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)
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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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
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 preschool 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
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 pastoral letters 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
CHAPTER 1

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.
Chapter 1  Methodology

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.
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

<table>
<thead>
<tr>
<th>Sponsorship</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish</td>
<td>729</td>
<td>80.37%</td>
</tr>
<tr>
<td>Interparochial</td>
<td>80</td>
<td>8.82%</td>
</tr>
<tr>
<td>Diocesan</td>
<td>65</td>
<td>7.17%</td>
</tr>
<tr>
<td>Private</td>
<td>33</td>
<td>3.64%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner city</td>
<td>151</td>
<td>16.65%</td>
</tr>
<tr>
<td>Urban</td>
<td>333</td>
<td>36.71%</td>
</tr>
<tr>
<td>Suburban</td>
<td>266</td>
<td>29.33%</td>
</tr>
<tr>
<td>Rural</td>
<td>157</td>
<td>17.31%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Regions</th>
<th>Financial Study</th>
<th>1989 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>number</td>
<td>percent</td>
</tr>
<tr>
<td>1 - New England</td>
<td>69</td>
<td>7.61%</td>
</tr>
<tr>
<td>2 - Mideast</td>
<td>242</td>
<td>26.68%</td>
</tr>
<tr>
<td>3 - Great Lakes</td>
<td>256</td>
<td>28.22%</td>
</tr>
<tr>
<td>4 - Great Plains</td>
<td>84</td>
<td>9.26%</td>
</tr>
<tr>
<td>5 - Southeast</td>
<td>91</td>
<td>10.03%</td>
</tr>
<tr>
<td>6 - West/Far West</td>
<td>165</td>
<td>18.19%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Size of Student Population</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 199</td>
<td>325</td>
<td>35.83%</td>
</tr>
<tr>
<td>200 - 299</td>
<td>290</td>
<td>31.97%</td>
</tr>
<tr>
<td>300 - 499</td>
<td>215</td>
<td>23.70%</td>
</tr>
<tr>
<td>500 or more</td>
<td>77</td>
<td>8.49%</td>
</tr>
</tbody>
</table>

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

CHAPTER 2
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

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.

<table>
<thead>
<tr>
<th>Exhibit 5</th>
<th>Tuition Charged According to Geographic Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regions</td>
<td>Tuition</td>
</tr>
<tr>
<td>1. New England</td>
<td>$ 782</td>
</tr>
<tr>
<td>2. Mideast</td>
<td>$ 846</td>
</tr>
<tr>
<td>3. Great Lakes</td>
<td>$ 762</td>
</tr>
<tr>
<td>4. Great Plains</td>
<td>$ 1,021</td>
</tr>
<tr>
<td>5. Southeast</td>
<td>$ 1,169</td>
</tr>
<tr>
<td>6. West/Far West</td>
<td>$ 1,177</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Exhibit 6</th>
<th>Tuition Charged According to School Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Tuition</td>
</tr>
<tr>
<td>Inner City</td>
<td>$ 804</td>
</tr>
<tr>
<td>Urban</td>
<td>$1,096</td>
</tr>
<tr>
<td>Suburban</td>
<td>$ 917</td>
</tr>
<tr>
<td>Rural</td>
<td>$ 658</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 199 students</td>
<td>$833</td>
</tr>
<tr>
<td>200 - 299 students</td>
<td>$1,031</td>
</tr>
<tr>
<td>300 - 499 students</td>
<td>$918</td>
</tr>
<tr>
<td>500 or more</td>
<td>$902</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>School Size</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 199 students</td>
<td>55.28%</td>
</tr>
<tr>
<td>200-299 students</td>
<td>63.54%</td>
</tr>
<tr>
<td>300-499 students</td>
<td>58.22%</td>
</tr>
<tr>
<td>500 and more students</td>
<td>58.44%</td>
</tr>
</tbody>
</table>
Chapter 2 Financing

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.
Chapter 2 Financing

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

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

**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).
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.

<table>
<thead>
<tr>
<th>Activities</th>
<th>% of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candy Sale</td>
<td>54.67%</td>
</tr>
<tr>
<td>Raffle &amp; Booster Club</td>
<td>42.16%</td>
</tr>
<tr>
<td>Bingo</td>
<td>31.58%</td>
</tr>
<tr>
<td>Socials</td>
<td>28.68%</td>
</tr>
<tr>
<td>Carnival</td>
<td>25.67%</td>
</tr>
<tr>
<td>Magazine Sale</td>
<td>14.50%</td>
</tr>
<tr>
<td>Las Vegas Night</td>
<td>6.03%</td>
</tr>
<tr>
<td>Night at the Races</td>
<td>3.75%</td>
</tr>
</tbody>
</table>

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.
Chapter 2 Financing

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 Mideast (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 49.25% 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


**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 school 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.
Chapter 3 Expenses

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

<table>
<thead>
<tr>
<th>Stipend Range</th>
<th>% of Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $10,000</td>
<td>47.49%</td>
</tr>
<tr>
<td>$10,000-$14,999</td>
<td>36.17%</td>
</tr>
<tr>
<td>$15,000-$19,999</td>
<td>11.55%</td>
</tr>
<tr>
<td>$20,000-$24,999</td>
<td>3.70%</td>
</tr>
<tr>
<td>$25,000-$29,999</td>
<td>1.96%</td>
</tr>
<tr>
<td>$30,000 or higher</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

In this study laymen and laywomen (lay refers to people who are not members 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

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>% of Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $15,000</td>
<td>4.56%</td>
</tr>
<tr>
<td>$15,000-$19,999</td>
<td>11.07%</td>
</tr>
<tr>
<td>$20,000-$24,999</td>
<td>28.34%</td>
</tr>
<tr>
<td>$25,000-$29,999</td>
<td>29.65%</td>
</tr>
<tr>
<td>$30,000-$34,999</td>
<td>16.94%</td>
</tr>
<tr>
<td>$35,000 and higher</td>
<td>9.45%</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Student Size</th>
<th>Bachelor’s Degree</th>
<th>Master’s Degree</th>
<th>Highest Salary</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 199</td>
<td>$12,344</td>
<td>$13,231</td>
<td>$17,319</td>
<td>$14,295</td>
</tr>
<tr>
<td>200 - 299</td>
<td>$13,243</td>
<td>$14,476</td>
<td>$20,705</td>
<td>$15,837</td>
</tr>
<tr>
<td>300 - 499</td>
<td>$13,417</td>
<td>$15,208</td>
<td>$21,209</td>
<td>$16,465</td>
</tr>
<tr>
<td>500 and higher</td>
<td>$13,923</td>
<td>$14,759</td>
<td>$23,086</td>
<td>$17,437</td>
</tr>
<tr>
<td>National Average</td>
<td>$13,020</td>
<td>$14,303</td>
<td>$19,812</td>
<td>$15,578</td>
</tr>
</tbody>
</table>

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

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.
Chapter 3 Expenses

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 instruction 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

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


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.
Chapter 4 Special Issues

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


Appendix A

Survey of Catholic Elementary School Finances, 1988 - 1989 School Year
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.
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 I. 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)  
   c) suburban  
   d) 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 a minority background during the 1988 - 1989 school year?
    a) 0%  
    b) 1 - 10%  
    c) 11 - 25%  
    d) 25 - 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) 91 - 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) 91 - 60%
   d) 59 - 40%  e) 39 - 20%  f) 19 - 1%  g) 0%

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

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  - others (please explain)

32. What percent of the per-pupil cost was covered by fund raising activities?
   a) 100%  b) 99 - 80%  c) 91 - 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

34. Did the school have an endowment fund for the 1988 - 1989 school year?
   a) 100%  b) 99 - 80%  c) 91 - 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 endowments, 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) 91 - 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 assistant principal?
45. ___ Check the benefit programs for the assistant principal to which the school contributed?
   - Social Security
   - dental program
   - life insurance
   - others, please list

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

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
   - dental program
   - life insurance
   - others, please list

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

51. ___ Was the development director a member of a religious community during the 1988 - 1989 school year?
   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
   - dental program
   - life insurance
   - others, please list

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

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

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
   - dental program
   - life insurance
   - 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

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:
   - Social Security
   - Health insurance
   - Dental program
   - Retirement
   - Life insurance
   - Unemployment
   - Others, please list

71. Who set the benefit program?
   a) Diocese
   b) Individual teachers
   c) Contract with teacher union
   d) Area parishes
   e) School board

72. Were any part-time teachers on the staff?
   a) Yes
   b) No

73. What was the salary a part-time 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.

74. Did your school employ substitute teachers?
   a) Yes
   b) No

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

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.
   - Program coordinator
   - Teachers from the school
   - Parents of students
   - Parishioners
   - Elementary school students
   - Secondary school students
   - College students

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.
Follow-up Letter to Schools not Responding to First Request
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., Ed.D.
Executive Director
Department of Elementary Schools

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

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, Jonesboro
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, Bellflower
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 Cupertion School, Cuppertion
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-Tiburon
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
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

DELAWARE
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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<th>School Name</th>
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<td>Queen of Martyrs School, Chicago</td>
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<td>Providence of God Grade School, Chicago</td>
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<td>St. Denis Grade School, Chicago</td>
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<td>St. Gertrude School, Chicago</td>
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<td>Our Lady of Victory Grade School, Chicago</td>
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<td>St. Joseph Grade School, Chicago</td>
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<td>Immaculate Conception School, Columbia</td>
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<td>St. Catherine of Sienna School, Dundee</td>
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<td>St. Mary's Grade School, Elgin</td>
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<td>St. Athanasius Grade School, Evanston</td>
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<td>St. Matthew Grade School, Glendale Heights</td>
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<td>St. Charles Borromeo Grade School, Hampshire</td>
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<td>St. Issac Jogues Grade School, Hinsdale</td>
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<td>SS Cyril &amp; Methodius Grade School, Lemont</td>
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<td>Immaculate Conception Grade School, Morris</td>
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<td>St. Gerard Grade School, Oak Lawn</td>
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<td>St. Joseph Grade School, Olney</td>
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<td>St. Paul of the Cross Grade School, Park Ridge</td>
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<td>South Side Catholic School, Peoria</td>
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<td>St. Mary's Grade School, Pontiac</td>
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<td>St. Mary School, Quincy</td>
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<td>St. Cypria. Grade School, River Grove</td>
<td>River Grove</td>
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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

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

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

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

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

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

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

Holy Cross Grade School, Covington
Good Shepherd School, Frankfurt
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

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, Pauclairville
Sacred Heart Grade School, Ville Platte

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
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/Marianhill Middle School, Southbridge
Blessed Sacrament Grade School, Walpole
Sacred Heart Grade School, Weymouth
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

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
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

MAINE
Holy Cross Grade School, Lewiston
St. Thomas Consolidated School, Sanford
Cathedral Elementary School, Portland
Mt. Merici Academy Grade School, Waterville

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. 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 Blanc
St. Andrews Grade School, Grand Rapids
St. Paul Grade School, Grosse Pts. 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
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. Utin 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, Eygebe
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. Eustacius 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. Philip'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, Bonnonts Mill
St. Theresa Grade School, Campbell
St. Rose School, Desota
St. Paul Grade School, Fenton
St. Barholomew 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

40 U.S. Catholic Elementary Schools & Their Finances 1989
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

NEW MEXICO
Hostos 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

NEW HAMPSHIRE
Sacred Heart School, Hampton

NEW JERSEY
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. Cecilia's Grade School, Iselin
Sacred Heart School, Kearny
St. Leo the Great Grade School, Lincolntown
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, Passaic
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, Trenton
Lacordaire Academy-Elementary School, Upper Montclair
Our Lady of Lourdes Grade School, West Orange
Our Lady of the Assumption School, Wood Ridge

NEVADA
St. Viator School, Las Vegas

NEVADA
Holy Ghost Elementary School, Albuquerque
SS. Peter & Paul Grade School, Richmond
Blessed Kateri Tekakwitha Grade School, Thoreau
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. Bridget'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, Jameson
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. Peeskill
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

42 U.S. Catholic Elementary Schools & Their Finances 1989
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

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. Anthonianus 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, Gallion
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, Mewark
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

OKLAHOMA

All Saints Diocesan School, Broken Arrow

St. James Grade School, Oklahoma City

OREGON

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

O'Hara Catholic School, Eugene
St. Ignatius Grade School, Portland
St. John Fisher 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
 EASTONcatholic Elementary, EASTON
 Ave Maria Grade School, Ellsworth
St. Andrew Grade School, Erie

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, Dunmore
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 Catholic 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, Sewickley
St. Jerome's Grade School, Tamaqua
St. Athanasius School, West View
St. Joseph Grade School, Williamsport
Immaculate Conception School, York

44 U.S. Catholic Elementary Schools & Their Finances 1989
| Blessed Sacrament Grade School, El Paso | St. Andrew Grade School, Fort Worth |
| St. Mary School, Gainesville | Immaculate Conception Grade School, Grand Prairie |
| St. Anthony Grade School, Harlingen | Corpus Christi Grade School, Houston |
| Resurrection Grade School, Houston | Sacred Heart Grade School, La Grange |
| St. Joseph Grade School, Marshall | St. Anthony's Catholic School, Robstown |
| Blessed Sacrament Parish School, San Antonio | Holy Rosary Grade School, San Antonio |
| St. James Grade School, San Antonio | Our Lady of Perpetual Help 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, Menomonee Falls
- 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. Antiony'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, Wiewton

**WYOMING**

- St. Laurence Grade School, Laramie

**U.S. Catholic Elementary Schools & Their Finances 1989**

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

Percent of School by Size According to Location and Region

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

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

<table>
<thead>
<tr>
<th>Location</th>
<th>1 - 24%</th>
<th>25 - 49%</th>
<th>50 - 74%</th>
<th>75 - 99%</th>
<th>100 and more</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>30.98%</td>
<td>27.17%</td>
<td>18.66%</td>
<td>9.60%</td>
<td>13.58%</td>
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<tr>
<td><strong>Location</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner City</td>
<td>50.00%</td>
<td>29.50%</td>
<td>28.75%</td>
<td>8.75%</td>
<td>13.58%</td>
</tr>
<tr>
<td>Urban</td>
<td>25.93%</td>
<td>29.63%</td>
<td>21.35%</td>
<td>11.57%</td>
<td>11.61%</td>
</tr>
<tr>
<td>Suburban</td>
<td>28.40%</td>
<td>28.40%</td>
<td>20.71%</td>
<td>0.31%</td>
<td>15.97%</td>
</tr>
<tr>
<td>Rural</td>
<td>30.95%</td>
<td>17.86%</td>
<td>16.67%</td>
<td>11.90%</td>
<td>22.66%</td>
</tr>
<tr>
<td><strong>Regions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New England</td>
<td>39.39%</td>
<td>36.36%</td>
<td>15.15%</td>
<td>6.06%</td>
<td>3.03%</td>
</tr>
<tr>
<td>Mideast</td>
<td>35.36%</td>
<td>29.71%</td>
<td>18.34%</td>
<td>8.28%</td>
<td>9.47%</td>
</tr>
<tr>
<td>Great Lakes</td>
<td>21.21%</td>
<td>21.82%</td>
<td>23.03%</td>
<td>11.52%</td>
<td>22.42%</td>
</tr>
<tr>
<td>Great Plains</td>
<td>28.19%</td>
<td>30.97%</td>
<td>7.14%</td>
<td>7.14%</td>
<td>26.20%</td>
</tr>
<tr>
<td>Southeast</td>
<td>31.03%</td>
<td>36.21%</td>
<td>18.97%</td>
<td>5.17%</td>
<td>8.62%</td>
</tr>
<tr>
<td>West/Far West</td>
<td>42.71%</td>
<td>23.96%</td>
<td>15.63%</td>
<td>12.50%</td>
<td>5.21%</td>
</tr>
<tr>
<td><strong>School Size</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 199</td>
<td>29.76%</td>
<td>27.98%</td>
<td>19.05%</td>
<td>10.12%</td>
<td>13.17%</td>
</tr>
<tr>
<td>200 - 299</td>
<td>34.27%</td>
<td>29.17%</td>
<td>19.88%</td>
<td>8.43%</td>
<td>11.24%</td>
</tr>
<tr>
<td>300 - 499</td>
<td>30.22%</td>
<td>25.18%</td>
<td>17.99%</td>
<td>9.35%</td>
<td>17.27%</td>
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<tr>
<td>500 or more</td>
<td>27.78%</td>
<td>29.63%</td>
<td>14.82%</td>
<td>12.96%</td>
<td>14.82%</td>
</tr>
</tbody>
</table>

U.S. Catholic Elementary Schools & Their Finances 1989  49
### Appendix F

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

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

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

<table>
<thead>
<tr>
<th>Per-pupil Cost</th>
<th>Tuition</th>
<th>Materials</th>
<th>Tuition % of Pupil Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>$1,476</td>
<td>$924</td>
<td>$161</td>
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<td>Location</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner City</td>
<td>$1,415</td>
<td>$804</td>
<td>$102</td>
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<tr>
<td>Urban</td>
<td>$1,496</td>
<td>$1,096</td>
<td>$175</td>
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<tr>
<td>Suburban</td>
<td>$1,488</td>
<td>$917</td>
<td>$190</td>
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<tr>
<td>Rural</td>
<td>$1,467</td>
<td>$658</td>
<td>$141</td>
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<tr>
<td>Regions</td>
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<tr>
<td>New England</td>
<td>$1,357</td>
<td>$782</td>
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<td>Mideast</td>
<td>$1,439</td>
<td>$846</td>
<td>$126</td>
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<td>Great Lakes</td>
<td>$1,459</td>
<td>$762</td>
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<td>Great Plains</td>
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<td>$1,021</td>
<td>$167</td>
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<tr>
<td>Southeast</td>
<td>$1,514</td>
<td>$1,169</td>
<td>$201</td>
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<tr>
<td>West/Far West</td>
<td>$1,614</td>
<td>$1,177</td>
<td>$129</td>
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<tr>
<td>School Size</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 199</td>
<td>$1,594</td>
<td>$833</td>
<td>$168</td>
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<tr>
<td>200 - 299</td>
<td>$1,419</td>
<td>$1,031</td>
<td>$153</td>
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<tr>
<td>300 - 499</td>
<td>$1,414</td>
<td>$918</td>
<td>$157</td>
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<tr>
<td>500 or more</td>
<td>$1,352</td>
<td>$902</td>
<td>$170</td>
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</table>
### Appendix H

**Salaries of Teachers**

<table>
<thead>
<tr>
<th>Location</th>
<th>Beginning Teachers' Salary Bachelor's Degree</th>
<th>Beginning Teachers' Salary Master's Degree</th>
<th>Highest Salary</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>$13,020</td>
<td>$14,303</td>
<td>$19,812</td>
<td>$15,578</td>
</tr>
<tr>
<td>Inner City</td>
<td>$13,142</td>
<td>$14,525</td>
<td>$18,802</td>
<td>$15,562</td>
</tr>
<tr>
<td>Urban</td>
<td>$13,115</td>
<td>$13,885</td>
<td>$20,197</td>
<td>$15,435</td>
</tr>
<tr>
<td>Suburban</td>
<td>$13,229</td>
<td>$15,106</td>
<td>$21,516</td>
<td>$16,587</td>
</tr>
<tr>
<td>Rural</td>
<td>$12,384</td>
<td>$13,422</td>
<td>$17,325</td>
<td>$14,223</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regions</th>
<th>Beginning Teachers' Salary Bachelor's Degree</th>
<th>Beginning Teachers' Salary Master's Degree</th>
<th>Highest Salary</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td>$12,487</td>
<td>$13,204</td>
<td>$17,987</td>
<td>$15,600</td>
</tr>
<tr>
<td>Midwest</td>
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<td>$13,578</td>
<td>$20,126</td>
<td>$15,077</td>
</tr>
<tr>
<td>Great Lakes</td>
<td>$12,569</td>
<td>$13,711</td>
<td>$19,788</td>
<td>$15,459</td>
</tr>
<tr>
<td>Great Plains</td>
<td>$12,883</td>
<td>$14,051</td>
<td>$18,355</td>
<td>$14,723</td>
</tr>
<tr>
<td>Southeast</td>
<td>$13,253</td>
<td>$14,712</td>
<td>$19,298</td>
<td>$15,591</td>
</tr>
<tr>
<td>West/Far West</td>
<td>$13,955</td>
<td>$16,473</td>
<td>$21,146</td>
<td>$16,926</td>
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</table>

<table>
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<th>School Size</th>
<th>Beginning Teachers' Salary Bachelor's Degree</th>
<th>Beginning Teachers' Salary Master's Degree</th>
<th>Highest Salary</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 199</td>
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<td>$13,231</td>
<td>$17,319</td>
<td>$14,295</td>
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<td>$13,243</td>
<td>$14,476</td>
<td>$20,705</td>
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<tr>
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<td>$13,417</td>
<td>$15,208</td>
<td>$21,209</td>
<td>$16,465</td>
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<td>$13,923</td>
<td>$14,752</td>
<td>$23,086</td>
<td>$17,311</td>
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</tbody>
</table>
## Appendix I

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Pre-kindergarten % of schools with program</th>
<th>Pre-kindergarten yearly cost</th>
<th>Kindergarten % of schools with program</th>
<th>Kindergarten yearly cost</th>
<th>Extended Day % of schools with program</th>
<th>Extended Day hourly cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>31.34%</td>
<td>$950</td>
<td>84.33%</td>
<td>$869</td>
<td>30.29%</td>
<td>$3.00</td>
</tr>
<tr>
<td>Inner City</td>
<td>32.26%</td>
<td>$1,022</td>
<td>85.16%</td>
<td>$789</td>
<td>44.37%</td>
<td>$2.00</td>
</tr>
<tr>
<td>Urban</td>
<td>37.43%</td>
<td>$994</td>
<td>91.32%</td>
<td>$966</td>
<td>33.73%</td>
<td>$2.00</td>
</tr>
<tr>
<td>Suburban</td>
<td>29.32%</td>
<td>$808</td>
<td>87.21%</td>
<td>$797</td>
<td>31.77%</td>
<td>$6.00</td>
</tr>
<tr>
<td>Rural</td>
<td>20.89%</td>
<td>$1,045</td>
<td>63.92%</td>
<td>$878</td>
<td>10.82%</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regions</th>
<th>Pre-kindergarten % of schools with program</th>
<th>Pre-kindergarten yearly cost</th>
<th>Kindergarten % of schools with program</th>
<th>Kindergarten yearly cost</th>
<th>Extended Day % of schools with program</th>
<th>Extended Day hourly cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td>26.09%</td>
<td>$846</td>
<td>84.06%</td>
<td>$834</td>
<td>18.84%</td>
<td>$2.00</td>
</tr>
<tr>
<td>Mideast</td>
<td>37.55%</td>
<td>$958</td>
<td>89.39%</td>
<td>$798</td>
<td>26.03%</td>
<td>$2.00</td>
</tr>
<tr>
<td>Great Lakes</td>
<td>25.77%</td>
<td>$649</td>
<td>80.39%</td>
<td>$683</td>
<td>19.53%</td>
<td>$2.00</td>
</tr>
<tr>
<td>Great Plains</td>
<td>25.00%</td>
<td>$617</td>
<td>75.00%</td>
<td>$879</td>
<td>16.67%</td>
<td>$1.00</td>
</tr>
<tr>
<td>Southeast</td>
<td>44.09%</td>
<td>$1,508</td>
<td>90.32%</td>
<td>$1,232</td>
<td>57.14%</td>
<td>$2.00</td>
</tr>
<tr>
<td>West/Far West</td>
<td>29.34%</td>
<td>$1,052</td>
<td>84.43%</td>
<td>$1,042</td>
<td>54.55%</td>
<td>$6.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Size</th>
<th>Pre-kindergarten % of schools with program</th>
<th>Pre-kindergarten yearly cost</th>
<th>Kindergarten % of schools with program</th>
<th>Kindergarten yearly cost</th>
<th>Extended Day % of schools with program</th>
<th>Extended Day hourly cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 199</td>
<td>29.50%</td>
<td>$1,059</td>
<td>77.33%</td>
<td>$896</td>
<td>22.54%</td>
<td>$2.00</td>
</tr>
<tr>
<td>200 - 299</td>
<td>29.17%</td>
<td>$865</td>
<td>88.89%</td>
<td>$907</td>
<td>32.98%</td>
<td>$4.00</td>
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<td>300 - 499</td>
<td>31.93%</td>
<td>$912</td>
<td>87.32%</td>
<td>$793</td>
<td>39.15%</td>
<td>$3.00</td>
</tr>
<tr>
<td>500 or more</td>
<td>42.86%</td>
<td>$942</td>
<td>97.01%</td>
<td>$824</td>
<td>40.26%</td>
<td>$2.00</td>
</tr>
</tbody>
</table>
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(202) 337-6232
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Appendix 16

END

U.S. Dept. of Education

Office of Education
Research and Improvement (OERI)

ERIC

Date Filmed
March 29, 1991