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## ABSTRACT

Findings of a national survey of Catholic schools' finances are presented in this report. Included are extensive data based on the 1988-89 school year on financing the schools (tuition, parish subsidy, endowments and fund raising); expenses (pre-pupil cost, principals, teachers, religious, other personnel, staff benefits, instructional materials); and special issues (pre-kindergarten, kindergarten, and extended day programs). Questionnaires mailed to 1,200 Catholic elementary schools yielded 907 usable returns, a response rate of approximately 76%. The 907 schools represented slightly over 12 percent of all Catholic elementary schools in the United States. Thirteen tables are included in the text. The appendices contain the questionnaire, correspondence, a list of participating schools, and six statistical tables. The first two tables give data on: (1) percent of schools by size according to location (inner city, urban, suburban, rural) and geographic region; and (2) percent of higher tuition for non-Catholic students by location, region, and school size. The remaining tables use the same groupings (location, region, size) to present data on the following: (3) percent of schools with endowment programs; (4) per-pupil cost, tuition, cost of materials and percent of tuition covering per-pupil cost; (5) salaries of teachers; and (6) percent of schools with pre-kindergarten, kindergarten, and extended day programs and cost to parents. (11 references) (LMI)

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**United  
States  
Catholic  
Elementary  
Schools &  
Their  
Finances  
1989**



**By  
Robert J. Kealey, Ed.D.  
Executive Director  
Department of  
Elementary Schools**

**National Catholic  
Educational Association**

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# HIGHLIGHTS

The information presented in this study is based upon a random sample of 907 Catholic elementary schools from across the United States. This sample represents 12.09% of all the Catholic elementary schools. The data reported are based on the 1988 - 1989 school year.

97.49% of the schools charged tuition

1.79% of the schools relied entirely on tuition for the support of the school

\$924 was the average tuition

59.09% of the schools had some form of tuition assistance

59.09% of the schools had a tuition scale for children from another parish

63.11% of the schools had a tuition scale for non-Catholic children

90.19% of the schools received a parish subsidy

86.40% of the schools engaged in fund-raising

22.74% of the schools had an endowment program

\$1,476 was the average per-pupil cost

62.60% of the per-pupil cost was covered by tuition

\$25,867 was the average salary for lay principals

\$13,020 was the average beginning teacher's salary

\$15,578 was the average salary for teachers

\$161 was spent per-student on instructional materials

31.34% of the schools had pre-kindergarten programs

\$950 was the average tuition for pre-kindergarten programs

84.33% of the schools had kindergarten programs

\$869 was the average tuition for kindergarten programs

30.29% of the schools had extended day programs

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# INTRODUCTION

Since the 1969 - 1970 school year the National Catholic Educational Association 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 this time. This information was needed to understand this significant sector of the American educational enterprise, to provide a basis for informed discussion regarding potential forms of federal and state assistance to the students attending these schools, and to encourage improved local management.

More recently, financial reports were issued every two years, one year the report focused on elementary schools and the next year it focused on secondary schools. In previous years the Catholic elementary school financial report was based upon data gathered from diocesan offices which in turn had gathered the information from the schools in the dioceses. These financial reports were largely limited to per-pupil cost, tuition, and estimates of total operating costs.

The Department of Elementary Schools Executive Committee of the National Catholic Educational Association (NCEA) decided the time had come to obtain more detailed information on the finances of Catholic elementary schools. This report includes for the first time more extensive data on tuition, parish subsidy, salaries of principals, teachers and other support personnel, benefits, and finances related to pre-school programs. The information is also published for the first time according to the location of the school (inner city, urban, suburban or rural), the geographic area of the country, and by the size of student enrollment.

The Department of Elementary Schools Executive Committee believes that by making known such extensive information decision makers on both the diocesan and school level will be better informed. This information will assist them to evaluate their own financial situation and to plan for the future. The Executive Committee also believes that by making public such information those seeking to assist Catholic elementary schools will have a clearer picture of the financial contribution Catholic school parents make to the total education of their children and the financial contribution tens of thousands of Catholic elementary schools educators make to the good of American society.

The quality of Catholic education has been documented in many research studies. More recently, the comparison of Catholic school students to public school students on the various tests of the National Assessment of Educational Progress has demonstrated the superior performance of Catholic school students. This is especially noteworthy when the success of the students from both systems is compared with the per-pupil cost for students in both systems.

Someone who is unfamiliar with Catholic education may wonder why hundreds of thousands of parents are willing to pay high tuitions for the education of their children in Catholic elementary schools. Numerous studies of why parents place their children in Catholic schools have consistently shown three reasons. Parents recognize the academic superiority of Catholic schools over public schools; this is especially true in the inner cities of the United States. They see in Catholic schools secure and disciplined learning environments which nurture children. Finally, parents acknowledge that children must be exposed to a total education that includes growth in religious awareness and a critical evaluation of the world in light of basic principles.

Someone who is unfamiliar with Catholic education may also wonder why tens of thousands of Catholic elementary school teachers are willing to teach in these schools for salaries substantially below those in public education. While no current attitudinal study on Catholic school teachers can so neatly explain their presence in Catholic schools, a plethora of anecdotal information suggests their reasons parallel the parental priorities. Catholic school teachers recognize that they share in the teaching ministry of Jesus. They value providing a

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total education to students. Teachers model for the students and the students model for them the meaning of Jesus' message in today's world. Teachers treasure being students with their students in their joint pursuit of the truth even when the truth is elusive and ultimately causes them to alter their ideas and behaviors. Although the salaries of Catholic school teachers are not as competitive compared to other educators, Catholic education offers added dividends that these educators prize.

The decision was also made by the Executive Committee to gather this information directly from the schools. This would facilitate the collection of more precise information. The same set of schools would also be contacted two years later for a follow-up study which would insure more detailed and accurate comparisons. Thus, the data presented this year will serve as a reference point for future studies.

The Department of Elementary Schools acknowledges with gratitude Ethelyn Martin who entered into the computer system all the information from the over 900 schools that responded. The department expresses gratitude to Armond Perkins who designed the computer program to analyze the data and assisted the author in reading the data.

Finally, the Department must acknowledge the contribution that the over 900 responding schools made. The principals of these schools and those others who assisted in completing the questionnaire gave generously of their time. Their willingness to share their information enables all to have a clearer picture of the finances of Catholic elementary schools. Without their willing support, this major advance in understanding of Catholic elementary schools would not be possible.

The information presented here is factual, the author leaves to the reader the interpretation. However, the author would be remiss in his duty if he did not remind the reader to reflect on the data in light of the social teachings of the Catholic Church, the pastorals of the American bishops, the obligation of the entire Catholic community to assist in passing on the faith to the next generation, and the obligation of all Americans to insure a literate citizenry.

The Department of Elementary Schools Executive Committee trusts that those who read this report, no matter what their association to Catholic education, will be motivated to action. Catholic elementary schools provide a public service by educating students to become leaders in America and by instilling in these students the values of perseverance in their search for the truth, justice in their relationships with others, honesty in all matters, concern for those who are less favored, and the courage to stand by their convictions. Everyone who reads this report has an obligation to see that this effective system of education expands.

Robert J. Kealey, Ed.D.  
Executive Director  
Department of Elementary Schools  
Feast of St. Joseph the Worker, 1990



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## CHAPTER 1

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# METHODOLOGY

### CONTEXT

The records of the early missionaries who came to these lands indicated that schools were an important aspect of their missionary endeavor. Several Catholic schools providing an education today can trace their roots back to the Eighteenth Century. When more formal education became a necessity during the second half of the Nineteenth Century and first part of the Twentieth Century, Catholic schools rapidly expanded across the United States.

During the 1988 - 1989 school year, 1,988,537 students were enrolled in Catholic elementary schools. These students attended classes from pre-school through the eighth grade in 7,505 different schools. Catholic schools educated students (over 10% of these students were not of the Catholic religion) in all 50 states. Providing the education to these students were 93,154 teachers and administrators.

This vast educational enterprise was financed almost entirely by the Catholic community. Federal programs did provide some assistance to the students who were educationally and economically deprived. Unfortunately, the number of students receiving this assistance has been greatly reduced since the 1985 *Aguilar v. Felton* Supreme Court decision denying the entrance into Catholic school buildings of certified public school teachers who sought to teach the handicapped students. A few states reimbursed teachers and school administrators for maintaining mandatory records such as attendance, health and achievement. However, most states provided no assistance, not even school buses to transport the students to class.

As this report will show, the largest burden for educating the students was born by the parents of children through their tuition payments. The parish community, which included these parents, provided some support.

Based upon the per-pupil cost to educate a child in the public schools during the 1988 - 1989 school year, the parents of Catholic elementary schools students provided a financial gift, in addition to the taxes that they paid, to the various local, state and federal governments of over \$7,900,000,000.

# QUESTIONNAIRE

## Development of Questionnaire

The Instrument used to acquire the data for this study was an 80 item questionnaire, *Survey of Catholic Elementary School Finances, 1988 -1989 School Year*. Appendix A presents a copy of the questionnaire. Four sections composed this instrument:

Section 1. School Demographics 20 items

Section 2. Financing 17 items

Section 3. Salaries 38 items

Section 4. Special Issues 5 items

From examining past copies of financial reports related to Catholic elementary school finances, past issues of *United States Catholic Elementary Schools & Their Finances*, and from questioning Catholic elementary school principals about the information that they would like to have about school finances, the author developed a first draft of this instrument.

The members of the Department of Elementary Schools Executive Committee played a major role in developing the questionnaire. This committee is composed of elected representatives of the membership of the Department of Elementary Schools of the National Catholic Educational Association (NCEA). These elected representatives are either principals of Catholic elementary schools or members of the staff of school offices from various arch/dioceses across the country. The bylaws of the Department insure that all geographic areas of the United States are represented on the Executive Committee.

The first draft of the questionnaire was presented to the Executive Committee at its winter meeting in February 1989 in Richmond, Virginia. The Executive Committee as a whole critiqued the instrument and individual members offered additional suggestions. A second draft of the instrument was developed based upon these suggestions. This was presented to the Executive Committee at its spring 1989 meeting in Chicago, Illinois. At that time small refinements were suggested. The author then prepared the final version based upon the suggested revisions.

## Distribution of Questionnaire

On September 1, 1989 the questionnaire was sent to the sample of schools. This date was selected for a number of reasons. This study is based upon the finances for the 1988 - 1989 school year, the 1989 school fiscal year. By September of 1989, all costs for the previous school year should have been tabulated. Therefore, the data given would be as complete as possible and represent real figures, not projections.

By this date, the school year was underway and the administrators would not have as many distractions as during the first few weeks of school. Each of the schools received a cover letter and an instrument. In addition each received a self-addressed stamped envelope to return the questionnaire.

As each school returned the questionnaire, the school's name was noted on the master list. Then the identifying section of the questionnaire was removed in order to insure the anonymity of each responding school. The returned questionnaires were due at the offices of the National Catholic Educational Association by September 30, 1989.

On October 10, 1989, a second request for participation in the study was sent to all the schools that had not responded by the due date. Included with the letter was a second copy of the questionnaire. A copy of this letter is contained in Appendix B.

December 1, 1989 was the cut-off date for using returned completed instruments in the analysis of the data for this study.

Appendix C lists the schools that returned questionnaires by the cut-off date.

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## 2 U.S. Catholic Elementary Schools & Their Finances 1989

## SAMPLE

During the 1988 - 1989 school year, 7,505 Catholic elementary schools provided education to almost two million students in pre-kindergarten to grade eight. In order to insure a sample of sufficient size to be included in the various subgroups of this study, a decision was made to distribute 1,200 questionnaires. This is 15.99% of the entire number of Catholic elementary schools.

The computer was programmed to select every seventh school on a list of all the Catholic elementary schools according to the alphabetical listing of states. If additional schools were needed it was programmed to select these at random.

928 schools returned the questionnaires during the set time period. This represents a return rate of 76.58%. Only 907 schools were included in the actual study. This was because some of the instruments returned lacked proper identification or were not sufficiently filled out to be useable. These 907 schools represented 75.58% of the questionnaires originally distributed and 12.09% of all Catholic elementary schools in the United States. This high rate of return included schools from 49 states (no response was received from Utah) and the District of Columbia.

## School Sponsorship

Catholic elementary schools were sponsored by the parish community, by two or more parishes (called an interparochial school), by the diocese, or by a religious community or separate board of education (called private school). Exhibit 1 shows the number and percent of schools according to each of the four different types of sponsorship.

**Exhibit 1  
Number and Percent of Schools According to Sponsorship**

	Parish	Interparochial	Diocesan	Private
Number	729	80	65	33
Percent	80.37%	8.82%	7.17%	3.64%

## Location of Schools

In one of the identifying questions, the school indicated if its location was best described as inner city, urban (non-inner city), suburban or rural. Exhibit 2 shows the number and percent of schools in each of the four locations.

**Exhibit 2  
Number and Percent of Schools by Location**

	Inner city	Urban	Suburban	Rural
Number	151	333	266	157
Percent	16.65%	36.71%	29.33%	17.31%

### Geographic Regions of the Country

In all of its statistical reports, NCEA divides the country into six regions. These are listed below.

**Region 1, New England**— Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

**Region 2, Mideast**—Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

**Region 3, Great Lakes**—Illinois, Indiana, Michigan, Ohio, Wisconsin

**Region 4, Great Plains**—Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

**Region 5, Southeast**—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

**Region 6, West/Far West**—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Exhibit 3 shows the number and percent of schools in each of the regions that participated in this study and the actual number and percent of schools by region that existed during the 1988 - 1989 school year. In all geographic regions, this financial study reflects within two and a half percentage points the actual number of schools in the region.

#### Exhibit 3

#### Number and Percent of Schools by Geographic Region

Regions	Financial Study		1989 School Year	
	number	percent	number	percent
1 - New England	69	7.61%	493	6.57%
2 - Mideast	242	26.68%	2,148	28.62%
3 - Great Lakes	256	28.22%	2,636	26.37%
4 - Great Plains	84	9.26%	873	11.63%
5 - Southeast	91	10.03%	812	10.82%
6 - West/Far West	165	18.19%	1,200	15.99%

### Size of School Population

The final factor considered in this study was the size of the student population in the elementary schools. The four categories of school size corresponded to the four categories that NCEA employs in its other reports: schools with a population of 1 - 199 students, schools with a population of 200 - 299 students, schools with a population of 300 - 499 students, and schools with a population of 500 and more students.

Exhibit 4 shows the number and percent of schools in each category in this study. The data revealed that almost 70% of the schools had fewer than 300 students in attendance.

**Exhibit 4**  
**Number and Percent of Schools by Size of Student Population**

	1 - 199	200 - 299	300 - 499	500 or more
Number	325	290	215	77
Percent	35.83%	31.97%	23.70%	8.49%

Appendix D presents a detailed profile of school size according to location of school and the geographic region of the country.

### Minorities

The schools responding to this survey indicated that 72.91% of them received some form of Chapter 1 federal assistance. To qualify for this assistance, a set percent of students must be both economically and educationally deprived. An almost equal percent of these Chapter 1 schools were located in the inner cities, 86.45%, and in rural areas, 86.08%. Only 65.04% of the suburban schools received such assistance.

Twenty-six percent or more of the students in 20.05% of the schools were described as minority students. The student population in 43.94% of the inner city schools was over 75% minority. However, 80.04% of the rural schools had less than ten percent minority enrollments.

### REFERENCE

Bredeweg, C.S.B., Frank H. *United States Catholic Elementary Schools and Their Finances*. Washington: National Catholic Educational Association, 1978, 1979, 1980, 1982, 1984, 1986, 1988.

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## CHAPTER 2

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# FINANCING

### TUITION

Tuition was defined in this study as money paid directly to the school for the education of the child.

#### No Tuition Charged

Only 2.51% of the Catholic elementary schools in the United States did not charge any tuition according to this survey. In other words, 97.49% of the Catholic elementary schools charged tuition. In this study, every school in New England and in the Southeast indicated that tuition was charged. However, in the Great Plains 13.89% of the schools indicated that no tuition was charged. Over seven percent of the rural schools did not charge any tuition. In this sample, 4.32% of the schools with a student population of less than 200 students did not charge tuition.

#### Schools Supported only by Tuition

On the other hand, 1.79% of the schools indicated that they relied totally on tuition for covering the per-pupil cost during the 1988 - 1989 academic year. No inner city school or school on the Great Plains relied entirely on tuition. New England had the highest percentage of schools that relied entirely on tuition, 8.16%. School size was not a factor in this aspect of financing the schools.

#### Average Tuition

The average tuition for Catholic elementary school students in grade 1 to grade 8 was \$924 during the 1988 - 1989 academic year. NCEA reported the average tuition and fees for the 1986 - 1987 school year as \$523 (Bredeweg, 1988).

The median tuition for all ninth grade students in Catholic high schools for the 1987 - 1988 school year was \$1,875 (Guerra & Donahue, 1988).

In 82.05% of the responding Catholic elementary schools a special tuition scale existed for families with more than one child in the school.

Tuition varied according to the location of the school. Rural schools charged the lowest tuition, an average of \$658 per year, while urban schools charged the highest tuition, \$1,096 per year.

## Chapter 2 Financing

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Tuition for Catholic elementary schools also varied greatly according to the geographic region of the country. The lowest tuition was in the Great Lakes states, \$762 per year, while the highest was in the West/Far West, \$1,177. Exhibit 5 seems to indicate that as one moves westward across the country the tuition rises. Tuition also seemed to be lowest in those areas where there was a high concentration of Catholics and the highest tuitions existed in those areas where the concentration of Catholics was not as high.

### **Exhibit 5 Tuition Charged According to Geographic Location**

Regions	Tuition
1. New England	\$ 782
2. Mideast	\$ 846
3. Great Lakes	\$ 762
4. Great Plains	\$ 1,021
5. Southeast	\$ 1,169
6. West/Far West	\$ 1,177

Tuition also varied according to the location of the school. Exhibit 6 shows the tuition by school location.

### **Exhibit 6 Tuition Charged According to School Location**

Location	Tuition
Inner City	\$ 804
Urban	\$ 1,096
Suburban	\$ 917
Rural	\$ 658

This research does not support the belief that the highest tuitions are charged in the inner city schools. The data presented above indicate that students in the inner city had the second lowest tuition. Only students in rural areas paid a lower tuition. Students in urban areas (non-inner city) paid the highest tuition.

The smallest schools, schools with 1 - 199 students, had the lowest tuition, \$833 per year. This might appear surprising at first glance since certain fixed expenses have been associated with a school no matter what the size. However, most of the smaller schools were located in rural areas where the tuition was \$266 lower than the national average. Tuition was the highest in those schools with a student population between 200 and 299. The tuition charged during the 1988 - 1989 school year in these institutions was \$1,031.

In schools with 300 - 499 students, the tuition was \$918 and in schools with over 500 students the tuition was \$902. Exhibit 7 shows tuitions according to school size.

**Exhibit 7  
Tuition Charged According to School Size**

Number of Students	Tuition
1 - 199	\$ 833
200 - 299	\$1,031
300 - 499	\$ 918
500 or more	\$ 902

**Tuition Assistance**

In 59.09% of the Catholic elementary schools some form of tuition assistance was offered.

In urban schools this percent advanced to 62.28% of the schools.

Tuition assistance varied from one region to another. While the Southeast and West/Far West had the highest tuitions, these same areas also had the highest percent of schools offering tuition assistance - 74.19% for the Southeast and 72.46% for the West/Far West. The Great Plains had the lowest percent of schools offering tuition assistance, only 45.24% of the schools. However, this same region had nearly fourteen percent of the schools charging no tuition.

Tuition assistance varied according to school size. Exhibit 8 shows the percent of schools offering tuition assistance according to school size.

**Exhibit 8  
Percent of Schools Offering Tuition Assistance According to School Size**

School Size	Percent
1 - 199 students	55.28%
200-299 students	63.54%
300-499 students	58.22%
500 and more students	58.44%



### **Tuition of Catholic Students not in the Parish**

Almost 60% of the Catholic elementary schools in this study had a special tuition scale for Catholic students that came from a different parish.

Tuition was between one and nineteen percentage points higher for Catholic students from another parish in 32.94% of the schools. In another 26.97% of the schools, the out-of-parish tuition was between twenty and thirty-nine percentage points higher. In almost 60% of the schools, the tuition for children outside the parish was between one and forty percentage points higher than for Catholic children within the parish.

In 10.87% of the schools, the tuition for Catholic children from another parish was one-hundred percent higher.

This percent of higher tuition for students from another parish did not differ greatly according to the location of the school or the size of the school.

However, this scale varied greatly according to the geographic region of the school. No school in New England charged a hundred percent higher tuition for students from another parish, and in New England almost 75% of the schools set the scale for non-parishioners between one and forty percent. In both the Great Lakes states and the Great Plains states slightly over 20% of the schools charged Catholic non-parishioners a tuition which was one-hundred percent higher than Catholic students within the parish.

### **Tuition for Non-Catholic Students**

During the 1988 - 1989 school year, 10.9% of the students enrolled in Catholic elementary schools were non-Catholic (Brigham, 1989).

In 63.11% of the schools, a special tuition scale for non-Catholic students existed. This is three percent higher than those parishes that had a special scale for Catholic non-parishioners.

This special tuition scale for non-Catholic elementary school students was between one and twenty-four percent higher in 30.98% of the schools. It was between twenty-six and fifty percent higher in an additional 27.17% of the schools. The tuition charged to non-Catholic students in 58.17% of the schools was between one and fifty percent higher than that charged to Catholic students who were parishioners.

The reader should recall that almost 60% of the schools charged between one and forty percent higher tuition for Catholic students from another parish.

In 13.15% of the schools the tuition scale for non-Catholic students was at least one-hundred percent higher than the tuition for Catholic students in the parish.

Differences in this scale existed according to the location of the school. Inner city schools charged a much lower additional tuition to non-Catholic students. In 50% of these schools the additional charge was less than twenty-four percent. This probably reflected the commitment of these parishes to the education of the poor. These schools were viewed by non-Catholic parents as an alternative to the ineffective education given in urban public schools.

Differences existed also according to geographic region. New England had the lowest percent of schools charging one-hundred percent or higher additional tuition to non-Catholic students.

Few deviations from the national norm of tuition for non-Catholic students were noted according to the size of the school.

Appendix E presents the percent of additional tuition charged to non-Catholic students according to location, geographic region and size.

Exhibit 9 compares the special tuition scales for Catholic children attending a Catholic school in another parish and non-Catholic children attending a Catholic school.

**Exhibit 9**  
**Comparison of Special Tuition Scales for Catholic**  
**Non-parishioners and Non-Catholic Students**

	<b>Non-Parishioners</b>	<b>Non-Catholics</b>
% of school with special scales	59.09%	63.11%
Less than 20% higher	32.94%	NA
Less than 25% higher	NA	30.98%
Between 20% and 35% higher	26.59%	NA
Between 25% and 49% higher	NA	27.17%
Between 40% and 59% higher	19.02%	NA
Between 50% and 74% higher	NA	18.66%
100% or more higher	10.87%	13.58%

## PARISH SUBSIDY

In this study parish subsidy was defined as the amount of money that the parish contributed to the school from sources of income that were specifically designated for parish projects. The parish subsidy might have come from sources such as the Sunday church collection, parish endowment, or parish fund raisers. Parish subsidy did not include parish debt service or capital improvements.

### Percent of Schools Receiving a Subsidy

Slightly over 90% of the Catholic elementary schools received some parish subsidy during the 1988 - 1989 school year.

Only 80.79% of the inner city schools received a parish subsidy. This could be due to the fact that most diocesan schools were located in the inner city. The percent of rural, urban and suburban schools receiving parish subsidy was within three percentage points of one another and the national norm.

A higher percentage of schools on the Great Plains received a parish subsidy than schools in any other geographic region. In this region 96.43% of the schools received a parish subsidy. Almost four percent of these schools received one-hundred percent subsidy; these schools had no tuition, no school fund raisers and no school endowments.

Only 81.72% of the schools in the Southeast received some parish subsidy.

### Percent of Per-pupil Cost Covered by Subsidy

The percent of per-pupil cost covered by the parish subsidy varied greatly. Nationally, 73.38% of the schools received a parish subsidy that covered from one percent to fifty-nine percent of the per-pupil cost. Up to thirty-nine percent of the per-pupil cost was covered by 42.17% of the parishes nationally and up to nineteen percent of the per-pupil cost was covered by 19.62% of all the parishes. NCEA reported that the average parish subsidy for the 1986 - 1987 school year was 39.6% of the per-pupil cost (Bredeweg, 1988).

## Chapter 2 Financing

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Two regions of the country differed greatly from the above trend. The percent of parish subsidy covering the per-pupil cost was lowest in New England. In these states 42.71% of the parishes subsidized the per-pupil cost up to only nineteen percent. At the other extreme are the states in the Great Plains. In 50.38% of the schools located there, the parish provided more than sixty percent of the per-pupil cost.

### FUND RAISING

In this study fund raising was defined as those activities that produce revenue specifically for the school. Parish fund raising activities were not included since these revenues were considered part of the parish subsidy.

Fund raising was extensive; 86.40% of the schools received some revenue from such activities to cover the per-pupil cost. In 72.90% of the schools, fund raising revenues covered up to forty percent of the per-pupil cost. However, in 2.17% of the schools over sixty percent of the per-pupil cost was covered by funds from various activities. NCEA reported that 7.5% of the average per-pupil cost for the 1986 - 1987 school year was covered by fund raising.

Exhibit 10 shows the most common types of fund raisers. These total more than one-hundred percent because many schools used two or more of these activities.

#### **Exhibit 10 Percent of Schools Employing Various Types of Fund Raising Activities**

<b>Activities</b>	<b>% of Schools</b>
Candy Sale	54.67%
Raffle & Booster Club	42.16%
Bingo	31.58%
Socials	28.68%
Carnival	25.67%
Magazine Sale	14.50%
Las Vegas Night	6.03%
Night at the Races	3.75%

The major responsibility for these fund raisers was carried out by the parent group in 74.52% of the schools and by the school personnel in 25.48% of the schools.

## ENDOWMENT

In this study an endowment or development fund was defined as capital that had been set aside for the specific purpose of providing revenue to the school from the interest or earnings that were generated from the principal.

Endowment funds were a new development in financing Catholic elementary schools. They had been widely established for years on the college level; several years ago many secondary schools began establishing their endowment funds. But only within the last few years did a substantial number of parish elementary schools begin to set up such programs. In this study 22.74% of the schools did have an endowment program. Rural schools had the highest percent of endowment programs, 31.01%. The Midwest (with states having very high concentrations of Catholics) was the region of the country that had the fewest number of schools with endowment programs, only 9.85%.

Schools had begun using the revenue generated from endowments to cover part of the per-pupil cost. From one percent to nineteen percent of this cost was covered by the endowment in 19.25% of the schools reporting having endowment funds.

Appendix F presents the percent of schools with endowment programs and the percent of schools drawing upon these revenues to finance the per-pupil cost.

## REFERENCES

- Bredeweg, C.S.B., Frank H. *United States Catholic Elementary Schools & Their Finances, 1988*. Washington: National Catholic Educational Association, 1988.
- Brigham, Frederick H. *United States Catholic Elementary and Secondary Schools 1988 - 89, A Statistical Report on Schools, Enrollment & Staffing*. Washington: National Catholic Educational Association, 1989.
- Guerra, Michael and Donahue, Michael. *Catholic High Schools and Their Finances, 1988*. Washington: National Catholic Educational Association 1988.

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## CHAPTER 3

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# EXPENSES

### PER-PUPIL COST

In this study the per-pupil cost was defined as the total cost to educate one child in the school. This was determined by adding all the operating costs of the school (excluding debt service and capital expenses) and dividing this by the total number of students in the school.

The National Center for Education Statistics of the United States Department of Education stated that the per-pupil cost for public school students for the 1986 - 1987 academic year as \$3,977 (Baker, 1989).

The average per-pupil cost for the 1988 - 1989 school year for Catholic elementary school students was \$1,476 according to this research. NCEA reported the average per-pupil cost for Catholic elementary schools during the 1986 - 1987 school year as \$1,154 (Bredeweg, 1988).

The median per-pupil cost for Catholic high schools students during the 1987 - 1988 school year was \$2,690 (Guerra & Donahue, 1988).

The average tuition for grades 1 to 8 in Catholic elementary schools during the 1988 - 1989 school year was \$924. This means that 62.60% of the per-pupil cost, \$1,476, was covered by the tuition. NCEA reported that 45.3% of the per-pupil cost was covered by tuition during the 1986 - 1987 school year.

In urban schools the percent of the per-pupil cost covered by tuition in Catholic elementary schools was 73.26%, while in rural schools it was only 44.85%. The remainder of the per-pupil cost was covered by a combination of parish subsidy, school fund raising and endowment funds.

Appendix G lists the per-pupil costs, tuition charges, the cost of instructional materials, and the percent of per-pupil cost covered by tuition for the various locations, geographic regions and sizes of schools.

## SALARIES

### Principals

In this study principals belonging to religious communities or priests made up 62.10% of the respondents. The average stipend for these administrators was \$11,843. The reader should recall that the school gives a stipend to the religious community for each of the religious working in the school. In addition to the stipend, the schools may furnish the religious with a residence and other materials needed for daily living. The costs associated with these expenses are not included in the average stipend listed above. The reader should also examine below the section entitled "Religious." Exhibit 11 shows how these stipends were distributed.

**Exhibit 11**  
**Percent of Principals Belonging to Religious Communities**  
**Whose Stipends Fall Between Set Amounts**

<b>Stipend Range</b>	<b>% of Principals</b>
Below \$10,000	47.49%
\$10,000-\$14,999	36.17%
\$15,000-\$19,999	11.55%
\$20,000-\$24,999	3.70%
\$25,000-\$29,999	1.96%
\$30,000 or higher	8.7%

In this study laymen and laywomen (lay refers to people who are not member of religious communities or priests) composed 37.90% of the principals. The average salary for these administrators was \$25,867. Exhibit 12 shows how their salaries were distributed.

**Exhibit 12**  
**Percent of Lay Principals Whose Salaries Fall Between Set**  
**Amounts**

<b>Salary Range</b>	<b>% of Principals</b>
Below \$15,000	4.56%
\$15,000-\$19,999	11.07%
\$20,000-\$24,999	28.34%
\$25,000-\$29,999	29.65%
\$30,000-\$34,999	16.94%
\$35,000 and higher	9.45%

The average annual salary of lay principals in Catholic secondary schools for the 1987-1988 school year was \$37,437 (Guerra & Donahue, 1988).

The average annual salary of public school administrators for the 1987-1988 school year was \$44,252 (Hammer & Gerald, 1990).

## Teachers

**Average Salary** - The National Center for Education Statistics of the U.S. Department of Education reported that the average public elementary school teacher's salary for the 1987-1988 academic year was \$27,423 (Baker, 1989).

The average salary of all Catholic elementary school teachers with bachelor degrees and higher degrees as determined by this research was \$15,578. Included in this amount are the stipends of the religious teachers, see section on "Religious" that follows. If these religious stipends were excluded from the above amount, the average lay teachers' salary would be slightly higher.

The median (the mid-point of all salaries) lay teacher salary in Catholic secondary schools for 1987-1988 was \$19,740 (Guerra & Donahue, 1988).

Salaries differed according to the location of the school. The average teacher's salary in Catholic elementary suburban schools, \$16,587, was about one thousand dollars higher than the national norm, while the average salary for rural school teachers, \$14,223, was about thirteen hundred dollars lower than the national norm. Urban and inner city schools fell very close to the national average for the average salary of teachers.

Salaries differed according to the geographic regions in which the schools were located. Catholic elementary schools in the West/ Far West paid the highest average salary in the country, \$16,926, almost fifteen hundred dollars above the national norm. Schools in the Great Plains states had the lowest average salary, \$14,723, about \$800 below the national norm of salaries. All other geographic regions were close to the national norm.

Salaries varied according to the number of students in the schools. Catholic schools with higher enrollments had higher average teacher salaries. Exhibit 13 presents the average Catholic school teacher's salary according to student enrollment.

### Exhibit 13

#### Average Catholic School Teacher's Salary by School Size

Number of students	Beginning Teacher with a		Highest Salary	Average Salary
	Bachelor's Degree	Master's Degree		
1 - 199	\$12,344	\$13,231	\$17,319	\$14,295
200 - 299	\$13,243	\$14,476	\$20,705	\$15,837
300 - 499	\$13,417	\$15,208	\$21,209	\$16,465
500 and higher	\$13,923	\$14,759	\$23,086	\$17,437
National Average	\$13,020	\$14,303	\$19,812	\$15,578

**Beginning teachers' salaries** - A beginning teacher with a bachelor's degree earned \$13,020 by teaching in a Catholic elementary school during the 1988 - 1989 school year.

## Chapter 3 Expenses

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The minimum salary for a beginning teacher with a bachelor's degree in the nation's public schools during the 1986 - 1987 academic year was \$18,557 (Snyder, 1989).

The average beginning salary for a lay teacher in a Catholic secondary school for the 1987 - 1988 school year was \$14,484 (Guerra & Donahue, 1988).

A beginning teacher with a bachelor's degree teaching in a rural Catholic elementary school earned about seven hundred dollars less than the national norm for all beginning Catholic elementary school teachers with the same degree. A person beginning to teach in the West/Far West or in a school with an enrollment of over 500 students earned nine hundred dollars more than the national norm for beginning teachers in Catholic elementary schools.

A beginning teacher with a master's degree earned \$14,303 by teaching in a Catholic elementary school. The master's degree earned for this person thirteen hundred dollars more in salary than a beginning teacher with a bachelor's degree. A beginning teacher with a master's degree earned about nine hundred dollars less than the national norm by teaching in a rural school. This same person earned over two thousand dollars more than the national norm by teaching in a Catholic elementary school in the West/Far West. No relationship existed between the size of the school and the salary of a beginning teacher with a master's degree.

**Highest salary** - The average for the highest paid teachers in the nine hundred Catholic elementary schools that participated in this research was \$19,812 for the 1989 - 1990 school year.

The average maximum salary for Catholic secondary school teachers during the 1987 - 1988 school year was \$26,176 (Guerra and Donahue, 1988).

The highest average salary for a teacher in a Catholic elementary school was nearly ten thousand dollars lower than the average salary of all public school teachers, and the average highest salary for teachers in Catholic secondary schools is over three thousand dollars below the average of all public school teachers.

The highest average salary in Catholic elementary inner city schools was about one thousand dollars less than the national average for Catholic elementary school teachers, and in rural Catholic schools the average highest salary was about twenty-five hundred dollars less than the national average. Catholic elementary schools in New England were about two thousand dollars below the national average and schools in the West/Far West were thirteen hundred dollars above the national average of highest salaries for Catholic elementary schools. Once again, schools with larger student enrollments paid the highest average salary.

Appendix H presents averages for beginning salaries, average salaries and highest salaries by location, geographic region and school size.

## Religious

During the 1988 - 1989 school year religious made up 14.30% of the Catholic elementary school educational staff. Many members of religious communities whether they served as principals or as teachers received a set stipend which was less than the regular salary given to a lay person. During the 1988 - 1989 school year, the average stipend for religious in this study was \$10,784. In addition, in some cases the parish paid for the upkeep of the residence, an automobile, a cook and a housekeeper. Because of the great variation in these arrangements, no evaluation of the monetary value of these was made. The average annual compensation for religious women teaching in Catholic secondary schools during the 1987 - 1988 school year was \$15,437 (Guerra & Donahue, 1988).

In over eighty percent of the Catholic elementary schools, the stipend and additional services for religious were set by the diocese. In the remaining cases many ways of determining the yearly stipend were employed.



## Other Personnel

**Assistant principal** - Only 9.15% of the Catholic elementary schools in this study had assistant principals who were not full-time teachers. Nearly half of these assistant principals were religious, 46.99%. The average annual salary of all assistant principals in this study was \$15,221. This average was based on both the stipend of religious and the salaries of lay assistant principals.

**Secretary** - A school secretary was present in 94.87% of the schools. Less than five percent of the school secretaries were religious. The average salary for the secretary in a Catholic elementary school was \$10,548. The survey did not distinguish between full-time and part-time secretaries or how many months the secretary worked.

**Part-time teachers** - The questionnaire defined a part-time teacher as an instructor who came to the school for a few days each week to teach a particular subject such as art, music, or physical education. During the other days of the week the part-time teacher may have taught in neighboring schools. Such teachers were very common in these schools; 74.75% of the schools reported employing part-time teachers. Over two-thirds of these schools reported that the person's salary varied according to the person's experience and degrees. The average per-day salary for a part-time teacher was \$89.

**Substitute teachers** - This study defined substitute teachers as people who replaced the regular teaching staff for a day or short period of time when the full-time teacher was sick or absent for another reason. In this study 92.72% of the schools reported employing substitute teachers. The salary of these people varied according to their degrees and experience. However, the average salary for substitute teachers was \$39 per day.

**Development Director** - Because of the increased emphasis on development, the study sought to determine the number of development directors in the Catholic elementary schools. Only 6.53% of the schools reported that they employed a development director. Of this amount 32.33% were full-time; the remainder were part-time. The average yearly salary for the development directors, both part-time and full-time, was \$11,066.

## BENEFITS

The information that follows on benefits refers to principals, teachers, secretaries and other full-time persons employed by the Catholic elementary school. Included in this information is data on both religious educators and laymen and laywomen.

87.33% of the schools have some form of a health plan for their educators.

77.01% of the schools have some form of retirement plan for their educators.

48.44% of the schools have some form of life insurance for their educators.

38.45% of the schools have some form of dental plan for their educators.

## INSTRUCTIONAL MATERIALS

The schools were asked to indicate the approximate cost per-pupil that they spent on instructional materials. This cost did not include materials that were supplied on loan from the federal or state governments. The average cost for such instructional materials nationally was \$161 per student.

Inner city schools spent only \$102, while suburban schools spent \$190.

## Chapter 3 Expenses

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The New England schools spent \$290 on instruction materials, while the schools in the Mideast spent only \$126.

Schools of 500 or more students spent \$17 more than smaller schools.

Appendix G presents the cost of instructional materials according to location, geographic region and school size.

## REFERENCES

- Baker, Curtis, O. *The Condition of Education 1989*. Washington: U.S. Government Printing Office, 1989.
- Bredeweg, C.S.B., Frank H. *United States Catholic Elementary Schools & Their Finances, 1988*. Washington: National Catholic Educational Association, 1988.
- Guerra, Michael and Donahue, Michael. *Catholic High Schools & Their Finances, 1988*. Washington: National Catholic Educational Association, 1988.
- Hammer, Charles and Gerald, Elizabeth. *Selected Characteristics of Public and Private School Administrators*. Washington: U.S. Government Printing Office 1990.
- Snyder, Thomas D. *Digest of Education Statistics, 1989*. Washington: U. S. Government Printing Office, 1989.

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## CHAPTER 4

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# SPECIAL ISSUES

### PRE-KINDERGARTEN PROGRAMS

Nationally during the 1988 - 1989 school year 38.22% of all children ages three and four were enrolled in some pre-school program. Of those enrolled in such programs, 63.53% were enrolled in programs conducted by private schools and only 36.47% of these children were in programs conducted by public schools (Snyder, 1989).

During the 1988 - 1989 academic year 31.34% of the Catholic elementary schools in this study conducted pre-kindergarten programs. Since the 1982 - 1983 school year when NCEA first started tracking enrollment in pre-kindergarten programs the number of students attending Catholic school pre-kindergarten programs has grown by more than 144% (Brigham, 1989).

Urban Catholic schools were almost twice as likely to have a pre-kindergarten program than rural Catholic schools, 39.43% versus 20.89%. In the Southeast 44.09% of the schools had such programs. Catholic elementary schools with the largest student population (over 500 students, had the largest percent of pre-kindergarten programs, 42.86%.

Of the pre-kindergarten programs operating in Catholic elementary schools, 33.68% were full-day programs. In the inner city, 70% of the Catholic schools with pre-kindergarten programs had full-day programs. In the Southeast this figure was 68.27% of the Catholic elementary school. Of all the students enrolled in different types of pre-school programs in both public and private schools during 1988 - 1989, 33.80% of the children were in full day programs (Snyder 1989).

Over half (57.99%) of these pre-kindergarten programs in Catholic schools were conducted for the full week (Monday to Friday). Again inner city schools and schools in the Southeast had the highest percent of such full-week programs.

The average tuition charged for these Catholic school programs was \$950. This was \$26 more than the average tuition for grades 1 - 8 in Catholic elementary schools. Both rural and inner city schools charged almost one-hundred dollars more, while schools in the Southeast charged almost \$500 more.

Appendix I presents the percent of schools with pre-kindergarten programs and the average tuition by location, geographic region and school size.

## KINDERGARTEN PROGRAMS

While kindergarten attendance was not mandated in all the states, 86.1% of all the children in the country age five were enrolled in some form of a kindergarten program. Most of these students were enrolled in public schools, 83.44%, while an additional 16.60% were enrolled in private schools (Snyder, 1989)

In this study, 84.33% of the Catholic elementary schools conducted kindergarten programs during the 1988 - 1989 school year. In urban areas and in the Southeast this figure surpassed ninety percent. Only 63.92% of the rural schools had kindergartens.

Just under fifty percent (49.81%) of these Catholic school kindergartens were full-day, while virtually all of them were full-week, 95.48%. Again the inner city schools and the schools of the Southeast had the highest percent of full-day programs.

The average tuition for the Catholic school kindergarten programs was \$869 which was \$57 less than the tuition for grades 1 - 8. This lower tuition may have been due to the fact that so many kindergarten programs were half-day. The schools in the Southeast charged an average of \$1,232 for their kindergarten programs, while the schools in the Great Lakes region only charged \$683.

Appendix I presents the percent of schools with kindergarten programs and the average tuition by location, geographic region and school size.

## EXTENDED DAY PROGRAM

In this study an extended day program was defined as a program that the school sponsored for students before and/or after school in order to provide children with a safe environment while their parents may have been working.

These programs were carried out in 30.29% of the Catholic elementary schools in this study.

In the inner cities, 44.37% of the Catholic elementary schools had such programs, while in rural areas they were conducted in only 10.82% of the schools. Over fifty percent of the schools in the Southeast (57.14%) and West/Far West (54.55%) had such programs. Larger schools were much more likely to have such programs than smaller schools.

The average cost to the parents for these programs was three dollars per-hour. This cost varied from a low of one dollar to a high of six dollars both according to location and geographic region.

See Appendix I for the percent of Catholic elementary schools conducting such programs and the hourly cost to parents by location, geographic region and school size.

## REFERENCE

- Brigham, Frederick, H. *United States Catholic Elementary and Secondary Schools 1988 - 1989, A Statistical Report on Schools, Enrollment, & Staffing*. Washington. National Catholic Educational Association, 1989.
- Snyder, Thomas D. *Digest of Education Statistics, 1989*. Washington. U.S. Government Printing Office, 1989.

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**Appendix A**

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**Survey of Catholic Elementary  
School Finances,  
1988 - 1989 School Year**

NCEA



NATIONAL  
CATHOLIC  
EDUCATIONAL  
ASSOCIATION

September 1, 1989

To:

affix label here

From: Brother Robert J. Kealey, F.S.C., Ed.D.  
Executive Director  
Department of Elementary Schools

Re: Survey of Catholic Elementary School Finances, 1988 - 1989 School Year

You have been selected as one of a small number of principals of Catholic elementary schools in the United States to participate in this multi-year research study.

Special reasons exist for selecting your school. Your school was selected based on specific criteria which would insure a national random sample of Catholic elementary schools in the United States. You may be tempted to say that any school could participate. This is not true, you have become very important to the success of this project. Based upon your responses and the responses of the other schools in the survey, we will make generalizations that can safely apply to Catholic elementary schools in the United States.

First, I wish to ask you for your support for this study. Our information on the finances of Catholic elementary schools is very limited. At the national office I regularly receive requests from individual principals, diocesan officials and the media about the cost of our schools. The information that I can supply is very limited and I believe some of it is incorrect. If we wish to present our case to the public, we need accurate and current information.

Second, I wish to assure you that all the information that you supply to NCEA will be held in the strictest confidence. Information about an individual school will not be made available to anyone by NCEA.

In the reports that will be generated based on these data, information will be presented in three areas:

- 1) national norms;
- 2) norms according to the location of the school, inner city, urban, suburban and rural;
- 3) norms according to NCEA regions: New England, Mideast, Great Lakes, Plains, Southeast, West.

Information will not be presented on any individual school, diocese or even state.

If I am assuring you of confidentiality, why do I have a label with your name on the top of this

over

form? This is for a number of reasons. I need to know which schools have replied on time because I will write to those schools who do not to remind them to reply. The study has been designed so that two years and four years from now, the same schools will complete a similar questionnaire. This will allow us to make comparisons. Again you can see why I need your help for this project. (If the label has some mistake in the information on it, please correct it.) Once I record the fact that you have responded, this sheet will be removed from the questionnaire. After that the information that you supplied will be entered into the computer.

Third, I wish to thank you for your assistance. Your help will also be acknowledged in the final report where your school's name will be listed with the other schools that participated. You will also receive a complimentary copy of the report as a sign of our gratitude. You should receive this in late winter.

Again I ask your support for this project. I think that it will take you about 20 minutes to complete the report. Although there are about 80 questions, many of them you can answer without looking up data. All the information that you will give must be based on the last school year, 1988 - 1989. If you have a copy of the final financial report, you will find it very easy to answer all the questions.

I do request that you answer the entire questionnaire and return it in the special envelope to NCEA by **September 30, 1989**. If all the schools cooperate, the final report will be ready by the late winter which should provide you with helpful information in time for making your budget for next year.

Again I ask your support and thank you for your assistance.

**SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES**  
 sponsored by  
**DEPARTMENT OF ELEMENTARY SCHOOLS**  
**NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION**

**DIRECTIONS:**

1. In answering this questionnaire, please provide information for the last school year (1988 - 1989).
2. Please place the letter or dollar amount on the line provided.

**Section 1. SCHOOL DEMOGRAPHICS**

1. \_\_\_\_ Which letter best described the location of this school during the 1988 - 1989 school year?  
 a) inner city                      b) urban (non-inner city)  
 d) suburban                      c) rural
2. \_\_\_\_ Did the school have a pre-kindergarten program?  
 a) yes                                  b) no

*If you answered YES to question 2, please answer questions 3 & 4. If you answered NO to question 2, please go to question 5.*

3. \_\_\_\_ What was the length of the pre-kindergarten day?  
 a) full day                      b) part day
4. \_\_\_\_ How often did the pre-kindergarten students meet?  
 a) five days a week              b) less than five days
5. \_\_\_\_ Did the school have a kindergarten program in 1988 - 1989?  
 a) yes                                  b) no

*If you answered YES to question 5, please answer questions 6 & 7. If you answered NO to question 5, please go to question 8*

6. \_\_\_\_ What was the length of the kindergarten day?  
 a) full day                      b) part day
7. \_\_\_\_ How often did the kindergarten students meet?  
 a) five days a week              b) less than five days
8. \_\_\_\_ Did the school have a first grade in 1988 - 1989?  
 a) yes                                  b) no
9. \_\_\_\_ Did the school have a second grade?  
 a) yes                                  b) no
10. \_\_\_\_ Did the school have a third grade?  
 a) yes                                  b) no
11. \_\_\_\_ Did the school have a fourth grade?  
 a) yes                                  b) no
12. \_\_\_\_ Did the school have a fifth grade?  
 a) yes                                  b) no
13. \_\_\_\_ Did the school have a sixth grade?  
 a) yes                                  b) no
14. \_\_\_\_ Did the school have a seventh grade?  
 a) yes                                  b) no

15. \_\_\_\_ Did the school have an eighth grade?  
 a) yes                                  b) no

16. In the space below explain any other special grade arrangements that the school had, e.g., ninth grade, special education classes, ungraded structure, etc.

17. \_\_\_\_ Was the school eligible to receive Chapter 1 services?  
 a) yes                                  b) no

18. \_\_\_\_ What percent of the students were from a minority background during the 1988 - 1989 school year?  
 a) 0 %                              b) 1 - 10%                      c) 11 - 25%  
 d) 26 - 50 %                      e) 51 - 75%                      f) 76% or higher

19. \_\_\_\_ Which category best describes the school?  
 a) parish school                      b) private school  
 c) interparochial school              d) diocesan school

Per-pupil cost is defined as the total cost to educate one child in the school. This can be found by adding all the operating costs of the school (exclude debt service or capital expenses) and dividing this by the total number of students in the school.

20. \_\_\_\_ What was the per-pupil cost for the 1988 - 1989 academic year?

**Section 2. FINANCING**

Tuition is defined as money paid directly to the school for the education of the child.

On the following lines write the tuition for the 1988 - 1989 academic year. While a sliding scale may be used for families of more than one child, please give the tuition for one child only for the full year. This tuition should only be for children who are members of the parish.

21. \_\_\_\_ What was the tuition for the pre-kindergarten program during the 1988 - 1989 school year?
22. \_\_\_\_ What was the tuition for the kindergarten program?
23. \_\_\_\_ What was the tuition per child for grades 1 to 8?
24. \_\_\_\_ Did the school have a tuition scale for more than one child from the same family?  
 a) yes                                  b) no



25. \_\_\_\_ What percent of the per-pupil cost was covered by tuition during the 1988 - 1989 school year?  
 a) 100%    b) 99 - 80%    c) 79 - 60%  
 d) 59 - 40%    e) 39 - 20%    f) 19 - 1%    g) 0%

26. \_\_\_\_ Did the school have a separate tuition scale for Catholic children who were not members of the parish?  
 a) yes    b) no

*If you answered YES to question 26, please answer question 27.  
 If you answered NO to question 26, please go to question 28.*

27. \_\_\_\_ Approximately how much higher was the tuition for Catholic children who were not members of the parish?  
 a) 100%    b) 99 - 80%    c) 79 - 60%  
 d) 59 - 40%    e) 39 - 20%    f) 19 - 1%

28. \_\_\_\_ Did the school have a tuition scale different from the parish tuition scale for non-Catholic children?  
 a) yes    b) no

*If you answered YES to question 28, please answer question 29.  
 If you answered NO to question 28, please go to question 30.*

29. \_\_\_\_ Approximately how much higher was the tuition for non-Catholic children?  
 a) more than 100%    b) 100%    c) 99 - 75%  
 d) 74 - 50%    e) 49 - 25%    f) 24% or less

30. \_\_\_\_ Did the school have a tuition assistance program?  
 a) yes    b) no

Fund Raising is defined as activities that produce money specifically for the school. Do not include in these fund raising activities the money raised for the parish. These activities will be considered later under parish subsidy.

31. \_\_\_\_ Check all the fund raising activities that generated income directly for the school during the 1988 - 1989 school year.  
 \_\_\_ bingo    \_\_\_ carnival    \_\_\_ raffle  
 \_\_\_ magazine sale    \_\_\_ booster club    \_\_\_ socials  
 \_\_\_ Las Vegas Night    \_\_\_ candy sale    \_\_\_ none  
 \_\_\_ Night at the Races    \_\_\_ bazaar  
 \_\_\_ other (please explain) \_\_\_\_\_

32. \_\_\_\_ What percent of the per-pupil cost was covered by fund raising activities?  
 a) 100%    b) 99 - 80%    c) 79 - 60%  
 d) 59 - 40%    e) 39 - 20%    f) 19 - 1%    g) 0%

33. \_\_\_\_ Who had the major responsibility for fund raising?  
 a) school personnel    b) parent group

Endowment or Development Fund is capital that has been set aside for the specific purpose of providing revenue to the school from the interest or earnings that are generated from the principal.

34. \_\_\_\_ Did your school have a school endowment fund?  
 a) yes    b) no

*If you answered YES to question 34, please answer question 35.  
 If you answered NO to question 34, please go to question 36.*

35. \_\_\_\_ What percent of the per-pupil cost was covered by

- the endowment fund for the 1988 - 1989 school year?  
 a) 100%    b) 99 - 80%    c) 79 - 60%  
 d) 59 - 40%    e) 39 - 20%    f) 19 - 1%    g) 0%

Parish Subsidy refers to the amount of money that the parish contributes to the school from sources of income that are specifically designated for parish projects. The parish subsidy might come from such sources as the weekly collection, parish endowment or parish fund raisers. Do not include in parish subsidy costs for capital improvement or debt service.

36. \_\_\_\_ Did your school receive revenue from the parish subsidy during the 1988 - 1989 school year?  
 a) yes    b) no

*If you answered YES to question 36, answer question 37.  
 If you answered NO to question 36, go to question 38.*

37. \_\_\_\_ What percent of the per-pupil cost was covered by parish subsidy?  
 a) 100%    b) 99 - 80%    c) 79 - 60%  
 d) 59 - 40%    e) 39 - 20%    f) 19 - 1%

### Section 3. SALARIES

Administrative Salaries included the base pay of the person or persons involved in administering the school.

38. \_\_\_\_ Was the principal in 1988 - 1989 a member of a religious community?  
 a) yes    b) no

39. \_\_\_\_ What was the yearly salary of the principal?

40. \_\_\_\_ For how many months was the principal expected to work in the school?  
 a) 12 months    b) 11 months    c) 10 months  
 d) 9 months    e) 8 months    f) 7 or less

41. \_\_\_\_ Check the benefit programs for the administrator to which the school contributed.  
 \_\_\_ Social Security    \_\_\_ health insurance  
 \_\_\_ dental program    \_\_\_ retirement  
 \_\_\_ life insurance    \_\_\_ unemployment compensation  
 \_\_\_ others, please list \_\_\_\_\_

42. \_\_\_\_ Did the school have an assistant principal who was not a full time teacher?  
 a) yes    b) no

*If you answered YES to question 42, answer questions 43, 44, 45.  
 If you answered NO to question 42, please go to question 46.*

43. \_\_\_\_ Was the assistant principal a member of a religious community during the 1988 - 1989 year?  
 a) yes    b) no

44. \_\_\_\_ What was the yearly salary of the assis-

tant principal if this was a distinct position?

45. \_\_\_ Check the benefit programs for the assistant principal to which the school contributed?
- |                     |                               |
|---------------------|-------------------------------|
| ___ Social Security | ___ health insurance          |
| ___ dental program  | ___ retirement                |
| ___ life insurance  | ___ unemployment compensation |
- \_\_\_ others, please list

46. \_\_\_ Did the school have a school secretary?  
a) yes      b) no

*If you answered YES to question 46, answer questions 47, 48, 49.  
If you answered NO to question 46, please go to question 50.*

47. \_\_\_ Was the secretary a member of a religious community during the 1988 - 1989 school year?  
a) yes      b) no

48. \_\_\_ What was the yearly salary of the secretary?

49. \_\_\_ Check all the benefit programs for the secretary to which the school contributed.
- |                     |                               |
|---------------------|-------------------------------|
| ___ Social Security | ___ health insurance          |
| ___ dental program  | ___ retirement                |
| ___ life insurance  | ___ unemployment compensation |
- \_\_\_ others, please list

50. \_\_\_ Did the school have a development director?  
a) yes      b) no

*If you answered YES to question 50, answer 51, 52, 53, 54  
If you answered NO to question 50, please go to question 55.*

51. \_\_\_ Was the development director a member of a religious community during 1988 - 1989?  
a) yes      b) no

52. \_\_\_ Was the position of the development director full or part-time during 1988 - 1989 school year?  
a) full-time      b) part-time

53. \_\_\_ What was the yearly salary of the development director?

54. \_\_\_ Check all the benefit programs for the development director to which the school contributed during the 1988 - 1989 year.
- |                     |                               |
|---------------------|-------------------------------|
| ___ Social Security | ___ health insurance          |
| ___ dental program  | ___ retirement                |
| ___ life insurance  | ___ unemployment compensation |
- \_\_\_ others, please list

**Full-time Instructional Staff** refers to teachers only who instruct the students for a full-day for five days a week.

55. \_\_\_ Did you have some priests or religious on the staff?  
a) yes      b) no

*If you answered YES to 55, answer 56, 57, 58, 59, 60.  
If you answered No to question 55, go to question 61.*

56. \_\_\_ How would you describe the salary for members of religious communities during 1988 - 1989?  
a) stipend      b) salary similar to a lay teacher

*If you answered a to question 56, answer 57, 58, 59, 60.  
If you answered b to question 56, go to question 61.*

57. \_\_\_ Who set the stipend for religious?  
a) diocese      b) parish  
c) religious order      d) local religious community  
e) individual members

58. \_\_\_ What was the yearly stipend of the members of religious communities during the 1988 - 1989 school year?

59. \_\_\_ In addition to the stipend, please check the other resources provided by the school to the religious.
- |               |                               |
|---------------|-------------------------------|
| ___ housing   | ___ automobile                |
| ___ telephone | ___ insurance and care of car |
| ___ cook      | ___ housekeeper               |
- \_\_\_ other, please list

60. \_\_\_ Check the benefit programs for teaching religious to which the school contributed.
- |                     |                               |
|---------------------|-------------------------------|
| ___ Social Security | ___ health insurance          |
| ___ dental program  | ___ retirement                |
| ___ life insurance  | ___ unemployment compensation |
- \_\_\_ others, please list

61. \_\_\_ Did you hire teachers who did not have a bachelor degree for the 1988 - 1989 school year?  
a) yes      b) no

*If you answered YES to question 61, answer questions 62, 63, 64  
If you answered NO to question 61, please go to question 65*

62. \_\_\_ What was the yearly salary of a non-degreed beginning teacher during the 1988 - 1989?

63. \_\_\_ What was the highest yearly salary that a non-degreed teacher earned?

64. \_\_\_ What was the average yearly salary for all non-degreed teachers on this staff?

65. \_\_\_\_\_ What was the yearly salary of a beginning teacher with a bachelor degree?

66. \_\_\_\_\_ What was the yearly salary of a teacher with a master's degree who had no experience teaching?

67. \_\_\_\_\_ What was the highest salary that a person on your staff earned during the 1988 - 1989 school year?

68. \_\_\_\_\_ What was the average yearly salary of all the teachers on your staff with degrees?

69. \_\_\_\_\_ What was the average salary for all teachers (those with degrees and those without degrees) on your staff for the 1988 - 1989 school year?

70. \_\_\_\_\_ Check the benefit programs for teachers to which the school contributed.

- |  |  |
|--|--|
| <input type="checkbox"/> Social Security           | <input type="checkbox"/> health insurance          |
| <input type="checkbox"/> dental program            | <input type="checkbox"/> retirement                |
| <input type="checkbox"/> life insurance            | <input type="checkbox"/> unemployment compensation |
| <input type="checkbox"/> others, please list _____ |  |

71. \_\_\_\_\_ Who set the benefit program?

- |                                |                        |
|--------------------------------|------------------------|
| a) diocese                     | b) individual teachers |
| c) contract with teacher union | d) area parishes       |
| d) school board                | e) pastor              |

Part-time Teachers are instructors who come to the school for a few days each week to teach a particular subject such as art, music, physical education. During the other days they may be teaching at neighboring schools.

72. \_\_\_\_\_ Were any part-time teachers on the staff?  
a) yes                      b) no

*If you answered YES to question 72, please answer question 73  
If you answered NO to question 72, please go to question 74*

73. \_\_\_\_\_ What was the salary a part-time teachers received per day?

If this varied according to a person's degrees and teaching experience check this space \_\_\_\_\_ and give an average in the above blank space.

Substitute Teachers are persons who replace the regular teaching staff for a day or short period of time when the full-time teachers are sick or absent for another reason.

74. \_\_\_\_\_ Did your school employ substitute teachers?  
a) yes                      b) no

*If you answered YES to question 74, please answer question 75*

*If you answered NO to question 74, please go to question 76.*

75. \_\_\_\_\_ What was the salary a substitute teacher received per day?

If this varied according to a person's degrees and teaching experience check this space \_\_\_\_\_ and give an average in the above blank space.

#### Section 4: SPECIAL ISSUES

**Extended Day Program** refers to a program that the school sponsors for students before and/or after school in order to provide them with a safe environment while their parents may be working.

76. \_\_\_\_\_ Did your school have an extended day program?  
a) yes                      b) no

*If you answered YES to question 76, answer questions 77, 78.  
If you answered NO to question 76, please go to question 79.*

77. \_\_\_\_\_ What was the cost to parents per hour for this service?

78. \_\_\_\_\_ Check all the people who supervised this program and write their fee per hour.

- |   |                       |
|---|-----------------------|
| <input type="checkbox"/> program coordinator        | _____ salary per hour |
| <input type="checkbox"/> teachers from the school   | _____ salary per hour |
| <input type="checkbox"/> parents of students        | _____ salary per hour |
| <input type="checkbox"/> parishioners               | _____ salary per hour |
| <input type="checkbox"/> elementary school students | _____ salary per hour |
| <input type="checkbox"/> secondary school students  | _____ salary per hour |
| <input type="checkbox"/> college students           | _____ salary per hour |

Materials are non-salary instructional expenses. Included in materials would be such items as textbooks, workbooks, computer programs, maps, etc.

79. \_\_\_\_\_ What was the approximate cost per pupil that the school spent last year on materials, do not include the cost of materials supplied by the state or federal government under loan programs?

80. \_\_\_\_\_ What was the enrollment for the 1988 - 1989 school year?

- |                       |                         |
|-----------------------|-------------------------|
| a) 1 - 199 students   | b) 200 - 299 students   |
| c) 300 - 499 students | d) 500 or more students |

Thank you for your help in completing this questionnaire.

Please place the entire questionnaire with the cover sheet containing your school address label in the special envelope supplied with this mailing and return to NCEA before September 30, 1989.

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**Appendix B**

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**Follow-up Letter to Schools not  
Responding to First Request**

NCEA



NATIONAL  
CATHOLIC  
EDUCATIONAL  
ASSOCIATION

October 10, 1989

Dear Principal,

In early September I sent you a copy of the enclosed questionnaire on the finances of Catholic elementary schools for the 1988 - 1989 school year. In my letter I mentioned that your school was selected at random for this research study. The participation of all schools is absolutely necessary in order to make this study a success.

While some authors may cite the average per-pupil cost, the average tuition and the average teacher salary, no study has collected this information on a national scale in a truly scientific manner. This is why I need you to complete either the original questionnaire that I sent or the enclosed copy.

Most of the other principals that I have asked have completed this study. These data have been entered into the computer. When your questionnaire arrives the processing of all the data can begin.

The results of this research will provide needed information to principals, members of school boards and finance committees, and pastors as they plan their budgets for the next year. Financial planners for schools will be able to compare salaries, tuition, parish subsidy, etc. with such data from the entire country, the geographic area, the location of the school (rural, suburban, urban, inner city) and the size of the school.

Using a copy of the 1988 - 1989 school financial report, most principals answered the survey in less than 15 minutes. To show NCEA's gratitude for your help, you will receive a copy of the final report. If you return the questionnaire now this report will be ready for you by the start of the second term.

Again, I ask you to complete the enclosed questionnaire and return it to me by October 27, 1989. I thank you for your assistance and I know other Catholic elementary school principals thank you for providing them with truly national data.

Fraternally,

*Robert J. Kealey, F.S.C.*  
Robert J. Kealey, F.S.C., Ed.D.  
Executive Director  
Department of Elementary Schools

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232

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## Appendix C

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# Schools That Responded To The Survey Of Catholic Elementary School Finances, 1988-1989 School Year

### ALASKA

St. Elizabeth Ann Seton School, Anchorage

### ALABAMA

St. Paul Grade School, Birmingham

St. John Grade School, Birmingham

St. James Grade School, Gadsden

Our Lady of the Valley, Birmingham

Sacred Heart Grade School, Cullman

St. Ignatius Grade School, Mobile

### ARKANSAS

Immaculate Conception Grade School, Blytheville

Blessed Sacrament Grade School, Jonesbor

Morris School for Boys, Searcy

St. Joseph Grade School, Conway

St. Peter's School, Pine Bluff

### ARIZONA

St. Anthony's Catholic School, Casa Grande

Sacred Heart Grade School, Nogales

St. Jerome Grade School, Phoenix

St. Ambrose Grade School, Tucson

St. John Indian School, Laveen

St. Francis Xavier Grade School, Phoenix

St. Michael Indian School, St. Michaels

Kino Learning Center, Tucson

### CALIFORNIA

St. Anthony Claret Grade School, Anaheim

St. Bernard's Grade School, Belflower

St. Francis Xavier Grade School, Burbank

St. John Grade School, Carmichael

St. Margaret Mary Grade School, Chino

Queen of All Saints Grade School, Concord

St. Joseph of Cupertino School, Cupperton

Sacred Heart School, Etiwanda

Our Lady of Victory Grade School, Fresno

Our Lady of Loretto Grade School, Los Angeles

St. Joseph's Grade School, Long Beach

St. Joan of Arc School, Los Angeles

Our Lady Help of Christians School, Los Angeles

St. Cecelia's Grade School, Los Angeles

Holy Name Grade School, Los Angeles

Sacred Heart Grade School, Anderson

St. Hilary's Grade School, Belvedere-Tibur

St. Lucy's Grade School, Campbell

Notre Dame Grade School, Chino

Our Lady of Victory Grade School, Compton

St. Joachim Grade School, Costa Mesa

St. Mary Grade School, El Centro

Holy Spirit Grade School, Fairfield

Our Lady of Guadalupe School, La Habra

La Purisima Grade School, Lompoc

St. Cyprian School, Long Beach

Precious Blood Grade School, Los Angeles

Our Lady of the Rosary of Talpa School, Los Angeles

St. Agnes Grade School, Los Angeles

St. Lawrence Grade School, Los Angeles

St. Ignatius Grade School, Los Angeles  
St. Anthony Grade School, Manteca  
St. Raymond's Grade School, Menlo Park  
St. Thomas Aquinas Grade School, Monterey Park  
Our Lady of Perpetual Help School, Newhall  
St. Lawrence O'Toole Grade School, Oakland  
Mayfield Junior School, Pasadena  
St. Ann Grade School, Ridgecrest  
Holy Spirit Grade School, Sacramento  
Nazareth House School, San Diego  
Stuart Hall School for Boys, San Francisco  
Mission Grammar School, San Gabriel  
Five Wounds Grade School, San Jose  
Holy Trinity Grade School, San Pedro  
St. Raphael Grade School, Santa Barbara  
St. George's Grade School, Stockton  
St. Catherine Laboure School, Torrance  
Sacred Heart School, Ventura  
St. Mary Grade School, Walnut Creek

### **COLORADO**

Sacred Heart Grade School, Boulder  
St. Francis de Sales Grade School, Denver  
St. Louis Grade School, Englewood

### **CONNECTICUT**

St. Mary's Grade School, Branford  
St. Raphael's Grade School, Bridgeport  
St. Peter Grade School, Danbury  
St. Rose High School, E. Hartford  
Cathedral Regional School, Hartford  
St. Joseph School of Meriden, Meriden  
St. Brendan's Grade School, New Haven  
St. Mary Grade School, Putnam  
St. Edward School, Stafford Spring  
St. Thomas Grade School, Thomaston

### **DISTRICT OF COLUMBIA**

Annunciation Grade School  
St. Thomas More School  
SS Paul & Augustine Grade School

### **DELEWARE**

St. Edmond's Academy, Wilmington  
St. Thomas Grade School, Wilmington

### **FLORIDA**

St. Mary Magdalen Grade School, Altamonte Springs  
Holy Name of Jesus Grade School, Indialantic  
Our Lady of Divine Providence, Miami  
Little Flower School, Myrtle Grove  
St. Brendan Grade School, Ormond Beach  
Blessed Sacrament Grade School, Seminole  
Most Holy Redeemer Grade School, Tampa  
St. Bernadette Grade School, W. Hollywood  
St. Joseph Grade School, Winter Haven

St. Joachim Grade School, Madera  
St. Rose of Lima Grade School, Maywood  
St. Stanislaus Grade School, Modesto  
St. Stephen's Grade School, Monterey Park  
St. Linus Grade School, Norwalk  
St. Anthony's Grade School, Oxnard  
St. James Grade School, Perris  
St. Francis de Sales School, Riverside  
St. Charles School, San Carlos  
St. Jude Academy, San Diego  
St. Stephen Grade School, San Francisco  
St. Patrick's Grade School, San Jose  
St. Leander's Elementary School, San Leandro  
All Hallows Grade School, San Francisco  
St. Lawrence Martyr Grade School, Santa Clara  
Resurrection Grade School, Sunnyvale  
St. Jeanne de Lestonnac, Tustin  
George McCann Memorial School, Visalia  
St. Mel Grade School, Woodland Hills

Our Lady of Lourdes Grade School, Denver  
Christ the King Grade School, Denver

St. Andrew Grade School, Bridgeport  
St. Anthony's Grade School, Bristol  
St. Christopher Grade School, E. Hartford  
St. Rita Elementary School, Hamden  
St. Lawrence Grade School, Huntington  
St. John Grade School, Middletown  
St. Patrick's Cathedral School, Norwich  
St. Joseph Grade School, S. Norwalk  
Holy Spirit Grade School, Stamford  
SS Peter & Paul School, Waterbury

St. Martin Grade School  
St. Peter's School

St. Catherine of Siena School, Wilmington

Immaculate Conception Grade School, Hialeah  
San Jose Catholic School, Jacksonville  
St. Joseph Grade School, Miami Beach  
Good Shepherd Catholic School, Orlando  
Our Lady of the Holy Rosary, Perrine  
St. Raphael's Grade School, St. Petersburg  
Villa Madonna Della Neve School, Tampa  
St. Ann Grade School, W. Palm Beach

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## GEORGIA

St. Joseph School, Macon  
Our Lady of the Assumption School, N. Atlanta  
Sacred Heart Grade School, Warner Robins

## HAWAII

St. Theresa's School, Honolulu  
Immaculate Conception Grade School, Lihue Kauai

## IOWA

St. Joseph Grade School, Bellevue  
Trinity School, Clinton  
Nativity School, Dubuque  
St. Francis Grade School, Dyersville  
Regina Elementary School, Iowa City  
St. Mary's Grade School, Manchester  
Sacred Heart School, Sioux City  
Visitation Grade School, Stacyville  
Sacred Heart Grade School, West Des Moines

## IDAHO

Holy Rosary Grade School, Idaho Falls

## ILLINOIS

St. Philip the Apostle Grade School, Addison  
St. Peter's Grade School, Antioch  
Our Lady Queen of Peace School, Bellebille  
St. Clare and Holy Trinity Grade School, Bloomington  
St. Barbara School, Brookfield  
Holy Trinity School, Chicago  
Christ the King School, Chicago  
St. Mark Grade School, Chicago  
St. Joseph School, Chicago  
Five Holy Martyrs School, Chicago  
St. Hilary Grade School, Chicago  
St. Philomena School, Chicago  
St. Sebastian Grade School, Chicago  
Our Lady of Peace Grade School, Chicago  
St. John Fisher Grade School, Chicago  
St. Robert Bellarmine Grade School, Chicago  
Annunciata Grade School, Chicago  
Holy Cross Grade School, Deerfield  
St. Mary's School, East Moline  
Immaculate Conception Grade School, Elmhurst  
Costa Catholic School, Galesburg  
St. Ambrose Grade School, Godfrey  
St. Anne's Grade School, Hazel Crest  
St. Paul the Apostle Grade School, Joliet  
St. Joseph Grade School, Manhattan  
St. Mary Grade School, Mt. Sterling  
Ascension Grade School, Oak Park  
Sacred Heart School, Pana  
St. Joseph Grade School, Pekin  
St. Mary's Grade School, Plano  
St. Francis Solanus School, Quincy  
St. Malachy Grade School, Rantoul

St. Joseph's Grade School, Marietta  
Nativity of Our Lord School, Savannah

St. Anthony's Grade School, Kailua Oahu  
St. Joseph's Grade School, Waipahu

St. Pius X Grade School, Cedar Rapids  
St. Anthony's Grade School, Des Moines  
Holy Trinity/Sacred Heart School, Dubuque  
St. Michael Grade School, Harlan  
St. Vincent Grade School, Keokuk  
De Sales Grade School, Ossian  
Sacred Heart Grade School, Spencer  
St. Edward's Grade School, Waterloo

St. Paul Grade School, Nampa

Annunciation of the Blessed Virgin Mary, Aurora  
Our Lady Queen of Peace School, Bethalto  
St. Joseph School, Bradley  
Holy Family Grade School, Cahokia  
St. Priscilla Grade School, Chicago  
St. Mary Star of the Sea School, Chicago  
St. Clotilde Grade School, Chicago  
Queen of Martyrs School, Chicago  
Providence of God Grade School, Chicago  
St. Denis Grade School, Chicago  
St. Walter School, Chicago  
St. Gertrude School, Chicago  
St. Ann School, Chicago  
Our Lady of Victory Grade School, Chicago  
St. Joseph Grade School, Chicago  
Immaculate Conception School, Columbia  
St. Catherine of Sienna School, Dundee  
St. Mary's Grade School, Elgin  
St. Athanasius Grade School, Evanston  
St. Matthew Grade School, Glendale Heights  
St. Charles Borromeo Grade School, Hampshire  
St. Issac Jogues Grade School, Hinsdale  
SS Cyril & Methodius Grade School, Lemont  
Immaculate Conception Grade School, Morris  
St. Gerard Grade School, Oak Lawn  
St. Joseph Grade School, Olney  
St. Paul of the Cross Grade School, Park Ridge  
South Side Catholic School, Peoria  
St. Mary's Grade School, Pontiac  
St. Mary School, Quincy  
St. Cyprian Grade School, River Grove



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Jordan Catholic Central, Rock Island  
St. Michael School, Sigel  
St. Jude the Apostle Grade School, So. Holland  
St. Agnes School, Springfield  
Lake Shore Catholic Academy, Waukegan  
St. Francis Xavier School, Wilmette

### INDIANA

St. Louis Grade School, Batesville  
St. Joseph Grade School, Dyer  
Holy Spirit Grade School, Evansville  
St. Jude Grade School, Fort Wayne  
St. Mary of the Lake School, Gary  
St. Bridget Grade School, Hobart  
St. Monica Grade School, Indianapolis  
St. Mark the Evangelist School, Indianapolis  
Holy Family Grade School, Jasper  
St. Lawrence Grade School, Lafayette  
St. Anne Grade School, Monterey  
St. John the Baptist School, New Haven  
Holy Family School, South Bend  
Flaget Elementary School, Vincennes

### KANSAS

St. James Grade School, Augusta  
St. John Grade School, Hanover  
All Saints Consolidated Grade School, Kansas City  
St. Agnes Grade School, Shawnee Mission  
St. Thomas Aquinas Grade School, Wichita  
St. Joseph Grade School, Wichita

### KENTUCKY

St. Joseph Grade School, Bardstown  
St. Stephen Grade School, Cumberland  
Holy Name Grade School, Henderson  
St. Bartholomew Grade School, Louisville  
Holy Spirit Grade School, Louisville  
St. Philip Grade School, Melbourne  
St. John the Evangelist School, Paducah  
St. Polycarp Grade School, Pleasure Ridge Park  
Our Lady of Consolation Grade School, Valley Station

### LOUISIANA

St. Joseph Grade School, Bastrop  
St. Bernard Elementary School, Breaux Bridge  
Our Lady of Prompt Succor Grade School, Chalmette  
St. Cletus School, Gretna  
St. Bernadette Grade School, Houma  
St. Genevieve Grade School, Lafayette  
Our Lady of Divine Providence School, Metairie  
Our Lady of Fatima School, Monroe  
St. Alphonsus Grade School, New Orleans  
Epiphany School, New Orleans  
St. Elizabeth Grade School, Paincourtville  
Sacred Heart Grade School, Ville Platte

Holy Family Grade School, Rockford  
St. John the Baptist Grade School, Smithton  
St. Joseph School, Springfield  
St. Mary's Grade School, Sycamore  
Divine Providence Grade School, Westchester

Our Lady of Mount Carmel School, Carmel  
St. Vincent Grade School, Elkhart  
St. Therese Grade School, Fort Wayne  
St. Joseph Grade School, Garrett  
St. Mary Grade School, Greensburg  
St. Philip Neri Grade School, Indianapolis  
St. Matthew Grade School, Indianapolis  
Holy Angels Grade School, Indianapolis  
St. Joseph School, Kentland  
St. Monica Grade School, Mishawaka  
St. Thomas More Grade School, Munster  
St. Paul Grade School, Sellersburg  
St. John the Evangelist Grade School, St. John

Sacred Heart Grade School, Emporia  
St. Peter's Cathedral School, Kansas City  
St. Nicholas Grade School, Kinsley  
Most Pure Heart of Mary School, Topeka  
St. Peter Elementary School, Wichita  
All Saints Grade School, Wichita

Holy Cross Grade School, Covington  
Good Shepherd School, Frankfort  
St. Cecelia Grade School, Independence  
Community Catholic Elementary School, Louisville  
St. Aloysius Grade School, Louisville  
St. Pius Tenth Grade School, Owensboro  
St. Mary's Grade School, Paris  
St. Dominic School, Springfield

Christ the King Grade School, Bossier City  
Carencro Catholic School, Carencro  
Academy of the Sacred Heart, Grand Coteau  
St. Rosalie Grade School, Harvey  
Mater Dolorosa, Independence  
Marksville Catholic Grade School, Marksville  
St. Catherine of Siena School, Metairie  
St. Joan of Arc Grade School, New Orleans  
St. Raymond Grade School, New Orleans  
Holy Ghost Grade School, New Orleans  
Our Lady's Grade School, Sulphur

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## MASSACHUSETTS

Saint Agnes School, Arlington  
St. Peter's Grade School, Cambridge  
St. Rose Grammar School, Chelsea  
East Boston Central School, East Boston  
St. Anne School, Fall River  
St. Anne Grade School, Lawrence  
St. Mary Grade School, Lee  
St. Stanislaus Grade School, Lowell  
St. Anthony Grade School, New Bedford  
St. Mary's Grade School, Shrewsbury  
St. Mary/Marishill Middle School, Southbridge  
Blessed Sacrament Grade School, Walpole  
Sacred Heart Grade School, Weymouth

## MARYLAND

Cathedral Grade School, Baltimore  
Our Lady of Hope Grade School, Baltimore  
St. Rose of Lima School, Baltimore  
St. Joseph Grade School, Beltsville  
Immaculate Conception Grade School, Elkton  
St. Ignatius Grade School, Ft. Washington  
Our Lady Star of the Sea School, Solomons  
St. Peter Grade School, Waldorf

## MAINE

Holy Cross Grade School, Leswiton  
St. Thomas Consolidated School, Sanford

## MICHIGAN

St. Mary's School, Alma  
St. Joseph's Grade School, Battle Creek  
St. Hugo of the Hills Grade School, Bloomfield Hills  
St. Patrick Grade School, Brighton  
St. Joseph Grade School, Conklin  
St. Barbara Grade School, Dearborn  
St. Francis of Assisi Grade School, Detroit  
St. Ambrose Grade School, Detroit  
Our Lady Help of Christians School, Detroit  
Holy Trinity Grade School, Detroit  
St. John Valentine Grade School, Detroit  
St. Stanislaus Grade School, Dorr  
Our Lady of Sorrows School, Farmington  
Sacred Heart Grade School, Gladwin  
St. Paul the Apostle Grade School, Grand Rapids  
St. Anthony Grade School, Grand Rapids  
St. Joseph Grade School, Jackson  
Holy Cross Grade School, Lansing  
Holy Cross Grade School, Marine City  
St. Stephen Grade School, New Boston  
St. Mary's Grade School, Paw Paw  
St. Augustine Grade School, Richmond  
St. Stephen Elementary School, Saginaw  
St. Joseph Grade School, Trenton

St. Edward School, Brockton  
St. Francis de Sales School, Charlestown  
St. George's Grade School, Chicopee Falls  
Our Lady of Grace School, Everett  
Country Day School of Holy Union, Groton  
St. Patrick Grade School, Lawrence  
St. Patrick Elementary School, Lowell  
Our Lady of the Assumption Grade School, Lynnfield  
St. James & St. John School, New Bedford  
Little Flower School, Somerville  
Holy Name School, Springfield  
Holy Name School, West Roxbury  
St. Stephen Grade School, Worcester

St. Clement Grade School, Baltimore  
St. William's Grade School, Baltimore  
St. Margaret's Grade School, Bel Air  
St. John the Baptist de LaSalle School, Chillum  
St. John's Grade School, Frederick  
Arthur Slade Regional Catholic School, Glen Burnie  
St. Mary's Grade School, Upper Marlboro

Cathedral Elementary School, Portland  
Mt. Merici Academy Grade School, Waterville

St. Mary Grade School, Alpena  
St. Joseph Grade School, Belding  
St. Francis Grade School, Brainerd  
St. Ann's School, Cadillac  
St. Joseph Grade School, West Branch  
SS. Peter & Paul Grade School, Detroit  
St. Jude Grade School, Detroit  
St. Theresa Visitation School, Detroit  
St. Vincent Middle School, Detroit  
St. John Bosco Grade School, Detroit  
St. Ambrose Grade School, Detroit  
St. Joseph Grade School, East Tawas  
Holy Family Grade School, Grand Blanc  
St. Anthony Grade School, Grand Rapids  
St. Andrews Grade School, Grand Rapids  
St. Paul Grade School, Grosse Pt. Farms  
Sacred Heart Grade School, Lansing  
Christ - Good Shepherd Grade School, Lincoln Park  
Our Lady of Fatima Grade School, Michigan Center  
St. Mary Grade School, Niles  
Our Lady of Good Counsel, Plymouth  
Shrine of Little Flower School, Royal Oak  
St. Helen Grade School, Saginaw  
St. Patrick's Grade School, Union Lake

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## MINNESOTA

Our Lady of the Sacred Heart School, Cloquet  
St. Peter Grade School, Delano  
St. John the Baptist Grade School, Excelsior  
Crucifixion Grade School, La Crescent  
St. Mary's Grade School, Little Falls  
St. Ustin Grade School, Minneapolis  
Our Lady of Grace Grade School, Minneapolis  
St. Francis Grade School, Moorhead  
Shakopee Area Catholic School, Shakopee  
St. Anthony Grade School, St. Cloud  
St. Rose of Lima Grade School, St. Paul  
St. Mary's Grade School, Worthington

## MISSOURI

St. Timothy Grade School, Affton  
St. Teresa Grade School, Campbell  
St. Joseph School, Cotleville  
Our Lady of Snows Grade School, Eyebebe  
Our Lady of Fatima Grade School, Florissant  
Our Lady Queen of Peace School, House Springs  
St. Peter Grade School, Jefferson  
St. Stephen's Academy, Kansas Cit  
St. Therese Grade School, Kansas City  
St. Francis of Assisi School, Lemay  
Christ Prince of Peace Grade School, Manchester  
St. Eustracius Grade School, Portageville  
St. Patrick Grade School, Rolla  
St. James Grade School, St. Joseph  
Epiphany Grade School, St. Louis  
Mary Queen of the Universe School, St. Louis  
St. Stephen Grade School, St. Louis  
St. Joseph School, Ste. Genevieve  
St. Joseph Grade School, Wentzville

## MISSISSIPPI

Bay St. Louis Catholic Elementary School, Bay St. Louis  
St. Gabriel Grade School, Mound Bayou

## MONTANA

St. Matthew's Grade School, Kalispell  
St. Charles Mission School, Pryor

## NORTH CAROLINA

St. Gabriel Grade School, Charlotte  
St. Francis of Assisi School, Jacksonville

## NORTH DAKOTA

St. Mary Grade School, Bismarck  
St. Mary's Grade School, New England

St. Boniface Grade School, Cold Spring  
Holy Rosary Grade School, Duluth  
Our Lady of Victory Grade School, Fergus Falls  
St. Phillip's Grade School, Litchfield  
St. Mary's Grade School, Madelia  
Resurrection Grade School, Minneapolis  
Annunciation School, Minneapolis  
St. Mary Grade School, New Trier  
St. Mary's Grade School, Sleepy Eye  
Most Holy Trinity Grade School, St. Louis Park  
St. Anthony Grade School, Watkins

St. Mary's Grade School, Bonnots Mill  
St. Theresa Grade School, Campbell  
St. Rose School, Desota  
St. Paul Grade School, Fenton  
St. Bartholomew Grade School, Hazelwood  
Immaculate Conception Grade School, Jackson  
Our Lady of Peace School, Kansas City  
St. Elizabeth Grade School, Kansas City  
Mary Immaculate Grade School, Kirksville  
St. James Grade School, Liberty  
Ascension School, Normandy  
St. Luke Grade School, Richmond Heights  
St. Kevin Grade School, St. Ann  
St. Margaret School, St. Louis  
Queen of All Saints, St. Louis  
St. Catherine of Alexandria School, St. Louis  
St. Paul Grade School, St. Paul  
St. Andrew Grade School, Tipton

St. Richard Grade School, Jackson  
St. Alphonsus Grade School, Ocean Springs

Sacred Heart Elementary School, Miles City

St. Peter's Elementary School, Greenville  
St. Leo School, Winston-Salem

Holy Family Grade School, Grand Forks

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## NEBRASKA

St. Agnes Academy Elementary, Alliance  
St. Bonaventure Grade School, Columbus  
St. Mary's Grade School, David City  
St. John's Grade School, Lincoln  
St. Cecelia Grade School, Omaha  
St. Richard Grade School, Omaha  
St. John the Baptist Grade School, Petersburg

## NEW HAMPSHIRE

St. John Grade School, Concord  
St. Francis of Assisi Grade School, Manchester

## NEW JERSEY

Our Lady of the Sea School, Atlantic City  
St. Mary's Grade School, Bond Brook  
Star of the Sea School, Cape May  
Queen of Heaven Grade School, Cherry Hill  
St. Agnes Grade School, Clark Township  
St. John Vianney Grade School, Colonia  
St. Vladimir's Grade School, Elizabeth  
Madonna School, Fort Lee  
St. Catherine Grade School, Glen Rock  
St. Ann Grade School, Hoboken  
Sacred Heart of Jesus School, Irvington  
St. Anne Grade School, Jersey City  
Holy Family School, Lakewood  
Our Lady Queen of Peace School, Maywood  
St. Pius X Grade School, Montville  
St. Peter's Elementary School, New Brunswick  
St. Joseph's Grade School, Newton  
St. Christopher Grade School, Parsippany  
St. Bonaventure Grade School, Paterson  
St. Peter's Grade School, Pleasantville  
St. Peter's Grade School, Riverside  
St. Luke's Grade School, Stratford  
Sacred Heart Parochial School, Trenton  
Holy Cross Grade School, Trenton  
St. James School, Ventnor  
St. Ann's Grade School, Wildwood  
St. Elizabeth's Grade School, Wyckoff

## NEW MEXICO

Rev. James B. Hay School, Alamogordo  
Annunciation Grade School, Albuquerque  
Cristo Rey School, Santa Fe

## NEVADA

St. Viator School, Las Vegas

Scotus Junior High, Columbus  
St. Rose of Lima School, Crofton  
West Catholic Elementary School, Fordyce  
Blessed Sacrament School, Omaha  
St. Thomas More Grade School, Omaha  
St. Columbkille Grade School, Papillion  
St. Wenceslaus Grade School, Wahoo

Sacred Heart School, Hampton

St. James Grade School, Basking Ridge  
All Saints Parochial School, Burlington  
St. Joseph Grade School, Carteret  
Holy Rosary Grade School, Cherry Hill  
Epiphany Grade School, Cliffside Park  
St. Hedwig Grade School, Elizabeth  
St. Anne's Grade School, Fairlawn  
Most Holy Name Grade School, Garfield  
Holy Trinity Grade School, Hackensack  
St. Benedict Grade School, Holmdel  
St. Cecelia's Grade School, Iselin  
Sacred Heart School, Kearny  
St. Leo the Great Grade School, Lincroft  
St. Mary of the Lakes School, Medford  
St. Virgil Grade School, Morris Plains  
School of the Ascension, New Milford  
Our Lady of Mercy Grade School, Park Ridge  
Holy Trinity School, Passic  
Our Lady of Fatima Grade School, Piscataway  
St. Ann Grade School, Raritan  
St. Catherine's Grade School, Spring Lake  
Our Lady of Mt. Carmel Grade School, Tenafly  
St. Gregory the Great Grade School, Trenton  
Lacordaire Academy-Elementary School, Upper Montclair  
Our Lady of Lourdes Grade School, West Orange  
Our Lady of the Assumption School, Wood Ridge

Holy Ghost Elementary School, Albuquerque  
SS. Peter & Paul Grade School, Richmond  
Blessed Kateri Tekakwitha Grade School, Thoreau

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## NEW YORK

Blessed Sacrament Grade School, Albany  
Our Lady of the Blessed Sacrament School, Bayside  
St. John Nepomucene Grade School, Bohemia Long Island  
School of St. Benedict, Bronx  
St. Martin of Tours Grade School, Bronx  
St. Margaret Mary Grade School, Bronx  
St. John Cantius Grade School, Brooklyn  
St. Catherine of Sienna Grade School, Brooklyn  
St. Jude Grade School, Brooklyn  
St. John Cantius Grade School, Brooklyn  
Unity Catholic School, Brooklyn  
St. Agatha Grade School, Buffalo  
Our Lady of Black Rock Grade School, Buffalo  
St. James Grade School, Carmel  
St. Anastasia Grade School, Douglaston  
St. Mary Grade School, East Islip  
Mary's Nativity School, Flushing  
St. Mary of the Lake Grade School, Hamburg  
Immaculate Conception Grade School, Irvington-Hudson  
St. Peter Grade School, Kenmore  
Our Lady of Perpetual Help, Lindenhurst  
St. Raphael Grade School, Long Island City  
St. Joseph's Grade School, Middletown  
Our Lady of Mt. Carmel Grade School, Mt. Vernon  
Our Lady of Mt. Carmel Grade School, Niagara Falls  
St. Joseph Grade School, New Windsor  
Nativity Mission School, New York  
Our Lady of Pompeii Grade School, New York  
St. Francis de Sales Grade School, New York  
St. John de la Salle Grade School, Niagara Falls  
Ogdensburg Central Catholic School, Ogdensburg  
St. Margaret Grade School, Pearl River  
Infant Jesus Grade School, Port Jefferson  
SS Joachim & Anne School, Queens College  
St. Isidore Grade School, Riverhead  
Corpus Christi Grade School, Rochester  
St. Agnes Cathedral Grade School, Rockville Centre  
Our Lady of Perpetual Help School, S. Ozone Park  
St. Mary of the Snows Grade School, Saugerties  
St. James Grade School, Seaford  
St. Catherine of Sienna Grade School, St. Alban  
Our Lady Star of the Sea School, Staten Island  
St. Daniel Grade School, Syracuse  
St. Lucy Grade School, Syracuse  
St. Edmond Grade School, Tonawanda  
St. Peter's Grade School, Utica  
Immaculate Conception School, Wellsville  
St. Brigid's Grade School, Westbury  
Sacred Heart Grade School, Yonkers  
St. Hyacinth's School, Auburn  
St. Thomas Aquinas Grade School, Binghamton  
St. Ann Grade School, Bronx  
St. Margaret of Cortona School, Bronx  
St. Raymond's School, Bronx  
Holy Cross Grade School, Bronx  
St. Francis Cabrini Grade School, Brooklyn  
St. Francis Xavier, Brooklyn  
St. Agatha's Grade School, Brooklyn  
Our Saviour School, Brooklyn  
Mt. St. Joseph Grade School, Buffalo  
All Saints Grade School, Buffalo  
St. Joseph School, Buffalo  
St. Leo School, Corona  
Sacred Heart Grade School, E. Glendale  
St. Boniface Grade School, Elmont Long Island  
St. Francis de Sales - St. Stephen, Geneva  
St. Gerard's Grade School, Hollis  
SS Peter & Paul Grade School, Jamestown  
Blessed Sacrament Grade School, Kenmore  
Most Precious Blood Grade School, Long Island City  
St. Peter's Grade School, Lowville  
St. Alexander Grade School, Morrisonville  
St. Columbanus Grade School, N. Peekskill  
Holy Spirit Grade School, New Hyde Park  
Mary Help of Christians School, New York  
St. Paul School, New York  
St. Catherine of Genoa Grade School, New York  
St. Francis Grade School, Newburgh  
Holy Family School, Norwich  
St. Mary Gate of Heaven Elementary, Ozone Park  
St. Michael School, Penn Yan  
Holy Trinity Grade School, Poughkeepsie  
Resurrection Ascension School for Girls, Rego Park  
St. Thomas the Apostle Grade School, Rochester  
Mother of Sorrows Grade School, Rochester  
St. Peter Grade School, Rosendale  
Salamanca Catholic Academy, Salamanca  
St. Anthony Grade School, Schenectady  
St. Patrick's Grade School, Smithtown  
St. Adalbert Grade School, Staten Island  
Sacred Heart Grade School, Suffern  
Our Lady of Solace Grade School, Syracuse  
St. Mary's Grade School, Ticonderoga  
Our Lady Help of Christians Grade School, Tottenville  
Notre Dame Jr. High School, Utica  
Fourteen Holy Helpers Grade School, West Seneca  
St. Bartholomew Grade School, Yonkers  
St. Patrick Grade School, Yorktown Heights

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## OHIO

Our Lady of the Elms Special Education School, Akron  
St. John Grade School, Bellaire  
Holy Trinity Grade School, Byesville  
Annunciation Grade School, Cincinnati  
St. Catherine Grade School, Cincinnati  
All Saints School, Cincinnati  
Nativity Grade School, Cincinnati  
St. Philip & James Grade School, Cleveland  
Holy Redeemer School, Cleveland  
St. Louis Grade School, Cleveland Heights  
St. Stephen the Martyr School, Columbus  
Holy Spirit Grade School, Columbus  
Holy Family Grade School, Dayton  
St. Anthony Grade School, Dayton  
St. Justin Martyr Grade School, Eastlake  
Sacred Heart Grade School, Fremont  
St. Mary's Grade School, Greenville  
St. Charles Borromeo Grade School, Kettering  
St. Francis de Sales Grade School, Lebanon  
St. Peter Grade School, Lorain  
St. Mary Grade School, Marion  
St. Bartholomew Grade School, Middleburg  
St. Paul Grade School, N. Canton  
Holy Family School, Poland  
St. Peter & Paul Grade School, Sandusky  
St. Dominic Grade School, Shaker Heights  
St. Teresa's Grade School, Springfield  
Our Lady of Lourdes Grade School, Toledo  
St. Charles Grade School, Toledo  
St. Mary Grade School, Vermillion  
St. James Grade School, Waynesburg  
St. Matthias Grade School, Youngstown

## OKLAHOMA

All Saints Diocesan School, Broken Arrow

## OREGON

St. Francis of Assisi Grade School, Banks  
St. Paul Grade School, Eugene  
St. Therese Grade School, Portland

## PENNSYLVANIA

St. Catherine of Siena School, Allentown  
Mt. Mills Catholic School, Altoona  
Queen of Peace School, Ardsley  
Sacred Heart Grade School, Bridgeport  
St. Pius Grade School, Broomall  
Good Shepherd Grade School, Camp Hill  
St. Ignatius Grade School, Carnegie  
Our Lady of Peace Grade School, Clarks Green  
St. Thomas Grade School, Corry  
St. Charles Grade School, Drexel Hill  
Easton Catholic Elementary, Easton  
Ave Maria Grade School, Ellsworth  
St. Andrew Grade School, Erie

St. Mary Immaculate Conception School, Avon  
St. Ambrose Grade School, Brunswick  
Notre Dame Elementary School, Chardon  
Cure of Ars School, Cincinnati  
St. Cecelia Grade School, Cincinnati  
St. Athanasius Grade School, Cincinnati  
St. Joseph Grade School, Cincinnati  
St. Patrick Grade School, Cleveland  
St. Stanislaus Grade School, Cleveland  
St. Ann Grade School, Cleveland Heights  
St. Agatha Grade School, Columbus  
St. Mary Elementary School, Columbus  
St. Peter Grade School, Dayton  
St. Joseph Grade School, Dover  
St. William Grade School, Euclid  
St. Joseph Grade School, Galion  
St. Patrick Grade School, Hubbard  
St. Mary Grade School, Lancaster  
St. Mary Grade School, Leipsic  
St. Mary's Grade School, Mansfield  
Blessed Sacrament Grade School, Newark  
St. Joseph Grade School, Mogadore  
St. Peter's Elementary School, North Ridgeville  
St. Michael Grade School, Ripley  
Holy Angels Grade School, Sandusky  
St. Thomas the Apostle Grade School, Sheffield Lake  
St. Nicholas Grade School, Struthers  
St. Hyacinth Grade School, Toledo  
St. Mary Grade School, Van Wert  
St. Jerome Grade School, Walbridge  
Holy Name Grade School, Youngstown

St. James Grade School, Oklahoma City

O'Hara Catholic School, Eugene  
St. Ignatius Grade School, Portland  
St. John Fisher Grade School, Portland

St. Ursula Grade School, Allison Park  
Ambridge Area Catholic School, Ambridge  
North Cambria Catholic School, Barnesboro  
St. Agatha Grade School, Bridgeville  
Holy Sepulcher Grade School, Butler  
St. Patrick Grade School, Cannonsburg  
St. Robert Grade School, Chester  
Our Lady of Fatima Grade School, Cornwells Heights  
St. Joseph Grade School, Danville  
Holy Rosary Grade School, Duryea  
St. Michael Grade School, Elizabeth  
St. Luke Grade School, Erie  
St. Stanislaus Grade School, Erie

Sacred Heart Grade School, Erie  
Holy Name of Jesus Grade School, Forty Fort  
St. Francis Xavier Grade School, Gettysburg  
Blessed Sacrament Cathedral School, Greensburg  
St. Bede Grade School, Holland  
St. Mary Magdalene Grade School, Homestead  
St. Patrick Grade School, Johnstown  
St. Leo the Great Grade School, Lancaster  
St. Patrick Grade School, Malvern  
St. Joseph Grade School, Mechanicsburg  
St. Joseph Grade School, New Kensington  
St. Patrick's School, Norristown  
St. Mary School, Old Forge  
St. John the Baptist Grade School, Perryopolis  
Stella Maris School, Philadelphia  
St. Philip Neri Grade School, Philadelphia  
Visitation Blessed Virgin Mary School, Philadelphia  
Good Shepherd Grade School, Philadelphia  
St. Joan of Arc Grade School, Philadelphia  
All Saints Grade School, Philadelphia  
Assumption Grade School, Pittsburgh  
Holy Innocents Grade School, Pittsburgh  
St. Francis Xavier Grade School, Pittsburgh  
St. Leo Grade School, Ridgeway  
Epiphany Grade School, Sayre  
St. James Grammar School, Sewickley  
St. Alice Grade School, Upper Darby  
St. Mary's School, Wilkes-Barre  
Ancillae-Assumpta Academy, Wyncote

### **RHODE ISLAND**

St. Elizabeth's Grade School, Bristol  
Holy Ghost Grade School, Providence  
St. Mary's Academy-Bay View Elementary, Riverside  
St. Joseph Regional School, Woonsocket

### **SOUTH CAROLINA**

St. Martin de Porres School, Columbia  
St. Jude Grade School, Sumter

### **SOUTH DAKOTA**

St. Elizabeth Seton School, Rapid City  
Christ the King Grade School, Sioux Falls

### **TENNESSEE**

Our Lady of Perpetual Help School, Chattanooga  
St. Joseph Grade School, Madison  
St. Paul Grade School, Memphis

### **TEXAS**

St. Laurence Grade School, Amarillo  
St. Theresa School, Austin  
St. Joseph's Grade School, Bryan  
Christ the King Grade School, Corpus Christi  
St. Bernard Grade School, Dallas

Monsignor Geno Monti School, Farrell  
St. Mary Grade School, Freeport  
Immaculate Heart Elementary School, Girardville  
St. Margaret Mary Grade School, Harrisburg  
Hollidaysburg Cathoic School, Hollidaysburg  
Immaculate Conception Grade School, Irwin  
St. Basil the Great Grade School, Kimberton  
Queen of the Universe Grade School, Levittown  
St. Angela Merici School, McKeesport  
St. Margaret Grade School, Narberth  
Holy Cross Grade School, New Philadelphia  
Our Lady of Hungary School, Northampton  
St. Norbert Grade School, Paoli  
Nazareth Academy Grade School, Philadelphia  
St. Joachim Grade School, Philadelphia  
Incarnation Grade School, Philadelphia  
St. Leo Grade School, Philadelphia  
St. Mary of Czestochowa School, Philadelphia  
Immaculate Heart of Mary School, Philadelphia  
Our Lady of Rosary Grade School, Philadelphia  
Our Lady of Loreto Grade School, Pittsburgh  
St. Bede Elementary School, Pittsburgh  
Holy Guardian Angels School, Reading  
St. Hilary of Poitiers School, Rydal  
St. Anselm Grade School, Seissvale  
St. Jerome's Grade School, Tamaqua  
St. Athanasius School, West View  
St. Joseph Grade School, Williamsport  
Immaculate Conception School, York

Newport County Catholic Regional School, Middletown  
Bishop McVinney Regional Middle School, Providence  
Notre Dame Grade School, West Warwick  
Our Lady of Victories Grade School, Woonsocket

St. Anthony Grade School, Florence  
St. Anthony Grade School, Walterboro

St. Mary Grade School, Salem  
St. Agnes Grade School, Vermillion

Sacred Heart Elementary & Middle School, Knoxville  
Our Lady of Sorrows Grade School, Memphis

Sacred Heart Grade School, Austin  
Lady of Victory Grade School, Beeville  
Sacred Heart Grade Schopol, Conroe  
St. Cecelia Elementary School, Dallas  
St. Monica Grade School, Dallas

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Blessed Sacrament Grade School, El Paso  
St. Mary School, Gainesville  
St. Anthony Grade School, Harlingen  
Resurrection Grade School, Houston  
St. Joseph Grade School, Marshall  
Blessed Sacrament Parish School, San Antonio  
St. James Grade School, San Antonio  
St. Mary's Grade School, Taylor

### **VIRGINIA**

St. Rita's Grade School, Alexandria  
St. Anne Grade School, Bristol  
Christ the King Grade School, Norfolk  
Walsingham Academy Grade School, Williamsburg

### **VERMONT**

St. Michael Grammar School, Montpelier

### **WASHINGTON**

St. Vincent de Paul Grade School, Federal Way  
Queen of Angels Grade School, Port Angeles  
St. Benedict Grade School, Seattle  
St. Matthew Grade School, Seattle  
Holy Rosary Grade School, Tacoma

### **WISCONSIN**

St. Mary Grade School, Algoma  
St. Edward Grade School, Appleton  
St. Pius X Grade School, Appleton  
Chilton Catholic Elementary School, Chilton  
St. Patrick's Grade School, Eau Claire  
Holy Family School, Green Bay  
Resurrection Grade School, Green Bay  
St. Francis Grade School, Kaukauna  
St. Francis de Sales Grade School, Lake Geneva  
Holy Rosary Grade School, Medford  
Merrill Catholic School, Merrill  
Immaculate Conception School, Milwaukee  
Mother of Perpetual Help School, Milwaukee  
St. Victor's Grade School, Monroe  
Holy Rosary Grade School, New Holstein  
St. Anthony's Grade School, Oconto Falls  
St. John the Baptist Grade School, Plum City  
St. Peter Grade School, Slinger  
Corpus Christi School, Sturgeon Bay  
St. Joseph's Grade School, Waterloo  
St. Jude School, Wauwatosa  
Holy Angels Grade School, West Bend

### **WEST VIRGINIA**

St. Joseph's Grade School, Martinsburg  
Sacred Heart of Mary School, Wierton

### **WYOMING**

St. Laurence Grade School, Laramie

St. Andrew Grade School, Fort Worth  
Immaculate Conception Grade School, Grand Prairie  
Corpus Christi Grade School, Houston  
Sacred Heart Grade School, La Grange  
St. Anthony's Catholic School, Robstown  
Holy Rosary Grade School, San Antonio  
Our Lady of Perpetual Help Grade School, San Antonio

St. Edward Grade School, Bon Air  
St. Philip's Grade School, Falls Church  
Our Lady of Good Counsel School, Vienna

St. Thomas More Grade School, Lynnwood  
Christ the King Grade School, Richland  
St. Catherine Grade School, Seattle  
St. John Vianney Grade School, Spokane  
St. Paul Cathedral Grade School, Yakima

St. John Grade School, Antigo  
St. Joseph Middle School, Appleton  
St. Mary Grade School, Belgium  
St. Francis Xavier Grade School, Cross Plains  
St. Mary's Grade School, Eden  
E. Green Bay Catholic Educational System, Green Bay  
St. John the Evangelist Grade School, Greenfield  
Blessed Sacrament Grade School, La Crosse  
St. Dennis Grade School, Madison  
St. Mary Grade School, Menasha  
St. Casimir's School, Milwaukee  
Our Lady of Good Hope Grade School, Milwaukee  
Holy Spirit Grade School, Milwaukee  
Consolidated Parochial Elementary School, Mt. Calvary  
St. Mary's Grade School, New Richmond  
St. Patrick's Grade School, Onalaska  
St. Adalbert School, Rosholt  
St. Joseph Grade School, Stratford  
Sacred Heart Grade School, Sun Prairie  
St. Mary's School, Waukesha  
St. Joseph Grade School, Wauwatosa  
St. Monica Grade School, Whitefish Bay

Blessed Trinity Grade School, Wheeling



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## Appendix D

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### Percent of School by Size According to Location and Region

	1- 199	200-299	300- 499	500 and more students
<b>National</b>	35.78%	32.00%	23.67%	8.56%
<b>Location</b>				
Inner City	32.89%	38.16%	23.03%	5.92%
Urban	30.79%	33.54%	26.52%	9.15%
Suburban	22.86%	33.20%	30.50%	13.51%
Rural	69.68%	21.02%	7.74%	1.29%
<b>Regions</b>				
New England	36.23%	46.38%	14.49%	2.90%
Midwest	32.64%	30.13%	26.78%	10.45%
Great Lakes	39.26%	30.25%	21.96%	8.63%
Great Plains	51.81%	14.46%	26.51%	7.23%
Southeast	27.47%	38.46%	20.88%	13.19%
West/Far West	30.86%	37.04%	25.93%	6.17%

## Appendix E

### Percent of Higher Tuition for Students of Other Religions According to Location, Geographic Region and School Size

	1 - 24%	25 - 49%	50 - 74%	75 - 99%	100 and more
<b>National</b>	30.98%	27.17%	18.66%	9.60%	13.58%
<b>Location</b>					
Inner City	50.00%	29.50%	28.75%	8.75%	13.58%
Urban	25.93%	29.63%	21.35%	11.57%	11.61%
Suburban	28.40%	28.40%	20.71%	6.51%	15.97%
Rural	30.95%	17.86%	16.67%	11.90%	22.66%
<b>Regions</b>					
New England	39.39%	36.36%	15.15%	6.06%	3.03%
Midwest	35.36%	29.71%	18.34%	8.28%	9.47%
Great Lakes	21.21%	21.82%	23.03%	11.52%	22.42%
Great Plains	28.19%	30.97%	7.14%	7.14%	26.20%
Southeast	31.03%	36.21%	18.97%	5.17%	8.62%
West/Far West	42.71%	23.96%	15.63%	12.50%	5.21%
<b>School Size</b>					
1 - 199	29.76%	27.98%	19.05%	10.12%	13.17%
200 - 299	34.27%	29.17%	19.88%	8.43%	11.24%
300 - 499	30.22%	25.18%	17.99%	9.35%	17.27%
500 or more	27.78%	29.63%	14.82%	12.96%	14.82%

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## Appendix F

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### Percent of Schools with Endowment Programs and Percent of Schools Receiving at Least 19% of Revenue from Endowment

	Endowment Program	Generating at least 19% of School Revenue
<b>National</b>	22.74%	49.25%
<b>Location</b>		
Inner City	20.00%	46.43%
Urban	21.87%	47.22%
Suburban	19.97%	45.17%
Rural	31.01%	61.70%
<b>Regions</b>		
New England	21.74%	40.00%
Midwest	9.85%	37.50%
Great Lakes	26.92%	50.00%
Great Plains	27.38%	60.87%
Southeast	33.33%	37.93%
West/Far West	27.55%	50.09%
<b>School Size</b>		
1 -199	21.74%	53.73%
200 - 299	26.47%	50.00%
300 - 499	20.19%	44.19%
500 or more	18.18%	42.86%

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## Appendix G

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### Per-pupil Cost, Tuition, Cost of Materials, and Percent of Tuition Covering Per-pupil Cost

	Per-pupil Cost	Tuition	Materials	Tuition % of Pupil Cost
<b>National</b>	\$1,476	\$ 924	\$161	62.60%
<b>Location</b>				
Inner City	\$1,415	\$ 804	\$102	56.82%
Urban	\$1,496	\$ 1,096	\$175	73.26%
Suburban	\$1,488	\$ 917	\$190	61.63%
Rural	\$1,467	\$ 658	\$141	44.85%
<b>Regions</b>				
New England	\$1,357	\$ 782	\$290	57.63%
Mideast	\$1,439	\$ 846	\$126	59.04%
Great Lakes	\$1,459	\$ 762	\$160	52.23%
Great Plains	\$1,426	\$ 1,021	\$167	71.67%
Southeast	\$1,514	\$ 1,169	\$201	77.21%
West/Far West	\$1,614	\$ 1,177	\$129	72.92%
<b>School Size</b>				
1 -199	\$1,594	\$ 833	\$168	52.26%
200 - 299	\$1,419	\$ 1,031	\$153	72.67%
300 - 499	\$1,414	\$ 918	\$157	64.92%
500 or more	\$1,352	\$ 902	\$170	66.72%

## Appendix H

### Salaries of Teachers

	Beginning Teachers' Salary		Highest Salary	Average Salary
	Bachelor's Degree	Master's Degree		
<b>National</b>	\$13,020	\$14,303	\$19,812	\$15,578
<b>Location</b>				
Inner City	\$13,142	\$14,525	\$18,802	\$15,562
Urban	\$13,115	\$13,885	\$20,197	\$15,435
Suburban	\$13,229	\$15,106	\$21,516	\$16,587
Rural	\$12,384	\$13,422	\$17,325	\$14,223
<b>Regions</b>				
New England	\$12,487	\$13,204	\$17,987	\$15,600
Mideast	\$12,957	\$13,578	\$20,126	\$15,077
Great Lakes	\$12,569	\$13,711	\$19,788	\$15,459
Great Plains	\$12,883	\$14,051	\$18,355	\$14,723
Southeast	\$13,253	\$14,712	\$19,298	\$15,591
West/Far West	\$13,955	\$16,473	\$21,146	\$16,926
<b>School Size</b>				
1 -199	\$12,344	\$13,231	\$17,319	\$14,295
200 - 299	\$13,243	\$14,476	\$20,705	\$15,837
300 - 499	\$13,417	\$15,208	\$21,209	\$16,465
500 or more	\$13,923	\$14,750	\$23,086	\$17,311

## Appendix I

### Percent of Schools with Pre-kindergarten, Kindergarten and Extended Day Programs and Cost to Parents

	Pre-kindergarten		Kindergarten		Extended Day	
	% of schools with program	yearly cost	% of schools with program	yearly cost	% of school with program	hourly cost
<b>National</b>	31.34%	\$ 950	84.33%	\$ 869	30.29%	\$3.00
<b>Location</b>						
Inner City	32.26%	\$1,022	85.16%	\$ 789	44.37%	\$2.00
Urban	37.43%	\$ 994	91.32%	\$ 966	33.73	\$2.00
Suburban	29.32%	\$ 808	87.21%	\$ 797	31.77%	\$6.00
Rural	20.89%	\$1,045	63.92%	\$ 878	10.82%	\$1.00
<b>Regions</b>						
New England	26.09%	\$ 846	84.06%	\$ 834	18.84%	\$2.00
Mideast	37.55%	\$ 958	89.39%	\$ 798	26.03%	\$2.00
Great Lakes	25.77%	\$ 649	80.39%	\$ 683	19.53%	\$2.00
Great Plains	25.00%	\$ 617	75.00%	\$ 879	16.67%	\$1.00
Southeast	44.09%	\$1,508	90.32%	\$1,232	57.14%	\$2.00
West/Far West	29.34%	\$1,052	84.43%	\$1,042	54.55%	\$6.00
<b>School Size</b>						
1 -199	29.50%	\$1,059	77.33%	\$ 896	22.54%	\$2.00
200 - 299	29.17%	\$ 865	88.89%	\$ 907	32.98%	\$4.00
300 - 499	31.93%	\$ 912	87.32%	\$ 793	39.15%	\$3.00
500 or more	42.86%	\$ 942	97.01%	\$ 824	40.26%	\$2.00

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