



THE JOY OF EDUCATION

AN INITIAL STUDY OF CATHOLIC LIBERAL ARTS SCHOOLS

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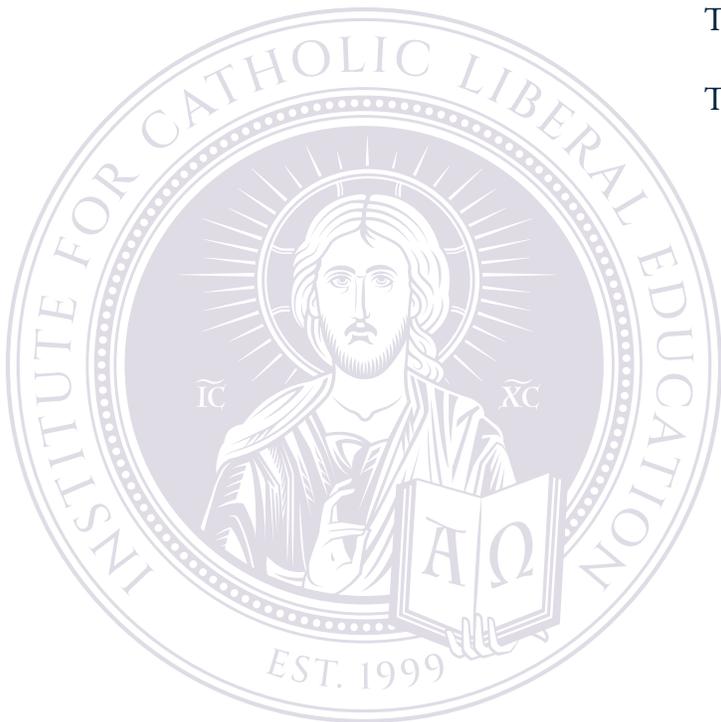
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I. Executive Summary

The Institute for Catholic Liberal Education (ICLE) is proud to release the results of our introductory survey of Catholic Liberal Arts schools. This survey was conducted in the spring of 2022 and draws on ICLE's pool of 147 member schools.¹ The concept for this survey arose from many requests for information from various stakeholders, desiring to more deeply understand the experience of and results from a Catholic Liberal Arts education. While public education in the United States is measured and evaluated extensively, there is a void of research on Catholic Liberal Arts schools and the students they educate. This report is the first of its kind to attempt to fill this gap.

It's no secret that Catholic education in the United States has been experiencing a steady decline for decades. This is most obviously shown by the precipitous fall in enrollment figures and number of Catholic schools since the high-water mark in the 1960s.² More importantly though, the Catholic schools which do operate, do not seem to stem the exodus of young Catholics abandoning the faith as they enter adulthood.³ Even less understood than the closure of Catholic schools and increasing secularization of the culture, is the heartening renaissance of a growing number of Catholic schools which are recapturing the Church's tradition on human formation, in the unity of faith and reason, and offering those pearls to their students through both curriculum and pedagogy.

At the Institute for Catholic Liberal Education, we are privileged to witness this renewal of Catholic education, and to serve schools in their pursuit of an authentically Catholic pedagogy. The schools which reclaim their tradition are best termed "Catholic Liberal Arts" schools. The term "liberal" comes from the Latin *liber*, which means free. Catholic liberal education, then, is an education for freedom: freedom for students to live their life as much as possible in the truth of themselves made in the image and likeness of God. The formation provided by Catholic liberal education does far more than just prepare a student for a job. It frees students to know, to love, and to live joyfully in the Truth of Jesus Christ.

This survey was created as a preliminary inquiry to better understand the experience of Catholic schools which have reclaimed the Church's rich heritage of human formation. The design of the study was intended to be an initial examination of the Catholic Liberal Arts school, but not a formal, potentially peer-reviewed research study. All of ICLE's member schools were asked to respond to questions related to their educational approach, enrollment, financials, academics, and school culture. A "member" school chooses to be a part of ICLE's network of schools, paying an annual fee in exchange for resources, consultations with ICLE faculty members, discounts on ICLE events, and other benefits.

Our findings in this report show encouraging results across a number of critical areas including Enrollment, Catholic Identity and School Culture, and Academics. With an overall survey response rate of 48%, our most powerful results come from schools who have transitioned from a Catholic non-Liberal Arts school to a Catholic liberal education. The sample size for these schools is relatively small, but the results from these schools are promising and bode well for a larger survey across this population. Our headline findings are as follows:

1 Number of member schools measured at the date of the release of the member school survey, April 28, 2022.

2 Digest of Education Statistics, 2017, Department of Education Center for Education Statistics, Washington, D.C. Retrieved September 2, 2022 from https://nces.ed.gov/programs/digest/d17/tables/dt17_205.70.asp.

3 Center for Applied Research in the Apostolate. (2014, June 13). Nineteen Sixty-Four. Do Catholic Schools Matter (M.M.Gray, Ed.) Washington, D.C. Retrieved from <http://nineteensixty-four.blogspot.com/2014/06/do-catholic-schools-matter.html>.

ENROLLMENT

Since the 2018–2019 academic year, 78% of schools which transitioned, fully functioned as a Catholic Liberal Arts school over this time period, or were founded in this vision, have experienced an increase in enrollment, many quite significant (45 respondents, see Appendix tables for full details).

- Among schools which began to transition to a Catholic Liberal Arts education since the 2018-2019 academic year and provided complete data, the average change in enrollment was a 5% increase from the year immediately prior to the first year of the initial transition (22 respondents, see Table A-2 for full details). Average enrollment growth increased further in subsequent years.
- Of the schools which have been fully operating as a Catholic Liberal Arts school since before the 2018-2019 academic year, average enrollment has increased 54% over this time period (17 respondents, see Table A-3 for full details).
- Among the schools founded in a Catholic Liberal Arts approach since 2018-2019, five of the six have at least doubled their enrollment since founding, and the sixth increased 58% (see Table A-4 for full details).
- Among responding schools, 56% reported having a waitlist for at least one grade (57 respondents).

CATHOLIC IDENTITY, SCHOOL CULTURE, AND FAMILY

The adoption of a Catholic Liberal Arts education shows a strong impact on Catholic identity, school culture, and even the students' families across a number of important dimensions. Nearly two-thirds of schools say that family engagement in the life of faith was much better or better than before adopting a Catholic Liberal Arts education (33 respondents). Faculty morale and engagement is also markedly improved post-adoption of a Catholic Liberal Arts education, with 82% of heads of school reporting better or much better faculty morale and engagement than before the adoption of Catholic Liberal Arts education (33 respondents). Finally, 85% of respondents who transitioned to Catholic Liberal Arts education report that student engagement is better or much better post-adoption (33 respondents).

ACADEMICS

Given the sample size and the lack of readily available data over multiple years, it was difficult to discern robust, quantifiable effect on academic performance from schools adopting a Catholic Liberal Arts education. Of the 21 schools which were able to describe their academic performance over multiple years, 43% indicated an increase in test scores, 38% indicated that scores had remained the same, while only 19% indicated a decrease in test scores.

To close this executive summary, we'd like to point to one of the final questions in the survey, which asked "What is the best part of being a Catholic Liberal Arts School?" There were many beautiful answers. "Authentic Catholic Education" was offered, as well as a school and curriculum focused on the person of Jesus Christ. But the one word mentioned over and over was "joy". "A joy to come to work every day." "The joy that increased Catholic identity and freedom of thought has brought to our school." "The joy in education again." In His Last Supper Discourse, Jesus says "I have told you this so that my joy may be in you and your joy may be complete." (John 15:11) It is our prayer that the joy of the Gospel may abundantly fill the hearts of students and teachers in Catholic schools everywhere.

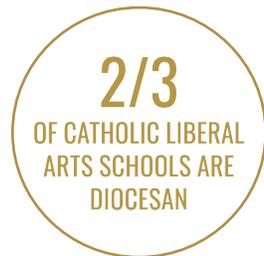


II. Data Narrative

A. ABOUT THE RESPONDENTS

This preliminary survey had 70 respondents—that is, the questionnaire was completed by the heads of school for 70 Catholic Liberal Arts schools. Some school leaders completed the full survey, while some only completed a portion of it. If a school did not have the data requested, they were told to insert “N/A” and to continue with the survey. The number of respondents varies from question to question because some school leaders did not complete every question. These 70 respondents represented a wide range of experience with Catholic Liberal Arts education, with some schools just beginning the transition, others which began to transition in the last several years, and still others who have been fully functioning as a Catholic Liberal Arts school for more than five years.

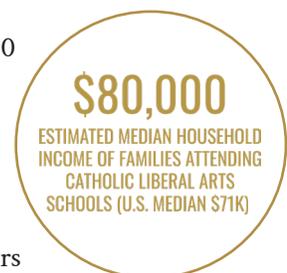
These schools are located predominantly in the United States (95%), but also in Canada and Colombia. Responses from the three non-U.S. schools were included for all but the financial questions. Fifty percent of schools were located in urban areas, 40% in suburban communities and the remaining 10% in rural areas. Two-thirds of the schools are under diocesan oversight while the remaining third are considered to be independent schools. The 67 U.S. schools were spread out across the country with 21 located in the East (New England and the Southeast), 20 in the Midwest or Central region, 14 in the Southwest and Mountain states and 12 on the West Coast. There was a wide range of school sizes, from a low of 20 students to a high of 822. Some schools served the full range of PK-12 grades, while others only offered three grade levels in the most recent academic year. The average enrollment among responding schools was 186 pupils for the 2021-2022 academic year.



B. STUDENT DEMOGRAPHICS

The ratio of male to female students in the responding schools was mostly balanced, with a slight skew toward female students (average=52%). Catholic Liberal Arts schools reported that a majority of their students are White/Caucasian, although almost all schools reported a Hispanic population (43 respondents). Across these 43 schools, the average percentage of Hispanic students was 23.6%. This is heartening, particularly as the percentage of ethnically Hispanic families composing the U.S. Catholic population has been steadily increasing.⁴ The one racial/ethnic category potentially underrepresented among schools in this study is African American/Black students. (Refer to Table A-1 in the Appendix for data from this study as well as comparison data.) Continuing to reach out to Catholic families of color and persuade them of the value of Catholic Liberal Arts education is a significant opportunity going forward.

For schools which reported estimated average household income of their families (30 respondents), the median household income of families was \$80,000, just slightly above the national median of \$71,000. The estimated household income ranged from a low of \$40,000 (approximately 90% of the median household income for that area) to a high of \$300,000 per year (almost exactly double the median income for that area).⁵ School leaders were also asked to estimate what percentage of their students would be eligible for free or reduced price lunch. Thirty seven school leaders reported estimates, ranging from 0% to 90% with a median of 24%. These figures indicate that Catholic Liberal Arts schools serve families in a wide range of socioeconomic classes.

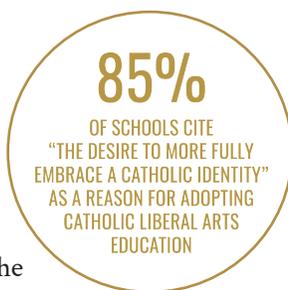


4 Srikanth, Anagha. “The Catholic Church in America Is More Hispanic than Ever.” *The Hill*, The Hill, 10 Feb. 2020. Retrieved October 17, 2022 from <https://thehill.com/changing-america/respect/diversity-inclusion/482394-the-catholic-church-in-america-is-more-hispanic/>.

5 Cubit Planning, Inc. (2022). *Income by Zipcode*. Austin, TX: Cubit Planning, Inc.

C. CATHOLIC IDENTITY, SCHOOL CULTURE, AND FAMILY

While there were marked differences in the demographic characteristics among the Catholic Liberal Arts schools responding to this preliminary survey, there were some noticeable similarities. For example, many schools reported that 100% of their educators were Catholic. The average percentage of educators who are Catholic among responding schools was 95.4%. Seventeen schools reported having at least some vowed religious on faculty. Over 95% of respondents strongly agreed that a candidate's Catholicity was a very important consideration when hiring new faculty. When asked for the reason why the school adopted a Catholic Liberal Arts format, the most common response, cited by over 85% of respondents, was "the desire to more fully embrace a Catholic identity". These responses would seem to indicate that Catholic Liberal Arts schools endeavor to strengthen their Catholicity whereas many mainline Catholic schools have been becoming less Catholic over the years. For example, recent statistics indicate that just 75.8% of all Catholic school faculty and staff teaching or working in U.S. Catholic schools identify as Catholic.⁶ Additionally, the most recently available data indicate that the percentage of the students in U.S. Catholic schools who identify as Catholic is 81%⁷ down from 97.3% in 1970 and 89.4% in 1980. The second most often cited reason for schools choosing a Catholic Liberal Arts education is "Parental Interest/Demand", demonstrating that Catholic Liberal Arts schools desire to be responsive to families by assisting Catholic parents in their responsibility as primary educators of their children.



The heads of school completing our questionnaire overwhelmingly agreed with the statements "Students experience wonder, awe and joy in their learning" (51% Strongly Agree, 47% Somewhat Agree), "Our students demonstrate active engagement in their own learning" (57% Strongly Agree, 40% Somewhat Agree), and "Our school allows teachers to balance the pursuit of wonder with the teacher's planned lesson" (74% Strongly Agree, 21% Somewhat Agree). All three of the abovementioned questions were answered by 47 respondents. These responses indicate an attainment of educational philosophy unique to Catholic Liberal Arts schools, and sharply at odds with many traditional Catholic schools adopting the secular public schools' emphasis on education for "College and Career Readiness" only. As public schools move toward the interchange parts/assembly line approach of educators teaching via a set script for lesson planning, Catholic Liberal Arts schools encourage faculty to go where the lesson takes the class. This not only has the effect of engaging students but may also be more rewarding to teachers.

Research indicates that Catholic school teachers are more satisfied in their careers than public school teachers. In our survey, 82% of heads of school for those schools which were not founded in the Catholic Liberal Arts vision, reported that faculty morale and engagement is either better or much better than before the adoption of Catholic Liberal Arts education (33 respondents). Considering the high percentage of public-school teachers who have left or plan to leave the profession, an improvement in faculty morale at any school is desirable. But in the case of the respondents to this survey, the reasons their faculty teach at their school would seem to go deeper. As mentioned earlier, over 95% of them are Catholic, and they are likely to be paid on average at least 20% less than their public-school counterparts. The reported average salary for a

6 Smith, A., & Huber, S. (2022). *United States Catholic Elementary and Secondary Schools 2021-2022*. Leesburg, VA: National Catholic Educational Association.

7 *ibid.*

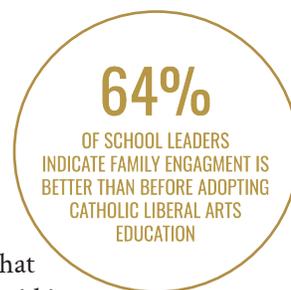


full-time educator in Catholic Liberal Arts schools ranged from \$30,000 to \$60,000 per year, with a mean of approximately \$41,800 per year. Regional variations were common. For example, for reporting schools in the Midwest/Central regions, the average annual educator’s salary was approximately \$39,000 per year. However, in the West region, average salaries were \$48,000 per year.

So why teach in these schools? While this should be a separate survey in itself, it is likely that they see their teaching assignment as a ministry of the Church—an active living out of their own strong faith. Being able to facilitate lessons that inspire wonder, awe and joy among their students would be very rewarding. Another possible explanation as to why faculty morale is higher with a Catholic Liberal Arts education is because student engagement has improved. Eighty-five percent of respondents who transitioned to a Catholic Liberal Arts education report that student engagement is better or much better now (33 respondents). This may be due to the type of educational activities in a Liberal Arts classroom—a student is simply not able to be a passive recipient of the lesson.

Heads of schools were also asked the primary reason they believe parents chose their school. The number one reason given was for its strong Catholic identity. This bodes well for faithful Catholic parents who want their children to go to a school with children of other faithful Catholic families. Research indicates that many homeschooling parents chose homeschooling because they didn’t believe they could find a school that could be relied upon to teach their values. As mentioned earlier, it seems that Catholic Liberal Arts schools endeavor to embrace their identity as schools which are authentically Catholic, which should be reassuring to Catholic families considering this option for their children.

The adoption of a Catholic Liberal Arts education has strong, positive impacts not just inside the school, but stretching out into the homes of the families of its students. Sixty-four percent of heads of school indicated that family engagement in the life of faith was much better or better than before adopting a Catholic Liberal Arts education, while 36% indicated that it was about the same (33 respondents). Heads of school were also asked how family engagement in children’s learning had changed since adopting a Catholic Liberal Arts education. Fifty-eight percent said that family engagement in their children’s learning was much better or better, and 40% said it remained the same (33 respondents).

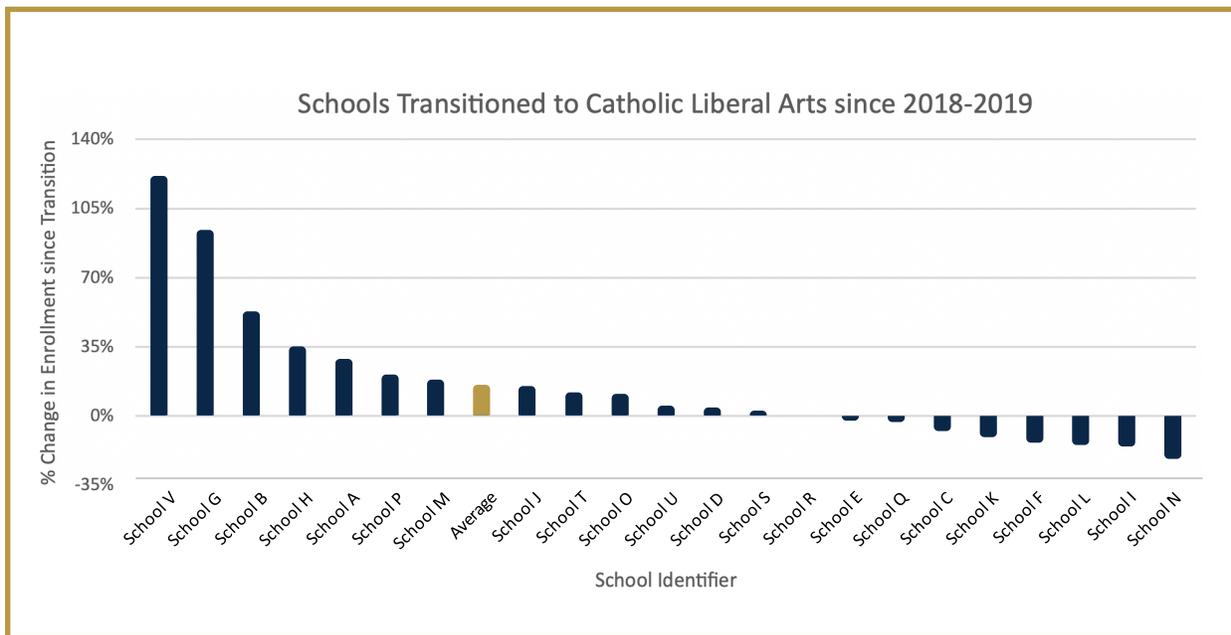


D. ENROLLMENT

A total of 53 schools provided some kind of enrollment numbers. Two schools provided numbers for only one year, so they were excluded from any comparison analyses. Six additional schools provided their “before” enrollment numbers, but indicated that they had not yet begun their transition.

Over half of the remaining 45 schools transitioned from non-Liberal Arts Catholic schools to Catholic Liberal Arts. They represent a wide array of tenures—from those who made the transition over two decades ago to those who began to transition just two years ago. Making the decision to convert a traditional Catholic school to one providing a Catholic Liberal Arts education can be a literal leap of faith, but the results of this survey seem to indicate that from the viewpoint of enrollments, it has been a valuable change. Due to the variety of data received and the timing of the transition to a Catholic Liberal Arts education, this section groups schools into three different buckets, in an effort to make as much of an apples to apples comparison as possible within each category.

For diocesan or school leaders considering a transition to Catholic Liberal Arts, recent experiences of transition may be of greatest interest. The graph below (and Table A-2 in the Appendix) displays the percent change in enrollment for 22 schools which began their transition within the past four academic years (transition beginning in the 2018-2019 academic year or later). This graph shows the percentage change in enrollment, calculated from the year prior to the school’s transition to the most recent academic year for which data was provided (2021-2022).



Of the 22 schools in the graph above, 13 showed an increase in enrollment since their transition, while one held constant for all years. Eight schools had a decrease in enrollment during the reporting period. Of these eight schools, four transitioned during the 2020-2021 academic year and these schools had the most substantial decline. The global pandemic may have been a confounding factor in the enrollment decline and a rebound may be forthcoming in future years. The other four schools showing a decline reported a more modest reduction in enrollments.

On average for these 22 schools, including those which experienced a decline in enrollment, these schools had an overall increase in enrollment of 15% since their recent transition to a Catholic Liberal Arts education (shown by the gold bar in the graph above). On average for these 22 schools, the change in enrollment from the year immediately prior to transition to the first year of transition was an increase in enrollment of 5%. Table A-2 shows all of these percentage changes together. In sum, these are heartening statistics for diocesan and school leaders considering a transition to a Catholic Liberal Arts education.

The second bucket of schools, represented in the graph below (and Table A-3 in the Appendix), consists of schools which have been using a Catholic Liberal Arts education for at least the past five academic years (since before the 2018-2019 academic year). The survey requested five years of enrollment data plus the year prior to transition if the school had not been founded on a Catholic Liberal Arts vision. These historic enrollment numbers were included to illustrate the long-term growth potential for a Catholic Liberal Arts school. Although two schools reported a modest decline during this time period (12 and 9% respectively), the overall average increase in enrollments over this past five year period is an astounding 54% (shown by the gold bar in the graph below).



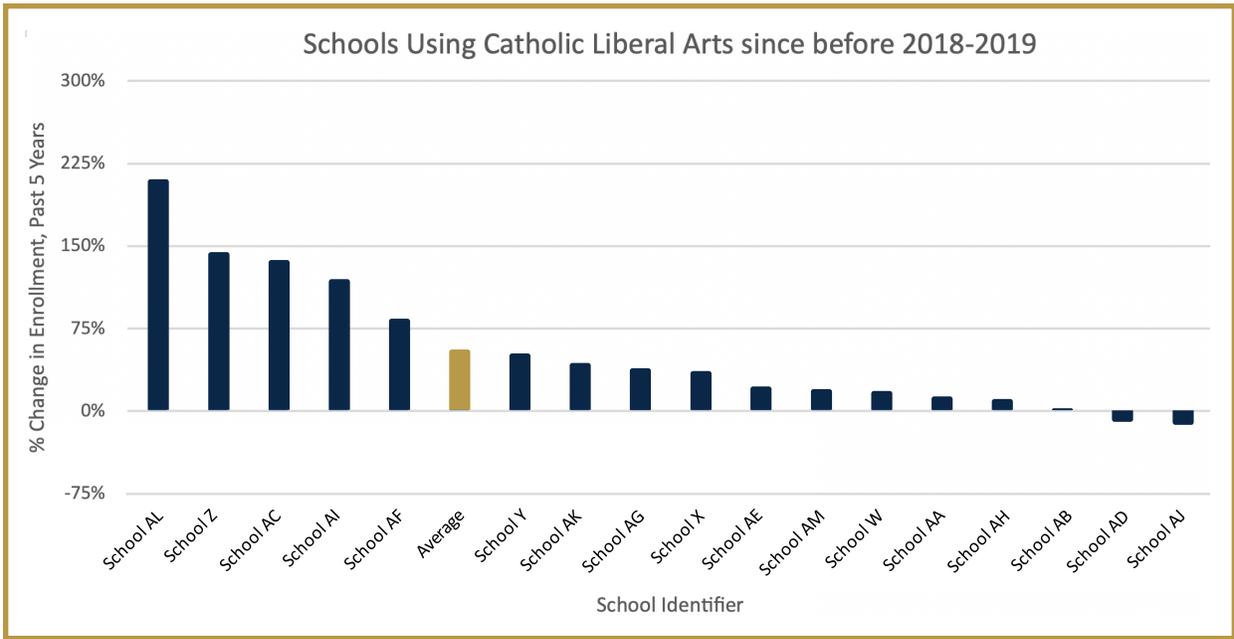


Table A-3 in the Appendix shows a more granular breakdown of these schools’ enrollment figures. Two schools which have been fully Catholic Liberal Arts for more than a decade provided before numbers, but not enrollment numbers for the intervening years, leaving a gap between data points. A third school had been founded on a Catholic Liberal Arts vision more than a decade ago provided their initial enrollment numbers. These schools are the first three listed on Table A-3. The remaining 14 schools on Table A-3 are schools which reported five full years of Catholic Liberal Arts enrollment data. Most of them were founded on the Catholic Liberal Arts vision more than five years ago, with the three asterisked identifiers indicating those that transitioned to Catholic Liberal Arts, but more than five years ago. The five years of Catholic Liberal Arts data provided by the schools in Table A-3 demonstrates the viability and long-term appeal of a Catholic Liberal Arts education.

Finally, for those considering founding a new school, the last bucket may be of most interest. This grouping represents the six schools founded on the Catholic Liberal Arts vision since the 2018-2019 academic year. These six schools reported multi-year trend data. The percentage increase in enrollments is extraordinary; one school increased from 18 to 98 students in just three academic years. The average percentage increase in enrollment for these schools was 84% last academic year. Table A-4 shows full details.

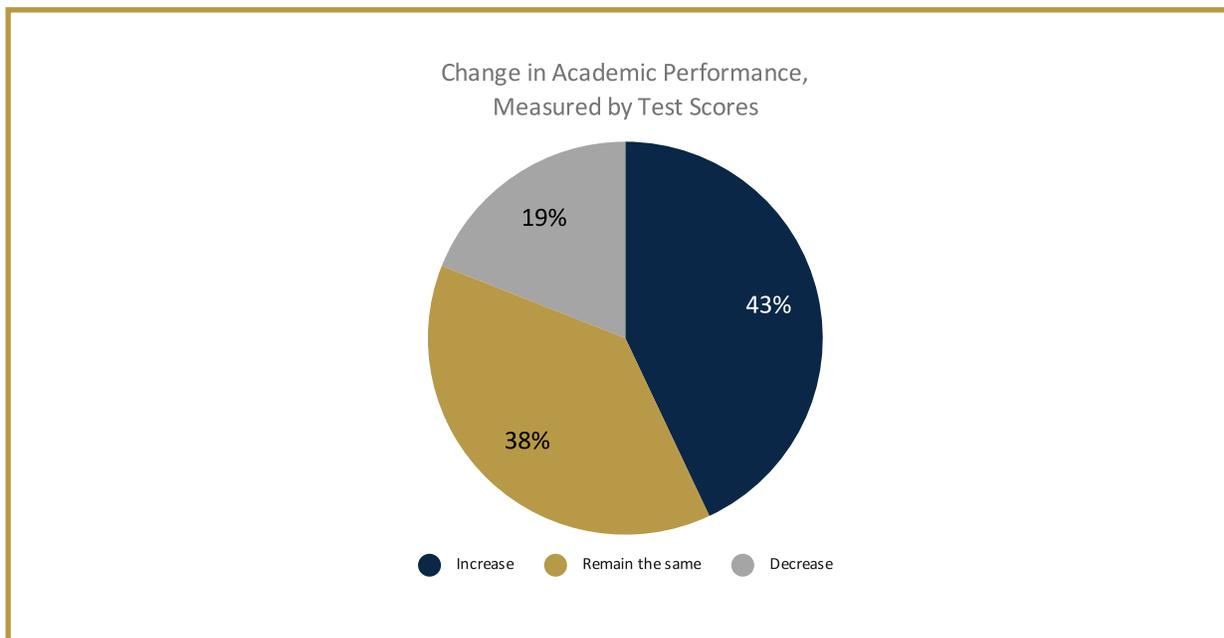
Increased enrollment numbers indicate that parents are increasingly discovering the appeal of a Catholic liberal education. A strong Catholic identity infused throughout a rigorous curriculum which follows the Catholic teaching of human persons made in the image and likeness of God rings true, and families are willing to pay tuition so that their children can have this beautiful educational experience.

Increased enrollment numbers not only indicate parental support for these schools, but also makes the financial operations easier to manage. Although many factors are at play in the economics of running a private school, increased enrollment usually means that costs are spread out over a larger number of families, making the tuition more affordable for many families.

E. SCHOOL FINANCIALS

Among the 36 schools reporting tuition rates for the 2021-2022 academic year, the average tuition was approximately \$5,300 for the academic year. The tuition rates ranged from a low of \$1,000 to a high of \$9,300. In almost all cases, however, the average cost to educate each pupil was higher than the tuition charged. The average ratio of tuition rate to cost to educate a pupil was 65%. That is, families on average pay 65% of the actual cost to educate their child. The difference is made up by fundraising and other sources such as parish subtitles.

\$5,300
AVERAGE ANNUAL TUITION
COST OF CATHOLIC LIBERAL
ARTS SCHOOLS



F. ACADEMICS

In the current educational environment with its emphasis on assessments, it is expected that many stakeholders would want to know how Catholic Liberal Arts educational outcomes compare with those in other types of schools. While this preliminary survey endeavored to obtain this data, there were very few schools who were able to provide it. One reason commonly cited for not having recent comparison data was the disruption caused by the COVID-19 pandemic. In other cases, schools didn't provide test data because they did not have comparison data from prior to adopting a Catholic Liberal Arts education or because they had changed the standardized test administered for that grade.

The survey asked for the type of test administered in grades four, eight and eleven. For fourth and eighth grades, there was a wide variety of assessments given, and 25 schools reported some data about their standardized tests for those grades. However, only two schools had data from prior to their adoption of a Catholic Liberal Arts education. For grade eleven testing, eight schools provided information about which standardized test they use—of these, six used the Classic Learning Test (CLT). Only three schools provided 11th grade trend data, but all of these schools have used a Catholic Liberal Arts education for many years and none provided test results from a time prior to using a Catholic Liberal Arts education. Although it is hoped to be able to collect and report on before and after comparison data in future surveys, the spotty testing data provided via this survey does not provide enough information for a robust quantitative analysis.

Anticipating that not all schools would have quantifiable and comparable test data, the survey also asked more generally, "Overall, has your school noticed an increase in scores, a decrease in scores or have they stayed about the same? What evidence do you have for this?" Some respondents indicated that they expect to have more concrete data in upcoming years. Twenty-one respondents gave on-point responses. Of these, 43% noted an increase of test scores, while 38% indicated that their test scores had remained about the same. Notably, only four respondents indicated a decrease in test scores with one head of school commenting, "Overall, [we've experienced] a slight decrease. For many years there was a small enrollment with mostly outstanding students. Since 2014 we began accepting students who may have low grades as long as they fit the mission of the school." In the spirit of the quote attributed to James Joyce—"Catholic means 'Here come everyone'", this is a wonderfully "Catholic" answer. In an era where some schools are criticized for being socioeconomically exclusive, this school accepts those who are not necessarily historically high performers, but who will benefit from an education in goodness, truth and beauty.

This universality is also evidenced by the percentage of Catholic Liberal Arts schools which indicate they are able to accept “all” or “most” or “some” students with special needs/disabilities—75% (47 respondents). Only one Catholic Liberal Arts school said they were unable to accommodate students with special needs/disabilities. On average, 9% of the student population was comprised of students with special needs/disabilities (37 respondents). The national average among private elementary schools of students with disabilities served is only 1% of Catholic schools and 3% for all private schools.⁸ It is probably less surprising that 85% of Catholic Liberal Arts schools indicate that they are able to accommodate “all” or “most” gifted students (47 respondents). The Liberal Arts approach to education is able to keep students of all academic levels engaged and allows a greater depth and breadth of learning.

G. OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

When asked about additional services or programs that may be useful to their school community, the overwhelmingly most common response was professional development opportunities for teachers. With only about 17% of heads of school saying that their faculty are veterans when it comes to teaching via a Catholic Liberal Arts education, there is demand for professional development opportunities for Catholic Liberal Arts schools. The average annual professional development budget for schools was \$8,580 per school (42 respondents). Approximately 66% of schools indicated they have access to Title funding (44 respondents).

On behalf of their educators, school leaders asked for webinars and seminars directed to those with very little professional teaching experience, teacher training for brand-new startup schools, and liberal arts education podcasts. One school leader specified the desire for regional in-person professional development. While there is a limited amount of funding available for professional development for many Catholic Liberal Arts schools, there is a deep desire to improve pedagogy. This might be a uniquely valuable opportunity for directed donations to individual Catholic Liberal Arts schools.

H. FURTHER RESEARCH

Future research on this population of schools should continue to explore these topics in-depth, perhaps with a particular focus on how the adoption of a Catholic Liberal Arts education affects school enrollment and academic achievement. These topics are, understandably, of particular interest to school leaders, parents, and communities looking into transitioning to a Catholic Liberal Arts education. In surveying this population of schools, as noted throughout the report, there are two main challenges. First, the total number of schools embracing a Catholic Liberal Arts education is still fairly small. This challenge is compounded by the second, in that, of these schools, many do not keep comprehensive historical data on statistics related to enrollment, academic achievement, financials, and other topics.

Additional audiences which may be worth surveying (beyond school leaders) include parents, faculty, and students. A survey of parents could include inquiries into their perceptions of Catholic Liberal Arts schools including why they choose the school, family demographics, and family faith life. Another survey targeted towards teachers could help better understand the in-classroom experiences of faculty. Finally, a longer-term study of students in Catholic Liberal Arts schools (perhaps specifically Catholic Liberal Arts high schools) could dive into their academic experiences and continuation of faith life into adulthood.

⁸ National Center for Education Statistics. (1994). *Private Schools in the United States: A Statistical Profile*. Washington, D.C.: Institute of Education Sciences. Retrieved from nces.ed.gov/pubs/ps/97459ch2.asp.

III. Appendix

TABLE A-1

Students by race/ethnicity, reference group school types v. Catholic Liberal Arts schools in this study

RACE/ETHNICITY	ALL PUBLIC SCHOOLS ⁹	ALL PRIVATE SCHOOLS ¹⁰	ALL CATHOLIC SCHOOLS ¹¹	CATHOLIC LIBERAL ARTS SCHOOLS (i.e. this study (n=43))
White, non-Hispanic	48%	66%	71.4%	62.5%
Hispanic	27%	12%	18.6%*	23.6%*
African American / Black	15%	9%	7.8%	4.1%
Asian / Pacific Islander	6%	7%	4.8%	5.3%
Two or more races / Other	4%	6%	7.4%	7.8%

* note that in the NCEA report, “Hispanic” is identified as an ethnicity, not as a racial category. Some schools in this Catholic Liberal Arts study reported their data in the same way. Therefore the percentages for “All Catholic Schools” and “Catholic Liberal Arts schools” do not add to 100%.

9 The Condition of Education 2020: Racial/Ethnic Enrollment in Public Schools. Retrieved from https://nces.ed.gov/programs/coe/pdf/oce_cge.pdf.

10 Source: Broughman, S.P., Kincel, B., Willinger, J., Peterson, J. (September, 2021). Characteristics of Private Schools in the United States: Results from the Private School Universe Survey. Retrieved: nces.ed.gov/pubs2021/2021061.pdf.

11 Smith, A., & Huber, S. (2022). *United States Catholic Elementary and Secondary Schools 2021-2022*. Leesburg, VA: National Catholic Educational Association.

TABLE A-2

Before and after enrollment numbers, schools which began transition to Catholic Liberal Arts in the past four academic years (2018–2019 or later)

SCHOOL IDENTIFIER	2017–18	2018–19	2019–20	2020–21	2021–22	YEARS TRANSITIONED	TOTAL % CHANGE TO DATE	1ST YEAR % CHANGE
School A	139	136	130	137	178	4	28%	-2%
School B	117	151	146	169	177	4	51%	29%
School C	195	191	176	199	183	4	-6%	-2%
School D	510	450	431	469	528	4	4%	-12%
School E	93	83	73	75	92	4	-1%	-11%
School F		105	90	92	92	3	-12%	-14%
School G		135	148	199	261	3	93%	10%
School H		70	83	87	93	3	33%	19%
School I			155	120	132	2	-15%	-23%
School J			440	452	500	2	14%	3%
School K			127	100	115	2	-9%	-21%
School L			182	172	157	2	-14%	-5%
School M			434	463	508	2	17%	7%
School N			157	119	125	2	-20%	-24%
School O				211	232	1	10%	10%
School P				138	164	1	19%	19%
School Q				118	116	1	-2%	-2%
School R				220	220	1	0%	0%
School S				119	121	1	2%	2%
School T				230	254	1	10%	10%
School U				108	112	1	4%	4%
School V				69	152	1	120%	120%
Average:							15%	5%

Gold cells are enrollment numbers for the year prior to the transition to Catholic Liberal Arts.

TABLE A-3

Schools which have used Catholic Liberal Arts format since before the 2018–2019 academic year (i.e. 5+ years with Catholic Liberal Arts education)

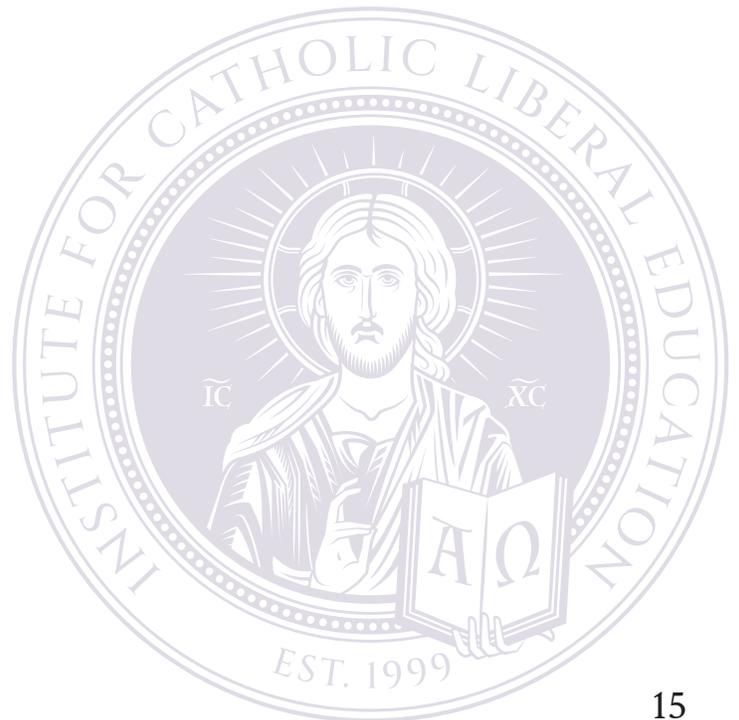
SCHOOL IDENTIFIER	2017–18	2018–19	2019–20	2020–21	2021–22	% CHANGE, 5 YEARS	ENROLLMENT, YEAR PRIOR TO CATHOLIC LIBERAL ARTS	YEAR TRANSITIONED
School W*	702	718	768	784	822	17%	455	2010
School X*	333	365	390	420	450	35%	230	2010
School Y	87	95	100	112	131	51%	12	2003
School Z	81	105	130	165	197	143%	data not provided	
School AA	145	121	144	131	162	12%	data not provided	
School AB	94	92	94	93	96	2%	data not provided	
School AC	14	11	14	18	33	136%	data not provided	
School AD	147	164	157	132	134	-9%	data not provided	
School AE	188	204	209	218	228	21%	data not provided	
School AF	58	67	75	79	106	83%	data not provided	
School AG*	132	96	128	146	181	37%	data not provided	
School AH	51	54	51	47	56	10%	data not provided	
School AI	56	69	101	96	122	118%	data not provided	
School AJ*	105	110	90	92	92	-12%	data not provided	
School AK*	170	195	201	230	242	42%	data not provided	
School AL	27	40	43	57	83	207%	data not provided	
School AM	160	159	186	182	190	19%	data not provided	
Average:						54%		

* indicates that school transitioned to a Catholic Liberal Arts approach

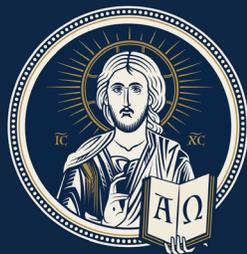
TABLE A-4

Enrollment growth, schools founded on Catholic Liberal Arts format since 2018–2019

SCHOOL IDENTIFIER	2019–20	2020–21	2021–22	ENROLLMENT GROWTH LAST YEAR	ENROLLMENT GROWTH LAST TWO YEARS
School AN	0	38	60	58%	N/A
School AO	0	10	23	130%	N/A
School AP	20	30	55	83%	175%
School AQ	15	26	41	58%	173%
School AR	18	56	98	75%	444%
School AS	19	45	91	102%	379%
Average:				84%	293%



The Institute for Catholic Liberal Education inspires and equips Catholic educators to renew today's Catholic schools by drawing on the Church's tradition of education, which frees teachers and students for the joyful pursuit of faith, wisdom, and virtue.



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