

**Center for Applied Research in the Apostolate
Georgetown University
Washington, DC**

St. Mary's Catholic School Parent Survey

**St. Mary's Catholic School
Middletown, USA**

January 2021



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Center for Applied Research in the Apostolate

St. Mary's Catholic School Parent Survey Middletown, USA

Executive Summary

The St. Mary's Catholic School Parent Survey was designed by the Center for Applied Research in the Apostolate (CARA) at Georgetown University in collaboration with administrators of St. Mary's Catholic School, Middletown, USA. Most of the questions were derived from CARA's database of nationally tested questions, with some questions designed specifically for the high school. The survey was hosted online at CARA's website, with the school distributing a link to the survey via email and other electronic means. In all, there were 593 valid responses. Following standard assumptions of statistical inference – with approximately 1,800 parents of students at the school – a sample size of 593 provides a margin of error of approximately ± 3.3 percentage points.

Major findings can be summarized as follows:

Characteristics of Respondents

- Due to the inclusion of a question about whether one's spouse also responded to the online survey, CARA estimates that 456 distinct families responded to the survey. Responding parents were fairly well representative of those with students in all four grades during the 2020-2021 school year, with 30% saying they had a freshman enrolled in the past year, 27% a sophomore, 24% a junior, and 20% a senior.
- Women (66%) are more likely to have responded than men (34%). Some 85% of respondents are Catholic, with 57% having attended a Catholic grade school and/or high school.
- Six in ten responding parents say their annual household income is \$150,000 or more (60%). Twenty-four percent indicate a household income of \$100,000 to \$149,999, 11% of \$50,000 to \$99,999, and 4% of \$49,999 or less.

Assessment of the St. Mary's Catholic School

- When asked how satisfied they are with St. Mary's Catholic School overall, 69% are "very satisfied," 29% are "somewhat satisfied," 2% are "satisfied a little," and less than 1% are "not at all satisfied."
- Asked to evaluate eight dimensions of the school, at least three-quarters of parents evaluate the following as "excellent": sense of community (79%), safety (76%), discipline and order

(76%), and cleanliness (75%). Six-tenths to two-thirds rate these dimensions as highly: quality of religious instruction (66%), student morale (64%), and quality of teaching (60%).

- Parents are particularly likely to say these aspects of the school overall are “excellent”: team athletics (77%), performing arts such as the Drama Club or Choir (69%), and the quality of academic instruction (64%). Those aspects least likely to receive “excellent” evaluations are the sports field (41%) and the diversity of the student body (29%).
- Concerning instruction in individual subjects, between 46% and 66% give each of the ten subjects evaluated an “excellent” rating. Those most often most as “excellent” are social studies (66%), mathematics (64%), and religion (61%). Those least often rated as highly are fine arts (49%) and courses in computer science (46%).
- When asked to write in what they like best about St. Mary’s Catholic School, parents are particularly likely to mention the high quality of academic instruction and the sense of brotherhood among the students, followed by the character development in the Catholic Way, the religious instruction, and the structure of the school.
- In another open-ended question, parents were asked to write in what areas of the school are most in need of improvement. Those related to education and teaching are most frequently cited, followed by structural improvements, better meeting students’ emotional needs, and better containing tuition and other costs.

The School Environment

- About eight in ten “strongly agree” that the school supports a sense of self-worth in the students (83%) and that students have a positive attitude about the school (79%).
- Seven in ten “strongly agree” that the school encourages their students to participate in extracurricular activities (71%).
- Eighty-two percent “strongly agree” that non-Catholic students are made to feel included in the school. That percentage drops slightly among non-Catholic parents, with 73% agreeing “strongly” that non-Catholic students are made to feel included.

Transmitting and Modeling the Five Core Catholic Principles

- Parents were asked how well the school transmits and models their five core Catholic principles. Between 63% and 82% “strongly agree” that the school transmits and models each of the principles.
- About eight in ten “strongly agree” that students are encouraged to respect the dignity of all persons (82%) and that the school teaches students to be aware of the living presence of God in our world (81%).

- That the school promotes the ideal of “The Catholic Family,” where diversity is respected and no one is left out, is “strongly agreed” with by 76% of responding parents.
- Just under two in three parents “strongly agree” that students become more aware of injustice and inequality and how to service the needs of the poor and vulnerable (65%) and that students learn to critically examine the world in light of the Gospel message (63%).

Faculty and Administration

- Eighty-five percent “strongly agree” that the school provides clear expectations for students and parents. In a related finding, 93% report that the school communicates with parents “the right amount.”
- At least eight in ten rate the school president (88%) and school principal (80%) as “excellent,” with more than eight in ten saying the president (91%) and principal (82%) were “very accessible to them in the past year.
- Office / Administration personnel overall (75%) receive an “excellent” evaluation from three in four parents.
- Half rate their children’s current teachers overall (49%) as “excellent,” with 70% saying the teachers overall have been “very” accessible to them in the past year.
- Eight in ten “strongly agree” that the faculty and staff are committed to academic excellence (79%) and just over seven in ten agree as strongly that teachers respond to them in a timely manner (72%).

St. Mary’s Catholic School in Comparison to Other Area Schools

- More than eight in ten “strongly agree” that St. Mary’s Catholic School was their first choice for their children’s education in the area (84%). An additional 12% “somewhat agree” that it was their first choice.
- Parents were asked why they have chosen to send their children to St. Mary’s Catholic School. The three reasons most frequently cited as “very much” explaining their decisions are the quality of instruction in moral values (87%), the quality of academic instruction (86%), and the school’s discipline and order (80%). The reason least likely to be cited is the school’s tuition cost, with 23% saying it “very much” explained their decision.
- More than eight in ten “strongly” agree both that the school’s curriculum is appropriate for a college preparatory school (86%) and that education at the school is better than area public schools (83%).

- Asked what schools their students would have attended had they not enrolled at St. Mary's Catholic School, parents are most likely to cite these high schools: St. John's Catholic, St. Joseph Academy, St. Rose Prep, and Regina Regional.

Tuition Costs

- Half “strongly agree” that the school’s tuition is appropriate for the instruction and programs provided (50%), with an additional 41% agreeing “somewhat” that the tuition is appropriate.
- About one in five “strongly agrees” that school tuition is a financial burden for their families (18%). That proportion rises to about three in ten (28% to 36%) among those whose annual household incomes are less than \$150,000.
- Overall, a quarter “strongly agree” that they could not afford to send their children to the school without financial aid (24%). Among those with annual household incomes under \$100,000, however, that proportion rises to 65% to 68% of parents.
- One in ten parents overall “strongly agrees” that they are not sure they will be able to afford the school’s tuition in the coming years (11%). About a quarter (23% to 29%) of those whose annual household incomes are under \$100,000 agree “strongly” that they are unsure, however.

Center for Applied Research in the Apostolate

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Introduction

The St. Mary's Catholic School Parent Survey was designed by the Center for Applied Research in the Apostolate (CARA) at Georgetown University in collaboration with administrators of St. Mary's Catholic School, Middletown, USA. Most of the questions were derived from CARA's database of nationally tested questions, with some questions designed specifically for the high school. The survey was hosted online at CARA's website, with the school distributing a link to the survey via email and other electronic means. In all, there were 593 valid responses. Following standard assumptions of statistical inference – with approximately 1,800 parents of students at the school – a sample size of 593 provides a margin of error of approximately ± 3.3 percentage points.

Interpreting This Report

Most of the questions in this survey use four-point response scales (i.e., “not at all,” “only a little,” “somewhat,” “very much”; or “poor,” “fair,” “good,” “excellent”). These scales allow respondents to choose between two relatively “negative” choices (e.g., “poor” and “fair”) and two relatively “positive” choices (e.g., “good” and “excellent”). In parts of the analysis in this report, these responses are combined to allow for clearer comparisons. However, as sometimes examining the most positive response distinguishes important contrasts in level of support, those responses are presented separately.

In addition, readers may also wish to compare the difference between the two extreme responses, say “poor” and “excellent,” to compare the level of intensity with which opposing opinions are held. These comparisons and others may be drawn by referring to the actual percentage responses given in Appendix I. That appendix shows the percentage responses for each item, calculated out of 100%, as well as the percentage of all respondents that did not respond to each question, separately calculated out of 100% for clarity of comparison.

In addition to summarizing the responses to most questions for respondents as a whole, the report also compares the responses of those from selected subgroups. The first section of the report describes the characteristics of the respondents as well as the subgroups that are used in the analyses that follow. Throughout the report, the tables and charts that compare differences between and among these various subgroups are presented following the responses for parents as a whole in each section.

The margin of error for differences between subgroups – such as the differences by the parents' gender or by the grade the parent has a student in – depends on the size of the subgroups

being compared. Unless otherwise noted, all subgroup differences described in the graphs of this report are statistically significant: that is, they pass standard tests of statistical inference and can be considered to be “real” differences. In some instances, differences between or among subgroups that are not statistically significant are also noted. These differences should be treated as merely suggestive of real differences that may exist between the subgroups under consideration.

In addition to the quantitative data analyzed in this report, four open-ended questions on the survey collected qualitative data. For these data, respondents were prompted with a question and given an open box for written comments, rather than select from a set of response options. These comments are analyzed along with the quantitative data as well as in separate sections throughout this report. While these responses are not suitable for statistical analyses, they do add depth to the data that is not attainable through closed-ended questions only. The comments for two of those questions are presented in Appendix II of this report.

Estimated Number of Families Responding

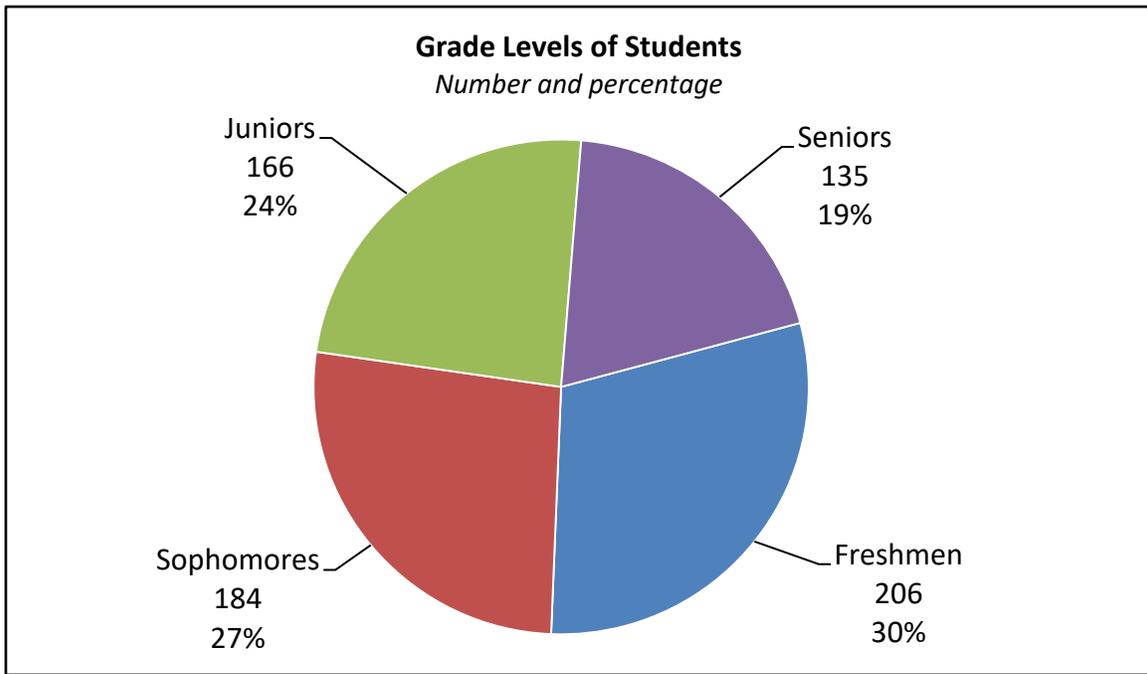
An estimate can be made of how many distinct families of students responded to the survey. A question on the online survey asked if the respondent’s spouse will or did also respond to the survey, separately. Eighty (12%) did not respond to this question. Some 334 responded that their spouse did respond and 279 said their spouse did not respond. If we estimate that about half of those not responding to the question did have spouses who responded, we can estimate that 486 distinct families of students at the high school responded $[40 + 279 + (334 / 2) = 486]$.

Section I: Characteristics of Respondents

This section of the report includes demographic and other descriptive data for the 593 valid respondents to this survey. These data may be helpful in considering who responded to the survey and which populations are represented in the data.

Grade Levels of Students

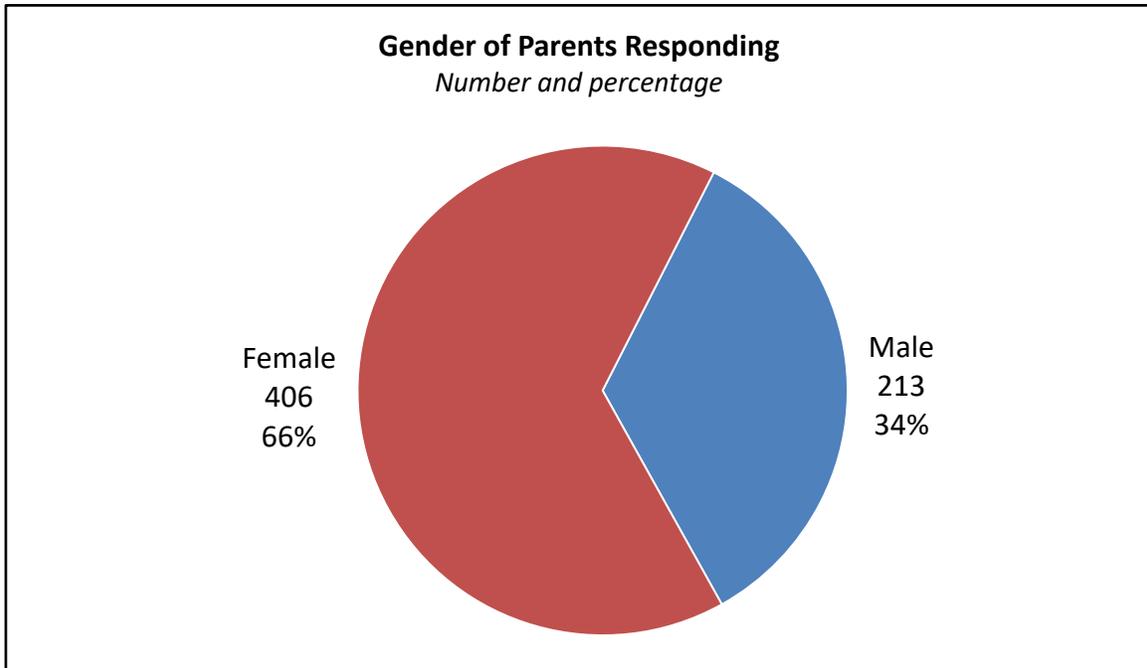
Ten percent did not respond to the question concerning what grades level their students were enrolled in during the 2020-2021 school year. Among those that did respond, 89% had students enrolled in only one grade level, 10% had students in two grade levels, and 1% had students in three grade levels. The proportion of parents having a student in each grade level is represented in the figure below, with parents of freshman (30%) having the relatively highest proportion of parent respondents and parents of seniors having the relatively lowest proportion (19%).



These grade levels will be used for comparisons throughout the rest of the report. As some parents, however, had children in multiple grades, only differences of 10 percentage points among those of different grade levels will be treated as meaningful.

Gender

Two-thirds (66%) of parents responding identify as female and a third (34%) as male.



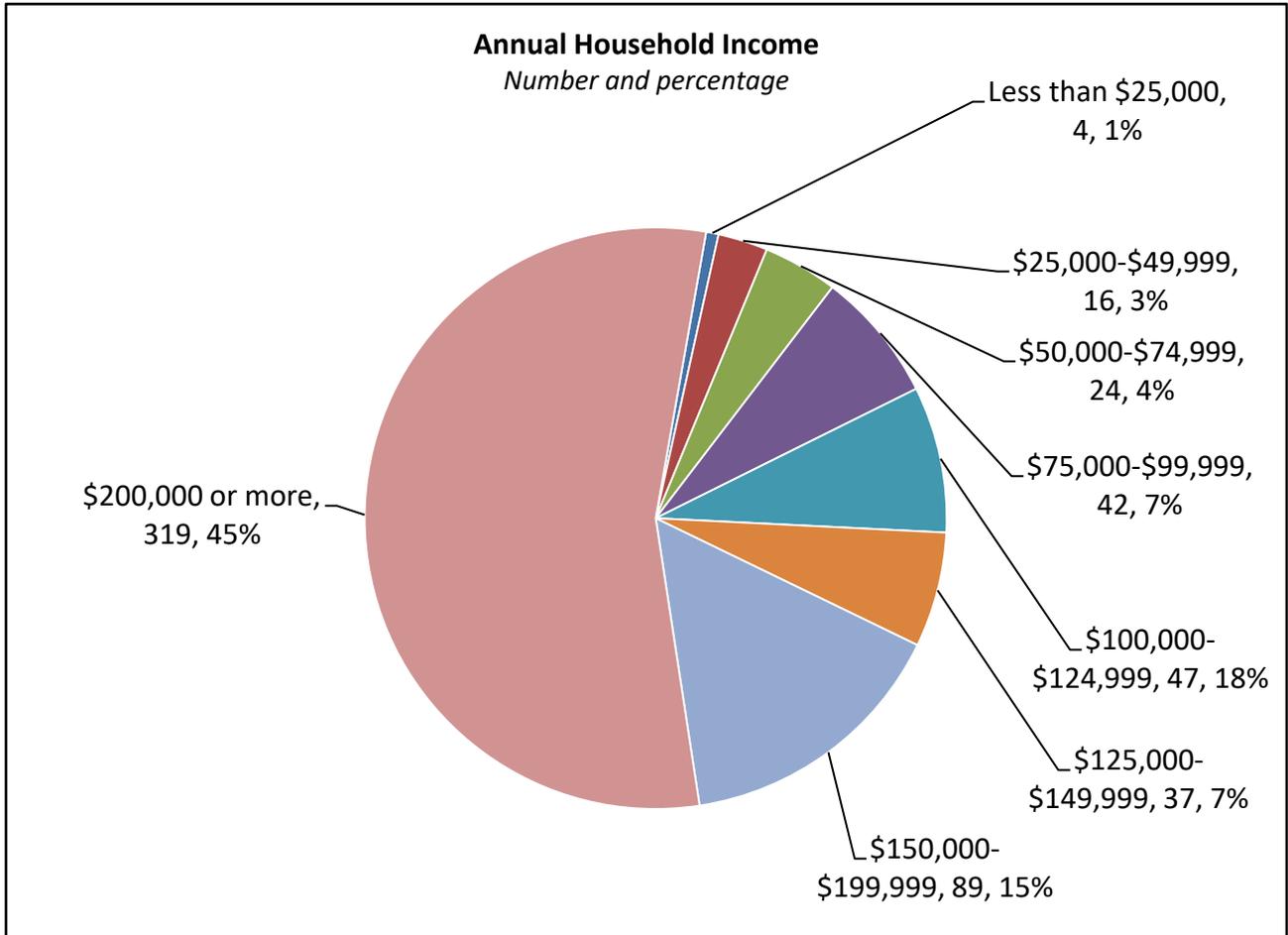
ZIP Codes

Those home ZIP codes identified by at least ten responding parents are shown in the table below. Seventeen percent left this question blank.

Top Respondent Home ZIP Codes			
ZIP Code	Number Reporting	%	City Center
<i>These ZIP codes deleted for privacy reasons.</i>			

Level of Household Income

Nearly half of responding parents report annual household incomes of \$200,000 or more (45%). Another 40% report incomes of \$100,000 to \$199,999 and 15% report incomes of \$99,999 or less.

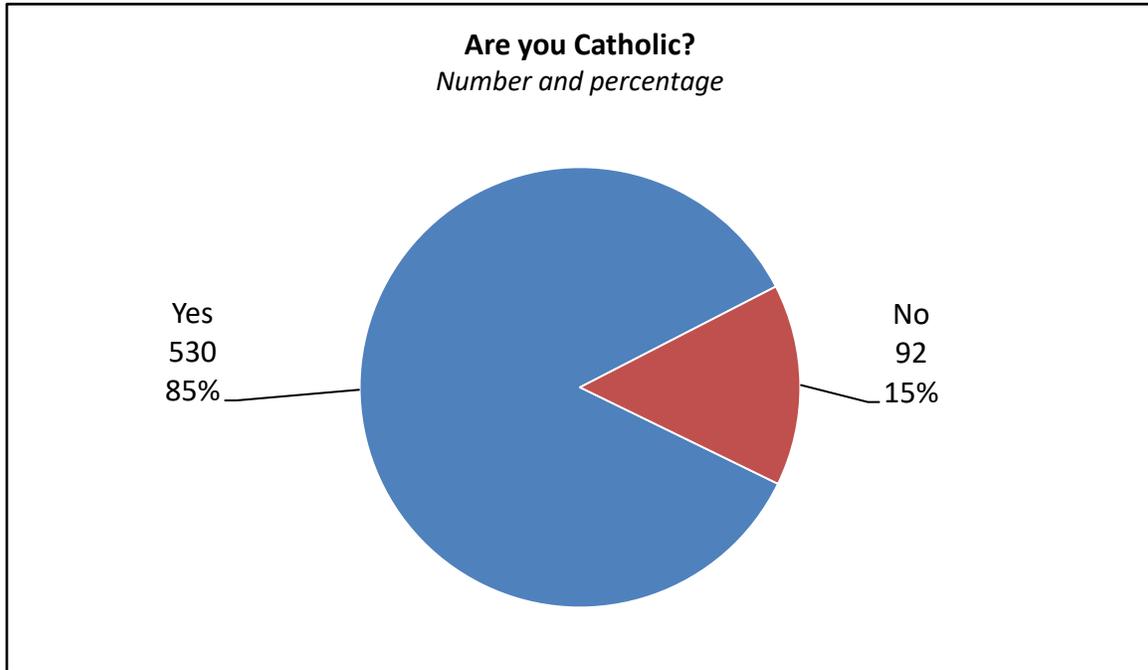


For purposes of analysis, these four annual household income groups are compared to each other where relevant in the report:

- \$49,999 or less (24 respondents or 4%)
- \$50,000-\$99,999 (65 respondents or 11%)
- \$100,000-\$149,999 (148 respondents or 25%)
- \$150,000 or more (356 respondents or 60%)

Parents' Relationship to the Catholic Church

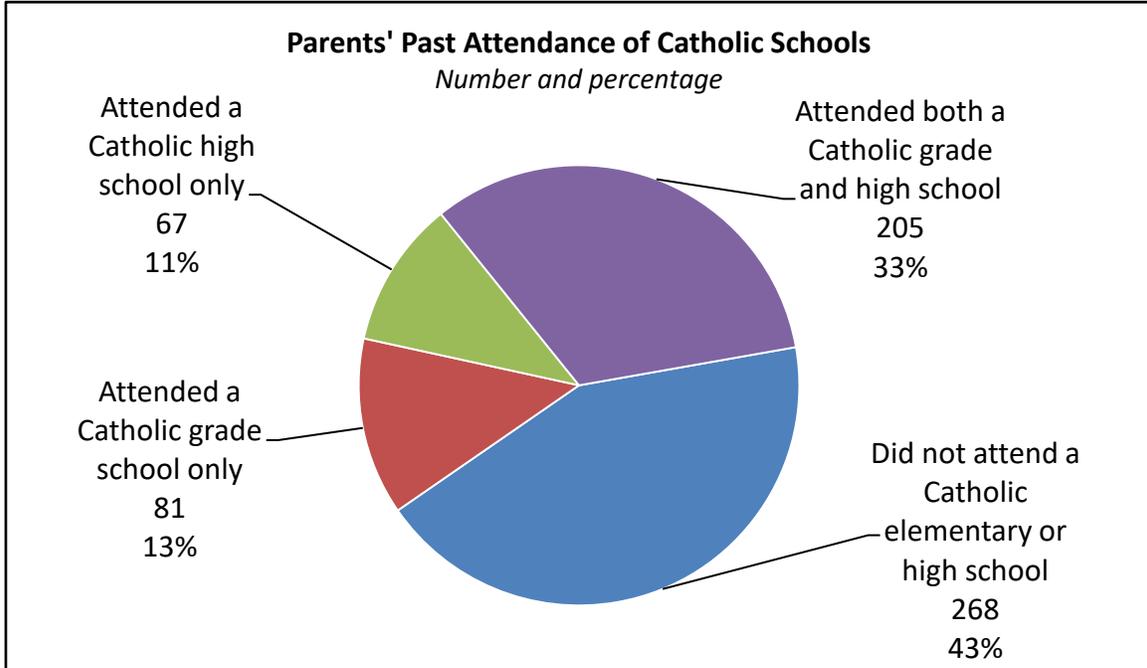
Fully 85% of parents identify as Catholic, with 15% as non-Catholics. Where applicable throughout this report, comparisons are made between Catholic and non-Catholic parent respondents.



Eighty-one percent of those responding say they are registered at a Catholic parish. When invited to do so, many wrote in the name of their parish. As some included cities and some did not, it is not possible to be certain of all responses. However, below is a list of the most commonly listed parishes. In addition, the entire list of parishes wrote in is presented in Appendix II.

Parents' Past Attendance of Catholic Schools

More than four in ten parents had not attended a Catholic school while growing up (43%). A third (33%) had attended both a Catholic grade school and a Catholic high school. The remaining quarter attended only a Catholic grade school (13%) or only a Catholic high school (11%).



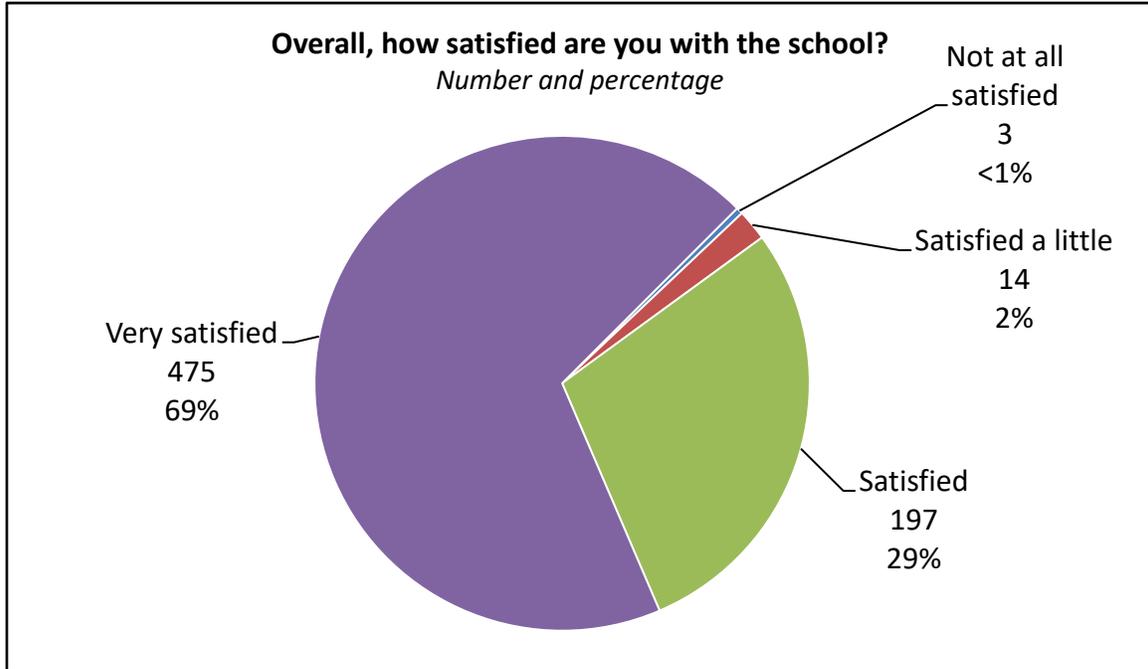
Section II: Assessment of the High School

Overall, the results of the Parents Survey are very positive. Fifteen particular areas were addressed in the survey instrument. These areas are featured in this section of the report, though readers are advised to consult the response frequencies in Appendix I of this document for response rates and other pertinent information about these data. The areas of the school addressed are:

- Overall Satisfaction with the School
- Evaluation of Dimensions of the School
- Evaluation of School Personnel
- Accessibility of Personnel in the Past Year
- Evaluation of Aspects of the School
- Evaluation of Instruction in Subjects
- Attitudes about the Quality of Education and Tuition
- Attitudes about the School Environment
- Implementation of the Five Core Catholic Principles
- Attitudes about Parental Involvement
- Best Size for Classes
- Greatest Strengths of the School
- Areas Most in Need of Improvement
- Reasons for Sending Children to St. Mary's Catholic School
- Next Choices for High School If Not St. Mary's Catholic School

Overall Satisfaction with the School

Seven in ten responding parents report being “very satisfied” (69%) with the school overall, with an additional 29% “satisfied.” Two percent are either “satisfied a little” (2%) or “not at all satisfied” (<1%).¹



School Satisfaction Correlation with Aspects of the School

To examine whether those responding “not at all satisfied” and “satisfied a little” had any areas where they were especially dissatisfied, the researcher used a statistical tool called Crosstabulation and examined their responses on relevant questions on the survey compared to those who reported being “satisfied” or “very satisfied.”

With only a few exceptions, those rating the school overall lowly are 40% to 71% less likely to give a high evaluation to any each of the measures in the subsections that follow. Thus, there does not seem to be any one area where these respondents are dissatisfied with the school, but rather they seem dissatisfied across the board, whether it be the quality of the teaching, the cleanliness of the school, the school president, or any of the subjects their children received instruction in during the past school year.

Examining the characteristics of the 17 parents who are relatively less satisfied (those responding either “not at all satisfied” or “satisfied a little”), they are slightly more likely to identify as non-Catholic and to have had children enrolled as juniors or seniors in the 2020-2021 school year.

¹ As was mentioned in the Introduction, the non-response rates for questions are presented in Appendix I. In the case of this question, the non-response rate was 1%.

Evaluation of Dimensions of the School

This subsection presents the survey’s most general evaluation of the high school. Parents were asked to evaluate each dimension of the school, rating each “poor,” “fair,” “good,” or “excellent.” The first column of numbers in the table below summarizes the positive side of the findings, showing the percentage that rated each aspect “good” or “excellent” combined. The final column displays the percentage rating each aspect as “excellent.”²

More than nine in ten (96% to 99%) give a combined positive evaluation (“good” and “excellent” combined) to each of the dimensions of the school.

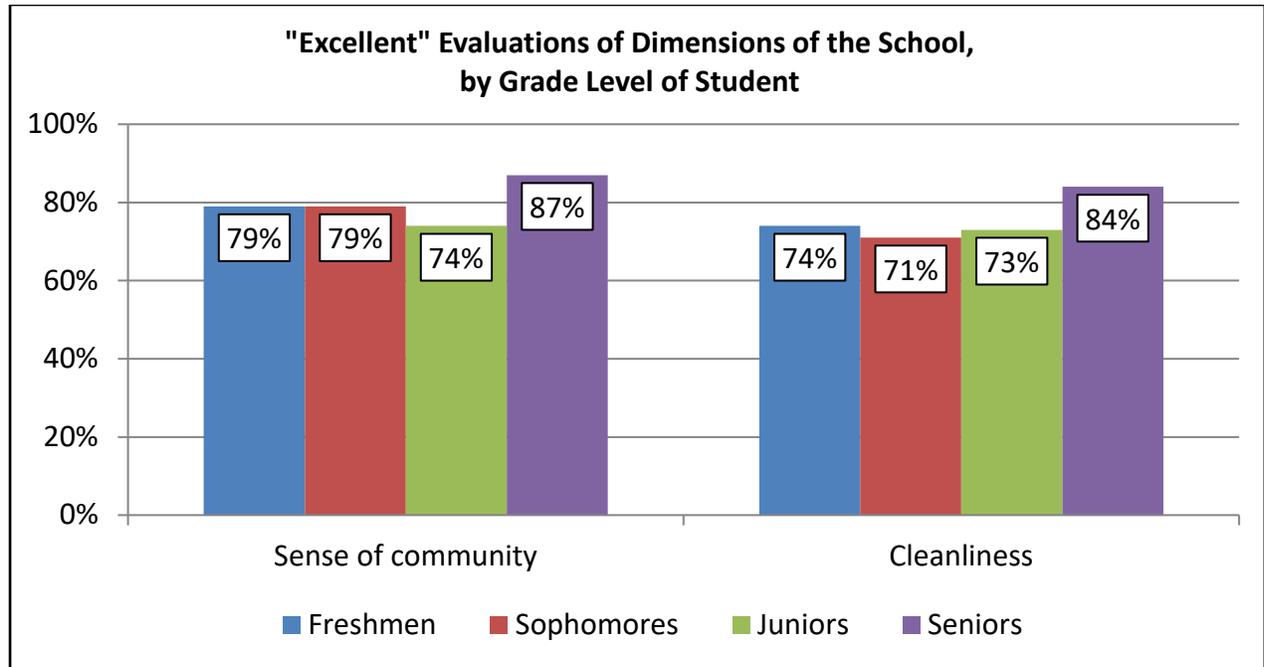
Please evaluate the following dimensions of the school		
Percentage responding		
	“Good” or “Excellent” Combined %	“Excellent” Only %
Cleanliness	99	75
Safety	98	76
Sense of community	97	79
Discipline and order	97	76
Quality of religious instruction	97	66
Quality of teaching	97	60
Student morale	96	64

- Three in four or more rate these dimensions of the school as “excellent”: sense of community (79%), safety (76%), discipline and order (76%), and cleanliness (75%).
- Two in three or slightly less give the quality of religious instruction (66%), student morale (64%), and the quality of the teaching (60%) an “excellent” evaluation.

² Non-response rates, which range from 1% to 8%, are reported in Appendix I.

Differences by Grade Level of Students

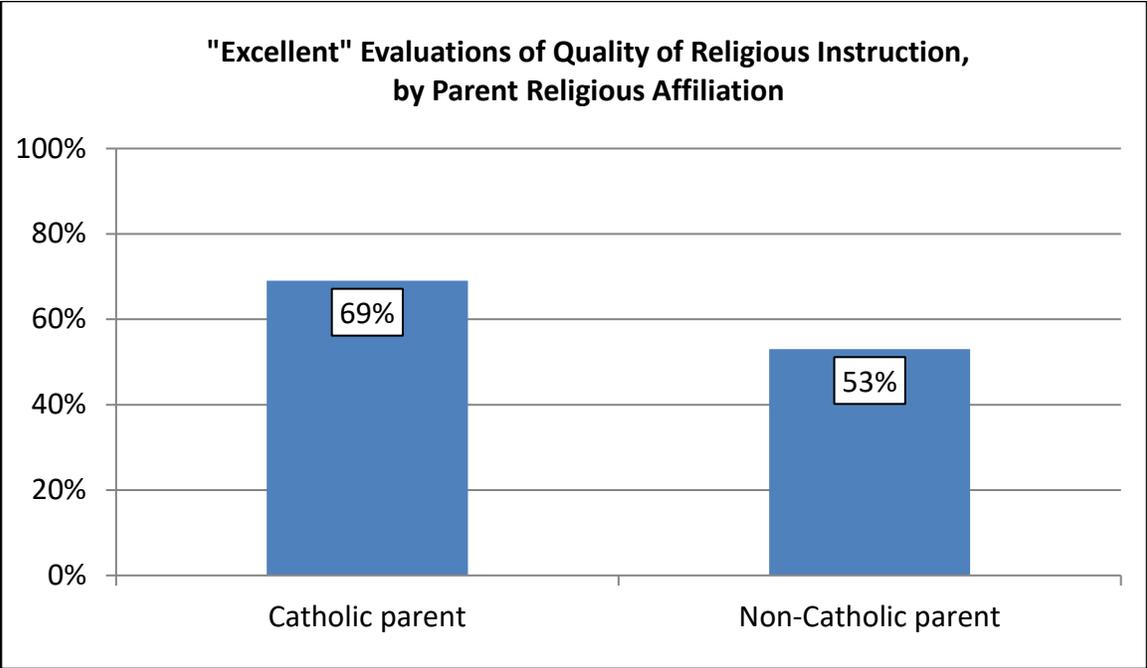
As can be seen in the figure below, those with students enrolled as seniors during the 2020-2021 school year are relatively more likely to have rated the sense of community and the cleanliness at the school as “excellent.”³



³ As was noted in Section I, only differences of 10 percentage points or more among those with children in the different grades are treated as meaningful differences. So, if differences for a survey question are not presented, the reader can assume that any differences were 9 percentage points or less.

Differences by Religious Affiliation of Parent

Seven-tenths of parents identifying as Catholic rate the quality of religious instruction at the school as “excellent,” compared to just over half of those identifying as non-Catholic.



Evaluation of School Personnel

Parents were asked to evaluate the performance of some school figures. As in the previous subsection, respondents were asked to evaluate each as “poor,” “fair,” “good,” or “excellent.” The first column of numbers in the table below summarizes the positive side of the findings, showing the percentage that rated each “good” or “excellent” combined. The final column displays the percentage rating each as “excellent.”⁴

More than nine in ten (93% to 99%) rate each of the school personnel listed as “good” or “excellent.”

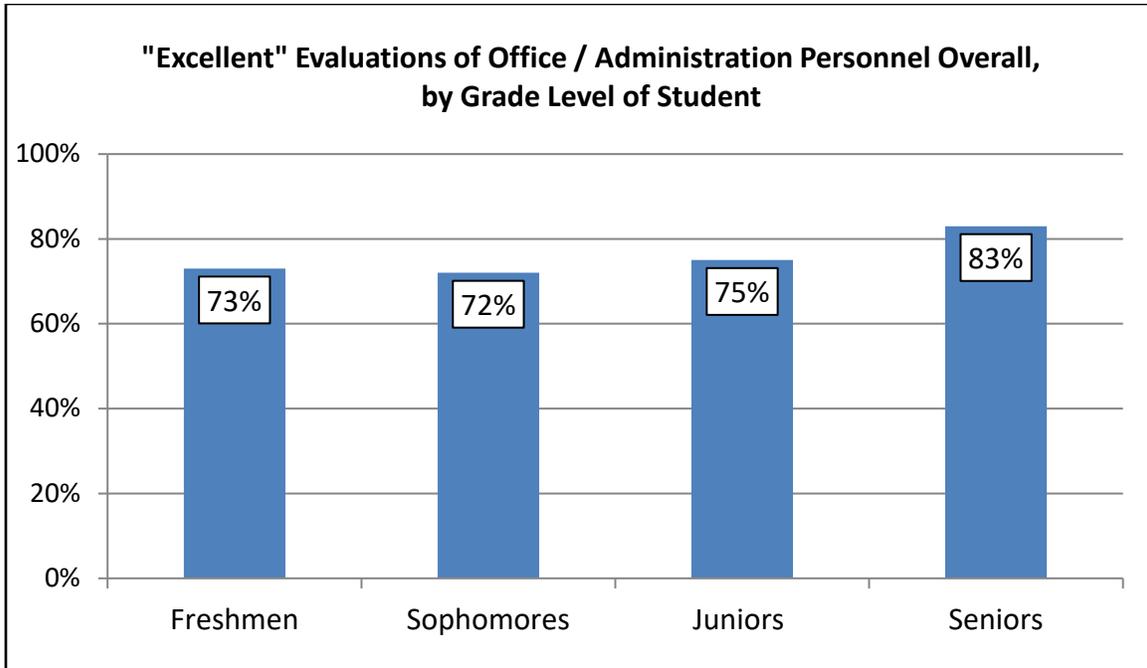
Please evaluate the following school personnel		
<i>Percentage responding</i>		
	“Good” or “Excellent” Combined	“Excellent” Only
	%	%
School president	99	88
Office / Administration overall	99	75
School principal	97	80
Your child(ren)’s current teachers overall	93	49

At least three in four give an “excellent” evaluation to the school president (88%), the school principal (80%), and Office / Administration overall (75%). Half rate their children’s current teachers overall (49%) as highly.

⁴ Non-response rates, which range from 1% to 4%, are reported in Appendix I.

Differences by Grade Level of Students

As is shown below, parents with students enrolled as seniors are most likely to give an “excellent” evaluation to Office / Administration personnel overall.



Accessibility of Personnel in the Past Year

Parents were asked to appraise how accessible some personnel were in the past year. Parents were asked how accessible each were, using “not at all,” only a little,” “somewhat,” or “very” accessible. The first column of numbers in the table below summarizes the positive side of the findings, showing the percentage that rated each as “somewhat” or “very” accessible combined. The final column displays the percentage rating each as “very” accessible in the past year.⁵

Between 95% and 99% say each of the personnel shown below are “somewhat” or “very” accessible.

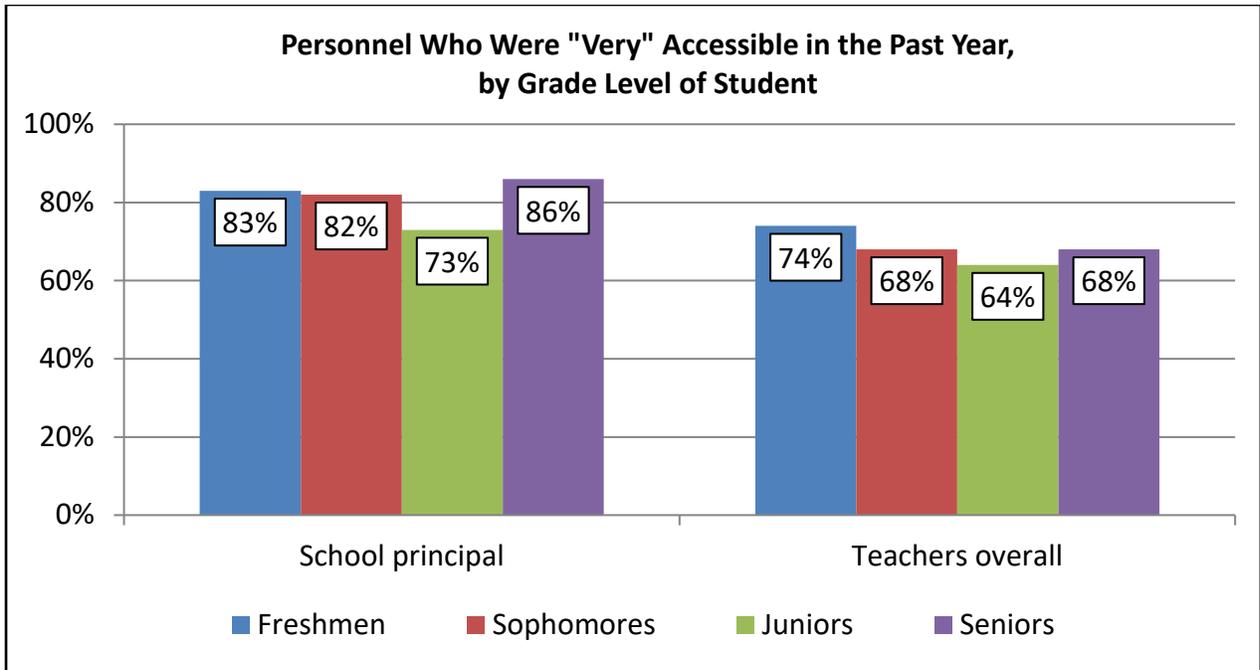
How accessible were each of the following to you in the past year?		
<i>Percentage responding</i>		
	“Somewhat” or “Very” Accessible Combined %	“Very” Accessible Only %
School president	99	91
School principal	96	82
Guidance office	96	80
Teachers overall	95	70

- Nine in ten say the school president (91%) was “very” accessible in the past year.
- About eight in ten indicate that the school principal (82%) and guidance office (80%) were “very” accessible in the past year.
- Seventy percent say the teachers overall were “very” accessible in the past year.

⁵ Non-response rates, which range from 8% to 12%, are reported in Appendix I.

Differences by Grade Level of Students

Those with students enrolled as juniors are least likely to say that the school principal was “very” accessible in the past year, with those whose children were freshmen most likely to say the same about the teachers overall.



Evaluation of Aspects of the School

Parents were asked to evaluate some aspects of the school overall, rating each as “poor,” fair,” “good,” or “excellent.” The first column of numbers in the table below summarizes the positive side of the findings, showing the percentage that rated each aspect “good” or “excellent” combined. The final column displays the percentage rating each aspect as “excellent.”⁶

With two exceptions, at least 95% give a positive evaluation overall to each of the aspects of the school presented in the table below. The two exceptions are the sports fields (87%) and the diversity of the student body (75%).

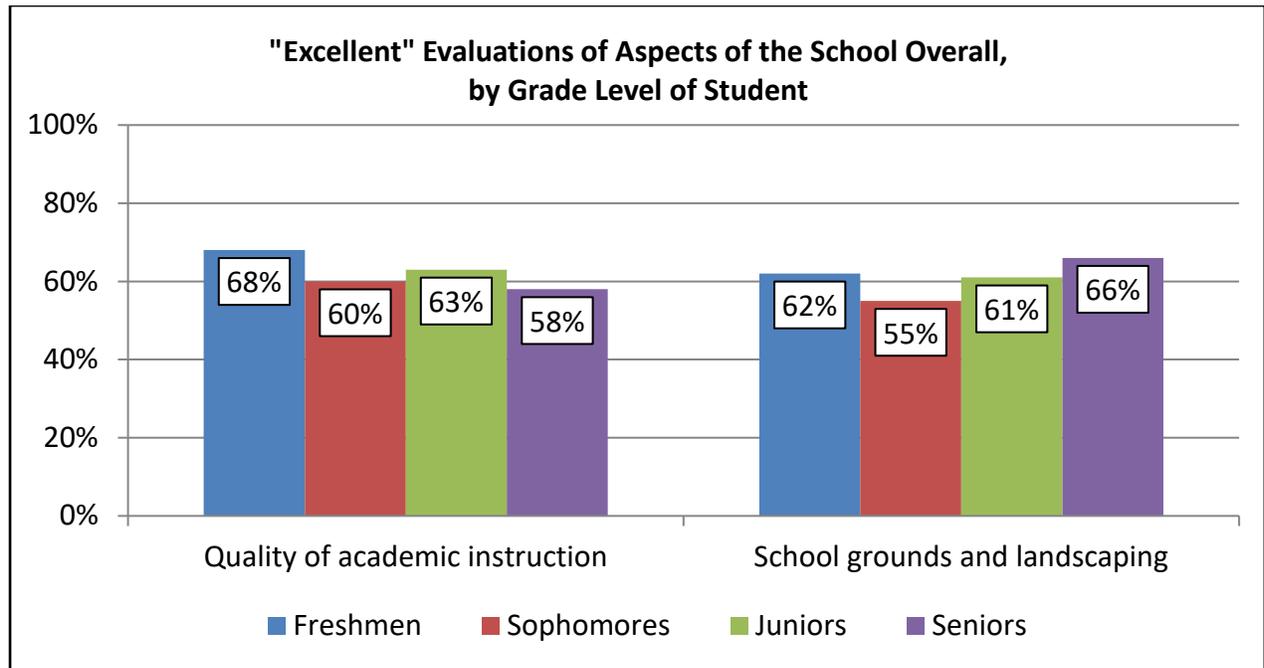
Please evaluate these aspects of the school overall		
<i>Percentage responding</i>		
	“Good” or “Excellent” Combined %	“Excellent” Only %
Team athletics	97	77
Performing arts (such as the Drama Club or the Choir)	97	69
School grounds and landscaping	97	61
Quality of the academic instruction	96	64
Cultural extracurricular activities (such as Yearbook or Social Action Club)	96	58
School buildings	95	48
Sports fields	87	41
Diversity of the student body	75	29

- More than half give an “excellent” evaluation to these aspects of the school overall: team athletics (77%), performing arts (69%), quality of academic instruction (64%), school grounds and landscaping (61%), and cultural extracurricular activities (58%).
- Half or less rate as “excellent” these aspects of the school overall: school buildings (48%), sports fields (41%), and the diversity of the student body (29%).

⁶ Non-response rates, which range from 1% to 41%, are reported in Appendix I.

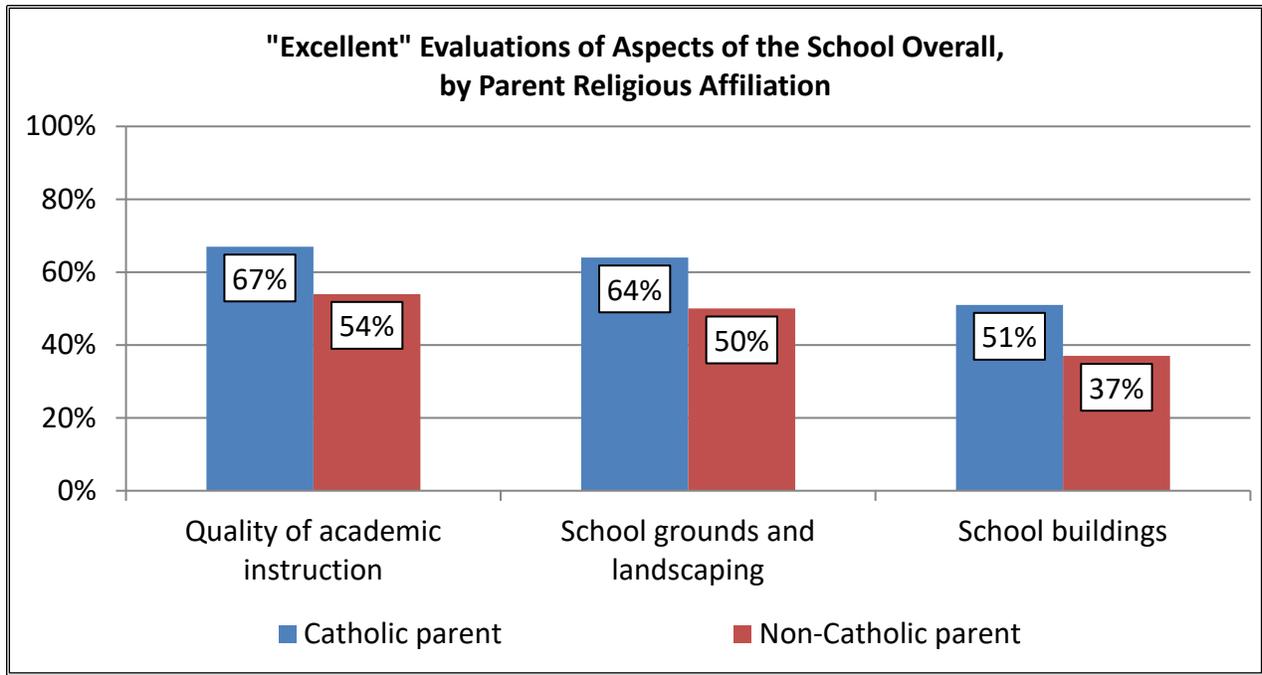
Differences by Grade Level of Students

As can be seen in the figure below, those with students enrolled as freshmen during the 2020-2021 school year are relatively more likely to have rated the quality of academic instruction as “excellent.” Concerning the school grounds and landscaping, those whose students were enrolled as sophomores are relatively less likely to have rated them as “excellent.”



Differences by Religious Affiliation of Parent

Parents identifying as Catholic are more likely than those identifying as non-Catholics to evaluate the three aspects of the school overall shown in the figure below as “excellent.”



Evaluation of Instruction in Subjects

Parents were asked to evaluate instruction in ten different subjects. Respondents were asked to evaluate instruction in each subject area, rating each “poor,” “fair,” “good,” or “excellent.” The first column of numbers in the table below summarizes the positive side of the findings, showing the percentage that rated each area of instruction “good” or “excellent” combined. The final column displays the percentage rating each subject’s instruction as “excellent.”⁷

Between 86% and 98% give instruction in each of the subjects in the table below a positive evaluation.

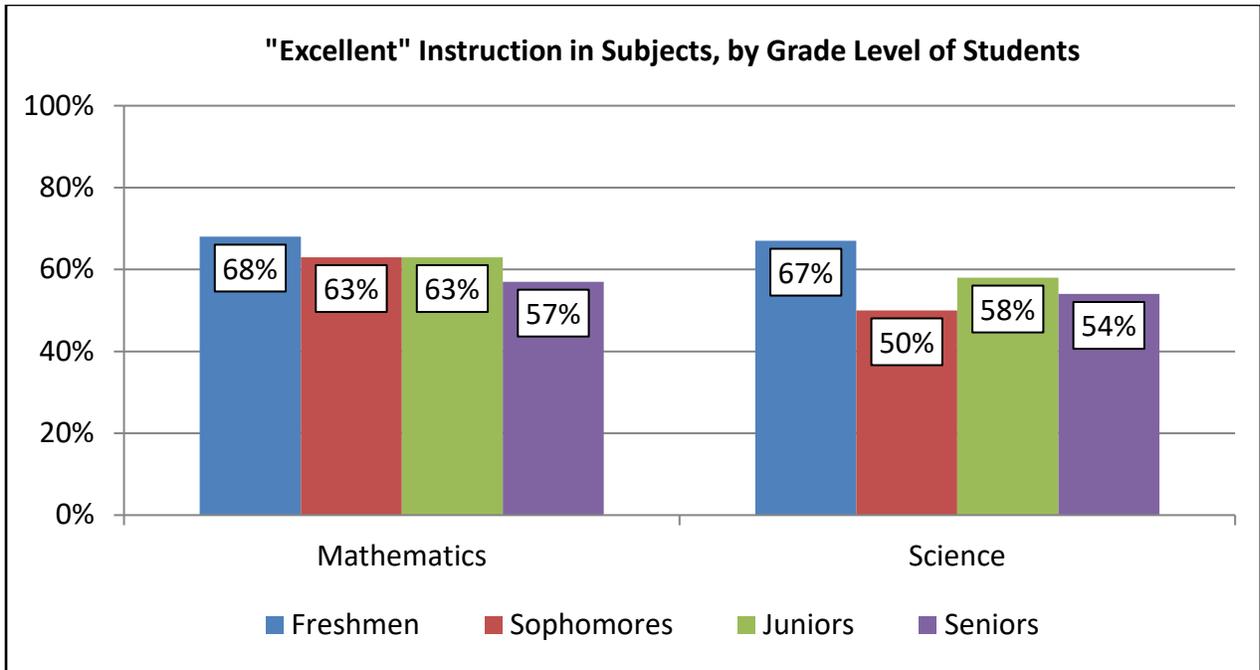
Please evaluate the instruction your child(ren) receives in the following subjects		
<i>Percentage responding</i>		
	“Good” or “Excellent” Combined %	“Excellent” Only %
Health / physical education	98	59
Social studies	97	66
Mathematics	96	64
Religion	96	61
English	94	58
Electives	91	51
Fine arts	91	49
Science	88	59
Courses in computer science	88	46
Foreign languages	86	51

- Instruction in these subjects is especially likely to be seen as “excellent”: social studies (66%), mathematics (64%), religion (61%), health/physical education (59%), science (59%), and English (58%).
- Half or less rate instruction in these subjects as “excellent”: electives (51%), foreign languages (51%), fine arts (49%), and courses in computer science (46%).

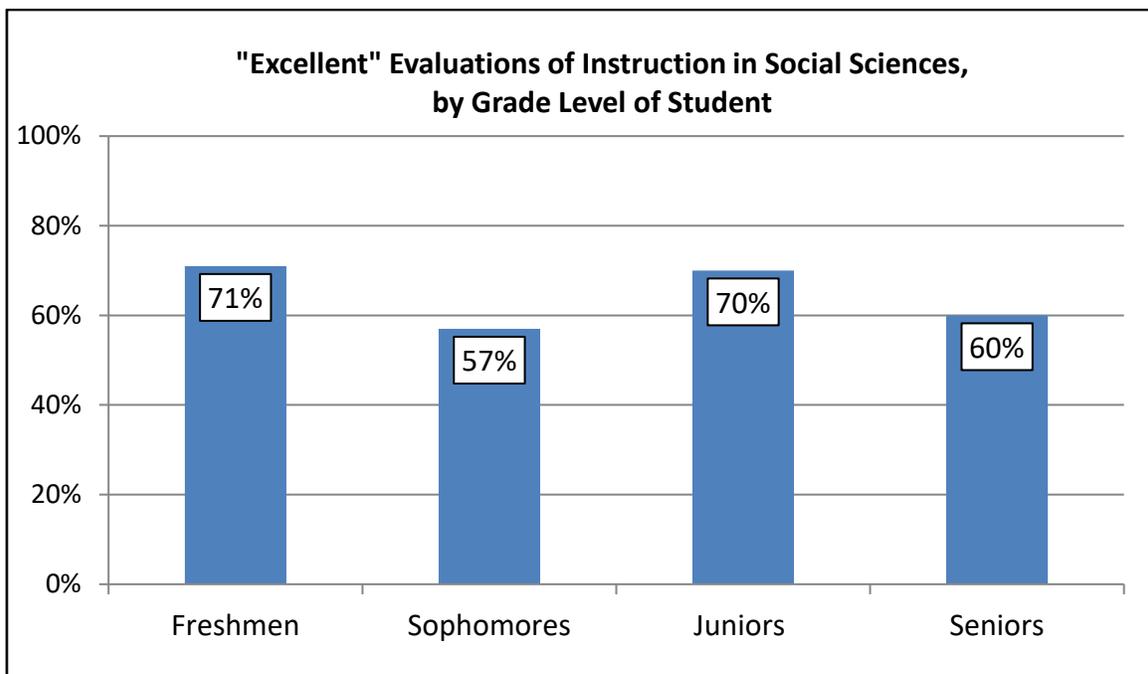
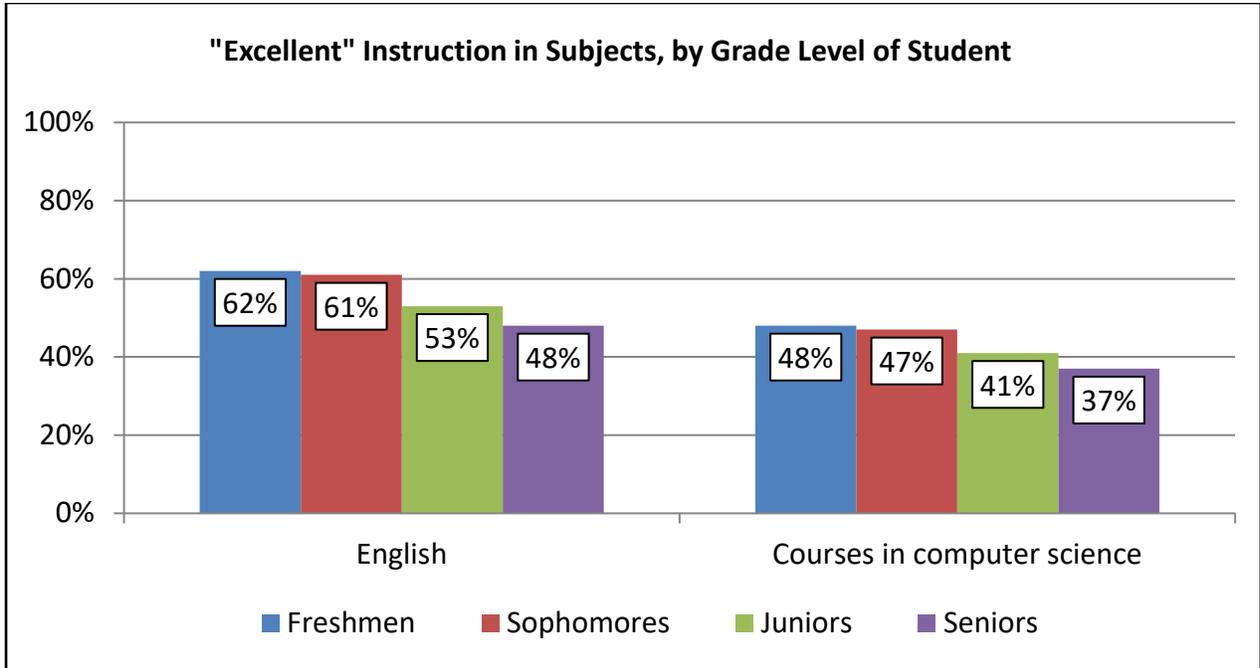
⁷ Non-response rates, which range from 8% to 48%, are reported in Appendix I.

Differences by Grade Level of Students

As can be seen in the figure below, those with students enrolled as freshmen during the 2020-2021 school year are relatively more likely to have rated the quality of instruction in mathematics and science as “excellent.”

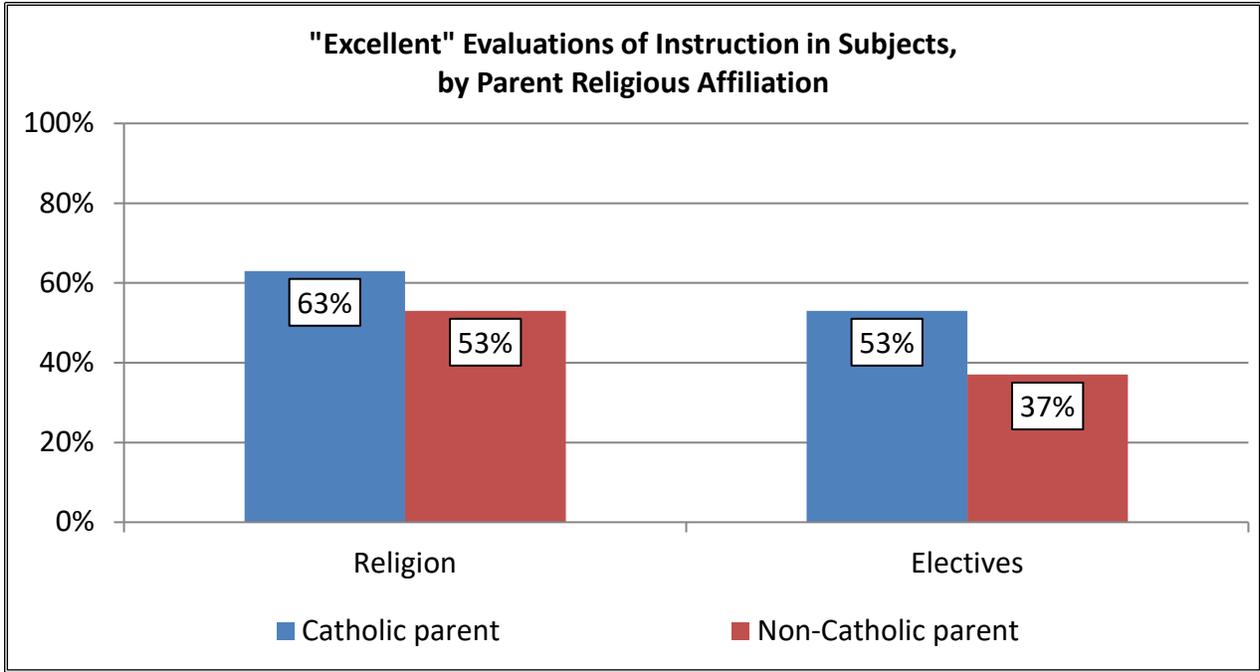


As shown in the two figures below, parents with students enrolled as freshman and sophomores are most likely to rate instruction in English and computer sciences as “excellent,” with those with freshman and juniors enrolled most likely to rate the courses in the social sciences as “excellent.”



Differences by Religious Affiliation of Parent

Parents identifying as Catholic are more likely than those identifying as non-Catholics to evaluate the two aspects of the school overall shown in the figure below as “excellent.”



Attitudes about the Quality of Education and Tuition

Parents, asked how much they agree with seven statements related to the quality of instruction at the school and its tuition costs, were given four options for responding: “strongly disagree,” “somewhat disagree,” “somewhat agree,” and “strongly agree.” The first column of numbers in the table below summarizes the positive side of the scale, showing the percentage that “somewhat” or “strongly” agree with each statement. The final column displays the percentage who “strongly agree” only.⁸

More than nine in ten (91% to 99%) “somewhat” or “strongly” agree with the first four statements presented in the table below concerning the quality of the high school’s curriculum, the school in comparison to other schools, and the appropriateness of the school’s tuition. The final three statements (with 36% to 56% “somewhat” or “strongly” agreeing) concern how affordable the tuition is for their families.

Please respond to the following statements		
<i>Percentage responding</i>		
	“Somewhat” or “Strongly” Agree Combined %	“Strongly” Agree Only %
The curriculum is appropriate for a college preparatory school	99	86
Education at St. Mary’s Catholic School is better than in area public schools	97	83
St. Mary’s Catholic School was our first choice for our child’s/children’s education in this area	96	84
The tuition is appropriate for the instruction and programs provided	91	50
School tuition is a financial burden for our family	56	18
Without financial aid, I could not afford to send my child(ren) to this school	36	24
I am not sure I will be able to afford the school tuition in the coming years	36	11

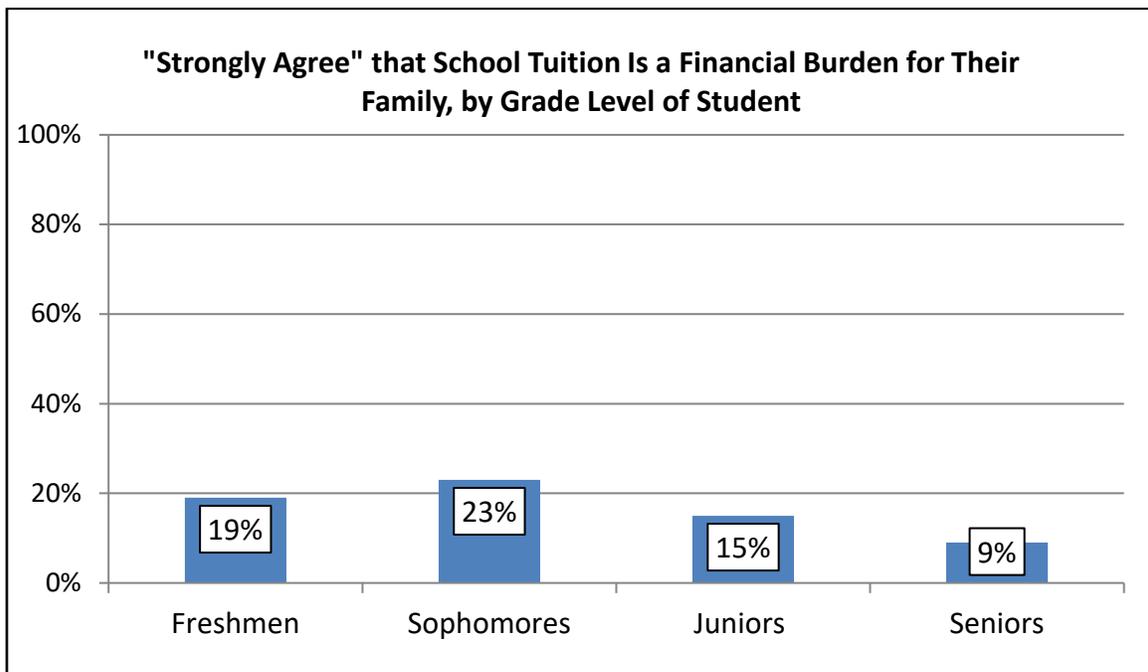
Statements concerning the quality of the high school’s curriculum and the school in comparison to other schools are most likely to be agreed with “strongly,” with those concerning tuition costs and affordability least likely to be agreed with “strongly.”

⁸ Non-response rates, which range from 9% to 33%, are reported in Appendix I. The two highest non-response rates are for two of the questions concerning the affordability of school tuition.

- More than eight in ten “strongly agree” that the curriculum at the high school is appropriate for a college preparatory school (86%), that the high school was their first choice for their children’s education in the area (84%), and that education at the school is better than in area public schools (83%).
- Half “strongly agree” that the tuition is appropriate for the instruction and programs provided (50%).
- One-tenth to a quarter “strongly agree” that they could not afford to send their children to the school without financial aid (24%), that school tuition is a financial burden for their families (18%), and that they are not sure they will be able to afford the school tuition in the coming years (11%).

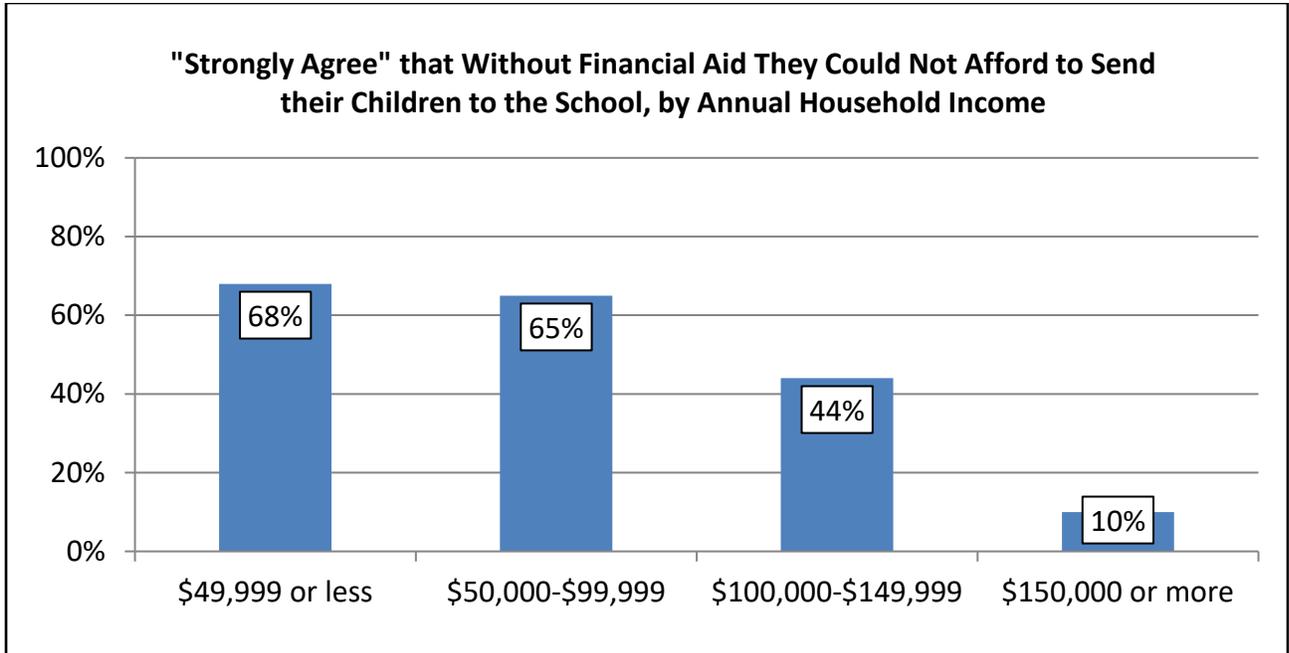
Differences by Grade Level of Students

As is shown below, parents with students enrolled as sophomores in the past year are most likely to “strongly agree” that school tuition is a financial burden for their family, with nearly a quarter of parents (23%) agreeing strongly that it is.

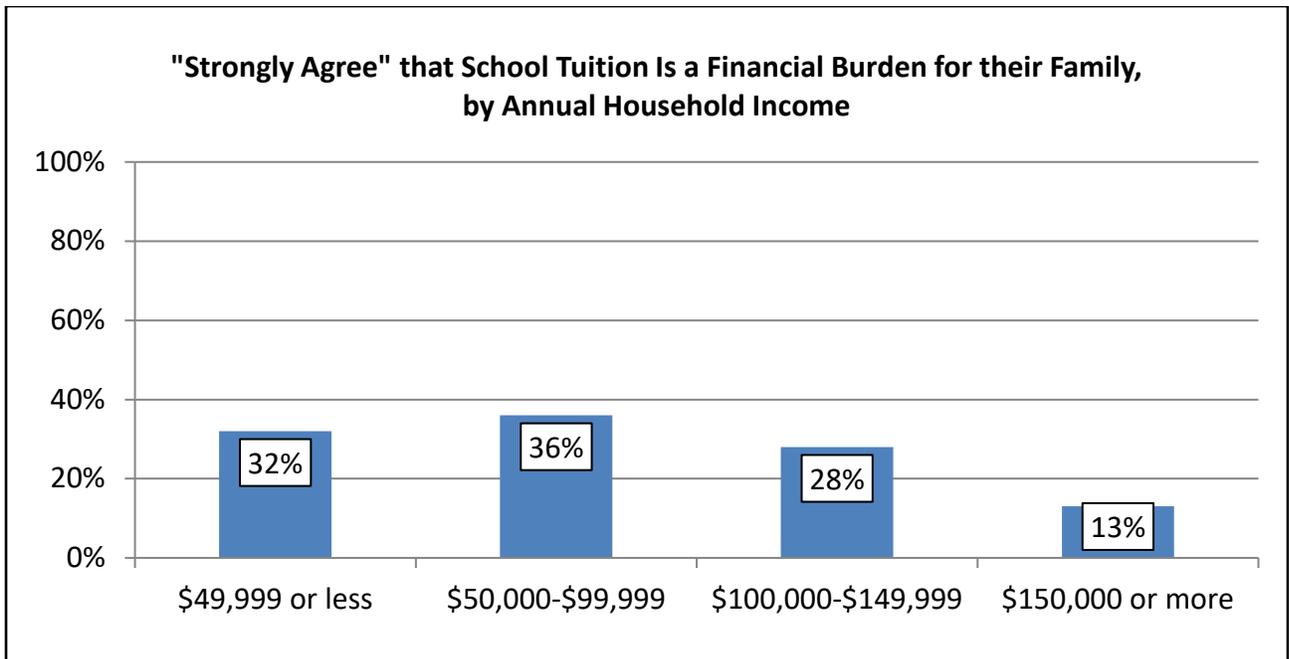


Differences by Household Level of Income

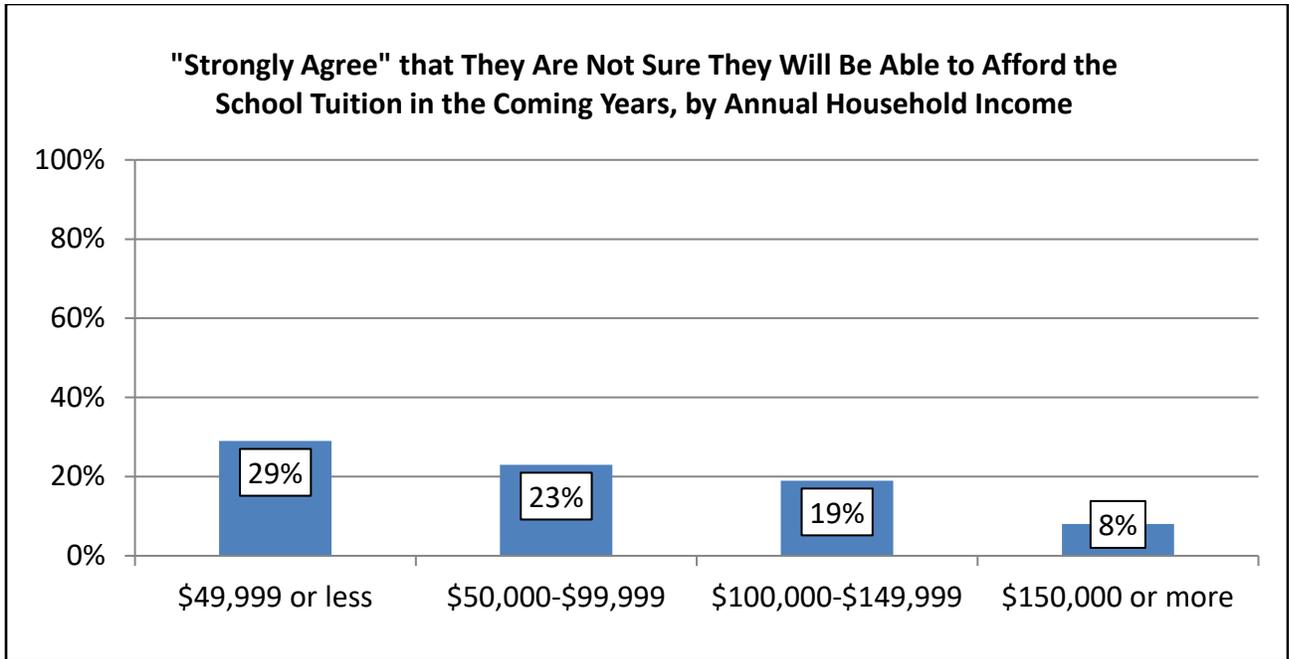
Those reporting annual household incomes of less than \$100,000 are most likely to “strongly agree” that they could not afford to send their children to the school without financial aid.



Those reporting annual household incomes of less than \$150,000 are most likely to “strongly agree” that they could not afford to send their children to the school without financial aid.



The lower the annual household income, the more likely the responding parent is to “strongly agree” that they are not sure they will be able to afford the school tuition in the coming years.



Attitudes about the School Environment

Parents, asked how much they agree with six statements about the school environment, were given four options for responding: “strongly disagree,” “somewhat disagree,” “somewhat agree,” and “strongly agree.” The first column of numbers in the table below summarizes the positive side of the scale, showing the percentage that “somewhat” or “strongly” agree with each statement. The final column displays the percentage who “strongly agree” only.⁹

Between 93% and 99% of parents “somewhat” or “strongly” agree with each of the statements presented in the table below.

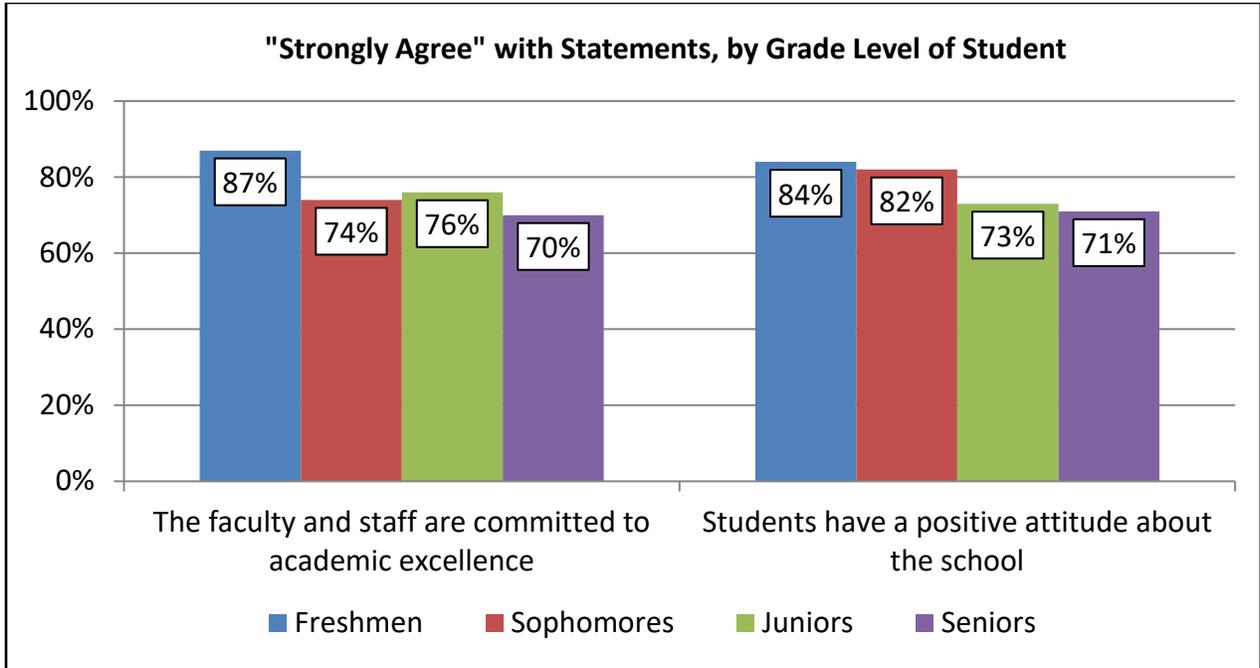
Please respond to these about the school environment		
<i>Percentage responding</i>		
	“Somewhat” or “Strongly” Agree Combined %	“Strongly” Agree Only %
The school provides clear expectations for the students and parents	99	85
The school supports a sense of self-worth in the students	98	83
Non-Catholic students are made to feel included in the school	98	82
Students have a positive attitude about the school	98	79
The faculty and staff are committed to academic excellence	97	79
The school encourages my son(s) to participate in extracurricular activities	93	71

With one exception, at least eight in ten “strongly agree” with each of the statements above. The one exception is that the school encourages their students to participate in extracurricular activities, with 71% agreeing “strongly” with that statement.

⁹ Non-response rates, which range from 10% to 55%, are reported in Appendix I. The highest is 55% for the question concerning how included non-Catholic students are made to feel.

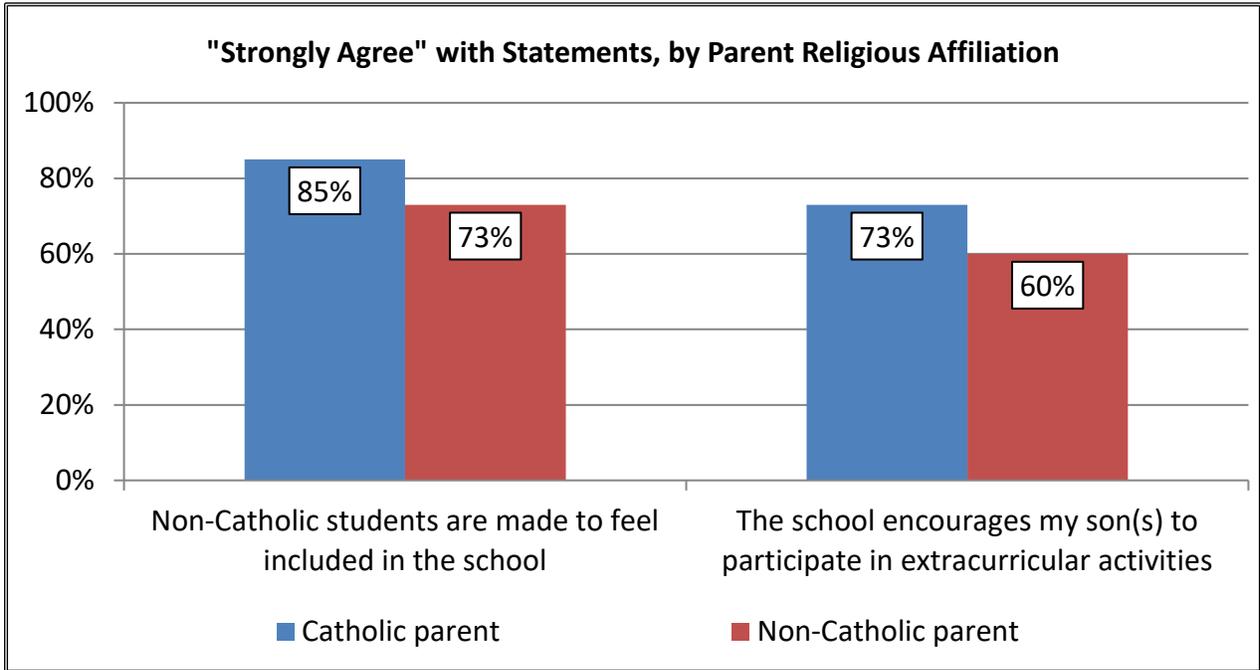
Differences by Grade Level of Students

As can be seen in the figure below, those with students enrolled as freshmen during the 2020-2021 school year are relatively more likely to “strongly agree” with the two statements presented below, with those whose students were seniors relatively less likely to “strongly agree.”



Differences by Religious Affiliation of Parent

Nearly three-quarters of non-Catholic parents “strongly agree” that non-Catholic students are made to feel included in the school, compared to more than eight in ten parents identifying as Catholic. Catholic parents are also more likely to “strongly agree” that the school encourages their students to participate in extracurricular activities.



Transmitting and Modeling the Five Core Catholic Principles

Parents, asked how much they agree with five statements about how well the school transmits and models the five core Catholic principles, were given four options for responding: “strongly disagree,” “somewhat disagree,” “somewhat agree,” and “strongly agree.” The first column of numbers in the table below summarizes the positive side of the scale, showing the percentage that “somewhat” or “strongly” agree with each statement. The final column displays the percentage who “strongly agree” only.¹⁰

Between 96% and 99% “somewhat” or “strongly” agree with each of the five statements about the five core Catholic principles.

Please respond to these statements about the five core Catholic principles		
<i>Percentage responding</i>		
	“Somewhat” or “Strongly” Agree Combined %	“Strongly” Agree Only %
St. Mary’s teaches students to be aware of the living presence of God in our world	99	81
Students are encouraged to respect the dignity of all persons	98	82
St. Mary’s promotes the ideal of “The Catholic Family” where diversity is respected and no one is left out	97	76
Students learn to critically examine the world in light of the Gospel message	97	63
Students become more aware of injustice and inequality and how to service the needs of the poor and vulnerable	96	65

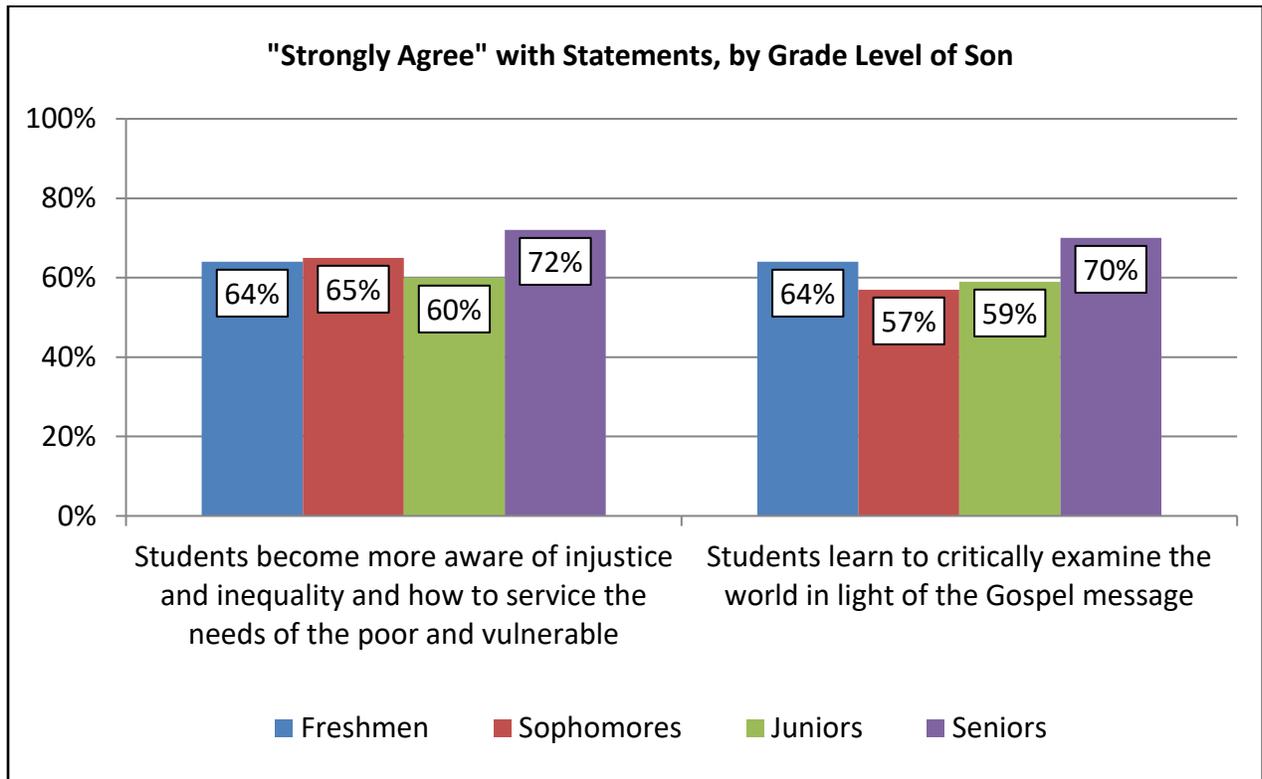
- About eight in ten “strongly agree” that students are encouraged to respect the dignity of all persons (82%) and that the school teaches students to be aware of the living presence of God in our world (81%).
- That the school promotes the ideal of “The Catholic Family” where diversity is respected and no one is left out is “strongly agreed” with by 76% of responding parents.

¹⁰ Non-response rates, which range from 9% to 13%, are reported in Appendix I.

- Just under two in three parents “strongly agree” that students become more aware of injustice and inequality and how to service the needs of the poor and vulnerable (65%) and that students learn to critically examine the world in light of the Gospel message (63%).

Differences by Grade Level of Students

As can be seen in the figure below, those with students enrolled as seniors during the 2020-2021 school year are relatively more likely to ‘strongly agree’ with the two statements presented below.



Attitudes about Parental Involvement

Parents, asked how much they agree with five statements about parental involvement, were given four options for responding: “strongly disagree,” “somewhat disagree,” “somewhat agree,” and “strongly agree.” The first column of numbers in the table below summarizes the positive side of the scale, showing the percentage that “somewhat” or “strongly” agree with each statement. The final column displays the percentage who “strongly agree” only.¹¹

Nine in ten or more “somewhat” or “strongly” agree with each of the statements about parental involvement presented below.

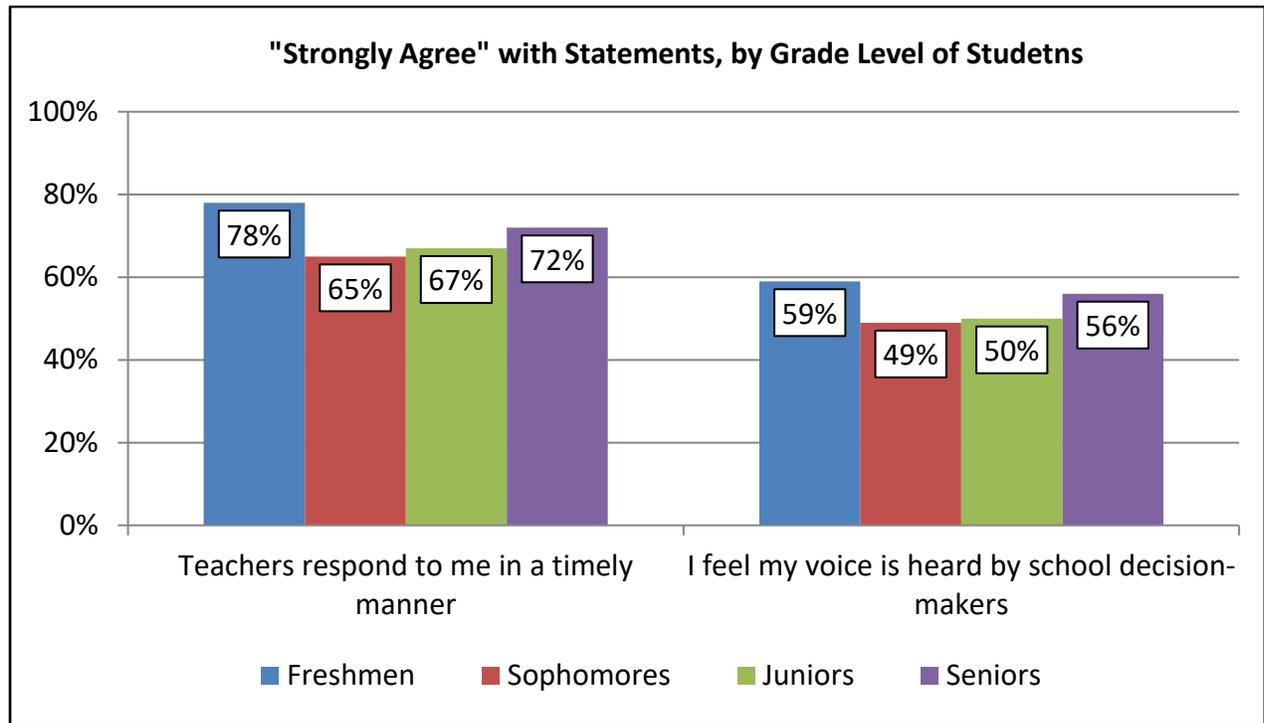
Please respond to these statements about parental involvement		
<i>Percentage responding</i>		
	“Somewhat” or “Strongly” Agree Combined	“Strongly” Agree Only
	%	%
The school encourages parent participation	97	79
Teachers respond to me in a timely manner	93	72
The school keeps me informed of my child’s/children’s progress	93	65
I have participated in school-sponsored social events	93	53
I feel my voice is heard by school decision-makers	89	55

- More than seven in ten “strongly agree” that the school encourages parent participation (79%) and that teachers respond to them in a timely manner (72%).
- Some to 65% of parents “strongly” agree that the school keeps them informed about their children’s progress.
- Slightly more than half “strongly agree” that they feel their voice is heard by school decision-makers (55%) and that they have participated in school-sponsored social events (53%).

¹¹ Non-response rates, which range from 10% to 34%, are reported in Appendix I. The highest is 34% for the question concerning whether they feel their voice is heard by school decision-makers.

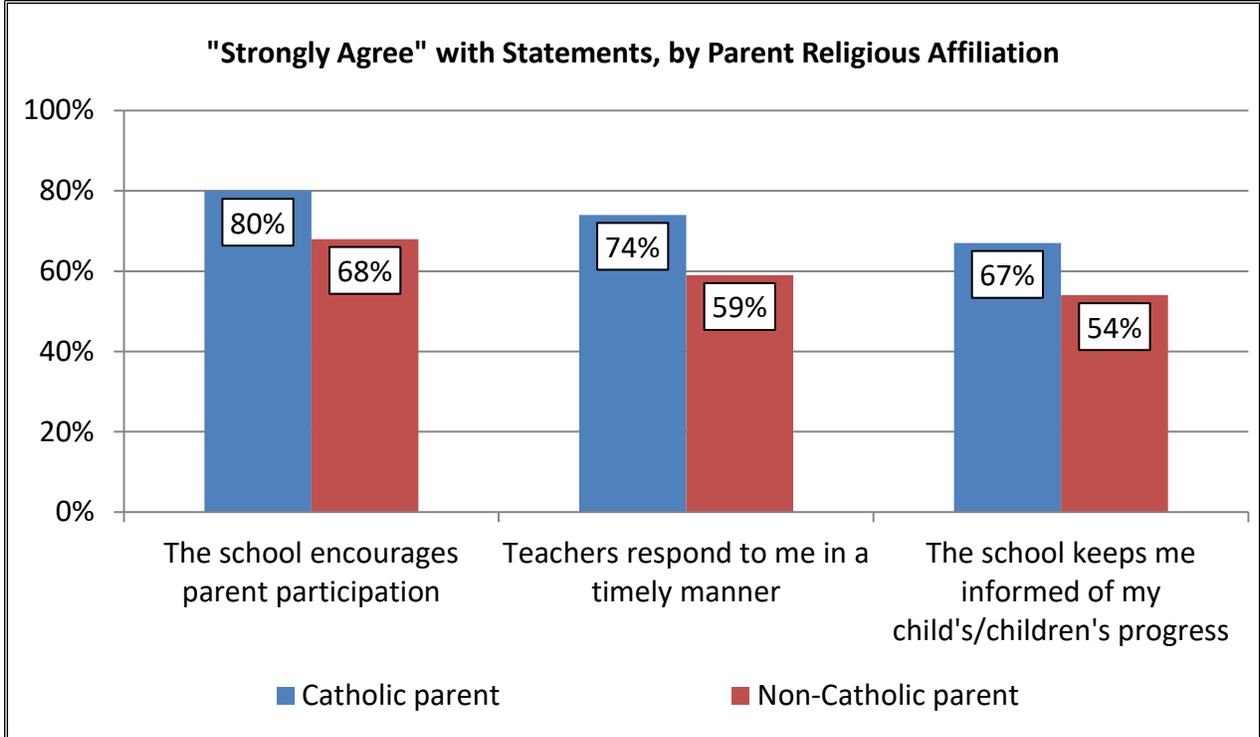
Differences by Grade Level of Students

As can be seen in the figure below, those with students enrolled as freshmen during the 2020-2021 school year are relatively more likely to “strongly agree” with the two statements presented below.



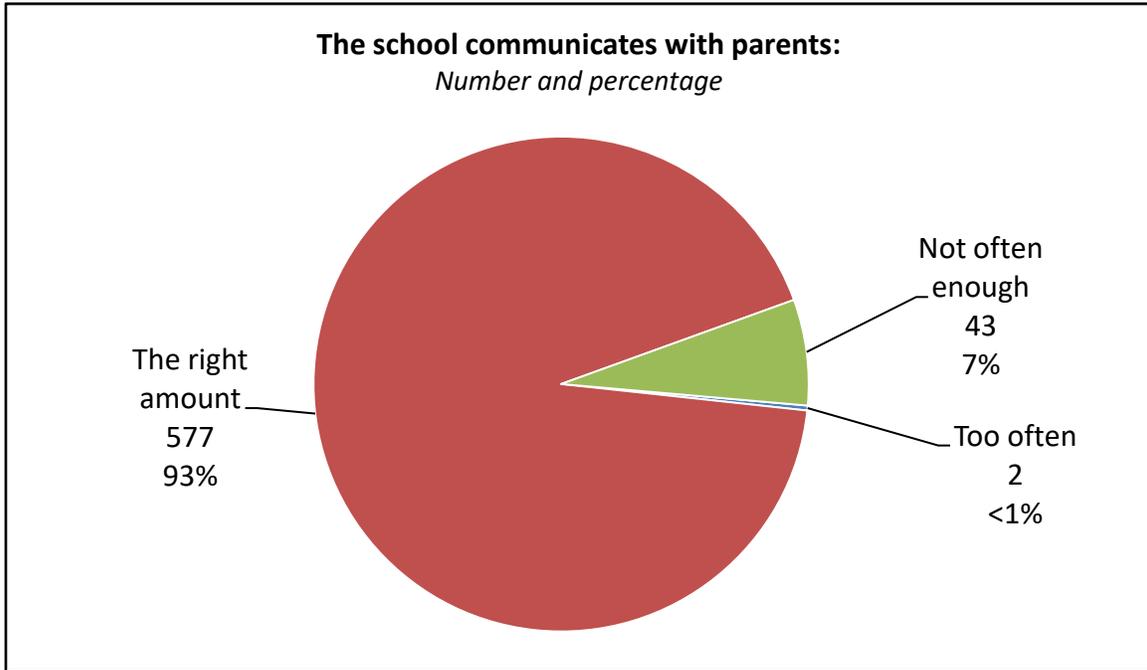
Differences by Religious Affiliation of Parent

Catholic parents are more likely than non-Catholic parents to “strongly agree” with the three statements presented in the figure below.



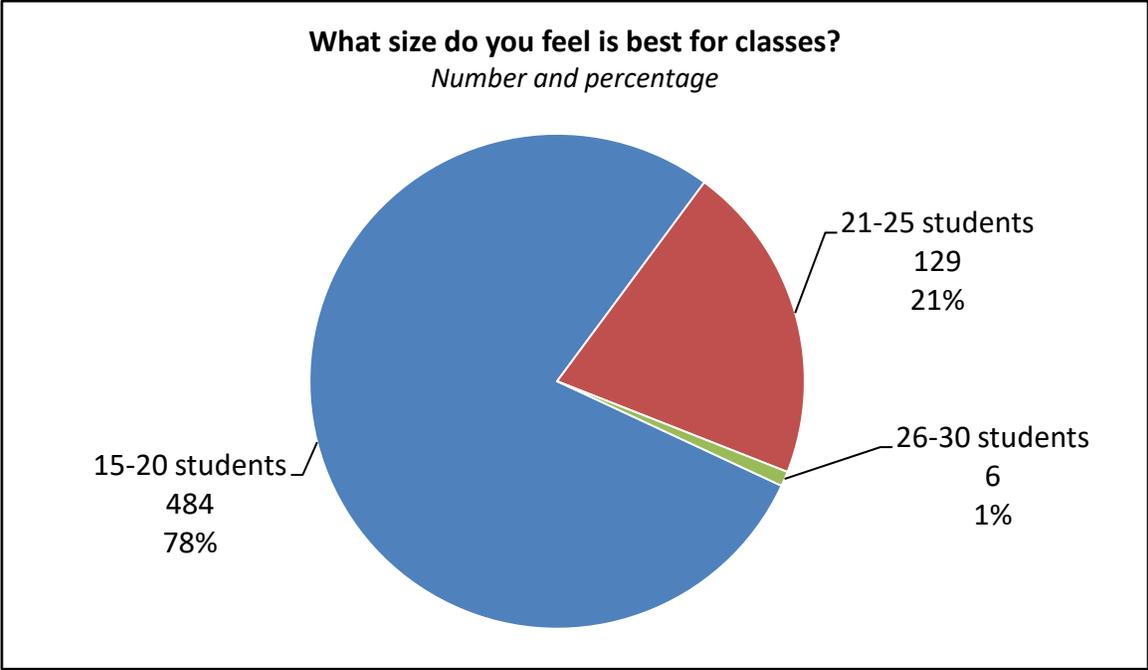
Amount of Communication to the Parents

Ten percent of parents did not respond to the question concerning the amount of communication parents prefer from the school. Among those that did respond, 93% say the school communicates with parents “the right amount.” Seven percent indicate that it communicates “not often enough,” with less than 1% saying it communicates “too often.”



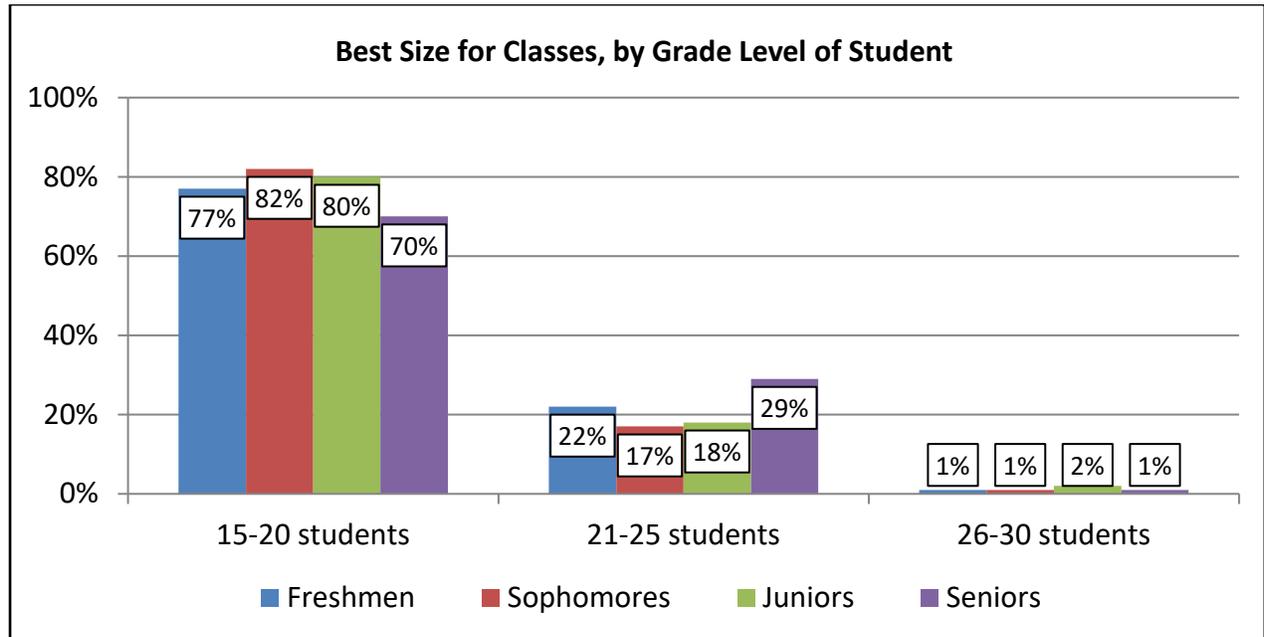
Best Size for Classes

Eleven percent did not respond to the question concerning what size is best for classes. Among those that did respond, 78% prefer classes of 15-20 students, 21% prefer 21-25 students, and 1% prefers 26-30 students.



Differences by Grade Level of Students

As can be seen in the figure below, while at least seven-tenths of those with students enrolled in all classes choose 15-20 students as the best class size, those who had students enrolled as seniors during the 2020-2021 school year are relatively more likely to say 21-25 students is the best class size.



Greatest Strengths of the School

Respondents were asked to write a response to this question: *What do you like best about St. Mary's Catholic School?* Some 377 wrote in a valid response to that question. Twenty-six of these respondents gave general praise to the school, but did not specify any aspect that they especially like. Among the other 351 parents, their responses can be grouped into the eleven broad categories below. A discussion of each category follows.

- High quality of academic instruction
- Sense of brotherhood and community among the students
- Character development in the Catholic Way
- Religious instruction
- Structure of the school
- Extracurricular offerings
- Nurturing and caring environment
- Inclusion of and responsiveness to the students' families
- School leaders
- Students like the school and enjoy being there

- Other aspects liked best

High Quality of Academic Instruction

Nearly half of parents mention some aspect of the high quality of education and teaching at the school. They are especially likely to mention the high expectations the school sets for the students with its demand for excellence and how well their students are prepared for college. Others note the curriculum, the classes offered, how well online learning was handled, and the critical thinking skills their students have developed. Below are some examples of these responses.

The quality of the education, the discipline, the Catholic grounding, and just the general nurturing environment that has made my son transform from a boy into a young man in only his short time there...I can imagine that to only progress in further years there. He has soared academically, something I never thought I'd see in public school, but here he actually cares and is committed to excelling.

Small class size, quality of teachers and instruction. In the Catholic tradition. My son feels "at home" and motivated to do well every day. Excellent response to remote learning!

Overall excellent academics.

We love being part of a close-knit school community that offers a challenging curriculum taught by teachers that truly care about the success of their students. Our son just graduated and we are confident that he is prepared for college.

The quality of the teachers. Most of the faculty had advanced degrees in their subject area.

The quality of education is excellent. Even when the at-home learning was thrown at them, the teachers and students rose to the occasion.

The overall high academic and personal expectations that the school sets for the kids upon application to the school. My son knew since 2nd grade that he wanted to attend the school and knew by doing so he would have to work harder and smarter than at any other school in the area. While I know his GPA would be higher if he had attended our public school, I absolutely know he wouldn't be as prepared or as mature as he is now.

The outstanding education my son receives along with keeping his Catholic faith.

The environment - academics and faith are emphasized to provide the best place to focus on learning in a positive environment.

The dedication to excellence. The teachers want the students to exceed and go above and beyond. The communication from the Principal and supporting staff.

The Academics.

Academic excellence combined with religious and moral training.

The academic preparation for college. The overall culture.

Rules and discipline that encouraged my son to take responsibility for his learning. Great teachers (mostly) who encouraged my son to think.

Ongoing brotherhood of students who attend there and pride of my son for his attendance there. St. Mary's is highly recognized throughout the USA for its excellence in education.

Offers an excellent curriculum, teachers are responsive and overall the bonding of the students.

Math and science teaching is reliably strong. Language teaching is very good. History and econ teaching is strong with an exception here and there. Religion teaching is usually very good. Service encouragement is absolutely excellent and service travel experiences are fantastic. Extracurricular activities/ sports are excellent as is encouragement to participate. A significant peer pressure point at St. Mary's is to be smart, which is not as common a goal as it should be in high schools these days. There are many opportunities to speak in class, even to present in somewhat more formal manners, so the ability to deliver a presentation in front of a class appears to become a comfort zone for many students. Students are often producing close to college level work in certain subjects as soon as Junior year, so college prep is excellent. Addressing expectations once in college should not be an issue at all. With one or two very disappointing exceptions, teachers and faculty welcome and appreciate parent input and answer questions.

I love the academic excellence the school provides while expecting each student to do their own best.

Academics and sports, quality of instruction and the close friends my son has made.

I liked that the school offered a true college prep curriculum, which forced my son to learn how to budget his time to succeed.

I found the academic rigor will prepare my son for college. I feel my son grew immensely over 4 years in faith, critical thinking, communicative skills, socialization and leadership. He was fully supported and encouraged by his teachers and the administration.

Academics. Involvement in athletics.

Boys become independent problem solvers and learners.

Sense of Brotherhood and Community among the Students

A similar proportion of parents mention the sense of community and brotherhood they see among the students. Nearly half mention this camaraderie and student bonding, as can be seen in the representative comments below.

I love the camaraderie among the students. I love the closeness of the boys when I see them together at a basketball game as well as their sense of pride. I love that they are pushed and have to work hard. I love that they are typically kept busy so they tend to stay out of trouble. I love the relationships that are formed with some of the teachers. I love that they are taught to respect others. I love that I can pick a St. Mary's boy out of a crowd. The supportive community and sense of brotherhood and family. The excellent caring teachers and faculty.

The sense of community and camaraderie.

The feel of community and comradery for the students is amazing!

The bond they have and always will have - St. Mary's Brothers for life!

Brotherhood. Fraternity. My three students LOVE St. Mary's and if 14-18 year old kids can embrace, love and respect their high school as much as mine do, then St. Mary's is doing an awful lot very well.

The warm sense of community and academic excellence.

School community and pride, academic excellence for the most part.

The overall sense of community and brotherhood and the excellent education.

I am very happy with the education my son is receiving from the staff and administration. I am pleased with the camaraderie among students. There is a strong Christian presence at the school. Overall, we are extremely happy with the school.

The sense of community and pride my son has had since he started attending St. Mary's Catholic School.

There are so many things that I love about the school. I would say the brotherhood the students feel with each other. The pride they have when they say they attend St. Mary's. Teachers, Principal, Fr. Sam all of them making them into fine young men. Sports offered.

The brotherhood it creates for my son. The high expectations it holds him to.

School setting & academia structure from what I can see so far. The Brotherhood amongst the young men is also very nice to witness.

Students' sense of belonging to a brotherhood. Preparation for college.

Sense of community, pride, level of academics.

I love the sense of community that the priests, administration and staff have established for the students.

I love the sense of brotherhood that develops in the students. St. Mary's is tough - very little flexibility with expectations. These students bond over the strenuous courses they took. They bond over being just with others. They bond because of their wins and losses. And they bond because of the spiritual environment in which they attended classes on a daily basis. I always say St. Mary's is a hindsight investment. It's only after they are near completion or after graduation that they truly understand the gift of attending St. Mary's. They are proud to say they graduated from St. Mary's - that alone tells people just what kind of man (gentleman) they are dealing with.

Fraternity and study skills.

Academics and brotherhood. My son comes home everyday having enjoyed his school day.

Brotherhood, academic excellence, athletic success, teaching of the whole person (mind, body, and soul), Catholic morals.

Brotherhood. Discipline. Service. Education.

The brotherhood these young men develop, the dedication of the staff and teachers and the faith and strong morals that are instilled.

Character Development in the Catholic Way

Almost a third of parents mention the character the school develops in their children, part of the Catholic Way of educating the whole person. Many mention that they have witnessed their children turn into men while at the school. Other aspects of character development mentioned include the emphasis on service to others, the students needing to advocate for themselves and take responsibility for their actions, the respect they are taught to exhibit, and the high expectations promoted by the school for excellence. Following are a sampling of these responses:

What we like best about St. Mary's Catholic School is its dedication to cultivating the mind, body and spirit of each student. We love that St. Mary's reinforces our values while providing children with a strong,

rigorous, college preparatory education. St. Mary's Catholic School is dedicated to building the intellect of each student, while building their character and helping each individual reach his God given potential. The school's dedication to service and wide range of extracurricular and sports teams were also appealing. St. Mary's truly helps to find a place for every student to find his true gifts and thrive. We like the positive, goal-oriented environment which surrounds the student body. We believe in St. Mary's core mission whole heartedly and feel blessed that our daughter(s) may receive an education there.

The whole package. I firmly believe in their statement of "bring your son in as a boy, and they return him to you four years later as a fine young man." I love the bonding of the young men and the brotherhood they share as alumni forever. I also greatly appreciate the discipline and high standards that are set for the young men. I also respect that they are held accountable for all that they do.

St. Mary's teaches moral values and respect for others. St. Mary's teaches my son to be accountable for his actions. I have seen a huge difference in our child since he started at St. Mary's. His emotional and spiritual growth have both improved significantly. St. Mary's has changed his life and our life.

When my oldest son transferred into St. Mary's, I was extremely impressed by Mr. Morgan and how he described St. Mary's way of teaching, the Catholic way. The education of the whole person; spirit, mind and body.

The spirit of brotherhood, the academic rigor, preparedness for college, and how the school molds the children into fine young men and women.

They teach independence and accountability and help boys become men and girls become women.

There is a pervasive sense of brotherhood that exists at St. Mary's. The responsibility of being a man for others is instilled in the students from their first day at the School, then they are shown what that means.

The school makes the kid responsible and holds them too it!! (Not the parent.) I try not to intercede in school decisions regarding AP class work. Maybe I should??? I want my child to speak to his teachers, when a decision is made that he disagrees with. The student(s) needs to be held accountable. Best lesson for life.

The reason for sending both of my daughters to St. Mary's is for the "old school" values that you must work hard yourself in order to succeed. They are taught to be men from day one and to accept responsibility and be a good person. I like that they are asked to help/volunteer in their local communities as well. I also liked the community and how my daughters will have their "brothers" for the rest of their lives.

The preparation of developing kind, good hearted, independent, responsible and secure Men.

The integrity and brotherhood it instill in these young men.

St. Mary's definitely exemplifies the Catholic mission and instills a strong sense of community and pride among its students and parents/guardians. Each student is respected as an individual and as a parent I feel welcomed. The faculty and administration continue to do an impressive job in managing the challenges in

getting the kids back to school in a safe and productive way. I certainly applaud your energy and commitment to investigating all possibilities so we can make the most of very challenging and uncertain circumstances facing our country, and the world.

They hold the kids accountable for their actions. They don't want the parents to "fix it" for the kids. A big sense of community. Everyone in the school - teacher, guidance and administration works hard for my .

The ethos and spirit of the school is very good. The fact that the kids need to complete service hours is great, it teaches them to care for others who may not have as much as them or who need help. Certain teachers were wonderful, supportive, communicative and really cared about their students' well-being and not just the academic side of the school.

Catholic spirit; community, discipline, strong academics, many activities available for students, promotion of service and other religious principles.

It's 5 Catholic Principles. That a Christian world view, as opposed to a post- modern world view, is promoted and helps dictate curriculum, assemblies, etc. Prayer is part of daily practice.. The community of people. Brother Sam taught religion to my daughter freshman year and she learned beautiful things about the Catholic Faith.

Religious Instruction

That the school teaches morals and values alongside its other academic subjects is valued most by about a quarter of parents. While some mention the Catholic nature of the school specifically, others mention the faith-based culture more generally. Below are a few examples:

The total package is what makes St. Mary's so special. Firstly, the environment is an extension of our home. Just as our children enter adolescence, typically a time of discovery and rebellion, they're reminded every day, multiple times a day that God is central to our lives. Secondly, the caring yet disciplined environment cements a moral compass in the kids as they mature. Certainly, academics are critical and even our non-Honor Society child leaves with confidence in his ability to learn, think, reason and write. Culture- from the Tiger Players to the Middleburg Crazies- instilling a brotherhood mentality for life is a wonderful thing for a young man to come to realize.

The presence of the Priests and the constant presence of our Catholic religion. "To live Jesus in our hearts forever."

The sense of brotherhood and the religious aspect of teaching young men to be advocates for those less fortunate. The teaching of empathy and connection to God.

The strength of Christian character, community commitment, and sense of purposeful persistence to succeed by application.

The sense of community is overwhelmingly positive and inclusive. I appreciate the religious values that are instilled. The academics isn't the only focus.

The faith-based culture and instruction.

The emphasis on moral education and community involvement, development of independent thinking, education of the whole boy (physical, moral/ spiritual, intellectual, emotional) to guide and undergird their transition to responsible, upright young men.

The Catholic spirit. It's embedded everywhere.

The Christian values instilled through teaching, led by example. The environment is professional, which will benefit students in the future. Overall, the school has introduced my son to new cultures and encouraged him to be a better person. All students are held accountable for their actions, expect respect and responsibility.

I like that you can openly speak about Jesus.

That God is part of my son's daily schooling. The discipline and the importance of respect of others. The many extra activities they can be involved in outside of sports if not an athlete or cut from a team. The importance of community service and the various ways to volunteer. The high-level academic importance. That Brother Sam knew all the boys and girls and was always available.

I felt like my son would have fallen through the cracks at another school. He is smart but needs to be pushed. I believe he thrives when academically challenged, and I knew he would be challenged at St. Mary's. I love all the activities St. Mary's has to offer, but most of all I love the way they are truly raising young men, instilling values, and imparting a sense of community and religion. I went to Catholic schools from grammar school through college and I wanted my son to be able to learn in an environment that values honesty, integrity, and hard work, while also encouraging involvement in sports, charity, and other extracurricular activities.

How the school prepares the students academically for college, promotes community service to help those less fortunate, and promotes moral values.

First and foremost, St. Mary's is a faith-filled community and that is very important in today's world. Our children are being prepared for college academically and prepared for life in general as respectful and compassionate contributors to society. The teachers are responsive and the administration is always available if you need them. I love that parents are able and encouraged to still be involved even at the high school level.

Structure of the School

The rules and discipline is especially likely to have been mentioned by the one-fifth of parents mentioning the structure of the school as what they like best. Also included in this category are those parents who appreciate that the school is single-gender, the dress code, and the safety of the students. Following are some sample comments:

The structure and value system for the kids is excellent. My very quiet daughter has become very confident. St. Mary's was a perfect fit for her and she took the best attributes you can get from St. Mary's.

The discipline.

Expectations are the same for all students. Regardless of the race, income or ability.

The thing I like best about St. Mary's is the structure and discipline, which was even present during the virtual home instruction.

Structure, Values, Academics, and Athletic/Club programs.

Rules, discipline, uniform, accountability, curriculum.

Discipline, academic rigor, self-sufficiency, conservative and Christian values, community, leadership, volunteerism, Fr. Sam as a leader. Overall, it was a fantastic choice for our daughter and although not our 1st choice originally, we would absolutely choose St. Mary's again and recommend it strongly to our friends and neighbors.

I like that St. Mary's is a single gender education, the absence of cell phones within the school day, their mission.

The structure of the school and how they implement discipline, religious education and making the students a better person each and every day.

The school is very organized and orderly.

Structured environment.

Sense of community and belonging, dress code, single gender and sports programs.

I strongly wanted my children to attend a Catholic School. We wanted to enforce the values we encourage in our home. St. Mary's goes above and beyond to provide the environment and spiritual guidance we wanted to encourage in the formative years.

Academics. Dress code. Brotherhood. Athletics.

We like that prayer is part of his day. We like that he takes Theology. We like that phones are not allowed and that if my son is caught with one, especially in the lunchroom, he will be disciplined. We like that his uniform has general parameters so that, to a degree, he can have some self-expression (but is not allowed to look sloppy). I like that he has a device, but that he also writes in notebooks and uses books. I think that so long as they can access everything on the internet (in light of virtual schooling) computers are an added educational tool, but that they are not used exclusively. I think there are many opportunities for him as far as service, but I sometimes feel like he is missing them. We would like for him to participate in a service trip and hope the issues of the day don't eliminate that option. We hope he will become more involved, it is only Freshman year, and some of it was missed, so I hope he gets a jump start whenever he returns to campus. He did participate in the morning gym workouts frequently and was involved with Ice Hockey and we were excited he went out for Track, even though the season did not end up happening. He seemed inspired by some of the activity's upperclassmen participated in, like the business project where the students sold things like flags and Jesus bracelets earlier in the year. I sometimes worry that there are opportunities he could be taking advantage of that we are overlooking and will realize when it's too late. Overall, we are happy that we chose to send him to St. Mary's.

Extracurricular Offerings

The sports program is especially likely to be cited by the one-tenth of parents mentioning the extracurricular offerings of the school as what they like best. Others mention the great variety of other extracurricular activities including the clubs. Below are some of these responses:

The overall brotherhood that embodies Faith and Love that is daily taught to these young men. The community and the sports, especially running and track. Wonderful coaches. The academic and service curriculum preparing for college and life success.

I like the discipline instilled on the children. I like the prayer that starts each class. The brotherhood means a lot. I like the sports programs offered to the boys and girls. I feel the rigor is good for my kids.

I like that the school provides activities for students who are not into sports. The school places just as much importance on these activities. Also, I feel my daughter is held accountable for her work more so than she would have in public school.

Dress code. Second like: Music program areas.

The high standard in academics and sport activities. My daughter is so proud to be a bagpiper in the school and hopes to continue on this wonderful skill she has learned.

The education that my son gets. The sports that are available to him.

The St. Mary's environment promotes the ideals required to instill confidence, good decision making and great leaders. The School prepares students for college and offers an abundance of sports and extra-curricular

activities for every interest. Students are held accountable for their work and communication with the faculty/coaches etc... This sets the foundation for independence and responsibility going forward.

Its academic rigor, sense of community, and its excellent athletic program.

Good solid college preparatory curriculum with solid athletics and some variety in extracurriculars.

Nurturing and Caring Environment

A little more than one in 20 parents mentions their appreciation for the nurturing and caring environment the school provides for their children. Some examples of these responses are below.

We are truly impressed with the genuine care that each and every teacher and administrator give to the students.

The strong, caring leadership is evident from Mr. Morgan and Brother Sam, the faculty, staff and administration all provided clear expectations of the students. They encouraged them to work hard, be respectful and grow into fine gentlemen while giving back to their community.

The Catholic Education and preparedness for college. St. Mary's is a family of caring staff and brotherhood. The community for which the support of my son is amazing. I am forever grateful for my son's attendance and for all who has helped him through his high school years.

I liked how my daughter was made to feel she was included and cared for. I like the challenging environment St. Mary's has academically and athletically.

I feel that my son matters and more importantly, he is made to feel that he matters. He left an environment where he was not valued academically because he was not the top of his class and his self-esteem took a hit. We are 2 years completed at St. Mary's and he is a proud student who knows that he is capable, smart, and he is encouraged to excel. He has really made great strides - some because of the nurturing, encouragement, and help he has received at St. Mary's, and of course, some because he is maturing as a student. I feel that St. Mary's begins on the first day challenging these students to be the best of the best academically, spiritually, and in sports. Our experience has been that our daughter has risen to the challenge.

Inclusion of and Responsiveness to the Students' Families

One in 20 parents says that they like how well the school includes the parents and how quickly it responds to parental concerns. Below are a few typical responses:

The Brotherhood and formation of relationships for life. I like the sense of community such as the Mother Son dinner and Father Son breakfast. Those events help establish special bonds and gave us fond memories. The Spring Barbecue was another fun event. I like knowing that my children always have a special place in their heart for St. Mary's. They are extremely proud of their school, staff and community.

The way my son loves to be there. He is happy! The education and connections of St. Mary's. I love the Mothers Club and the sense of community. I have 2 other children, one starting in the fall 2020.

St. Mary's has been AMAZING in helping my family through multiple life changing events that have plagued our family. Over the last 3 years we have been saddled with a disabling car accident and multiple health emergencies due to the 9/11 attacks. Without St. Mary's understanding and guidance I don't know where we would be. We will be forever grateful to Brother Sam, and staff. God bless everyone at St. Mary's.

Felt that administration knew who I was.

Finding families that share our same values for education and faith. I have also felt that the leadership in the school is very involved and takes a personal interest in the students for success.

School Leadership

One in 20 parents mentions the administrators (sometimes by name) and the regular communication they receive from school leaders. Below are a sampling of these responses:

They are not afraid to be leaders in a world of followers. Brother Sam is an outstanding leader and truly puts the students, parents and alumni first in everything he does. His dedication to the school and the students is immeasurable and I cannot imagine St. Mary's without him.

I like the feeling of community. Communication is very good via email and it makes us feel like we always know what's going on. We feel more connected to the school than our local public school. We also like that our daughter gets to experience being on a legendary running team.

Everything! Love the school, Brother Sam, Mr. Neuman and all that it has to offer. LOVE the values and conduct our daughters must adhere to attend the school.

The school is very good at communicating with students and parents. I am certain my daughter is academically prepared for university. The guidance received from Mrs. Harvard helped us in navigating college application process. Brother Sam is an outstanding leader of the school.

Excellent staff.

Students Like the School and Enjoy Being There

That their children like the school and enjoy being there is mentioned by a little less than one in 20 parents. Following are a sampling of these responses:

I love the camaraderie. I love the required self-responsibility. I love the social awareness, kindness, & charitable work promoted. I love the way St. Mary's understands boys and girls and deals with them in

appropriate ways, with humor and acceptance, but also with high standards and discipline when necessary. Most of all, I love that my son loves going to school - very unique for a 15 (almost 16) year old boy!

Not sure if my son is maturing or what, but his freshman year was the first year it wasn't a struggle to get him to school in the morning. He enjoys being there and I never would have thought he would like school. Thank you.

My son has thrived at St. Mary's and I am thrilled it has an outstanding sense of community. Very supportive environment. He wanted to go to this school since 7th grade and the smile on his face when his acceptance letter came in the mail was priceless.

Everything. St. Mary's turns out well rounded men. I like that my son knows this is the right school for him and that was happy to be a student there his freshmen year.

I love the sense of Family, I love that my son looks forward to school everyday and he always has a great day with a big smile. I love how St. Mary's has met the challenges of this year with such caring and positive actions making sure we got the greatest education despite of everything that was going on! The community at St. Mary's is one of the best, feels so happy to be a part of it!

Other Aspects Liked Best

About one in ten parents mentions a topic that does not fit easily into any of the categories presented above. The most frequently mentioned "other" aspects are the reputation or prestige of the school, the alumni connection, the pride in the school the students display, the school's location, how fair it is, and the traditions and history of the school. Finally, some parents shared some sharp criticisms of the school. Below are a few examples:

Its reputation.

Everything - it is a top-rated school.

The sense of community. The bond with alumni.

Location, networking, academic opportunity, extracurricular opportunity.

Teaching to give of your time doing service. Size of the campus and location that is not on the Main Street of a town. I appreciate that if someone breaks the rules you follow through with appropriate discipline.

Everyone was held to the same standards.

The students' brotherhood with each other because they feel school and especially teachers and administration are working against them not with them. The students are united against a common enemy: the teachers and administration.

Areas Most in Need of Improvement

Respondents were asked to write a response to this question: *In what areas does St. Mary's Catholic School most need improvement?* Some 357 wrote in a response to that question. Fifteen percent of parents wrote in that no areas of the high school need improvement. Among those identifying an area for improvement, parent responses can be grouped into the nine broad categories below. A discussion of each category follows.

- Educational improvements
- Facilities-related improvements
- Structural improvements
- Better meeting the emotional needs of students
- Better containing tuition and other costs
- Extracurricular activities' improvement
- Improved guidance counseling
- Better building the character of students

- Other areas for improvements

Educational Improvements

Almost half of parents mention the need for improvements in the areas of specific classes offered, the teachers and teaching methods, the need for more consistency in grading practices, and the need for more access to AP courses for more students. These areas for improvement are by far the most frequently cited ones. Some examples of these responses appear below.

Teachers understanding in regards to the online COVID learning. It was difficult for my daughter to acclimate in the beginning and her grades suffered. She received a few 0's for uploading incorrectly. Her grades suffered. She performs better with in perdaughter learning.

Teachers that are known to be terrible. Example [specific class mentioned]. Kids avoid her. She's just not a good teacher and the kids suffer. St. Mary's makes it much harder to keep high GPA then other schools so the kids are at a disadvantage when it comes to getting into colleges. If you play a sport then your kid has hours at night to get work done and at times it's just too much. Not healthy and makes kid take lower classes than they should to try to balance work load.

Consistency of curriculum from teacher to teacher in same level, same subject class. It is often quite different as one teacher expects more, has harder evaluation methods and covers more topics.

Teachers should adhere to a similar level of grading. There is a huge disparity among teachers and how they grade.

Ability for parents to rate teachers.

Some of the teachers in any given subject are extremely difficult while others are much more lenient creating a large discrepancy between grades depending upon what teacher you have.

Some of the teachers are detrimental to properly teaching the students and giving them an environment where they can be successful and get good grades. It's as if they make it so hard that it's unrealistic and then they suffer grade wise and that hurts them applying for colleges. It only takes one or two professors to have an adverse effect in their futures in a negative way. The other area of concern is that I don't feel that St. Mary's is viewed differently by college admissions boards than our public school. The kids at the public school will have a higher GPA since that curriculum is not as challenging which is evident when SAT scores are looked at. But colleges weigh the GPA more and they get in to better schools. I had two kids go through already and my last is attending and what we have experienced is that the public school gets them into better universities and then I see them fail as well. I wish that by sending them to St. Mary's that it would be recognized that the work load is harder and should be rewarded. From our experience that is not the case.

Teachers should communicate more with parents when a child is struggling in a class. Boys won't tell their parents as quickly and it may be too late in semester by the time the parent is aware.

More consistency between teachers. For example, one English teacher can be challenging and the other teacher for the same grade not challenging.

From what my daughter shared this year, it seems the morale of the teachers may be suffering. I hope St. Mary's does not lose more faculty to our struggling economy. I feel the faculty is truly committed and vested in the success of our young men and women. I will continue to pray for this wonderful educational institution.

Better communication with parents when a boy is struggling managing the rigors of a new school. Teachers (certain) should be more proactive in reaching out to parents before a student is failing and provide guidance to both student and parents to redeem the situation. Teenagers of course need to learn independence and manage their academic work, but if a student is having difficulties, then I would expect the school to step in and address the situation before it spirals out of control.

St. Mary's needs a full revamp of its religious education program. Our kids need a vigorous exposition and detailed apologetic defense of the Faith taught at an adult level. The kids are not being prepared to confront society's objections to our faith and morality, many times they are actually taught morality contrary to the faith in class, especially on the "LGBTQ" and life issues. Way too much Marx and far left spin and way too little Catholicism in the religion, history, and English programs overall. A little less Fr James Martin and a little more Aquinas, Augustine, Ignatius (either one!) and John Paul 2 would help create lifelong believers rather than indifference to faith and truth. Weekly Masses and confessions as a school and an overall emphasis on sacramental life would be a great start.

Communication with teachers and with [Person's Name]. We never feel our voices are heard and that the decision is made without regard to our voice. At time his treatment of our boys is solely based on the teacher and no other facts are considered. I feel that for our second son the advice we were given and the interaction with regard to the courses he chose was not well founded and when he encountered difficulty there was really no one to support him. He was told he wasn't working hard enough. Also, I feel the online education was

inadequate and that while the emails said the school would be flexible, we saw no flexibility especially with our son who was a freshman. If the school opens and is online only we will not be returning if nothing has been done to improve the education.

I feel like St. Mary's is behind in their use of technology. I have a daughter in high school where the students use technology in all their classes. All of their books, and materials are online rather than carrying physical books. All the students use the same device which helps with the implementation of technology in learning.

Covid exposed teacher's lack of experience with technology and online learning. This is a serious concern for the 2020-2021 school year. We have experienced several teachers who lack control over the classroom both in the class and online. When discussed with both teachers and administrators, nothing is done. In an effort to try and get our young men to be more independent, my experience is that teachers like to exercise power over them rather partner with them

I'd say to make AP classes more accessible with a slightly lower grade to get into. When my oldest was there you had to have a 94 I believe to get into AP classes. This was tough for him and most students to get to, even though he had a 91 in some classes. Without AP classes it becomes more difficult to be accepted by colleges. Is a 3.5 GPA at St. Mary's better than a 3.8 at a public school? One would think so but our experience was that colleges don't really weigh that in too much. Friends of my older daughter that had higher GPA averages from public schools got into schools my daughter was wait listed for. In my opinion because of that lack of AP classes as well.

Having to change schedules b/c classes don't have enough people to take the class or same teacher for 2 AP classes that a student if interested in that subject for future needs both, ie: physics/calc, entrance exam evaluation- how is it really used for placement? In my experience it is off, some kids get in higher classes that maybe shouldn't be. Maybe this could be looked at, my son took 2 summer classes to get on the track he wanted for his future for engineering - he is one of the top kids in his class- he got 100 in math freshman year and continued on that path which seems off. His 8th grade teacher wrote a letter (which I didn't know about until months later) to say he should be in honors, he was denied, this decision was incorrect. He is driven and determined and with that got where he wanted to go and got there through summer classes, however this was burdensome for a family with 2 working parents. Would like to go back to school fully without split days/ less days- the kids are responsible they can adjust to good hygiene practices and being responsible for their health and those around them. The experience of St. Mary's will be lost and we will lose enrollment - it is hard to pay tuition for online learning and I pray that doesn't become a decision we are faced with going forward. Thank you for taking the time to consider suggestions, God bless.

Unfortunately, the correct model of accountability with respect to the grading system at St. Mary's puts these young men at a distinct disadvantage compared with their peers at every other high school. For example, an appropriate 83 at St. Mary's would be more like a 96 at most other schools. Unless it's a feeder school, these boys (who tend to be better students and much brighter) are not getting into schools that their friends who don't go to St. Mary's are getting into.

Provide more electives to allow students to explore various fields of study.

Not sure how to answer that as my child was a freshman so I only have 1/2 year experience with the school. Other than a couple of teachers who he thought were mediocre, overall, he seemed pretty happy at the school. Obviously, the school was not really prepared for the online learning. My hope is that you will be better prepared for the fall. That experience was just ok, but it is understandable. However, I am not convinced that we will be back to the classroom in the fall so I would expect a better experience for online learning, considering the tuition costs. I expect there will be full time learning equivalent to in class learning.

Not many areas for myself. However, I hear the students, including my own daughter, share how the grading system is more difficult than competing schools. An 88 avg could be a 93 avg in most other schools. Thus scholarship opportunities may be lessened.

They have been improving but additional resources can be provided / implemented for students who need to learn in a non-traditional sense (i.e., students that possess learning disabilities).

Communication and understanding of kids with ADD / ADHD.

Electives to compete with the public high schools.

Smaller class sizes. Identifying potential learning disabilities and providing adequate guidance and support.

Facilities-related Improvements

About one-fifth of parents mention facilities-related areas of improvement, including upgrades to the school's technology, its sports-related facilities, and classroom upgrades. Following are a sampling of these responses:

Technology. Feel very behind and have taken steps back from middle school chrome books. My daughter at Holy Child has school-issued chrome books and no textbooks as learning is online. Teachers are properly trained and transition to chrome classroom was effortless. Covid 19 was absolutely seamless for them and a simple continuation of academics. Technology, computer-based teaching, submission of assignments, note taking, etc., at St. Mary's seems to be lacking compared to all schools in the area.

Facilities are outdated.

Facilities... indoor and outdoor.

St. Mary's has already announced their plan to improve the campus but I do believe for a school that is so sports oriented our facilities/fields need a lot of improvement. I believe having state of the art facilities/fields would make the men of the School and their families that much more confident and I believe it would be a bigger draw for the next incoming classes.

Fields and sports programs need more attention. Other schools are clearly getting better equipment, uniforms, etc. I would like to see more electives offered in the Junior and Senior years.

Air conditioning in the gym.

Athletic facilities.

I'm biased because my daughter's a swimmer but it would be nice if the school had its own pool. Classroom are nice and clean but starting to show its age.

Maybe a new gymnasium and a hockey rink on campus.

Athletic Fields are getting worn. Marketing needs to develop a program as not appear there is always another ask for the parents to donate more funds - Seems like a lot of pocket digging.

Baseball fields need improvement.

Fencing team needs a place to train properly.

Structural Improvements

The structural improvements mentioned by nearly one in five parents include the need for more diversity among the students and staff, transportation/busing issues, having too great of workloads for students, and better security. Below are a few examples:

Diversity of students attending the school.

Diversified staff, having a counselor that follows the student but follows up with parents.

I believe that St. Mary's would benefit from increased diversity in the student, faculty and administration. Providing the requisite support system that goes along with improved diversity as well as requiring an environment of inclusion by requiring students to engage in an activity, class, etc. away from their comfort zone. Currently, St. Mary's does a great job encouraging to get involved from the get go - but I wonder about the athletes or actors that don't actually broaden out because they're not required to do so (similar to service hours).

The most frustrating thing about attending St. Mary's is getting my son to/from school. Because the transportation is provided by the local towns it's a mess. I found the athletics to be great, specifically ice hockey. But I found the communication about games, and practices to be subpar. For instance, the children on JV never received jerseys, gloves or bags. I had similar frustrations trying to get my son from St. Mary's to JSA for practice. The pickup and drop off situation at school is very stressful, and the team is on the ice right after practice (within 30 minutes of leaving school). This means parents need to be available to take children to practice, and adds to the already difficult transportation problem. I would gladly pay for a charter bus to/from school, and to/from practice if one were available. Trying to carpool is also very difficult.

The school assigns entirely too much homework! My son spent hours every night to complete his homework or studying. He wasn't getting the amount of sleep he needed to be at his best! It was starting to make him depressed. I think at St. Mary's it's very hard to be a good student and athlete.

Transportation - Bus routes and after school pick up.

Discipline in some classes. This takes away from the instruction time and learning for the other students.

More elective classes. More access to honors courses. Consider doing a block schedule.

Need to be a little more flexible with acceptance into AP courses, more women in leadership positions, pay faculty more money, hire more teachers so classes aren't combined like in French, better/new ideas for fundraisers; More casual atmosphere, less/plate cost to increase people attending. If parents had more opportunities to be on campus, we would feel part of school. No genuine warm/fuzzy feeling I thought I would experience from this setting.

Focusing on the school and students rather than running it as a business and letting the alumni, donations, and the wealthy dictate the decisions that are made. Clean out the old teachers and let the young, newly graduated and updated teachers in. The old school teachers can't keep up and the young, fresh ones are current and more relatable to the young men and probably cost less too!

Some of the rules are too stringent, I don't believe they teach the kids how to fail. There is too much pressure placed upon them to be perfect which causes immense stress. It would be nice if they could learn its ok to not always get it right the first time but that they can learn from their mistakes. This teaches them more of what life really is like, that people sometimes fail but the way they respond to that failure is what is really important. Getting a 100 or an A does not always mean that is the best. In life students need to know how to cope with shortcomings and navigate through obstacles that they will most definitely face. Having always received the perfect grade will not help them. In knowing now the pressure my daughter would endure to be perfect and that anything less meant failure, I would not have sent her to St. Mary's.

Better Meeting the Emotional Needs of Students

That the school could better meet the emotional needs of students is mentioned by a little less than one in ten parents. Below are some sample comments:

My biggest fear was that my son would be overwhelmed and become discouraged at the start of his freshman year. At the same time, I liked the high expectations that were set for him. He made it through and it could not have been handled better. I don't think he would have buckled down unless he realized the dire consequences. I would not change anything however, I wanted to point out that this is an area of high anxiety for the parents. The kid knows what it takes to get through/succeed. The parents are not so sure if the work is beyond his abilities or if he has to work harder? Or if he will work harder? No criticism or suggestions, just an observation.

As a mother of a freshman in a very unique year, I would have liked some mandatory team building/retreat in the earlier part to provide an opportunity for the kids to connect having come from so many schools and towns.

I feel children from a geographical area with fewer St. Mary's students could benefit from a stronger sense of belonging. It is difficult for them to engage if they are not part of a sports team. I also feel the intramural program days could be more frequent for underclassmen. Maybe that was due to my son's engagement or a

Inclusion.

Perhaps providing personal coaching for those students seeking balance, direction & meaning in their life. Not everyone will respond to a rigorous academic environment in the same way. Identifying students' needs/wants requires a more personalized program to address a host of issues.

Perhaps to make non-Catholics feel more comfortable.

Tuition is really high. There is also a need to help kids who are essentially late bloomers and need more support & time to mature to reach their full potential. I see more focus on the high academic achievers and athletes than I see on the struggling students who need support.

Better Containment of Tuition and Other Costs

A little less than one in ten parents mentions a desire for the school to contain its costs better and to help parents better afford the school's tuition. Here are some responses:

I sometimes feel like the school may not recognize how much of a struggle it is for some families to afford tuition. Donations are asked for, though the school doesn't press, I feel badly that we cannot give as much as others. I have three sons and my oldest is currently a freshman. I want to be able to give my younger sons the opportunity to attend St. Mary's as well but have no idea how I would manage it. They all attended or continue to attend public schools, and they likely won't qualify for academic scholarships given the difference I see between what they learn in public school versus the local private schools. I think St. Mary's does a great job of offering scholarships, I'm just not sure that the kids who may need them the most are the ones receiving them.

Cost of tuition.

Maybe perhaps not raise tuition. I understand it is a tremendous undertaking to run an School. However, people are getting killed in this state's cost of living, taxes, etc. are going higher every day.

I think when it comes to distributing any financial aid, it should be based on the need of the student. I do not agree with giving scholarships at the high school level to students whose families can clearly afford it (those students usually come from private schools where parents have paid full tuition).

Providing financial assistance.

Financial aid. We own a business and technically, on paper, we earn too much to qualify for financial aid or grants, yet paying tuition isn't easy and we have had to make sacrifices as a family. Of course, we think St.

Mary's is well worth it and we will do everything to make it work, but it would have been nice to be able to get some financial assistance/grants even though we technically don't qualify financially.

Tuition during these times.

The lunch program is very expensive.

Include the small stuff in tuition - freshman gym uniform, sophomore science kit, books...

Extracurricular Activities' Improvements

About one in 20 parents mentions that the school could improve its extracurricular activities. Some examples of these responses appear below.

More Art classes and offerings. Air conditioning. New Track, trackhouse. And pool.

They should have more social events. Student council sponsors 2 dances / year, with an unwritten rule that it's for freshman only. Get with Trinity and have 2 social mixers per year.

Students should take advantage of the clubs and extracurricular activities. The students that my daughter(s) run with, feel that they do not have enough time to dedicate clubs and extracurricular, because of the workload. Students would benefit from being more well-rounded, instead of spending all their down time on academics. The overall use of technology could be improved, I imagine this will naturally be addressed due to current pandemic climate that has focused the world on technology. Students must have daily interaction and schedule during the school year. Our hope is that St. Mary's is able to create a virtual experience if/when students cannot be on campus. Our high school competition is finding ways, our hope is that St. Mary's can collaborate with other high schools to share and utilize best possible teaching techniques.

Improved Guidance Counseling

One in 20 parents mentions the need for better guidance counseling and an improved process for students to get into the top colleges after graduation. Below are a few typical responses:

The guidance for college fell woefully short of our expectations. There should have been much more collaboration in the application and follow up process. Additionally, where the school promotes sports, we felt that there wasn't nearly the same support or turnout for the arts.

Feel like more assistance to those in high honors getting into the very top colleges (like the Ivy's) these days needs more 'resume' building than in past generations and more help with that would be great.

Guidance department left a lot to be desired. Told my oldest he wouldn't be accepted to the schools he applied to and he was accepted into all on his list. We didn't bother the second time around with my 2020 grad as we saw no value add.

The guidance department providing more proactive guidance to students/parents with the college process. We believe that there should be more interaction with counselors from the onset with parental involvement too. We feel that our daughter wasn't fully aware of his academic opportunities.

While competition is generally a good motivating factor-sometimes the financial competitiveness is difficult amongst the students. Stronger acceptance of those students less fortunate should be encouraged more and choices of colleges that are not the most expensive should not make the student feel like he will be less successful. On the academic side - the technology courses need improvement and need to be part of curriculum, not just elective. I feel that was the only area my daughter's academic education lacked significantly but is so important in today's world.

Better Building the Character of Students

One in 20 parents mentions areas for improvement related to better building the character of the students at the school. Below is a sampling of these responses:

Helping to keep boys and girls accountable. Felt like my son needed more guidance this year and support.

Holding kids accountable for the values it stands for and being more disciplined when kids mess up. It also needs to develop a better Fine Arts program such as drawing, painting and graphic computer arts.

The elitist attitude of some of the wealthier families towards the lower economically tiered families.

Other Areas for Improvement

About one in 20 parents mentions a topic that does not fit easily into any of the categories presented above. The most frequently mentioned "other" areas for improvement are better religious instruction and increased Mass attendance, administrative improvements, and better advertisement and promotion of the school. Below are a few examples:

The religious instruction is necessary, but I think the religious instruction takes up a lot of their study time and I wish there would be an option of pass/fail depending on the grade at the end of the semester. Some professors take it to a higher level where it takes hours and others have a lighter work load. Everyone should receive a laptop and there should be more emphasis on computer science. I also think there should be more emphasis on academics than sports. When my son was accepted to St. Mary's, everyone asked, "What sport are you going for?" I would have preferred to hear, "That's a challenging school!" It should be known for Academics first. My children went here to prepare academically for college.

All good, maybe have more group Masses.

Balancing academics with life. Hearing a student/parent's side and being willing to override the decision of a teacher. There is a common perception that no matter what, the teachers are always right.

Reasons for Sending Children to St. Mary’s Catholic School

Parents were asked how much nine reasons presented to them explain why they chose to send their children to St. Mary’s Catholic School. They were offered the choices: “does not explain it at all,” “explains it only a little,” “explains it somewhat,” or “very much explains it.” The first column of numbers in the table below summarizes the positive side of the findings, showing the percentage that say a reason explains it “somewhat” or “very much” combined. The final column displays the percentage rating each reason “very much” explains why they chose the school.¹²

With one exception (its tuition costs at 51%), between 88% and 99% of parents say each of the reasons below “somewhat” or “very much” explain why they chose to send their children to St. Mary’s Catholic School.

How well do the following explain your reasons for sending your child(ren) to St. Mary’s Catholic School?		
<i>Percentage responding</i>		
	Explains It “Somewhat” or “Very Much” Combined %	Explains It “Very Much” Only %
Quality of academic instruction	99	86
Quality of instruction in moral values	97	87
Discipline and order	96	80
Your child(ren) wanting to attend the school	92	74
Its caring environment	92	66
Catholic nature of school	90	68
Quality of instruction in the Catholic faith	88	65
Safety	88	59
Its tuition costs	51	23

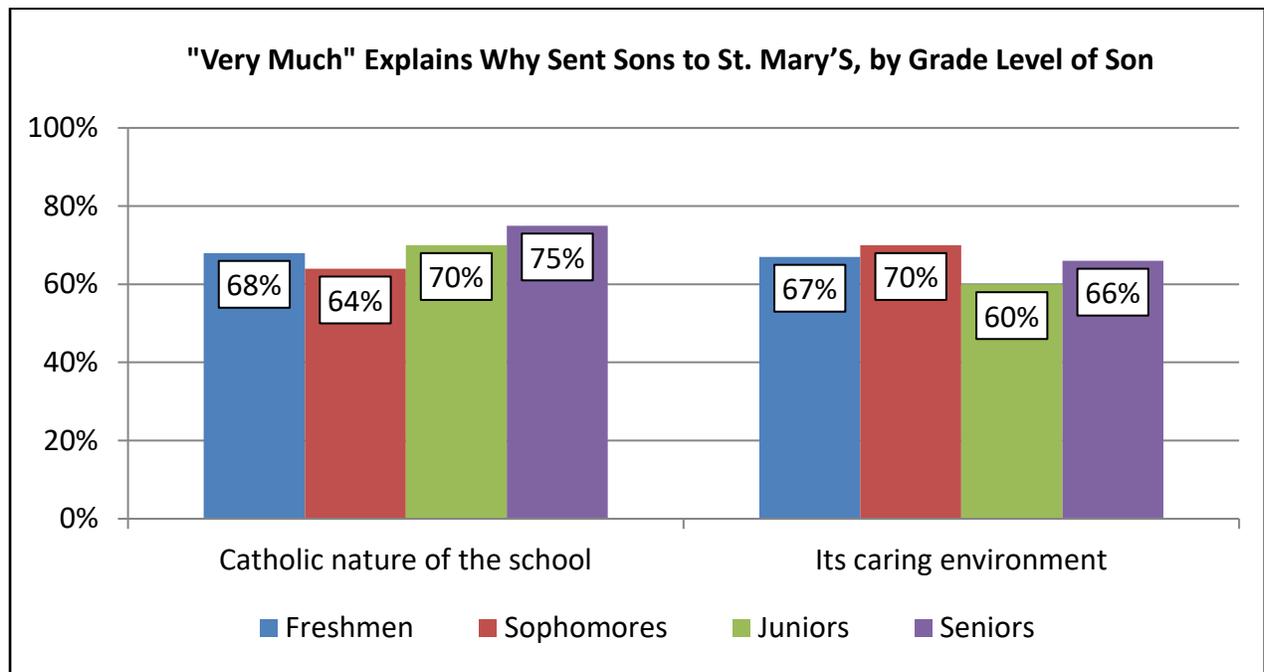
- At least three in four parents report that the following reasons “very much” explain why they sent their children to the school: quality of instruction in moral values (87%), quality of academic instruction (86%), discipline and order (80%), and their children wanting to attend the school (74%).
- Two in three or slightly less say that these reasons “very much” explain why they chose St. Mary’s Catholic School: the Catholic nature of the school (68%), its caring environment (66%), the quality of the instruction in the Catholic faith (65%), and safety (59%).

¹² Non-response rates, which range from 8% to 12%, are reported in Appendix I.

- The school’s tuition costs “very much” explains why parents sent their children to the school according to 23% of parents.

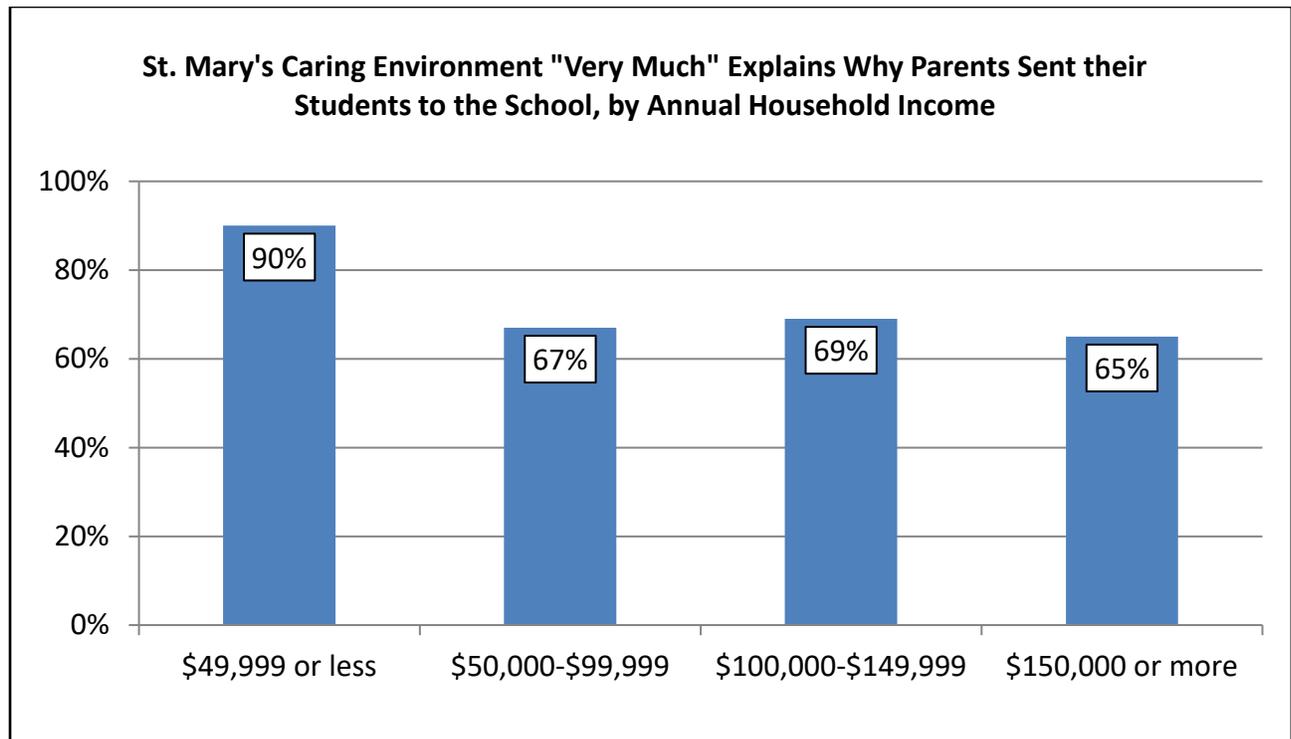
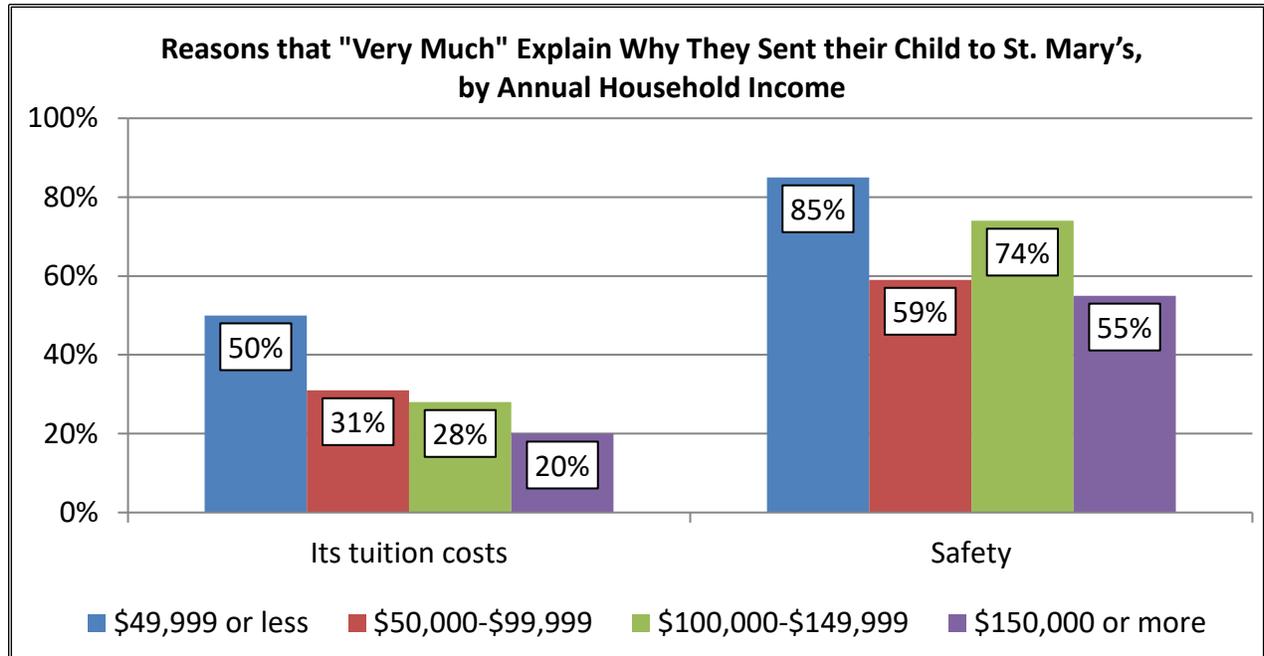
Differences by Grade Level of Students

Those with children enrolled as seniors are most likely to say that the Catholic nature of the school “very much” explains why they sent their children to St. Mary’s Catholic School, with those whose children were juniors least likely to say that the caring environment at the school “very much” explains why they sent their children there.



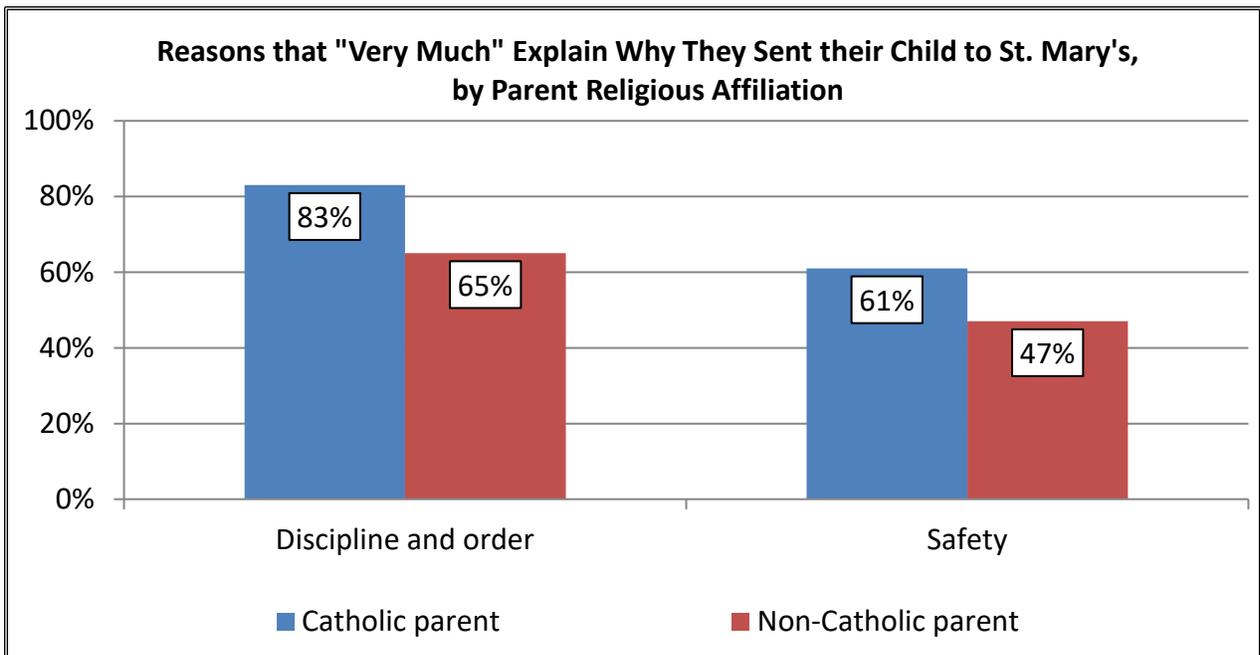
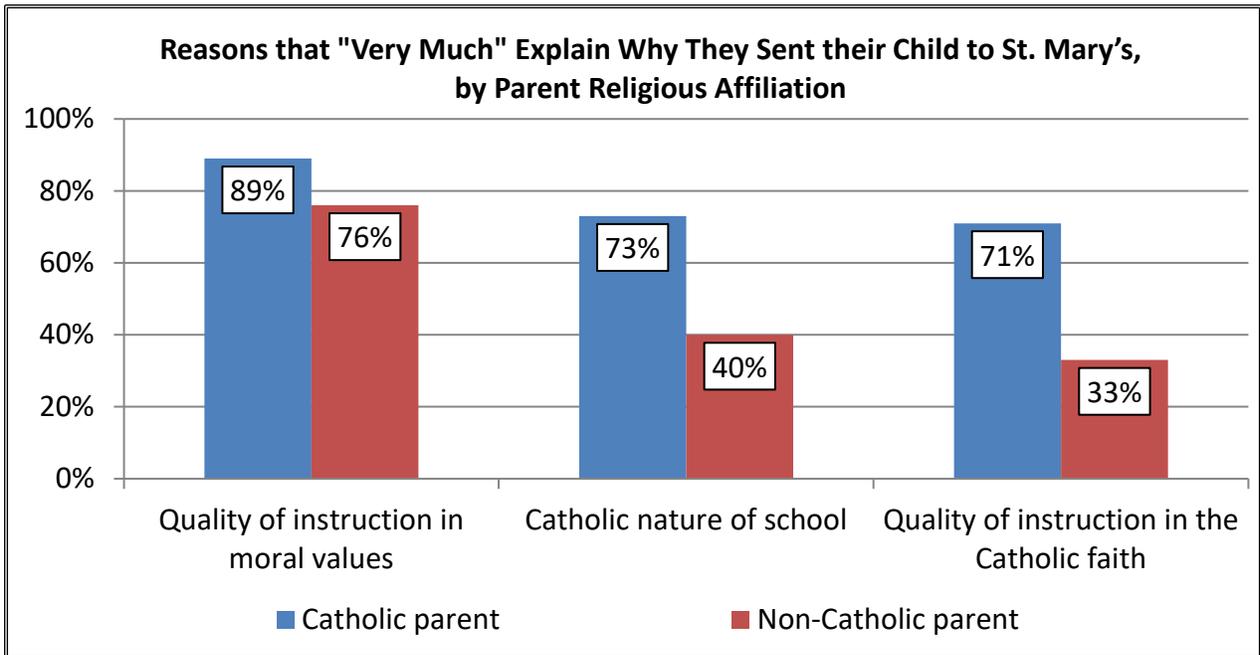
Differences by Household Level of Income

Those reporting annual household incomes of less than \$50,000 are most likely to indicate that the three reasons shown below “very much” explain why they sent their children to St. Mary’s Catholic School.



Differences by Religious Affiliation of Parent

Catholic parents are more likely than non-Catholic parents to say that the reasons presented in the two figures below “very much” explain why they sent their children to St. Mary’s Catholic School. The gap between the two groups is most pronounced on the measures of the Catholic nature of the school and the quality of instruction in the Catholic faith.



Next Choices for High School If Not St. Mary's Catholic School

Parents were invited to write in the two high schools that were their next two highest choices if their children had not attended St. Mary's Catholic School. Altogether, more than 60 different schools or options were written in. A complete transcription of their responses are presented in Appendix II. A list of those school mentioned at least ten times appears in the table below.

<i>If my student(s) had not attended St. Mary's Catholic School, our next two choices were:</i>	
<i>Percentage responding</i>	
	Number Writing School In
School A	195
School B	96
School C	57
School D	53
School E	42
School F	42
School G	39
School H	35
School I	24
School J	23
School K	22
School L	22
School M	20
School N	16
School O	15
School P	15
School Q	10
School R	10

Appendix I: Response Frequencies to All Questions

In an actual school report, the questionnaire with the response frequencies would be presented here.

Appendix II: Complete Transcription of Open-ended Comments

All open-ended comments are included in an appendix in our school reports. For reasons of privacy, sample comments are not presented here.