to drive up to 30 minutes to the K-8 school, Trinity Lutheran Church & School should be marketing and communicating to families that would drive up to 30 minutes to the K-8 school.

Executive Summary

Features & Programs. The most important features of a K-8 school according to Community Survey respondents were: instructors and students have close relationships that foster learning, teachers and staff that help form Christian values and ethics, and technology in the classroom. The least important features were: affiliation with a religious organization, financial aid or scholarships, and access to free transportation to the school.

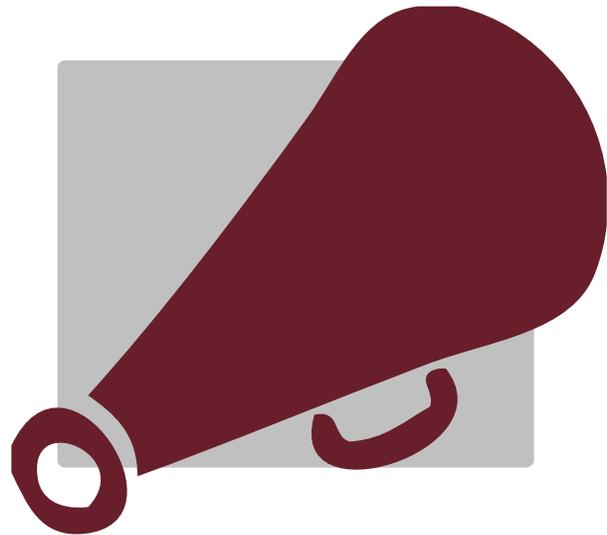
Over half of the parents with children attending Baton Rouge Lutheran School indicated they were very satisfied with their experience with Baton Rouge Lutheran School, while forty percent of parents indicated they were somewhat satisfied. Three-fourths of parents indicated that Baton Rouge Lutheran School was currently meeting all of their child's or children's needs, and their needs as a parent. Parents were most satisfied with faith education, character development, and teachers, while the current location and technology available to students had the lowest ratings for satisfaction.

Recommendations:

- The third least important feature of the 12 features rated on the Community Survey was affiliation with a religious organization. This shows that a limited number of parents place a high enough value on Christian education to select the school for religious reasons. Trinity Lutheran Church and Baton Rouge Lutheran School will want to carefully communicate with parents that Baton Rouge Lutheran School is a K-8 school that is Christian, but it is not a Lutheran church with a school.

- Most parents (95.4%) with children currently enrolled in Baton Rouge Lutheran School said they were very satisfied or somewhat satisfied with the school. Faith education and character development received the highest ratings for satisfaction, while the technology available to students and the current location of the school had the lowest ratings for satisfaction. Baton Rouge Lutheran School may want to regularly assess parents' satisfaction and offer parents an opportunity to express their concerns.

This section includes an overview of Community Survey respondents' satisfaction and rating of their public school, whether their children would attend private or public school, what they consider to be the most important factors when choosing a school, and whether or not they would consider the K-8 school. This section also includes strengths and weaknesses of Baton Rouge Lutheran School, and what parents feel is special about Baton Rouge Lutheran School. Awareness of Trinity Lutheran Church and Baton Rouge Lutheran School, along with preferred communication methods are outlined in this section. This section concludes with market demand for the K-8 school.



Public and Private Schools 10

Competitive Assessment - General & Enrollment 13

K-8 School Decision 16

Strengths & Weaknesses 21

Awareness 29

Competitive Assessment - Website 33

Market Demand 34



Public and Private Schools

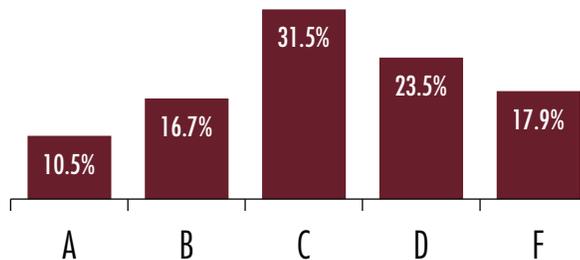
Recommendation:

- The local public schools are not highly regarded by Community Survey respondents, as just over one-quarter (27.2%) of community members surveyed gave their local public school an A or B grade for overall satisfaction. Sixty-seven of the 162 community members surveyed graded the public schools with a D or an F for reasons including: poor facilities/maintenance and lack of safety for students. Baton Rouge Lutheran School may be able to attract students due to community dissatisfaction with local public schools but will need to strongly emphasize the unique benefits of the school to do so.

Importance: Understanding how parents feel about the local public schools can provide valuable information about why they might select a private school for their children. Even public schools that are highly rated by most community members can be seen as deficient or lacking by some community members, prompting their interest in private schools.



Satisfaction with Public School



Source: Community Survey, question 1

All 162 Community Survey respondents were asked to grade their overall satisfaction with their local parish school using the grades A, B, C, D or F, where A is excellent and F is failing. Only 10.5% of respondents used 'A' to grade their overall satisfaction with their local public school, while 41.4% of respondents indicated their grade to be a 'D' or 'F'.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt local parish schools should be graded higher or lower.

Low Grade for Public School

	% Total
Poor facilities/maintenance	67.2%
Lack of safety for students	65.7%
Lack of college prep/Curriculum	62.7%
Overcrowded	61.2%
Poor quality staff	61.2%
Lack of computers/technology	40.3%
Other	29.9%

Source: Community Survey, question 2

* Chart totals more than 100%, as community members could give more than one response

The 67 Community Survey respondents who indicated a grade of 'D' or 'F' were asked why they graded their local parish school so low. Roughly two-thirds of respondents indicated that they graded their local parish school so low due to the school's poor facilities/maintenance (67.2%) and lack of safety for students (65.7%).

Twenty respondents gave other responses. The following responses were provided:

Academics/Curriculum

Fails to encourage the students

I have 2 special needs daughters that need extra help and the public schools aren't staffed or prepared properly to help special needs children these days. They just scoot them out and on to the next level even if the kids don't get or understand what they learned.

Inadequate academic supports for students

Lack of consideration for students with special needs. Woodlawn Elementary refused to accommodate my child.

Lack of faith-based education

Lack of remediation for students who are below grade level

Liberal and/or non-Christian teachings

The inability to encourage a love for learning



Public and Private Schools

Environment

Bullying that does not get addressed appropriately.

Discipline which should begin at home has taken a downturn. Schools need to find a better way to be watchmen and gatekeepers of their students in order to facilitate an orderly, academic, and safe environment for children.

Lack of control in the schools and too many disruptions from uncontrollable disrespectful children!

Lack of discipline at school. Discipline and retention structure is non-existent.

Students are too bad.

Student's behavior and lack of discipline make it difficult to teach in that environment.

Staff/Faculty

In terms of staff; they can see the signs of trouble in students. Perhaps intervention early may keep a child interested through a personal connection mentor. It's easy to throw kids out with the bath water but takes love to conscientiously take them out of the water, dry them off, and moisturize them to begin fresh each morning.

Lack of administrative professionalism

Poor instructional quality

Some teachers just come to work for paychecks and don't care if your child falls behind. You can tell who the teachers are that truly care.

To reiterate about poor quality staff, at most of the schools, there aren't permanent teachers and some schools, public and charter, refuse to hire subs that are willing and able to do the job to avoid paying full salaries.

Miscellaneous:

All of the above

Also lack of parental support

EBR public schools are on a broken system. Local private schools are the answer.

Extremely low parental involvement at school

For all of the above reasons and more

It's an across the board failure starting at the top

Lack of caring parents. They expect the school to do all discipline.

Lacks cultural sensitivities



General Information

	Grades	Founded	Religious Affiliation
Baton Rouge International School	PK-12	1999	None
Dunham School	PK-12	1981	Christian
Episcopal School of Baton Rouge	PK-12	1965	Episcopalian
Family Christian Academy	K-12	1983	Pentecostal
Hosanna Christian Academy	K-8	1978	Assemblies of God
Parkview Baptist School	K-12	1981	Baptist
Riverdale Christian Academy	K-8	1978	Baptist
Runnels School	PK-12	1965	None
St. Jean Vianney Catholic School	K-8	1985	Catholic
St. Luke's Episcopal School	K-8	1957	Episcopalian
St. Thomas More Catholic School	K-8	1960	Catholic
Victory Academy	K-8	1980	Christian

Note: Riverdale Christian Academy closed permanently in 2018.

In the broadest sense, competition to Baton Rouge Lutheran School is any other school in the area that offers K-8 education. However, many parents in the Baton Rouge area seek alternatives to public school education for their children. These parents have a limited number of alternative choices, including private and parochial schools.

This competitive assessment of K-8 schools in the Baton Rouge area focuses on private schools that would likely compete with Baton Rouge Lutheran School if it were to move to the Trinity Oaks Campus. Twelve private schools were identified for assessment:

- Baton Rouge International School
- Dunham School
- Episcopal School of Baton Rouge
- Family Christian Academy
- Hosanna Christian Academy
- Parkview Baptist School
- Riverdale Christian Academy
- Runnels School
- St. Jean Vianney Catholic School
- St. Luke's Episcopal School
- St. Thomas More Catholic School
- Victory Academy



Competitive Assessment - General & Enrollment

Each of the 12 schools were reviewed for this competitive assessment. Three of the K-8 schools were visited by Perspectives Consulting Group, Inc. staff. Information was collected from all 12 K-8 schools via personal communication and/or online research.

Baton Rouge International School and Episcopal School of Baton Rouge did not respond to numerous contact attempts. Therefore, some information about these schools is missing from the competitive analysis.

Riverdale Christian Academy closed permanently in 2018. Although this school is no longer in competition with Baton Rouge Lutheran School, information about the school has still been included for comparison purposes. Because the school has closed, some information about this school is missing from the competitive analysis.

All twelve schools were founded between 1957 and 1999. All but two schools are religiously affiliated. All religiously affiliated schools are affiliated with a denomination of Christianity. Half of the twelve schools offer grades kindergarten to eighth. The other six schools offer classes through the twelfth grade.



Enrollment

	K-8 Enrollment		Student-to-Staff Ratio	Average Class Size	Minority Students
Baton Rouge International School	204	*	13:1	N/A	29.0%
Dunham School	473	*	8:1	15	12.0%
Episcopal School of Baton Rouge	600	**	11:1	N/A	20.0%
Family Christian Academy	110		12:1	15	64.0%
Hosanna Christian Academy	469	***	13:1	20	96.0%
Parkview Baptist School	819	*	12:1	18	15.0%
Riverdale Christian Academy	129	*	9:1	N/A	36.0%
Runnels School	418	*	18:1	18	N/A
St. Jean Vianney Catholic School	475		18:1	25	15.0%
St. Luke's Episcopal School	338		11:1	22	10.0%
St. Thomas More Catholic School	600		16:1	25	12.0%
Victory Academy	250		14:1	15	15.0%

* Indicates that K-8 enrollment is an estimate based on total enrollment for grades pK-12.

** Indicates that K-8 enrollment is an estimate based on total enrollment for grades K-12.

*** Indicates that K-8 enrollment is an estimate based on total enrollment for grades pK-8.

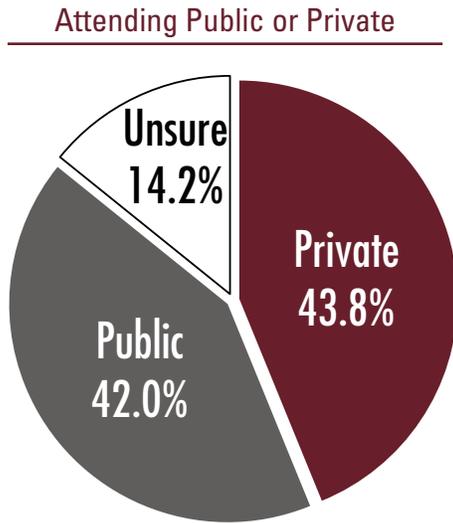
Note: Baton Rouge International School and Episcopal School of Baton Rouge did not respond to numerous contact attempts. Information on average class size is therefore unavailable.

Note: Riverdale Christian Academy closed permanently in 2018.

Enrollment in grades K-8 at the twelve schools ranges from approximately 110 students at Family Christian Academy to 819 students at Parkview Baptist School. A estimated total of K-8 4,885 students attend the twelve schools; there is an average of 407 K-8 students per school. The student-to-staff ratio at the K-8 schools varies from 8:1 to 18:1. The average reported class size varies from 15 to 25 students.



K-8 School Decision



Source: Community Survey, question 3

All 162 Community Survey respondents were asked if their children will or currently do attend a private or public elementary or middle school. A near equal number of respondents indicated that their children will or currently do attend a private school (43.8%) compared to the number of respondents who indicated their children will or currently do attend public school (42.0%). Twenty-three respondents (14.2%) were unsure.

There were no demographic categories for Community Survey respondents with a significantly higher percentage of respondents who indicated their children will or currently do attend a private elementary or middle school.



Most Important Factors – Community Respondents

The 94 Community Survey respondents who indicated that their children will or currently do attend a private school or who were unsure where their children will attend school were then asked to indicate the three factors most important in selecting a private elementary or middle school. The most common responses among parents were: college prep/curriculum (56.4%), staff and personnel (52.1%), cost/price (51.1%).

Four respondents indicated there were other important factors. The following responses were provided:

- A safe place for my medically fragile toddler to attend school. Currently none exists, so we may have to home school.*
- Christian school*
- Diverse faculty and student body*
- No voucher students*

	% Total
College prep/Curriculum	56.4%
Staff and personnel	52.1%
Cost/Price	51.1%
Religious affiliation	36.2%
Safety	24.5%
Small class sizes	22.3%
Location	16.0%
Facilities	14.9%
Services offered	10.6%
Fine arts	5.3%
Sports programs	5.3%
Foreign language(s)	1.1%
Other	4.3%

Source: Community Survey, question 4

* Chart totals more than 100%, as parents could give more than one response



K-8 School Decision

Recommendation:

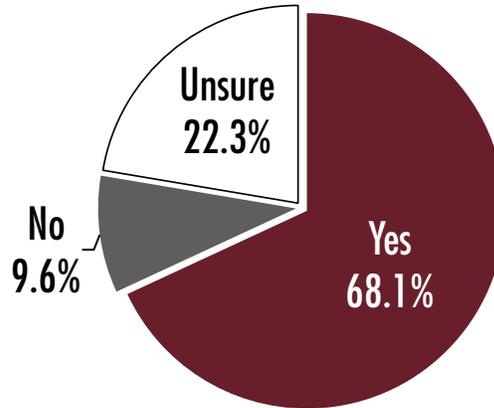


A nearly equal number of Community Survey respondents indicated that their children will attend private school (43.8%) compared to the number of respondents who indicated their children will attend public school (42.0%). The most important factors in selecting the private elementary or middle school were college prep/curriculum, staff and personnel, and cost/price. It is important to note that very few parents with a household income of under \$50,000 were considering a private school for their children. Trinity Lutheran Church should recognize that fewer lower-income households are considering private schools.

Importance: Understanding what is important to families when choosing a private K-8 school is essential to having appropriate classes, programs, staff, and facilities to meet their needs.



Would Consider Lutheran School



Source: Community Survey, question 5

The 94 Community Survey respondents who indicated that their children will or currently do attend a private school or who were unsure where their children will attend school were told a local Lutheran church currently operates a private K-8 school with a curriculum for all students – regardless of whether or not they are Lutheran.

Respondents were asked if they would consider this K-8 school for their children. More than two-thirds of respondents (68.1%) indicated they would consider this school for their children. Only 9.6% of respondents indicated they would not consider this school, while 22.3% were unsure.

There were no demographic categories for Community Survey respondents with a significantly higher percentage of respondents who indicated they would consider sending their child to a K-8 school operated by a local Lutheran church.

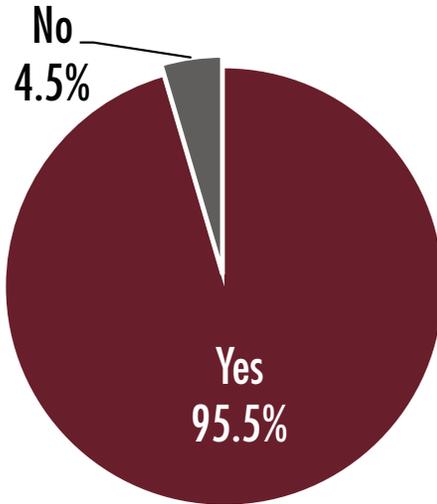
The nine parents who indicated they would not consider sending their children to a private, K-8 school operated by a local Lutheran church were asked to explain why. The following responses were provided:

- Do not agree with the way the school is ran*
- I am familiar with the leadership at this school and I am not happy with their decisions and how they manage the school and treat staff. There is a lack of transparency and an abundance of disrespect towards what I would consider valuable, experienced staff. I also strongly value a Montessori classroom that has a curriculum that is developmentally sound and fosters higher level, critical thinking, places value on peace, individuality, self-sufficiency, and care for others and our surroundings.*
- I attended Catholic school and I wish for my children to do the same.*
- My child was already enrolled there and we have already experienced the adverse reactions that are taking place, due to new staffing changes. Too many programs have been cut and the school is heading in a backwards direction. (High rate of staff turnover, combined grades, much lower enrollment, poor grounds maintenance, miscommunication and non-communication, general unhappiness of the school staff, etc.)*
- My kids are attending a Catholic school so they can receive a Catholic education along with the regular curriculum.*
- Their track record is below average. They are not growing.*
- There are other close by schools that are more appealing.*
- We are a devout Catholic family and Catholic education is very important in our decision on where to send them to school.*
- We prefer parochial school that is our religion.*



K-8 School Decision

Will Children Return to BRLS



Source: Current Parent Survey, question 27

The 44 Current Parent Survey respondents were asked if they plan to send their children to Baton Rouge Lutheran School this fall. Most parents (95.5%) indicated they do plan to send their children to Baton Rouge Lutheran School this fall, while two parents indicated they do not.

The two parents who indicated they do not plan to send their children to Baton Rouge Lutheran School this fall were asked why. The following responses were provided:

The school has no clear direction. Direct questions do not receive direct answers concerning the direction of the school from the principal. All of the people that have left the school or been fired for whatever reason -it makes me question the caliber of those that remain in leadership, including the board. There is too much uncertainty concerning decisions made at the school. Too much uncertainty for me to comfortably keep my children in school there.

They need more classes that are not offered.



The 44 Current Parent Survey respondents were asked to list the three greatest strengths of Baton Rouge Lutheran School. The most common strength listed by parents was small class size. A total of 105 responses were provided:

Academics/Curriculum

- Education (4 parents)
- Academics
- BRLS challenges my daughter academically and has her eager to learn.*
- Care about the education of the child and ability to learn.*
- Curriculum
- Great academics
- More individualized instruction
- Offer foreign language
- Strong academics
- Strong education
- Works well with weak students

Environment/Culture

- Loving environment (3 parents)
- Nurturing environment (2 parents)
- Safe environment (2 parents)
- Community of supportive families
- Diversity
- Family atmosphere
- Family atmosphere - the genuine bonds between parents, kids, and the staff*
- Friendliness
- Kindness
- Love for the children
- Positive classroom atmosphere
- Sense of family
- Students' relationships to one another*
- They do not yell at the children*
- Tradition
- Zero tolerance for bullying

Extracurricular Activities/Sports

- Extracurricular options with in-house child care
- Love that they have elementary volleyball
- Sports starting in third grade



Strengths & Weaknesses

Religion/Church

Religion (3 parents)
Chapel
Christ-centered
Christ-centered education
Christian
Christian atmosphere
Christian teaching
Christian values
Christianity
Education anchored in Christ
Faith training
Foundation is God
God
Love that our children know Jesus and praise him.
Pastors
Religion class and instruction.
Religious education
Spiritual teaching
Strong, family-oriented, faith-based education.
The school is supported by the church.
Worship

School Size

Small class size (7 parents)
Size (2 parents)
Class size
Small classes with extra help for students who need it
Small community family
Small, family-oriented
Smaller class sizes

Staff/Faculty

Teachers (3 parents)
Great teachers (2 parents)
Caring teachers
Dedicated teachers
Experienced faculty
Family involvement with faculty.
Low teacher-to-student ratio
Principal
Principal Butler and Mrs. Butler are very approachable
Staff, faculty, administration, coaches, collaboration from parents
Staff
Teachers care about students
Teachers love for the kids
Teachers: caring, educated, experienced
The rapport faculty and staff build with the students.
The staff
The teachers and staff are wonderful.
The youth pastor works well with children and makes them feel comfortable talking to him.



Miscellaneous

Affordability

Cost

Easy commute to the school

Good balance of core academics with religion, art, music, and physical ed

Hot lunch

Location

Love the free uniform exchange at the beginning of the school year.

Open communication

Outreach programs - they receive a lot of exposure to the outside world.

Parental involvement

The rapport and support with other families.

The willingness and eagerness to help families.

They provide confidence in my children.



Strengths & Weaknesses

The 44 Current Parent Survey respondents were asked to list the three greatest weaknesses of Baton Rouge Lutheran School. The most common weakness listed by parents was Baton Rouge Lutheran School's current location. A total of 84 responses were provided:

Class Size

Classes are too small. We need more kids for more exposure to students to different kinds of people.
Enrollment decrease is drastic - Lack of PR?
More students are needed at this school
Size (smaller size also can be a weakness for social aspects)
Too few students
Too small
Too small class sizes at times
Wish we had more kids

Communication

Lack of communication (2 parents)
Communication

Cost

Consistent tuition increases
Cost
I wish the tuition didn't go up every year.

Direction/Changes

Constant changes
Lack of communication with parents on school direction
Lack of direction
Lack of transparency

Education

Academics
Academics, though we are working toward improving this
Advanced math classes
At times is less rigorous academically
Combined classes
Curriculum is old (books) but hate common core
Junior high math and science needs to be able to prepare kids for high school
Lack of electives
Lack of school-based testing, learning disability accommodations, screens, diagnostic testing
Math
No challenge
Outdated textbooks that may not meet proficiency of skills according to Louisiana Department of Education Standards
Poor academics

Extracurricular Activities/Sports

Extracurricular activities in the arts
Extracurricular activities, sports, band
Lack of extracurricular activities
Lack of sports/physical education
No soccer



Facilities/Location

Location (9 parents)
Appears budget/financial constraints are adversely affecting operations
Cleanliness
Current location
Facilities
Facility
Lack of playground
Lack of resources to market the school to new families
Lack of resources to provide needed accommodations/differentiated learning
Lack of resources to provide peripheral/support services and activities
Limited resources
Looks old
Needs new textbooks, material, technology, etc.
Outdated facilities
Playground area

Staff/Faculty and Administration

Many faculty are disengaged with school families
More teacher/staff in addressing some misbehavior
Teacher shortage

Technology

Technology (2 parents)
Advancements in technology and curriculum.
Computer education
Lack of classroom technology
Lack of new ideas and technology
Lack of technology
Needs updated technology, teaching kids on computers for the near future.
Technology could be better
Technology is lacking

Miscellaneous

Attrition of students, teachers, and support staff (i.e. lunch lady, music teacher)
Cannot continue after 8th grade
I wish a school bus came by our location so she can ride the bus.
Lack of advertisement for school.
Meal selection for students
No high school
Not enough focus on all students. Reward the C students - they work just as hard!
Not family-like
Retention (staff and students)
School is virtually unknown in the community.
Understanding



Strengths & Weaknesses

The 44 Current Parent Survey respondents were asked what they would say about Baton Rouge Lutheran School if another parent were considering sending their child to the school. Parents provided the following responses:

Academics/Curriculum

Education is great.

Great school, very challenging curriculum.

Homework is appropriate for grade level.

I would tell them that it is overall a nurturing environment where their child can get more individualized learning.

It provides an excellent learning environment for children.

Not as strong as some schools with academics.

Positive environment for learning.

Strong academics

Students will learn how to learn and comprehend in small classroom settings rather than just memorizing curriculum.

The school provides a warm and loving atmosphere in which the children can feel safe and thrive academically.

Their children will be properly prepared for junior high school.

They struggle with teaching to kids who don't fit the norm and learn in different ways i.e. dyslexia.

They will also get a solid education from K-5th grade.

Faculty/Staff

Caring teachers and staff.

Caring teachers!

Excellent staff that prepares children academically and personally for the challenges of life. All staff really care for all children.

I would tell them that their children would be safe at our school and get individual treatment by their teachers.

It's a great school with awesome teachers.

Responsible leadership.

Still adjusting to the new principal but he is not as personable as the former principal; however, the kids seem to like him.

Students will receive a VERY personal one on one experience with teachers.

Teachers care about the students.

Teachers care, are nurturing to the spirit and core of the child, post weekly assignments and send in email.

That at BRLS the teachers and staff truly take the time to know your kids.

That it is a great school for elementary grades.

The faculty and staff, for the most part, are loving and for many they quickly build rapport with each student. This is just a skill most of our teachers have and should never be undervalued.

The teachers and staff genuinely care for the children and are committed to providing a quality education that fosters a love of learning, and challenges students to grow not only academically, but spiritually.

The teachers are caring, involved, and open.

Religion/Church

Christian school (study the Bible)

Great Christian school.

Great place for Christian education and development

I would share that the Christian values of the school are shared daily on how to be kind, loving, and friendly while offering forgiveness when needed

Loving and kind, very Christian environment

Loving Christian environment

Solid Spiritual foundation

Strong on religious teaching

That it is second to none at teaching the love of and for Christ

The Christian atmosphere



Religion/Church - continued

*The student reads the Bible verse daily and memorize scriptures in obedience to God's commands.
They receive an excellent religion-based curriculum
We also offer a great Christian atmosphere and encourage everyone to treat each other*

School Size

*I liked the smaller class sizes.
In this type of school setting, you get to meet other families and become part of your child's education. It is encouraged.
It is a small welcoming school.
It's a good school, small and not a lot of bells and whistles.
Small class size makes individualized learning an opportunity not missed.
Small classes
Small school with great values*

Uncertainty

*I would tell them that at this point things are not stable. There have been substantial changes and I'm not sure what the future is for the school. This upcoming school year they are going to combine classes and I'm not sure what this is going to be like and I don't know if my child will attend school at BRLS after this school year. It's all dependent on how this school year progresses. How forthcoming the administration is about changes? Parents were apprised of changes to the school at the end of the school year which was unacceptable. Prior to all the changes BRLS was a wonderful place for my child to attend school. If I wanted a class of 20+ students my child could attend public school. I'm praying for a great school year!
The past year has been a transition and there could potentially be many significant changes underway. While I am certain the school has a solid foundation - the values, principals, and mission are strong - I do not know what the future holds as we continue our efforts to grow.
The school has no clear direction. Direct questions do not receive direct answers concerning the direction of the school from the principal. All of the people that have left the school, or been fired, for whatever reason - it makes me question the caliber of those that remain in leadership, including the board. There is too much uncertainty concerning decisions made at the school for me to comfortably keep my children in school there.
To wait and see what happens to the school before you send them. I understand change is inevitable but I'm not sure where the school is going as a whole. I have strong reservations about the proposed combined classes and whether or not they'll work.*

Miscellaneous

*BRLS has been near and dear to our hearts for many years.
BRLS kids are like none other. Amazing school!
Definite recommendation
Doesn't have laptops for students.
From my experience and my child his teacher, office staff, principal visible and welcome student, cafeteria, students, librarian, sports, coaches, etc. The class enrollment provided for small group interacting and learning, organized class work, excellent interpersonal communication, safe environment.
I also recommend them to BRLS. We love it!
I do tell them YES they should go.
I would tell them it is a very caring and nurturing environment.
It seems as though families of students that attend Trinity Lutheran Church are given preferential treatment.
It's a great school.
It's a safe, loving environment that challenges students.
It's a wonderful school.
It's going downhill.
Limited sports
Not as many active parents as compared to other private schools or even magnet public schools
Parent involvement is encouraged.*



Strengths & Weaknesses

Miscellaneous - continued

Preparing the students to be well rounded independent individuals

Students have an excellent social experience with students of all ages

That it is a little expensive but a great school

The tuition is about average

We are happy that we made the decision to send our child to BRLS

Yes

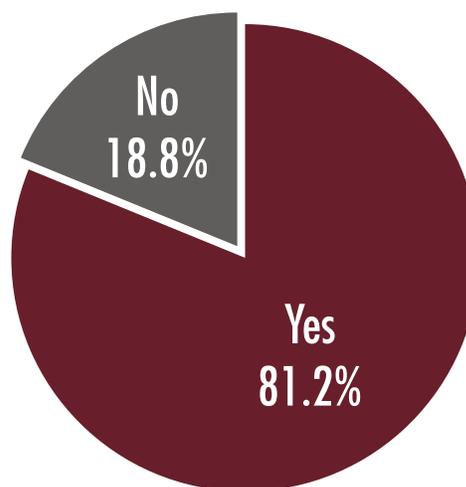
Yes, it is an excellent environment and the help is exceptional

Yes, I've recommended two friends so far. One friend who is not easy to please has enrolled two of her kids at BRLS and she's impressed with BRLS overall.

Heard of Trinity Lutheran Church

All 85 Community Survey respondents who indicated they would consider sending their children to a private K-8 school operated by a local Lutheran church were asked if they had heard of Trinity Lutheran Church prior to the survey. Over three-quarters of respondents (81.2%) indicated that they had heard of Trinity Lutheran Church prior to the survey. Less than twenty percent (18.8%) indicated they had not heard of Trinity Lutheran Church prior to the survey.

There were no demographic categories for Community Survey respondents with a significantly higher percentage of respondents who indicated they were aware of Trinity Lutheran Church prior to the survey.

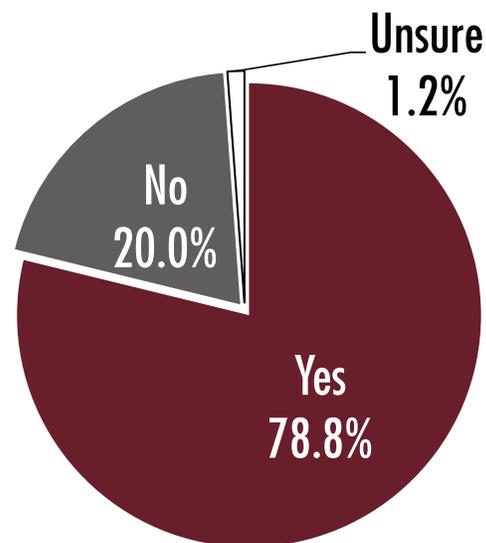


Source: Community Survey, question 26

Heard of Baton Rouge Lutheran School

All 85 Community Survey respondents who indicated they would consider sending their children to a private K-8 school operated by a local Lutheran church were asked if they had heard of Baton Rouge Lutheran School prior to the survey. Over three-quarters of respondents (78.8%) indicated that they had heard of Baton Rouge Lutheran School prior to the survey. Twenty percent (20.0%) indicated they had not heard of Baton Rouge Lutheran School prior to the survey, while 1.2% were unsure.

There were no demographic categories for Community Survey respondents with a significantly higher percentage of respondents who indicated they were aware of Baton Rouge Lutheran School prior to the survey.



Source: Community Survey, question 27



Awareness

The 67 Community Survey respondents that indicated they had heard of Baton Rouge Lutheran School were asked what words come to mind when they think of Baton Rouge Lutheran School. Respondents provided the following responses:

Academics/Staff

Dedicated teachers
Good education
Great education
Quality education
Wonderful teachers

Characteristics

Small (8 respondents)
Nurturing (3 respondents)
Small school (2 respondents)
Caring
Close community
Family oriented
Friendly
Good school with a nurturing environment
Loving
Old
Personal
Private
Small class size
Small private school
Smaller classes
Tradition
Welcoming

Church/Religion

Christian (5 respondents)
Anchored in Christ (3 respondents)
Education anchored in Christ (3 respondents)
Christian & community
Christian based learning
Christian educator
Christian values
Committed to Christian education
Faith-based learning
Our church
Religion
Spiritual

Reputation

Awesome school
Declining enrollment
Established
I graduated from there in the year 2000. I enjoyed my time there and I feel I was well prepared for high school.
Parent and staff unrest
Students do very well at Catholic High, so Baton Rouge Lutheran School proves a quality education.



Miscellaneous

Early child development

Family

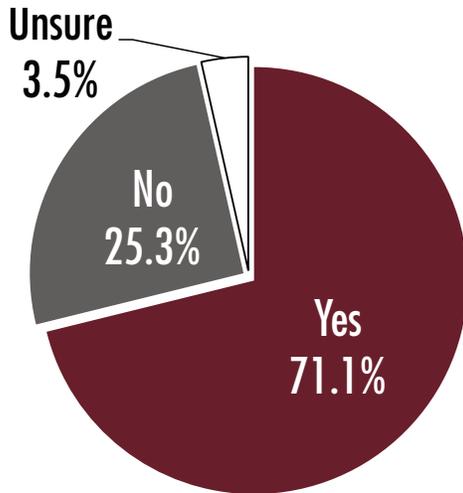
I'm not that familiar with it.

Private schools cost money



Awareness

Heard of Baton Rouge Lutheran Church



Source: Community Survey, question 29

The 67 Community Survey respondents that indicated they had heard of Baton Rouge Lutheran School were asked if they were aware that students who are not Lutheran or religiously affiliated are welcome to attend Baton Rouge Lutheran School. Less than three-quarters (71.1%) of respondents indicated that they were aware of this, while 25.3% were not aware and 3.5% were unsure.

There were no demographic categories for Community Survey respondents with a significantly higher percentage of respondents who indicated they were aware that students who are not Lutheran or religiously affiliated are welcome at Baton Rouge Lutheran School.

Preferred Communication Method

	% Total
Open house at the school	31.8%
Social media	22.4%
Website	14.1%
Mailing	12.9%
Ads on television	5.9%
Ads on the radio	2.4%
Other	4.7%
Unsure	5.9%

Source: Community Survey, question 22

All 85 Community Survey respondents who indicated they would consider sending their children to a private school operated by a local Lutheran church were asked what they would most pay attention to if Trinity Lutheran Church wanted to provide them with information about a private K-8 school. The most common responses were an open house at the school (31.8%) and social media (22.4%).

Other responses included:

Open house in conjunction with parental referral and testimony.

Parents magazine

Word of mouth from parent testimonials about the school/staff

Word of mouth. Hearing positive things from parents of students who are currently attending



Website

	Website	Website Appearance	Website Content	Website Enrollment Focus
Baton Rouge International School	www.brintl.com	Basic	Basic	Basic
Dunham School	www.dunhamschool.org	Professional	Comprehensive	Good
Episcopal School of Baton Rouge	www.episcopalbr.org	Professional	Comprehensive	Good
Family Christian Academy	www.fcacademy.net	Good	Good	Good
Hosanna Christian Academy	www.hcablazers.org	Basic	Basic	Good
Parkview Baptist School	www.parkviewbaptist.com	Good	Good	Good
Riverdale Christian Academy	www.riverdalechristianacademy.org	Good	Basic	Basic
Runnels School	www.runnels.org	Professional	Good	Good
St. Jean Vianney Catholic School	www.stjeanvianneyschool.org	Professional	Comprehensive	Good
St. Luke's Episcopal School	www.stlukesbrschool.org	Professional	Comprehensive	Good
St. Thomas More Catholic School	www.stmbr.org	Professional	Comprehensive	Good
Victory Academy	www.victoryacademybr.org	Good	Basic	Basic

While all 12 schools have websites, the quality of the websites differ significantly.

Website focus on enrollment ranges from lacking at Baton Rouge International School, Riverdale Christian Academy, and Victory Academy to good at every other school.

Hosanna Christian Academy, Riverdale Christian Academy, and Victory Academy have minimal information about the schools available on their websites. Dunham, Episcopal School of Baton Rouge, St. Jean Vianney, and St. Thomas More Catholic have comprehensive information available on their websites.

Half of the schools have websites that look professional, while the appearance of the six other school websites are either good or basic.



Market Demand

Recommendation:



A conservative estimate of the enrollment at a K-8 school operated by Trinity Lutheran Church is 223 students at a tuition of \$7,000. As tuition increases, the number of children who would attend the school decreases. There is a significant decrease in the number of children who would attend once tuition exceeds \$9,000. Trinity Lutheran Church must carefully balance tuition so that it is affordable for enough students to attend, while sufficient enough to provide a quality educational experience for students.

Importance: Developing a projection of the market demand for the K-8 school must take into consideration a variety of factors, such as: willingness to consider a private K-8 school, acceptance of the location of the K-8 school, acceptance of the school being operated by a Lutheran church, and willingness to pay market-average tuition.

A conservative market demand estimate is based on only those parents who indicate they meet or exceed all of the factors. These "strongest interest" parents are a small fraction of the total number of parents with children in the area. Understanding these strongest interest parents is critical to the success of the K-8 school.



Survey Sample Area. For purposes of projecting demand for the K-8 school, the Community Survey area was defined as households located in 15 ZIP codes in the greater Baton Rouge area. A map of the Community Survey area is found in the **Appendices**.

However, nearly 80% of the survey responses came from just five of the ZIP codes: 70726, 70769, 70815, 70816, and 70817. Because there were very few survey responses from each of the other ten ZIP codes, projecting the market demand will be based solely on five ZIP codes with the majority of the survey responses. These five ZIP codes will be referred to as the Targeted Community Survey area.

Total Households. The Targeted Community Survey area includes approximately 83,654 residential dwellings, such as: single homes, duplexes, apartments, and condominiums. The number of residential dwellings has been determined using the U.S. Postal Service carrier routes, which are used by the mail carriers for delivering the mail. Based on May 2018 information, there are 83,654 residential dwellings in the Targeted Community Survey area ZIP codes.

Occupied Households. However, not all residential dwellings are currently occupied. Estimates of vacancy rates of residential dwellings ranges from 3.2% to 10.1% in the Targeted Community Survey area ZIP codes as of July 2017. Reducing the number of residential dwellings by the vacancy rate results in 78,243 occupied residential dwellings in the Targeted Community Survey area.

Households with K-8 School-Age Children. There are an estimated 10,719 households with one or more children of K-8 school-age in the Targeted Community Survey area. Based on the 2010 U.S. Census, approximately 13.7% of the households in the Targeted Community Survey area have one or more K-8 school-age children. By taking 13.7% of the 78,243 occupied residential dwellings, it results in 10,719 households with K-8 school-age children in the Targeted Community Survey area.

Of the respondents that completed the Community Survey, 53.3% of the households surveyed had one K-8 school-age child, 36.4% had two children of K-8 school-age, 8.4% of the households surveyed had three children of K-8 school-age, and 1.9% had four children of K-8 school age. This is an average of 1.59 K-8 school-age children in each household in the Targeted Community Survey area. Taking the 10,719 households with K-8 school-age children and multiplying it by the 1.59 K-8 school-age children per household average results in a total of 17,043 K-8 school-age children living in the Targeted Community Survey area.

It is important to remember that while there are 10,719 households with 17,043 K-8 school-age children in the Targeted Community Survey area, not all of these households would have interest in the K-8 school. Some households may not desire a Lutheran education, find the proposed location to be inconvenient, or may not be able to afford to attend the K-8 school.



Market Demand

Strongest Interest. The next step is to look at the degree of interest in the K-8 school. This degree of interest can be expressed in terms of strongest, moderate, weak, or none. The chart below presents this matrix for Community Survey respondents.

		Degree of Interest	
		Would Consider K-8 School	Would Not Consider K-8 School
Willing to Pay Market-rate Tuition		1.4% Strongest	43.6% Weak
	Not Willing to Pay Market-rate Tuition	5.2% Moderate	49.7% None

The K-8 School Community Survey Degree of Interest matrix was created from the results of several questions: the willingness to consider sending their children to the K-8 school, acceptance of the location of the K-8 school, acceptance of the school being operated by Trinity Lutheran Church, and willingness to pay tuition of at least \$7,000.

The strongest interest comes from Community Survey respondents who said all of the following:

- They would consider sending their children to the K-8 school
- If the K-8 school was located on South Harrells Ferry Road across from Southeast Middle School this would make them more likely to send their children to the K-8 school
- If the K-8 school was operated by Trinity Lutheran Church this would make them more likely to send their children
- They were willing to pay tuition of at least \$7,000

There were 1.4% of the Community Survey respondents who would fall into the strongest interest category.

The moderate interest category would be those Community Survey respondents who said they would consider sending their children to the K-8 school, but said operation of the K-8 school by Trinity Lutheran Church would have no impact or make them less likely to send their children, the location would have no impact or make them less likely to send their children, and/or the ability and willingness to pay tuition of at least \$7,000. There were 5.2% of the Community Survey respondents who would fall into the moderate category.



There were 43.6% of the Community Survey respondents who would be considered to have weak interest, based on their uncertainty about considering sending their children to the K-8 school.

The final category consisted of 49.7% of the Community Survey respondents who had no interest in sending their children to the K-8 school.

For purposes of market size projections, only the strongest degree of interest category will be considered. This does not mean that someone in the moderate or weak interest categories will not send their children to the K-8 school, but the likelihood of this occurring is significantly lower than for someone in the strongest interest category.

Households with Strongest Interest. The strongest interest category for Community Survey respondents was 1.4% of the households surveyed. Taking 1.4% of the 10,719 households with 17,043 K-8 school-age children results in an estimated 153 households and 243 K-8 school-age children that would be in the strongest interest category.

Statistical Accuracy. The estimate must be refined by accounting for the statistical accuracy of the survey. The confidence interval of the strongest interest category of the Community Survey is +/- 9.0%. Factoring this level of statistical accuracy into the estimates, the estimated number of strongly interested households is reduced from 153 households with 243 K-8 school-age children to 140 households with 223 K-8 school-age children.

Market Demand by Tuition. The estimate of 140 households with 223 K-8 school-age children in the strongest interest category is based on paying a tuition of \$7,000 per year. As the tuition increases, the number of households and children will decrease.

Market Demand by Tuition

Tuition	Willing to Pay	Adjust % Enrollment	Households	Children
\$11,000 +	7.6%	-92.4%	11	17
\$10,000-\$10,999	30.8%	-69.2%	43	69
\$9,000-\$9,999	42.3%	-57.7%	59	94
\$8,000-\$8,999	80.8%	-19.2%	113	180
\$7,000-\$7,999	100.0%	0.0%	140	223



Market Demand

Market Demand Composition. The estimated market demand is composed of approximately 64 children who are currently attending Baton Rouge Lutheran School and would continue to attend at the new school. The remaining 159 children would be children who are not currently attending Baton Rouge Lutheran School.

Market Demand Requirements. Based on the results of the Current Parent Survey and the Community Survey, the estimated market demand parents will require the following at the new school:

- Technology – state-of-the-art, for all students and staff, actively used within curriculum
- Teachers and staff that help form Christian values and ethics – experienced, enthusiastic, stay long-term, academically challenging students
- Lunch – provide hot lunch to students

Approximately one-quarter of current Baton Rouge Lutheran School parents would be less likely to send their children to the new school if it did not include a gymnasium. The remaining parents said not having a gymnasium would make them more likely to send their children to the new school or would have no impact on their decision. Just over two-thirds of current parents (69.0%) said they would pay less for the new school if it did not have a gymnasium.

If the new school does not include a gymnasium, the estimated market demand for the new school should be reduced by approximately 25%.

This section includes an overview of the maximum tuition respondents would expect to pay for private K-8 schools in the Baton Rouge area, as well as what yearly amount they would pay for a private K-8 school offering a class size of less than 20 students on campus in the Baton Rouge area. Also outlined in this section is the impact of tuition on respondents' decision to send their child to Baton Rouge Lutheran School.



Tuition 40

Competitive Assessment 45



Tuition

Recommendation:



Just under one-third of Community Survey respondents who would consider sending their children to a private school are willing to pay a tuition rate at or above \$7,000. Community members who have a realistic expectation of the amount of tuition for a private school are also willing to pay market-level tuition for a private school. Trinity Lutheran Church will want to carefully consider their tuition level, since most area private schools charge higher tuition than what Baton Rouge Lutheran School currently charges, which may indicate the level of funding required to operate a private school that is competitive in this market.

Importance: Understanding parents' perception of tuition at a private school is important to determine the potential market demand for the school. Some parents will have a realistic expectation and understanding of tuition levels at local private schools, while other parents will not. When examining the market potential of a school, tuition levels at area private schools need to be taken into account in order to ensure that tuition rates are competitive and appropriate to the value and quality of education offered.



Tuition Community Expects to Pay

The 85 Community Survey respondents who indicated they would consider a private K-8 school operated by a local Lutheran church for their children or were unsure were asked what the maximum tuition would be that they would expect to pay for private K-8 schools in the Baton Rouge area. Close to half of respondents (44.7%) indicated they would expect to pay less than \$6,000.00 per year, while 14.1% indicated they expect to pay between \$6,000 and \$6,999 per year. Seven respondents indicated they were unsure what they would be willing to pay for tuition.

	% Total
Less than \$5,000	14.1%
\$5,000-\$5,999	30.6%
\$6,000-\$6,999	14.1%
\$7,000-\$7,999	5.9%
\$8,000-\$8,999	11.8%
\$9,000-\$9,999	3.5%
\$10,000-\$10,999	7.1%
\$11,000-\$11,999	0.0%
\$12,000-\$12,999	0.0%
\$13,000-\$13,999	0.0%
\$14,000-\$14,999	2.4%
\$15,000 or more	0.0%
Unsure	8.2%
None/Cannot afford	2.4%

Source: Community Survey, question 23



Tuition

Tuition Community Willing to Pay - Classes of 20

	% Total
Less than \$5,000	8.2%
\$5,000-\$5,999	22.4%
\$6,000-\$6,999	17.6%
\$7,000-\$7,999	7.1%
\$8,000-\$8,999	14.1%
\$9,000-\$9,999	8.2%
\$10,000-\$10,999	2.4%
\$11,000-\$11,999	0.0%
\$12,000-\$12,999	0.0%
\$13,000-\$13,999	0.0%
\$14,000-\$14,999	0.0%
\$15,000 or more	0.0%
Unsure	15.3%
None/Cannot afford	3.5%

Source: Community Survey, question 24

The 85 Community Survey respondents who indicated they would consider a private K-8 school operated by a local Lutheran church for their children were told that the average tuition for a private K-8 school in the Baton Rouge area is approximately \$8,400. They were then asked what yearly amount they would pay for a private K-8 school offering a class size of less than 20 students in the Baton Rouge area. Close to a third (30.6%) of respondents indicated they were willing to pay less than \$6,000 per year, while 17.6% would pay between \$6,000 and \$6,999 per year. Less than a third (31.8%) of respondents indicated they were willing to pay \$7,000 or more per year.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents would be willing to pay more or less in tuition for class sizes of 20 or fewer students.

There was a strong correlation among Community Survey respondents between their willingness to pay greater tuition for a school with class sizes of 20 or fewer students and the importance of the following areas:

- Maximum tuition you would expect to pay for a private K-8 school in the Baton Rouge area

The more Community Survey respondents expect to pay in tuition for a private, K-8 school in the Baton Rouge Area, the more they were willing to pay for class sizes of 20 or fewer students.



Of the 37 Current Parent Survey respondents who indicated they would continue to send their children to Baton Rouge Lutheran School if a new building were built on the Trinity Oaks campus, 12.5% of parents would be willing to pay \$7,000 in tuition if the new building had academic offerings, athletic offerings, and physical facilities similar to those at the current school.

Tuition Parents Willing to Pay - Similar

	% Total
\$4,500 or less	15.6%
\$5,000	15.6%
\$5,500	18.8%
\$6,000	18.8%
\$6,500	9.4%
\$7,000	12.5%
\$7,500	6.3%
\$8,000	0.0%
\$8,500	3.1%

Source: Current Parent Survey, question 30

Of the 37 Current Parent Survey respondents who indicated they would continue to send their children to Baton Rouge Lutheran School if a new building were built on the Trinity Oaks campus, only 3.2% of parents would be willing to pay \$7,000 in tuition if the new building did not have a gymnasium. More than half (54.8%) of parents would be willing to pay \$4,500 or less in tuition.

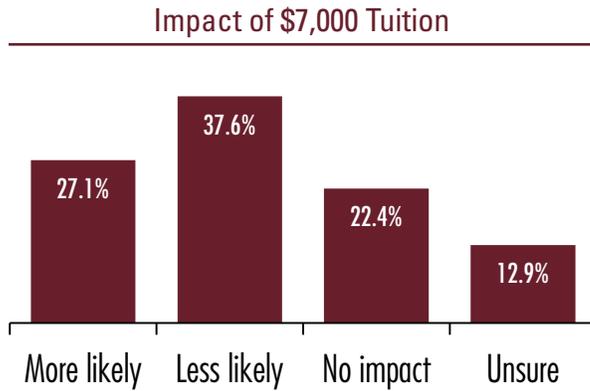
Tuition Parents Willing to Pay - No Gym

	% Total
\$4,500 or less	54.8%
\$5,000	19.4%
\$5,500	0.0%
\$6,000	12.9%
\$6,500	0.0%
\$7,000	3.2%
\$7,500	6.5%
\$8,000	3.2%
\$8,500	0.0%

Source: Current Parent Survey, question 32



Tuition



Source: Community Survey, question 25

The 85 Community Survey respondents who indicated they would consider a private K-8 school operated by a local Lutheran church for their children or were unsure were told that the tuition cost for the new K-8 school is projected to be approximately \$7,000.00. They were then asked if this would make them more likely, less likely, or have no impact on their decision to send their child to Baton Rouge Lutheran School. Over one-third of respondents (37.6%) indicated it would make them less likely to send their child to Baton Rouge Lutheran School, while 27.1% of respondents indicated it would make them more likely. Eleven respondents were unsure how this would impact their decision.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents' decision to send their child to a private, K-8 school would be impacted by the \$7,000 tuition.



Tuition

	Kindergarten Tuition	1st-5th Tuition	6th-8th Tuition	Member Tuition	Additional Student Discount	Application Fee	Required Fees
Baton Rouge International School	*	*	*	No	Yes	Yes	Yes
Dunham School	\$12,550	\$15,095	\$16,440	No	Yes	Yes	Yes
Episcopal School of Baton Rouge	\$11,573	\$12,851	\$17,345	No	No	Yes	Yes
Family Christian Academy	\$5,000	\$5,000	\$6,000	No	Yes	Yes	Yes
Hosanna Christian Academy	\$5,565	\$5,895	\$5,895	No	No	Yes	No
Parkview Baptist School	\$9,680	\$9,865	\$10,195	No	Yes	Yes	Yes
Riverdale Christian Academy	\$4,700	\$5,100	\$5,400	No	Yes	Yes	Yes
Runnels School	\$8,930	\$8,930	\$9,960	No	Yes	Yes	Yes
St. Jean Vianney Catholic School	\$5,450	\$5,450	\$5,450	Yes	Yes	Yes	No
St. Luke's Episcopal School	\$9,015	\$9,415	\$10,096	Yes	No	Yes	Yes
St. Thomas More Catholic School	\$5,150	\$5,150	\$5,150	Yes	Yes	Yes	Yes
Victory Academy	\$4,400	\$4,400	\$4,400	No	Yes	Yes	Yes

Note: Baton Rouge International School did not respond to numerous contact attempts. An exact tuition schedule could not be determined. Tuition for their K-12 school ranges from \$8,000 to \$10,000.

Tuition at each school varies by grade level. While some schools charge tuition in a schedule that aligns with the schedule outlined in the chart above, five schools schedule tuition increases differently. The tuition schedules of these schools are listed below.

Baton Rouge International School did not respond to numerous contact attempts. Therefore, an exact tuition schedule could not be determined. Tuition at Baton Rouge International School ranges from \$8,000 to \$10,000.

Dunham School

Kindergarten: \$12,550
 1st grade: \$14,380
 2nd to 4th grade: \$15,095
 5th to 8th grade: \$16,440

Episcopal School of Baton Rouge

Kindergarten: \$11,573
 1st to 2nd grade: \$12,851
 3rd grade: \$13,182
 4th grade: \$13,732
 5th grade: \$14,283
 6th to 8th grade: \$17,345

Parkview Baptist School

Kindergarten: \$9,680
 1st to 4th grade: \$9,865
 5th to 8th grade: \$10,195

Runnels School

Kindergarten to 3rd grade: \$8,930
 4th to 6th grade: \$9,480
 7th to 8th grade: \$9,960

St. Luke's Episcopal School

Kindergarten to 4th grade: \$9,015
 5th grade: \$9,415
 6th to 8th grade: \$10,096



Competitive Assessment

In all schools, kindergarten tuition is the least expensive, and the cost of tuition increases in subsequent grade levels.

Dunham had the most expensive tuition for kindergarten and grades 1-5. Episcopal School of Baton Rouge had the most expensive tuition for grades 6-8.

Victory Academy had the least expensive tuition for kindergarten, grades 1-5, and grades 6-8.

Every school has an application fee. Only St. Jean Vianney Catholic School and Hosanna Christian Academy have no required fees. St. Jean Vianney Catholic School, St. Luke's Episcopal School, and St. Thomas More Catholic School have member tuition. Nine out of the 12 schools have an additional student discount.

This section includes a rating of the importance of features, such as school facilities and extracurricular activities, at a private K-8 school from Community Survey respondents. Parents with children currently attending Baton Rouge Lutheran School were also asked about which features and programs they felt were necessary in a private K-8 school. Included in this section is analysis of the general satisfaction of current parents with Baton Rouge Lutheran School, as well as parent satisfaction with specific features of Baton Rouge Lutheran School. A competitive assessment is also included that outlines programs offered in competing schools.



Features 48

Satisfaction 63

Competitive Assessment..... 89



Features

Recommendation:

- The third least important feature of the 12 features rated on the Community Survey was affiliation with a religious organization. This shows that a limited number of parents place a high enough value on Christian education to select the school for religious reasons. Trinity Lutheran Church and Baton Rouge Lutheran School will want to carefully communicate with parents that Baton Rouge Lutheran School is a K-8 school that is Christian, but it is not a Lutheran church with a school.

Importance: There are many reasons why parents select a private school for their children. Concerns about public schools, interest in academic or athletic opportunities, and religious values/teachings are a few of the more common reasons mentioned by parents. Understanding what parents are looking for from a private school is important for assessment of market demand.



Features

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school. For comparison purposes, the responses were assigned a value from 1 to 4, where 1 indicated required and 4 indicated not important. A weighted average was calculated for each statement. If every respondent said the feature was required, the weighted average would be 1.00, while if every respondent said the feature was not important; the weighted average would be 4.00.

Given the statistical accuracy of the study (+/- 7.7%), care needs to be taken when interpreting the data. Any two averages within 0.46 of each other are considered to be statistically equal. For example, the importance of hot lunch (2.27) and foreign language instruction (2.31) are within the 0.46 margin of error and should be considered statistically equal. If the survey was executed again, it is possible that the order of these responses would be different.

The top three ranked features included: instructors and students have close relationships that foster learning, teachers and staff that help form Christian values and ethics, and technology in the classroom.

Rating Importance of Features

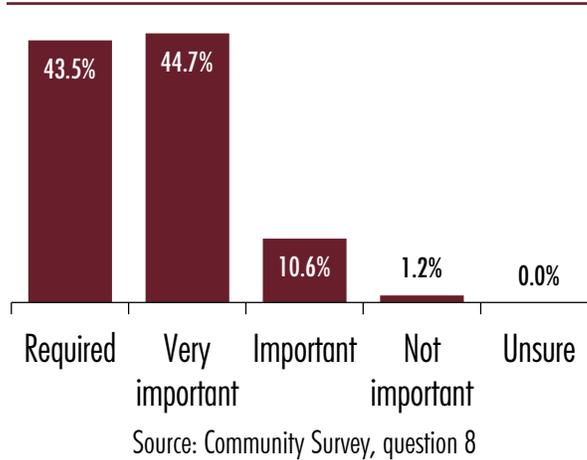
	Weighted Average
Instructors and students have close relationships that foster learning	1.69
Teachers and staff that help form Christian values and ethics	1.72
Technology in the classroom	1.78
Class sizes of no more than 20 students for every subject	2.15
School offers hot lunch	2.27
Foreign language instruction	2.31
Athletic facilities, such as a gymnasium for interscholastic sports	2.40
Music and drama programs	2.40
Convenient location	2.45
Affiliation with a religious organization	2.47
Financial aid or scholarships	2.96
Access to free transportation to the school	3.22

Source: Community Survey, questions 6-17



Features

Instructors and Students Have Close Relationships



Importance of instructors and students having close relationships that foster learning (1.69 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of instructors and students having close relationships that foster learning, most respondents (88.2%) felt close relationships that foster learning were either required or very important. Ten percent of respondents (10.6%) felt these relationships were important. Only 1.2% of respondents felt close relationships that foster learning were not important.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt instructors and students having close relationships that foster learning was more or less important.

There was a moderate correlation among Community Survey respondents between the importance of instructors and students having close relationships and the importance of the following areas:

- Affiliation with a religious organization
- Foreign language instruction
- Music and drama programs

The more Community Survey respondents felt instructors and students having close relationships that foster learning was important, the more likely they were to feel the above areas were important.

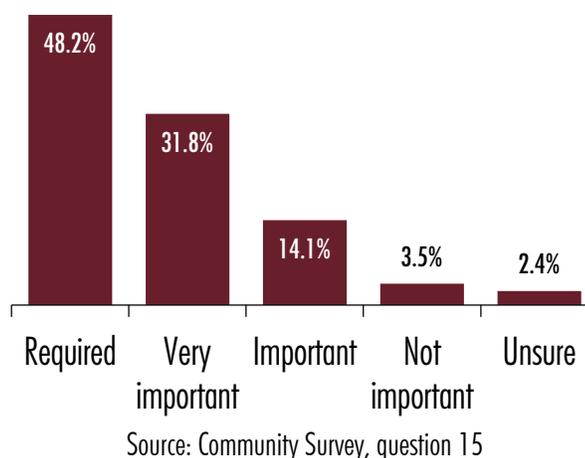


Teachers and Staff Form Christian Values and Ethics

Importance of teachers and staff helping form Christian values and ethics (1.72 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of teachers and staff that help form Christian values and ethics, eighty percent of respondents (80.0%) felt that teachers and staff that help form Christian values and ethics was either required or very important. About fourteen percent (14.1%) felt that this was important, while 3.5% of respondents felt this was not important. Two respondents were unsure of the importance of teachers and staff that help form Christian values and ethics.



There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt teachers and staff helping to form Christian values and ethics was more or less important.

There was a strong correlation among Community Survey respondents between the importance of teachers and staff helping to form Christian values and ethics and the importance of the following areas:

- Affiliation with a religious organization

The more Community Survey respondents felt teachers and staff helping to form Christian values and ethics were important, the more likely they were to feel the above areas were important.

There was a moderate correlation among Community Survey respondents between the importance of teachers and staff helping to form Christian values and ethics and the importance of the following areas:

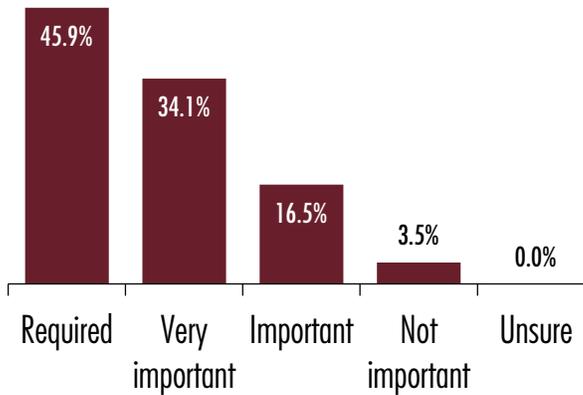
- School offers hot lunch

The more Community Survey respondents felt teachers and staff helping to form Christian values and ethics was important, the more likely they were to feel the above areas were important.



Features

Technology in the Classroom



Source: Community Survey, question 14

Importance of technology in the classroom (1.78 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of technology in the classroom eighty percent of respondents (80.0%) felt technology in the classroom was either required or very important. Less than one-fifth of respondents (16.5%) felt that technology in the classroom was important. Only 3.5% of respondents felt technology in the classroom was not important.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt technology in the classroom was more or less important.

There was a moderate correlation among Community Survey respondents between the importance of technology in the classroom and the importance of the following areas:

- Athletics facilities, such as a gymnasium for interscholastic sports
- Foreign language instruction
- School offers hot lunch

The more Community Survey respondents felt technology in the classroom was important, the more likely they were to feel the above areas were important.



Importance of class sizes of no more than 20 students for every subject (2.15 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

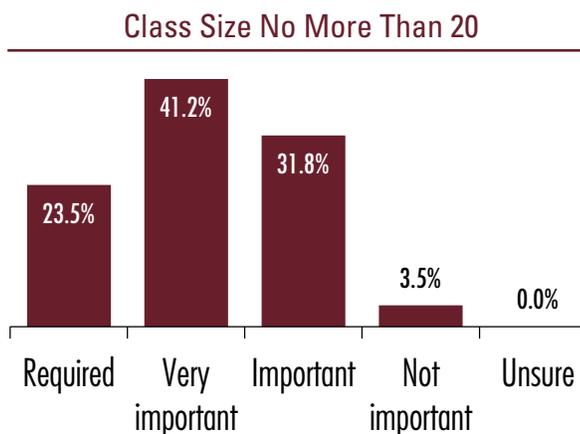
When asked to rate the importance of class sizes of no more than 20 students for every subject, nearly three quarters of respondents (73.0%) felt of class sizes of no more than 20 students for every subject were either very important or important. About one-quarter of respondents (23.5%) felt that this was required, while 3.5% of respondents felt this was not important.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt the importance of class sizes of no more than 20 students for every subject was more or less important.

There was a moderate correlation among Community Survey respondents between the importance of class sizes of no more than 20 students for every subject and the importance of the following areas:

- Affiliation with a religious organization

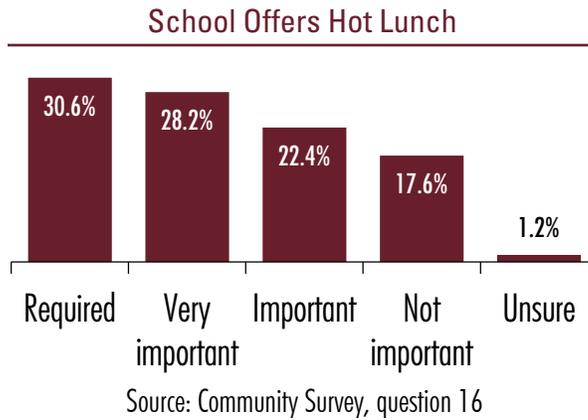
The more Community Survey respondents felt class sizes of no more than 20 students for every subject was important, the more likely they were to feel the above areas were important.



Source: Community Survey, question 6



Features



Importance of school offering hot lunch (2.27 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of hot lunch, more than half of respondents (58.8%) felt hot lunch was either required or very important. About one-quarter of respondents (22.4%) felt that this was important, while 17.6% of respondents felt it was not important. One respondent was unsure of the importance of hot lunch.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt that the importance of the school offering hot lunch was more or less important.

There was a moderate correlation among Community Survey respondents between the importance of school offering hot lunch and the importance of the following areas:

- Access to free transportation to the school
- Affiliation with a religious organization
- Foreign language instruction
- Teachers and staff that help form Christian values and ethics
- Technology in the classroom

The more Community Survey respondents felt the school offering hot lunch was important, the more likely they were to feel the above areas were important.



Importance of foreign language instruction (2.31 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of foreign language instruction, close to three-quarters of respondents (74.1%) felt foreign language instruction was either very important or important. Fifteen respondents (17.6%) felt foreign language instruction was required, while 7.1% of respondents felt foreign language instruction was not important. One respondent was uncertain of the importance of foreign language instruction.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt the importance of foreign language instruction was more or less important. However, older respondents rated foreign language instruction more important.

There was a strong correlation among Community Survey respondents between the importance of foreign language instruction and the importance of the following areas:

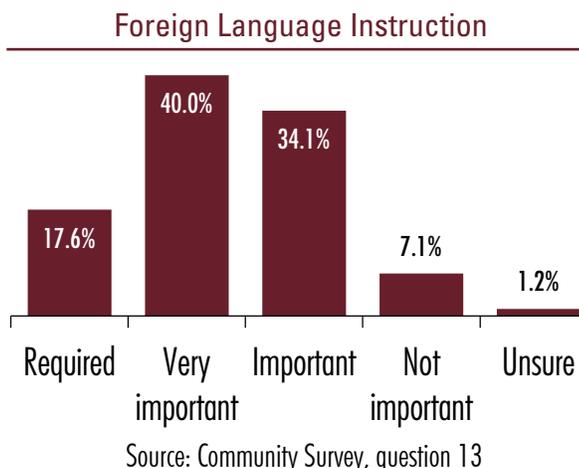
- Music and drama programs

The more Community Survey respondents felt foreign language instruction was important, the more likely they were to feel the above areas were important.

There was a moderate correlation among Community Survey respondents between the importance of foreign language instruction and the importance of the following areas:

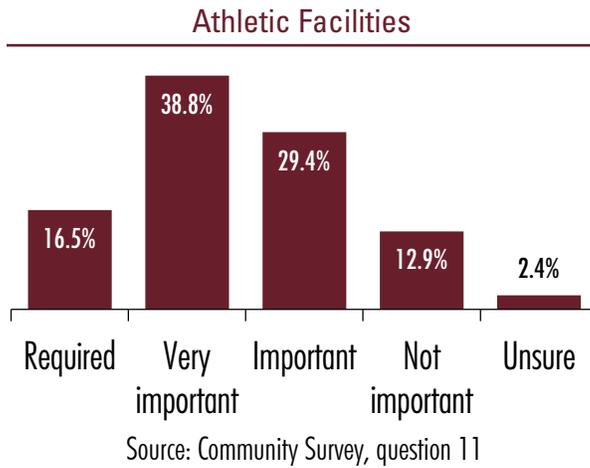
- Age of respondent
- Instructors and students have close relationships that foster learning
- School offers hot lunch
- Technology in the classroom

The more Community Survey respondents felt foreign language instruction was important, the more likely they were to feel the above areas were important.





Features



Importance of athletic facilities, such as a gymnasium for interscholastic sports (2.40 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of athletic facilities, over two-thirds of respondents (68.2%) felt that athletic facilities were very important or important. Sixteen percent (16.5%) of respondents felt that athletic facilities were required, while 12.9% of respondents felt that athletic facilities were not important. Two respondents were unsure of the importance of athletic facilities.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt athletic facilities were more or less important.

There was a moderate correlation among Community Survey respondents between the importance of athletic facilities and the importance of the following areas:

- Access to free transportation to the school
- Music and drama programs
- Technology in the classroom

The more Community Survey respondents felt athletic facilities were important, the more likely they were to feel the above areas were important.



Importance of music and drama programs (2.40 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of music and drama programs, nearly three-fourths of respondents (74.1%) felt these programs were very important or important. Seventeen percent of respondents (17.6%) felt that music and drama programs were required. Only eight percent of respondents (8.2%) felt these programs were not important.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt music and drama programs were more or less important.

There was a strong correlation among Community Survey respondents between the importance of music and drama programs and the importance of the following areas:

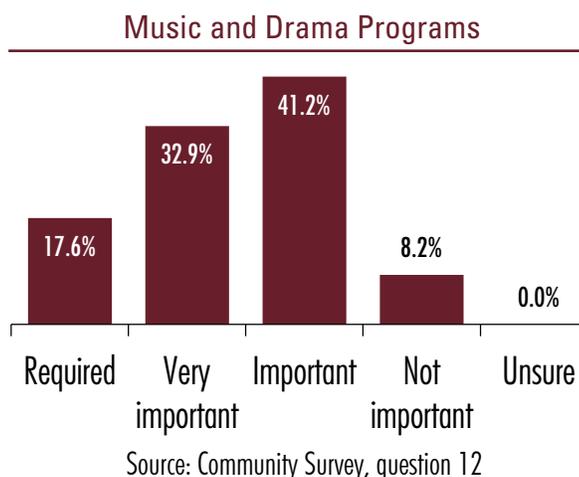
- Foreign language instruction

The more Community Survey respondents felt music and drama programs were important, the more likely they were to feel the above areas were important.

There was a moderate correlation among Community Survey respondents between the importance of music and drama programs and the importance of the following areas:

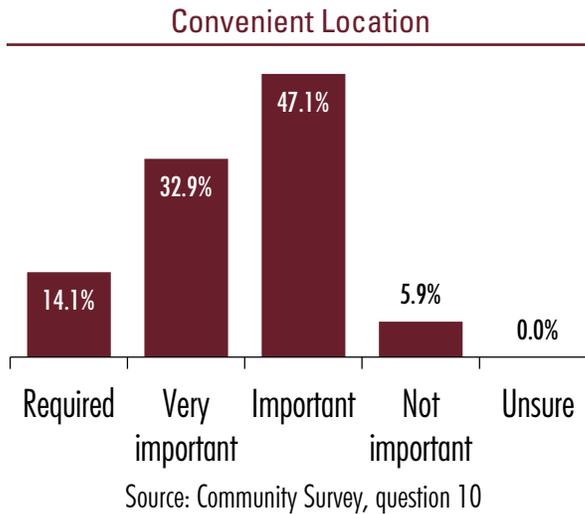
- Age of respondent
- Athletic facilities, such as a gymnasium for interscholastic sports
- Instructors and students have close relationships that foster learning

The more Community Survey respondents felt music and drama programs were important, the more likely they were to feel the above areas were important. Older respondents felt music and drama programs were more important.





Features



Importance of a convenient location (2.45 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of a convenient location, the majority of respondents (80.0%) felt that a convenient location was either very important or important. Fourteen percent of respondents (14.1%) felt that a convenient location was required, while 5.9% felt it was not important.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt a convenient location was more or less important.

There was a moderate correlation among Community Survey respondents between the importance of a convenient location and the importance of the following areas:

- Access to free transportation to the school
- Financial aid or scholarships

The more Community Survey respondents felt a convenient location was important, the more likely they were to feel the above areas were important.

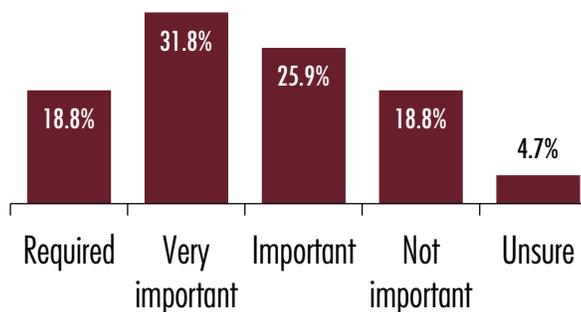


Affiliation with Religious Organization

Importance of affiliation with a religious organization (2.47 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of affiliation with a religious organization, more than half of respondents (57.7%) felt religious affiliation very important or important, while eighteen percent of respondents (18.8%) felt that religious affiliation was either required or not important. Four respondents were unsure of the importance of religious affiliation.



Source: Community Survey, question 7

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt affiliation with a religious organization was more important.

There was a strong correlation among Community Survey respondents between the importance of affiliation with a religious organization and the importance of the following areas:

- Teachers and staff that help form Christian values and ethics

The more Community Survey respondents felt affiliation with a religious organization was important, the more likely they were to feel the above areas were important.

There was a moderate correlation among Community Survey respondents between the importance of affiliation with a religious organization and the importance of the following areas:

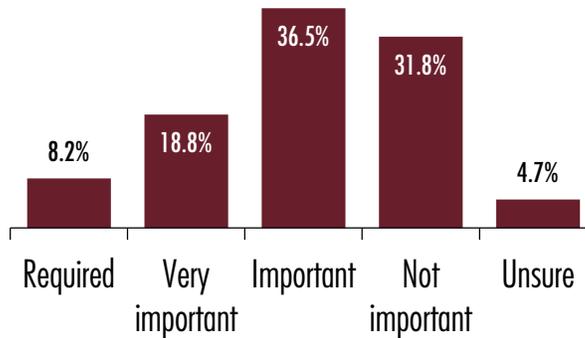
- Class sizes of no more than 20 students for every subject
- Instructors and students have close relationships that foster learning
- School offers hot lunch

The more Community Survey respondents felt affiliation with a religious organization was important, the more likely they were to feel the above areas were important.



Features

Financial Aid or Scholarships



Source: Community Survey, question 9

Importance of financial aid or scholarships (2.96 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of financial aid or scholarships, more than two-thirds of respondents (68.3%) felt that financial aid or scholarships were either important or not important. Over one-quarter of respondents (27.0%) felt that financial aid or scholarships were required or very important. Four respondents were unsure of the importance of financial aid or scholarships.

There were no demographic categories for Community Survey respondents with a significantly higher or lower weighted average indicating respondents felt financial aid or scholarships were more or less important.

There was a strong correlation among Community Survey respondents between the importance of financial aid or scholarships and the importance of the following areas:

- Access to free transportation to the school
- Household income of respondent

The more Community Survey respondents felt financial aid or scholarships were important, the more likely they were to feel the above areas were important. Respondents of lower incomes felt financial aid or scholarships were more important.

There was a moderate correlation among Community Survey respondents between the importance of financial aid or scholarships and the importance of the following areas:

- Convenient location

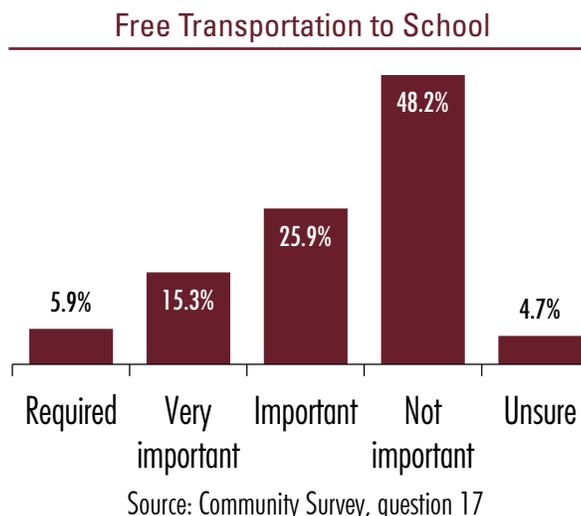
The more Community Survey respondents felt financial aid or scholarships were important, the more likely they were to feel the above areas were important.



Importance of free transportation to school (3.22 weighted average)

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked to rate features offered at a K-8 school.

When asked to rate the importance of transportation provided by the school, nearly half of respondents (48.2%) felt that transportation provided by the school was not important. One-quarter of respondents (25.9%) felt that transportation provided by the school was important, while fifteen percent (15.3%) of respondents thought it was very important and six percent (5.9%) thought it was required. Four respondents were unsure of the importance of free transportation.



There were no demographic categories for Community Survey respondents with a significantly lower weighted average indicating respondents felt free transportation to school was more important.

There was a strong correlation among Community Survey respondents between the importance of free transportation to the school and the importance of the following areas:

- Financial aid or scholarships

The more Community Survey respondents felt free transportation to the school was important, the more likely they were to feel the above areas were important.

There was a moderate correlation among Community Survey respondents between the importance of free transportation to school and the importance of the following areas:

- Convenient location
- Athletic facilities, such as a gymnasium for interscholastic sports
- School offers hot lunch
- Household income of respondent
- Maximum tuition willing to pay

The more Community Survey respondents felt free transportation to school was important, the more likely they were to feel the above areas were important. Respondents of a lower income or who were willing to pay less for a private school felt free transportation was more important.



Features

The 85 Community Survey respondents who indicated they would consider or were unsure they would consider a private K-8 school run by a local church in Baton Rouge were asked if there were any other programs or services that they would require in a K-8 school. Respondents indicated they would require the following:

Academics/Curriculum

Before and after school programs to help students who are behind
College bound based curriculum
Louisiana Dept. of Education valid and certified educators.
Prefer school offer programs for children 6m-8grade.
STEM and project-based learning for 21st century skills.
Strong curriculum
Tutoring after school
Tutoring/mentoring programs

After-School Care

After school child care
Before and after school care
Before and after school child care

Arts

Art classes
Art program

Extracurricular Activities/Sports

After school clubs
Athletic clubs
Sports teams
STEM activities/clubs

Teachers/Staff

Christian teachers and principal.
Counselor on-site (Licensed clinical social worker)
Diverse and inclusive staff and student body.
Staff with positive attitudes.

Miscellaneous

A school that is committed to fostering a positive and uplifting attitude towards the students and encouraging them to be positive as well.
Clear tuition structure with not too many “surprise” or unanticipated expenses.
Cultural sensitivity
Leadership and anti-bullying programs that actively include students. Learning from undesirable behaviors instead of just being punished for them.
Options for parental involvement.
Size of school can't be too small. It needs to be large enough to help teach my child how to be more sociable and adaptable and not grow up in a protective bubble type of environment that it gives them a cultural shock once they go somewhere else to high school.



Recommendation:

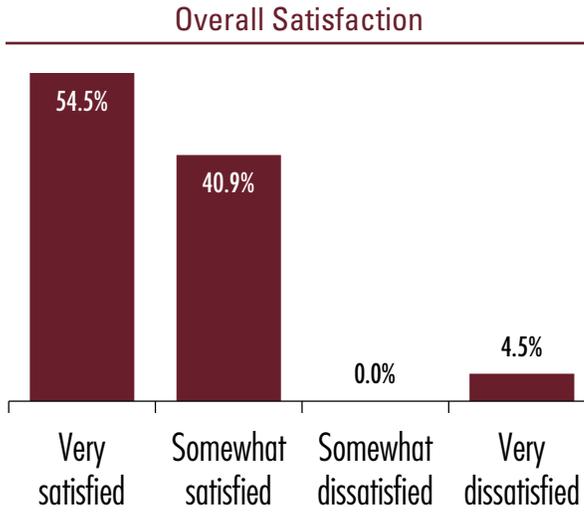
- Most parents (95.4%) with children currently enrolled in Baton Rouge Lutheran School said they were very satisfied or somewhat satisfied with the school. Faith education and character development received the highest ratings for satisfaction, while the technology available to students and the current location of the school had the lowest ratings for satisfaction. Baton Rouge Lutheran School may want to regularly assess parents' satisfaction and offer parents an opportunity to express their concerns.

Importance: Parents' satisfaction with a school can be difficult to assess. Parents who express concerns to school administrators make their dissatisfaction known. Meanwhile, there may be parents who are dissatisfied, but because they do not express their concerns, they may appear satisfied. Asking parents about the different aspects of their school experience gives all parents an opportunity to express concerns, or affirm their satisfaction.

Understanding and maintaining satisfaction is important to retain parents and students at a school. It is also important to increasing positive word-of-mouth about the school. Parents will share their school experiences with other parents and people they know, and a parent with a positive school experience will be a positive promotional force for the school in the community.



Satisfaction



Source: Current Parent Survey, question 1

The 44 Current Parent Survey respondents were asked how they would rate their satisfaction with their experience with Baton Rouge Lutheran School. Most parents (95.4%) were very satisfied or somewhat satisfied with their experience at Baton Rouge Lutheran School. Two parents were very dissatisfied.

For this question, the statistical significance of 'Very satisfied' and 'Somewhat satisfied' is equal.

The two parents with children attending Baton Rouge Lutheran School who indicated they were very dissatisfied with Baton Rouge Lutheran School were asked why. All parents gave a response. Parents provided the following responses:

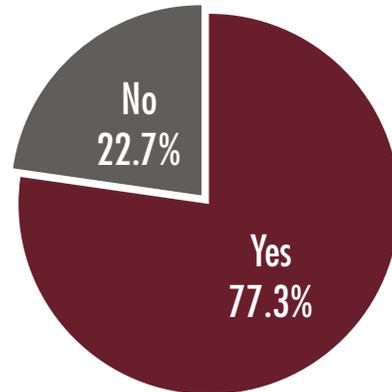
I think over the last year the school hasn't been what it was when my child first started. It's an overall thing with the school - not just one thing. Education is still good that's to that my child is still attending. The school has no clear direction. Direct questions do not receive direct answers concerning the direction of the school from the principal. All of the people that have left the school, or been fired, for whatever reason -- it makes me question the caliber of those that remain in leadership, including the board. There is too much uncertainty concerning decisions made at the school. Too much uncertainty for me to comfortably keep my children in school there.



Meeting Your Child's Needs

The 44 Current Parent Survey respondents were asked if the school was currently meeting all of their child's or children's needs. Over three-quarters of parents (77.3%) stated Baton Rouge Lutheran School is currently meeting all of their child/children's needs.

The 10 parents with children attending Baton Rouge Lutheran School who indicated their child's or children's needs were not being met were asked to explain why. All parents gave a response.



Source: Current Parent Survey, question 2

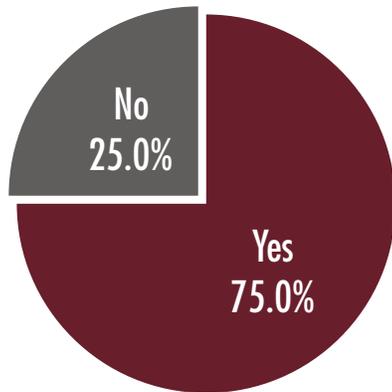
Parents provided the following responses:

- Classes that challenged my child were not offered.*
- He is NOT being challenged academically.*
- I just feel my children need more physical activity. Also, my youngest needs help with focus, and she was already held back one year, and this past year in kindergarten was not the best experience for her. I feel she is young and needs to have physical activity and assistance with focus INSTEAD of telling the parents that the child needs to be tested for ADHD and needs medication. I feel there are a lot of alternatives to medication and other methods to help children focus. It's hard for them to sit all day - and her pediatrician even noted that she did not need medication. I believe more kids would have LESS issues if they had MORE activity.*
- I would like for my child to be more challenged academically as she progresses through the grades. I would also like to see more use of computers (for papers, etc.) as many high schools now issue laptops and students are expected to utilize computers more.*
- My child has a specific learning disability which requires certain teaching methods and accommodations that BRLS is unable to meet at this time. However, I am working with the teachers to arrange accommodations that are feasible and am hopeful that more may be available in the future.*
- Need to improve the reading program and do more on the computer (Accelerated Reader). Also need to teach computer at an early age. They need computer classes.*
- The only way in which I feel the school is falling short is in the area of computer technology. I am being asked to buy a dictionary for this coming school session with information that will be available online to any student that has access to the internet. We have that access at home and feel it should be available at school in classrooms as well.*
- The school needs a more rigorous academic environment around Math and Science. We need to offer pre-algebra/algebra earlier. Our Science fair lacks guidance and creativity. We need to offer more language/sports/band to encourage more students and families to get involved. The teachers are loving and kind but do not seem engaged. There is a lack of initiative in bringing our educational standards to the level they need to be at to meet the demands of high school/college.*
- There appears to be a lot of uncertainty regarding the future of the school. Critical information/changes are not fully communicated voluntarily or as timely as in the past. Without definitive answers regarding the programs and/or services that will be offered, it is difficult to say with certainty that my child's needs will be met.*
- There could be improvement in tailored teaching to individual learning styles based on the small classroom size. Also, some teachers seem disengaged.*



Satisfaction

Meeting Needs – Parents



The 44 Current Parent Survey respondents were asked if the school is currently meeting all of their needs as a parent. Three-quarters of parents (75.0%) indicated the school is currently meeting all of their needs as a parent, while the remaining 25.0% of parents indicated the school is not meeting all of their needs as a parent.

Source: Current Parent Survey, question 3

The 11 parents with children attending Baton Rouge Lutheran School who indicated their needs as a parent were not being met were asked to explain why. All parents gave a response. Parents provided the following responses:

Communication has not been adequate with the new administration.

Communication is not the same.

I am not given the assurance that my children will be okay academically or emotionally with all of the uncertainty that is present.

I feel that as a parent, safety is a huge issue. The school needs to have more awareness around safety from other students. I believe having a Sexual Awareness training is imperative for all teachers, students, and parents so that everyone is on the same page.

I feel that input from parents is gathered too infrequently. I don't always feel informed about the decisions being made at the school. This is a good start.

I feel there is a lot of change going on and the parents are left to figure it out on our own.

I want my kids to feel engaged with the learning and initiatives. I do not feel that the current staff looks for opportunities to engage each student on their level. The class sizes are small right now and what better opportunity to bring in new curriculum and learning styles than now?

I would've liked to see a better bus route, field trips, and more technology classes offered.

Location is less than ideal.

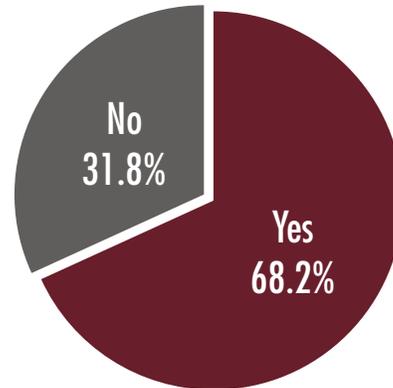
There is NO way to explore other options for my child.

Untimely communication inhibits ability to make sound, informed decisions regarding my child's care and education.



Satisfaction - High School Preparation

The 44 Current Parent Survey respondents were asked if they were satisfied with the academic preparation for high school that their child is currently receiving at Baton Rouge Lutheran School. More than two-thirds of parents (68.2%) indicated they are satisfied with the academic preparation for high school their child is receiving, while the remaining 31.8% of parents indicated they are not satisfied.



Source: Current Parent Survey, question 4

The 14 parents with children attending Baton Rouge Lutheran School who indicated they were not satisfied with the academic preparation for high school that their child is currently receiving were asked to explain why. Thirteen parents gave a response. Parents provided the following responses:

- Feedback from parents of recent graduates indicate a tough transition to high school from BRLS in certain subjects.*
- I am concerned that my child will have difficulty adjusting to the work load and other expectations in high school.*
- I am not excited about merging classes as I do not see academic benefit. I feel as though academics should be taught on a student's level. Also more technology needs to be integrated into the curriculum by way of iPads, access to a computer lab, etc.*
- I feel this way because currently the math and science classes are not adequate to prepare my children for college. However, I realize that we are currently working on the math program and will be working on the science program.*
- I know that there is a plan to develop math - however, my child gets lost in math and is overwhelmed by it. I feel there should be more structure and dedication for math preparedness for high school.*
- I would like to see more required use of computers (essays, etc.) Many of the schools use laptops for mostly everything.*
- I would like to see more technology brought into the school (computers, iPads, smart boards, etc.) Other schools incorporate modern day technology into their teaching methods and I feel we should too.*
- Improvements could be made in the areas of technology, math, and foreign language. The existing services and curriculum in these areas are not as advanced or innovative as comparable facilities, which seems to put our students at a disadvantage when they transfer or progress to high school.*
- Need to beef up the academics so they can transition to private schools and not feel behind.*
- See previous answers*
- They don't have an opportunity to move ahead or to test out of classes.*
- Three years of French and the kids can hardly put a sentence together. They are not being taught the required math. We had to go to an outside tutor.*
- What academic preparation for high school? I know they're in school, but I don't have any assurances that they will be prepared for high school if they stay.*



Satisfaction

The 44 Current Parent Survey respondents were asked to rate the quality of features at Baton Rouge Lutheran School. For comparison purposes, the responses were assigned a value from 1 to 4, where 1 indicated excellent and 4 indicated poor. A weighted average was calculated for each statement. If every respondent said the feature was excellent, the weighted average would be 1.00; if every respondent said the feature was poor, the weighted average would be 4.00.

Given the statistical accuracy of the study, care needs to be taken when interpreting the data. Any two averages within 0.65 of each of other are considered to be statistically equal. For example, the quality of faith education (1.25) and character development (1.50) are within the .65 margin of error, and should be considered statistically equal. If the survey was executed again, it is possible that the order of these responses would be different.

The top three ranked features included: faith education, character development, and teachers.

Rating Quality of Features

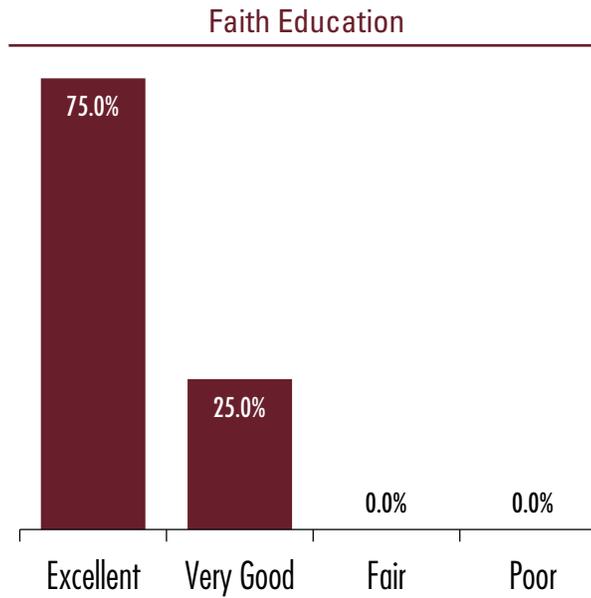
	Weighted Average
Faith education	1.25
Character development	1.50
Teachers	1.59
Language arts classes	1.61
Social studies/History classes	1.80
Principal/Administration	1.86
Science classes	1.86
Math classes	2.07
Music classes	2.07
Foreign language classes	2.12
Art classes	2.16
Athletic programs	2.16
Extracurricular activities	2.16
Current location	2.43
Technology available to students	2.66

Source: Current Parent Survey, questions 8-22



**Quality of faith education
(1.25 weighted average)**

The 44 Current Parent Survey respondents were asked to rate the quality of faith education at Baton Rouge Lutheran School. All parents (100.0%) agreed that faith education at Baton Rouge Lutheran School was either excellent or very good.

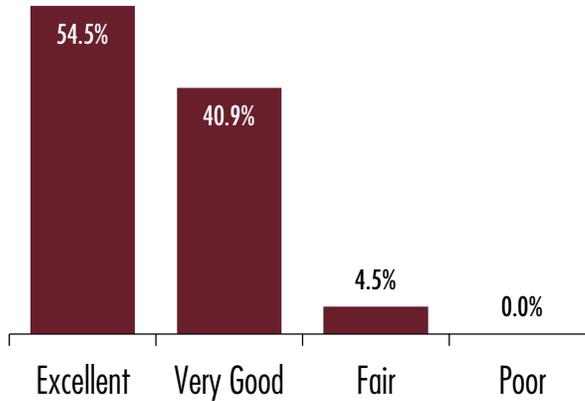


Source: Current Parent Survey, question 18



Satisfaction

Character Development



Source: Current Parent Survey, question 19

Quality of character development, such as respect for others (1.50 weighted average)

The 44 Current Parent Survey respondents were asked to rate the quality of character development, such as respect for others, at Baton Rouge Lutheran School. Most parents (95.4%) agreed that character development at Baton Rouge Lutheran School was either excellent or very good. Five percent (4.5%) of parents indicated the quality of character development at Baton Rouge Lutheran School was fair.

For this question, the statistical significance of 'Excellent' and 'Very Good' is equal.

The two parents with children attending Baton Rouge Lutheran School who indicated character development at the school was fair were asked to explain why. All parents gave a response. Parents provided the following responses:

Average experience

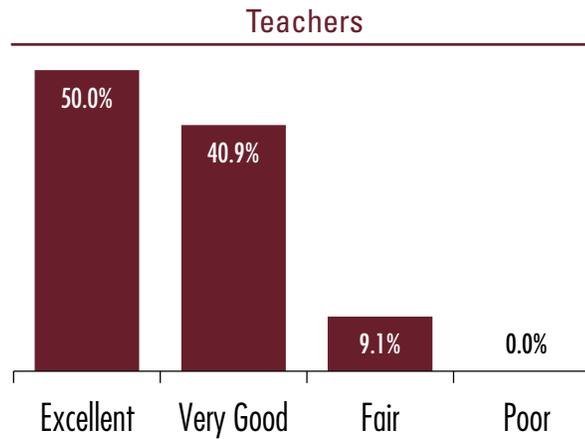
My son has learned that when he has a problem with another student, it's better to keep his mouth shut than to trust a teacher to be fair and objective.



**Quality of teachers
(1.59 weighted average)**

The 44 Current Parent Survey respondents were asked to rate the quality of the teachers at Baton Rouge Lutheran School. Most parents (90.9%) agreed that the teachers at Baton Rouge Lutheran School were either excellent or very good. Nine percent (9.1%) indicated the quality of teachers was fair.

For this question, the statistical significance of 'Excellent' and 'Very Good' is equal.



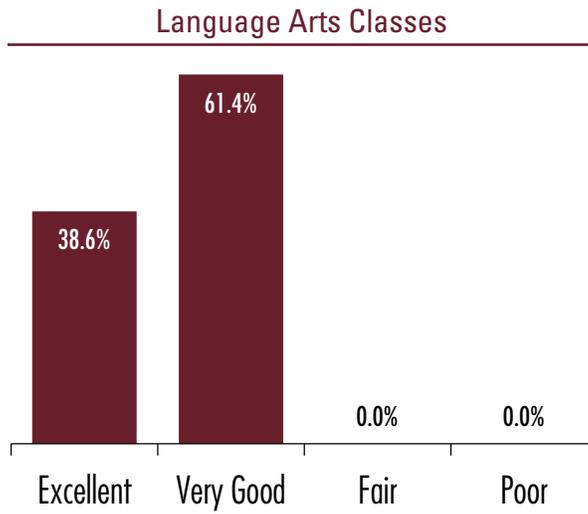
Source: Current Parent Survey, question 10

The four parents with children attending Baton Rouge Lutheran School who indicated the teachers at the school are fair were asked to explain why. All parents gave a response. Parents provided the following responses:

- I want more engaging academics. It just feels like the same instruction is given yearly with little additional input or creativity to keep students engaged. Now we are looking at Robotics which will be great but I want to see this in the classroom.*
- Many teachers work very hard to put together lessons and will go the extra mile for those struggling. Some will not work with students that need more challenge or could move at an accelerated speed.*
- Some of the most experienced teachers are disengaged. Very little feedback to parents and some disregarded emails and communication from parents when soliciting feedback. However, other faculty have been a blessing and are very good. Mixed bag.*
- We've only had two teachers so far, but both teachers have left the school. We feel both teachers were great, but it makes us question what's going on with the school or them since both left.*



Satisfaction



Source: Current Parent Survey, question 12

Quality of language arts classes (1.61 weighted average)

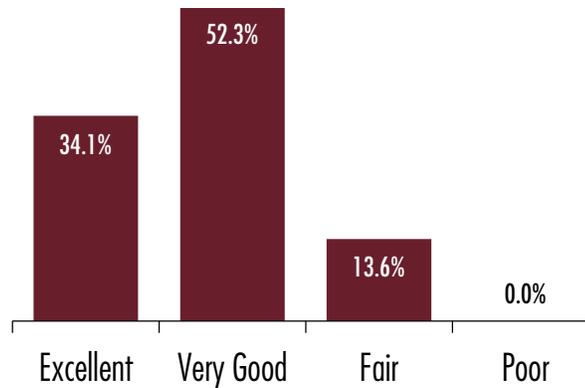
The 44 Current Parent Survey respondents were asked to rate the quality of the language arts classes at Baton Rouge Lutheran School. All parents (100.0%) agreed that the language arts classes at Baton Rouge Lutheran School were either excellent or very good.



Social Studies/History Classes

Quality of social studies/history classes (1.80 weighted average)

The 44 Current Parent Survey respondents were asked to rate the quality of the social studies/history classes at Baton Rouge Lutheran School. Most parents (86.4%) agreed that the social studies/history classes at Baton Rouge Lutheran School were either excellent or very good. Fourteen percent (13.6%) of parents indicated the quality of social studies/history classes at Baton Rouge Lutheran School were fair.



Source: Current Parent Survey, question 13

For this question, the statistical significance of 'Excellent' and 'Very Good' is equal.

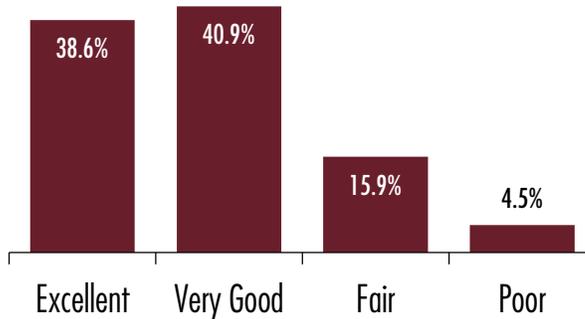
The six parents with children attending Baton Rouge Lutheran School who indicated the social studies/history classes at the school were fair were asked to explain why. Five parents gave responses. Parents provided the following responses:

- I feel that there is a lack of use of creative ways to teach social studies.*
- I only see my child come home with fill in the blank, worksheets, etc. I don't really see any real application to life connected with history classes.*
- I would like more engagement and creativity such as field trips which would really encourage the students.*
- It's not bad, it just isn't very good.*
- There seemed to be a lack of projects or creative ways to teach material to the kids.*



Satisfaction

Principal/Administration



Source: Current Parent Survey, question 9

Quality of principal/administration (1.86 weighted average)

The 44 Current Parent Survey respondents were asked to rate the quality of the principal and administration at Baton Rouge Lutheran School. Over three-quarters of parents (79.5%) agreed that the principal and administration at Baton Rouge Lutheran School were either excellent or very good. Sixteen percent (15.9%) of parents indicated that the principal and administration was fair, while 4.5% indicated the principal and administration was poor.

For this question, the statistical significance of 'Excellent' and 'Very Good' is equal.

The nine parents with children attending Baton Rouge Lutheran School who indicated the principal and administration at the school were either fair or poor were asked to explain why. All parents gave a response. Parents provided the following responses:

As I mentioned previously there is a lack of communication/disconnect. Major changes were made at the school and parents were not notified until the end of the school year. Teachers were removed with no replacements, merging of classes, curriculum changes, etc. Parents should have been notified mid-year so that we could have made the decision, if needed, to send our child/children to another school. There were/are also daycare related issues for parents who have children at the school and daycare with two different locations. Two weeks before school starts and we still have not been notified of the final plans for the upcoming school year (if our child will be in a combined homeroom etc.). We have already paid a month of tuition and we don't know anything.

I do not feel this is a fair question because we have not had time to adequately assess. The principal has only been there one school year, during which he managed to do a good job keeping things afloat. While I must acknowledge there are communication issues this alone is not just reason to elect a poor rating.

I feel as though the principal and administration is fair. They get the job done.

I speak concerning the principal only. I have only had casual conversations with him, so this is not personal. What I observe is an inability to answer a direct question - if the question is answered at all. There is not clear direction, despite the meeting held to tell parents the future of the school. There are way too many rumors about how he supposedly treats people and negative things he supposedly said to students for it to ALL not be true. It makes me wonder (a) how does the board not hear/know, and (b) if the board knows, how can they turn a blind eye to it all?

Lack of communication and lack of accountability when communication fails.

New principal and administration is taking on new responsibilities and trying to change curriculum. Learning new positions plus trying to make changes is a very difficult combination. I know they are working hard to straighten the course. More organization and familiarity with the jobs will come with time.

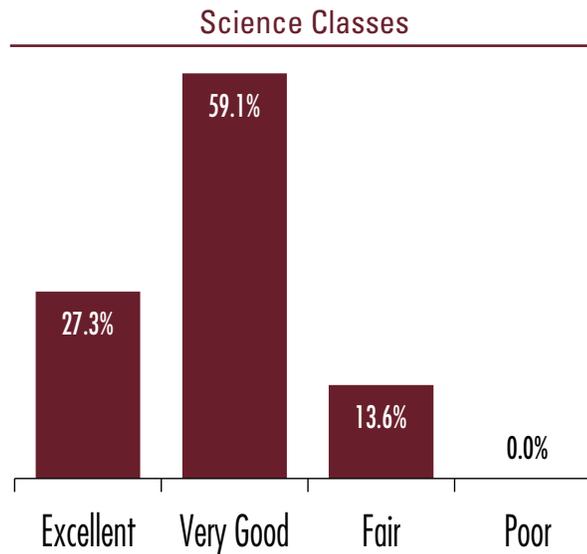
No one is as friendly as normal. Makes me feel unwanted at times when visiting.

The school board has been ignoring WHY so many families have left. Mr. Butler got thrown onto a sinking ship. This is primarily based on the new principal. He is not very personable at all. As a parent of BRLS for 4 years now, the leadership is one of the reasons our child was placed there. We could see the genuine "heart for kids" that was exhibited by the former principal. We do acknowledge that we as parents and students along with the new principal remain in a transitional phase and it may take some time to develop the type of rapport we desire with the new principal.



**Quality of science classes
(1.86 weighted average)**

The 44 Current Parent Survey respondents were asked to rate the quality of the science classes at Baton Rouge Lutheran School. Most parents (86.4%) agreed that science classes at Baton Rouge Lutheran School were either excellent or very good. Fourteen percent (13.6%) indicated science classes at Baton Rouge Lutheran School were fair.



Source: Current Parent Survey, question 14

The six parents with children attending Baton Rouge Lutheran School who indicated the science classes at the school were fair were asked to explain why. All parents gave a response. Parents provided the following responses:

Again, I believe "good" would be a better assessment. Improvements can be made in the areas of experimental and technological science. I think more class projects/demonstrations would enhance learning by putting theory into practice.

Again, we've not had an updated curriculum and our budget hasn't afforded a level of science teaching that is needed for our junior high children to be ready for high school.

I see worksheets, textbook fill in the blank, matching. There should be a science lab where students can have real life application to science.

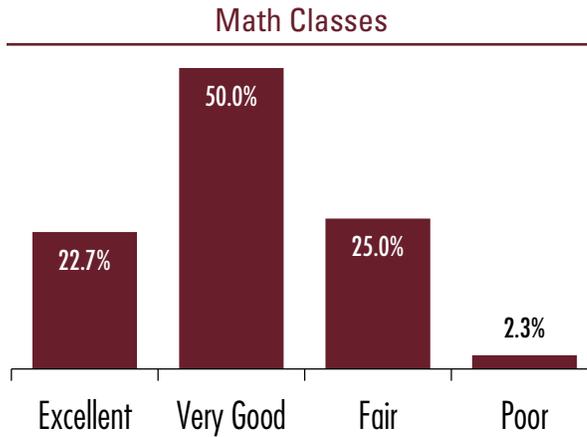
No hands-on learning in the upper grades - just rote skills, which are NOT scientific. Memorization has its place in science, but for students to understand there MUST be hands-on learning!

There is lack of guidance, minimal labs matching up to topics being learned, and no science field trips.

They need adequate classroom space for experiments and displays.



Satisfaction



Source: Current Parent Survey, question 11

Quality of math classes (2.07 weighted average)

The 44 Current Parent Survey respondents were asked to rate the quality of the math classes at Baton Rouge Lutheran School. Less than three-quarters of parents (72.7%) agreed that the math classes at Baton Rouge Lutheran School were either excellent or very good. A quarter of parents indicated math classes at Baton Rouge Lutheran School were fair, while one parent indicated math classes were poor.

The 12 parents with children attending Baton Rouge Lutheran School who indicated the math classes at the school are either fair or poor were asked to explain why. Nine parents gave responses. Parents provided the following responses:

I actually think the lower level classes are good as they're taught in a manner that the kids can grasp, with reliance on rote memory. However, I feel as the kids progress, it should become more complex challenging their analytical, critical thinking, and problem-solving skills in a more realistic way.

I have felt this way. I know BRLS has taken steps to get the math where it should be.

I have relatives kids in the same grade as my child and doing more advance things in that subject.

I know that BRLS as a whole struggles with math and my daughter struggles in math as well. I would like a concentrated effort in math and perhaps taught in a different way (maybe how kids are taught who suffer from dyslexia or ADHD) for just a different approach because not all kids learn math the same way.

I think the math classes are average, but could use improvement.

In years past, pre-algebra and algebra classes have not been available for students to take. This puts them at an academic disadvantage when going to high school where freshmen should have already completed algebra in middle school and should be taking geometry.

Our math curriculum has been stagnant since before I graduated from there in 1988. We've not made efforts to improve it and so our 8th graders aren't adequately prepared for high school algebra.

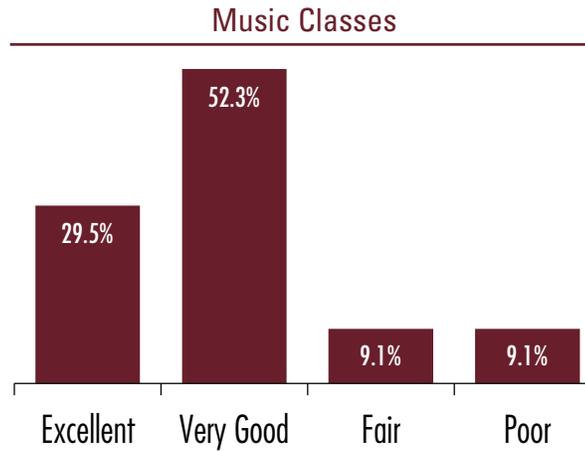
They are NOT on par with the East Baton Rouge Parish curriculum (and THAT is saying a lot)!

We haven't had any math classes yet, but based on the prior IOWA test scores, math needs improvement.



**Quality of music classes
(2.07 weighted average)**

The 44 Current Parent Survey respondents were asked to rate the quality of the music classes at Baton Rouge Lutheran School. Most parents (81.8%) agreed that the music classes at Baton Rouge Lutheran School were either excellent or very good. Nine percent (9.1%) of parents indicated that music classes at Baton Rouge Lutheran School were either fair or poor.



Source: Current Parent Survey, question 16

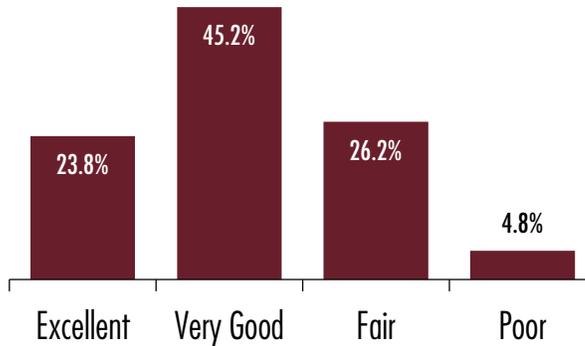
The eight parents with children attending Baton Rouge Lutheran School who indicated the music classes at the school were either fair or poor were asked to explain why. Six parents gave a response. Parents provided the following responses:

- Average experience*
- Choir is good. Band is a joke.*
- Offer more variety and fun/creativity in music selection*
- Seems old music*
- We no longer have Mrs. Calamari or Mrs. Morgan. I've heard that a former student who is beginning college is going to teach music - that's not professional.*
- Worksheets should not be used in music classes*



Satisfaction

Foreign Language Classes



Source: Current Parent Survey, question 15

Quality of foreign language classes (2.12 weighted average)

The 44 Current Parent Survey respondents were asked to rate the quality of the foreign language classes at Baton Rouge Lutheran School. Two parents declined to answer. More than two-thirds of the parents who answered the question (69.0%) agreed that the foreign language classes at Baton Rouge Lutheran School were either excellent or very good. One-quarter (26.2%) of parents indicated that foreign languages classes at Baton Rouge Lutheran School were fair, while 4.8% indicated it was poor.

The 13 parents with children attending Baton Rouge Lutheran School who indicated foreign language classes at the school were either fair or poor were asked to explain why. Eleven parents gave a response. Parents provided the following responses:

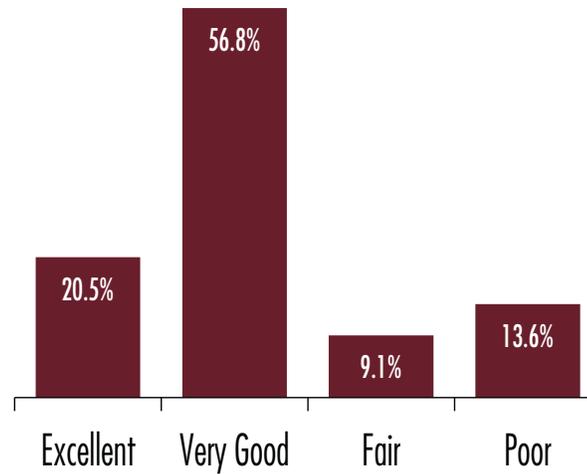
- Desire for alternate options besides French, perhaps Spanish*
- I do not see my child studying much in the foreign language we offer. In addition, the report she turned in was very basic. After two years, I expected a little more vocabulary and speaking.*
- I would prefer they offer additional languages.*
- Lack of choices*
- Lack of choices for foreign language*
- My child doesn't use it in anyway after school*
- My child is entering into the 4th grade and hasn't had the opportunity to experience a foreign language class. I feel the opportunity for early learning in the area of foreign language would be beneficial.*
- My fourth grader never said he was learning another language.*
- Spanish should be taught to all students K-8.*
- They are learning less French in three years than in one year at an East Baton Rouge Parish school.*
- They didn't learn as much as their friends at another school when they talked about what they learned.*



Art Classes

Quality of art classes (2.16 weighted average)

The 44 Current Parent Survey respondents were asked to rate the quality of the art classes at Baton Rouge Lutheran School. Most parents (77.3%) agreed that the art classes at Baton Rouge Lutheran School were either excellent or very good. Nine percent (9.1%) of parents indicated art classes at Baton Rouge Lutheran School were fair, while fourteen percent (13.6%) of parents indicated art classes were poor.



Source: Current Parent Survey, question 17

The 10 parents with children attending Baton Rouge Lutheran School who indicated the art classes at the school were either fair or poor were asked to explain why. Nine parents gave a response. Parents provided the following responses:

Are there art classes available?

Art is no longer taught with a curriculum and varies from class to class in quality.

Average but nothing extra for students that can do more artistically.

I am only giving "poor" on this because I want to include Dramatic Arts in this category. I feel like you would open the door for a lot more opportunity and confident kids if you offered a drama class. This would help with speech and confidence going forward for kids.

Nothing outstanding. Does not appear that there is a theme or structure to the program talking about artists, time periods, or the history that goes with it.

Regular classroom teachers are teaching art - this is not their area of expertise

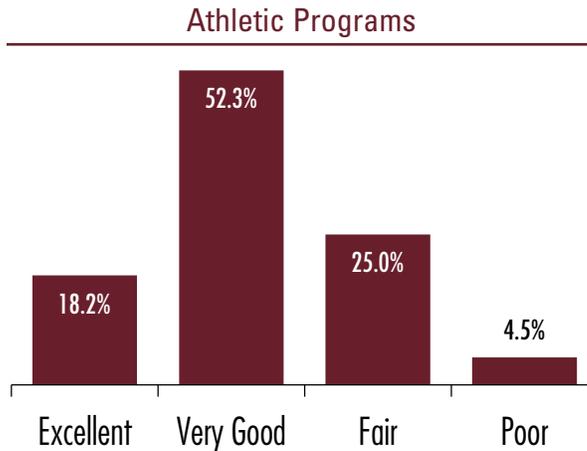
There is no real art class. There needs to be a specified art teacher who only teaches art.

There is not a dedicated focus on fine arts which is a detriment to the school. A dedicated art teacher, even as an elective after school is needed.

What art class?



Satisfaction



Source: Current Parent Survey, question 20

Quality of athletic programs (2.16 weighted average)

The 44 Current Parent Survey respondents were asked to rate the quality of athletic programs offered at Baton Rouge Lutheran School. Most parents (70.5%) agreed that the athletic programs offered at Baton Rouge Lutheran School were either excellent or very good. One-quarter (25.0%) of parents indicated athletic programs offered at Baton Rouge Lutheran School are fair, while five percent (4.5%) indicated the athletic programs are poor.

The 13 parents with children attending Baton Rouge Lutheran School who indicated athletic programs offered at the school were either fair or poor were asked to explain why. Eleven parents gave a response. Parents provided the following responses:

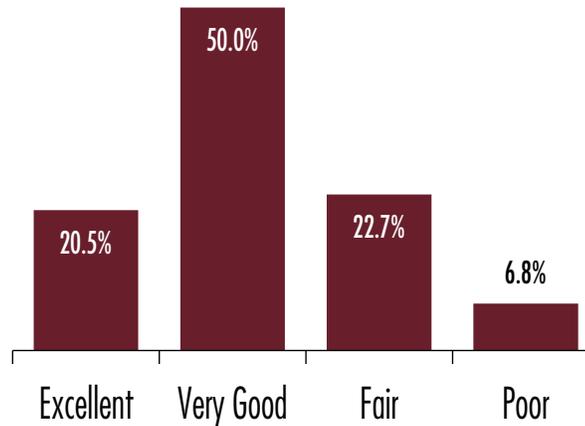
- Athletics are very low at BRLS. Not sure if it's due to the number of students or training.*
- Facilities are outdated. Sports programs are disorganized w.r.t. scheduling. Limited sports opportunities for middle school compared to other public/private schools.*
- It could be better. We need more students with true athletic ability.*
- Limited resources, limited students = limited programs*
- Limited sports, but the coaches really tried hard.*
- Need football, cheer, and track.*
- Need structure and some written work in learning terms and how games are played. Stop with the filler games - learn tennis, volleyball, basketball, and soccer basics.*
- Not a whole lot of sports to choose from. Cross country would be great!*
- Only basketball and volleyball*
- Only offers volleyball and flag football that I am aware of. No basketball, baseball, softball, football.*
- Our athletic program has struggled over the last few years. Fortunately, Mr. Butler took over as our athletic director last year, and we did see some improvement. We have volunteer coaches and not all of them have high levels of experience in the sport that they coach. Also, many of the children that play haven't played the sport outside of the school, so the teams aren't as strong as in other schools. The teams don't seem to get enough practice in either to be able to compete very strong.*



Extracurricular Activities

Quality of extracurricular activities (2.16 weighted average)

The 44 Current Parent Survey respondents were asked to rate the quality of the extracurricular activities available at Baton Rouge Lutheran School. Most parents (70.5%) agreed that the extracurricular activities available at Baton Rouge Lutheran School were either excellent or very good. Less than one-quarter (22.7%) of parents indicated the extracurricular activities available at Baton Rouge Lutheran School were fair, while 6.8% indicated the extracurricular activities were poor.



Source: Current Parent Survey, question 21

The 13 parents with children attending Baton Rouge Lutheran School who indicated the extracurricular activities available at the school were either fair or poor were asked to explain why. Eleven parents gave a response. Parents provided the following responses:

Average

Getting better. Robotics limited due to space, gym, aftercare, and volunteers.

I signed my K-5 students up for a scouts type thing that the school offered and we never heard anything about it. If there could be a drama club or a math club or a speech club or a debate club. This could open up possibilities for kids as well.

In the past our extracurricular programs tended to be geared towards the younger students. I'd like to see us have clubs and other additional offerings for the students. This all requires extra time by teachers or by volunteers. I'd love to see this be more of a priority for all ages of students.

Limited sports

More focus on fine arts clubs, science clubs, math clubs, drama clubs with passionate leadership.

The crafts club was great, I am excited to see what happens with the robotics club.

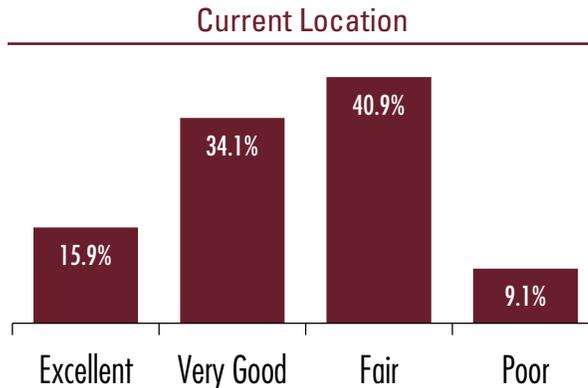
There is not a variety of extracurricular activities. I did like that the school offered a drawing class last year. That was a plus.

Very few extracurricular activities are available.

What activities?



Satisfaction



Source: Current Parent Survey, question 8

Quality of current location (2.43 weighted average)

The 44 Current Parent Survey respondents were asked to rate the quality of the current location of Baton Rouge Lutheran School. Three-quarters of parents (75.0%) agreed that the current location of Baton Rouge Lutheran School was either very good or fair. Fifteen percent of parents (15.9%) indicated that the current location is excellent, while nine percent (9.1%) indicated the location is poor. For this question, the statistical significance of 'Very Good' and 'Fair' is equal.

The 22 parents with children attending Baton Rouge Lutheran School who indicated the current location of the school was either fair or poor were asked to explain why. All parents gave a response. Parents provided the following responses:

Area seems to be dying off

Because I know it is not in the best part of town. I also think it is very easy to get onto the property.

Because I know that there is a different location at Trinity Oaks and that location would be EXCELLENT since its down the street from me.

Decent access via highway system. However, there are crime issues in the immediate vicinity of the campus and the campus is not secure from the neighborhood.

I am uncomfortable with the amount of crime in this area. I also feel very uneasy with the lack of security at the school in general

I do not feel that the location is safe. One church member's car was broken into during service. There are issues that occur in front of the school on Florida Blvd. The back of the school falls off into a ditch. It is not enticing for new families to join. The facilities look dated.

It is in a not great part of town anymore. Need to move to get more students

It is in an older part of town. Crime tends to be a problem around there. Although the school seems pretty secure, the risk of violence or other problems increase in that area. Not just at school but on the drive in and back.

And possible stops around school. For parents, staff, and students.

It is next to a ghetto and a psychiatric hospital

It's going down from previous years

It's in a bad location in regards to community and lack of local student population. It's closer to our current house though which makes it more convenient. The proposed location off of Harrels Ferry will be a much further drive for Central students but will be in a better location in regards to the community.

It's just okay.

I've attended Trinity Lutheran Church, which Baton Rouge Lutheran School is a ministry of, for over 40 years. The area has changed demographically and is no longer a safe environment for the school. We aren't drawing many new children due to the location. Our facilities are outdated and haven't been properly maintained in a long time. We don't have adequate internet connections for the classrooms either with the older facilities.

Limited resources, outdated equipment, older campus, lack of technology

Location is not in safe area of town.

Neighborhood is declining and seems not very safe.

Older buildings in a decaying part of town.



Satisfaction

Responses - continued

That area of Baton Rouge is not the best, but it's not bad either. The school needs to be remodeled and revamped no matter where it is located.

The area is going downhill and it isn't central to much.

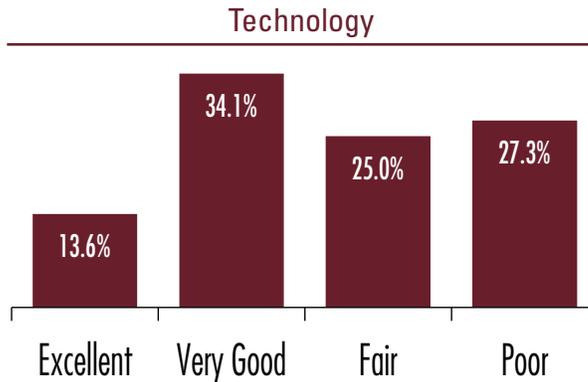
The area near the school has gotten negative press due to nearby criminal activity. Many families interested in private schooling have moved south of I-12. Many businesses in the area are showing decay or have closed.

The parking can be an issue. And Florida Blvd. is not a great location.

Where the school is currently located, the area is going "down hill". The school is great but the neighborhood is changing. I think BRLS moving is a good thing because the new area is much safer and more open.



Satisfaction



Source: Current Parent Survey, question 22

Quality of technology available to students (2.66 weighted average)

The 44 Current Parent Survey respondents were asked to rate the quality of the technology available to students at Baton Rouge Lutheran School. Most parents (86.4%) agreed that the technology available to students at Baton Rouge Lutheran School was very good, fair, or poor. Only 13.6% of parents thought the quality of the technology available to students was excellent.

For this question, the statistical significance of 'Very Good', 'Fair', and 'Poor' is equal.

The 23 parents with children attending Baton Rouge Lutheran School who indicated the technology available to students at the school was either fair or poor were asked to explain why. Twenty-one parents gave a response. Parents provided the following responses:

BRLS appears to be VERY behind other private schools

I feel computer usage and skills really need to at least start to be introduced in kindergarten. By second, third, and fourth grades I would hope tablets or laptops would be in regular use for daily work. Technology is everywhere in the world today.

I feel there is less required use of Word and other programs than there are in other schools.

I think improvements should be made to integrate the use of technology in all subjects. Ideally, this would be done through class setting. But another option would be incorporating the use of technology at home for class assignments.

If students could have computers it would give students and teachers more access to information and how to use it.

In past year, I didn't really hear much about areas of technology that were being offered. In 2018, I noticed that BRLS was offering new activities. Although my daughter didn't meet the age requirement at the time she's looking forward to the upcoming year.

It seems that students in other schools have access to more technology than those at BRLS. I am not dissatisfied, but think it would be fun for the students if they had more opportunities to learn about practical uses for technology at BRLS.

It would be nice to utilize inexpensive tablets for students, with access to WIFI, rather than dictionaries and text books. Some interactive computer course work would be nice. I know I'm probably naive about all that is involved in this type of learning; cost, security, etc. but I doubt when these kids enter the workforce they will even encounter a book. We are investing in a private education to better prepare our student for life and the workforce of the future. The robotics club is a great start. I would like to see it offered to younger students.

Larger classroom space and technology lab would suffice and can be used by a large number of students for multiple purposes.

Limited infrastructure for using technology to teach, limited devices for children to learn, few assignments that encourage engagement with technology to learn.

Little to none. All students should have laptops and do work on the laptop to have access to the most up to date academic options.

Need computer classes

Need more computers in the classroom.

Need more computers. Need info on dangers of the internet



Responses - continued

Our technology for K-4th grade is very poor. We don't have current computers and our internet connectivity seems to always be an issue. The 5th - 8th grade now have Chrome books and that has improved the situation some, but it would be nice if we could offer better technology and have a network and internet that functioned well.

The available technology is OK. My concern is more that, at my child's grade, there are not really assignments given where they have to turn it in typed or have not been introduced or started using other programs (Word, Excel, etc.)

There are no computers that the younger children work on. Not sure about the older grades but the younger grades have none.

They need computers or at least more consistent access to computers, typing classes for younger students.

We are in the stone ages

We haven't experienced any technology in our classes yet.

We live in a technologically savvy world. Students need to actively use laptops, iPads, computers, etc.



Satisfaction

Most Important Factors

	% Total
Math classes	43.2%
Teachers	43.2%
Faith education	40.9%
Technology available to students	40.9%
Character development	36.4%
Principal/Administration	34.1%
Location	25.0%
Science classes	18.2%
Athletic offerings	6.8%
Extracurricular activities	4.5%
Language arts classes	4.5%
Foreign language classes	2.3%
Art classes	0.0%
Music classes	0.0%
Social studies/History classes	0.0%

Source: Current Parent Survey, question 23

* Chart totals more than 100%, as parents could give more than one response

The 44 Current Parent Survey respondents were asked which three things are most important to them to continue enrolling their child in Baton Rouge Lutheran School. The most common responses were math classes (43.2%) and teachers (43.2%). The percent total column is greater than 100% as parents selected up to three factors.

For this question, factors that were assigned a value between 43.2% and 25.0% are statistically equal.



The 42 parents who indicated they plan to send their children to Baton Rouge Lutheran School this fall were asked if there were any specific programs they thought Baton Rouge Lutheran School should offer if it moves to the Trinity Oaks campus. Twenty-three parents provided the following responses:

- Academic and educational programs, sports and extracurricular programs*
- Academic/education programs that will equip students to excel statewide and nationwide in math, English, science, technology, music, etc. Student has the confidence and academics to enroll in colleges of their and parents' choice. Tutoring programs for struggling students or for students who may require after school assistance. Flag football for 3-8 grade.*
- Academic/Educational - Early Development Foreign Language (Spanish/ French)*
- Academic/Educational programs - Core Courses for High School/College Prep. Sports/Extracurricular programs - current activities at school*
- Academic/educational, arts/cultural, sports/extracurricular programs should be offered.*
- Advanced or "gifted" academic options. Actual Art/Cultural instruction.*
- All of the above. They have a lot of competition and need to prepare students for high school.*
- Art/Drawing classes; recruit more students for athletics such as basketball, football, volleyball. Robotics team beginning at 4th grade. Spanish teacher. School bus to take students on field trips*
- I don't know what other schools offer, so I don't know what specifically we are missing.*
- I would like to see an honors or advanced option for the core classes, as well as increased use of technology.*
- Improve technology training*
- It is important to me that my child has opportunities for creative expression during the school day. While not required, I would enjoy seeing more opportunities for the students to gain practical skills (such as typing, sewing, woodworking) that they can use as adults.*
- Mathcounts, science club, soccer, track and field, drama club, dance club*
- More foreign language classes to provide opportunity for students to get high school credit.*
- On-site tutoring. We like the Jeep and share program.*
- Pre-algebra/Algebra and perhaps an honors class or extra clubs that offer this. Arts - field trips, variety of art history, types of art around the world. Basics in basketball, volleyball, gymnastics, soccer*
- Soccer, computer training*
- Sports*
- Stronger academics- especially in math so students can test into higher math classes*
- Technology*
- Theater, drama, softball, baseball*
- This is what teaching is all about.*
- Tutoring/mentoring program, discipleship/mission opportunities*



Satisfaction

The 44 Current Parent Survey respondents were asked to share any comments or suggestions they might have about Baton Rouge Lutheran School or the possibility of a new school building at the Trinity Oaks campus. Twenty parents provided the following responses:

A new school should be built but include everything that a school needs in order to be appealing to current and prospective students. One teacher for each: Music, art, PE, computer class, library. Nice gym and cafeteria, updated curriculum w/ technology integration, more students

Annualized increases in tuition for no increase in benefit is burdensome. An increase for a new facility with a decrease in benefit is detrimental.

Florida Blvd. is not convenient for anyone and is located in a less desirable area of town. How can you move the church and daycare and not the school? The school does not appear to currently have adequate resources so how will they maintain two campuses?

I can honestly say that I highly recommend BRLS. My daughter loves attending school. In the evening, I have to literally plead with her to leave, which often leads to one or more of her school friends coming home with us. I love the bond that my child has with the teachers, the students throughout the school, as well as Mr. and Mrs. Butler. They're both very approachable and hands-on.

I look forward to the opportunity to improve and grow with BRLS. I think it is an awesome school and would love to keep my child there if we can successfully implement the new vision.

I love the idea! Needs a gym for sure though.

I serve on leadership in the school, so I know that we are making efforts to improve the curriculum, and I do believe that moving the school to the Trinity Oaks campus is imperative for the school to grow and thrive. If the move doesn't happen soon, I'm afraid that the school's location will be one of the determining factors for the school to have to close. I also know that we need some improvement with regards to collecting outstanding dues from our families. We have a long history of writing off many thousands of dollars of bad debt.

If it's not going to have a gym, it should stay where it is

If you cannot build a gymnasium at the new location, is it possible to use the South East Middle School gym? Could an agreement be reached to use those facilities? Also, there are many opportunities to "convert" a space for a gym as well. Is it possible to have converted space?

It rains a lot in Louisiana a gymnasium, or auditorium, lunchroom is needed to have an area the kids can play, gather, etc. Offering high school grades would be a great addition if possible

May God bless you all and all who are connected to you in your future endeavors.

My main concern about moving to the Trinity Oaks campus would be class integration and being made aware of plans for this. I also believe the staff needs more training regarding bullying and sexual misbehavior, especially in terms of responding to children who report this.

Since you already have K-8th grade established I think it would be wise to build a high school at the new campus.

The current location and facilities could be upgraded somewhat, but are fine as is. The building is just that, a building. More important aspects of the school are a visionary administration, caring, dedicated, happy teachers and staff, and better academic outcomes. With continued advances in technology, duplicating facilities that already exist seems like an inefficient use of resources. Schools should nurture body, mind, and spirit. The lack of a gymnasium would seem to prohibit sports and physical fitness.

The elementary school should stay where it is. The high school should be at Trinity Oaks.

The hours of operation for school

The tuition should remain the same.

Tuition should remain the same until we can offer more extracurricular activities, clubs, and academic challenges. Currently, we are similar to many of our competitors and offer less than them.

We think moving the school is a great idea even though it's not the best for our family. We think the new location will allow the school to grow.

You're bleeding students. Make the school academically strong again!



Extracurricular Activities

Extracurricular Activity	
Baton Rouge International School	Art Club, Boy Scouts, Chess Club, Dance Club, Karate, Foreign Language and Culture Club, Girl Scouts, Girls on the Run, Math Club, Robotics Club, Science Club, Student Council, Study Buddy Club, Violin, Yearbook
Dunham School	Board Game Club, Dunham International Student Center, Fellowship of Christian Athletes, French Club, Interact Club, Jr. Robotics, Mathletes, National Beta Club, National Jr. Honors Society, Spanish Club, Youth Legislature
Episcopal School of Baton Rouge	Acolytes, Art Club, Choir, Concert Band, Dance, Drama, First Lego League Robotics, French Club, Future City Competition, Jazz Band, Junior Classical League, Junior Thespians, Math Counts, ROMA Club, Spanish Club, Student Council, Student Vestry, SWAT Club, Youth Legislature
Family Christian Academy	Art, Band, Choir, Drama
Hosanna Christian Academy	Choir, Ministry Team, National Beta Club, Spanish Club, Student Council
Parkview Baptist School	Choir, Drama, Latin Club, National Beta Club, Robotics, Swing Dancing
Riverdale Christian Academy	Information not available
Runnels School	Art Club, Cheer, Fellowship of Christian Students, French Club, Future Scientists and Engineers Club, GSA, Junior Classics League, Junior High Book Club, National Beta Club, National Honors Society, Nature Club, Poetry Club, Robotics Club, Spelling Bee Club, Student Ambassadors, Thespian Club, Vocal Club
St. Jean Vianney Catholic School	4-H, Art Club, Boy Scouts, Choir, Drama, Girl Scouts, Math Club, National Beta Club, Quiz Bowl, Robotics, Spanish Club, Student Council, Yearbook, Youth Legislature
St. Luke's Episcopal School	Cooking, Dance, Gymnastics
St. Thomas More Catholic School	Asian Club, Band, Cheerleading, Christians in Action, Future City, Liturgy Choir, Math Counts, National Beta Club, Quiz Bowl, Student Council, Yearbook
Victory Academy	Band, Fellowship of Christian Students, National Beta Club, Student Council

Note: Baton Rouge International School did not respond to numerous contact attempts. Some extracurricular activities listed may not be available at the lower and middle school levels.

Note: Riverdale Christian Academy closed permanently in 2018. Information about extracurricular activities is therefore unavailable.



Competitive Assessment

Sports

Sports

Baton Rouge International School	Basketball, Cheerleading, Cross Country, Golf, Soccer, Swimming, Tennis, Track and Field
Dunham School	Basketball, Cheerleading, Cross Country, Football, Softball, Swimming, Track and Field, Volleyball
Episcopal School of Baton Rouge	Basketball, Cross Country, Flag Football, Football, Soccer, Softball, Swimming, Track and Field, Volleyball, Wrestling
Family Christian Academy	Baseball, Basketball, Football, Softball, Sparks, Track and Field, Volleyball
Hosanna Christian Academy	Basketball, Cheering, Flag Football, Track and Field, Volleyball
Parkview Baptist School	Baseball, Basketball, Cheering, Cross Country, Dance, Football, Golf, Soccer, Softball, Swimming, Tennis, Track and Field, Volleyball
Riverdale Christian Academy	Baseball, Basketball, Cheerleading, Volleyball
Runnels School	Baseball, Basketball, Cheerleading, Cross Country, Soccer, Softball, Swimming, Tennis, Volleyball
St. Jean Vianney Catholic School	Basketball, Cheerleading, Cross Country, Football, Soccer, Track and Field, Volleyball
St. Luke's Episcopal School	Baseball, Basketball, Cross Country, Flag Football, Soccer, Softball, Track and Field, Volleyball
St. Thomas More Catholic School	Basketball, Cross Country, Football, Volleyball
Victory Academy	Basketball, Cheerleading, Flag Football, Volleyball

Note: Baton Rouge International School did not respond to numerous contact attempts. Some sports listed may not be available at the lower and middle school levels.



Academics

	Academic Focus	Service Learning
Baton Rouge International School	College preparatory	No
Dunham School	College preparatory	No
Episcopal School of Baton Rouge	College preparatory	Yes
Family Christian Academy	Christian School	No
Hosanna Christian Academy	Core Academic Program	No
Parkview Baptist School	College preparatory	Yes
Riverdale Christian Academy	Christian School	No
Runnels School	College preparatory	No
St. Jean Vianney Catholic School	Christian School	No
St. Luke's Episcopal School	Christian School	No
St. Thomas More Catholic School	Christian School	No
Victory Academy	College preparatory	No

Eleven of the schools are confirmed to offer a variety of extracurricular activities that students can participate in. Riverdale Christian Academy closed permanently in 2018. Information about that school's extracurricular activity offerings is therefore unavailable.

All 12 of the schools offer at least four sports for middle school students.

Six of the 12 schools focus their academics on college preparation. Two of the 12 schools emphasize service learning.

.....

This section includes an overview of the impact of moving Baton Rouge Lutheran School to the Trinity Oaks campus location among respondents and how long respondents would be willing to drive to school. Also included in this section is a competitive assessment of K-8 school environments.



Facilities 94

Competitive Assessment..... 100



Facilities

Recommendation:

- Over eighty-nine percent of Community Survey respondents said the location of the K-8 school on South Harrells Ferry Road across from Southeast Middle School, would make them more likely to consider the K-8 school, or would have no impact on their decision. Since nearly half of the Community Survey respondents are willing to drive 11 to 20 minutes and another 36.5% are willing to drive up to 30 minutes to the K-8 school, Trinity Lutheran Church & School should be marketing and communicating to families that would drive up to 30 minutes to the K-8 school.

Importance: Many parents associate location with the amount of time required to travel to a school, instead of how many miles or the physical distance to the school.



Willing to Drive - Community

The 85 Community Survey respondents who indicated their child/children will attend a private school or were unsure where their child will attend school were asked how long they would be willing to drive if they drove their child to the K-8 school. About half of the respondents (43.5%) indicated they would drive 11 to 20 minutes to take their child to school.

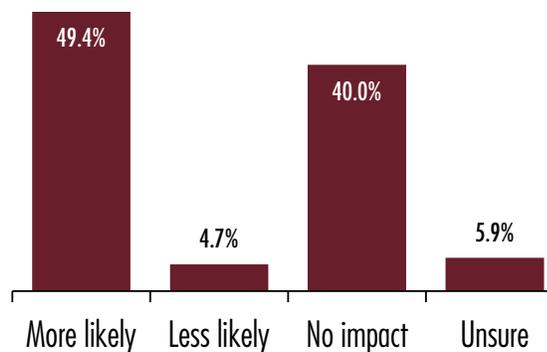
There were no demographic categories for Community Survey respondents with a significantly higher or lower percentage of respondents who would be willing to drive any amount of time if they drove their child to the K-8 school.

	% Total
10 minutes or less	9.4%
11 to 20 minutes	43.5%
21 to 30 minutes	36.5%
Over 30 minutes	7.1%
Would not drive to school	0.0%
Unsure	3.5%

Source: Community Survey, question 20

Impact of Location - Community

The 85 Community Survey respondents who indicated their child/children will attend a private school or were unsure where their child will attend school were told that a new K-8 school may be located on South Harrells Ferry Road across from Southeast Middle School in Baton Rouge. They were then asked if this location would make them more likely, less likely, or have no impact on their decision to select the K-8 school. Nearly half of respondents (49.4%) indicated this location would make them more likely to select the K-8 school.

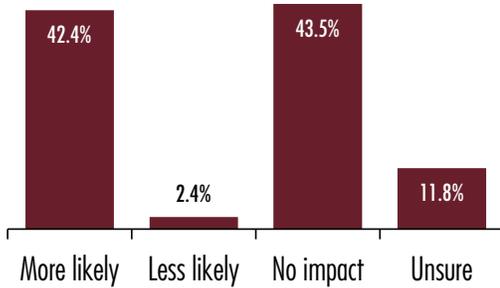


Source: Community Survey, question 19

There were no demographic categories for Community Survey respondents with a significantly higher or lower percentage of respondents who indicated that a K-8 school being located on South Harrells Ferry Road across from Southeast Middle School would impact their decision to select the school.



Impact of Lutheran School - Community



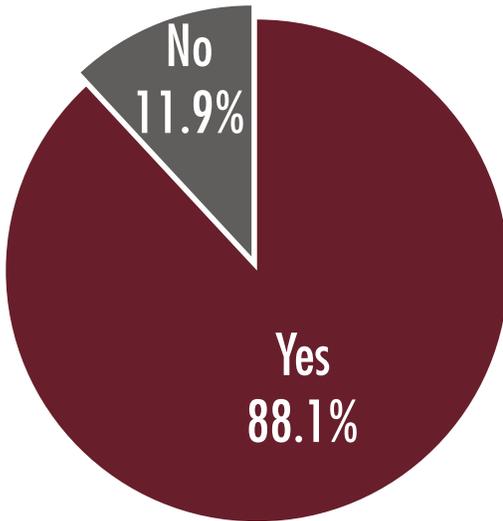
Source: Community Survey, question 21

The 85 Community Survey respondents who indicated their child/children will attend a private school or were unsure where their child will attend school were told that a new, private K-8 school is to be operated by Trinity Lutheran Church. Respondents were then asked how this would impact their decision to select the school.

Forty percent (42.4%) of respondents indicated that this would either make them more likely to select the school or have no impact on their selection of the school (43.5%). Only two respondents (2.4%) indicated this would make them less likely to select the school. Ten respondents (11.8%) were unsure how this would affect their selection.

There were no demographic categories for Community Survey respondents with a significantly higher or lower percentage of respondents who indicated that their decision to send their children to a school would be impacted if the school was Lutheran.

Impact of Location - Parents



Source: Current Parent Survey, question 29

Of the 42 Current Parent Survey respondents who indicated they plan to send their children to Baton Rouge Lutheran School this fall, most (88.1%) indicated that they would continue sending their children to Baton Rouge Lutheran School if a new school building were built at the Trinity Oaks campus.

The five parents (11.9%) who indicated they would not continue to send their child/children to Baton Rouge Lutheran School if a new school building were built at the Trinity Oaks campus were asked to explain why. Parents provided the following responses:

A more appropriate response would be "unsure." Assuming the quality of education (administration and staff), programs and services offered, and cost were comparable or better, then yes, I would send my child back. However, significant changes in any of those factors would need to be considered.

At this time, the proposed location would be much further than our house. While we love the location and new church, it would require us putting our kids in morning care and possible aftercare every day.

Because the school is in convenience of my home, family members and job.

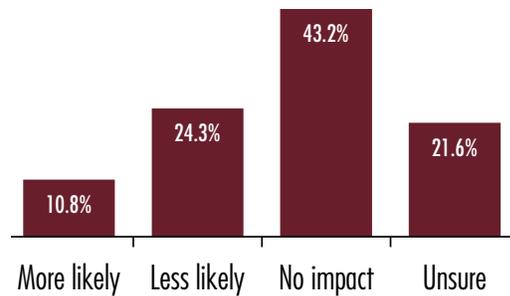
It is too far to drive every day. The logistics and expense are just prohibitive. If a bus came to the Florida Blvd. location, I would consider sending my student.

The site isn't ready. Right now, convenience is your strongest asset.



Of the 42 Current Parent Survey respondents who indicated they plan to send their children to Baton Rouge Lutheran School this fall, less than half (43.2%) indicated their decision to send their child to Baton Rouge Lutheran School at the Trinity Oaks campus would not be impacted if a new school building were built without a gym. Nearly one-quarter of parents said a new building with no gymnasium would make them less likely to send their children to Baton Rouge Lutheran School, while ten percent (10.8%) said this would make them more likely to send their children. Less than one-quarter (21.6%) of respondents were unsure how a new building without a gymnasium would affect their decision.

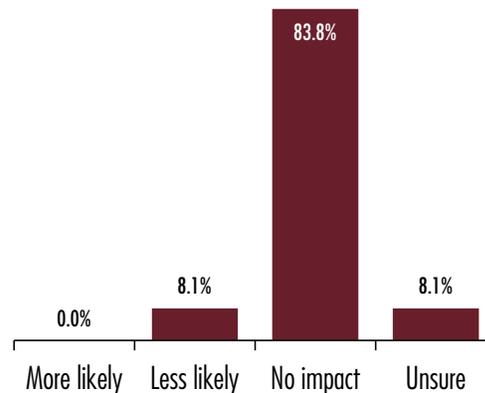
Impact of No Gym - Parents



Source: Current Parent Survey, question 31

Of the 42 Current Parent Survey respondents who indicated they plan to send their children to Baton Rouge Lutheran School this fall, most (83.8%) indicated their decision to send their child to Baton Rouge Lutheran School at the Trinity Oaks campus would not be impacted if the new school did not include a high school. Only three parents (8.1%) indicated that this would make them less likely to send their children to Baton Rouge Lutheran School, while three parents were unsure how this would impact their decision to send their children to the new school building.

Impact of No High School - Parents



Source: Current Parent Survey, question 33



Facilities

Current parents who indicated that they would continue to send their children to Baton Rouge Lutheran School if a new school building were built at the Trinity Oaks campus were asked if there were any specific facilities they thought the campus should include. Parents provided the following responses:

Gymnasium

A gym (7 parents)

A nice gym

A quality gymnasium

Gym with stage

Gym with theater

I believe the students would benefit from a gym or indoor activity space.

Yes, a gym or stage area

Lunchroom

Lunchroom (3 parents)

A cafeteria (2 parents)

A dedicated lunchroom

A nice cafeteria with storage

Small cafeteria area

Computer Lab

A computer lab (5 parents)

Technology center (2 parents)

It should include a computer lab with excellent internet capabilities.

Technology lab

Library

Library (3 parents)

Some space to continue our school library programs

Art and Music Rooms

Music room (2 parents)

Art room

Miscellaneous

A PE teacher needs to be hired to do only PE.

A playground for sports.

At least the same facilities that exist on the present site.

Basic amenities - church, school

Besides classrooms for each grade, extra rooms for tutors, test readers, speech and occupational therapists, and other professionals or volunteers to work with students individually.

Extended hours (6:30 p.m.) for after care.

Nothing specific

Offices/classrooms for ancillary activities such as music, art, PE, foreign language, etc.

Playground, soccer/football field

Teacher workroom, science lab in addition to a science classroom for middle school - all classes could have access to the science lab.

Updated bathrooms



Too Few Students - Parents

The 42 Current Parent Survey respondents who indicated they plan to send their children to Baton Rouge Lutheran School this fall were asked how many students per grade would be too few for them to consider sending their child to Baton Rouge Lutheran School. More than a third (36.1%) of parents indicated that 5 students per grade would be too few. One-quarter (25.0%) indicated that 10 students per grade would be too few.

	% Total
0, 2, or 3 students	13.9%
5 students	36.1%
6, 7, 8, or 9 students	19.4%
10 students	25.0%
15 or 20 students	5.6%

Source: Current Parent Survey, question 25

Too Many Students - Parents

The 42 Current Parent Survey respondents who indicated they plan to send their children to Baton Rouge Lutheran School this fall were asked how many students per grade would be too many for them to consider sending their child to Baton Rouge Lutheran School. More than one-third (37.5%) of parents indicated that 25 or 26 students would be too many, while less than one-third (32.5%) of parents indicated that 20 students would be too many.

	% Total
16 to 18 students	7.5%
20 students	32.5%
21 or 23 students	5.0%
25 or 26 students	37.5%
30 or 35 students	15.0%
90 students	2.5%

Source: Current Parent Survey, question 26



Competitive Assessment

School Environment

	Dress Code	Transportation
Baton Rouge International School	Uniform	No
Dunham School	Uniform	No
Episcopal School of Baton Rouge	Uniform	Yes
Family Christian Academy	Uniform	No
Hosanna Christian Academy	Uniform	No
Parkview Baptist School	Uniform	No
Riverdale Christian Academy	Uniform	No
Runnels School	Casual	Yes
St. Jean Vianney Catholic School	Uniform	No
St. Luke's Episcopal School	Uniform	No
St. Thomas More Catholic School	Uniform	Yes
Victory Academy	Uniform	No

All 12 schools have a traditional campus. Runnels is the only school that does not require a uniform. Three schools offer transportation to their campus: Episcopal School of Baton Rouge, St. Thomas More Catholic School, and Runnels.

Project Overview

Trinity Lutheran Church and Baton Rouge Lutheran School have a long history of school ministry in the Baton Rouge area. Starting with a single kindergarten class in 1957, Baton Rouge Lutheran School now offers instruction up to eighth grade.

After 60 years in operation, Trinity Lutheran Church and Baton Rouge Lutheran School would like to evaluate the need and demand for K-8 education in order to answer the question: could Baton Rouge Lutheran School be moved to a new building on the Trinity Oaks campus?

This market feasibility study answers the following questions related to the K-8 school:

- K-8 school educational needs of area parents and how these needs are being met
- Competitive position, strengths, and weaknesses of parochial and private K-8 schools in the area
- Features of parochial and private K-8 schools in the area, including programs, activities, and pricing
- Awareness and perceptions of Baton Rouge Lutheran School and Trinity Lutheran Church among residents of the Baton Rouge area
- Factors that are important to parents when they are making the decision about what K-8 school their children will attend, such as: price, location, and environment
- Price sensitivity and the impact of a price change on the enrollment at Baton Rouge Lutheran School
- Satisfaction parents have with the education received from Baton Rouge Lutheran School
- Weaknesses and satisfaction with local K-8 schools
- Projected, unrealized enrollment at Baton Rouge Lutheran School

The following research methods were used to provide the information necessary to answer these questions:

Competitive Assessment: A detailed and comprehensive competitive assessment of parochial and private K-8 schools in the general area of the Trinity Oaks campus, including enrollment, fees, academics, physical environment, etc.

Current Parent Survey: A customized survey completed by parents of children currently attending Baton Rouge Lutheran School. A total of 44 substantially completed surveys were submitted.

Community Survey: A customized, online survey of Baton Rouge-area parents of children ages 3 through 13. A total of 162 substantially completed surveys were submitted.

Competitive Assessment Methodology

In the broadest sense, competition to Baton Rouge Lutheran School is any other school in the area that offers K-8 education. However, many parents in the Baton Rouge area seek alternatives to public school education for their children. These parents have a limited number of alternative choices, including private and parochial schools.

This competitive assessment of K-8 schools in the Baton Rouge area focused on private schools that would likely compete with Baton Rouge Lutheran School if it were to move to the Trinity Oaks Campus.

Twelve private schools have been identified for assessment:

- Baton Rouge International School
- Dunham School
- Episcopal School of Baton Rouge
- Family Christian Academy
- Hosanna Christian Academy
- Parkview Baptist School
- Riverdale Christian Academy
- Runnels School
- St. Jean Vianney Catholic School
- St. Luke's Episcopal School
- St. Thomas More Catholic School
- Victory Academy

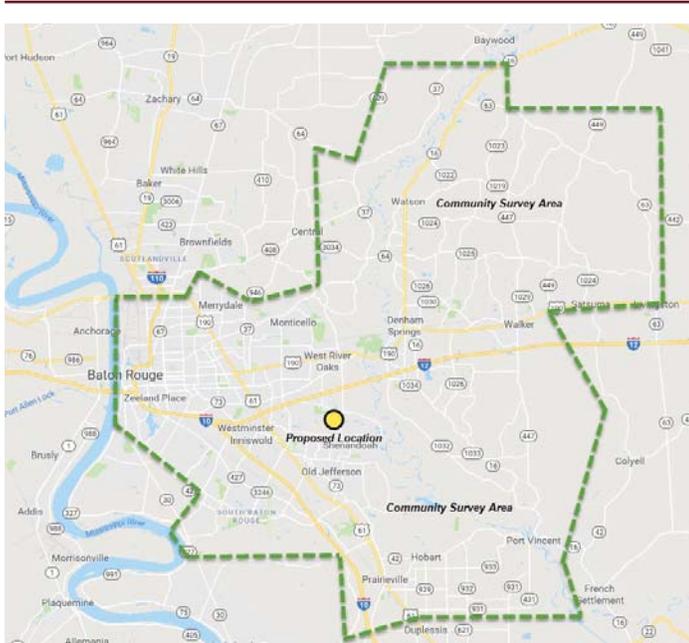
Each of the 12 schools were reviewed for this competitive assessment. Three of the K-8 schools were visited by Perspectives Consulting Group, Inc. staff. Information was collected from all 12 K-8 schools via personal communication and online research. The websites of the 12 K-8 schools were extensively reviewed.

Community Survey Methodology

The Community Survey included 30 questions about satisfaction with local public schools, public or private school preference, interest in a K-8 school, factors important when selecting a K-8 school, impact of location, tuition affordability, awareness and perception of Baton Rouge Lutheran School, and demographics of the survey respondents. The survey was developed based on input from staff and volunteers at Baton Rouge Lutheran School. Perspectives Consulting Group, Inc. assembled and ordered the survey questions. The survey instrument is included for reference in the **Appendices**. The Community Survey was conducted online between July 13, 2018 and July 27, 2018 and was promoted and distributed throughout the community by Trinity Lutheran Church.

The population surveyed was specifically limited to residents residing in certain ZIP codes. The survey sample area was defined as households located in the following ZIP codes: 70706, 70726, 70739, 70769, 70785, 70802, 70805, 70806, 70807, 70808, 70809, 70810, 70811, 70812, 70814, 70815, 70816, 70817, 70819. There were not survey respondents from all ZIP codes.

Community Survey Sample Area



The Community Survey sample area was determined based on the recommendations of staff and volunteers at Trinity Lutheran Church, a 2012 market demand study for a child development center operated by Trinity Lutheran Church, and tour of the area conducted in June 2018. The Community Survey sample area is not a radius around the proposed site. The determination of the Community Survey sample area was based on the likelihood of people living in households in the survey sample area traveling to the location of the K-8 school.

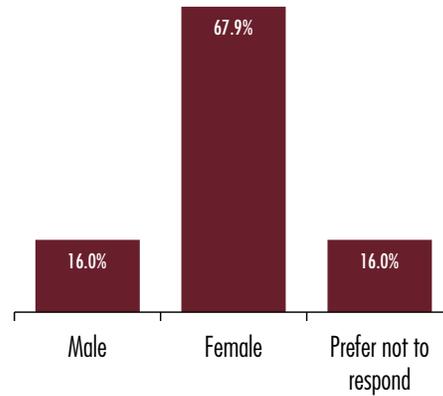
Based on the number of households in the target area and the number of survey completions, a confidence level and confidence interval can be calculated. In statistical terms, the confidence level is the likelihood that, if the survey was replicated, the results would be the same. The confidence level for this survey is 95.0%, meaning that 95 times out of 100 this survey would produce substantially the same results as achieved this time.

The confidence interval is the range that any answer could vary from the actual value. This is the “+/- xxx percent” margin of error value that pollsters reference. In this case, the Community Survey has a confidence interval of +/- 7.7%. Therefore, the answers provided by respondents are within plus or minus 7.7% of the actual value. When comparing the responses from any two questions, any difference of less than 15.4% needs to be examined carefully, since statistically the difference could be considered negligible.

Community Survey Respondent Profile

Gender of Respondents

Of the 162 Community Survey respondents, 67.9% were female, 16.0% were male, and 16.0% preferred not to respond.



Source: Community Survey, question 38

Age of Respondents

All 162 Community Survey respondents were asked to indicate their age. Over half (58.0%) of respondents were between the ages of 35 and 54. Less than a third (27.8%) were under the age of 35.

Age Group	% Total
Under 25	2.5%
25 to 34	25.3%
35 to 44	43.2%
45 to 54	14.8%
55 to 64	3.1%
65+	0.0%
Prefer not to respond	11.1%

Source: Community Survey, question 33

Community Survey Respondent Profile

Household Income of Respondents

	% Total
Under \$50,000	10.5%
\$50,000-\$74,999	9.9%
\$75,000-\$99,999	22.2%
\$100,000-\$149,999	14.2%
\$150,000-\$199,999	11.1%
\$200,000 or more	8.0%
Prefer not to respond	24.1%

Source: Community Survey, question 35

All 162 Community Survey respondents were asked to indicate the range that represents their total household income before taxes. Over a third of respondents (36.4%) indicated their household income was between \$75,000 and \$149,999. Close to twenty percent of respondents (20.4%) indicated their income was under \$74,999.

Ages of Children

	% Total
3 years old	22.8%
4 years old	14.8%
5 years old	13.0%
6 years old	11.1%
7 years old	16.7%
8 years old	8.6%
9 years old	14.2%
10 years old	13.0%
11 years old	9.9%
12 years old	8.0%
13 years old	10.5%
Prefer not to respond	18.5%

Source: Community Survey, question 34

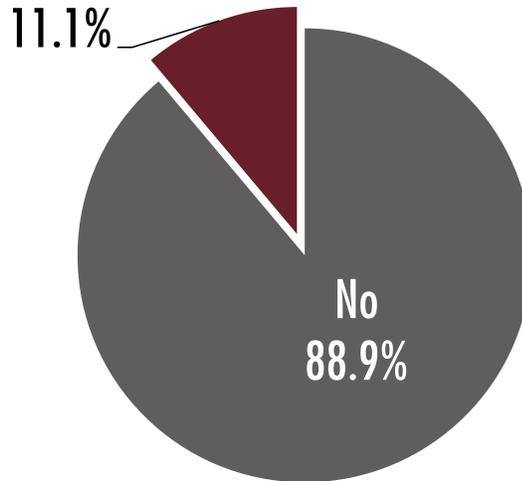
* Chart totals more than 100%, as parents could give more than one response

All 162 Community Survey respondents were asked about the ages of their children. Ages were fairly evenly distributed between 4 years old and 10 years old, with the highest percentage being 3 years old (22.8%) and the lowest percentage being 12 years old (8.0%). The chart totals more than 100%, as respondents could give more than one response.

Community Survey Respondent Profile

The 162 Community Survey respondents were asked if they have a child that currently attends Trinity Lutheran Church Child Development Center or Trinity Oaks Preschool. Most (88.9%) indicated they do not have a child who currently attends Trinity Lutheran Child Development Center or Trinity Oaks Preschool, while eleven percent (11.1%) indicated that they do.

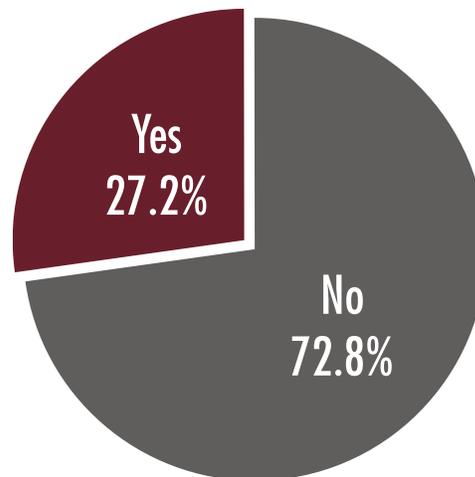
Child Attends Preschool/
Development Center



Source: Community Survey, question 32

The 162 Community Survey respondents were asked if they currently attend Trinity Lutheran Church. Nearly three-quarters of respondents indicated they do not currently attend Trinity Lutheran Church, while just over one-quarter reported that they do.

Attends Trinity Lutheran Church



Source: Community Survey, question 31

Community Survey

Baton Rouge Lutheran K-8 School Community Survey



Trinity Lutheran Church is asking community members for their input on local K-8 education in order to assess the educational needs of the Baton Rouge community. Not only will your input help Trinity Lutheran Church to assess how the community views local options for K-8 education, but your input will also help Trinity Lutheran Church to discover how it might fill gaps that may currently exist in local K-8 education options. This survey is anonymous. Your confidentiality will be maintained, as the results will be tabulated by Perspectives Consulting Group, Inc., an independent research firm. The individual surveys will not be seen by anyone outside Perspectives Consulting Group, Inc.

Are you an adult over the age of 18?

Yes – Continue survey No – End of survey

Are you the parent or legal guardian of any children age 3 through 13?

Yes – Continue survey No – End of survey

In which ZIP code do you currently reside?

70726 70739 70769 70785 70802 70805
 70806 70807 70808 70809 70810 70811
 70812 70814 70815 70816 70817 70819
 I do not live in any of these ZIP codes.

1. Using the letter grades A, B, C, D, or F, where A is excellent and F is failing, how would you grade your overall satisfaction with your local parish schools?

A – skip to question 3 B – skip to question 3 C – skip to question 3
 D F

2. Why did you grade your local parish school so low? (Check ALL that apply)

Overcrowded Lack of safety for students
 Poor facilities/maintenance Poor quality staff
 Lack of college prep/curriculum Lack of computers/technology
 Other: _____

3. If your children are currently in elementary or middle school, or when they will attend elementary or middle school, will they be attending a public or private elementary or middle school?

Public – skip to question 31 Private Unsure

4. What are the THREE most important factors to you in selecting a private elementary or middle school?

Staff & personnel Safety Cost/Price
 College prep/curriculum Services offered Location
 Religious affiliation Facilities Sports programs
 Fine arts Small class sizes Foreign language(s)
 Other: _____

5. There is a private K-8 school operated by a local Lutheran church that offers a curriculum for all students – regardless of whether or not they are Lutheran. Would you consider sending your child/children to this school?

Yes
 Unsure
 No, why? _____ – skip to question 31

Baton Rouge Lutheran K-8 School
Community Survey



Please rate the following items as not important, important, very important, or required in the features offered at a private K-8 school:

- 6. Class sizes of no more than 20 students for every subject
 Required Very important Important
 Not important Unsure

- 7. Affiliation with a religious organization
 Required Very important Important
 Not important Unsure

- 8. Instructors and students have close relationships that foster learning
 Required Very important Important
 Not important Unsure

- 9. Financial aid or scholarships
 Required Very important Important
 Not important Unsure

- 10. Convenient location
 Required Very important Important
 Not important Unsure

- 11. Athletic facilities, such as a gymnasium for interscholastic sports
 Required Very important Important
 Not important Unsure

- 12. Music and drama programs
 Required Very important Important
 Not important Unsure

- 13. Foreign language instruction
 Required Very important Important
 Not important Unsure

- 14. Technology in the classroom
 Required Very important Important
 Not important Unsure

- 15. Teachers and staff that help form Christian values and ethics
 Required Very important Important
 Not important Unsure

Community Survey

Baton Rouge Lutheran K-8 School Community Survey



16. School offers hot lunch

- Required Very important Important
 Not important Unsure

17. Access to free transportation to the school

- Required Very important Important
 Not important Unsure

18. Are there any other programs or services that you would REQUIRE of a private K-8 school?

19. A new, private K-8 school may be located on South Harrell's Ferry Road across from Southeast Middle School in Baton Rouge. Would this location make you more likely, less likely, or have no impact on your decision to select the school?

- More likely Less likely No impact Unsure

20. How long would you be willing to drive if you drove your child to a private K-8 school?

- 10 minutes or less 11-20 minutes 21-30 minutes
 Over 30 minutes Unsure Would not drive to school

21. If the new, private K-8 school were to be operated by Trinity Lutheran Church, would this make you more likely, less likely, or have no impact on your decision to select the K-8 school?

- More likely Less likely No impact
 Unsure

22. Which of the following would you pay the most attention to if Trinity Lutheran Church wanted to provide you with information about a private K-8 school?

- Website Mailing Open house at the school
 Ads on radio Ads on television Other: _____
 Unsure Social media

23. For private K-8 schools in the Baton Rouge area, what is the maximum tuition you would expect to pay for one year?

- Less than \$5,000 \$5,000-\$5,999 \$6,000-\$6,999
 \$7,000-\$7,999 \$8,000-\$8,999 \$9,000-\$9,999
 \$10,000-\$10,999 \$11,000-\$11,999 \$12,000-\$12,999
 \$13,000-\$13,999 \$14,000-\$14,999 \$15,000 or more
 Unsure None/Cannot afford

24. The average tuition and fees for a private K-8 school in the Baton Rouge area is approximately \$8,400. What yearly amount would you be willing to pay for a private K-8 school offering class sizes of 20 or fewer students?

- Less than \$5,000 \$5,000-\$5,999 \$6,000-\$6,999
 \$7,000-\$7,999 \$8,000-\$8,999 \$9,000-\$9,999
 \$10,000-\$10,999 \$11,000-\$11,999 \$12,000-\$12,999
 \$13,000-\$13,999 \$14,000-\$14,999 \$15,000 or more
 Unsure None/Cannot afford

Baton Rouge Lutheran K-8 School
Community Survey



25. The tuition cost for a new, private Lutheran K-8 school operated by Trinity Lutheran Church is projected to be approximately \$7,000. Would this make you more likely, less likely, or have no impact on your decision to send your child to this school?

- More likely Less likely No impact Unsure

26. Prior to this survey, had you heard of Trinity Lutheran Church in Baton Rouge?

- Yes No Unsure

27. Prior to this survey, had you heard of Baton Rouge Lutheran School in Baton Rouge?

- Yes No – skip to question 30 Unsure – skip to question 30

28. What words come to mind when you think of Baton Rouge Lutheran School?

29. Most students who currently attend Baton Rouge Lutheran School are not Lutheran. Prior to this survey, were you aware that students who are not Lutheran or religiously affiliated are welcome to attend Baton Rouge Lutheran School?

- Yes No Unsure

30. Are there any other comments or suggestions you would like to share about the need for quality K-8 education or the possibility of a new, private K-8 school being built on South Harrell's Ferry Road across from Southeast Middle School?

The following information will allow Trinity Lutheran Church to better understand the demographics and preferences of local community members.

31. Do you currently attend Trinity Lutheran Church?

- Yes No

32. Do you have at least one child who currently attends Trinity Lutheran Child Development Center or Trinity Oaks Preschool?

- Yes No Prefer not to respond

33. What is your age?

- Under 25 25 to 34 35 to 44
 45 to 54 55 to 64 65+
 Prefer not to respond

Community Survey

Baton Rouge Lutheran K-8 School
Community Survey



34. How old are your children? (*Select ALL that apply*)
- | | | |
|---------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> 3 years old | <input type="checkbox"/> 4 years old | <input type="checkbox"/> 5 years old |
| <input type="checkbox"/> 6 years old | <input type="checkbox"/> 7 years old | <input type="checkbox"/> 8 years old |
| <input type="checkbox"/> 9 years old | <input type="checkbox"/> 10 years old | <input type="checkbox"/> 11 years old |
| <input type="checkbox"/> 12 years old | <input type="checkbox"/> 13 years old | <input type="checkbox"/> Prefer not to respond |
35. What is your household income?
- | | | |
|--|--|--|
| <input type="checkbox"/> Under \$50,000 | <input type="checkbox"/> \$50,000-\$74,999 | <input type="checkbox"/> \$75,000-\$99,999 |
| <input type="checkbox"/> \$100,000-\$149,999 | <input type="checkbox"/> \$150,000-\$199,999 | <input type="checkbox"/> \$200,000 or more |
| <input type="checkbox"/> Prefer not to respond | | |
36. What is your gender?
- | | | |
|--|---------------------------------|--|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female | <input type="checkbox"/> Other, please specify _____ |
| <input type="checkbox"/> Prefer not to respond | | |

Current Parent Survey Methodology

The Current Parent Survey included questions about students attending Baton Rouge Lutheran School, their experience with Baton Rouge Lutheran School, quality of education and services at Baton Rouge Lutheran School, financial assistance, interest in the proposed K-8 school, tuition rates, location, students' opinions, and demographics of the parents. The survey was developed based on input from staff and volunteers at Trinity Lutheran Church. Perspectives Consulting Group, Inc. assembled and ordered the survey questions. The survey instrument is included for reference in the **Appendices**.

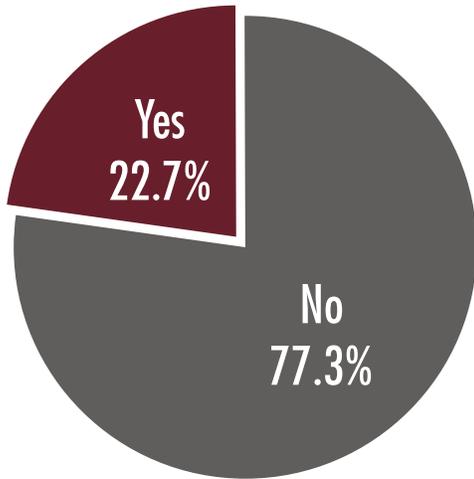
The Current Parent Survey was conducted online between July 13, 2018 and July 27, 2018. The survey was promoted and distributed via email to all parents of current students at Baton Rouge Lutheran School. The maximum number of survey responses possible was 102. Forty-four current parents provided the substantially complete surveys used in data analysis. Therefore, this survey reflects the opinions of 43.1% of the total possible respondents.

Based on the number of parents at Baton Rouge Lutheran School and the number of survey completions, a confidence level and confidence interval can be calculated. In statistical terms, the confidence level is the likelihood that, if the survey was replicated, the results would be the same. The confidence level for this survey is 95.0%, meaning that 95 times out of 100 this survey would produce substantially the same results as achieved this time.

The confidence interval is the range that any answer could vary from the actual value. This is the "+/- xxx percent" margin of error value that pollsters reference. In this case, the Current Parent Survey has a confidence interval of +/- 11.2%. Therefore, the answers provided by respondents are within plus or minus 11.2% of the actual value. When comparing the responses from any two questions, any difference of less than 22.4% needs to be examined carefully, since statistically the difference could be considered negligible.

Current Parent Survey Respondent Profile

Attend Trinity Lutheran Church - Parents



The 44 K-8 parents with children attending Baton Rouge Lutheran School were asked if they currently attend Trinity Lutheran Church. Three-quarters (77.3%) indicated they do not currently attend Trinity Lutheran Church, while one-quarter (22.7%) indicated that they do.

Source: Community Survey, question 36

Grade Level of Children – Parents

	% Total
Kindergarten	12.8%
1st grade	15.4%
2nd grade	12.8%
3rd grade	23.1%
4th grade	15.4%
5th grade	28.2%
6th grade	10.3%
7th grade	10.3%
8th grade	2.6%

The 44 K-8 parents with children attending Baton Rouge Lutheran School were asked what grades their children were enrolled in during the 2017-18 school year. The percentage of children by grade ranged from 2.6% in 8th grade, to 28.2% in 5th grade.

Source: Current Parent Survey, question 35

* Chart totals more than 100%, as parents could give more than one response

Baton Rouge Lutheran K-8 School Baton Rouge Lutheran School Parent Survey	
---	---

Baton Rouge Lutheran School is asking parents of current students for their input as the possibility of moving the school to a new location is explored. Your assistance is very important to Baton Rouge Lutheran School. This survey is anonymous, and your confidentiality will be maintained, as the results will be tabulated by Perspectives Consulting Group, Inc., an independent research firm. The individual surveys will not be seen by anyone outside Perspectives Consulting Group, Inc.

1. Overall, how would you rate your satisfaction with your experience with Baton Rouge Lutheran School?
 Very satisfied
 Somewhat satisfied
 Somewhat dissatisfied – why? _____
 Very dissatisfied – why? _____

2. Is Baton Rouge Lutheran School currently meeting all of your child’s or children’s needs?
 Yes, meeting all needs
 No, not meeting all needs – please explain: _____

3. Is Baton Rouge Lutheran School currently meeting all of your needs as a parent?
 Yes, meeting all needs
 No, not meeting all needs – please explain: _____

4. Are you satisfied with the academic preparation for high school that your child is currently receiving at Baton Rouge Lutheran School?
 Yes No – why not? _____

5. If another parent were considering sending their child to Baton Rouge Lutheran School, what would you tell them about Baton Rouge Lutheran School?

6. What are the three greatest strengths of Baton Rouge Lutheran School?
1. _____
2. _____
3. _____

7. What are the three greatest weaknesses of Baton Rouge Lutheran School?
1. _____
2. _____
3. _____

Current Parent Survey

Baton Rouge Lutheran K-8 School Baton Rouge Lutheran School Parent Survey	
---	---

Please rate the quality of the following at Baton Rouge Lutheran School:

- 8. Location
 Excellent Very good Fair, why? _____ Poor, why? _____

- 9. Principal/Administration
 Excellent Very good Fair, why? _____ Poor, why? _____

- 10. Teachers
 Excellent Very good Fair, why? _____ Poor, why? _____

- 11. Math classes
 Excellent Very good Fair, why? _____ Poor, why? _____

- 12. Language arts classes
 Excellent Very good Fair, why? _____ Poor, why? _____

- 13. Social studies/History classes
 Excellent Very good Fair, why? _____ Poor, why? _____

- 14. Science classes
 Excellent Very good Fair, why? _____ Poor, why? _____

- 15. Foreign language classes
 Excellent Very good Fair, why? _____ Poor, why? _____

- 16. Music classes
 Excellent Very good Fair, why? _____ Poor, why? _____

- 17. Art classes
 Excellent Very good Fair, why? _____ Poor, why? _____

- 18. Faith education
 Excellent Very good Fair, why? _____ Poor, why? _____

- 19. Character development, especially as it relates to respect for others
 Excellent Very good Fair, why? _____ Poor, why? _____

- 20. Athletic programs
 Excellent Very good Fair, why? _____ Poor, why? _____

Baton Rouge Lutheran K-8 School Baton Rouge Lutheran School Parent Survey	
---	---

21. Extracurricular activities
 Excellent Very good Fair, why? _____ Poor, why? _____

22. Technology available to students
 Excellent Very good Fair, why? _____ Poor, why? _____

23. The quality of which three items are MOST important for you to continue enrolling your child in Baton Rouge Lutheran School?
 Art classes Faith education Math classes Social studies/History classes
 Athletic offerings Foreign language classes Music classes Teachers
 Character development Language arts classes Principal/Administration
 Extracurricular activities Location Science classes
 Technology available to students

24. Are there specific programs in the categories listed below that you think Baton Rouge Lutheran School should offer?

- Academic/Educational
- Arts/Cultural
- Sports/Extracurricular
- Other

25. How many students per grade would be too few for you to consider sending your child to Baton Rouge Lutheran School? _____

26. How many students per grade would be too many for you to consider sending your child Baton Rouge Lutheran School? _____

27. Do you plan to send your children to Baton Rouge Lutheran School this fall?
 Yes No – why not? _____

The following questions explore the possibility of Baton Rouge Lutheran School moving to a new building at the Trinity Oaks campus located on South Harrells Ferry Road across from Southeast Middle School.

28. If Baton Rouge Lutheran School builds a new facility on the Trinity Oaks campus, are there specific facilities that you think Baton Rouge Lutheran School should include?

29. If a new building for Baton Rouge Lutheran School were built at the Trinity Oaks campus, would you continue sending your child/children to Baton Rouge Lutheran School?
 Yes
 No – why not? _____ - skip to question 34

Current Parent Survey

Baton Rouge Lutheran K-8 School
Baton Rouge Lutheran School Parent Survey



- 30. If a new Baton Rouge Lutheran School were built at the Trinity Oaks campus with similar academic offerings, athletic offerings, and physical facilities as the current school, how much would you be willing to pay for tuition at Baton Rouge Lutheran School in the new location?
\$ _____

- 31. If a new Baton Rouge Lutheran School were built at the Trinity Oaks campus, but it did not include a gymnasium, would this make you more likely, less likely, or have no impact on your decision to send your child/children to Baton Rouge Lutheran School in the new location?
 More likely Less likely No impact Unsure

- 32. If a new Baton Rouge Lutheran School was built at the Trinity Oaks campus without a gymnasium, how much would you be willing to pay for tuition to Baton Rouge Lutheran School in the new location?
\$ _____

- 33. If a new Baton Rouge Lutheran School were built at the Trinity Oaks campus, it would only be grades K-8 (not high school). Would this make you more likely, less likely, or have no impact on your decision to send your child/children to Baton Rouge Lutheran School in the new location?
 More likely Less likely No impact Unsure

- 34. Are there any other comments or suggestions you would like to share about Baton Rouge Lutheran School or the possibility of a new school building at the Trinity Oaks campus?

- 35. What grade(s) do your child/children attend at Baton Rouge Lutheran School? *(If you have more than one child at Baton Rouge Lutheran School, please check ALL that apply)*
 Kindergarten 1st grade 2nd grade 3rd grade
 4th grade 5th grade 6th grade 7th grade
 8th grade

- 36. Do you currently attend Trinity Lutheran Church?
 Yes No

The estimates provided in this market demand study should be valid and reliable for approximately one year, provided that there are no substantive changes in the following areas:

Employment/Economy: A major change in employment, such as a major layoff, merger, or large employer moving into or out of the area. These changes, especially at the management level, would impact the number of households able to afford a school.

Location/Area: A major change in the Baton Rouge area, such as: a natural disaster, increased development, crime, or other factors that could impact perception of the area.

Competition: Changes in competition could include new schools — public, private, and charter schools — opening in the area and other local schools closing.

As long as none of these factors have changed substantially, the data obtained from the study should be good for approximately one year. If there is reason to believe any of the above factors have changed, Perspectives Consulting Group, Inc. should be consulted to determine the possible effects of these changes.

Perspectives Consulting Group, Inc.

2018 K-8 School Market Demand Study
Trinity Lutheran Church & Baton Rouge Lutheran School
June 12, 2018 - August 15, 2018

Project Consultant: Gary M. Goscenski
Project Coordinator: Sarah Piper
Project Team Member: Bryn Bogemann, Kirsten Koefoed

Founded in 1987, Perspectives Consulting Group, Inc. provides market research and strategic planning to empower your mission and focus your vision. Using market research techniques, such as online surveys, focus groups, and interviews, Perspectives Consulting Group, Inc. obtains the information necessary to make efficient and effective decisions, and plan for the future. Perspectives Consulting Group, Inc. also offers planning services, such as strategic planning, that are essential to succeed in today's marketplace.

We firmly believe and practice the following guiding philosophies:

- To provide the client with what they need, when they need it.
- To follow the simple process of listening, planning, researching, analyzing, evaluating, and reporting for each client and project.
- To treat each client's situation as unique and individual, providing the best combination of services to meet the client's needs.
- To maintain a state of involvement that allows clear, unbiased objectivity that ensures and protects the confidentiality of the client's situation.

If you have questions or comments about this project, contact:

Project Consultant: Gary M. Goscenski
Phone: (269) 743-3562
E-mail: gary@perspectives4uw.com

Project Coordinator: Sarah Piper
Phone: (269) 815-4575
E-mail: sarah@perspectives4uw.com



P.O. Box 496
Paw Paw, MI 49079

Phone: (269) 657-5400
E-mail: info@perspectives4uw.com
Website: www.perspectives4uw.com

Empowering your mission, focusing your vision