



NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

DATA BANK

2025-2026 School Report Form

Dear Principal:

Using the Google Sheets link sent to you separately, you will find the 2025-2026 academic year NCEA Databank School Report form. Please read all the instructions and definitions before proceeding to complete the form.

All numbers reported should be the **actual count as of Friday, September 12, 2025**. The completed form should be completed online in the Google Sheets environment by Friday, September 29, 2025. **Do not send your completed form to the NCEA office.**

Your cooperation in completing all of the information requested is essential and greatly appreciated. If you have questions, please contact Chris Riso or Stephanie Genco-Gasiecki by e-mail (or phone): criso@buffalodiocese.org (716-847-5511) or sgenco-gasiecki@buffalodiocese.org (716-847-5517). We ask that you assume personal responsibility for the accuracy and timely return of this form. Thank you!

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Assistant Superintendent of Government Services

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National Catholic Educational Association
Vice President of Research and Data

INSTRUCTIONS AND DEFINITIONS

SCHOOLS

Data will be collected in two categories: elementary/middle and secondary. **(Section is Pre-filled)**

Elementary/Middle:

- Generally PreK-8; or 6-9.
- Schools that identify as “middle” should respond in this category.
- Include PreK enrollment **only** if the PreK is part of the school or a separate center provides an educational program; include UPK enrollment in your NCEA enrollment counts.
- **DO NOT** include daycare programs or a privately operated PreK that is not under the jurisdiction of your school.
- **Pre-Kindergarten** has been separated by age again this year. Please indicate enrollment for students who are younger than 3 years old as of December 1, 2025; between 3 and 4 years old as of December 1, 2025 (Pre-Kindergarten 3) and students at least 4 years of age as of December 1, 2025 (Pre-Kindergarten 4). **NEW:** Include UPK students in the PK-4 section.

Secondary:

- Generally 9-12, but if the school has grades below 9 and identifies as a high school, the school should respond in the secondary category.

K-12:

- These schools should respond as lower and upper schools within elementary/middle or secondary categories.

Form "Page 1" (Tab 1)

A.1a. **Location:** *In which area is your school located?* Mark with an "x". **(Section is Pre-filled)**

- Urban: A densely developed city that includes residential, commercial, and other non-residential land uses. Typically, with 50,000 or more people.
- Inner-city: Typically referring to the older, densely built portion of a large city and often associated with historical disinvestment and concentrated poverty.
- Suburban: Residential areas outside of, or adjacent to, a major city.
- Rural: All territory not classified as urban with low population density.
- Virtual: A school that delivers instruction online. Instruction occurs through digital platforms regardless of a pandemic or other extenuating circumstances.

A.1b. **Sponsorship:** *Who governs your school* Mark with an "x". **(Section is Pre-filled)**

- Single Parish: On parish property, supervised by the pastor and Finance Council of the parish.
- Interparish: Several parishes are subsidizing the school under a written agreement, supervised by a Canonical Admin., and the school represents Catholic school education in a geographic area (Regional schools check here).
- Religious Congregation or Private: Subsidized and supervised completely by a religious congregation or privately funded (High schools and private elementary schools check here).

A.2. **Gender:** What is your student population? **(Pre-filled)**

B.1a. **Race**

- Students should be counted in the category of which they self-identify or are most characteristic.
 - The US Census Bureau categories allow people to identify as many races as they wish, but ultimately the reporting for those who check several of the racial boxes will be listed as "two or more races".
- (Note - Please separate PreK from Grades K-8 in this section, if applicable)**

American Indian/Native Alaskan: Individuals with origins in any of the original peoples of North, Central, and South America, including, for example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, and Maya.

Asian: Individuals with origins in any of the original peoples of Central or East Asia, Southeast Asia, or South Asia, including, for example, Chinese, Asian Indian, Filipino, Vietnamese, Korean, and Japanese.

Black/African American: Individuals with origins in any of the Black racial groups of Africa, including, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali.

Native Hawaiian/Other Pacific Islander: Individuals with origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands, including, for example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese.

Hispanic or Latino: Includes individuals of Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, and other Central or South American or Spanish culture or origin.

Middle Eastern/North African: Individuals with origins in any of the original peoples of the Middle East or North Africa, including, for example, Lebanese, Iranian, Egyptian, Syrian, Iraqi, and Israeli.

White: Individuals with origins in any of the original peoples of Europe, including, for example, English, German, Irish, Italian, Polish, and Scottish.

Two or more races: Individuals that belong to more than one racial group

B.1b. Total of All Hispanic/Latino Students: How many people in B.1a are Hispanic/Latino or Hispanic/Latino and some other race? Add together all people reported in B.1a as Hispanic/Latino (both Catholic and Non-Catholic) with any students reported as “Two or More Races” (both Catholic and Non-Catholic) if one of those races was Hispanic/Latino.

B.2. Enrollment by Grade Level and Building Capacity

- List the number of students registered in each grade level, separated by gender, and the building’s capacity for students in that grade level (see “Capacity” below).
- As you enter the number of students, the grade level “Total” column automatically adds the numbers together.
- The Pre-K, K-8, and HS totals will automatically be entered using the information you supplied in the corresponding grade levels. The grade band totals at the bottom must agree with those calculated in B.1.

Definitions:

- PreK-3:* Students who turn age 3 by December 1 – **Notify the Dept. of Catholic Schools if you allow any students who turn age three after December 1 to attend your PreK-3.**
- Early K:* 5-year-old students who are eligible to begin Kindergarten based on their age who are in a class that is a step between Pre-K4 and Kindergarten. These students are NOT considered Kindergarten students and should be counted separately under Early K).
- Capacity:* The MAXIMUM number of students, per grade level, that can be physically accommodated within the school building. Capacity should not be related to the number of current staffing levels – it should relate to the physical space available.

Form “Page 2” (Tab 2)

C. Professional Staff

- For C.1 and C2, include all **paid professionals:** faculty, teachers, administrators, (guidance) counselors, etc. who have responsibility for the teaching and learning process.
- Do **NOT** include development or admissions directors, secretaries, teacher aides, teacher assistants, volunteers, or support staff in C.1 and C2.

C.1a. Professional Staff Race and Religion: Please use the same definitions used for students in B.1.

C.1b. Total of All Hispanic/Latino Professional Staff: Combine staff reported as “Two or More Races” if one of those races was Hispanic/Latino with the Hispanic/Latino count.

C2. Professional Staff: Full- and Part-time

- The “TOTAL” Professional Staff in C.1 must agree with the “TOTAL” Professional Staff in C.2.
- Please use the following definitions:

Full time: Paid employees who regularly work a full day or 100% of contract (1.0 FTE). Full time employees may have one position or divide their time between more than one position (i.e. teaching/administration, etc.) but work the full schedule.

Part time: Paid employees who work less than the full school day/week or 100% of contract (meaning less than 1.0 FTE).

C3. Total Staff by Type (include both Professional and Non-Professional employees)

- Please indicate the number of staff in each category. Only count each staff member in one category, the one they spend more than 50% of their time performing.
- The staff counted for “Teacher Assistant/Instructional Aide” and “Other Staff” are Non-Professional Staff and should not be included in C.1 and C2.
- This total will not match the Totals in C.1 and C.2.

C4. Teacher Retention: Please indicate the number of teachers who apply to each item.

Form "Page 3" (Tab 3)

D. Government Funded Programs

- Questions are self-explanatory. Use drop-down boxes where available.
- For D.1, the number of students who receive Title I services are students in need of academic intervention who are enrolled in programming paid for by Title I. If a school does not receive any Title I services or does not participate in Title I, zero students receive Title I services.
- For D.2b, if every student in the school is receiving free or reduced lunch, regardless of each student's household income, all students should be counted.
- For D.2c, students whose household income is below the free or reduced priced lunch threshold, as indicated by the U.S. Department of Agriculture's guidelines, should be counted as eligible for free or reduced priced lunch. These students should be counted even if the school does not offer federal nutrition programs. These are the students submitted to districts for Title I funding.

E. Additional Information

- Question 1: Please choose the model that most closely resembles your school's board.
Advisory: Recommends policy to another entity who makes final decisions (such as a pastor), who can seek the board's advice at their discretion.
Consultative: Just like an advisory board, recommends and give advice. However, the entity with final authority is required to consult with this type of board before making decisions.
Limited jurisdiction: Authority to make final decisions relating to a limited set of issues. **(Parish)**
Full authority: Complete governing authority and does not share that authority with any other entity. **(Regional Schools should choose this option).**
- Question 2: An extended day program may include before and/or after school hours of planned supervision.
- Question 5 (Dual-language immersion programs): Dual-language immersion programs provide both native English speakers and English learners with general academic instruction in two languages. It can be offered from kindergarten onward.
- Question 9: Children must only be counted for one disability listed in 9a to 9g; children with multiple disabilities go on line 9g. This total should be equal to or greater than the total number of students with IEPs/IESPs and Accommodation Plans listed on the Management/Student Services page.
- Question 10: Only count students from another country who have an F-1 visa to study at a private school in the United States.
- Questions 11a and 11b: These questions are only for the Elementary schools.

TUITION & FEES: May be completed before September 12, 2025

Tuition for UPK, Pre-K3, Pre-K4, Montessori, & Early Kindergarten

- Complete for both ½ day and Full Day Programs, if applicable. Include Student Counts in column C.
- Type "N/A" if school does not offer a particular session.

Definitions

Maximum Days/Week:	If the school offers students the flexibility in the number of days they can attend per week, please list the maximum allowed.
Maximum Yearly Rate:	List the highest tuition charged for a student attending the maximum days per week allowed.

If you offer a Standard Rate do not fill in the Parishioner Rate and enter “N/A” instead in those sections; you should only fill in the “Non-Parishioner Rate or Standard Rate” section. See the K-8 section below for more information on Parishioner vs. Non-Parishioner rates. Monthly, Daily, and Hourly Rates & FTE will be calculated automatically based on your entries.

Please note: All data cells are assigned to take certain bits of information. The spreadsheet will not allow you to give more information than is needed.

Fees: Please complete as instructed. Type “0” if no fee is assessed. Type “N/A” if school does not offer a particular option.

Grades K-8 Tuition and Fees

Yearly Rate

- Parishioner Rate – enter “N/A” here if you offer a Standard Tuition Rate.
 - Provided to families considered in “Good standing” by the parish associated with the school.
 - Enter the yearly family tuition total for families having one child, two children, three children, and four or more children (considered the “Family” tuition cost), if available.
- Non-Parishioner Rate or Standard Rate
 - Tuition rate for families not practicing and/or not affiliated with the parish that runs the school or a standard rate if only one tuition rate exists (Regional Schools).
 - Enter the Yearly family tuition total for families having one child, two children, three children, and four or more children (considered the “Family” tuition cost), if available.

Fees

- Please complete as instructed.
- Enter “0” if no fee is assessed.
- Enter “N/A” if school does not offer a particular option.

9-12 Tuition and Fees: Self Explanatory. For Fees, enter “0” if no fee is assessed at certain grade levels.

Finance: **May be completed before September 12, 2025**

- I. **Budgeted Per Pupil Cost 2025-2026 (PreK; K-12)**
 - Please check with your Pastor, Board, or Finance Council for the “Budgeted Operating Expenses” for PreK and then all grades from K-8 or 9-12. If your total School Budget includes PreK and is not separated out, then use only the K-8 option on this page and leave the Pre-K section blank.
 - The Budgeted Per Pupil Cost is automatically calculated for each section and should match your internal “Cost of Education per Student” calculations from your budget.
- II. **Funded & Unfunded Tuition Assistance:**
 - Provide the dollar amount of all scholarships and tuition assistance provided by your school or parish.
 - Do not include funds from other-Parish subsidies or the Bison Fund in this amount.
 - Please separate total dollar amounts by “Funded” (scholarships backed by money from donations or fund-raisers) and “Unfunded” (scholarships that reduce the amount of tuition charged without being offset by an actual cash donation).

Management & Student Services:

I. Management (Elementary Schools Only) – **May be completed before September 12, 2025**

Ia. Collective Bargaining Unit: This is section III for High Schools

- Use the drop-down menu to select “Yes” or “No”.
- If “Yes”, please list the year it was established and the year last negotiations took place.

Ib. School Boards:

- Use the drop-down menu to select “Yes” or “No”; if “Yes,” please answer the questions that follow.

II. Student Services

Ila. Response to Intervention (RtI) for Elementary Schools Only:

- Use the drop-down menu to select “Yes” or “No”.
- If “Yes”, please describe the RtI program used in your school.

Ilb. Student Services for Students with Special Needs:

- Please indicate the number of students receiving services under either an IEP/IESP created by the school district or an Accommodation Plan created by your school (similar to a 504 plan).

IEP or IESP: is a legally binding plan for student success that is created by a district’s CSE/CSPE for a student who qualifies for district-provided special education services. It is up-to-date and actively followed by the public school district.

Accommodation Plan: is a document that lists the special accommodations your school agrees to provide to a child with a disability so they may better access the educational program. It is updated annually and is actively followed by all teachers. Public schools are legally required to create “504 Plans” for some children with disabilities that are similar to our “Accommodation Plans”.

Ilc. English as a Second Language (ESL)/English Language Learners (ELL):

Students Receiving ESL/ELL Services:

- Please list the number of ESL/ELL students in your school separated by the primary language other than English spoken at home.

Service Provider:

- Using the drop-down menu, please identify whether ESL students are provided services through a program that is completely supervised and funded through your school, a district program that may include push-in or pull-out services using public school district funds and supervision, or other means (i.e. volunteer effort).

Parish Affiliation:

- In the columns E and F, enter the total number of students who are parishioners from each Diocesan Parish, separated by grade level (UPK/PreK/Early K, K-8, and 9-12).
- **Elem. Only:** If your school has a tuition subsidy agreement with any of the listed parishes, please indicate the parish per student subsidy amount in the Parish Subsidy column (H).
- Near the bottom in the next section (Other Catholic Affiliation), enter the total number of students who are parishioners from each Parish with Diocesan Affiliation, separated by grade level (UPK/PreK/Early K, K-8, & 9-12). The sub-totals will be calculated automatically.
- Just below that in row 178, identify the number of Catholic students without a Catholic Parish affiliation.
- On the last line (row 180), identify the number of non-Catholic students - this number must agree with the non-Catholic “TOTAL” in B.1a on Page 1.

Note: The “Total Students” in rows 181 and 182 (for K-8) will be calculated automatically. These numbers must agree with the “TOTAL” number of students in B.1a and B.2 on Page 1.

Personnel Profiles - **May be completed before September 12, 2025** (Pre-filled – please update)

Although some parts of Page 2 ask that you not include development, admissions, support staff, secretaries, or teacher aides, we have added a section to allow you to include some of these employees on the Profile pages. We hope this will make things easier for you when you complete your 2025-2026 Mandated Services claim in March 2027.

- Please review and edit any personnel information already on this form. Many sections are partially populated using last year's NCEA report to make completing the form easier this year.
- Please do not add or delete any rows - this can affect the summary cells used on these pages.

“Administration and Support Staff Profile”: Please list Administration in the first (top) section and Support Staff in the second (bottom) section. See below for the specific section instructions.

“Teachers Profile”

Please list all teachers on this page. The top section should be used to list “part-time” teachers only (be sure to designate the appropriate FTE – see below). The bottom section should be used to list the “full-time” teachers only.

Specific Instructions for Completing the Profile Pages

“Position” or “Grade Level; Subject”: For Administration and Support Staff, only list the position. For the Teachers, please provide information on each of these classifications on the designated lines. To assist with Mandated Services, please be sure to indicate all HR teachers.

Ex. 1: Pre-K; PK-4 HR, All Subjects

Ex. 2: Gr. 7-8; Gr. 7 HR, Science & Math, Regents Algebra

Ex. 3: K-8; Library

Ex. 4: Gr. 5-8; Gr. 6 HR, Math 7-8/ELA 5-6

Full-Time/Part-Time (with FTE Equivalent)

Administration/Support Staff:

- Please designate each staff member as either Full-Time or Part-Time.
- Mark Full-Time staff with an “X”.
- If a staff member is Part-Time, please describe his/her Full-Time Equivalent (FTE) status between 0.01 and 0.99.

One way FTE status can be established is by dividing an employee's weekly work hours by the number of weekly work hours for a full-time employee. For more information, go to http://en.wikipedia.org/wiki/Full-time_equivalent and look at the “U.S. Federal Government” section.

For Mandated Services purposes, if an employee splits his/her time between administration and teaching, for instance, you should list them in two sections. Ex: If a person is 0.5 administrator and 0.5 teacher, list them in both sections and mark them as full-time in both sections.

Teachers Profile

- **Please list all Part-Time teachers separately in the yellow (top) section.**
- If a staff member is Part-Time, please describe his/her Full-Time Equivalent (FTE) status between 0.0 and 0.99. See above for more on how to calculate FTEs.
- **Please list all Full-Time teachers in the green (bottom) section.**

“Years in Current Position”: indicates how long the staff member has been employed at your school. Please include this school year (2025-2026) when calculating this number. **(This has been updated for you; please verify. Please add information for any new employees.)**

“Years in Catholic Education”: will include other Catholic school employment. Please include this school year (2025-2026) when calculating this number. **(This has been updated for you; Please verify. Please add information for any new employees.)**

“Educational Background”: profiles each employee’s highest completed educational degree (please check only one). N/A indicates that the employee does not have any of the degrees listed. If an employee has both an MA and an MS (or BA and BS) as their highest degree, only indicate MS (or BS). **(This has been completed for you using last year’s NCEA. Please add any new employees or update as needed.)**

“NYS Certification”: should be indicated. To search the NYSED Database, go to <https://eservices.nysed.gov/teach/certhelp/search-cert-holder> (this is a public database – even your parents can search it). Label teachers’ certification as follows:

“Perm” for Permanent Certificate

“Prov” for Provisional Certificate – these certificates will expire

“Prof” for Professional Certificate

“Initial” for Initial Certificate – these certificates will expire

“Exp” for Expired Certificate

“NC/NA” for those with No Certificate or if section is Not Applicable

“IP” is for certificate applications that are In Process

“Certification Area”: indicates the field(s) in which NYS certification (only) was granted. Check for expired certificates.

“Actual Salary”: indicates budgeted/projected yearly gross pay for primary duties during the 2025-26 school year. Please do not include stipends paid to the employee for extra-curricular duties. Please use the contracted (agreed-upon) salary amounts for now.

“Benefits”: include the employer’s share of the following: Retirement (403b via Who’s Where: Legacy Pension Costs for current staff), F.I.C.A (Social Security plus Medicare taxes), Workers’ Compensation Insurance, Life Insurance, Unemployment Insurance, Disability Insurance, Health Insurance, and Union Welfare benefits. See [my "Leading with Faith" post about benefits](#) for more specific advice on Salaries and Benefits to include.

Please complete the NCEA School Data Report online in Google Sheets no later than September 29, 2025.

DO NOT SEND TO THE NCEA NATIONAL OFFICE.

To print a hard copy for your file, see <https://productivityspot.com/set-print-area-google-sheets/> for assistance with minimizing wasted paper.