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ABSTRACT

Historical data (since 1968-69) and current data on schools are presented and their significance and implications discussed. The data include national population, birth rate, and age trends; enrollment trends in public and private schools; and enrollment trends in private schools by religious affiliation. Catholic school statistics, gathered from 169 diocesan offices, include enrollment trends by level, region, type of school, and ethnic composition; pupil teacher ratios; staff employed; and financial data. The report highlights state that (1) the number of elementary school-age children began to increase again during the current 1985-86 school year; (2) private education represents a higher percentage of elementary and secondary enrollment in the 1980's than it did in the 1970's; (3) Catholic schools today constitute a far smaller share of private education than they did in the 1960's; (4) the percentage of non-Catholics in Catholic schools increased to 11 percent in 1983-84; and (5) minority students in Catholic schools still exceed one-fifth of the total enrollment. (MLF)

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UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS 1985-1986

A STATISTICAL REPORT ON SCHOOLS, ENROLLMENT, & STAFFING

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DATA BANK CONSULTANT

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INTRODUCTION

Every year since the 1969-1970 school year, the National Catholic Educational Association (NCEA) has published a statistical report 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 the discussion occurring on 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 through 1974-1975.

Beginning with 1975, the NCEA and the Curriculum Information Center, Incorporated, published a report and 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.

Readers will find this year's Data Bank publication contains the core school, enrollment, and staffing data of the NCEA historical file. In addition, a special feature of this report is the data on minority and non-Catholic enrollment. The minority statistics are especially interesting since they continue to document the significant contribution Catholic schools are making to the educational needs of various minority groups in urban areas in the United States. This is a long and often overlooked tradition of which all Catholic educators can be proud. The many stereotypes that are often suggested regarding the composition and clientele of Catholic schools must be examined in the light of these data. As in the past, where information is available, comparisons are made with other private schools as well as the public sector.

Information from this report is gathered from 169 archdiocesan and 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 Mary Mahar of Fisher Publishing Company and the staff of Market Data Retrieval for their assistance. A special word of thanks must also go to the Reverend Frank Bredeweg, C.S.B., for his analysis of the data. His patience and precision is appreciated. Finally, our thanks to Bruno Manno, who has served as the director of the NCEA Data Bank for the past six years.

Interested parties who want to further analyze Catholic elementary and secondary data should write to the NCEA Publications Office for information on other research publications.

Rhoda Goldstein
Vice President for Financial Affairs
National Catholic Educational Association

April 1986

HIGHLIGHTS

- ...The number of elementary school-age children began to increase again during the current 1985-86 school year,
- ...private education represents a higher percentage of elementary and secondary enrollment in the 1980's than it did in the 1970's... about 12.6% in 1983-84,
- ...according to a 1984 study by the National Center for Education Statistics, private education appears to represent an increasing share of the American educational effort at the elementary levels,
- ...Catholic elementary and secondary schools 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,
- ...according to education studies, policy analysts cannot ignore the growth of private schooling, or the significance of minority enrollments in urban Catholic schools,
- ...in 1985-86, there are 7,811 Catholic elementary schools and 1,434 secondary schools in the US., 95 fewer schools than in 1984-85,
- ...in 1985-86, enrollment in Catholic elementary and secondary schools declined about 81,000 students, 2.8% to 2,821,000,
- ...the percentage of non-Catholics in Catholic schools increased to 11.1% in 1983-84,
- ...the percentages of enrollment by grade level reflect a stable pattern in both elementary and secondary schools,
- ...the numbers and percentages of minority students in Catholic schools still exceed one-fifth of the total enrollment,
- ...the 1985-86 full-time faculty in Catholic elementary and secondary schools decreased 3,294 teachers to about 146,600,
- ...the 1985-86 national pupil/teacher ratio declined to 21.3/1 on the elementary level, and to 15.2/1 on the secondary level.

UNITED STATES CATHOLIC
ELEMENTARY AND SECONDARY SCHOOLS
1985-86

Frank H. Bredeweg, C.S.B.

Before discussing Catholic schools in the United States during 1985-86, something should be said of the students who today come to both private and public educators. No matter how professionally educators prepare themselves and their classes, or provide the finest facilities, or spend unlimited hours at their responsibilities, little education will take place if the student cannot receive the message or learn in that medium. It is important to inquire about the context and the climate affecting today's elementary and secondary students.

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 represents 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, and 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.

The point of all this is that, while educators are constantly faced with conserving what has been proven to be fundamental and sound, they must continue to deal with the reality of change and the necessity of adjusting for differences. The task of integrating religious, social, and cultural values may well be at its most challenging stage for both public and private education. Some private school educators may feel that their students need not fear the influences cited by demographers, but complacency could prove very costly to the children entrusted to their care.

Before studying Catholic schools as a separate entity, it may be helpful to reflect upon a few general conditions that affect all schools. For example, both private and public schools are influenced by the number of school-age children, now and in the future. Both are affected by the proportion of private to public school enrollments, especially in certain sections of the country. It is likewise important to understand private education as an independent sector.

U.S. Population Trends

Current population trends are important to both public and private schools. The birth rate (births per one thousand persons) has risen slightly in recent years but remains far below former levels. Since the population is greater, the number of births is again increasing. Today's lower birth rate produces the most total births since the 1960 period.

<u>Reported</u>	<u>Population</u>	<u>Births</u>	<u>Birth Rate</u>
1955....	165,900,000	4,128,000	24.9
1960....	180,700,000	4,307,000	23.8
1965....	194,300,000	3,801,000	19.6
1970....	204,900,000	3,739,000	18.2
1975....	213,600,000	3,144,000	14.7
1979....	220,600,000	3,468,000	15.7
<u>Projected</u>			
1985....	232,900,000	4,008,000	16.8
1990....	243,500,000	3,868,000	15.6
1995....	252,700,000	3,676,000	14.3

These statistics from the U.S. Dept. of Commerce, Bureau of Census, indicate a high-point 4,008,000 births in 1985. Then there is a decline to 3,868,000 in 1990 and 3,676,000 in 1995, as the birthrate lowers.

School-Age Population

Both public and private education are affected by the decline 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>Ages 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....	7,633,000	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 current 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 the elementary trends have affected it.

Public and Private School Relationships

The role of private schools as the minority partner in American elementary and secondary education cannot be precisely defined, but enrollment statistics verify that this role is a significant one. The following NCES figures compare public and private school enrollments:

<u>Reported</u>	<u>Total Enrollment</u>	<u>Public</u>		<u>Private</u>	
		<u>Pupils</u>	<u>%</u>	<u>Pupils</u>	<u>%</u>
1970....	51,272,000	45,909,000	89.5	5,363,000	10.5
1975....	49,791,000	44,791,000	90.0	5,000,000	10.0
1980....	45,949,000	40,987,000	89.2	4,962,000	10.8
<u>Projected</u>					
1985....	43,977,000	38,977,000	88.6	5,000,000	11.4
1986....	44,175,000	39,075,000	88.5	5,100,000	11.5
1987....	44,173,000	39,173,000	88.7	5,000,000	11.3
1988....	44,344,000	39,244,000	88.5	5,100,000	11.5
1989....	44,644,000	39,444,000	88.4	5,200,000	11.6
1990....	45,069,000	39,869,000	88.5	5,200,000	11.5
1991....	45,641,000	40,441,000	88.6	5,200,000	11.4
1992....	46,378,000	41,078,000	88.6	5,300,000	11.4

Source: Projections of Education Statistics to 1992-93, p.44. According to December 1984 data released by NCES, the private sector grew to 12.6% of all students in 1983, already exceeding the 11.6% highpoint projected for 1989.

Study Supports Growth of Private Sector

"Private education appears to represent an increasing share of the American educational effort at the elementary levels," observed Secretary of Education T. H. Bell, when the results of a study were released in December of 1984. According to the survey, private school enrollment rose steadily over a recent three-year period while public school enrollment declined.

When compared with 1980, statistics for 1983 show a dramatic upswing in both the number of private schools and their enrollment. The survey was conducted by the National Center for Education Statistics and disclosed that 5.7 million students (12.6%) out of 45.2 million students in all elementary and secondary schools in the country were attending private schools in the Fall of 1983. Consistent with the growing enrollment in private schools, the number of private schools has increased sharply. In 1980, there were 24,500 private schools (22.2%) of the total 110,400 elementary and secondary schools in the United States. In 1983, there were 27,700 private schools of the total 112,700 elementary and secondary schools (24.6%) or nearly one out of every four schools.

Two Guidelines

Those who study the relationships between public and private education should remember two guiding principles. First, neither public nor private schools constitute homogeneous groups. Schools and school systems differ greatly within each sector. Problems will resolve themselves differently, therefore, in each sector. Developments in one community may not parallel developments in another. Secondly, private schools are here to stay. 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.

Private Education

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.

The private school financial situation continues to tighten, however, and should not be underestimated. Catholic school operating 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 great financial pressure in recent years.

Private Education by Religious Affiliation

In 1965-66, Catholic school enrollments constituted about 87% of the private elementary and secondary sector. By 1980-81, this figure had fallen to 63%. While Catholic schools were undergoing re-evaluation, other private schools were opening and enrollments were increasing. The following provides some historical perspective on 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	<u>83,700</u>	<u>281,200</u>	241%
Total Church-Related	5,963,500	4,337,600	-
Not Church-Related	<u>341,300</u>	<u>746,700</u>	119%
Total Private Sector	<u>6,304,800</u>	<u>5,084,300</u>	-

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

Catholic schools lost over two million pupils from 1965 to 1978. However, other private school enrollments increased dramatically. The National Center for Education Statistics does not gather private school data on a regular basis. The 1978-79 data is the most recent reliable information on the total private sector. Catholic school enrollments are no longer declining as they were, and this should result in an even higher proportion of private school students in the future.

Private Schools as Partners in Education

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 authors state:

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.

As enrollment data testifies, an increasing proportion of American parents supports private education. Neither public nor private school administrators can ignore this, nor can public policy fail to evaluate this reality in its planning.

Another study supported what many have known throughout the urban changes of the past two decades: Catholic schools are a significant force in urban elementary and secondary education. The study was conducted under contract for the Department of Education, and is entitled School Enrollments and Resource Allocations in Urban Catholic and Public Schools. It lists among its conclusions:

Catholic schools in large cities enroll a large proportion of children from minority backgrounds. Minority enrollments in these Catholic schools are well above the average for Catholic schools nationally.

Since 1970, the publications of the National Catholic Educational Association have stated that minorities represent a large proportion of Catholic school enrollments in the major archdioceses and urban areas. As current studies indicate, the value and significance of Catholic schools to urban education has been greatly underestimated.

Tax Credits: Reasonable and Helpful

The National Catholic Educational Association has long been a proponent of state and federal income tax credits for part of the costs of attending private schools. Accordingly, NCEA strongly supports the current efforts by the President and many members of Congress to pass legislation to this effect. These tax credits have outspoken opponents and proponents, and all aspects cannot be discussed here. Two comments are appropriate, however.

First, most people across the nation clearly consider nonpublic schools a national asset and acknowledge that private school parents pay a total tax share of public school costs and then support another school of equal educational and social worth. This double-cost of education not only has become too much for parents with children in private schools, but also is basically unfair.

Secondly, the immediate relief provided many private school parents would come at a most opportune time. The financial pressures are currently very great, and the practical implications of tax credits are extremely positive.

Tax credits for private schools could well be the final component of a stable revenue package. They would add a new and marginal revenue source to combine with tuition, subsidies, development and fundraising efforts, donations from religious communities, and volunteer work. The economic benefits to elementary and secondary education as a whole should be far greater than the actual tax relief.

Number of Schools

In 1985-86, there were 80 fewer elementary and 15 fewer secondary Catholic schools in this country than there were in 1984-85. School declines in recent years have been as follows:

	<u>Elementary</u>		<u>Secondary</u>		<u>Total</u>	
	<u>Schools</u>	<u>%</u>	<u>Schools</u>	<u>%</u>	<u>Schools</u>	<u>%</u>
1979-80....	59	0.7	24	1.5	83	0.9
1980-81....	57	0.7	24	1.5	81	0.8
1981-82....	47	0.6	18	1.2	65	0.7
1982-83....	46	0.6	16	1.1	62	0.5
1983-84....	13	0.2	18	1.2	31	0.3
1984-85....	46	0.6	15	1.0	61	0.6
1985-86....	80	1.0	15	1.0	95	1.0

The fewer number of schools has been in proportion to the smaller enrollments in recent years. However, the (80) fewer elementary schools in 1985-86 is unexpected and calls for more analysis. In the past five years, 314 schools have closed or consolidated, an average of 63 annually. Elementary schools averaged 46 fewer from 1981-82 to 1985-86, and secondary only 16.

Large scale reviews of diocesan school systems have long been completed, and obvious closings or consolidations have been effected. Administrative and budget procedures are generally more sophisticated. The movement of people from city to suburbs has all but ended, a significant factor since Catholic schools were built mainly in the cities. Most important of all, Catholic parents and students continue to enthusiastically support Catholic schools. Proponents of Catholic education have borne higher tuitions and more intensive fundraising efforts in order to retain schools.

Regional Changes

NCEA statistically divides the nation into the following six geographical regions:

New England-	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Mideast-	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Great Lakes- Plains-	Illinois, Indiana, Michigan, Ohio, Wisconsin Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Southeast-	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
West/Far West-	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming.

Table No. 2 shows the percentage of schools in each region and what has happened in the past five years. The Mideast and Great Lakes regions comprise over 54% of the nation's total Catholic schools, but they each have a smaller percentage today than they did in 1980-81. The Southeast and the West regions have a higher percentage today than they did in 1980-81.

Table No. 1
Elementary and Secondary Schools-by Region
1981-82 thru 1985-86

	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
Elementary					
New England	541	544	545	550	545
Midwest	2,316	2,301	2,293	2,272	2,239
Great Lakes	2,135	2,113	2,111	2,084	2,062
Plains	898	897	889	886	881
Southeast	861	847	854	852	846
West/Far West	<u>1,245</u>	<u>1,248</u>	<u>1,245</u>	<u>1,247</u>	<u>1,238</u>
United States	<u>7,996</u>	<u>7,950</u>	<u>7,937</u>	<u>7,891</u>	<u>7,811</u>
Secondary					
New England	126	124	124	121	119
Midwest	430	429	421	414	411
Great Lakes	322	316	309	305	301
Plains	169	168	165	163	162
Southeast	194	194	192	191	190
West/Far West	<u>257</u>	<u>251</u>	<u>253</u>	<u>255</u>	<u>251</u>
United States	<u>1,498</u>	<u>1,482</u>	<u>1,464</u>	<u>1,449</u>	<u>1,434</u>
All Schools					
New England	667	668	669	671	664
Midwest	2,746	2,730	2,714	2,686	2,650
Great Lakes	2,457	2,429	2,420	2,389	2,363
Plains	1,067	1,065	1,054	1,049	1,043
Southeast	1,055	1,041	1,046	1,043	1,036
West/Far West	<u>1,502</u>	<u>1,499</u>	<u>1,498</u>	<u>1,502</u>	<u>1,489</u>
United States	<u>9,494</u>	<u>9,432</u>	<u>9,401</u>	<u>9,340</u>	<u>9,245</u>

Table No. 2
Percentage of Schools-by Region
1981-82 and 1985-86

	<u>Elementary</u>		<u>Secondary</u>		<u>All Schools</u>	
	<u>1981-82</u>	<u>1985-86</u>	<u>1981-82</u>	<u>1985-86</u>	<u>1981-82</u>	<u>1985-86</u>
New England	6.8%	7.0%	8.4%	8.3%	7.3%	7.2%
Midwest	29.0	28.7	28.7	28.7	29.7	28.6
Great Lakes	26.7	26.4	21.5	21.0	25.8	25.6
Plains	11.2	11.3	11.3	11.3	11.1	11.3
Southeast	10.8	10.8	12.9	13.2	10.8	11.2
West/Far West	<u>15.5</u>	<u>15.8</u>	<u>17.2</u>	<u>17.5</u>	<u>15.3</u>	<u>16.1</u>
United States	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

Types of Schools

Looking at Catholic schools by type, schools can be classified according to ownership and administration. As Table 3 shows, most elementary schools are single-parish schools. Secondary schools are administered and financed in several ways: by a single parish, by several parishes, by the diocese, or by a particular religious community. The following compares 1970-71 with 1985-86:

	<u>Elementary</u>		<u>Secondary</u>	
	<u>1970-71</u>	<u>1985-86</u>	<u>1970-71</u>	<u>1985-86</u>
Single-Parish...	92.6%	87.0%	23.2%	14.9%
Inter-Parish...	3.5	6.6	11.6	11.4
Diocesan.....	0.3	2.3	26.3	35.0
Private.....	<u>3.6</u>	<u>4.1</u>	<u>38.9</u>	<u>38.7</u>
Total.....	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

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. As for secondary schools, single-parish schools are a much smaller percentage today (14.9%). Diocesan high schools comprise 35% of the total, but private high schools sponsored by religious communities continue to represent the largest number (555) and share (38.7%).

Location of Schools

Table 4 shows where Catholic schools are located and some of the changes since 1970-71. The following percentages provide an overview:

	<u>Elementary</u>		<u>Secondary</u>	
	<u>1970-71</u>	<u>1985-86</u>	<u>1970-71</u>	<u>1985-86</u>
Urban.....	46.3%	43.0%	54.2%	52.8%
Suburban...	24.4	31.3	25.5	29.6
Rural.....	<u>29.3</u>	<u>25.7</u>	<u>20.3</u>	<u>17.6</u>
Total....	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

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

Enrollment Sizes

Table 5 analyzes 1975-76 and 1980-81 schools by enrollment size. Market Data Retrieval also provides the following 1985-86 breakdown:

<u>Enrollment</u>	<u>Elementary</u>		<u>Secondary</u>	
	<u>1975-76</u>	<u>1985-86</u>	<u>1975-76</u>	<u>1985-86</u>
Under 300.....	4,947	5,358	-	-
300-500.....	2,074	1,690	-	-
Over 500.....	1,308	742	-	-
Under 500.....	-	-	939	751
500-1000.....	-	-	525	454
Over 1000.....	-	-	<u>183</u>	<u>182</u>
Total.....	<u>8,329</u>	<u>7,790</u>	<u>1,647</u>	<u>1,387</u>

Elementary schools over 300 pupils are decreasing; secondary schools over 1,000 are stable.

**Table No. 3
Types of Schools
1970-71 thru 1985-86**

	<u>1970-71</u>		<u>1981-82</u>		<u>1985-86</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Elementary						
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
Secondary						
Parish	460	23.2	324	21.6	214	14.9
Inter-Parish	230	11.6	155	10.4	164	11.4
Diocesan	520	26.3	480	32.0	501	35.0
Private	770	38.9	539	36.0	555	38.7
Total	1,980	100.0	1,498	100.0	1,434	100.0

**Table No. 4
Location of Schools
1970-71 thru 1985-86**

	<u>1970-71</u>		<u>1981-82</u>		<u>1985-86</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Elementary						
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
Secondary						
Urban	1,073	54.2	764	51.0	757	52.8
Suburban	505	25.5	444	29.6	424	29.6
Rural	402	20.3	290	19.4	253	17.6
Total	1,980	100.0	1,498	100.0	1,434	100.0

**Table No. 5
Catholic Schools by Enrollment Size
1975-76 and 1980-81**

	<u>Elementary</u>				<u>Secondary</u>			
	<u>1975-76</u>		<u>1980-81</u>		<u>1975-76</u>		<u>1980-81</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Under 300	4,947	59.4	5,292	65.8	514	31.2	462	30.5
301-500	2,074	24.9	1,858	23.1	425	25.8	340	22.4
501-750	958	11.5	748	9.3	331	20.1	317	20.9
751-1,000	258	3.1	121	1.5	194	11.8	203	13.4
Over 1,000	92	1.1	24	.3	183	11.1	194	12.8
All Schools	8,329	100.0	8,043	100.0	1,647	100.0	1,516	100.0

Source: School Marketing Services, 1975-76, Curriculum Information Center Research Department, 1980-81, Market Data Retrieval.

Student Enrollment

In 1985-86, Catholic K-12 enrollment declined from 2,902,000 to 2,821,000, a decrease of 81,000 pupils or 2.8%.

	<u>Elementary</u>		<u>Secondary</u>		<u>Total</u>	
	<u>Pupils</u>	<u>%</u>	<u>Pupils</u>	<u>%</u>	<u>Pupils</u>	<u>%</u>
1979-80....	72,000	3.0	7,000	0.8	79,000	2.4
1980-81....	24,000	1.1	9,000	1.1	33,000	1.1
1981-82....	3,000	0.1	9,000	1.1	12,000	0.4
1982-83....	41,000	1.8	27,000	3.3	68,000	2.2
1983-84....	45,000	2.0	13,000	1.6	58,000	1.9
1984-85....	60,000	2.7	6,000	0.8	66,000	2.2
1985-86....	59,000	2.8	22,000	2.8	81,000	2.8

Catholic school enrollments are well into a new stage. By 1975, the dramatic declines of the late 60's and early 70's had leveled off to an almost predictable decline, even to the minimal changes of 1981-82. However, the declines of the past four years seem to signal that the national trend of fewer school-age children has also affected Catholic schools. Since the number of elementary school-age children has begun to increase again in 1985-86, and the National Center for Education Statistics projects that secondary school enrollments should begin to increase in 1991-92, this stage may only last a few more years.

Another comment is noteworthy. Although the Catholic sector of non-public education is still declining somewhat, the National Center for Education Statistics reports growth in enrollments for the other private schools. Catholic education is fast approaching a 50-50 partnership with the rest of the private sector. As mentioned earlier, Catholic school enrollments in 1980-81 comprised only 63% of the total private sector, as compared to 87% in 1965-66.

Enrollment Characteristics

Most enrollment characteristics have been described in previous NCEA publications. However, two items are usually of special interest, i.e., the percentage of Catholics in Catholic schools, and enrollment by grade levels. The percentage of Catholics has decreased significantly since 1969-70, the first year in which this data was gathered:

	<u>Catholic</u>	<u>Non-Catholic</u>
1969-70....	97.3%	2.7%
1983-84....	88.9%	11.1%

Most Catholic school students are Catholic, but the percentage of non-Catholics is increasing. The percentage of Catholics and non-Catholics is generally the same on the secondary level as it is on the elementary.

As for enrollment by grade levels, the latest data is for 1982-83. This NCEA published data indicated that Catholic school enrollments are evenly distributed and reflect a stable pattern throughout grades 1-12. The fall-off in grades 6-8 is no longer present. Also, the relatively small grade 1-2 percentages of the early 1970's, when some schools were closing the earlier grades, has come back to appropriate proportions. Catholic schools have never really left the 1-8 elementary and 9-12 secondary structure.

Table No. 6
Enrollment by Region—Thousands of Pupils
1981-82 thru 1985-86

	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
Elementary					
New England	148	146	143	138	132
Midwest	736	709	689	664	640
Great Lakes	590	581	572	557	544
Plains	199	198	196	192	190
Southeast	252	253	248	244	238
West/Far West	<u>341</u>	<u>338</u>	<u>332</u>	<u>325</u>	<u>317</u>
United States	<u>2,266</u>	<u>2,225</u>	<u>2,180</u>	<u>2,120</u>	<u>2,061</u>
Secondary					
New England	69	67	66	66	64
Midwest	272	263	257	255	246
Great Lakes	198	195	192	190	184
Plains	70	66	64	63	61
Southeast	92	87	87	87	85
West/Far West	<u>127</u>	<u>123</u>	<u>122</u>	<u>121</u>	<u>120</u>
United States	<u>828</u>	<u>801</u>	<u>788</u>	<u>782</u>	<u>760</u>
All Schools					
New England	217	213	209	204	196
Midwest	1,008	972	946	919	886
Great Lakes	788	776	764	747	728
Plains	269	264	260	255	251
Southeast	344	340	335	331	323
West/Far West	<u>468</u>	<u>461</u>	<u>454</u>	<u>446</u>	<u>437</u>
United States	<u>3,094</u>	<u>3,026</u>	<u>2,968</u>	<u>2,902</u>	<u>2,821</u>

Table No. 7
Enrollment by Region—by Percentages
1981-82 thru 1985-86

	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
Elementary					
New England	6.5%	6.6%	6.6%	6.5%	6.4%
Midwest	32.5	31.8	31.6	31.3	31.1
Great Lakes	26.0	26.1	26.2	26.3	26.4
Plains	8.8	8.9	9.0	9.1	9.2
Southeast	11.1	11.4	11.4	11.5	11.5
West/Far West	<u>15.1</u>	<u>15.2</u>	<u>15.2</u>	<u>15.3</u>	<u>15.4</u>
United States	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
Secondary					
New England	8.4%	8.4%	8.4%	8.4%	8.4%
Midwest	32.9	32.8	32.6	32.5	32.4
Great Lakes	23.9	24.3	24.4	24.3	24.2
Plains	8.4	8.2	8.1	8.1	8.0
Southeast	11.1	10.9	11.0	11.2	11.2
West/Far West	<u>15.3</u>	<u>15.4</u>	<u>15.5</u>	<u>15.5</u>	<u>15.8</u>
United States	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
All Schools					
New England	7.0%	7.1%	7.1%	7.0%	7.0%
Midwest	32.6	32.1	31.9	31.7	31.4
Great Lakes	25.5	25.6	25.7	25.7	25.8
Plains	8.7	8.7	8.7	8.8	8.9
Southeast	11.1	11.2	11.3	11.3	11.4
West/Far West	<u>15.1</u>	<u>15.3</u>	<u>15.3</u>	<u>15.4</u>	<u>15.5</u>
United States	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

Enrollment in Key States

As Table 8 shows, ten states account for over two-thirds of Catholic school enrollment. New York, Pennsylvania, Illinois, California, and Ohio (the top five) comprise 47.5% of the enrollment. In many ways, this is merely a reflection of national statistics, since these five states plus Texas constitute the six most populous states, although in different order. Michigan ranks eighth in population. New Jersey, Louisiana, Massachusetts, and Wisconsin seem to indicate a special influence of Catholic culture.

These ten states generally dictate the national trends in Catholic education. The 2.8% decline in 1985-86 by these ten largest is the same as the national percentage decline. In 1985-86, the 55,800 decline in these states was 68.8% of the national 81,100 and this percentage is almost identical to their share of the total (68.2%). For the past five years, the larger states have been experiencing greater percentage declines than the smaller states, but this seems to have ended. In 1985-86, percentage declines varied considerably among the top ten.

In regard to individual states, New York and Pennsylvania accounted for 30% of the national decline. Percentage declines by New York, Michigan, and Massachusetts were higher than the national 2.8%. California, Louisiana, and Ohio declined noticeably less than the national average. The other states seemed to reflect the national trend.

Enrollment in Key Dioceses

Catholic school enrollment is also concentrated in certain dioceses. Dioceses are larger than the metropolitan area providing the name, but most of the enrollment in these twenty actually does come from the major city and immediate suburbs of that area. The twenty largest dioceses serve 50.2% of the total enrollment in Catholic elementary and secondary schools. They too reflect and determine the national trends. In 1985-86, the 40,000 decline in these dioceses was 50.4% of the national 81,100, almost identical with their share of the total. More will be said about Catholic education, minority groups, and urban education in the pages following, but it is extremely important to point out that about one-half of all Catholic school pupils are located in twenty metropolitan areas pivotal to the entire American culture. These dioceses have been entwined with the social, economic, and cultural developments of these large urban areas since the turn of the century, and will continue to be a significant influence as current dynamics produce change.

As a group, Chicago, Philadelphia, New York, Brooklyn, and Los Angeles (the top five) comprise almost one-fourth of the national enrollment. The state of New York has four of the largest dioceses, thus producing a large state decline. Percentage declines by Rockville Centre, Brooklyn, Pittsburgh, Baltimore, and Detroit were higher than the national 2.8%. New Orleans, Buffalo, and Los Angeles declined noticeably less than the national average. Toledo increased enrollment slightly.

These twenty largest dioceses also reflect enrollment changes caused by the decline in the number of school-age children and now flowing through all grade levels. In 1981-82, six dioceses reported enrollment increases. By 1983-84, every major state and diocese reported enrollment declines. In 1984-85 and 1985-86, with the exceptions given, major states and dioceses again reported enrollment losses.

Table No. 8
Student Enrollment—Ten Largest States
1984-85 and 1985-86

State	1984-85	1985-86	Decrease	
			Pupils	%
1. New York	368,300	352,900	15,400	4.2
2. Pennsylvania	287,500	278,600	8,900	3.1
3. Illinois	258,900	253,500	5,400	2.1
4. California	254,200	250,600	3,600	1.4
5. Ohio	208,100	204,100	4,000	1.9
6. New Jersey	172,300	167,200	5,100	3.0
7. Michigan	123,900	118,800	5,100	4.1
8. Louisiana	107,400	105,700	1,700	1.6
9. Massachusetts	103,600	99,900	3,700	3.6
10. Wisconsin	96,200	93,300	2,900	3.0
Largest States	1,980,400	1,924,600	55,800	2.8
United States	2,902,300	2,821,200	81,100	2.8
Percent.....	68.2%	68.2%	68.8%	

Table No. 9
Student Enrollment—Twenty Largest Dioceses
1984-85 and 1985-86

Diocese	1984-85	1985-86	Decrease	
			Pupils	%
1. Chicago	174,000	170,200	3,800	2.2
2. Philadelphia	155,100	151,300	3,800	2.5
3. New York	121,700	118,000	3,700	3.0
4. Los Angeles	108,200	106,600	1,600	1.5
5. Brooklyn	102,700	98,000	4,700	4.6
6. Detroit	78,900	75,700	3,200	4.1
7. Cleveland	77,900	75,200	2,700	3.5
8. Newark	71,800	69,100	2,700	3.8
9. Boston	68,700	66,200	2,500	3.6
10. St. Louis	64,400	63,100	1,300	2.0
11. New Orleans	59,800	59,500	300	0.5
12. Cincinnati	55,100	53,800	1,300	2.4
13. Milwaukee	48,500	46,800	1,700	3.5
14. Rockville Centre	45,400	42,600	2,800	6.2
15. Pittsburgh	43,400	41,500	1,900	4.4
16. Baltimore	39,400	37,700	1,700	4.3
17. St. Paul-Minneapolis	38,000	36,900	1,100	2.9
18. Washington, D.C.	35,600	35,600	-	-
19. Buffalo	35,600	35,100	500	1.4
20. Toledo	33,100	33,500	(400)	(1.2)
Largest Dioceses	1,457,300	1,416,400	40,900	2.8
All Dioceses	2,902,300	2,821,200	81,100	2.8
Percent	50.2%	50.2%	50.4%	

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 teacher 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

As Tables 10 and 11 show, the percentage of ethnic minority students in Catholic elementary and secondary schools combined has increased from 10.8% in 1970-71 to 20.6% in 1984-85. The following describes this increase:

	<u>Minority Enrollments</u>		
	<u>1970-71</u>	<u>1980-81</u>	<u>1984-85</u>
Hispanic....	216,500	256,000	265,000
Black.....	209,500	252,900	250,400
Asian.....	23,500	52,100	76,200
Indian.....	<u>20,400</u>	<u>9,700</u>	<u>9,100</u>
Total....	<u>469,900</u>	<u>570,700</u>	<u>600,700</u>

Hispanic and Black students are about equal in number, and together constitute 86% of the minority students in Catholic school. The number of Asian American students has increased dramatically. The number of American Indian students has declined.

It is noteworthy that, despite the fact that total Catholic school enrollment had declined 1,461,000 pupils (33%) since 1970-71, the number of ethnic minority students has increased by 131,000 (over 27%). Hispanic students in Catholic schools are about 97% Catholic. However, Black students are 64% non-Catholic.

Comparison of Elementary and Secondary

Of the 600,700 students from major ethnic minorities in 1984-85, about 465,700 were in elementary schools and 135,000 in high schools. The following compares 1970-71 and 1984-85.

	<u>Elementary</u>		<u>Secondary</u>	
	<u>1970-71</u>	<u>1984-85</u>	<u>1970-71</u>	<u>1984-85</u>
Hispanic....	177,900	206,700	38,600	58,300
Black.....	172,000	193,100	37,500	57,300
Asian.....	18,300	59,100	5,200	17,100
Indian.....	<u>18,000</u>	<u>6,800</u>	<u>2,400</u>	<u>2,300</u>
Total....	<u>386,200</u>	<u>465,700</u>	<u>83,700</u>	<u>135,000</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.

Table No. 10
Catholic School Enrollment—by Ethnic Background
1970-71, 1980-81, 1984-85

<u>Elementary</u>	<u>1970-71</u>	<u>1980-81</u>	<u>1983-84</u>	<u>1984-85</u>
Black Americans	172,000	200,300	200,400	193,100
Hispanic Americans	177,900	199,300	205,300	206,700
Asian Americans	18,300	42,000	54,300	59,100
American Indians	18,000	7,300	7,100	6,800
All Others	<u>2,969,300</u>	<u>1,820,400</u>	<u>1,712,700</u>	<u>1,654,200</u>
Total	<u>3,355,500</u>	<u>2,269,300</u>	<u>2,179,800</u>	<u>2,119,900</u>
<u>Secondary</u>				
Black Americans	37,500	52,600	55,900	57,300
Hispanic Americans	38,600	56,700	58,000	58,300
Asian Americans	5,200	10,100	15,700	17,100
American Indians	2,400	2,400	2,600	2,300
All Others	<u>924,400</u>	<u>714,200</u>	<u>656,200</u>	<u>647,400</u>
Total	<u>1,008,100</u>	<u>837,000</u>	<u>788,400</u>	<u>782,400</u>
<u>All Schools</u>				
Black Americans	209,500	252,900	256,300	250,400
Hispanic Americans	216,500	256,000	263,300	265,000
Asian Americans	23,500	52,100	70,000	76,200
American Indians	20,400	9,700	9,700	9,100
All Others	<u>3,893,700</u>	<u>2,535,600</u>	<u>2,368,900</u>	<u>2,301,600</u>
Total	<u>4,363,600</u>	<u>3,106,300</u>	<u>2,968,200</u>	<u>2,902,300</u>

Table No. 11
Catholic School Ethnic Enrollment—by Percentages
1970-71, 1980-81, 1984-85

<u>Elementary</u>	<u>1970-71</u>	<u>1980-81</u>	<u>1983-84</u>	<u>1984-85</u>
Black Americans	5.1%	8.8%	9.2%	9.1%
Hispanic Americans	5.3	8.8	9.4	9.8
Asian Americans	0.5	1.9	2.5	2.8
American Indians	0.5	0.3	0.3	0.3
All Others	<u>88.6</u>	<u>80.2</u>	<u>78.6</u>	<u>78.0</u>
Total	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
<u>Secondary</u>				
Black Americans	3.7%	6.3%	7.1%	7.3%
Hispanic Americans	3.8	6.8	7.4	7.5
Asian Americans	0.5	1.2	2.0	2.2
American Indians	0.2	0.3	0.3	0.3
All Others	<u>91.8</u>	<u>85.4</u>	<u>83.2</u>	<u>82.7</u>
Total	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
<u>All Schools</u>				
Black Americans	4.8%	8.1%	8.6%	8.6%
Hispanic Americans	5.0	8.3	8.9	9.1
Asian Americans	0.5	1.7	2.4	2.6
American Indians	0.5	0.3	0.3	0.3
All Others	<u>89.2</u>	<u>81.6</u>	<u>79.8</u>	<u>79.4</u>
Total	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

Total Staff and Pupil/Teacher Ratios

In 1985-86, the total full-time teaching staff in Catholic elementary and secondary schools was 146,594 (Table 12). There are about 96,700 elementary and 49,800 secondary teachers. Despite the consistent loss of enrollment in recent years, the professional staff continued to increase until this 1985-86 year. The following provides an overview of national Catholic school pupil/teacher ratios since the higher enrollment levels of a generation ago.

	<u>National Pupil/Teacher Ratio</u>	
	<u>Elementary</u>	<u>Secondary</u>
1968-69....	31.3	19.2
1973-74....	26.4	17.7
1978-79....	24.0	17.2
1983-84....	22.1	16.3
1984-85....	21.2	15.6
1985-86....	21.3	15.2

The pupil/teacher ratio in elementary schools has decreased from 31 students per full-time teacher in 1968-69 to about 21 in 1985-86. The secondary school ratio was a respectable 19.2 in 1968-69, and has lowered to 15.2 in 1985-86. These lower ratios reflect in great part the efforts of Catholic schools to improve staff and class sizes.

Change From Religious to Lay Staff

We have described the change in the number of schools and in the enrollment, but the most radical changes have probably been with professional staff and administration. As Table 14 shows, lay teachers continue to replace sisters, brothers, and priests. This shift from religious to lay staff actually began in the 1950's and was a pre-Vatican II phenomenon. Looking at the last fifteen years or so, the percentage of lay staff increased from 45.3% in 1968-69 to 81.1% in 1985-86 on the elementary level and from 41.3% to 77.4% on the secondary level. Catholic schools seem to function well with today's predominantly lay staff. The loss of so many religious community members and clergymen has created new needs and problems, but it has not, as some had predicted, resulted in the demise of the Catholic school system. In general, parents and students have accepted today's lay staff, and the shift does not seem to present fundamental academic or administrative problems.

Evaluation of Staff

Comparatively little national information is available about Catholic school faculties and the popularly accepted measures applied to gauge the quality of a professional staff, i.e., the degrees earned, the state's certification of the teacher, and the years of teaching experience. From 1969 to 1972, NCEA gathered sufficient data to describe the Catholic school faculty and its trends at that time. On the basis of that data, and of the intensive study just completed on Catholic high schools, the faculty is professionally degreed, certified where appropriate and well experienced. Specific information can be obtained from other NCEA publications.

While the above measures are commonly used to evaluate the professional staff of a school, Catholic schools believe that more values are involved than these here mentioned. An experienced, certified teacher with a doctorate and a small class is not necessarily the best individual to guide the educational development of a student, although these qualification are certainly steps in the right direction. Personal, social, and religious values often are as, if not more, important.

Table No. 12
Full-Time Teaching Staff
1981-82 thru 1985-86

	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
<u>Elementary</u>					
Sisters.....	23,289	21,597	20,399	19,511	17,799
Male Religious	577	515	508	520	484
Lay Teachers..	<u>72,981</u>	<u>75,225</u>	<u>77,684</u>	<u>79,779</u>	<u>78,458</u>
Total..	<u>96,847</u>	<u>97,337</u>	<u>98,591</u>	<u>99,820</u>	<u>96,741</u>
<u>Secondary</u>					
Sisters.....	8,738	8,016	7,728	7,328	6,934
Male Religious	5,139	4,992	4,683	4,608	4,334
Lay Teachers..	<u>35,448</u>	<u>36,115</u>	<u>35,911</u>	<u>38,132</u>	<u>38,585</u>
Total..	<u>49,325</u>	<u>49,123</u>	<u>48,322</u>	<u>50,068</u>	<u>49,853</u>
<u>All Schools</u>					
Sisters.....	32,027	29,613	28,127	26,839	24,733
Male Religious	5,716	5,507	5,191	5,138	4,818
Lay Teachers..	<u>108,429</u>	<u>111,340</u>	<u>113,595</u>	<u>117,911</u>	<u>117,043</u>
Total..	<u>146,172</u>	<u>146,460</u>	<u>146,913</u>	<u>149,888</u>	<u>146,594</u>

Table No. 13
Full-Time Teaching Staff—by Percentages
1981-82 thru 1985-86

	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
<u>Elementary</u>					
Sisters.....	24.0%	22.2%	20.7%	19.6%	18.4%
Male Religious	.6	.5	.5	.5	.5
Lay Teachers..	<u>75.4</u>	<u>77.3</u>	<u>78.8</u>	<u>79.9</u>	<u>81.1</u>
Total..	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
<u>Secondary</u>					
Sisters.....	17.7%	16.3%	16.0%	14.6%	13.9%
Male Religious	10.4	10.2	9.7	9.2	8.7
Lay Teachers..	<u>71.9</u>	<u>73.5</u>	<u>74.3</u>	<u>76.2</u>	<u>77.4</u>
Total..	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
<u>All Schools</u>					
Sisters.....	21.9%	20.2%	19.2%	17.9%	16.9%
Male Religious	3.9	3.8	3.5	3.4	3.3
Lay Teachers..	<u>74.2</u>	<u>76.0</u>	<u>77.3</u>	<u>78.7</u>	<u>79.8</u>
Total..	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

Table No. 14
Percentages of Lay/Religious Teachers
1968-69 to 1985-86

	<u>Elementary</u>			<u>Secondary</u>		
	<u>Staff</u>	<u>Religious</u>	<u>Lay</u>	<u>Staff</u>	<u>Religious</u>	<u>Lay</u>
1968-69..	115,600	54.6%	45.3%	51,900	58.7%	41.3%
1972-73..	105,400	42.2	57.8	50,600	46.1	53.9
1976-77..	100,000	33.9	66.1	50,600	36.7	63.3
1980-81..	96,700	25.8	74.2	49,000	29.5	70.5
1982-83..	97,400	22.7	77.3	49,100	26.5	73.5
1984-85..	99,800	20.1	79.9	50,100	23.8	76.2
1985-86..	96,700	18.9	81.1	49,800	22.6	77.4

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	
ALASKA	4	2	6	766	239	1,005	10	1	33	44	4	1	20	25	69
ANCHORAGE	2	0	2	272	0	272	5	1	10	15	0	0	0	15	15
FAIRBANKS	1	2	3	370	239	609	2	0	16	19	4	1	20	23	44
JUNEAU	1	0	1	124	0	124	3	0	7	10	0	0	0	10	10
ARIZONA	45	8	53	11,809	5,249	17,058	107	4	388	499	26	34	206	266	765
PHOENIX	26	6	32	7,544	3,647	11,191	63	3	252	318	17	28	144	189	507
TUCSON	19	2	21	4,265	1,602	5,867	44	1	136	181	9	6	62	77	258
CALIFORNIA	607	128	735	176,028	74,550	250,578	1,282	18	5,388	6,688	437	424	3,574	4,439	11,123
FRESNO	25	2	27	5,786	1,289	7,075	41	0	190	231	6	8	49	73	314
LOS ANGELES	230	60	290	70,945	35,638	106,583	523	5	1,975	2,503	234	211	1,558	2,003	4,506
MONTREY	14	5	19	3,614	1,265	4,879	35	0	121	156	7	7	120	134	290
OKLAHOMA	56	10	66	15,104	6,317	21,421	84	3	474	561	33	32	313	378	939
SACRAMENTO	36	5	41	13,404	4,118	17,522	90	1	413	504	17	22	205	244	748
SAN BERNARDINO	43	8	51	10,667	3,697	14,364	66	0	354	420	19	31	193	243	663
SAN DIEGO	32	2	34	8,021	1,214	9,235	70	1	224	294	4	5	60	69	364
SAN FRANCISCO	44	5	49	12,222	3,313	15,535	118	0	476	594	17	17	159	189	781
SAN JOSE	71	18	89	21,554	9,545	31,099	163	4	676	843	74	37	490	601	1,444
SANTA ROSA	29	6	35	8,635	1,865	10,500	50	0	272	322	13	40	259	312	644
STOCKTON	15	2	17	2,964	1,888	4,852	30	0	118	152	9	12	86	107	258
COLORADO	50	9	59	11,664	3,137	14,801	75	4	550	629	28	18	173	219	848
COLORADO SPRINGS	5	1	6	1,071	322	1,393	12	0	47	59	1	0	23	24	83
DENVER	38	6	44	9,413	2,666	12,079	50	2	444	496	19	18	131	168	664
FLORENCE	7	2	9	1,180	149	1,329	13	2	59	74	8	0	19	27	101
HAWAII	32	8	40	9,521	3,611	13,132	105	1	326	432	24	29	256	309	741
HONOLULU	32	8	40	9,521	3,611	13,132	105	1	326	432	24	29	256	309	741
IDaho	12	1	13	1,867	419	2,286	11	0	79	90	3	5	15	23	113
BOISE	12	1	13	1,867	419	2,286	11	0	79	90	3	5	15	23	113
MONTANA	20	6	26	2,765	1,028	3,793	30	0	170	200	11	6	89	106	305
GREAT FALLS	17	4	21	2,272	609	2,881	24	0	144	168	5	1	55	61	224
HELENA	3	2	5	493	419	912	6	0	26	32	6	5	34	45	77
NEW MEXICO	37	8	45	7,515	1,916	9,431	104	4	287	395	25	7	95	127	522
GALLUP	10	2	12	1,576	158	1,734	36	1	43	80	10	2	16	28	108
LAS CRUCES	6	2	8	826	14	840	12	2	40	54	1	0	5	6	60
SANTA FE	21	4	25	5,113	1,744	6,857	56	1	204	261	14	5	74	93	354
NEVADA	11	3	14	3,131	1,563	4,694	27	2	93	122	7	11	76	94	216
RENO-LAS VEGAS	11	3	14	3,131	1,563	4,694	27	2	93	122	7	11	76	94	216
OKLAHOMA	27	5	32	5,210	2,098	7,308	48	0	236	284	10	13	137	160	444
OKLAHOMA CITY	16	2	18	2,764	970	3,734	33	0	119	152	7	1	60	68	220
TULSA	11	3	14	2,446	1,128	3,574	15	0	117	132	3	12	77	92	284
OREGON	53	9	62	8,853	3,474	12,327	86	0	387	473	43	28	184	251	728
SEASIDE	4	1	5	842	110	952	9	0	27	36	3	0	7	10	46
PORTLAND	49	8	57	8,011	3,364	11,375	77	0	360	437	40	28	177	245	682
TEXAS	242	51	293	56,964	15,353	72,317	483	17	2,667	3,167	136	108	952	1,199	4,363
AFARILLC	8	1	9	1,254	91	1,345	15	0	62	77	2	0	7	12	56
AUSTIN	16	3	19	3,229	465	3,694	24	6	217	247	2	1	42	45	292
HOUSTON	9	1	10	1,646	514	2,160	21	0	122	143	2	0	31	33	176
MCKINNEY	8	2	10	2,083	530	2,613	19	0	84	103	7	6	38	51	154
CORPUS CHRISTI	26	3	29	5,222	738	5,960	68	0	202	270	11	3	32	46	316
DALLAS	15	4	19	9,568	3,236	12,804	74	1	488	523	16	18	230	264	787
EL PASO	13	4	17	3,334	1,080	4,414	14	0	147	161	12	5	51	68	229
FT WORTH	14	4	18	3,827	1,287	5,114	27	4	173	204	8	8	91	107	311
GALVESTON-HOUSTON	50	9	59	10,905	3,816	14,721	73	2	567	642	31	32	223	286	928
Lubbock	3	0	3	563	0	563	1	0	37	38	0	0	0	0	38
SAN ANGELO	3	1	4	651	25	676	6	0	30	36	1	0	6	7	43
SAN ANTONIO	57	14	71	14,682	3,781	18,463	141	4	578	723	44	35	201	280	1,003
UTAH	10	2	12	2,113	1,113	3,226	17	0	59	76	7	7	50	64	140
SALT LAKE CITY	10	2	12	2,113	1,113	3,226	17	0	59	76	7	7	50	64	140
WASHINGTON	82	10	92	17,879	5,913	23,792	89	0	793	882	22	20	316	358	1,240
SEATTLE	58	8	66	13,316	5,594	18,910	50	0	574	624	18	17	284	319	943
SECKMAE	17	1	18	3,154	122	3,316	27	0	158	185	3	2	17	22	207
YAKIMA	7	1	8	1,369	157	1,526	12	0	61	73	1	1	15	17	99
WYOMING	6	1	7	969	188	1,157	11	0	33	44	1	1	12	14	58
CHEYENNE	6	1	7	969	188	1,157	11	0	33	44	1	1	12	14	58
EAST / WEST	1,238	251	1,489	317,054	119,851	436,905	2,485	51	11,489	14,025	784	712	6,155	7,651	21,676

SUMMARY TOTALS

NUMBER SCHOOLS	NUMBER STUDENTS	FULL-TIME TEACHING STAFF ELEMENTARY	SECONDARY	TOTAL STAFF ELEM & SEC
ELEM: 7,811	ELEM: 2,061,054	SIS: 17,799	SIS: 6,934	146,594
SEC: 1,434	SEC: 760,139	MALE: 484	MALE: 4,334	
TOT: 9,245	TOT: 2,821,193	LAY: 78,458	LAY: 38,585	
		TOT: 96,741	TOT: 49,853	