Summary: ELCA Schools and ECE Centers Survey 2003-2004

February 2004
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The Schools and Early Childhood Ministry Team of the Division for Higher Education and Schools (DHES) determined there was a need for annual summary statistics from ELCA schools and early childhood education (ECE) centers. To begin to gather this data, DHES worked with the Department for Research and Evaluation to develop a survey tool. DHES had a database with 1,810 addresses for schools and ECE centers. In September 2003, the survey was mailed to all 1,810 schools and centers, who were then encouraged to complete the survey on-line. A few weeks later, a follow-up mailing was sent to all those who had not yet responded.

A total of 1,036 surveys were returned, of which 993 surveys were completed and 43 were returned by those indicating that the school or ECE center was no longer operating. Fewer folks, 39 percent, completed the survey on-line than returned it via the mail, 61 percent. Because the surveys that were returned via the mail had to be hand-entered by DHES staff, new ways for encouraging folks to complete the survey on-line will be explored for the 2004-2005 survey.

There are significantly more ECE centers than schools across the country. Consequently, as shown in Table 1, the majority of responses were received from ECE centers. Maps showing the general locations of the ECE centers and schools that responded are attached to this report.

Table 1: Responses by School Type

School Type	Number of Schools Responding*
Early Childhood Center (only)	835
Early Childhood Center and K-8 School	102
K-8 School (only)	27
K-8 and 9-12 School	6
9-12 School (only)	5
Early Childhood Center, K-8 School and 9-12 School	2

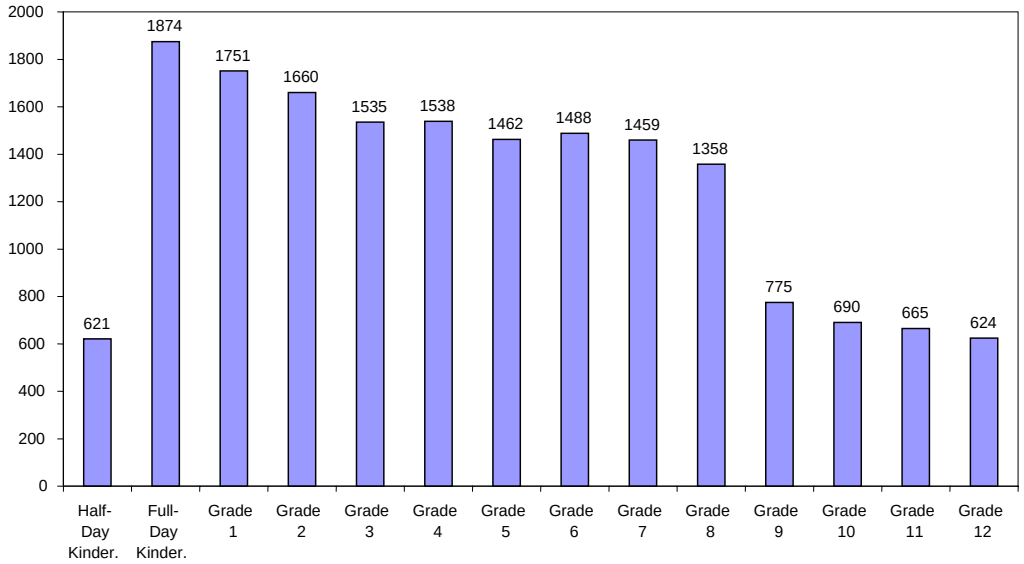
*There were 16 schools that did not respond to the question about school type.

A copy of the entire survey with responses is also attached to this report. What follows is a summary of the data that was collected.

Student Enrollment and Number of Teachers

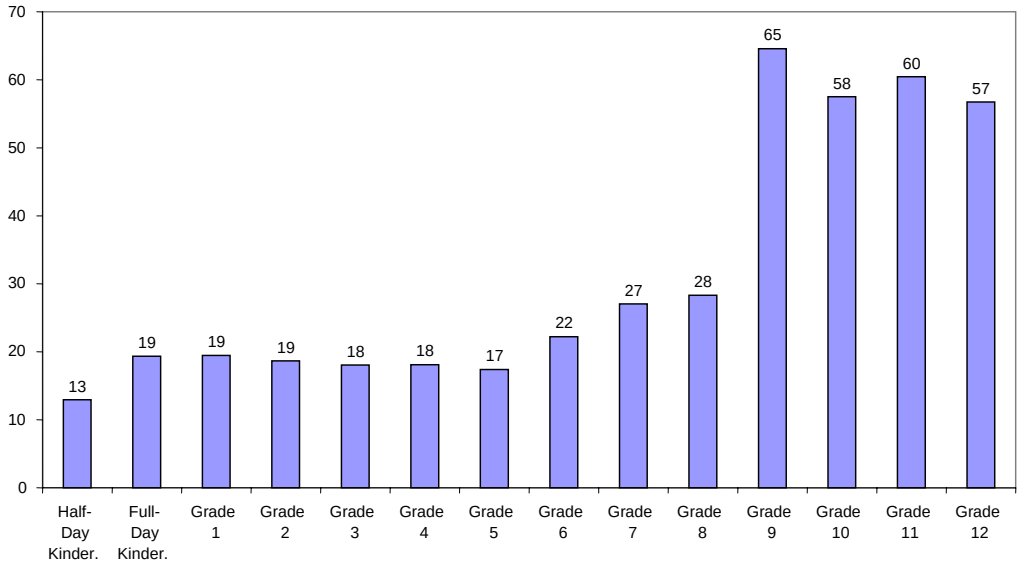
There were 142 schools that indicated they had a kindergarten level class or higher. These 142 schools reported a total of 17,500 students in grade kindergarten through grade 12. As shown in Figure 1, the age levels with the highest total number of students reported are those in the lower grades. This is not surprising, given that there are more schools serving the lower grades than the higher grades.

Figure 1: Total Number of Students by Grade Level



The ELCA schools and centers survey did not ask respondents to list the total number of classes offered for each grade level, so it is not possible to calculate the average class size. However, Figure 2 shows the average number of students in each grade level at the entire school. These numbers indicate that, on average, there are fewer than 20 students total in each of the grades from kindergarten through grade 5 at ELCA schools. The average number of students in each grade per school increases significantly with high school—grades 9 though 12.

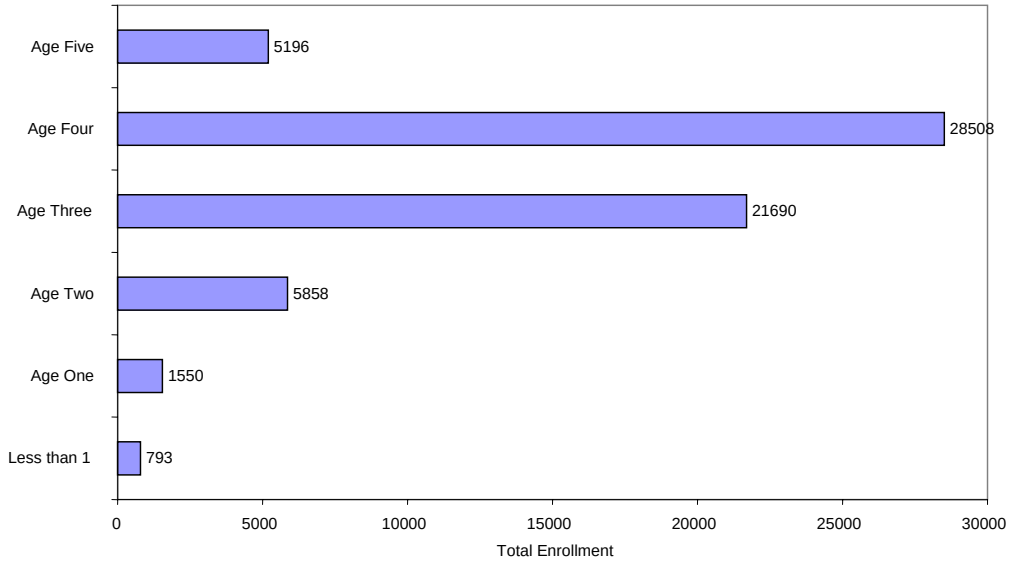
Figure 2: Average Number of Students per School by Grade Level



Adding together K-8 and 9-12 enrollments for ELCA schools, ELCA averages 200 students in K-8 schools and 240 students in 9-12 schools.

In addition to the 17,500 reported students in grades kindergarten through 12, ELCA ECE centers reported 63,595 students enrolled from infants through age five. As shown in Figure 3, the largest enrollments for ECE centers are for those ages three and four.

Figure 3: ECE Center Enrollment by Age



In total, the ELCA schools and ECE centers responding to the survey reported an enrollment of 81,095 children/students.

In addition to enrollment by grade or age level, respondents were asked to report total enrollment for Before and/or After School Care Programs. Table 2 shows the number of schools and total enrollment for these programs. After School Care is provided by slightly more schools and has a higher total enrollment.

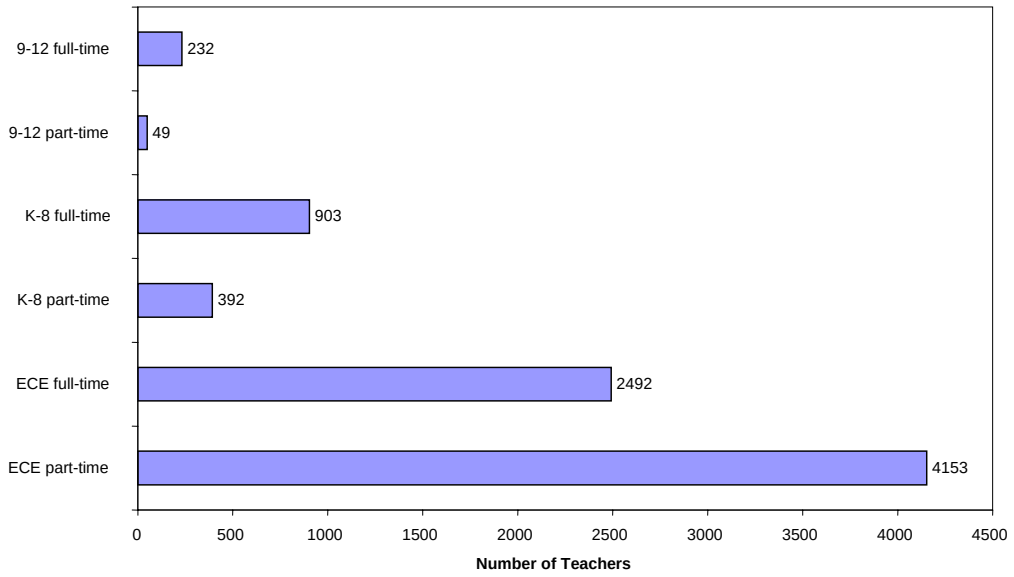
Table 2: Before/After School Care Program Enrollment

Type of Program	Number of Schools	Total Enrollment
Before School Care	243	5582
After School Care	273	7341

In addition to student enrollment, respondents were asked to report how many full- and part-time teachers they employed. Comments made on some responses indicated confusion over whether to include teachers' aides and/or administrators who also teach. Some respondents may have included these folks while most of the respondents likely did not. This question will need to be clarified for the 2004-2005 survey.

Figure 4 shows the number of full- and part-time teachers reported by school type. ECE centers reported more part-time than full-time teachers. Conversely, K-8 and 9-12 schools reported more full-time than part-time teachers. For K-8 schools, 70 percent of teachers were reported as full-time while in 9-12 schools, 83 percent were reported as full-time. The total number of teachers reported across all the categories was 8,221.

Figure 4: Number of Teachers by School Type

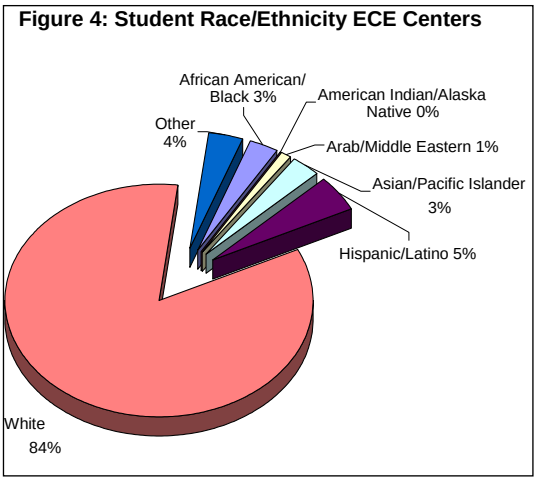


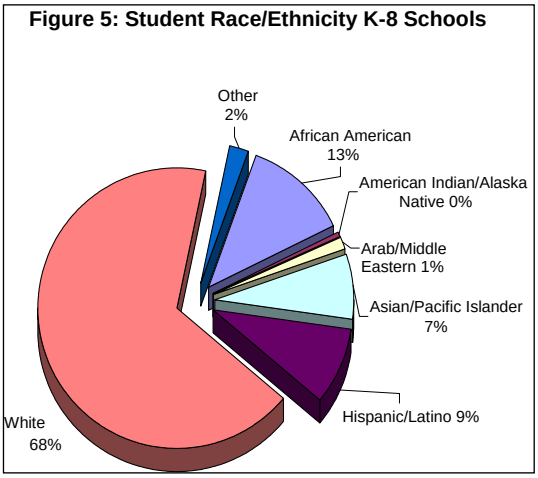
ELCA figures from this survey indicate an average of 6 full-time teachers for K-8 schools and 18 full-time teachers for 9-12 schools.

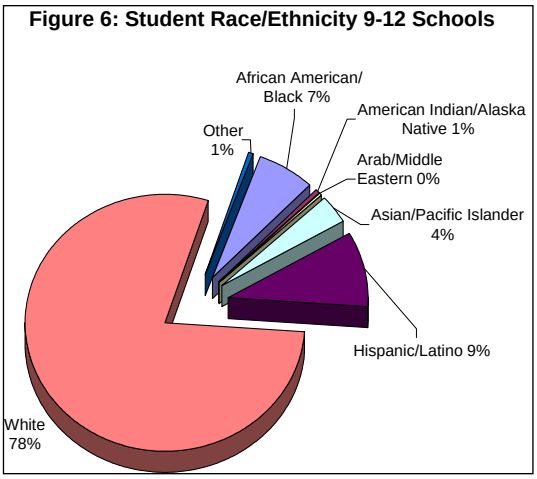
Race and Ethnicity

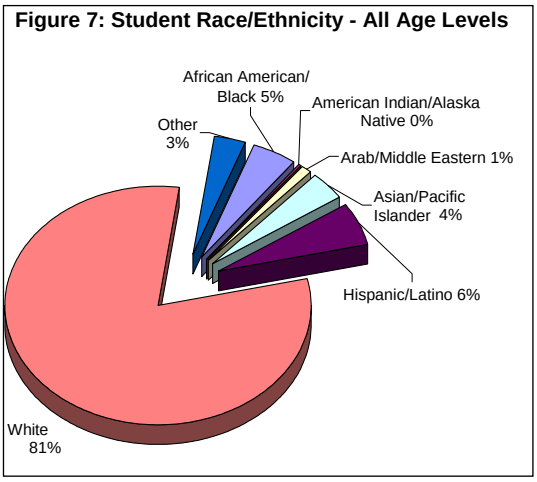
Data regarding race and ethnicity were gathered both for students and for teachers. This data is important to DHES because it represents an indicator of outreach. Figures 4 through 7 show the reported percentages for students, and Figures 8 through 11 show the reported percentages for teachers. The majority race or ethnicity for every school type for both students and teachers is White. Overall, for both students and teachers, Hispanic/Latino and African American/Black are the race or ethnicity with the highest percentages after White.

Student populations are more diverse based on race and ethnicity than are the teacher populations. This is especially true for the schools. For example, as shown in Figure 5, the student population for K-8 schools is the most diverse based on race and ethnicity with 32 percent of the students a race or ethnicity different than White. The student population at all levels has achieved a higher percentage of diversity based on race and ethnicity than have ELCA congregations as a whole.



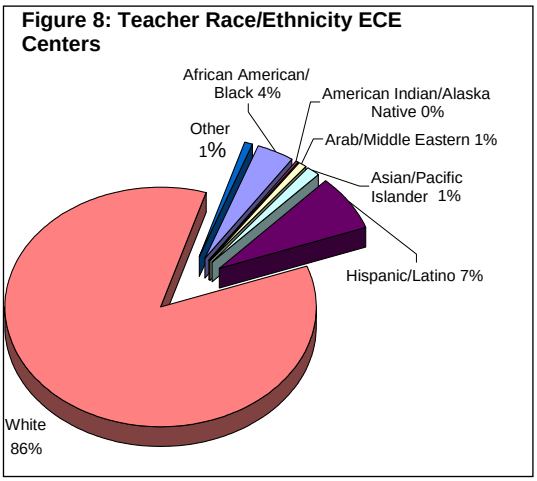


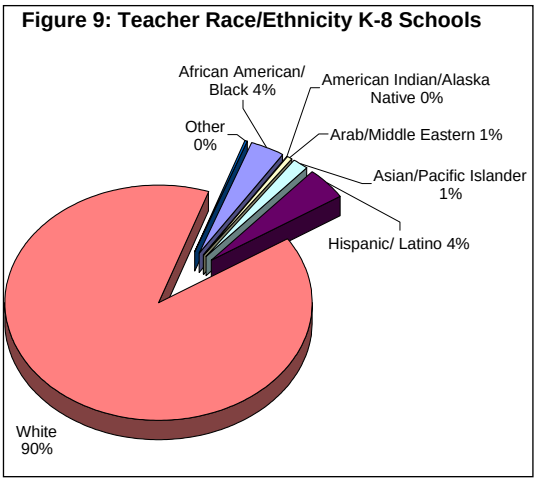


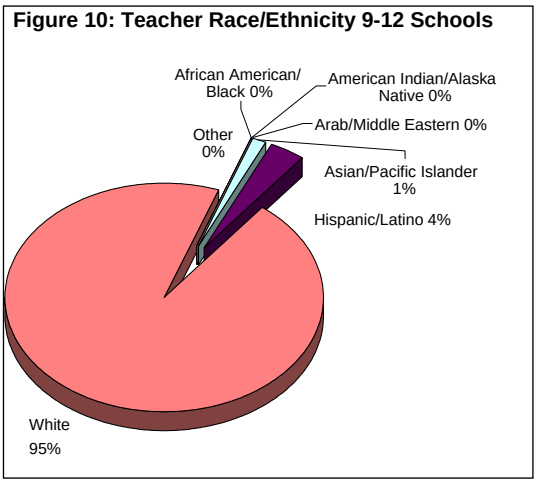


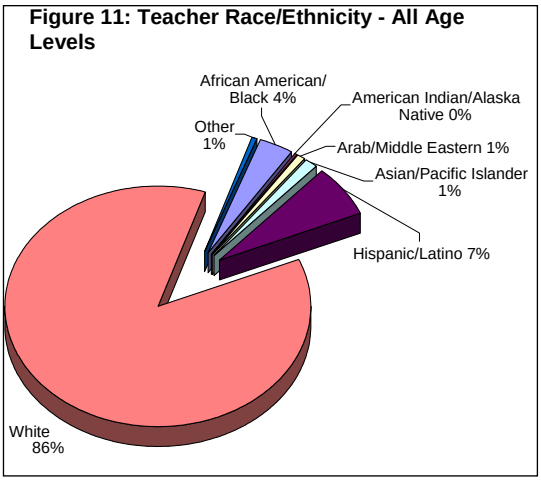
The percentage of diversity within the ELCA student population is not similarly reflected among teachers at K-8 or 9-12 schools. For teachers, the percentage that are White increases as the age level increases. For example, as shown in Figure 10, in the 9-12 schools, there were no reported teachers of African American/Black, American Indian/Alaska Native, or Arab/Middle Eastern race or ethnicity.

For students in 9-12 schools, as shown in Figure 6, there are similarly small percentages for American Indian/Alaska Native and Arab/Middle Eastern, but 7 percent are African American/Black. In addition, the 9-12 schools student percentages for Hispanic/Latino and for Asian/Pacific Islander were higher than the percentages for teachers.





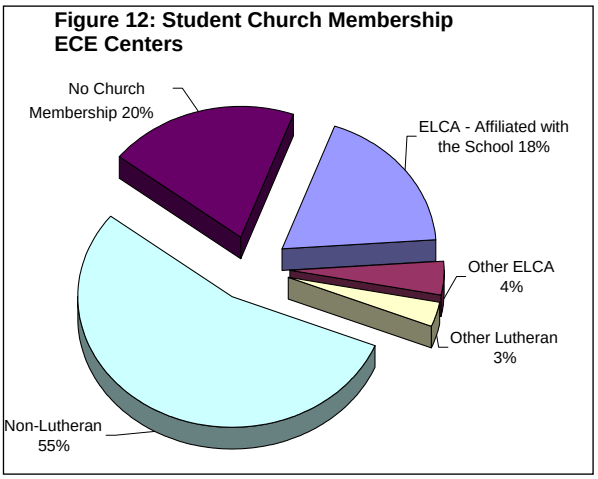


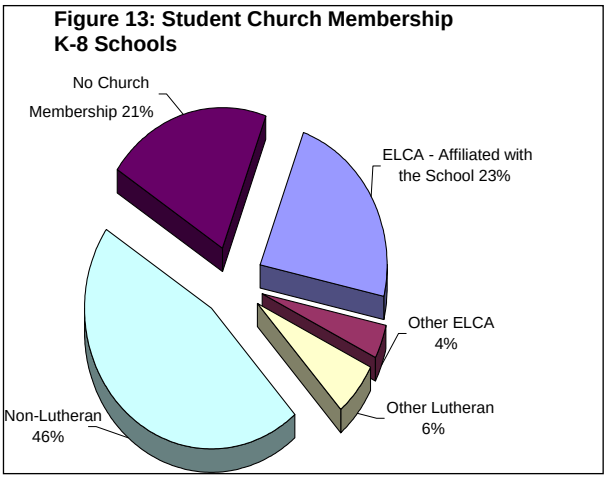


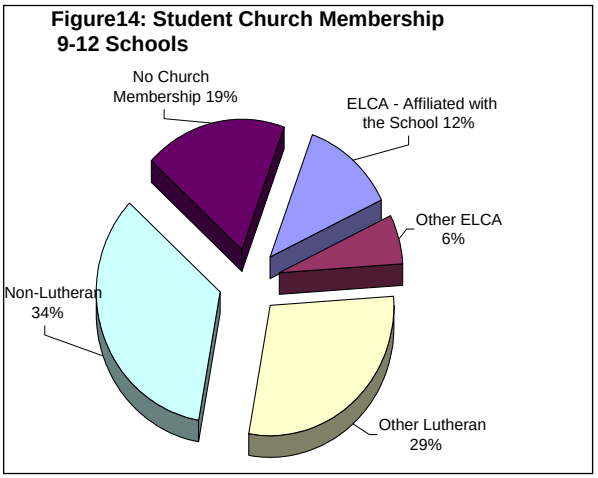
Church Membership

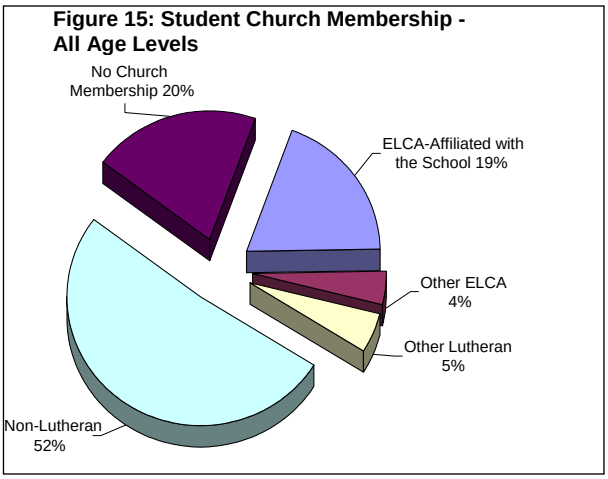
Data regarding church membership were gathered both for students and for teachers. This data is important to DHES because it, too, represents an indicator of outreach. Figures 12 through 15 show the reported percentages for students, and Figures 16 through 19 show the reported percentages for teachers. Some centers and schools indicated they do not collect this information, which is an issue that DHES plans to address with the ELCA centers and schools.

For the student population, the responses show a constant 20 percent, across all school types, of students with no church affiliation. The responses also show that as the age level increases, the total percentage of students who are Lutheran increases – from 25 percent in ECE centers, to 33 percent in K-8 schools, to 47 percent in 9-12 schools. The category of “Other Lutheran” is high in the 9-12 schools relative to the other school types. This would be expected given the cooperation of high schools with the Lutheran Church Missouri Synod (LCMS).

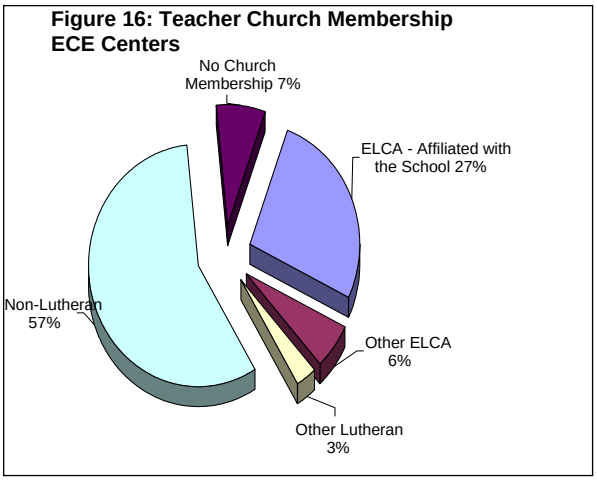


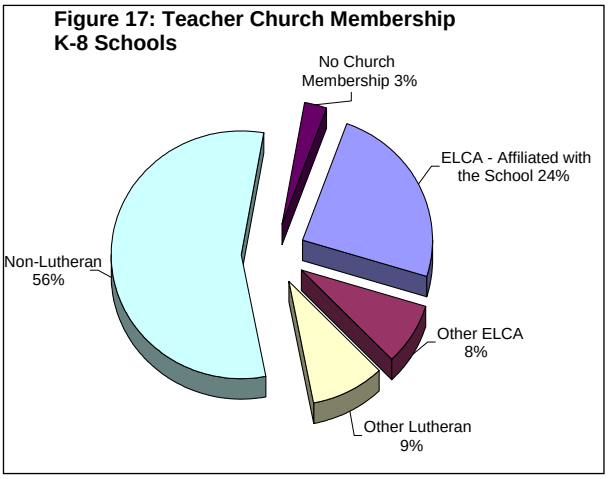


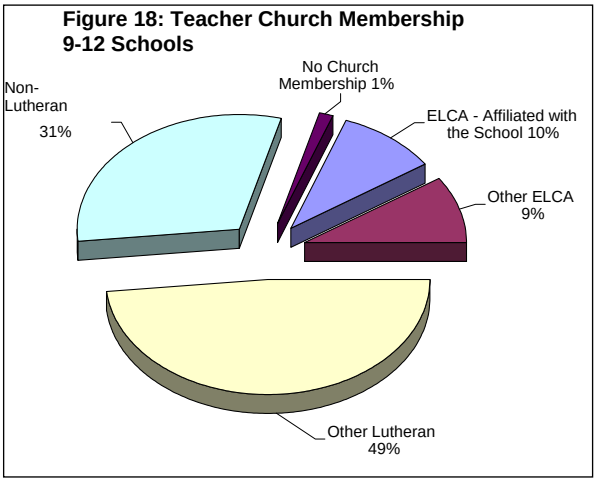


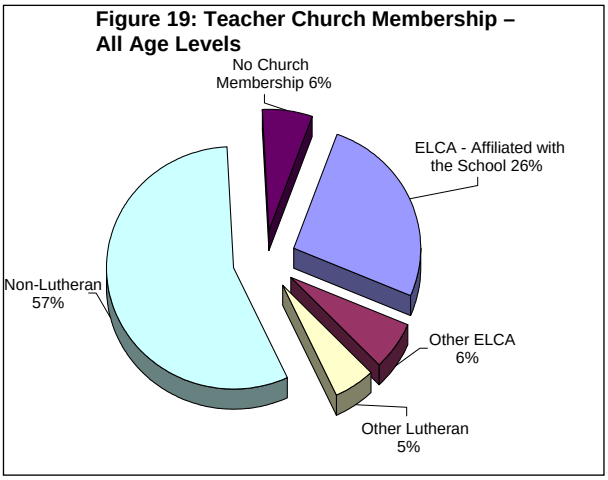


For teachers, the percentage with no church membership is much smaller than for students, and decreases as the age level increases. The responses also show that, similar to the student population, as the age level increases the total percentage of teachers who are Lutheran increases – from 36 percent in ECE centers, to 41 percent in K-8 schools, to 68 percent in 9-12 schools. The category of “Other Lutheran” is, again, high in the 9-12 schools relative to the other school types. As with the student population, this would be expected among teachers given the cooperation of high schools with LCMS.





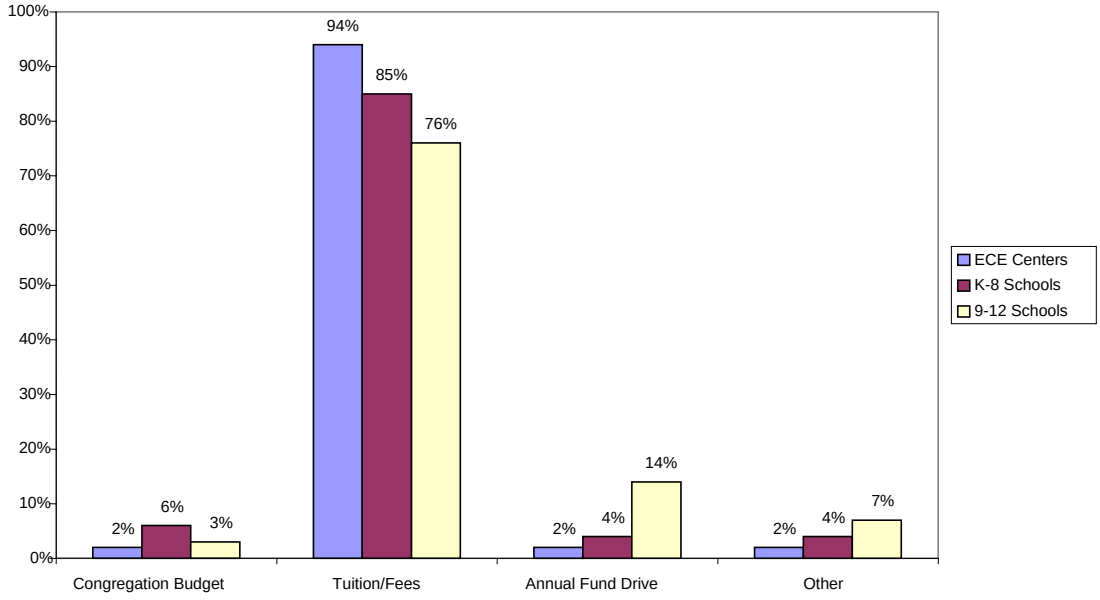




School Funding

On average, all school types reported that the majority of funding for their centers and schools comes from tuition and fees. However, as shown in Figure 20, this percentage decreases as the age level increases – from a high of 94 percent in ECE centers to a low of 76 percent in 9-12 schools. On average, for 9-12 schools, over 20 percent of funding comes from an annual fund drive (14 percent) and other resources (7 percent), which could include donations or a variety of sales events.

Figure 20: Funding Sources by School Type



Tuition per Year

Respondents were asked to provide the tuition charged for the first child of a family to attend the center or school. It would be expected that tuition would be less for those who are members of the ELCA congregation(s) affiliated with the center or school than for those who are non-members. As shown in Table 3, average member tuitions are, indeed, lower for all age levels except grades 1 through 8. From the data collected, it cannot be determined why average non-member tuitions are lower than member tuitions for grades 1 through 8, but this information will be examined further in the 2004-2005 survey.

Table 3: Tuition Per Year

Grade Level	Member	Non-Member
ECE Center (full-time)*	$3,491	$3,535
Half-Day Kindergarten	$2,082	$2,294
Full-Day Kindergarten	$3,135	$3,458
Grades 1 - 8	$3,750	$3,546
Grades 9 - 12	$4,846	$5,602

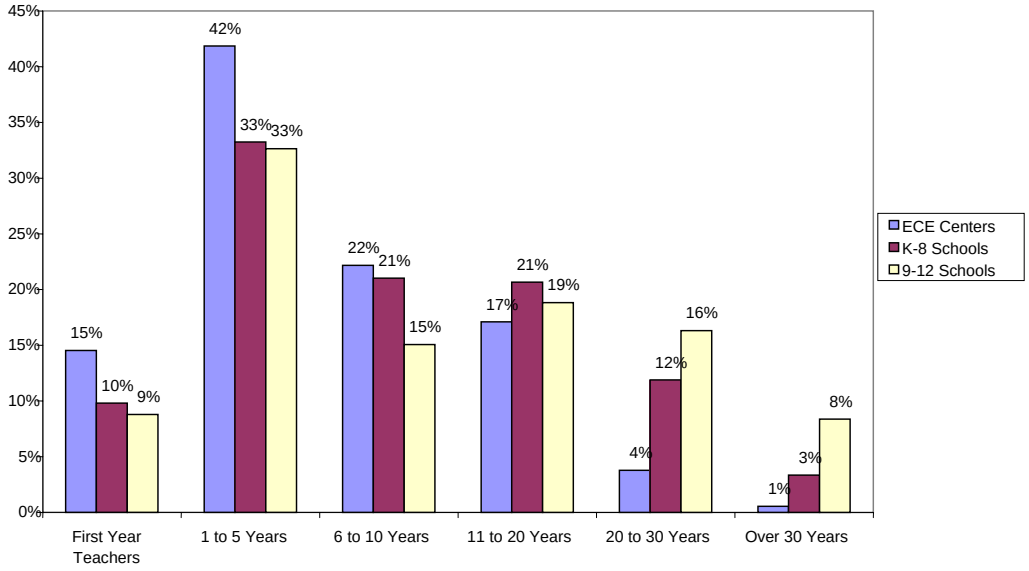
*It was not possible to determine an annual tuition cost for those who attend ECE centers on a part-time basis.

Teacher Experience, Benefits, Salary

Respondents were asked to report how many years of experience their teachers had teaching in Lutheran schools. A higher percentage of teachers in ECE centers have five or fewer years of experience than in K-8 or 9-12 schools. As shown in Figure 21, over 50 percent of ECE center

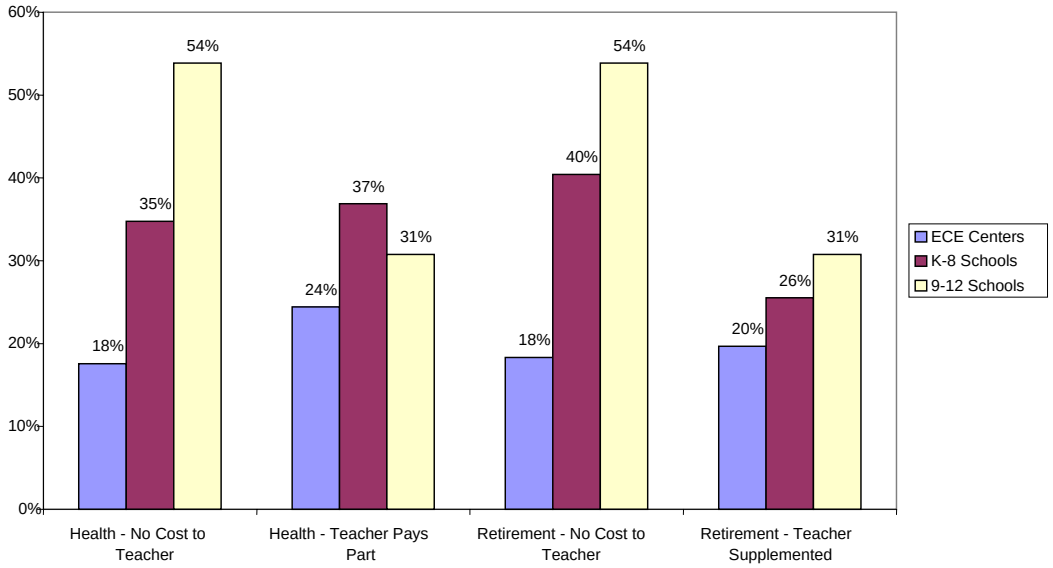
teachers have five or fewer years of experience. By contrast, one is most likely to find teachers with 20 or more years of experience in 9-12 schools.

Figure 21: Teacher Experience by School Type



Respondents were also asked to indicate whether health and retirement benefits were provided to their full-time teachers. Benefit types included benefits provided at no cost to teachers and benefits provided for which teachers also contribute. The percentages shown in Figure 22 are based upon the number of schools in each category that indicated they had full-time teachers. As shown, the percentage of ECE centers reporting that they provide any of the benefit types is lower than either the K-8 or 9-12 schools. If the totals are added together for both types of health benefits and the totals are added together for both types of retirement benefits, then over 65 percent of K-8 and over 80 percent of 9-12 full-time teachers have one of these types of health and retirement benefits. Conversely, less than 45 percent of ECE full-time teachers have one of these types of health and retirement benefits.

Figure 22: Full-Time Teacher Benefits by School Type



Respondents also provided the average salary for teachers and for administrators with various years of experience based upon education level achieved. Figure 23 shows the median average salary reported for teachers with four different levels of education. In general, median average salary increases with both years of experience and with higher levels of education. Figure 24 shows the same information for administrators with two different levels of education. Again, in general, median average salary increases with both experience and level of education.

Figure 23: Teacher Median Average Salary by Years of Experience

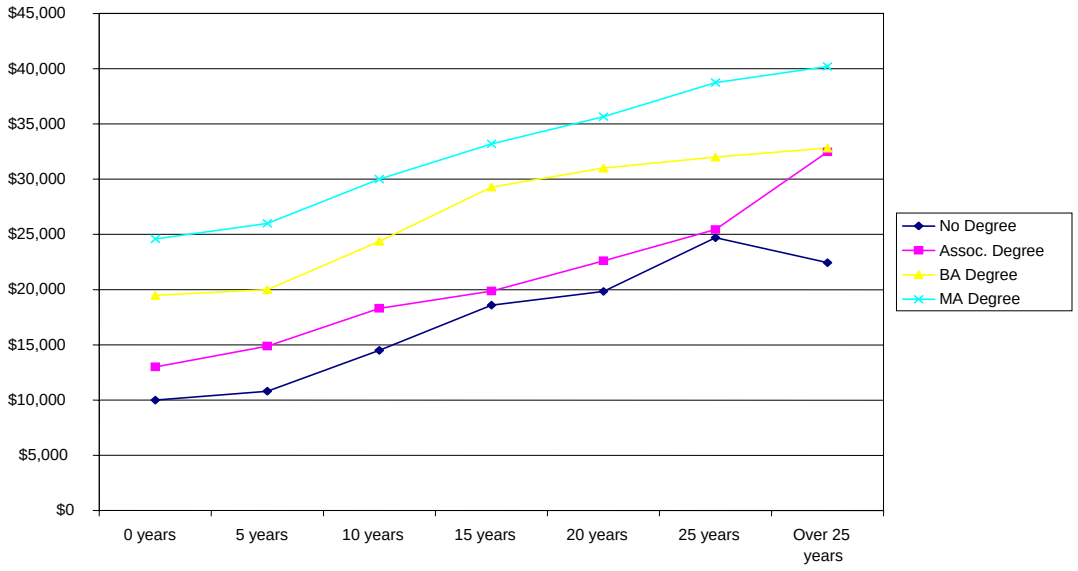
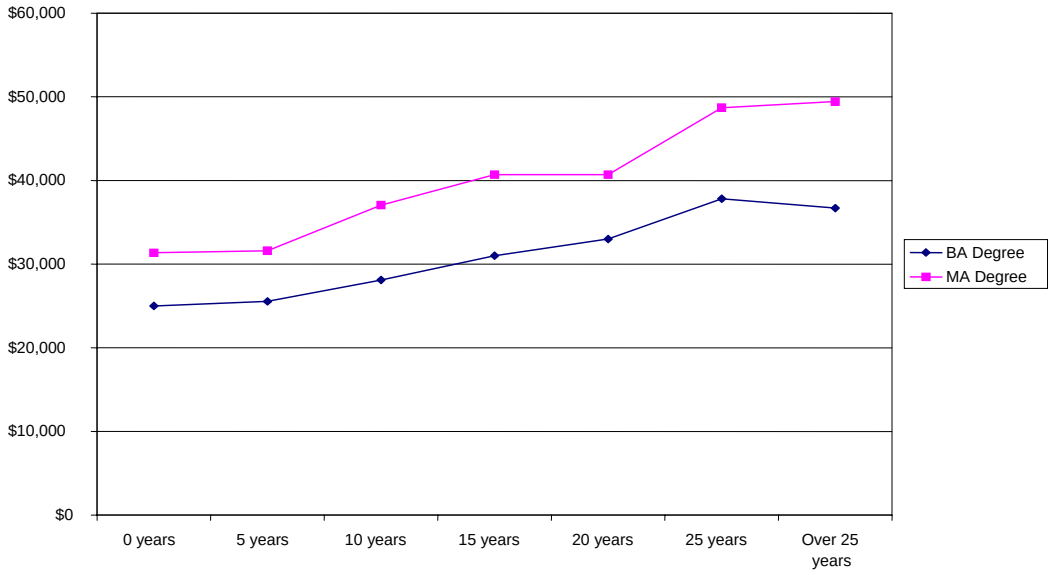


Figure 24: Administrator Median Average Salary by Years of Experience



DHES expects to collect the data reflected in this report on an annual basis. The hope is that there will be a higher response rate as the survey becomes more familiar and as folks see how useful the information is for DHES and school colleagues across the country. Once a few years of data have been collected, some trend analysis will also be able to be completed.