



A Denomination-based Description of Church-run Primary Schools – before and after the 2011 Expansion [Az egyházi általános iskolák 2011 előtt és után]

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Absztrakt

Az iskolafenntartók és az iskolai eredményesség különbségeinek vizsgálata egyre népszerűbb kutatási téma. Európában a szektorközi összehasonlításnak nagy lendületet adott az első PISA kutatás, amely 2000-ben kimutatta a különböző szektorok közötti különbségeket. Ez aztán számos vitát indított el, több kutatás vizsgálta, hogy mi is az oka a különbségeknek. Az egyik legelterjedtebb nézet szerint az egyházi iskolák diákjai azért teljesítenek jobban, mert már eleve válogatott közegből kerülnek ki. Magasabb státuszú diákok járnak az egyházi iskolákba és ennél fogva jobb iskolai eredményeket is produkálnak (Füller 2010; Weiß–Preuschoff, 2004; 2006; Weiß 2011; 2012). A tanulmányban vizsgáltuk, hogy valóban szegregálnak-e az egyházi iskolák, illetve, hogy a PHÉ mely szektorban magasabb középfokon. Tanulmányunkban a 2015-ös OKM adatok elemzésével vizsgáljuk ezeket a kérdéseket. Az Országos Kompetenciamérés eredményei azonban lehetővé teszik, hogy a különböző fenntartók eredményeit összehasonlítsuk, és hogy az egyes diákok fejlődését is nyomon kövessük. Egyfelől vizsgáljuk az iskolák társadalmi- és eredményességi homogenitását (RHO), valamint az iskolák társadalmi háttérük alapján elvárt teljesítményüktől való eltérésüket és az hozzáadott értéket. Eredményeink azt mutatják, hogy egyfelől társadalmilag homogénebbek az egyházi iskolák, viszont a szektoron belül az eredmények jobban szóródnak iskolák között, tehát az iskolaválasztás jelentősége kisebb. Megállapítottuk, hogy az egyházi szektor eredményei főként az alacsonyabb státuszú diákokkal végzett munkában eredményes a vizsgált mutatók tekintetében, a magas státuszú diákokkal végzett munkában több esetben negatív az iskolák hozzáadott értéke.

Kulcsszavak: egyházi iskola, eredményesség, Országos kompetenciamérés

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Abstract

There is a vast amount of literature on the differences between schools operated by bodies belonging to different sectors. There has been an extensive research on the differences between church-run and state schools, especially on the variance in performance between the two sectors. However, there is much less literature on the differences between the schools run by different denominations within the church sector. This is partly because national and international databases do not usually make a distinction between schools belonging to different denominations. Yet there has been an increasing demand in professional discussions and conferences for the distinction to be made; therefore, the aim of this study is to describe the transformation of the church sector in education from the denominational aspect. Our study gives a cross-section of the church sector before and after the expansion by looking at the schools of different denominations regarding student performance and social background. Our study deals with three research questions. The first focuses is the expansion of the church sector. We examine how it affected the system of church-run schools, what denominations became newly involved and what happened to the dominance of the major denominations that had operated schools before. The second part of our analysis presents the denomination-specific characteristics of the schools in both years of our survey (2010 and 2015). The third part focuses on the schools' student performance figures both in the absolute and relative senses to their social backgrounds. In this part, we treat schools that were already run by a denomination in 2010 separately from those that were taken over by the church later.

Keywords: church-run schools, student performance, National Competency Test

The study of differences in academic performance and school sectors is an increasingly popular research topic nowadays. In the United States, where the research of student achievement has a long tradition, it was discovered as early as the 1960s that church schools performed better than non-church schools (Coleman 1981). Intersectoral comparative research in Europe was given great impetus by the first PISA research, which detected intersectoral differences in 2000 (Dronkers – Róbert 2000; Dronkers – Avram 2009, 2015, Standfest-Köller-Schneepflug 2005, Bacskai 2009, Pusztai-Bacskai 2015). The results generated widespread debate, and there were research projects investigating the causes. Although intersectoral differences were detected in most countries, there were certain countries such as Spain where state schools proved to be more efficient yet private schools seem to be better at first glance (Mancebón – Muñiz 2008; Mancebón 2012). Debates on the performance of schools in the different sectors are often permeated with ideological bias and unsupported opinions. It is widely believed that students of denominational schools perform better because those schools are selective from the very beginning. They admit higher-status students, who are likely to achieve better results at school (Füller 2010; Weiß–Preuschoff, 2004; 2006; Weiß 2011; 2012). Others, including Dronkers et al., who keep track of their sample students' social background data, hold the view that the advantage of the non-state sector still exists if students from similar backgrounds are compared. They attribute success to the characteristics of the sector, especially certain aspects of the school climate (Dronkers-Róbert 2000, Corten & Dronkers 2006). However, we are aware that studies relying on PISA performance indices cannot identify who exactly schools are operated by. They are only familiar with the PISA sector typology also generally used in OECD countries (public, government dependent private, independent private) unless researchers collect relevant data themselves as Claudia Standfest did in 2000 (Standfest-Köller-Schneepflug 2005). In this way, such data analyses can show trends and give guidelines, but, in our opinion, they cannot give exact answers.

Most of such studies treat church-run schools as one unit or even examine them together with other non-public schools. There are few studies that give a more detailed analysis of the sector and call attention, for example, to denomination-specific differences. One of such authors is Jaynes, who carried out the meta-analysis of 41 papers to compare the efficiency of Catholic and Protestant schools. He concluded that there were not much significant differences except that students from Catholic schools did better in standardised tests, whereas students from Protestant schools succeeded in non-standardised ones.

There has been a considerable expansion of the church sector in education since 2010. Some researchers look upon it as a minor change leaving the core of the education system unaffected (Híves 2013, Györgyi 2015), while others speak of a large-scale restructuring of the Hungarian education system (Hermann-Varga 2016). Gabriella Pusztai (2014) points out that the transformation can be analysed from various aspects including the interaction within the multi-sector education system, the latest wave of the expansion of

denominational education, the formation of a system or increased attention to disadvantaged students. Existing studies make it clear that it is worth treating separately the schools that were operated by the church before the expansion and those that were taken over by the church during the expansion (Morvai 2017).

Data and Methods

We used the results of the National Competency Tests (NCT) of 2010 and 2015 for our research. Since 2008 every student in the 6th, 8th and 10th years of their school education has had to complete competency test sheets and a background questionnaire revealing their socioeconomic status and attitudes towards learning. The assessment is similar to PISA in several respects, but it is limited to the assessment of reading comprehension and mathematics. Another important difference is that it extends to the entire population. Apart from students – like in PISA as well – school heads also complete a questionnaire, providing a great deal of background information which facilitates the comparison of results with various indices. The questionnaire provides information on students' social backgrounds, various aspects of the school climate, teachers' working conditions, admission procedures etc. We used the database of 8th-year students (14-15 years of age) from primary schools at ISCED level 2 at the time of the survey²²¹.

During the performance analysis, we decided to use a performance variable controlled by family background as in Hungary there is a strong correlation between family background and academic performance. Therefore, during the regression analysis made in both years, we calculated each school's residual and used it as a performance index. If its value was positive, it indicated that the school performed better than what the composition of its students suggested; if it was negative, it meant worse performance.

Essential Characteristics of Denominational Schools

In her approach to the growth in the number of church-run schools, Pusztai (2014) proposes four hypotheses: 1. The process is another wave of denominational educational institutions gaining ground in the education system. 2. The growth is the sign of the formation of a system as in the past denominational schools used to function separately and more or less in isolation. 3. The expansion is due to the growing interaction between the sectors. 4. The entire expansion may be due to increased attention to disadvantaged regions and social strata. These are the hypotheses that we put to test in our analysis.

In 2010, most schools were run by municipalities: two thirds of the 104,266 8th-year students attended such institutions. Denominational schools had 7688 8th-year students in 246 institutions, which accounted for 7.4% of the total student population in the age group. In 2015, the vast majority (83%) of students attended state primary schools (the name of the school administration centre was KLIK), whereas the share of denominational education was 13.6% in 324 institutions. That is to say, both the number of institutions

²²¹There were also 8th-year students at some restructured secondary schools, but they were excluded from our research.

and the proportion of church-run education have grown remarkably in recent years. The denominational breakdown of the institutions is given in Table 1. The third column contains the proportion of the given denomination in the entire population based on census data. Although, obviously, all students in a denominational school do not actually belong to that denomination – especially since the changes in 2010 (Pusztai 2004) –, it is still worth seeing which denominations take a larger share of running schools than their proportion in society.

Table 1 shows that the proportion of the major denominations that run schools has not changed significantly, but the number of their school sites has grown remarkably as a result of the expansion. There have been more significant changes concerning the minor historical denominations (a sharp rise in the Greek Catholic Church and a small decrease in the Lutheran Church). It is small Protestant churches that have been gaining ground the most rapidly, especially the Baptist Church, which was not actively involved in operating schools until very recently. The Muslim Church is a newcomer, whereas the Hungarian Evangelical Fellowship is no longer counted here as it has lost its status as a recognised church.

Table 1 The Proportion of Denominational Schools in 2010 and 2015

	The proportion of schools among all denominational schools in 2010, % (number of sites)	The proportion of schools among all denominational schools in 2015, % (number of sites)	The proportion of the denomination in the population (2011) %
Roman Catholic	52.4 (129)	51.9 (168)	37.1
Greek Catholic	1.6 (4)	3.7 (12)	1.8
Orthodox	0.4 (1)	0.6 (2)	0.1
Reformed	29.7 (73)	28.4 (92)	11.6
Lutheran	7.7 (19)	5.2 (17)	2.2
Baptist	0.4 (1)	5.9 (19)	0.2
Faith Church	2.4 (6)	2.2 (7)	0.2
Pentecostal	0	0.9 (3)	0.1
Adventist	0	0.3 (1)	0.1
Hungarian Evangelical Fellowship ²²²	3.3 (8)	0	no data
Ecumenical	1.2 (3)	0	-----
Jewish	0.8 (2)	0	0.1
Muslim	0	0.6 (2)	0.1
Krishna conscious	0	0.3 (1)	0.1

As we can see, seven denominations operate the majority of schools, and a few smaller denominations run one-two institutions each. We excluded the only school run by the Krishna Conscious community from our further analysis because it is a very small institution with only a handful of students, so it does not stand comparison with larger schools.

²²² Its schools are still functioning, but they are not regarded as church-run schools as the Hungarian Evangelical Fellowship does no longer have the status of a church.

We also looked at the framework of the operation of denominational schools. As for Catholic churches, most schools belong to the local diocese and, in the Roman Catholic Church, to monastic orders as well. What has changed owing to the expansion is that although the number of schools run by monastic orders has also grown, the rate of the growth has been smaller. As a result, the ratio of diocese-run and monastic schools, which was 64% - 34% in 2010 has changed to 76% - 21% by 2015. The rest of the schools are operated by the Hungarian section of Kolping International. Greek Catholic schools are uniformly operated by the diocese. Regarding Protestant churches, owing to their structure, we presumed a more fragmented school network. It was the reformed Church that reinforced our presumption the best: in 2010 82% of their schools were run by congregations and 18% by the church district and in 2015 the corresponding figures were 80% and 19%. The figures indicate a slight move to a more conscious educational activity of the church districts. In the Lutheran Church the 2010 ratio of diocese-run and congregation-run schools (58% - 42%) has remained unchanged. The greatest change has taken place in the Baptist Church. Whereas in 2010 the only Baptist school was operated by a congregation, all the institutions taken over by the Baptist Church in 2015 are operated by the Hungarian Baptist Aid.

By comparing the schools belonging to different denominations, we can detect some denomination-specific traits. The data of 2010 are shown in Table 3 of the Appendix, and the data of 2015 in Table 4 there. We highlighted the figures that are worthy of attention. The data on denominations operating a large number of schools reveal that their average figures are fairly even; they are present in several municipalities, have institutions of various sizes, and are dispersed all over the country. We treat Roman Catholic and Reformed schools separately. In the case of Catholic schools, there is one index, namely school size, that differs from the average. The figure shows that Roman Catholic schools are larger institutions than denominational schools on average. Most Reformed schools, as well as the Reformed population itself, is overrepresented in disadvantaged regions (M. Császár 2016), which is also supported by our data: Reformed schools do admit students from less favourable family backgrounds. The small denominations show a more varied pattern. The schools of the most disadvantaged status are those run by the Hungarian Evangelical Fellowship, but their students' performance in mathematics is still better than expected. Faith Church schools usually work under favourable circumstances in populous towns. There is a certain duality in the position of Greek Catholic schools: on the one hand, they are situated in disadvantaged regions (Northern and North-Eastern Hungary), on the other hand, the school climate is distinctly positive.

Data after the Expansion

The size of the church sector grew by 130 new denominational schools after 2011, so the number of church-run schools almost doubled. The growth was due to the takeover of schools that formerly belonged to municipalities rather than to new foundations. The change was facilitated and necessitated by the fact that after the democratic transition, when schools had been taken over by municipalities, the variance in their quality

increased considerably as some local governments could afford a larger expenditure on schools than others. For this reason, the educational governance decided on the takeover of schools by the state. The state school administration centre, however, was not an attractive option to every school. As churches were also offered the opportunity to take over some schools, at many places local communities, churches and certain authorities opted for having a church-run school. This was how the number of church-run schools rocketed. Table 2 shows that the process clearly indicates the church's more powerful presence in small settlements and disadvantaged regions as well as a sharp rise in the number of disadvantaged students in the expanded church sector. At the same time, the performance of schools has worsened both in the absolute and relative sense to the expected standard.

Table 2 Comparison of the indices of the "old" church sector (schools already run by the church in 2010) and those of the "new" one (newly founded denominational schools or schools taken over by the church after 2010) based on 2015 NCT data

	old	new
Type of settlement	2.1	1.7
Region	4.3	5.1
Size of school based on the size of the 8 th year	2.0	2.0
Student composition index of the school site	2.3	-1.8
Index of students with learning difficulties at the school site	.9	.4
Discipline index of the school site	2.6	2.3
Motivation index of the school site	1.7	.3
Average competency score of students at the school site - mathematics	1638.2	1560.0
Average competency score of students at the school site - reading comprehension	1597.4	1517.5
Deviation from expected standards - mathematics	20.9	-10.0
Deviation from expected standards - reading comprehension	28.9	4.4
sample size	165	130

The interpretation of the indices of our 2015 survey, which are shown in more detail in Table 4, requires awareness of the changes the sector has gone through. Again, the schools belonging to smaller denominations show a more colourful picture. The takeover of schools by Baptists, Adventists, Pentecostals and Muslims clearly shows that these denominations have turned to disadvantaged schools in disadvantaged regions, and, moreover, to those people who live in extreme poverty. As for performance, in Pentecostal and Muslim schools the discipline index is higher than the denominational school average, and in Pentecostal schools children are also better motivated, whereas in the only Adventist school the performance index in mathematics is outstanding.

As for major denominations, extreme figures are still untypical among them. However, by comparing fresh data to those from 2010, we can see that their social composition indices, which were considered relatively low in 2010, have moved to the middle of the spectrum. The denominations that were affected by major changes were examined further to establish the differences in the 2015 data between the schools that had already been run by them in 2010 and those that were taken over later or were newly founded.

Summary

The aim of our descriptive study was to present, relying on some hypotheses and the literature, how the structure of church-run schools changed in Hungary, one of the countries in the Central European region, as a result of a large wave of expansion. The transformation of a sector of education always poses further questions. What we have found is that the church sector has become open towards geographically as well as socially disadvantaged groups and settlements. At the same time, however, the performance of the schools that have recently been taken over by a denomination is still behind that of old church-run institutions. We have broken down our analysis into denominations and found that although the sector has not been completely transformed – since before 2011 schools were and now they still are mainly operated by the major historical churches –, some smaller protestant denominations have also taken over a number of schools mainly attended by children living in extreme poverty.

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Appendix

Table 3/A

Data on church-run schools from the 2010 NCT by denomination (the number of institutions in brackets)

	Roman Catholic (129)	Greek Catholic (4)	Orthodox (1)	Reformed (73)	Lutheran (19)	Baptist (1)
Type of settlement ²²³	2.5	2.5	1.0	2.1	2.5	1.0
Region ²²⁴	3.3	5.8	3.0	4.2	3.7	4.0
Size of school based on the size of the 8 th year ²²⁵	2.1	1.8	1.0	1.8	2.1	1.0
Student composition index of the school site ²²⁶	3.2	1.2		1.7	3.1	5.4
Index of students with learning difficulties at the school site ²²⁷	.9	1.4	.4	.8	1.0	-.5
Discipline index of the school site ²²⁸	2.4	3.8	-2.0	3.1	.7	1.0
Motivation index of the school site ²²⁹	1.7	3.5	.0	1.9	.7	3.0
Average competency score of students at the school site - mathematics ²³⁰	1646.0	1557.2	1758.9	1613.2	1646.7	1778.1
Average competency score of students at the school site - reading comprehension ²³¹	1627.4	1588.2	1591.5	1579.2	1637.8	1695.5
Deviation from expected standards - mathematics	25.9	-3.5		-1.9	22.4	133.2
Deviation from expected standards - reading comprehension	36.7	59.7		1.2	44.0	79.3

Table 3/B

Data on church-run schools from the 2010 NCT by denomination (the number of institutions in brackets)

	Faith Church (6)	Jewish (2)	Evangelical (3)	Hungarian Evangelical Fellowship (8)
Type of settlement ²³²	3.3	4.0	2,7	2,0
Region ²³³	3.5	.0	2,7	4,5
Size of school based on the size of the 8 th year ²³⁴	2.2	1.5	1,0	1,0
Student composition index of the school site ²³⁵	2.0	2.5	2,0	-9,6
Index of students with learning difficulties at the school site ²³⁶	1.3	-2.3	,1	-2,0
Discipline index of the school site ²³⁷	3.2	.0	4,0	,8
Motivation index of the school site ²³⁸	1.7	4.0	2,3	-2,0
Average competency score of students at the school site - mathematics ²³⁹	1682.1	1450.6	1679,8	1543,4
Average competency score of students at the school site - reading comprehension ²⁴⁰	1680.0	1477.1	1689,9	1460,4
Deviation from expected standards - mathematics	64.5	-160.5	61,8	77,8
Deviation from expected standards - reading comprehension	99.8	-82.7	109,3	18,7

²²³ A higher value indicates a larger settlement.²²⁴ A higher value indicates a more disadvantaged region.²²⁵ A higher value indicates a larger school.²²⁶ A higher value indicates a more favourable family background.²²⁷ A higher value indicates a lower proportion of students with learning difficulties.²²⁸ A higher value indicates more favourable discipline indices.²²⁹ A higher value indicates more favourable motivation indices.²³⁰ A higher value indicates better achievement.²³¹ A higher value indicates better achievement.²³² A higher value indicates a larger settlement.²³³ A higher value indicates a more disadvantaged region.²³⁴ A higher value indicates a larger school.²³⁵ A higher value indicates a more favourable family background.²³⁶ A higher value indicates a lower proportion of students with learning difficulties.²³⁷ A higher value indicates more favourable discipline indices.²³⁸ A higher value indicates more favourable motivation indices.²³⁹ A higher value indicates better achievement.²⁴⁰ A higher value indicates better achievement.

Table 4/A

Data on church-run schools from the 2015 NCT by denomination (the number of institutions in brackets)

	Roman Catholic (129)	Greek Catholic (4)	Orthodox (1)	Reformed (73)	Lutheran (19)	Baptist (1)
Type of settlement ²⁴¹	1.95	2.17	1.50	1.86	2.29	1.47
Region ²⁴²	4.55	5.75	3.00	4.71	5.00	4.84
Size of school based on the size of the 8 th year ²⁴³	2.02	2.25	1.00	2.03	2.35	2.11
Student composition index of the school site ²⁴⁴	.9	-2.7	.5	1.2	3.7	-5.3
Index of students with learning difficulties at the school site ²⁴⁵	.7	.5	.3	.8	.8	.1
Discipline index of the school site ²⁴⁶	2.6	3.1	3.0	2.8	2.8	-.5
Motivation index of the school site ²⁴⁷	1.3	.9	1.0	1.6	1.8	-2.7
Average competency score of students at the school site - mathematics ²⁴⁸	1606.5	1575.4	1685.1	1622.4	1656.4	1490.5
Average competency score of students at the school site - reading comprehension ²⁴⁹	1565.2	1534.3	1654.4	1578.9	1605.9	1469.2
Deviation from expected standards - mathematics	2.5	11.8	87.4	16.9	37.9	-40.0
Deviation from expected standards - reading comprehension	11.6	26.8	110.4	26.3	34.7	.61

Table 4/B

Data on church-run schools from the 2015 NCT by denomination (the number of institutions in brackets)

	Faith Church (7)	Pentecostal (3)	Adventist (1)	Muslim (2)
Type of settlement ²⁵⁰	2.43	2.00	1.00	2.50
Region ²⁵¹	5.57	3.00	6.00	5.00
Size of school based on the size of the 8 th year ²⁵²	1.71	1.00	2.00	1.00
Student composition index of the school site ²⁵³	-.7	1.0	-4.5	-5.7
Index of students with learning difficulties at the school site ²⁵⁴	1.1	-.7	1.6	-2.6
Discipline index of the school site ²⁵⁵	.3	4.7	2.0	4.5
Motivation index of the school site ²⁵⁶	-.5	2.7	-3.0	-1.5
Average competency score of students at the school site - mathematics ²⁵⁷	1617.1	1583.1	1603.5	1496.0
Average competency score of students at the school site - reading comprehension ²⁵⁸	1576.1	1554.5	1456.8	1435.5
Deviation from expected standards - mathematics	33.4	-20.0	63.7	-29.8
Deviation from expected standards - reading comprehension	47.8	4.5	-22.1	-27.7

²⁴¹ A higher value indicates a larger settlement.²⁴² A higher value indicates a more disadvantaged region.²⁴³ A higher value indicates a larger school.²⁴⁴ A higher value indicates a more favourable family background.²⁴⁵ A higher value indicates a lower proportion of students with learning difficulties.²⁴⁶ A higher value indicates more favourable discipline indices.²⁴⁷ A higher value indicates more favourable motivation indices.²⁴⁸ A higher value indicates better achievement.²⁴⁹ A higher value indicates better achievement.²⁵⁰ A higher value indicates a larger settlement.²⁵¹ A higher value indicates a more disadvantaged region.²⁵² A higher value indicates a larger school.²⁵³ A higher value indicates a more favourable family background.²⁵⁴ A higher value indicates a lower proportion of students with learning difficulties.²⁵⁵ A higher value indicates more favourable discipline indices.²⁵⁶ A higher value indicates more favourable motivation indices.²⁵⁷ A higher value indicates better achievement.²⁵⁸ A higher value indicates better achievement.

Table 5/A

Comparison between the old church sector (schools run by denominations in 2010) and the new church sector (newly founded or taken over by a denomination after 2010) by denomination (the number of institutions in brackets)²⁵⁹

		Region	Type of settlement	Size of school	Student composition index of the school site	Index of students with learning difficulties at the school site	Motivation index of the school site ²⁶⁰	Discipline index of the school site
Roman Catholic	old (106)	4.1	2.2	2.1	2.9	1.0	1.8	2.6
	new (62)	5.4	1.6	1.9	-2.1	.4	.5	2.5
Greek Catholic	old (4)	5.8	2.5	2.3	1.3	1.6	2.5	3.5
	new (8)	5.8	2.0	2.3	-4.2	.0	.1	2.9
Reformed	old (58)	4.8	1.9	2.0	1.4	.8	1.6	2.6
	new (34)	4.6	1.7	2.0	.8	.8	1.6	3.2
Lutheran	old (12)	4.3	2.3	2.2	3.9	.8	1.9	3.1
	new (5)	6.6	2.2	2.8	3.1	1.0	1.6	2.0
Baptist	old (1)	4.0	1.0	1.0	-10.6	-2.4	-3.0	.0
	new (18)	4.9	1.5	2.2	-5.0	.2	-2.7	-.5

Table 5/B

Comparison between the old church sector (schools run by denominations in 2010) and the new church sector (newly founded or taken over by a denomination after 2010) by denomination (the number of institutions in brackets)²⁶¹

		Average competency score of students at the school site - mathematics	Average competency score of students at the school site - reading comprehension	Deviation from expected standards - mathematics	Deviation from expected standards-reading comprehension
Roman Catholic	old (106)	1638.9	1600.6	13.1	21.2
	new (62)	1552.4	1506.1	-13.5	-2.8
Greek Catholic	old (4)	1617.0	1566.7	12.5	3.8
	new (8)	1554.6	1518.1	11.6	35.5
Reformed	old (58)	1635.6	1592.5	27.4	37.1
	new (34)	1599.3	1555.1	-1.0	8.2
Lutheran	old (12)	1670.2	1614.0	59.1	47.7
	new (5)	1623.3	1586.4	-4.5	8.7
Baptist	old (1)	1385.4	1333.9	-83.0	-65.1
	new (18)	1496.4	1476.7	-37.6	4.3

²⁵⁹ For the explanation of the values, see Table 3 above.

²⁶¹ For the explanation of the values, see Table 3 above.