

March 2006
KAIRS Today

This is the monthly electronic newsletter of the Kansas Association of Religious and Independent Schools (KAIRS). KAIRS TODAY is sent as a service to KAIRS members across Kansas.

Our goal is to keep you informed about legislative, regulatory and national news, and educational issues. Contact Corey Reese, editor, with questions or concerns – crkairs@yahoo.com.

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GENERAL MEMBERSHIP MEETING TO FOCUS ON PRIVATE EDUCATION FUNDING CHALLENGES

The spring KAIRS General Membership Meeting will focus on the challenges of future funding for private education in Kansas. Following a discussion at the Annual Meeting in February, Bob Voboril, KAIRS Public Policy Liaison, developed 8 principles, entitled, *KAIRS Core Funding Principles*. It was resolved that KAIRS develop a strategic plan to implement these core principles.

The meeting will be held Wednesday, April 12, 10 a.m. in Topeka at the LCMS Kansas District offices in Topeka. This is a key issue for our membership, so please mark the date on your calendar and plan to attend.

PRIVATE EDUCATION FACTS FOR KAIRS MEMBERSHIP

At the end of the Annual Meeting last month, we gathered for round-table discussions and divided the group by educational organizations: Wichita diocese, Christian schools etc. As Bob Voboril challenged us to address funding issues for private schools, it became apparent that each organization faced very different challenges.

Next month, the KAIRS General Membership meeting will discuss the “KAIRS Core Funding Principles” that were derived by Bob from the ensuing discussions. (They can be found at the end of the statistical information.) In preparation for the upcoming meeting, we hope it is helpful to have pertinent information from our various organizations.

The following facts that have been pulled from the websites or submitted information from The Association of Independent Schools, ACSI, the U.S. Department of Education's National Center for Education Statistics, the National Catholic Education Association, Seventh-day Adventists and the Lutheran – Missouri Synod.

U.S. Department of Education's National Center for Education Statistics

-Characteristics of Private Schools in the United States: Results from the 2003–2004 Private School Universe Survey

- Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey

Background:

In 1988, the National Center for Education Statistics (NCES) introduced a proposal to develop a private school data collection that would improve on the irregular collection of private school data dating back to 1890 and improve on commercially available private school sampling frames. Since 1989, the U.S. Bureau of the Census has conducted the biennial Private School Universe Survey (PSS) for NCES. The PSS is designed to generate biennial data on the total number of private schools, students, and teachers, and to build a universe of private schools in the 50 states and the District of Columbia to serve as a sampling frame of private schools for NCES sample surveys.

Private School Facts:

- Estimated enrollment in U.S. private schools in the fall of 2003: **5,122,772**.
- A decrease of 218,741 from the estimated total of 5,341,513 students enrolled in the fall of 2001.
- Private school students represented approximately 10 percent of the total public and private elementary and secondary enrollment in the United States in 2003–04.
- Average private school size:** 181 students; 157 students for elementary schools, 314 students for secondary schools, and 186 students for combined schools.
- An estimated 7,559 private schools did not report any membership in a private school association.
- 31% of private schools enrolled fewer than 50 students.

More students were enrolled in Catholic schools than in other religious schools, representing 46 and 36 percent, respectively, of total private enrollment. Enrollment in nonsectarian schools, representing 18 percent of all private school students, was less than that of Catholic or other religious schools

Public school K–12 enrollment for 2003–04 was **47,591,082**.

Pupil-Teacher Ratios

Public Schools: The pupil/teacher ratio in (all) elementary and secondary schools decreased from 16.7 to 15.9 between 1989 and 2002; and is projected to be 14.6 in 2014 in the middle alternative projections.

Private schools: The pupil teacher ratio in private school was 12.0; 13.5 in elementary schools, 12.4 in secondary schools, and 10.0 in combined schools.

Salary Facts

Average base salary for regular full-time school teachers:

-All public schools: \$44,400

-All private schools: \$31,700; Catholic - \$31,900, Other Religious - \$27,100

Salary supplement outside school system:

-Public Schools: 16.4%, Average amount - \$5,000

-Private Schools: 20.4%, Average amount - \$5,400

Average annual salary for school principals:

-Public: Fewer than 3 years - \$71,100, 3-9 years - \$75,800, 10+years - \$78,700

-Private: Fewer than 3 years - \$39,800, 3-9 years - \$46,800, 10+ years - \$53,700

Where do private school students go to school?			
	89-90	99-00	03-04
Catholic	54.5%	48.6%	46.2%
Nonsectarian	13.2%	15.7%	18%
Conservative Christian	10.9%	15.0%	15.1%
Baptist	5.8%	6.1%	5.3%
Lutheran	4.4%	4.3%	4.0%
Jewish	3.2%	3.3%	3.9%
Episcopal	1.7%	2.2%	1.9%
Seventh-day Adventist	1.6%	1.2%	1.1%
Calvinist	0.9%	0.8%	0.8%
Friends	0.3%	0.3%	0.4%

Catholic Schools

Total Catholic school student enrollment for the current academic year is 2,420,590.

-1,779,638 elementary/middle school; 640,952 secondary school.

-Minority student enrollment: 655,949 - 27.1% of the total enrollment.

-Non-Catholic enrollment: 328,778 - 13.6% of the total enrollment.

The student/teacher ratio is 15:1.

Although there has been a decrease in the total number of Catholic schools in the past 35 years, the church has not lost sight of its commitment to educate children, particularly **those of the poor, within the inner cities and urban areas**. Schools in these areas remain a significant presence: **44.2 % of all Catholic schools are located in urban and inner city areas**, despite population losses and great financial difficulties in maintaining them. During that same period of time, suburban and rural schools have steadily increased.

Tuition and Costs

Average Tuition and Per Pupil Costs

Elementary: Mean parish school tuition: **\$2,432**. Per pupil cost: **\$3,998**.

Secondary: Mean freshman tuition: **\$5,870**. Per pupil cost: **\$7,200**.

Based on the average public school per pupil cost of **\$8,019**, Catholic schools provide a \$19.4 billion a year savings for the nation.

About 97% of secondary schools provide some form of tuition assistance. The difference between the per pupil cost and the tuition charged is obtained in many ways, primarily through direct subsidy from parish, diocesan or religious congregation resources and from multi-faceted development programs and fund-raising activities.

*Average Kansas Catholic tuition is much lower than the national average due to the heavy subsidizing by Catholic parishes throughout the state. In the Catholic Diocese of Wichita, no tuition is charged for grade school or high school.

Enrollment of Non-Catholics

Most Catholic school students are Catholic. However, non-Catholic student enrollment has risen from 2.7% in 1970 to 11.2% a decade later and today is 13.6%.

Staffing of Catholic Schools

In 2004-2005, the total, full-time equivalent (FTE) teaching staff in Catholic elementary/middle and secondary schools is 160,153.

Lutheran Schools

The information is based on survey data returned from 81 percent of the Lutheran-Missouri Synod schools for the 2004-05 school year.

Number of Schools (Early Childhood Centers, Elementary & High School): 2,526

Total Number of Students: 288,314

An "Average Lutheran School": Teachers – 16, Students – 140, Teacher-Pupil Ratio – 16-1.

Annual Required Fees: Elementary: Members - \$1,702; Non-members - \$2,808

High School (Grades 9-12): Members - \$5,083, Non-members - \$5,908

Average Per Pupil Costs: Elementary - \$4,582, High School - \$7,432

Salaries

Average Teacher Starting Salary (with no experience): \$23,742

Elementary: Full-Time Teacher with BA - \$26,940, with MA \$31,443

Administrators with BA - \$40,570, with MA \$43,870

High School: Full-Time Teacher with BA - \$31,704, with MA - \$32,776

Administrators with BA - \$48,005, with MA - \$49,445

Independent Schools

From the National Association of Independent Schools Profile of Statistical Indicators:

1,143 NAIS Schools responded to the Annual StatsOnLine Statistics Survey for the 2005-06 academic year.

School Count: 1,143

Total Enrollment: 552,401

Average Enrollment: 472

Total Enrollment of Students of Color: 110,767 (21.2%)

Average Median Tuition (All Grades) Day School: \$15,012

Percentage of Students on Financial Aid: 17.4%

Average Financial Aid Grant: \$9,596

Teachers Salaries

Median of Highest Salary for Teachers: \$64,715

Median Salary: \$44,000

Starting Salary: \$30,500

*While these number accurately reflect national averages, many of the Independent schools in Kansas have much lower tuition, student costs and salaries.

ACSI

Current membership includes 5,000 member schools from 115 countries with an enrollment of

1,030,000 students

Number of Schools Responding to 05-06 Survey: 837
Average Enrollment of Schools: 100-399 students - 51%
Number of Students per Teacher: 13

Tuition

K, Full Day: \$4,000 + - 44.7 %

Elementary:

\$3,000 – 3,499 – 16.3%

\$3,500 - 3,999 – 19.7%

\$4,000 – 4,400 – 17.2%

Middle School:

\$4,000-4,999 – 26.8%

High School

\$4,000-4,999 – 26%

\$4,000-5,999 – 16.5%

Salaries

Starting Administrator, Elem, Middle & High: \$30,000 - 49,000 – 60%

10 Years Experience – Mid & High School: \$50,000 - 69,000 – 45 & 43%

Starting Teacher - \$20,000 - 24,999 – 41%

Teacher 10-years experience: \$25,000 - 29,000 – 28.5%

: \$30,000 - 39,000 – 26.1%

Highest Teacher Salary: \$30,000 - 39,999 – 32.5%

Seventh-Day Adventist

2003-04 Statistics

Students: US – 56,922, Worldwide – 318,733

Administrators US – 690, Total Teachers – 5,077

Schools US – 6,845

Secondary Schools – 1,385

Primary Schools – 5,322

State of Kansas Information

(From the Kansas State Board of Education's 2004-05 Accountability Report and Additional Reports from their website)

Teachers:

Average teacher salary in Kansas in 2004-05: \$39,175

National Average: \$47,808

*Average salaries can be expected to have increased due to additional funding to the public school system.

Financing Kansas Education

As a result of the Supreme Court opinion on the Kansas school finance law, the State Department of Education was requested to survey a cross-section of school districts with the following questions.

1. What would be the PER PUPIL COST for your school district to educate a “normal/regular student?”

Regular Cost Per Pupil

of Students in the School

100-199.9 – Low - \$9,162 - High - \$13,219

700-899.9 – Low - \$4,520 - High - \$9,475

10,000 + - Low - 5,258 - High - \$6,990

FUNDING CHALLENGES FOR THE FUTURE

Bob Voboril challenged KAIRS members to consider the following issues at the annual meeting:

1. What is the state's obligation to our schools when it comes to educating our children?
2. While it may appear that a majority of members of the State Board of Education might be favorable to us, do we want to get caught in the middle of the animosity between the new commissioner and public education?
3. With the continually increasing need for funds, what form would best serve our member schools? Do we endorse vouchers, tax credits or scholarship tax credits – as has been done in Pennsylvania or Arizona?
4. Our focus must be on what is best for children in general and for educating the poor children of our state.

The attendees discussed these issues and responded to Bob's challenge. In summary, Bob put forth the following 8 points to be considered for KAIRS strategic planning.

KAIRS CORE FUNDING PRINCIPLES

1. The first responsibility for funding non-public schools lies with the organization which operates the school; not the federal or the state government.
2. We are not willing to alter our mission or our admission requirements in order to gain financial assistance.
3. The new system of massive court-ordered financial assistance to public education threatens the balance of school funding so drastically that some of our schools may not be able to compete fairly for teachers, students, resources, or (especially) for families of modest means.
4. Funding for education should follow the child just as it does at the post-secondary education level and in most other countries.
5. Each KAIRS school needs to tell its story better to its constituents and to those who make funding decisions.
6. Our schools need to work toward endowments and other third-source funding to reduce per-pupil tuition so that they can serve a broader base of students.
7. The State of Kansas needs to use tax policy to recognize and encourage financial contributions to education by individuals and corporations.
8. State regulations are burdensome and unfair when they are unfunded and not directly related to accreditation outcomes.

RESOLUTION: that KAIRS develop a strategic plan to implement these core principles.

ADOPTED: February 7, 2006

JANE LIMBACK VISITS LUTHERAN MISSIONS IN GUINEA, WEST AFRICA

Most of us have spent years gladly supporting missions around the world, receiving cards and emails, and imagining what it must be like to live in that foreign culture. Jane Limback, sixth-grade teacher and assistant principal of Hope Lutheran School in Shawnee, had many of those same thoughts. When the opportunity arose to travel to Guinea, West Africa last February, she jumped at the chance.

“It is an opportunity that I would encourage everyone to take advantage of if they have the chance. It has such an impact on you. After years of hearing stories and reading accounts, I really wanted to go,” Jane explained.

The schools and churches in the Kansas District of the Missouri-Synod Lutheran denomination have supported the Guinea mission field for the past nine years. This Muslim country has ranked last in the world (or next to last) every year since 1990 under the UN's Quality of Life Index.

Jane, who has served on the Kansas District Guinea Partnership committee for the past eight years, traveled as part of a six-person delegation that flew to Guinea's forest region in the southeastern part of the country. Among the group were two physicians, a pastor, a nurse practitioner, videographer and Jane (an educator).

“We visited hospitals, Lutheran churches, and Children's Christian Concern Society (CCCS) sponsored schools. We have four missionary families that we sponsor, and had the opportunity to visit two of them,” she said.

The three-week trip began in Conakry, the capital of Guinea, and the group subsequently traveled via taxis, cars and vans to such exotic-sounding cities and villages as Kissidougou, Guekedou, Oende Kenema, Maceta, and N'Zerekore.

Seeing Things First Hand

Jane explained that one of the highlights of the trip was to see how their partnership was making a difference in the lives of the native people and the missionaries. “A few years ago, my sixth grade class and their pre-school buddies raised money throughout the entire school year to buy a metal roof for a church. When we were in Guinea, I saw the metal roofs that are now being placed on many of the churches and schools. If their mud-brick buildings have a metal roof instead of a thatched roof, they last for 20 years instead of maybe three to five years.”

The group also delivered two bicycles on their trip. Lutheran schools and churches also have raised money for bikes and motorcycles, and Jane saw how many of those were used. “They are so appreciative of everything we had sent to them, or done for them,” she said.

Jane also gained a new perspective on our education system as she visited the schools at the various missions. At least one of the schools was run by the Children's Christian Concern Society (CCCS), whose offices are housed in the LCMS Kansas District offices in Topeka.

Guinea has a literacy rate of only 35 percent and many of the children will never attend school, Jane said. “I've learned to appreciate the educational system we have here. The level of education standards our children experience here is so vastly different compared with the level of education the children have in Guinea.

“Many of the schools are one-building schools. One school we went to in Guekedou was for four-, five- and six- year-olds and there were 70 students together in one room. The people in Guinea, however, recognize that education is important and they teach them French, which is Guinea’s national language, and then each village may have its own native dialect or language.”

Reflections

“I learned that we are extremely blessed – the medical care here in the U.S., for example, is so far superior to what you would receive in Guinea. We take for granted so many things like coming home and turning on electricity or having running water. I have even learned to appreciate the roads here and the potholes – they are nothing like those in Guinea!”

She concluded, “In this primarily Muslim country, you could see God’s hand present in so many aspects and with His provision for the missionaries. His church is truly spreading. To God be the glory!”

IMPORTANT 2005-06 KAIRS DATES

April 4: KAIRS Executive Committee Meeting, The Independent School, 9 a.m.

April 12: General Membership Meeting, Topeka, 10 a.m.

KAIRS 2005-06 OFFICERS

President: Karen Norton, The Independent School, Wichita

Vice President: Nick Compagnone, Salina Catholic Diocese

Secretary: Bill Dieckhoff, Holy Cross Lutheran School, Wichita

Treasurer: David Swank, Trinity Academy, Wichita

Annual Meeting Co-Secretaries: Shelli Kadel, Wichita Friends School
& Nick Compagnone, Salina Catholic Diocese