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ABSTRACT

Information from 171 diocesan offices across the United States was drawn together to prepare this statistical report on enrollments and revenues in Catholic elementary schools. The report, one of the annual statistical reports on Catholic education developed using the National Catholic Educational Association's national database, also provides contextual statistics on public and private school enrollment. Seven tables are presented, covering (1) public and private elementary enrollment from 1970 to 1992; (2) private elementary enrollment (by affiliation) for 1965-66 and 1978-79; (3) Catholic elementary enrollment and staffing trends from 1976 to 1986; (4) elementary school revenues for 1985 and 1986; (5) elementary school revenues by percentages from 1985 to 1986; (6) per pupil revenues from 1973 to 1986; and (7) tuition and basic fees for 1981-82, 1985-86, and 1986-87. The report analyzes trends in enrollment, pupil-teacher ratios, operating revenues, per pupil costs, school sizes, minority enrollment, and other factors, providing some breakdowns by region. A list of 16 highlights of the statistical findings is provided in the beginning of the report. (PGD)

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UNITED STATES CATHOLIC ELEMENTARY SCHOOLS & THEIR FINANCES 1987

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1987



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UNITED
STATES
CATHOLIC
ELEMENTARY
SCHOOLS &
THEIR
FINANCES
1987

Frank H. Brodeweg, C.S.B.

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PREPARE

Every year since the 1969-1970 school year, the National Catholic Educational Association (NCEA) has published statistical reports on Catholic elementary and secondary schools in the United States. Extensive data on these schools and other private schools did not exist prior to that time. This data was needed to understand this significant educational sector, to discuss potential forms of federal and state aid, to inform other educational policy issues, and to encourage improved local management. With the assistance of the Carnegie Corporation of New York and the United States Office of Education, a data base on Catholic schools was established and remains available in the annual publications of the NCEA.

In 1975, the NCEA and the Curriculum Information Center, Inc., began publishing an additional volume. It combined an annual analysis of data on schools, enrollment, and staffing with several charts and, finally, a directory of Catholic schools. This publication is now produced in cooperation with Fisher Publishing Company of Englewood, Colorado, and Market Data Retrieval of Westport, Connecticut.

This year's publication on elementary school finances is a companion piece to another Data Bank publication entitled United States Catholic Elementary and Secondary Schools, 1986-1987. It overviews and analyzes the core school, enrollment, and staffing data of the NCEA historical file on both the elementary and secondary levels. As in the past, where similar information is available, comparisons are made in both publications with other private schools as well as the public sector.

Information for this report is gathered from 171 diocesan offices. Sometimes assistance is provided by state Catholic conferences. To these administrators and their staffs, a well deserved word of appreciation is offered. Gratitude must also be expressed to the staff at Fisher Publishing Company and Market Data Retrieval for their assistance.

Finally, a special word of thanks to Frank Bredeweg, C.S.B., for his analysis of the data. This is a task he has performed for many years. His patience and precision is appreciated.

Interested parties who want to further analyze Catholic elementary and secondary data should write to the NCEA publication office for information on the availability of other publications.

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HIGHLIGHTS

- ... Catholic elementary schools have been part of American education since the Colonial days, and numbered about 3,800 schools in 1900,
- ... private education represents a higher percentage of elementary enrollment in the 1980's than it did in the 1970's ...about 12% in 1895-86,
- ... Catholic elementary school enrollments today constitute a far smaller share of private education than they did in the 1960's, and may be fast approaching a 50-50 partnership with non-Catholic private education,
- ... the most recent extensive study by the National Center for Education Statistics was for the years 1976-77 through 1978-79, when private schools were shown as a significant component of American education,
- ... the Catholic school financial situation continues to tighten, but is generally being well analyzed and managed,
- ... Catholic elementary schools spent about \$2.2 billion for operating expenses in 1985-86,
- ... the national per pupil cost on Catholic elementary schools increased from \$947 in 1984-85 to \$1,072 in 1985-86, a 13% increase,
- ... parish subsidies and tuition income are now equal partners in providing the revenue necessary to meet the \$2.2 expenditure level,
- ... nationally, the per pupil revenue "package" is 43% from the parish, 43% from tuition, 8% from fundraising, and 6% from other sources,
- ... more than half of the Catholic elementary schools in 1986-87 charged more than \$600 tuition...about 17% charged \$1,000 and over,
- ... the number of elementary school-age children is increasing again,
- ... the percentage of single-parish elementary schools has declined, but was still 87% of the total in 1985-86,
- ... the percentage of urban schools has decreased slightly, the share of suburban schools has increased, and the percentage of rural schools has declined,
- ... grade by grade enrollments in Catholic elementary schools indicate a well distributed pattern, and reflect the recent increase in the number of school-age children in the early grades,
- ... despite the fact that Catholic school enrollments have declined greatly since 1970-71, the number of ethnic minority students has increased by 130,000 since that time,
- ... demographic studies indicate that many young people will be "at risk" educationally from an early point in their formal schooling,

UNITED STATES CATHOLIC ELEMENTARY SCHOOLS AND THEIR FINANCES 1987

Frank H. Bredeweg, C.S.B.

In an era that is rediscovering the values related to an understanding of roots and traditions, it is meaningful to say that Catholic Schools have been educating the youth of Europe, the United States, and the entire Western World, for many centuries. In colonial America, the Catholic school was an integral feature of each French and Spanish settlement. Anti-Catholic sentiment in the early thirteen colonies limited these schools to occasional ventures but, with the adoption of the Constitution and the Bill of Rights, and the arrival of many Catholic immigrants at the start of the 19th century, parochial schools were again established.

By 1860, about 200 Catholic schools were in operation. By 1870 there were more than 1,300. There were about 3,800 elementary and 1,200 secondary schools by 1900, and the parish school had become part of the fabric of parish and family life. By 1968, 57% of the parishes operated 10,800 Catholic elementary schools. The decade from 1963 to 1973 was the setting for significant changes in Catholic education, as the number of schools and the enrollment declined sharply. Since the mid-seventies, there have been gradual declines, but these seem to reflect cultural and demographic influences rather than anything within the Catholic community.

CONTEMPORARY CHALLENGE

Both public and private sector educators are constantly faced with conserving what has been proven to be fundamental and sound, but continuing to deal with the reality of change and the necessity of adjusting for differences. The task of integrating religious, social, cultural, and educational values today may be at its most challenging stage for both public and private education.

Hopefully, each will draw upon the wisdom of the past, and will benefit from one another. However, those who study the relationships between public and private education should keep in mind that neither public nor private schools constitute homogeneous groups. Schools and school systems differ greatly within each sector. Problems will resolve themselves differently in each sector, and developments in one community may not parallel developments in another. In the face of such a challenge, Catholic education remains, as it always was, a willing and helpful partner on the American educational scene.

PUBLIC AND PRIVATE SCHOOL TRENDS

Public school enrollments were projected to end their decline during 1985 and 1986 as shown in Table 1. This leveling off should facilitate planning, something public school administrators have found very difficult to do as enrollments have declined during the past fifteen years.

The declining elementary school enrollments were the result of the population trends of the 1970's, and the fact that there have been fewer school-age children. Total public and private elementary school enrollment is projected to increase to the 1975 level (34 million) by 1992.

PRIVATE SCHOOL TRENDS

According to projections by the National Center for Education Statistics, the private school share of the nation's elementary school enrollment would increase to 12.1% by 1986, and then remain at approximately 12% for the foreseeable future. This growth from 11% to 12% of national enrollment despite the denial of government support for private education, seems to reflect a clear statement by many parents that private schools are a significant option in American education.

As Table 2 indicates, the percentage of Catholic school enrollment declined from 88.7% in 1965-66 to 65.6% in 1978-79. This is the most recent universal data. Catholic school enrollments have declined since the late 1960's but other private schools have increased.

Private Education by Religious Affiliation

In 1965-66, Catholic school enrollments constituted about 88% of the private elementary and secondary sector. According to a 1980-81 sample study, this figure had fallen to 63%. While Catholic schools were undergoing re-evaluation, other private schools were opening and enrollments were increasing. The following summary provides a perspective regarding private school enrollments:

	<u>Private School Enrollments</u>		
	<u>1965-66</u>	<u>1978-79</u>	<u>Increase</u>
Roman Catholic	5,481,300	3,269,800	(40%)
Lutheran	188,500	217,400	15%
7th Day Adventist	62,600	148,200	183%
Baptist	25,200	204,100	710%
Jewish	52,600	101,800	94%
Episcopal	48,600	76,500	57%
Methodist	5,600	11,200	100%
Presbyterian	4,800	12,800	167%
Friends	10,600	14,600	38%
Other Church-Related	83,700	281,200	241%
Total Church-Related	5,963,500	4,337,600	-
Not Church-Related	341,300	746,700	119%
Total Private Sector	6,304,800	5,084,300	-

Source: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, NCES; The Condition of Education, NCES, 1981 Edition.

Table No. 1
Elementary Enrollment-Public and Private
1970 to 1992

<u>Reported</u>	<u>Total</u>	<u>Grades K-8 (Thousands)</u>			
		<u>Public</u>	<u>%</u>	<u>Private</u>	<u>%</u>
Fall, 1970.....	36,629,000	32,577	88.9	4,052	11.1
1975.....	34,187,000	30,487	89.2	3,700	10.8
1980.....	31,297,000	27,674	88.4	3,623	11.6
<u>Projected</u>					
Fall, 1985.....	30,236,000	26,636	88.1	3,600	11.9
1986.....	30,587,000	26,887	87.9	3,700	12.1
1987.....	30,993,000	27,293	88.1	3,700	11.9
1988.....	31,583,000	27,783	88.0	3,800	12.0
1989.....	32,209,000	28,309	87.9	3,900	12.1
1990.....	32,925,000	28,925	87.9	4,000	12.1
1991.....	33,457,000	29,457	88.0	4,000	12.0
1992.....	34,125,000	30,025	88.0	4,100	12.0

Source: Projections of Education Statistics to 1992-93
National Center for Education Statistics, p. 44

Table No. 2
Private Elementary School Enrollments-by Affiliation
1965-66 and 1978-79

	<u>1965-66</u>		<u>1978-79</u>	
	<u>Pupils</u>	<u>%</u>	<u>Pupils</u>	<u>%</u>
Catholic Schools	4,370,300	88.7	2,365,000	65.6
Other Church-Related	376,800	7.6	782,300	21.7
Not Church-Related	181,600	3.7	458,700	12.7
Private Elementary	4,928,700	100.0	3,606,000	100.0

Source: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, National Center for Education Statistics, p. 7. Private Schools in American Education, National Center for Education Statistics, p.52.

Table No. 3
Catholic Elementary School Trends
1976-77 to 1985-86

	<u>Schools</u>	<u>Pupils</u>	<u>Average Size</u>	<u>Teachers</u>	
				<u>Lay</u>	<u>Religious</u>
1976-77.....	8,265	2,483,000	300	66,146	33,870
1977-78.....	8,223	2,421,000	294	68,231	31,508
1978-79.....	8,159	2,365,000	290	69,584	28,955
1979-80.....	8,100	2,293,000	283	70,356	27,368
1980-81.....	8,043	2,269,000	282	71,841	24,898
1981-82.....	7,996	2,266,000	283	72,981	23,866
1982-83.....	7,950	2,225,000	280	75,225	22,112
1983-84.....	7,937	2,180,000	275	77,684	20,907
1984-85.....	7,891	2,120,000	269	79,779	20,031
1985-86.....	7,811	2,061,000	264	78,458	18,283

Government Statistics on Private Schools

Government efforts regarding data on private schools are sporadic. The National Center for Education Statistics (NCES), with the cooperation of the National Catholic Educational Association (NCEA) and the Council for American Private Education (CAPE), conducted the last extensive survey of private schools in the years 1976-77 through 1978-79. One of the earlier reports on that project made the following statements:

America's system of private schools represents an important component of the nation's elementary and secondary education system. Private schools

- control about 18% of the schools,
- enroll about 10% of the students,
- employ about 11% of the teachers,
- account for about 10% of the high school graduates,
- have generally lower pupil/teacher ratios than public schools
- tend to be smaller in enrollment size than public schools.

Private schools are a powerful resource on the American educational scene.

National Pupil/Teacher Ratios

The following information published by the National Center for Education Statistics from the 1976-77 to 1978-79 study indicates that private schools have a lower national pupil/teacher ratio than public schools. Both ratios are declining:

<u>School Year</u>	<u>Pupils Per Teacher</u>	
	<u>Public</u>	<u>Private</u>
1976-77.....	20.3	18.8
1977-78.....	19.9	18.5
1978-79.....	19.4	18.5

Source: Selected Public and Private Elementary and Secondary Education Statistics, 1976-77 thru 1978-79

Public school ratios do not distinguish elementary from secondary, so comparisons are not possible.

Catholic Elementary School Ratios

Statements used to be made that Catholic elementary schools had large classes. The above NCES study also produced the best data regarding pupil/teacher ratios in Catholic elementary schools. The approximate class sizes by ranges and regions in 1976-77 were:

	<u>Under</u>	<u>21-</u>	<u>29-</u>	<u>Over</u>	<u>All</u>
	<u>21:1</u>	<u>28</u>	<u>36</u>	<u>36:1</u>	<u>Schools</u>
New England	13.3%	58.4%	26.8%	1.5%	100.0%
Midwest	20.0	45.2	29.3	5.5	100.0
Great Lakes	19.5	56.3	22.9	1.3	100.0
Plains	44.5	50.6	4.8	.1	100.0
Southeast	22.5	52.9	23.6	1.0	100.0
West/Far West	18.1	38.0	33.9	10.0	100.0
United States	22.1	49.4	24.8	3.7	100.0

About half (49.4%) of all Catholic elementary schools were in the 21-28 pupils per teacher range in 1976-77. On the basis of this data, classes are clearly manageable.

Reliability of Financial Data

As in the case with most national statistics, the financial figures used in this report are not "facts," but estimates and guidelines. Limited financial information is collected annually from schools and diocesan offices because NCEA is often asked for national trends and estimates.

All of the estimates are of operating revenues and expenses only. Nothing is said of capital improvements or debt retirement. It is important to note that Catholic elementary schools do not generally record the value of the contributed services of religious community members or diocesan clergy, so total operating revenue and expenses are understated by the value of these donated services.

CATHOLIC SCHOOLS TRENDS

Compared to the dramatic declines of the early 1970's, Catholic elementary school enrollment has stabilized. The number of schools and pupils has continued to decrease, but this has been in proportion to national trends regarding fewer school-age children.

As Table 3 on page 4 shows, lay teachers continue to replace religious community members and diocesan clergy. On the elementary school level, about 81% of the faculty were lay teachers in 1985-86. Parents and parishes seem to recognize that lay teachers have upheld the quality and values of Catholic elementary education established long ago by religious communities of women.

In regard to the financing of Catholic elementary education, school operation expenses have increased dramatically during the past decade, mostly because of efforts to raise salaries. Additional revenue is badly needed. The total financial value of the services contributed by religious community members and clergy has declined since 1977-78, and this revenue must now be raised from other sources. These and other forces have exerted additional financial pressure in recent years. The private school financial situation continues to tighten, and should not be underestimated.

Improved Financial Management

Catholic elementary schools were traditionally supported by large subsidies from the parish, low tuition charges, and the contributed services of the Sisters. In the past two decades, several factors have produced a more complex financial picture, e.g. the declining number of women religious in the schools, the recognized need for higher salaries, inflation, the movement of people to the suburbs where new construction was costly, and a changed theological atmosphere in which it is acceptable to attend a public school.

Catholic schools and dioceses have responded to this challenge by greatly improving their fiscal management. They have improved the quality of their financial information, and have used this information to analyze and manage their situation. Most parishes now structure the school to resolve its own financial problems, once the school subsidy is agreed upon, creating new responsibilities for administrators and board members. Some parishioners are trained professionals who, together with the diocesan school office, assist with the accounting, budgeting, and management functions. It is still difficult to raise the needed revenue, but Catholic elementary schools are in control of their finances through better management.

Estimate of National Operating Revenue

Of the 169 dioceses in 1985-86, 128 (76%) supplied useable data about the sources of revenue which met the two (2) billion operating expense level. The revenue information reported is not reliable on a state-by-state basis, but estimates are reasonable on a regional basis.

As shown in Tables 4 and 5, the major shares came from tuition (\$954.4 million or 43.2%) and from subsidies by the parish to the school (\$948.7 million or 42.9%). Fundraising activities provided \$179.4 million (8.1%). Diocesan subsidies accounted for \$23.8 million nationally. The "Other" revenue category includes all auxiliary activities and services, some of which are offset by expenses.

Regionally, the South and the West have the lowest parish subsidy percentages, receiving most of their revenue from tuition and fees. The Midwest reflects the national average. New England's parish subsidy is well below the national average, but it receives the highest percentage from fundraising activities (14.2%). Nationally, there is a transfer from parish subsidy to tuition and fees, mostly in the Midwest and the Great Lakes regions.

Comparison of Per Pupil Revenues

Table 6 compares revenue data on a per pupil basis. Parish subsidies and tuition are now equal revenue factors. In 1969-70, parish subsidy supplied about 63% of the revenue and tuition 27%. By 1973-74, parish subsidy had fallen to 53% and tuition had increased to 38%. By 1978-79, parish subsidy was 50% and tuition 4%.

Catholic elementary school revenues had been moving along a pattern established about 1973-74. Per pupil costs had risen from \$350 in 1973-74 to \$947 in 1984-85, but the percentages changed relatively little over that eleven-year period. The share carried by tuition increased to 43.2% in 1985-86, however, so parish subsidy and tuition are now equal partners in the support of Catholic elementary schools.

Each particular Catholic elementary school has been gradually identifying its own revenue combination. As a result, its financial picture has become more stable and predictable. Once a school finds the right "package" the year-to-year adjustments are less difficult to implement. Nationally, this revenue combination is about 43% from the parish, 43% from tuition, and 14% from wherever it can be raised.

Tuition Charges

Tuition policies and charges are usually of special interest in any discussion of Catholic elementary school finances. On the basis of about 80% schools reporting, Table 7 reports the tuition ranges in recent years.

Tuition policies in Catholic elementary schools have been forced to change greatly since the early 1970's. In 1970-71, 72% of the schools charged less than \$100. By 1976-77, only half charged less than \$200. By 1983-84, about 59% charged over \$400. In the current 1986-87 school year, over 52% charge more than \$600. About 17% charged \$1,000 and over, and this represented a significant increase from the 8.9% of 1985-86.

Table No. 4
Elementary School Revenue - Millions of Dollars
1985-86

	<u>Tuition + Fees</u>	<u>Parish Subsidy</u>	<u>Diocesan Subsidy</u>	<u>Fund Raising</u>	<u>Other</u>	<u>Total</u>
New England	\$ 63.2	\$ 34.6	\$ 1.1	\$ 17.7	\$ 8.2	\$ 124.8
Midwest	246.0	296.6	8.8	56.9	24.0	632.3
Great Lakes	193.8	344.0	1.8	35.9	22.7	598.2
Plains	47.8	141.7	3.6	13.5	7.7	214.3
Southeast	181.1	57.3	2.3	20.3	17.2	278.2
West/Far West	222.5	74.5	6.2	35.1	23.5	361.8
United States	\$ 954.4	\$ 948.7	\$21.8	\$179.4	\$103.3	\$2,209.6

Table No. 5
Elementary School Revenues - by Percentages
1985-86

	<u>Tuition + Fee</u>	<u>Parish Subsidy</u>	<u>Diocesan Subsidy</u>	<u>Fund Raising</u>	<u>Other</u>	<u>Total</u>
New England	50.6	27.7	0.9	14.2	6.6	100.0%
Midwest	38.9	46.9	1.4	9.0	3.8	100.0
Great Lakes	32.4	57.5	0.3	6.0	3.8	100.0
Plains	22.3	66.1	1.7	6.3	3.6	100.0
Southeast	65.1	20.6	0.8	7.3	6.2	100.0
West/Far West	61.5	20.6	1.7	9.7	6.5	100.0
United States	43.2	42.9	1.1	8.1	4.7	100.0

Table No. 6
Per Pupil Revenue - Elementary Schools
1973-74 to 1985-86

<u>Source</u>	<u>1973-74</u>		<u>1984-85</u>		<u>1985-86</u>	
	<u>Amt.</u>	<u>%</u>	<u>Amt.</u>	<u>%</u>	<u>Amt.</u>	<u>%</u>
Tuition & Fees.....	\$135	38.6	\$384	40.5	\$ 463	43.2
Parish Subsidy.....	185	52.9	435	46.0	460	42.9
Diocesan Subsidy.....	4	1.1	16	1.7	12	1.1
Fund Raising & Other..	26	7.4	112	11.8	137	12.8
Per Pupil Revenue	\$350	100.0	\$947	100.0	\$1,072	100.0

Table No. 7
Tuition and Basic Fees - Elementary Schools

<u>Tuition Range</u>	<u>1981-82</u>		<u>1985-86</u>		<u>1986-87</u>	
	<u>Schools</u>	<u>%</u>	<u>Schools</u>	<u>%</u>	<u>Schools</u>	<u>%</u>
Under \$100.....	1,000	12.5	719	9.2	578	7.5
100-199.....	816	10.2	375	4.8	316	4.1
200-299.....	1,199	15.0	562	7.2	478	6.2
300-399.....	1,264	15.8	844	10.8	686	8.9
400-499.....	1,263	15.8	914	11.7	702	9.1
500-599.....	1,079	13.5	930	11.9	925	12.0
600-799.....	1,031	12.9	1,678	21.5	1,418	18.4
800-999.....	192	2.4	1,094	14.0	1,288	16.7
\$1,000 and over..	152	1.9	695	8.9	1,318	17.1
Total.....	7,996	100.0	7,811	100.0	7,709	100.0

Past Estimates of Expenses

The following estimated national per pupil costs illustrate in general what has been happening to Catholic elementary school expenses:

	<u>PP Cost</u>	<u>Increase</u>
1970-71.....	240	20.0%
1972-73.....	315	31.3 (Two Years)
1974-75.....	385	10.0 (Two Years)
1976-77.....	463	20.3 (Two Years)
1978-79.....	548	9.6 (Two Years)
1980-81.....	653	19.2 (Two Years)
1982-83.....	782	19.8 (Two Years)
1984-85.....	947	21.1 (Two Years)
1985-86.....	1,072	13.2 (One Year)

Annual increase in the per pupil costs have averaged about 10% in the past decade. The value of services contributed by religious community members and diocesan clergy is not included in these costs. 1985-86 per pupil costs are 13.2% higher than 1984-85.

Regional Per Pupil Costs

Per pupil costs are not a perfect indicator of differences and trends, but some geographic comparisons may be helpful. The following is a review of these costs at two-year intervals:

	<u>1978-79</u>	<u>1980-81</u>	<u>1982-83</u>	<u>1984-85</u>	<u>1985-86</u>
New England.....	\$546	\$582	\$695	\$ 821	\$ 944
Midwest.....	510	617	720	884	987
Great Lakes.....	613	700	828	989	1,101
Plains.....	584	719	876	1,052	1,129
Southeast.....	528	663	831	984	1,168
West/Far West....	505	634	782	968	1,141
United States....	548	653	782	947	1,072

Per pupil costs for the Great Lakes, Plains, West and Southeast regions are above the national average. The Plains region has small schools and the lowest pupil/teacher ratios, factors producing higher per pupil costs. New England and the Midwest have per pupil costs below the national average.

Estimate of National Operating Expenses

Catholic elementary schools spent about \$2.2 billion for operating expenses in 1985-86. The national per pupil cost rose to \$1,072, a 13.2% increase over 1984-85. The following summarizes the situation:

	<u>Operating Expenses</u>	<u>Enrollment</u>	<u>PP Cost</u>
1970-71.	\$ 865,000,000	3,359,300	\$ 240
1976-77.	\$1,149,000,000	2,483,100	\$ 463
1977-78.	\$1,213,000,000	2,421,200	\$ 500
1978-79.	\$1,295,000,000	2,364,800	\$ 548
1980-81.	\$1,483,000,000	2,269,400	\$ 653
1982-83.	\$1,741,000,000	2,224,900	\$ 782
1984-85.	\$2,008,000,000	2,119,900	\$ 947
1985-86.	\$2,210,000,000	2,061,000	\$1,072

Despite fewer students and schools, higher costs have caused the total annual expenditure to increase.

1985-86	Elementary		Per Pupil Cost	Estimated Expense
	Schools	Pupils		
Connecticut	162	36,112	\$ 977	\$ 35,279,200
Massachusetts	250	65,765	923	60,669,400
New Hampshire	37	7,482	865	6,471,900
Rhode Island	63	15,641	962	15,046,700
Vermont	11	2,373	1,065	2,527,200
Maine	22	4,811	998	4,801,400
New England	<u>545</u>	<u>132,184</u>	\$ 944	\$ 124,795,800
Delaware	30	9,778	1,005	9,826,900
Washington, D.C.	82	24,022	1,166	28,009,600
Maryland	87	25,915	950	24,619,200
New Jersey	441	118,723	1,075	127,632,400
New York	873	255,569	1,062	271,509,800
Pennsylvania	726	206,380	827	107,732,200
Midwest	<u>2,239</u>	<u>640,395</u>	\$ 987	\$ 632,330,100
Illinois	632	183,661	1,104	202,777,300
Indiana	195	45,240	1,098	49,674,800
Michigan	330	86,833	1,184	102,775,500
Ohio	505	150,169	1,032	154,950,400
Wisconsin	400	77,590	1,135	88,032,900
Great Lake	<u>2,062</u>	<u>543,493</u>	\$1,101	\$ 598,210,900
Iowa	140	29,775	1,100	32,749,400
Kansas	93	19,348	1,209	23,400,900
Minnesota	219	47,153	1,317	62,102,200
Missouri	276	64,592	968	62,546,300
Nebraska	93	18,949	1,360	7,349,200
North Dakota	33	5,404	1,118	21,119,400
South Dakota	27	4,587	1,105	5,068,400
Plains	<u>881</u>	<u>189,808</u>	\$1,129	\$ 214,335,800
Alabama	52	11,133	1,041	11,589,500
Arkansas	35	5,436	956	5,196,800
Florida	159	48,266	1,316	63,495,400
Georgia	29	9,133	1,208	11,032,600
Kentucky	150	34,775	1,154	40,145,900
Louisiana	200	78,482	1,082	84,926,400
Mississippi	34	8,268	1,043	8,624,500
North Carolina	34	7,025	1,155	8,116,800
South Carolina	25	4,895	922	4,513,200
Tennessee	40	9,393	1,318	12,377,200
Virginia	56	16,059	1,359	21,827,400
West Virginia	32	5,255	1,200	6,306,000
Southeast	<u>846</u>	<u>238,120</u>	\$1,168	\$ 278,151,700
Alaska	4	766	1,554	1,190,300
Arizona	45	11,809	1,089	12,861,700
California	607	176,028	1,107	194,846,000
Colorado	50	11,664	1,226	14,302,500
Hawaii	32	9,521	1,171	11,149,100
Idaho	12	1,867	1,027	1,917,400
Montana	20	2,765	1,228	3,395,200
New Mexico	37	7,515	1,022	7,679,800
Nevada	11	3,131	1,020	3,193,600
Oklahoma	27	5,210	1,156	6,023,800
Oregon	53	8,853	1,091	9,657,400
Texas	242	56,964	1,200	68,347,000
Utah	10	2,113	947	2,001,000
Washington	82	17,879	1,348	24,095,600
Wyoming	6	969	1,200	1,162,800
West/Far West	<u>1,238</u>	<u>317,054</u>	\$1,141	\$ 361,823,200
United States	<u>7,811</u>	<u>2,061,054</u>	\$1,072	\$2,209,647,500

Definition of Private Schools

The National Center for Education Statistics defines private schools as privately controlled by a nonpublic entity and financed from sources other than public taxation or public grants.

Possible state and federal aid to nonpublic elementary and secondary education continues to be debated, despite the U.S. Supreme Court decisions of 1971 and 1973 which denied several states the right to legislate limited financial support. Since that time, private schools have served an even greater educational sector, but with relatively little national attention.

School-Age Population

Both public and private education are affected by fluctuations in the number of school-age children. The following data and projections are supplied by the National Center for Education Statistics (NCES):

<u>Reported</u>	<u>Age of Students</u>			<u>Total Students</u>
	<u>5-6</u>	<u>7-13</u>	<u>14-17</u>	
1970 . . .	7,703,000	28,969,000	15,924,000	52,596,000
1975 . . .	7,014,000	26,905,000	17,128,000	51,047,000
1980 . . .	6,293,000	24,787,000	16,139,000	47,219,000
<u>Projected</u>				
1985 . . .	6,950,000	22,704,000	14,731,000	44,385,000
1986 . . .	7,191,000	22,731,000	14,587,000	44,509,000
1987 . . .	7,278,000	23,080,000	14,236,000	44,594,000
1988 . . .	7,373,000	23,580,000	13,662,000	44,615,000
1989 . . .	7,465,000	24,058,000	13,160,000	44,683,000
1990 . . .	7,558,000	24,631,000	12,950,000	45,139,000
1991 . . .	7,663,000	25,145,000	12,964,000	45,742,000
1992 . . .	7,690,000	25,710,000	13,087,000	46,487,000

Source : Projection of Education Statistics to 1992-93, p.35

The number of elementary school-age children is increasing once again, beginning with the 1985-86 school year. On the secondary level, the number of school-age children (14-17) will not stop declining until the 1991-92 school year, when elementary trends have affected it.

Catholic Elementary School Sizes

According to annual publications by Market Data Retrieval on public and private schools, the number and percentage of Catholic elementary schools with less than 300 pupils is increasing. The following totals summarize the changes over the years from 1976-77 to 1984-85:

	<u>1976-77</u>		<u>1984-85</u>	
	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>
Small (under 300).....	5,175	62.5	5,429	68.8
Medium (300-500).....	1,988	24.0	1,712	21.7
Large (over 500).....	1,118	13.5	750	9.5
Total.....	8,281	100.0	7,891	100.0

The 390 school decline (8,281 to 7,891) since 1976-77 reflects the fact that many large and medium schools have closed, others have become smaller and have contributed to the (254) increase in the number of schools under 300 pupils.

Types of Elementary Schools

Catholic schools can be classified according to ownership and administration. Most elementary schools are single-parish schools, but could also be administered and financed by several parishes, by the diocese, or by a particular religious community. The following shows trends since 1970-71:

Elementary	1970-71		1981-82		1985-86	
	No.	%	No.	%	No.	%
Parish	8,676	92.6	7,124	89.1	6,796	87.0
Inter-Parish	328	3.5	453	5.7	516	6.6
Diocesan	30	0.3	147	1.8	176	2.3
Private	336	3.6	272	3.4	323	4.1
Total	9,370	100.0	7,996	100.0	7,811	100.0

The percentage of single parish elementary schools has declined, but was still 87.0% of the total in 1985-86. When elementary schools could not continue alone, they either closed, consolidated with a nearby parish, or were operated by the diocese.

Location of Elementary Schools

Catholic schools can also be classified by location, e.g. within the city limits of a major city adjacent to a major urban area, or rural. The following provides an overview:

Elementary	1970-71		1981-82		1985-86	
	No.	%	No.	%	No.	%
Urban	4,338	46.3	3,598	45.0	3,360	43.0
Suburban	2,286	24.4	2,239	28.0	2,444	31.3
Rural	2,746	29.3	2,159	27.0	2,007	25.7
Total	9,370	100.0	7,996	100.0	7,811	100.0

The percentage of urban schools has decreased slightly. The share of suburban schools has increased. The percentage of rural schools has declined. Rural schools face problems which do not lend themselves to solutions available to more populated areas, e.g., consolidations.

Enrollment By Grade Level

Catholic elementary schools continue to be part of a well distributed grades 1-8 system. A slight fall-off takes place at grades 7-8, where the public school junior high level begins:

	1967-68	1985-86
Grade 1	12.6%	13.9%
2	13.0	13.3
3	13.0	13.1
4	13.1	12.5
5	13.0	12.3
6	12.5	12.0
7	11.6	11.4
8	11.2	11.5
	100.0	100.0

These grade level percentages for 1985-86 have just about returned to the percentages of the first NCEA Data Bank Year (1967-68). Also, the higher percentages in the early grades make the recent increase in school age children evident.

Ethnic Minorities

The role and contribution of Catholic schools in ethnic minority education has been and remains extremely important on the elementary and secondary school level. Most Catholic schools were built in the major cities, and the large dioceses have made an outstanding effort to keep urban schools open. The rural schools, not the urban, have closed at the faster rate.

Efforts by Catholic schools to help minority education have been complicated by the explosion of many factors within the Catholic school system, i.e., the large declines in the number of religious community members, inflation, the increase in lay teachers salaries, the movement of so many people to the suburbs in the 1960's. Through it all, however, statistics indicate that Catholic schools remain integrally involved with minority education and with urban problems in this country.

Minority Enrollment Trends

The percentage of ethnic minority students in Catholic elementary and secondary schools combined has increased from 10.8% in 1970-71 to 21.4% in 1985-86:

<u>Elementary & Secondary</u>	<u>1970-71</u>	<u>1980-81</u>	<u>1985-86</u>
Black Americans	4.8%	8.1%	8.7%
Hispanic Americans	5.0	8.3	9.6
Asian Americans	0.5	1.7	2.7
American Indians	0.5	0.3	0.4
All Others	<u>89.2</u>	<u>81.6</u>	<u>78.6</u>
Total	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

Hispanic students in Catholic Schools are 97% Catholic, and comprised the largest number of ethnic minority students (270,500 or 9.6%) in 1985-86. Black students are 64% Non-Catholic, but still constituted 246,300, or 8.7%, of the 1985-86 enrollment. The number and percentage of Asian Americans have increased dramatically. American Indian enrollment has declined on the elementary level.

It is noteworthy that, despite the fact that total Catholic school enrollment has declined 1,542,000 pupils (35%) since 1970-71, the number of ethnic minority students has increased by 130,000 (over 28%).

Comparison of Elementary and Secondary

Of the 603,000 students from major ethnic minorities in 1985-86, about 465,000 were in elementary schools and 138,000 in high schools. The following compares 1970-71 and 1985-86.

	<u>Elementary</u>		<u>Secondary</u>	
	<u>1970-71</u>	<u>1985-86</u>	<u>1970-71</u>	<u>1985-86</u>
Hispanic.....	177,900	210,300	38,600	60,200
Black.....	172,000	188,800	37,500	57,500
Asian.....	18,300	58,700	5,200	17,900
Indian.....	18,000	7,000	2,400	2,700
Others.....	<u>2,969,300</u>	<u>1,596,200</u>	<u>924,400</u>	<u>621,900</u>
Total.....	<u>3,355,500</u>	<u>2,061,000</u>	<u>1,008,100</u>	<u>760,200</u>

Catholic elementary schools have 73% of the Catholic school enrollment and 78% of the minority students, so elementary schools serve a slightly higher share of ethnic minority students than secondary schools.

Current Demographic Studies

The world of the 5-18 year old varies from person to person, but current demographic studies tell us that certain dynamics are especially influential. An increasing number of the elementary and secondary pupils coming to us live in poverty, are physically or mentally handicapped, have divorced parents by their 18th birthday, are "latch-key" kids coming home to an empty house, have poorly educated parents, or speak another language. The traditional model of a working father and housewife mother with two children of school age represented only 7% of U.S. households in 1985. In short, many young people will be "at risk" educationally from one or several factors from an early point in their formal schooling.

These demographic studies also tell us that 1983 marked the first time in our history that there were more people over 65 than there were teen-agers. Furthermore, this will be true for the lifetime of anyone reading this. The Baby Boom population bulge, the 70 million born between 1946 and 1964, reflects people in their 30's and early 40's during the 1980 decade. They will be followed by a much smaller group, now working its way through high school and college. For at least the next decade, 18-26 year olds will become scarce.

As for location, most agree that the northeast and midwest have been losing population to the southeast and the southwest, but now it appears that the northeast and midwest are retaining their population. Racial demographics are also important. Each of the nation's 24 largest city school systems has a "minority majority." Two-thirds of all the immigrants in the world are those entering the United States. In general these immigrant groups want to maintain much of their culture, in contrast to the "melting pot" analogy.

Concluding Comments

The role of private schools as "minority partner" in American elementary and secondary education cannot be precisely defined, but studies and statistics verify that it is a significant one. They are part of the American educational tradition, as strong as ever, and will be part of the future to an extent not yet determined.

In 1982, the American Enterprise Institute for Public Policy Research, in Washington, D.C., published Meeting Human Needs: Toward a New Public Policy. In the section on education, "Private Meets Public: An Examination of Contemporary Education," the author states:

The growth of private schooling in the face of public school decline is a challenge of such consequence that policy analysts, policy makers, and public school educators cannot afford to ignore it.

It is the hope of private school educators that their role in education is understood, appreciated and supported.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION (NCEA)
 Summary Report of Basic School Statistics
 Schools - Enrollment - Full-Time Teachers
 Sorted by Region, State, and Diocese

STATE ARCHDIOCESE/DIOCESE	NUMBER SCHOOLS			NUMBER STUDENTS			FULL-TIME TEACHING STAFF ELEMENTARY				SECONDARY				TOTAL STAFF
	ELEM	SEC	TOT	ELEM	SEC	TOT	SIS	MALE	LAY	TOT	SIS	MALE	LAY	TOT	
COLORADO	48	9	57	11,395	2,826	14,221	71	5	505	581	23	13	151	187	768
COLORADO SPRINGS	5	1	6	1,173	269	1,442	12	0	49	61	1	0	19	20	81
DENVER	37	6	43	9,044	2,388	11,432	41	2	404	447	13	13	129	155	602
PUEBLO	6	2	8	1,178	169	1,347	18	3	52	73	9	0	3	12	85
HAWAII	34	8	42	9,047	3,829	12,876	69	2	291	362	16	19	212	247	609
HONOLULU	34	8	42	9,047	3,829	12,876	69	2	291	362	16	19	212	247	609
IDAHO	13	1	14	1,940	396	2,336	6	1	86	93	1	4	19	24	117
BOISE	13	1	14	1,940	396	2,336	6	1	86	93	1	4	19	24	117
MONTANA	19	4	23	2,809	822	3,631	27	4	187	218	4	1	41	46	264
GREAT FALLS-BILLINGS	15	2	17	2,151	438	2,589	22	4	158	184	3	0	23	26	210
HELENA	4	2	6	658	384	1,042	5	0	29	34	1	1	18	20	54
NEW MEXICO	37	6	43	7,164	2,023	9,187	64	7	297	398	24	13	94	131	529
GALLUP	10	2	12	1,565	189	1,754	32	2	45	79	9	1	16	26	105
LAS CRUCES	6	0	6	832	0	832	12	4	36	52	0	0	0	0	52
SANTA FE	21	4	25	4,767	1,834	6,601	50	1	216	267	15	12	78	105	372
NEVADA	11	3	14	3,207	1,473	4,680	25	1	107	133	7	6	65	78	211
RENO-LAS VEGAS	11	3	14	3,207	1,473	4,680	25	1	107	133	7	6	65	78	211
OKLAHOMA	28	4	32	5,054	2,106	7,160	49	0	260	309	9	11	122	142	451
OKLAHOMA CITY	16	2	18	2,734	902	3,636	31	0	115	146	6	1	58	65	211
TULSA	12	2	14	2,320	1,204	3,524	18	0	145	163	3	10	64	77	240
OREGON	49	9	58	8,537	3,195	11,732	79	1	394	474	39	28	202	269	743
BAKER	5	1	6	835	115	950	4	0	34	38	2	0	5	7	45
PORTLAND	44	8	52	7,702	3,080	10,782	75	1	360	436	37	28	197	262	698
TEXAS	236	49	285	55,392	15,209	70,601	456	16	2,506	2,978	130	100	964	1,194	4,172
AMARILLO	8	1	9	1,210	102	1,312	14	0	54	68	3	0	5	3	78
AUSTIN	17	3	20	2,952	496	3,448	22	4	0	26	1	1	50	52	182
BEAUMONT	9	1	10	1,617	522	2,139	19	0	129	148	2	0	42	44	180
BROWNSVILLE	8	2	10	2,255	536	2,791	16	1	105	122	6	6	46	58	223
CORPUS CHRISTI	26	3	29	5,086	793	5,879	66	1	191	258	13	3	50	58	223
DALLAS	34	7	41	9,155	2,924	12,079	66	1	441	508	13	16	218	247	755
EL PASO	12	4	16	3,287	1,016	4,303	14	0	148	162	11	7	49	67	228
FT WORTH	14	4	18	3,646	1,470	5,116	27	4	173	204	8	8	91	107	311
GALVESTON-HOUSTON	47	9	56	11,115	3,603	14,718	65	0	603	668	30	29	215	274	942
LUBBOCK	3	0	3	563	0	563	1	0	42	43	0	0	0	0	43
SAN ANGELO	3	1	4	756	6	762	5	1	11	17	1	0	6	7	23
SAN ANTONIO	43	10	53	11,365	3,240	14,605	114	2	495	611	37	30	155	232	843
VICTORIA	12	4	16	2,385	501	2,886	27	2	114	143	6	0	38	44	187
UTAH	10	2	12	2,262	1,119	3,381	18	0	63	81	4	7	57	68	149
SALT LAKE CITY	10	2	12	2,262	1,119	3,381	18	0	63	81	4	7	57	68	149
WASHINGTON	81	10	91	17,780	6,192	23,972	85	1	793	879	20	21	341	382	1,261
SEATTLE	57	8	65	13,138	5,163	18,301	45	0	580	625	15	13	273	307	932
SPOKANE	17	2	19	3,230	1,029	4,259	27	1	155	183	5	2	63	75	258
YAKIMA	7	0	7	1,412	0	1,412	13	0	58	71	0	0	0	0	71
WYOMING	6	1	7	1,088	157	1,235	9	0	49	58	1	0	13	14	72
CHEYENNE	6	1	7	1,088	157	1,235	9	0	49	58	1	0	13	14	72
U.S.T./F.A.R. W.E.S.	1,222	244	1,466	311,328	116,999	428,327	2,287	62	11,333	13,682	696	559	6,149	7,506	21,188

SUMMARY TOTALS

NUMBER SCHOOLS	NUMBER STUDENTS	FULL-TIME TEACHING STAFF				TOTAL STAFF ELEM & SEC
		ELEMENTARY		SECONDARY		
ELEM 7,709	ELEM 2,007,003	SIS 15,902	SIS 6,306			141,930
SEC 1,411	SEC 727,420	MALE 436	MALE 4,087			
TOT 9,120	TOT 2,734,423	LAY 77,216	LAY 37,983			
		TOT 93,554	TOT 48,376			

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