



CRESCENT SCHOOL SUMMER CAMP

On a wet night in April, 2002, Wendy and Jamie were considering the recommendations they might put forth to their client in their upcoming presentation. They had spent a considerable amount of time analyzing the data they had collected in the previous three months: surveys, interviews, focus groups, industry reports, Internet research, etc. After several hours of debate, they found their heads swimming with numbers, facts and ideas. At last, Wendy sat back, sighed and said, “You know, Jamie, I can’t help feeling our research hasn’t come up with the information we need. Why don’t we call it a night and take a fresh look at everything in the morning”.

Background

In January, 2002, Crescent School (“Crescent”) engaged the support of Wendy Chong and Jamie Stiff, MBA students at the Rotman School of Management, to investigate a summer camp for the School, to be launched in 2003.

A summer camp was part of headmaster Geoff Roberts’ vision for Crescent. It could be a vehicle to enhance the School’s relationship with the Greater Toronto community, and, in addition, generate incremental revenue through the usage of facilities that currently lay dormant in the summer.

Although the school had operated some camps in the past, this had occurred on an ad hoc basis, with no continuity. Roberts’ vision for the new summer programs would involve a structured, well-organized approach, laying the foundation for a successful offering for years to come. To achieve this, decisions needed to be made on whether summer programs were a viable idea, and, if so, what specific shape such programs would take. Jamie and Wendy were asked to make recommendations to the Board of Crescent School on these issues by mid-April.

Crescent School

Crescent was a private boys’ school in Northeast Toronto. Since its founding in 1913, it had developed a reputation as one of the premier schools in the Toronto area. The school was divided into Lower, Middle and Upper Schools, offering academic programs for male students from grade 3 to OAC¹.

¹ Ontario Academic Credit, the highest academic level of high school in Ontario.

MBA students Wendy Chong and Jamie Stiff prepared this case under the supervision of Professor David Dunne as a basis for class discussion. It was developed as the basis for class discussion, and is not intended to illustrate either effective or ineffective handling of a managerial situation

One remarkable feature of Crescent School was its beautiful physical setting (**Exhibit 1**). Located in a suburban community, the School's grounds encompassed playing fields, outdoor athletic facilities, tennis courts and a wooded ravine. In addition to its existing gymnasias, the school had recently opened a new Field House, offering indoor facilities for a wide range of activities, including tennis, basketball, running and volleyball.

The school also boasted extensive amenities for academic and artistic pursuits. Its labs were well equipped and were especially well suited to robotics; students also had access to extensive facilities for music and the arts.

A significant motivator for Crescent's camp initiative was that these facilities were underutilized during the summer months, and it was felt that the extra revenue generated could help ease the cost burden associated with them. In addition, however, Crescent officials spoke of a desire to reach out and become more involved with the local community.

The Camp Industry: Overview

Summer camps could be divided into two broad categories: overnight camps and day camps. Crescent was exploring a day camp program, as the school did not have the residential facilities necessary for an overnight program.

According to a November 2001 study by market research firm Ipsos Reid, approximately 64% of parents sent their children to summer camp, with 36% of these attending day camps. Day camps could be divided further into specialized and generalist camps. Specialized camps generally emphasized instruction in one particular area, e.g. basketball or website design. Generalist camps, on the other hand, offered campers considerable breadth in daily programming which could include, but was not limited to, swimming, arts and crafts, nature hikes, outdoor games, rock climbing, tennis, etc. The duration of a day camp session could vary between one week and four weeks.

Although there was little quantitative information on this issue, it was clear that the demand for camps greatly exceeded their supply. Many independent schools in Toronto had launched summer camps. For example, Upper Canada College's program (see below) had been running successfully for more than 20 years and had taken over the campuses of several other independent schools in the city. The following comments were made by directors of independent school camps:

"Both of my overnight camps were completely full by February this year. That's early. The waiting lists are growing. Many campers are disappointed because they have been coming to our camp for years but registered too late this year – they're on waiting lists."

"I'm not sure where all the kids are coming from. All I know is that, more day camps have been opening up in recent years, and most of the time, their attendance ramps up quickly!"

Major Competitors

In addition to camps sponsored by the City of Toronto and local colleges, there were approximately 66 privately-funded camps operating in the greater Toronto area, offering almost

every conceivable activity for young children and teens (see **Exhibit 2**). Little data were available on the size or enrolment of competitive camps.

Upper Canada College (UCC) offered an extremely wide range of activities for boys and girls aged 4-18 in its day camps. Located in a beautiful campus in North Toronto, the school's extensive facilities included several playing fields, gymnasias, tennis courts, three indoor pools, a hockey arena and much more (see **Exhibit 3**). In addition, UCC transported students to a local golf club for its Golf program. UCC's offerings included kids' camps, sports camps, arts camps, technology camps and leadership training. Fees ranged from \$250-\$400 per week.

Robin Hood Sport Academy offered a skills-development program for children between the ages of 7½ and 14. Participants majored in one of tennis, golf, baseball, basketball or soccer during a two-week clinic. The camp fee was \$250/week.

Harbourkids camps were operated by Harbourfront Centre, a recreational facility in downtown Toronto on the shore of Lake Ontario. Harbourkids offered more than 20 specialized camps, including sports, arts, leadership and marine camps such as sailing, sea kayaking and canoeing. Specialized offerings also included chess, dungeons and dragons and flying trapeze. Fees were \$140-\$220 per week.

Havergal College, a private girls' school in North Toronto, offered a general day camp for younger children (ages 3½-10) and a tennis camp for older children and teens (8-15). In addition, an optional program in horseback riding had recently been introduced. Fees ranged from \$245-\$290 per week.

The major competitors are compared on a range of attributes in **Exhibit 4**.

Market Research

Research Plan

The Rotman team felt that it was essential to investigate the preferences of potential consumers. Hence they developed a research plan that they felt would provide insight on this topic (**Exhibit 5**).

The preliminary research objective was to gain insight into the market preferences for day camp programming within target market groups identified by Crescent School. The data collected were to be analyzed to develop programming recommendations.

Research Method

A brief survey was conducted among three Crescent constituencies and a community group: current students in grades 6 and 9, parents of students in grades 3 and 4, alumni, and other parents living in the local community. (**Exhibit 5**). The questionnaire for this survey is provided in **Exhibit 6**.

Data Collection

Crescent staff and students provided support with data collection from students, parents and alumni. Students completed surveys in their homeroom; parents received their surveys in their son's daily homework book, and alumni were contacted via e-mail.

By comparison, it was difficult to collect information from community parents, as this target group had no affiliation with Crescent School and hence little incentive to participate. To access this group, the team approached community members in high traffic shopping areas in nearby neighbourhoods. Any pedestrian accompanied by a child or visibly between the ages of 25-50 was identified as a potential parent and solicited for the survey with an offer of a "free coffee" card. Even with this incentive, the team often felt the sting of rejection as many pedestrians crossed the street, uttered a rude word or two, or simply resisted eye contact. With steadfast determination and perseverance in spite of driving rain, the team managed to collect a minimal amount of data. Refer to **Exhibit 7** for all response rates.

Results

86% of respondents attended summer camp or sent their children to day camp and/or residential camp (recall that both children and parents responded to the survey). Respondents commuted approximately 10 to 30 minutes, by car, between their homes and Crescent. Upper Canada College camps were by far the most popular, distantly followed by Granite Club Tennis (a specialized camp run by a local private club), Robin Hood and Harbourfront. (**Exhibit 8**).

Additional highlights of the survey results are summarized below.

- Among the groups interviewed, Crescent parents and alumni were most likely to send their children to a Crescent summer camp;
- There was very little interest in camps operating during the December break, and marginally more interest in a March break camp;
- The preferred duration for a camp program was 1-2 weeks;
- Most respondents expected to register for camp around January or February;
- Programming and facilities were the most important factors that influenced the buying decision;
- Crescent parents and Crescent students had a stronger preference for specialty camps than did community parents and Crescent alumni;
- 85% of all respondents would prefer a co-ed camp to an all-boys camp; and
- From a programming perspective, soccer, basketball, tennis and golf were the highest scoring activities on average, although there was some variation among the different respondent categories.

Refer to **Exhibits 9, 10 and 11** for additional details on the survey results.

Wendy and Jamie's recommendation to the Crescent School Board would have to consider whether Crescent should establish camps, and, if so, whether its camps should be generalized, specialized or some combination. In addition, Wendy and Jamie were considering what specific programs should be offered. With three days to go before their final presentation to the Crescent board Wendy and Jamie were becoming increasingly concerned: did they have the right kind of information on which to base their recommendations?

Exhibit 1. Crescent School

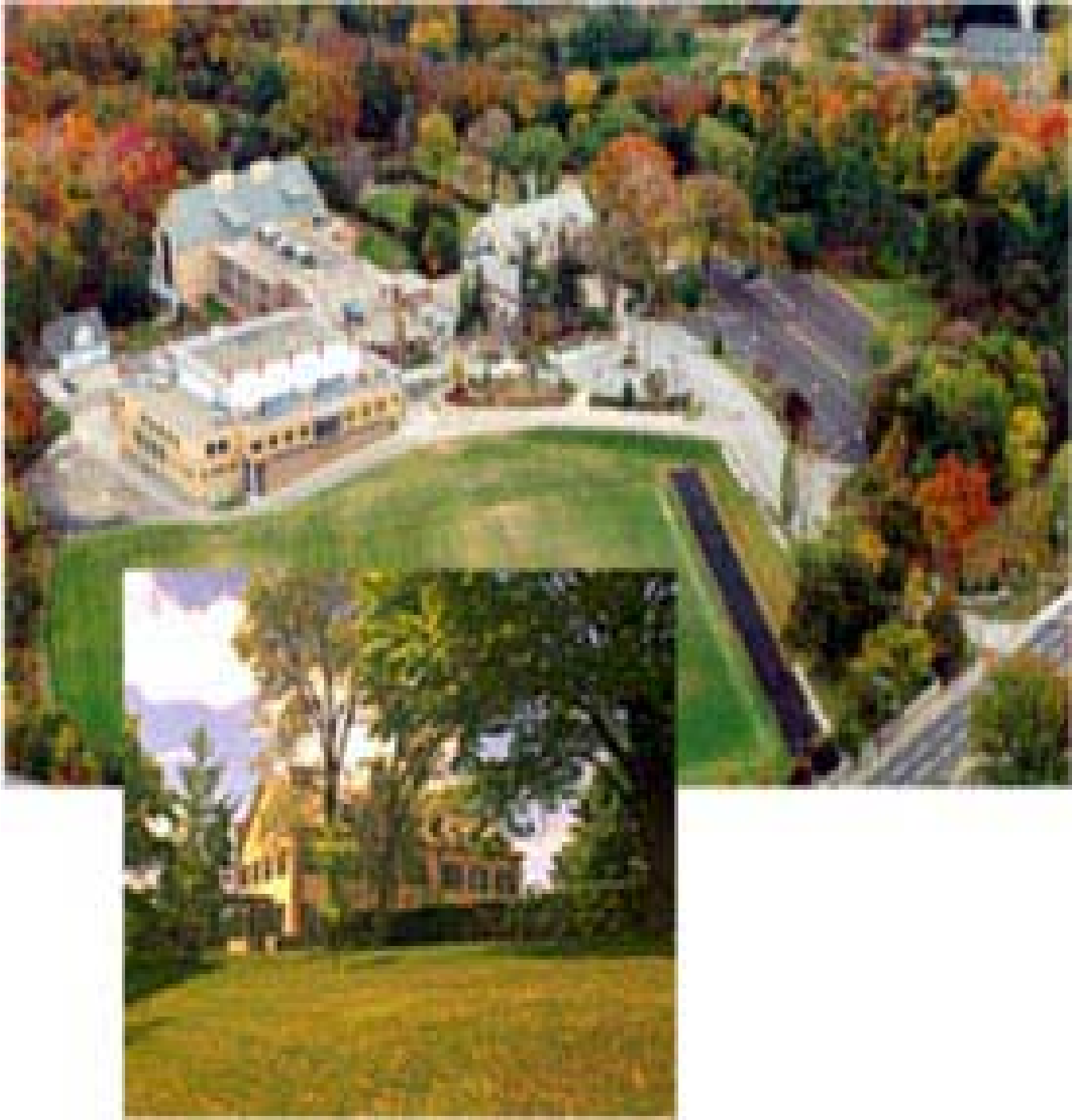
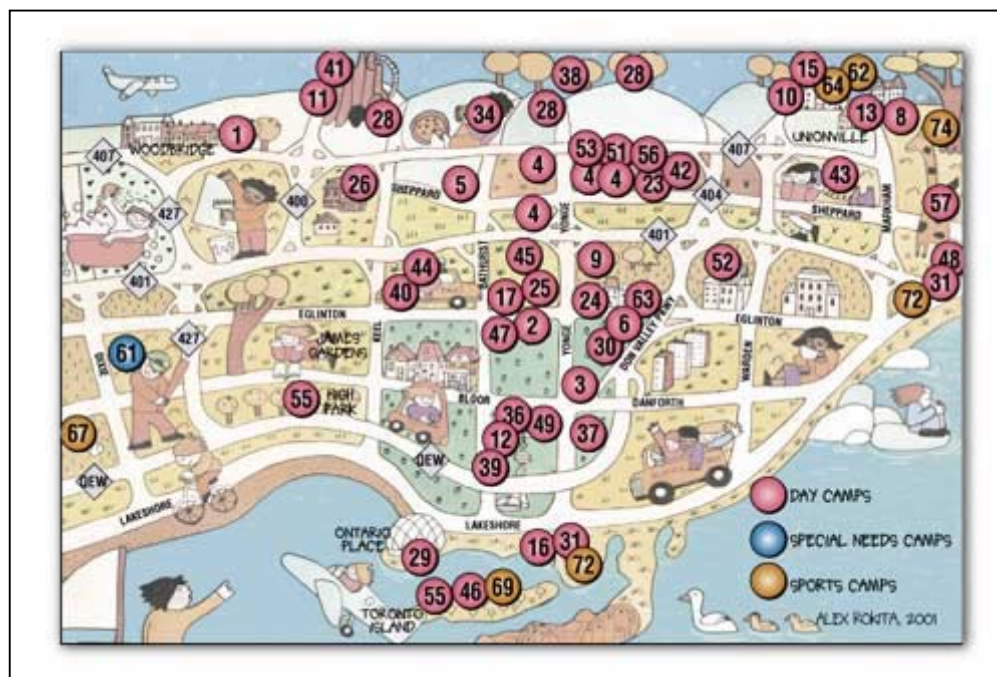


Exhibit 2. Day Camps in the Greater Toronto Area



Toronto map

DAY CAMPS

- [1. Airborne Trampoline Club](#)
- [2. The Bishop Strachan School](#)
- [3. Branksome Tennis Camp](#)
- [4. Central Montessori Camps](#)
- [5. Centre Camp](#)
- [6. The Children's Technology Workshop](#)
- [8. The Cottage Day Camp](#)
- [9. Crestwood Valley Day Camp](#)
- [10. Devonshire Stables](#)
- [11. Camp Eden, Visual Arts and Traditional Camp](#)
- [12. Dance Camp Plus](#)
- [13. Glenbrook Day Camp](#)
- [15. Green Acres](#)
- [16. Harbourkids Camp](#)
- [17. Havergal Summer Camps](#)
- [23. Lynrich Arts Fine Arts Studio Camp](#)
- [24. The Magic Forest Day Camp](#)
- [25. The Matha Hicks School of Ballet Inc.](#)

- [26. McDonald's Cool Summer Sports Camps](#)
- [28. Messy Hands](#)
- [29. Ontario Place Day Camp](#)
- [30. Ontario Science Centre Camp](#)
- [31. Par Golf Camps](#)
- [34. Richmond Hill Country Club Day Camps](#)
- [36. Royal Ontario Museum Summer Club](#)
- [37. Ryerson Summer Day Camp](#)
- [38. S.A.C. Summer Camps](#)
- [39. Science Outreach](#)
- [40. Score Day Camp](#)
- [41. Seneca College King Day Camp](#)
- [42. Seneca Summer Camps](#)
- [43. Somerset Kids Camp](#)
- [44. The Sterling Hall School Summer Camps](#)
- [45. Summer Camp D'Eté](#)
- [46. Toronto Island Canoe Club](#)

- [47. UCC Summer Programs](#)
- [48. University All-Star Camps](#)
- [49. Camp U of T](#)
- [51. Upper Canada Day Camps](#)
- [52. Wexford Performing Arts Summer Camp](#)
- [53. Yamaha Summer Arts Camp](#)
- [55. YMCA Summer Day Camps](#)
- [56. Zodiak Swim & Specialty Camp](#)
- [57. ZOO Camp](#)

SPORTS CAMPS (day camps)

- [62. All-Star Sports Camp](#)
- [63. Elite Basketball Camps](#)
- [64. Cedar Creek Riding Centre](#)
- [67. Gymnastics Mississauga](#)
- [69. Island Yacht Club's Junior Sailing Club](#)
- [72. Par Golf Camps](#)
- [74. Robin Hood Sports Academy](#)

SPECIAL NEEDS

61. New Strides Day Camp

Exhibit 3: Comparison of Facilities at Crescent versus Upper Canada College

<i>Crescent Facilities</i>	<i>UCC Facilities</i>
<ul style="list-style-type: none"> • Two Sports Fields • One gymnasium (other not avail.) • Indoor/Outdoor Field House • Spacious classrooms • Extensive computing facilities • Leading edge Technology lab • Music/band facilities • MIDI • Art studios • Terrace • Audio/video studio • 17 Acres of Ravine 	<ul style="list-style-type: none"> • Eleven playing fields • Seven gymnasia • Twelve tennis courts • 3 indoor pools • Hockey arena • Outdoor sport court • Spacious classrooms • Excellent theatres and art studios • Computing facilities • Science facilities • Music facilities • MIDI labs • Video editing suites

Exhibit 4: Competitor Comparison

	Door-to-door Transp.	Lunch Provision	Highly Trained Staff	Free Extended Core	Facilities	Level of Program Spec'n.	Experience in the Market	Unique Geographies	Niche Programs	Variety of Offerings	Multiple Sites
UCC	NO	YES	Univ. & High School	YES	EXTENSIVE	HIGH	30+	NO	YES	30	3
Granite Tennis	NO	YES	YES	YES	EXTENSIVE	HIGH	30+	NO	YES	4	NO
Camp Robin Hood	YES	NO	High School Mostly	NO	Outdoors focus	GENERAL	50+	YES - Outdoor focus	NO	GENERAL CAMP	NO
Harbourfront	YES	NO	High School Mostly	YES	EXTENSIVE	HIGH	20+	YES - Waterfront	YES	30	NO
Crestwood	YES	YES	N/A	NO	MODERATE	HIGH	4	Ravine Location	YES	N/A	NO
Haverlyal Tennis Camp	NO	YES	Mostly High School	NO -they charge	MODERATE	HIGH	N/A	NO	YES	2	NO
Elite Basketball Camp	NO	NO	YES	NO	OUTSOURCES	HIGH	5	NO	YES	1	3
BSS Summer programs	NO	YES	YES	YES	MODERATE	HIGH	5+	NO	YES	6-7 High School Courses	NO
Zodiac Camps	NO	YES	YES - most are outsourced Must be 18 years old	YES	EXTENSIVE	HIGH - allow the campers to choose	20+	NO	YES	14	NO
Bayview Glen	YES	YES	YES	NO	MODERATE	GENERAL	30+	Ravine Location	NO	GENERAL CAMP	NO
St. Georges	NO	YES	YES	N/A	EXTENSIVE	HIGH	20+	N/A	YES	30+	4

Exhibit 5 – Research Plan

Purpose:

This study has been initiated to provide primary descriptive insight into the market preferences for day camp programming within target market groups identified by the Crescent Camps task force. Analysis of data collected will be used in concert with current secondary information to develop Day Camp programming recommendations for an action plan that will be presented to the Crescent Camps task force.

Objectives:

The objectives of this study are to answer eleven specific research question(s). These include:

Research Questions (for parents and/or students):

1. What is the most common demographic of camper that Crescent Camps is likely to attract? Specific demographics include sex, age and distance from Crescent Campus.
2. Why would campers and/or parents not consider attending/sending their children to Crescent camps?
3. Currently what other camps or other services would the Crescent Camps initiative compete with?
4. Would students be interested in summer courses? If so which ones?
5. What type of day camp structural components is preferred? (Specifically, specialized vs. general, session length, co-ed vs. single sex)
6. Would there be interest in various off-season camps? (i.e. Christmas and March Breaks)
7. What types of day camp activities are of most interest to the Crescent Camp's target markets?
8. What are some of the perceived strengths of the current Crescent School offerings that should be utilized for the Crescent Camps initiative?
9. What are the most important decision criteria parents use when trying to determine which day camp to sent their child to?
10. When (during the year) do parents make their day camp decisions?
11. What is the market average in terms of accepted weekly day camp fees?

Research Boundaries:

Our research will be bounded by three elements. First, it will be limited to answers to the specific questions asked within the research survey. Second, data will also be limited to a 150-200 individual sample size. Finally, the data collected will be specific to the target market groups identified.

These include:

- Crescent School Students
- Parents of current students
- Crescent School Alumni
- Parents within the local community with no affiliation to Crescent School

Sample Selection

Students:

The complete grade 6 and 9 Crescent school classes were selected to be a comprehensive representation of the senior camper make-up of a Toronto Day Camp. The rationale for choosing this age cohort resulted from the notion that the decision to go to day camps is often left up to the child in these upper age ranges. Hence, their programming preferences are an important element to consider when designing programming for Crescent Camps. We expect 40 respondents in this group.

Parents of Current Students:

This cohort will be made up of parents from the lower school (grades 3 and 4) at Crescent. Unlike parents of older children, this group will likely wield most of the decision rights when determining the type of day camp that their child will attend. Hence, their programming preferences are an important element to consider when designing programming for Crescent Camps. We expect 40 respondents in this group.

Alumni:

This cohort will be made up of alumni who have attended Crescent School at one time. The rationale for choosing this target group is three-fold. First, to some degree it will expand the scope of the survey beyond parents with children attending Crescent School, assuming that not all alumni send their children to Crescent. Second, this group will likely have insights into the strengths of the school that might be utilized by Crescent Camps. Finally, these individuals also have a greater incentive to participate in this survey as compared to someone from the local community without any affiliation to Crescent School. We expect 40 respondents in this group.

Local Community Parents:

This cohort will be made up of local parents that have no current affiliation with Crescent School. This target group will provide insight to our data from parents with children attending other schools in the local community. Hence it falls under the Crescent Camps “expansion into the community” focus. We expect that data will be comparatively more difficult to collect from this group as these individuals lack affiliation with Crescent School and hence have minimal incentive to participate. We expect 40 respondents in this group.

Data Collection

Pilot

Surveys will be piloted by both student and parent groups prior to survey wide distribution. The results of this test will be analyzed for any misleading or mis-understood questions. Problems identified with the survey will be resolved at this time.

Survey Distribution and Collection

The distribution and collection of surveys in the first three groups will be carried out by Ken Coffin (a member of the Crescent Camps task force). Community surveys will be distributed on a cold call basis at local high traffic shopping areas.

- Student surveys will be carried out in a classroom setting
- Parent surveys will be distributed and collected through their children's notes package that are taken home and returned to the school on a daily basis.
- Alumni surveys will be distributed and collected through email

Data Storage

All survey data will be transcribed and coded into an excel database. This format will permit easy manipulation and statistical analysis.

Statistical Analysis

Primary statistical analysis will consist of a comprehensive pooling of data for all groups surveyed. Frequency distributions and analysis of means will combine to give a detailed picture of the market preferences for day-camp programming.

Cross tabulations analysis will be carried out to ascertain differences between target groups. However, due to small target group stratifications, observations made are not statistically valid. Hence for our purposes these observations will be used to provide direction for future targeted marketing and programming efforts. Longer-term these trends should be verified when time permits and more data become available.

Two weaknesses in the study methodology include:

1. Small target group sample sizes;
2. The absence of a female student perspective.

Exhibit 6 – Questionnaire for Crescent Camps Survey

Part I: To be completed by all participants.

1. Please identify to which group you belong:
 - a) Grade 6 student
 - b) Grade 9 student
 - c) Current grade 3 or 4 parent
 - Age of son(s): _____
 - Age of daughter(s), if any: _____
 - d) Crescent alumni
 - Age of son(s), if any: _____; Do they attend Crescent? yes no
 - Age of daughter(s), if any: _____

2. On an average day, how long is the commute by car from your home to the Crescent campus?
 less than 10 min 10 – 30 min 30 – 45 min more than 45 min

3. Would you prefer a specialized program, which would focus on one particular activity/skill (e.g., basketball, music, martial arts), or a general program, which would offer exposure to different types of activities?

 Specialized program General program

4. How long would you like one camp session to last?
 1 wk 2 wks 3 wks 1 month more than 1 month

5. Would you prefer an all boys camp or a co-ed camp? All boys Co-ed

6. While the focus of this survey is summer camp, what level of interest would you have in the following non-summer camps?

Camp held during Dec/Jan Vacation no interest some interest a lot of interest
Camp held during March break no interest some interest a lot of interest

7. Please indicate your level of interest, on a scale of 1-5, in the following activities that could be offered at a summer program. Please circle your response – 1 indicates no interest at all, and 5 reflects a keen interest in a particular activity. [Note: if you are a parent who also has daughters, please consider their interests, as well as those of your son(s), when completing this question.]

Visual arts	No interest		Neutral		Keen interest	Sports (cont'd)	No interest		Neutral		Keen interest
Art instruction	1	2	3	4	5	Climbing skills	1	2	3	4	5
Crafts	1	2	3	4	5	Swimming	1	2	3	4	5
Woodworking	1	2	3	4	5	Swim instruction	1	2	3	4	5
						Cross country running	1	2	3	4	5
Performing arts						Ultimate Frisbee	1	2	3	4	5
Theatre arts	1	2	3	4	5	Martial arts	1	2	3	4	5
Dance instruction	1	2	3	4	5						
Music instruction	1	2	3	4	5	Leadership					
						Leadership training	1	2	3	4	5
Sports						First aid training	1	2	3	4	5
Baseball	1	2	3	4	5	Community service	1	2	3	4	5
Football	1	2	3	4	5						
Golf	1	2	3	4	5	Science					
Soccer	1	2	3	4	5	Environment program	1	2	3	4	5
						Mad science activities	1	2	3	4	5
Track and Field	1	2	3	4	5	Robotics	1	2	3	4	5
Squash/Racquet ball	1	2	3	4	5						
Tennis	1	2	3	4	5	Computer					
Basketball	1	2	3	4	5	Website design	1	2	3	4	5
Cycling	1	2	3	4	5	Film making	1	2	3	4	5
Target sports (archery)	1	2	3	4	5	Programming	1	2	3	4	5
Ropes course	1	2	3	4	5						

8. If certain programs/activities are not listed in #7 that you would like to see offered at Crescent camps, please list them below:

9. Please list below Crescent's strengths in programming or facilities that could be used in a summer camp setting?

Part II: Please answer the following questions only if you are a Crescent student in grade 6 or 9.

1. If Crescent offered a summer camp and it had programs that interested you, how interested would you be in attending?
 definitely not maybe neutral likely definitely
2. If you would definitely not consider attending Crescent camps, please indicate why:

3. If you attended camp(s) last summer, please list it (them) below. (Please also indicate if this is a day or overnight camp.)

	<input type="checkbox"/>	day camp	<input type="checkbox"/>	overnight camp
	<input type="checkbox"/>	day camp	<input type="checkbox"/>	overnight camp
	<input type="checkbox"/>	day camp	<input type="checkbox"/>	overnight camp
	<input type="checkbox"/>	day camp	<input type="checkbox"/>	overnight camp
	<input type="checkbox"/>	day camp	<input type="checkbox"/>	overnight camp
4. Please answer the following only if you are in grade 9. If Crescent were to offer summer school courses that provided you with high school credits, how interested would you be in attending?
 definitely not maybe neutral likely definitely

What subject areas would be of interest to you?

- | | | |
|----------------------------------|---|--|
| <input type="checkbox"/> Math | <input type="checkbox"/> Computers | <input type="checkbox"/> Social sciences |
| <input type="checkbox"/> Science | <input type="checkbox"/> Languages | <input type="checkbox"/> English |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Other – please list: _____ | |

Part III: Please answer the following questions only if you are a parent or alumni. [Note: if you are alumni without children, or your children are at an age where you would not be sending them to camp, please answer questions 3-8 hypothetically.]

1. Does your child (or children) currently attend day camps in the summer? yes no
2. If yes, what camp(s) did they attend last summer? (Please also indicate if this is a day or overnight camp. Continue on reverse if necessary.)

	<input type="checkbox"/>	day camp	<input type="checkbox"/>	overnight camp
	<input type="checkbox"/>	day camp	<input type="checkbox"/>	overnight camp
	<input type="checkbox"/>	day camp	<input type="checkbox"/>	overnight camp
	<input type="checkbox"/>	day camp	<input type="checkbox"/>	overnight camp
	<input type="checkbox"/>	day camp	<input type="checkbox"/>	overnight camp
3. If Crescent offered a summer camp and it had programs that interested you, how interested would you be in sending your children your child (children)?
 definitely not maybe neutral likely definitely
4. If you would not consider sending your child (children) to Crescent camps, please indicate why:

5. Rate the level of importance that the following criteria contribute to the final decision of which day camp to send your child to. Please circle your response – 1 indicates not important, and 5 extremely important.

Criteria	Not important Neutral Very Important				
	1	2	3	4	5
Programming	1	2	3	4	5
Facilities	1	2	3	4	5
Age of staff	1	2	3	4	5
Door-to-door transportation	1	2	3	4	5
Lunch provided	1	2	3	4	5
Price	1	2	3	4	5
Extended care availability (ie. early morning drop-off and late afternoon pick-up – outside the 9am-4pm camp day)	1	2	3	4	5

6. When do you usually register your child (children) for summer camp for the upcoming summer?

___ Sept/Oct ___ Nov/Dec ___ Jan/Feb ___ Mar/Apr ___ May/June

7. On average, what do you see as a reasonable per week fee for Crescent camps? (Assume no lunch or transportation provided.)

___ Less than \$150 ___ \$150-250 ___ \$250-350
 ___ \$350-450 ___ more than \$450

8. State the first 3 numbers/letters of your postal code: _____

THANK YOU FOR YOUR TIME AND CONSIDERATION IN COMPLETING THIS QUESTIONNAIRE.

Exhibit 7 – Survey Response Rates

	# of Surveys Sent	# of Returned Surveys	Response Rate
Crescent gr 3/4 parents	80	44	55%
Crescent students ¹	49	49	100%
Crescent alumni	40	8	20%
Community parents	20	20	100%
Total	189	121	64%

¹26 grade 6 students and 23 grade 9 students completed the survey.

Exhibit 8: Camps Attended

Camps Attended by Survey Participants

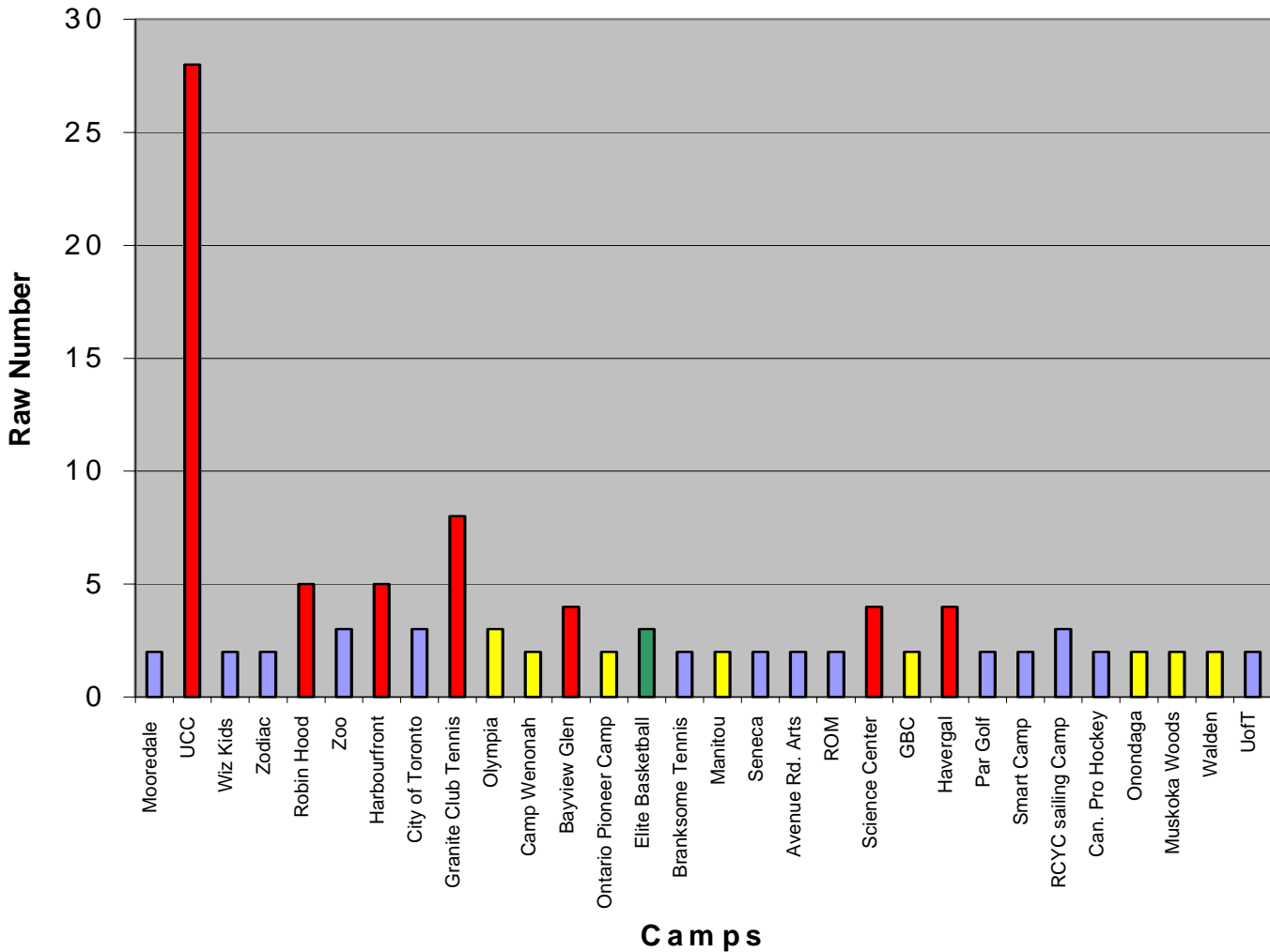


Exhibit 9 - Selected Survey Responses

	Average	Community parents	Crescent parents	Crescent alumni	Crescent students
% attending summer camp currently	86%	85%	93%	50%	73%
Commute length	Between 10 - 30 minutes				
Interest in summer camp	neutral	neutral	likely	likely	neutral
Interest in Dec break camp	little interest				
Interest in Mar break camp	little interest			no interest	little interest
% preferring a specialized camp	55%	35%	61%	13%	65%
Preferred duration	Between 1 - 2 weeks				
% preferring a coed camp	85%	95%	70%	100%	92%
Time of registration	January/February				
Appropriate weekly pricing	Between \$150 - \$300				

Exhibit 10 – Ranking of Factors that Influence the Buying Decision

	Average	Community parents	Crescent parents	Crescent alumni
Programming	4.77	4.70	4.86	4.44
Facilities	4.64	4.45	4.77	4.38
Age of staff	4.05	4.00	4.15	3.63
Price	3.74	4.10	3.68	3.25
Lunch provided	3.68	3.30	3.89	3.50
Extended care	3.18	3.25	3.09	3.38
Door-to-door	2.75	3.60	2.52	1.88

Note: Preferences were scored on a 5-point scale, with 5 indicating greatest importance and 1 indicating no importance.

Exhibit 11 – Ranking of Activities by Respondent Category

Rank	Average	Crescent parents	Crescent students	Crescent alumni	Community parents
1	Soccer	Golf	Basketball	Soccer	Music instruction
2	Basketball	Tennis	Soccer	Swim instruction	First aid training
3	Tennis	Soccer	Golf	Tennis	Swimming
4	Golf	Basketball	Tennis	Swimming	Soccer
5	Film making	Leadership	Football	Climbing skills	Swim instruction
6	Baseball	Website development	Film Making	Golf	Environment program
7	First aid training	Robotics	Squash/ racquetball	Track and field	Mad science