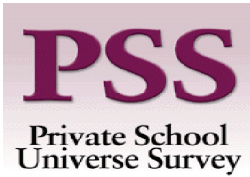




U.S. Department of Education  
NCES 2008-314

# 2003–2004 Private School Universe Survey (PSS) Data File User's Manual and Survey Documentation



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## **I. Overview**

The Private School Universe Survey (PSS) is conducted by the National Center for Education Statistics (NCES) on behalf of the United States Department of Education in order to collect basic information on American private elementary and secondary schools. PSS grew out of a proposal, in 1988, to develop a private school data collection that would improve on the irregular collection of private school data dating back to 1890 and improve on commercially available private school sampling frames. PSS was first collected by the U.S. Census Bureau in the 1989–90 school year, with data collections every 2 years since.

### **Target Population**

The target population for PSS is all schools in the United States that are not supported primarily by public funds, provide instruction for one or more of grades kindergarten through 12 (or comparable ungraded levels), and have one or more teachers. Organizations or institutions that provide support for homeschooling but do not provide classroom instruction are not included.

### **Purpose and Content of the Survey**

PSS is currently designed to generate biennial data on the total number of private schools, teachers, and students, and to build a universe of private schools to serve as a sampling frame for the NCES sample surveys. Key terms for PSS are defined in appendix A.

The 2003–2004 PSS consisted of a single school questionnaire designed to be filled out by school administrators. Data collected included enrollment by grade, enrollment by race/ethnicity and sex, number of high school graduates, number of teachers, program emphasis, school religious orientation or affiliation, association membership, existence and type of kindergarten program, number of days in the school year and length of the school day, and whether the school had a library media center. A copy of the 2003–2004 PSS questionnaire is contained in appendix B. The 2003–2004 PSS questionnaire content is relatively unchanged from that of 2001–2002. The percentage of students that went on to attend technical or other specialized schools was dropped from item 9. One association, Islamic School League of America (ISLA), was added to the list of private school associations in item 15.

### **Content of the Manual**

The Manual contains nine more chapters, covering frame creation, data collection procedures, response rates, data processing, imputation procedures, weighting and variance estimation, the quality of PSS data, information on data files, and user notes and cautions.

Information in the chapters is supported by material in the appendices. Appendix A contains the key terms for the 2003–2004 PSS, appendix B contains a copy of the 2003–2004 PSS questionnaire, appendix C lists the private school lists that were received and processed, appendix D lists the 2003–2004 area frame counties, appendix E contains selected unit and item response rates, appendix F contains the counts of pre-edit rejections of PSS data, appendix G contains the counts of changes made during editing and imputation, appendix H contains the variable categories used in developing adjustment factor cells for weighting, appendix I contains the 2003–2004 PSS public-use codebook, and appendix J contains the variable list for the 2003–2004 PSS address file.



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## II. Frame Creation

Since PSS attempts to include every private school in the United States, a universe list of private schools meeting the PSS definition (i.e., not supported primarily by public funds, providing instruction for one or more of grades kindergarten through 12—or comparable ungraded levels, and having one or more teachers) must be created. Since 1983, NCES has used a dual frame approach for building the private school universe (Beller 1984). The dual frame consists of a list frame and an area frame. The combination of the list frame schools and additional schools identified in the area search comprised schools included in the 2003–2004 PSS.

### List Frame

The list-building component was the primary means for improving coverage of private schools. The basis for the 2003–2004 PSS list frame was the 31,748 private schools from the 2001–2002 PSS list frame (table 1). Additionally, 3,181 programs identified in the 2001–2002 PSS as prekindergarten-only were included in case any of these programs included at least a kindergarten in the 2003–2004 school year. In order to provide coverage of private schools founded since 2001 and to improve coverage of private schools existing in 2001, the Census Bureau requested membership lists from 26 private school associations and religious denominations; all 26 lists were received and processed. (See table C-1 in appendix C.) The departments of education from each of the 50 states and the District of Columbia were asked to provide lists of private schools, and all 51 lists were received and processed. Additional private schools that submitted requests to NCES to be included in PSS were added to the list frame.

**Table 1. Number and percentage of PSS cases, by source: 2003–04**

Source	Number	Percent
Total	41,184	100.0
List frame	39,391	95.6
2001–2002 PSS	34,929	84.8
Base list	31,748	77.1
Prekindergarten only cases	3,181	7.7
2003 lists	4,462	10.8
Traditional lists <sup>1</sup>	3,270	7.9
Early-childhood lists	1,192	2.9
Area frame	1,793	4.4

<sup>1</sup> Traditional lists are those received from state departments of education or private school associations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Beginning in 1995, the PSS private school definition was expanded to include schools for which kindergarten is the highest grade. In 2003, a separate list-building operation (early childhood operation) was conducted to identify schools for which kindergarten was the highest grade (kindergarten terminal or k-terminal schools). Requests for lists of programs that might include a kindergarten were made to sources other than state departments of education in all 50 states and the District of Columbia, including state departments of health or recreation, state child care licensing agencies, and child care referral

agencies. Although early childhood lists were requested for all states and the District of Columbia, 15 states and the District of Columbia were selected in advance for follow-up in the event that they did not respond to the initial request for lists. If the remaining 35 states did not respond to the initial early childhood list request, no additional effort was made to obtain the lists. In 2003, 26 lists were received and 17 lists were processed. (See table C-2 in appendix C.)

Schools on private school association membership lists, the state lists, and the early childhood lists were compared to the base list, and any school that did not match a school on the base list was added to the NCES private school universe list. The total number of private schools added by the 2003–2004 list frame operation was 4,462; including 3,270 from the traditional operation and 1,192 from the early childhood operation (table 1).

## **Area Frame**

To identify private schools that may have been overlooked in the list-building component, a group of geographic areas were selected to be searched for private schools. The United States is divided by the Census Bureau into 2,062 primary sampling units (PSUs), each PSU consisting of a single county, independent city, or group of contiguous counties. The area frame consists of a sample of these 2,062 PSUs. The 2003–2004 PSS area frame was designed to produce an approximately 50 percent overlap with the 2001–2002 PSS area frame to maintain the reliability of estimates of change at a reasonable level.

### **Certainty PSUs**

Ten PSUs were included in the 2003–2004 PSS area frame with certainty. Eight of these PSUs were originally designated as “certainty PSUs” for the 1983 National Private School Survey based on their large population size (these being the eight PSUs whose populations exceeded 1.7 million in the 1980 Census of Population) and have been included in every PSS area sample with certainty since the 1989–90 PSS.<sup>1</sup> The other two of these PSUs (Miami-Dade County, Florida, and Philadelphia County, Pennsylvania) were included with certainty for the first time in the 2003–2004 PSS area frame.

The inclusion of ten certainty PSUs in the 2003–2004 PSS area frame resulted from a revision in the set of eight certainty PSUs. Prior to the selection of the 2003–2004 PSS area frame sample, an evaluation of the set of eight certainty PSUs was conducted. Using PSU private school enrollment counts from the 2000 decennial census, the eight PSUs with the highest private school enrollment were selected to be the new “certainty PSUs.” This revised set of certainty PSUs contains two new certainty PSUs (Miami-Dade County, Florida, and Philadelphia County, Pennsylvania) that were not members of the eight original certainty PSUs and drops two of the original eight certainty PSUs (San Diego County, California, and Wayne County, Michigan) as certainty PSUs. In order to maintain the reliability of estimates of change during the transition from the original (2001–2002 PSS) set of eight certainty PSUs to the revised set of eight certainty PSUs, all of the original eight and the two new PSUs were included with certainty for 2003–2004.

### **Noncertainty PSUs**

All 58 noncertainty PSUs that had been selected for the 2001–2002 PSS area frame as nonoverlap sample PSUs were selected again for the 2003–2004 PSS.

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<sup>1</sup> The PSUs designated as “certainty PSUs” for the 1983 National Private School Survey include the counties of Los Angeles, Orange, and San Diego, California; Harris County, Texas; Cook County, Illinois; Wayne County, Michigan; and Queens and Kings Counties, New York.

An additional 56 PSUs were selected independently<sup>2</sup> of the overlap sample from the 2,052 noncertainty PSUs. The strata for selecting the nonoverlap PSUs were defined the same way as in the 2001–2002 PSS area frame design. Initially, 16 strata were created: region (Northeast, Midwest, South, West), metro/nonmetro status, and high/low percent private enrollment within metro/nonmetro status (i.e., above or below the median private school enrollment within each metro/nonmetro status). The high/low cutoffs were then adjusted so as to more nearly equalize the expected variance between the two strata. The purpose of this was to try to lower the overall standard errors resulting from the sample of PSUs.

Sample sizes were determined for each metropolitan statistical area status within each region, proportional to the measure of size.<sup>3</sup> Some adjustments were made so that each sample size was an even number and that sample size was evenly distributed between the high and low groups. This was done in order to have an even number of cases in each stratum (with a minimum of two) for pairing purposes for calculating the PSS variances.

### **Total Area-frame Sample**

A total of 124 distinct PSUs (161 counties) were in the area sample. The 2003–2004 PSS area frame counties are listed in table D-1 of appendix D. Within each of these PSUs, the Census Bureau attempted to find all eligible private schools. A block-by-block listing of all private schools in a sample of PSUs was not attempted. Rather, regional office field staff created the frame by using such sources as yellow pages, local Catholic dioceses, non-Catholic religious institutions, local education agencies, and local government offices.

Once the area search lists were constructed, they were matched with the list frame. Schools that did not match the list frame were considered part of the area frame. The number of schools added to the universe by the 2003–2004 area-frame operation was 1,793 (table 1).

## **Changes in Frame Creation Methodology From 2001–2002 to 2003–2004**

There was one change in the 2003–2004 PSS frame creation methodology. For the 2001–2002 PSS area frame, eight PSUs were selected with certainty. These eight PSUs were originally designated as “certainty PSUs” for the 1983 National Private School Survey based on their large population size; these were the eight PSUs whose populations exceeded 1.7 million in the 1980 Census of Population. Prior to the selection of the 2003–2004 area frame, an evaluation of the set of eight certainty PSUs was conducted using PSU private school enrollment counts from the 2000 decennial census. The eight PSUs with the highest private school enrollment were selected to be the new “certainty PSUs.” This revised set of certainty PSUs contains two new certainty PSUs (Miami-Dade County, Florida, and Philadelphia County, Pennsylvania) that were not members of the eight original certainty PSUs. Two of the original eight certainty PSUs (San Diego County, California, and Wayne County, Michigan) were dropped as certainty PSUs. In order to maintain the reliability of estimates of change during the transition from the original (2001–2002 PSS) set of eight certainty PSUs to the revised set of eight certainty PSUs, all of the original eight and the two new PSUs were included with certainty for 2003–2004.

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<sup>2</sup> The nonoverlap PSUs are selected independently of the overlap sample to avoid the complicated calculation of conditional probabilities of selection that a dependent selection would entail. If an overlap sample PSU is selected for the nonoverlap sample, that PSU would be considered as part of the overlap sample and the number of PSUs in the nonoverlap sample would be reduced by one.

<sup>3</sup> The PSS sample PSUs were selected systematically with probabilities proportional to the square root of the Census 2000 PSU population.

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### III. Data Collection

#### Time Frame of the Survey

The 2003–2004 PSS data were collected during the 2003–04 school year. Table 2 shows the specific data collection activities and the time frame when each occurred.

**Table 2. PSS data collection time schedule: 2003–04**

Activity	Month of activity
Initial mailing	Nov. 2003
Initial mailing of reminder postcards	Nov. 2003
Second mailing of PSS questionnaires	Dec.–Jan. 2004
Second mailing of PSS reminder postcards	Jan. 2004
Field follow-up for cases with no phone numbers	Feb.–Mar. 2004
Telephone follow-up for PSS nonresponse cases	Feb.–Mar. 2004
Mailing of PSS questionnaires to Schools and Staffing Survey (SASS) Private School Questionnaire (SASS-3B) nonrespondents	Mar. 2004
Field follow-up for mail and telephone nonresponse cases	Mar.–May 2004

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

#### Data Collection Procedures

The 2003–2004 PSS utilized a mailout/mailback collection methodology. Follow-up of nonresponding cases was conducted first by computer-assisted telephone interviewing (CATI), and then by Census Bureau field representatives.

Data collection for the 2003–2004 PSS coincided with the data collection phase of the private school component of the 2003–04 Schools and Staffing Survey (SASS). In order to reduce respondent burden during data collection, the 3,443 list-frame private schools selected for SASS were initially excluded from PSS. Schools selected for SASS initially received a SASS private school questionnaire (SASS-3B) only. The remaining 35,948 list-frame schools were sent a PSS questionnaire. The PSS questionnaire items were imbedded in the longer SASS questionnaire. After data collection, the data for the SASS cases were merged into the PSS universe.

#### Questionnaire Mailings and Reminder Postcards

The Census Bureau began mailing PSS questionnaires to a total of 35,944<sup>4</sup> private schools on November 7, 2003. Beginning on December 29, 2003, and finishing on January 5, 2004, a second PSS questionnaire was sent to schools not responding to the first. A reminder postcard was sent 1 week after each mailout.

The 2003–04 SASS used a field data collection methodology, with Census Bureau field representatives leaving a blank questionnaire at the school and returning at a later date to collect the completed questionnaires. SASS school questionnaires began to be distributed to 3,622 private schools<sup>5</sup> by Census

<sup>4</sup> Four list-frame cases were not included in the initial PSS mailing but were subsequently mailed a PSS questionnaire.

<sup>5</sup> The SASS sample included 179 additional SASS area frame cases (2001–2002 PSS area frame cases) that were excluded from PSS.

Bureau field representatives on September 29, 2003. The combined PSS/SASS return rate for the end of the first PSS mailout period (December 30, 2003) was 47 percent while the return rate at the end of the second PSS mailout period (February 3, 2004) was 59 percent.<sup>6</sup>

## Nonresponse Follow-up

### *Telephone Follow-up*

Telephone interviewing for PSS schools that had not responded to the mail questionnaire but for which phone numbers were available began on February 3, 2004. An additional 1,793 schools from the area frame operation were also added to the workload at this time. Telephone interviewing took place at the Census Bureau’s computer-assisted telephone interview (CATI) facilities located in Jeffersonville, Indiana; Tucson, Arizona; and Hagerstown, Maryland. CATI follow-up for PSS cases with phone numbers continued through March 15, 2004. Of the 16,004 telephone follow-up cases, 52 percent were completed CATI interviews, 17 percent were out-of-scope (i.e., were not eligible schools), 21 percent were noninterviews (i.e., cases that refused to participate or did not respond), and 9 percent were late mail returns<sup>7</sup> (table 3).

**Table 3. Number and percentage of PSS cases in telephone follow-up, by response status and telephone center: 2003–04**

Telephone center	Total workload	Completed interview		Out-of-scope		Noninterview		Late mail return	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	16,004	8,364	52.3	2,764	17.3	3,379	21.1	1,497	9.4
Hagerstown, Maryland	5,336	2,559	48.0	878	16.5	1,373	25.7	526	9.9
Jeffersonville, Indiana	5,334	3,048	57.1	1,069	20.0	781	14.6	436	8.2
Tucson, Arizona	5,334	2,757	51.7	817	15.3	1,225	23.0	535	10.0

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

### *Field Follow-up*

On February 5, 2004, the Census Bureau’s 12 Regional Offices began follow-up on 850 PSS cases that did not have a telephone number listed. Field follow-up of PSS cases without phone numbers continued through March 31, 2004. Of the 850 nonresponse cases with no phone numbers, approximately 73 percent were completed interviews, 20 percent were out-of-scope, and 3 percent were noninterviews; the remaining 4 percent were late mail returns (table 4).

<sup>6</sup> The return rates cited in the data collection portion of the documentation are unweighted return rates calculated by dividing the total number of returns (interviews, refusals, and out-of-scopes) less undeliverable as addressed/blank questionnaires by the total number of schools in the private school universe.

<sup>7</sup> Late mail returns were questionnaires returned after the closeout of the second mailout period.

**Table 4. Number and percentage of PSS cases in field follow-up, by response status: 2003–04**

Activity	Field workload	Completed interview		Out-of-scope		Noninterview		Late mail return	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total field	1,844	1,114	60.4	584	31.7	90	4.9	56	3.0
Schools with no phone number	850	622	73.2	171	20.1	22	2.6	35	4.1
Mail and computer-assisted telephone interviewing (CATI) nonresponse	994	492	49.5	413	41.5	68	6.8	21	2.1

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Following CATI closeout in mid-March, additional follow-up of 994 mail and telephone nonresponse cases<sup>8</sup> was conducted by Census Bureau field representatives. Field follow-up continued through June 2, 2004. Of the 994 mail and telephone nonresponse cases sent to field follow-up, approximately 49 percent were completed interviews, 42 percent were out-of-scope, 7 percent were noninterviews, and the remaining 2 percent were late mail returns (table 4).

#### *PSS Follow-up of SASS Sample Cases*

On March 18, 2004, 74 SASS private school nonresponse cases were mailed a PSS questionnaire and on April 1, 2004, 638 SASS private school refusals were also mailed a PSS questionnaire. Of these 712 SASS noninterviews, 166 returned a completed PSS questionnaire.

#### **Status at the End of Data Collection**

By the end of data collection, Census Bureau staff were able to reconcile the status (interview, noninterview, or out-of-scope case) for virtually 100 percent of PSS cases. At the end of data collection, 76 percent (31,086) of the 41,184 cases were interviews, 20 percent (8,281) were out-of-scope, and 4 percent (1,817) were noninterviews (table 5). The 1,817 noninterviews were comprised of 1,625 refusals and 192 nonrespondents. Of the 31,086 completed interviews, 64 percent were completed during the mailout period, 27 percent were completed during telephone follow-up, 4 percent were completed during field follow-up, and 5 percent were late mail returns (table 6).

<sup>8</sup> Of the 3,379 cases that were noninterviews at the end of telephone follow-up, 1,049 were ineligible for field follow-up because they were refusals. An additional 1,341 of the noninterview cases that were out-of-scope in the 2001–2002 PSS were declared out-of-scope for the 2003–2004 PSS. Five cases that were not included in telephone follow-up were added to the field follow-up.



**Table 5. Number and percentage of PSS cases, by interview status at end of data collection: 2003–04**

Interview status	Number	Percent
Total	41,184	100.0
Completed interview	31,086	75.5
Out-of-scope	8,281	20.1
Noninterview	1,817	4.4
Refusal	1,625	3.9
Nonrespondent	192	0.5

NOTE: After the end of data collection, another 1,055 cases (1,015 interviews and 40 noninterviews) were determined to be out-of-scope. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

**Table 6. Number and percentage of completed PSS interviews at end of data collection, by mode of data collection: 2003–04**

Mode of data collection	Number	Percent
Total	31,086	100.0
First mailout	17,083	55.0
Second mailout	2,927	9.4
Late mail returns	1,598	5.1
Computer-assisted telephone interviewing (CATI)	8,364	26.9
Field staff	1,114	3.6

NOTE: After the end of data collection, another 1,015 interviews were determined to be out-of-scope. The late mail returns included 166 SASS nonresponding cases that returned a completed PSS questionnaire. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

## Changes in Data Collection Procedures From 2001–2002 to 2003–2004

Below is a summary of the changes to the 2003–2004 PSS data collection procedures.

- Data for SASS were not collected in 2001–02, while data collection for the 2003–2004 PSS coincided with the data collection phase of the private school component of the 2003–04 SASS. In order to reduce respondent burden during data collection, the 3,443 list-frame private schools selected for SASS were initially excluded from PSS. Schools selected for SASS initially received a SASS private school questionnaire only. After the closeout of the SASS data collection, 712 nonresponding SASS private schools were mailed PSS questionnaires, giving them one opportunity to respond to PSS. The PSS questionnaire items were imbedded in the longer SASS questionnaire. After data collection, the data for the SASS cases were merged into the PSS universe.
- Data collection on the 2003–2004 PSS began later than for the 2001–2002 PSS. The 2003–2004 PSS questionnaires were mailed out on November 7, 2003, compared to October 9, 2001, for the 2001–2002 PSS. The delay was not by design, but was needed to allow time for OMB clearance.

- In 2001–02, telephone follow-up was conducted from two Census Bureau CATI facilities (Jeffersonville, Indiana, and Tucson, Arizona). In 2003–04, telephone follow-up was conducted from three Census Bureau CATI facilities (Tucson, Arizona; Jeffersonville, Indiana; and Hagerstown, Maryland).
- For the 2001–2002 PSS, nonresponse follow-up of cases without phone numbers was conducted by Census Bureau field representatives after the closeout of telephone follow-up. For the 2003–2004 PSS, follow-up for cases without phone numbers by a Census Bureau field representative began earlier; follow-up for cases without phone numbers began at the same time as telephone follow-up began for cases with phone numbers.

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## IV. Response Rates

### Survey Response Rates

The weighted survey response rates by frame for the 2003–2004 PSS are presented in table 7. The weighted survey response rates by frame for traditional and kindergarten-terminal schools are presented in tables 8 and 9, respectively. The weighted response rates were calculated by dividing the number of interview cases weighted by the base weight by the total number of eligible cases weighted by the base weight. The base weight for each sample case is the inverse of the probability of selection.

Overall there were 32,641 interviews and 2,075 noninterviews, resulting in a response rate of 94.0 percent (table 7). The response rate for list-frame schools was 94.6 percent, while that for area-frame schools was 88.9 percent. The response rate for traditional schools was 93.7 percent—94.5 percent for list-frame schools and 85.3 percent for area-frame schools (table 8). The response rate for kindergarten-terminal schools was 95.5 percent—95.2 percent for list-frame schools and 96.8 percent for area-frame schools (table 9). Because the response rates for traditional and kindergarten-terminal schools by frame were all greater than 85 percent, no bias analysis was performed. See appendix tables E-1 and E-2 for the number of interviews and noninterviews, and weighted response rates by NCES typology and by the religious and nonsectarian orientation of the school.

**Table 7. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by frame: 2003–04**

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	30,071	32,641	1,777	2,075	94.0
List frame	29,516	29,516	1,686	1,686	94.6
Area frame	555	3,125	91	389	88.9

NOTE: Weighted using the inverse of the probability of selection. After the end of data collection, another 1,055 cases (1,015 interviews and 40 noninterviews) were determined to be out-of-scope, lowering the number of completed interviews from 31,086 to 30,071, and the number of noninterviews from 1,817 to 1,777. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2003–2004.

**Table 8. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates for traditional private schools, by frame: 2003–04**

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	24,979	26,710	1,523	1,795	93.7
List frame	24,654	24,654	1,442	1,442	94.5
Area frame	325	2,056	81	353	85.3

NOTE: Weighted using the inverse of the probability of selection. Traditional schools are those for which the highest grade is 1 through 12 or ungraded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2003–2004.

**Table 9. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates for kindergarten-terminal private schools, by frame: 2003–04**

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	5,092	5,931	254	280	95.5
List frame	4,862	4,862	244	244	95.2
Area frame <sup>1</sup>	230	1,069	10	36	96.8

<sup>1</sup> Caution should be used when looking at area frame kindergarten-terminal nonresponse because all cases that lacked sufficient information to determine k-terminal or traditional status were classified as traditional school cases.

NOTE: Weighted using the inverse of the probability of selection. Kindergarten-terminal schools are those in which the highest grade is kindergarten. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Documentation Data File,” 2003–2004.

## Item Response Rates

The unweighted and weighted item response rates are presented in tables 10 (traditional schools) and 11 (kindergarten-terminal schools). The unweighted item response rates are the number of sample cases responding to an item divided by the number of sample cases eligible to answer the item, excluding the survey nonrespondents. The weighted item response rates are the number of sample cases weighted by the final weight divided by the number of sample cases eligible to answer the item, excluding the survey nonrespondents, weighted by the final weight.

For traditional schools, one item had a weighted response weight of less than 85 percent. The item response rate for item 9d (the percentage of graduates that went to 2-year colleges) was 83.6 percent. For kindergarten-terminal schools, four items had a weighted item response rate of less than 85 percent. The weighted item response rates for items 7d (number of Asian or Pacific Islander students), 7e (number of American Indian or Alaska Native students), 8b (number of male students), and 16 (days in the school year) were 84.8, 82.6, 77.9, and 81.2 percent, respectively. See appendix tables E-3 through E-7 for a breakdown of weighted item response rates for the five items that had rates below 85 percent by NCES typology, school level, size, and community type. See chapter VI for a description of the imputation procedures used to compensate for item nonresponse.

**Table 10. PSS item response rates for traditional private schools: 2003–04**

Item number	Unweighted response rate	Final weighted response rate	Item number	Unweighted response rate	Final weighted response rate
5a	96.4	96.7	9a	99.9	99.9
5b	97.3	96.9	9b	96.3	96.3
5c	97.2	96.4	9c	97.0	97.1
5d	96.2	96.1	9d - 4yr	85.7	86.1
5e	96.9	96.9	9d - 2yr	83.0	83.6
5f	96.7	95.8	10a	98.9	98.9
5g	96.5	95.7	10b	97.6	97.6
5h	96.4	95.7	11a	98.8	98.8
5i	96.4	95.6	11b	97.8	97.8
5j	96.4	95.6	11c	97.8	97.8
5k	96.2	95.3	11d	97.7	97.6
5l	96.1	95.1	11e	97.5	97.5
5m	96.0	95.0	11f	98.3	98.4
5n	94.1	92.6	12a	98.6	98.6
5o	94.0	92.5	12b	98.5	98.6
5p	93.9	92.3	13	99.6	99.6
5q	94.0	92.2	14a	99.8	99.8
6	98.6	98.7	14b	96.9	97.0
7a	90.3	89.4	14c	99.7	99.7
7b	90.2	89.3	14d	96.2	96.3
7c	90.1	89.2	15	95.4	95.3
7d	89.6	88.8	16	94.5	94.2
7e	86.4	85.7	17	97.8	97.7
8a	99.3	99.4	18	99.2	99.2
8b	89.7	89.7			

NOTE: Traditional schools are those for which the highest grade is 1 through 12 or ungraded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2003–2004.

**Table 11. PSS item response rates for kindergarten-terminal private schools: 2003–04**

Item number	Unweighted response rate	Final weighted response rate	Item number	Unweighted response rate	Final weighted response rate
5a	†	†	9a	100.0	100.0
5b	98.1	98.0	9b	100.0	100.0
5c	98.6	98.5	9c	100.0	100.0
5d	98.0	97.6	9d - 4yr	100.0	100.0
5e	96.5	96.8	9d - 2yr	100.0	100.0
5f	†	†	10a	98.7	98.8
5g	†	†	10b	98.3	97.8
5h	†	†	11a	97.1	97.4
5i	†	†	11b	95.0	95.7
5j	†	†	11c	95.0	95.7
5k	†	†	11d	94.7	95.5
5l	†	†	11e	94.9	95.6
5m	†	†	11f	95.1	95.8
5n	†	†	12a	99.5	99.4
5o	†	†	12b	98.1	98.3
5p	†	†	13	99.3	99.3
5q	†	†	14a	99.5	99.6
6	99.0	99.2	14b	97.1	97.6
7a	85.0	85.4	14c	99.3	99.4
7b	85.1	85.4	14d	94.9	95.1
7c	84.4	85.2	15	94.6	94.4
7d	83.9	84.8	16	82.1	81.2
7e	81.6	82.6	17	86.3	86.1
8a	97.9	98.2	18	98.6	98.7
8b	78.2	77.9			

† Not applicable.

NOTE: Kindergarten-terminal are schools in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Documentation Data File,” 2003–2004.

## **V. Data Processing**

### **Questionnaire Check-in**

Paper questionnaires returned by individual respondents and those completed by field representatives during field follow-up were sent to the Census Bureau's National Processing Center (NPC) in Jeffersonville, Indiana. Upon receipt, codes were assigned to each questionnaire to indicate its status (e.g., complete interview, refusal, school closed). Then the questionnaires were grouped into batches for data capture.

### **Data Capture**

The 2003–2004 PSS used imaging technology to capture the data. The questionnaires were disassembled and each page was scanned. Each imaged response was presented to a keying operator and all fields except the checkboxes were keyed from image. The checkboxes were captured using Optical Mark Recognition software. All non-blank data fields were 100 percent verified. After all the batches had been processed, the output file was sent to the Census Bureau's Demographic Surveys Division (DSD) for review. Any problems with the data were reported to NPC for correction and resubmission of the output file to DSD.

### **Reformatting**

#### **Merging Data Files**

After the PSS questionnaire data were captured, the output files from the different sources (imaged/keyed, CATI, and SASS private school questionnaire) were reformatted into SAS data sets and then merged into one file. Some variables on the CATI and SASS private school questionnaire files had to be recoded to be consistent with those from the PSS paper questionnaire output file.

#### **Name and Address Updates**

Corrections to the name, address, and telephone numbers supplied by the respondents were applied to the PSS file during the reformatting phase. These corrections were keyed, either by NPC or during the CATI interviews. Name, address, or telephone number corrections were made only to records where the respondent indicated that a change was necessary. To minimize the introduction of address errors to the PSS file, the address corrections were checked with Postalsoft software, a commercial software package that corrects and standardizes addresses.

### **Preliminary Interview Status**

The next step in processing was to make a preliminary determination of each case's interview status recode (ISR); that is, whether it was an interview, a noninterview, or out-of-scope. In general, those cases with "out-of-scope" check-in codes (assigned by clerks to the paper questionnaires when they were received by the Census Bureau) or "out-of-scope" final outcome codes (assigned by CATI interviewers) were classified as out-of-scope (ISR = 3) for the preliminary ISR. Otherwise, cases with data entries were classified as interviews (ISR = 1) and those with no data were classified as noninterviews (ISR = 2).



## Computer Pre-Edit

After the preliminary ISR classification, interview records (ISR = 1) on the data file were processed through a computer pre-edit designed to identify inconsistencies and invalid entries. This pre-edit program generated lists of cases where there were potential data problems. Census Bureau staff reviewed the computer record of cases that met each pre-edit rejection condition. Whenever possible, unacceptable entries were corrected by using information reported in other questionnaire items or information from other sources. Wrong entries that could not be corrected were blanked in the data record. The procedures described above are referred to as “pre-edits” because they took place before the regular PSS editing and imputation. (See table F-1 in appendix F for the number of records rejected by pre-edit rejection reason.)

## Computer Edit

After pre-edit corrections were made, the file was submitted to a computer edit. This edit consisted of a range check, a consistency edit, and a blanking edit. The range check deleted entries that were outside the range of acceptable values. The consistency edit identified inconsistent entries within each record. The fields compared could be within items (e.g., if the response in item 8a, whether any students were enrolled in 12<sup>th</sup> grade last year, was “No,” but the second part of the question reported 12<sup>th</sup> graders enrolled the previous year) or between items (e.g., if kindergarten was reported in item 5c and item 10a reported the school did not offer kindergarten). Entries were corrected for those inconsistencies that could be resolved; for those that could not be resolved, the entries were deleted. The blanking edit deleted inappropriate entries and assigned the “not answered” (.N) code to items that should have been answered but were not. Only records classified as interviews in the preliminary ISR were edited.

## Final Interview Status

After the range check, consistency edit, and blanking edit were complete, the records were put through an edit to make a final determination of whether the case was in-scope and, if so, whether sufficient data had been collected for the case to be classified as an interview. A final ISR value was assigned to each case as a result of the edit.

A case was classified as out-of-scope (ISR = 3) if

- the school was prekindergarten only (item 5); or
- any of the five screening questions was marked “No” (item 3); or
- the school was located in a private home that was used primarily as a family residence (item 13) and had less than six students (item 6); or
- the school was located in a private home that was used primarily as a family residence (item 13) and had all ungraded students (item 5).

A case was classified as an interview (ISR = 1) if

- none of the conditions for out-of-scope case was met; and
- there were valid entries for either total number of students enrolled (item 6) or total number of teachers (item 11); and
- there were valid entries in at least two of the following items:
  - Whether school had any students enrolled in 12<sup>th</sup> grade in the last school year (item 9a)
  - Type of school (item 12a)
  - Whether school had religious orientation or purpose (item 14a)

Number of days in the school year (item 16)

A case was classified as a noninterview (ISR = 2) if the conditions for out-of-scope case or interview case were not met.

The preliminary ISR and final ISR counts and the percent of change between the preliminary and final ISR counts are presented in table 12.

**Table 12. Number of PSS cases, by preliminary and final interview status and the percentage change between preliminary and final interview status: 2003–04**

Interview status	Preliminary ISR	Final ISR	Percent change
Total	41,363 <sup>1</sup>	41,363 <sup>1,2</sup>	†
Interview	31,402	30,460	-3.1
Noninterview	1,561	1,917	18.6
Out-of-scope	8,400	8,986	6.5

† Not applicable.

<sup>1</sup> Includes 179 SASS private school questionnaire area-frame cases that were not included in the 2003–2004 PSS.

<sup>2</sup> Some interviews were subsequently reclassified as out-of-scope due to the post-final ISR discovery of duplicate cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–04.

## Imputation

After the final ISR edit, there were variables with missing values on the file. Values were created for these variables during imputation, which will be described in chapter VI.

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## VI. Imputation Procedures

After the edit and final ISR processing were complete, there were missing values within some records classified as interviews (ISR = 1). These were cases where the respondent had not answered some applicable questionnaire items (and data for these items were not added in the consistency edit) or the response had been deleted during editing. Values were imputed to the missing data in three stages, which are described below.

### First-Stage Imputation

In the first stage of imputation, the following sources were used to create entries for items with missing data:

- **Other items on the 2003–2004 PSS questionnaire.** Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items 5c–e (number of kindergarten, transitional kindergarten, transitional 1<sup>st</sup> grade students) and 10a (length of school day for kindergarten, transitional kindergarten, transitional 1<sup>st</sup> grade) with missing values. The source item used for items 5c–d was item 10a. The source items used for imputing item 10a were items 5c–d and 17. For example, if the respondent did not answer item 10a (length of school day for kindergarten, transitional kindergarten, transitional 1<sup>st</sup> grade) and item 5 indicated that the school did not have students enrolled in any of those grades, then zero (school does not offer kindergarten) was imputed to item 10a.
- **Data from the 2001–2002 PSS.** Data from the 2001–2002 PSS were used to fill the items with missing values whenever possible. For example, if the type of school was not reported in item 12a and it had been reported on the 2001–2002 PSS, the 2001–2002 response was copied to the 2003–2004 record.

In addition to filling items where values were missing, some inconsistencies between students by race and total enrollment items were corrected by ratio adjustment during the first stage of imputation. For records where the number of students in item 7 (students by race) did not equal the enrollment in item 6, excluding prekindergarten, the item 7 entries were adjusted to be consistent with item 6; that is, each entry in item 7 was multiplied by the ratio of the student count in item 7 to the enrollment in item 6, excluding prekindergarten.

### Second-Stage Imputation

In the second stage of imputation, values were created by extracting data from the record for a sample case with similar characteristics, using a procedure known as the “sequential nearest neighbor hot deck” (Kalton and Kasprzyk 1982, 1986; Kalton 1983; Little and Rubin 1987; Madow, Olkin, and Rubin 1983). In order to match records with missing data values (donors), “imputation” variables were selected at the end of stage 1 imputation. These variables identified certain characteristics that were deemed to be relevant to the data in each item (e.g., religious affiliation, size, instructional level). Items were grouped according to the relevance of the imputation variables to the data collected by the item. For example, instructional level (LEVEL) was used for matching incomplete records and donors to fill item 16 (length of school year) but was not used for item 7 (students by race). See tables G-1 and G-2 in appendix G for a list of the second-stage matching variables and the collapsing order.

Items 13 (located in a private home that is used primarily as a family residence), 14a and 14c (religious orientation or purpose, and religious orientation or affiliation), and 15 (association membership) did not

go through the donor imputation program. If, after the first stage, item 13 or 15 was still incomplete, the assumption was made for item 13 that the school was not located in a private home and for item 15 that the school did not belong to any associations. If values were still missing for items 14a and 14c after the first-stage imputation, the records were reviewed and imputed clerically.

### Clerical Imputation

After the second stage of imputation was completed, there were records that still had missing values for some items. These were cases where (1) the stage 2 imputation failed to create a value because there was no suitable record to use as a donor, or (2) the value imputed in stage 2 was deleted in the postimputation edits because it was outside the acceptable range for the item or was inconsistent with other data on the same record, or (3) the religious orientation or purpose, or the religious orientation or affiliation, was not reported (items 14a and 14c) and there was no previous PSS information available.

For these cases, values were clerically imputed to the items with missing data. That is, staff reviewed the data record, sample file record, and the questionnaire and identified a value consistent with the information from these sources for imputation.

### Changes to PSS Variables

The changes made during imputation are summarized in table 13 below. The number of changes made to the PSS variables during editing and imputation are listed in table G-3 in appendix G.

**Table 13. Summary of changes made to PSS questionnaire variables during imputation, by type of change: 2003–04**

Type of change	Number of variables where changes were made	Range of numbers of records affected	Percent of number of records affected
Ratio adjustment	5	2,602–11,536	8.29–36.74
Imputed from same record or previous PSS record	109	20–3,413	0.06–10.87
Imputed from a donor record	62	3–952	0.01–3.03
Imputed clerically	49	1–169	<0.01–0.54

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

## VII. Weighting and Variance Estimation

This chapter describes the weighting procedure used for the 2003–2004 PSS. The final weights are needed to have the estimates reflect the population of private schools when analyzing the data. In addition, the method of estimating sampling errors for weighted estimates in PSS using the replicate weights is discussed. Weighting is presented first, followed by the variance estimation.

### Weighting

The data from the area frame component were weighted to reflect the sampling rates (probability of selection) of the PSUs. Survey data from both the list and area frame components were adjusted for school nonresponse. The final weight for PSS data items is the product of the **Base Weight** and the **Nonresponse Adjustment Factor**, where:

**Base Weight** is the inverse of the probability of selection of the school. The base weight is equal to one for all list-frame schools. For area-frame schools, the base weight is equal to the inverse of the probability of selecting the PSU in which the school resides and a subsampling factor. The subsampling factor is equal to the inverse of the probability of a school being named by a subsampled non-Catholic religious institution for those schools that were named solely on non-Roman Catholic religious institution lists and equal to one for all other area-frame schools.<sup>9</sup>

**Nonresponse Adjustment Factor** is an adjustment that accounts for school nonresponse. It is the weighted (base weight) ratio of the total eligible in-scope schools (interviewed schools plus noninterviewed schools) to the total responding in-scope schools (interviewed schools) within cells. Noninterviewed and out-of-scope cases are assigned a nonresponse adjustment factor of zero.

The cells used to compute the nonresponse adjustment were defined differently for list-frame and area-frame schools. For schools in the list frame, the cells were defined by affiliation (17 categories), community type (3 categories), grade level (5 categories), region (varying number of categories), and enrollment (varying number of categories). (See appendix H.) The nonresponse adjustment cells for area frame schools were defined by certainty/noncertainty PSU status (2 categories), three-level typology (3 categories), and grade level (4 categories). (See appendix H.)

If the number of schools in a cell was less than 15 or the nonresponse adjustment factor was greater than 1.5, then that cell was collapsed into a similar cell. The variables used to collapse the cells and the collapse order varied according to whether the school was from the list or area frame and whether a school was a traditional or k-terminal school. The cells for traditional schools from the list frame were collapsed within enrollment category, community type, grade level, and census region. Cells for k-terminal schools from the list frame were collapsed within enrollment category, community type, region (if applicable), and affiliation. Cells for traditional schools from the area frame were collapsed within grade level and then within three-level typology. Cells for k-terminal schools from the area frame were collapsed within three-level typology.

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<sup>9</sup> See the “Area Frame” section of chapter II.

## Variance Estimation

This section describes the variance estimation used for the 2003–2004 PSS, how the replicates were assigned, and how to use the replicate weights to compute variances.

### Producing Replicate Weights

In surveys with complex sample designs, direct estimates of sampling errors that assume a simple random sample will typically underestimate the variability in the estimates. The PSS sample design and estimation included procedures that deviate from the assumption of simple random sampling, primarily resulting from the stratified cluster sampling occurring in the area frame.

The preferred method of calculating sampling errors to reflect these aspects of the complex sample design of PSS is using replication. Replication methods involve constructing a number of subsamples, or replicates, from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. The replicate weights are used to compute the variance of a statistic,  $Y$ , as given below:

$$\text{Variance } (Y) = \left( \frac{1}{n} \right) \sum_r (Y_r - Y)^2$$

where:  $Y_r$  = the estimate of  $Y$  using the  $r^{\text{th}}$  set of replicate weights  
 $n$  = the number of replicates

PSS uses a procedure known as balanced repeated replication (BRR) for the calculation of sampling variance. BRR assumes sampling is done with replacement, and hence, BRR does not reflect the increase in precision due to sampling a large proportion of a finite population.

To execute the BRR procedure, half-samples are defined by pairing sample PSUs within each sampling stratum, forming variance strata. The final product is 88 replicate weights. After the variance strata were assigned, an orthogonal matrix (matrix  $H$  where:  $HH^T = nI_n$  where  $I_n$  is the identity matrix of order  $n$ ) was used to form the 88 balanced half-sample replicates.

### Applying Replicate Weights

Each PSS data file includes a set of 88 replicate weights designed to produce variance estimates. Replicate weights were created for each of the 88 samples using the same estimation procedures used for the full sample and are included in the data file. The replicate weights for PSS are REPW1–REPW88.

The computation of sampling errors using these replicate weights can be done easily using one of the following software: WesVar Complex Sample Software, SUDAAN (Research Triangle Institute 2001), or AM Statistical Software.

- **WesVar.** The user needs to create a new WesVar data file by specifying the full sample weight variable and the replicate weight variables as defined above, and the replication method, BRR. The replicate weights and the full sample weight can be highlighted and dragged to their appropriate place on the “New WesVar Data File” window. For more information, visit [www.westat.com/wesvar/](http://www.westat.com/wesvar/).

- **SUDAAN.** The user needs to specify the sample design as a “Balanced Repeated replication” design as well as specifying the replicate weight variables. Specifying the sample design (DESIGN = BRR) is done in the procedure call statement (i.e., PROC DESCRIPT DESIGN = BRR;). The specification of the replicate weights is done with the REPWGT statement (i.e., to produce the sampling errors for estimates use the statement: REPWGT REPW1-REPW88;). For more information, visit [www.rti.org/sudaan/](http://www.rti.org/sudaan/).
- **AM.** The user needs to set the replicate weights along with the replication method using the right-click context menu in the variable list window. Once the “Set Replicate Weights” window is displayed, the replicate weights as identified above can be highlighted and dragged into the window. At the bottom of the window are four options for replication method; BRR should be selected. For more information, visit <http://am.air.org>.

## Changes in Weighting Procedures From 2001–02 to 2003–04

Below is a summary of the changes to the 2003–2004 PSS weighting procedures.

- The 2001–2002 PSS base weight for area-frame schools is equal to the inverse of the probability of selecting the PSU in which the school resided. For the 2003–2004 PSS, the base weight for area-frame schools also contained a nonunitary subsampling factor for schools named solely on non-Roman Catholic religious institution lists.
- The cells used to compute the nonresponse adjustment for list-frame schools were defined differently for the 2003–2004 PSS than for the 2001–2002 PSS. The affiliation variable was redefined and different enrollment categories were used for 2003–2004. See table B-5 of Broughman and Pugh (2004) for the 2001–2002 PSS nonresponse adjustment cell definitions.



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## VIII. Quality of PSS Data

This chapter describes the steps taken to review the quality of the PSS data and some indicators of the quality of the PSS data, such as the area-frame contribution, coverage estimates, and comparisons with other data sources.

### Reviewing the Quality of PSS Data

NCES program staff members have the responsibility of ensuring that the PSS data file is acceptable for public release. Before files are released to the public, staff members review the data for errors associated with frame construction, data collection, or processing. Below are aspects of the datasets that were reviewed:

1. **Unit nonresponse.** Response rates were calculated for traditional and k-terminal schools by frame. (See chapter IV for unit response rate information.) Because these response rates were all greater than 85 percent, no bias analysis was performed.
2. **Item nonresponse.** Item response rates were calculated separately for traditional and k-terminal schools for each item. (See chapter IV for item response rate information.)
3. **Edits.** The validity of the skip patterns in the questionnaire was established during the processing of the data; that is, Census Bureau analysts verified that each item had the number of responses it should have if skip instructions were followed correctly.
4. **Reasonableness of data.** Multivariate tabulations of key survey variables were obtained and compared to estimates from the 2001–2002 PSS survey. Tabulations were reviewed to determine whether the estimates were within reasonable bounds, allowing for elements of change (such as random fluctuations in variance, or secular growth).

### Area Frame Contribution to Estimates

The standard error of an estimate is an indicator of the precision of that estimate for a given sample size. Because all list-frame cases are included in PSS, the list-frame component of the standard error is always zero. Since only the area frame contributes to the standard error for PSS, the contribution of the area frame to an estimate is a measure of the precision of that estimate. For the 2003–2004 PSS, approximately 8 percent of traditional private schools (table 14), 4 percent of traditional private school enrollment (table 15), and 5 percent of the number of traditional private school teachers (headcount) (table 16) were from the area frame. Approximately 20 percent of k-terminal private schools, 17 percent of k-terminal private school enrollment, and 17 percent of the number of k-terminal private school teachers (headcount) were from the area frame (table 17).

**Table 14. Weighted number of traditional private schools by frame and percentage of total schools from the area frame, by NCES typology: 2003–04**

NCES typology	Total	List frame	Area frame	Area frame as percent of total
Total	28,384	26,145	2,240	7.9
Catholic	7,919	7,803	115	1.5
Parochial	4,074	4,005	69	1.7
Diocesan	2,947	2,929	18	0.6
Private	897	869	28	3.1
Other religious	13,659	12,400	1,259	9.2
Conservative Christian	5,060	4,805	255	5.0
Affiliated	3,398	3,155	243	7.2
Unaffiliated	5,201	4,440	761	14.6
Nonsectarian	6,806	5,941	865	12.7
Regular	2,963	2,473	490	16.5
Special emphasis	2,392	2,116	277	11.6
Special education	1,451	1,352	99	6.8

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

**Table 15. Weighted number of traditional private school students by frame and percentage of total students from area-frame schools, by NCES typology: 2003–04**

NCES typology	Total	List frame	Area frame	Area frame as percent of total
Total	5,122,772	4,918,272	204,500	4.0
Catholic	2,365,220	2,335,494	29,725	1.3
Parochial	1,097,417	1,080,131	17,286	1.6
Diocesan	908,583	902,085	6,499	0.7
Private	359,220	353,279	5,941	1.7
Other religious	1,835,559	1,735,579	99,979	5.5
Conservative Christian	773,847	747,122	26,725	3.5
Affiliated	553,305	534,944	18,361	3.3
Unaffiliated	508,407	453,513	54,893	10.8
Nonsectarian	921,993	847,198	74,795	8.1
Regular	603,442	551,871	51,571	8.6
Special emphasis	213,986	195,809	18,177	8.5
Special education	104,566	99,519	5,047	4.8

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

**Table 16. Weighted number of traditional private school teachers (headcount) by frame and percentage of total teachers from area-frame schools, by NCES typology: 2003–04**

NCES typology	Total	List frame	Area frame	Area frame as percent of total
Total	470,104	448,683	21,421	4.6
Catholic	164,928	163,112	1,816	1.1
Parochial	72,575	71,494	1,082	1.5
Diocesan	61,867	61,618	249	0.4
Private	30,846	30,000	486	1.6
Other religious	185,241	174,730	10,511	5.7
Conservative Christian	73,483	70,785	2,699	3.7
Affiliated	58,642	56,654	1,988	3.4
Unaffiliated	53,116	47,292	5,824	11.0
Nonsectarian	119,935	110,841	9,094	7.6
Regular	72,378	66,364	6,014	8.3
Special emphasis	28,669	26,652	2,017	7.0
Special education	18,888	17,825	1,063	5.6

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

**Table 17. Weighted number of kindergarten-terminal private schools, students, and teachers (headcount) by frame and the percentage of schools, students, and teachers from the area frame, by NCES three-level typology: 2003–04**

NCES three-level typology	Total	List frame	Area frame	Area frame as percent of total
<b>Schools</b>				
<b>Total</b>	<b>6,297</b>	<b>5,054</b>	<b>1,243</b>	<b>19.7</b>
Catholic	122	116	6	4.9
Other religious	1,848	1,457	391	21.2
Nonsectarian	4,327	3,481	845	19.5
<b>Students</b>				
<b>Total</b>	<b>90,220</b>	<b>75,145</b>	<b>15,075</b>	<b>16.7</b>
Catholic	3,284	3,159	125	3.8
Other religious	27,876	23,993	3,883	13.9
Nonsectarian	59,060	47,992	11,068	18.7
<b>Teachers</b>				
<b>Total</b>	<b>18,297</b>	<b>15,228</b>	<b>3,069</b>	<b>16.8</b>
Catholic	482	468	14	2.9
Other religious	5,216	4,422	795	15.2
Nonsectarian	12,599	10,339	2,260	17.9

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

## Capture-Recapture Estimate of PSS Coverage

Because PSS uses a dual frame approach, it is possible to estimate the coverage or completeness of PSS. A capture-recapture methodology (Sekar and Deming 1949) was used to estimate the number of traditional private schools in the United States and to estimate the coverage of traditional private schools in the 2003–2004 PSS. The list frame “captured” 26,145 schools. In the subsequent area frame, 21,377 schools (weighted) were “captured,” of which 19,137 were “recaptured” (i.e., already on the list frame). Solution for  $x$  in the equation  $21,377*(26,145/x) = 19,137$  reveals an estimated population (capture-recapture estimate) of 29,205 private schools. The coverage of the traditional PSS estimate is the ratio of the PSS estimate (28,384) to the traditional capture-recapture estimate (29,205) and is equal to 97.2 percent.

The capture-recapture estimate of 29,205 traditional private schools is based on the assumption that the probability of observing a school from a frame has the same expected value for all units. Violation of this assumption tends to underestimate the undercoverage. Using poststratification cells to compute the capture-recapture estimate can alleviate concerns about this. Separate traditional private school capture-recapture estimates were computed for four different sets of poststratification cells: typology (29,424), grade level (29,376), three-level typology—Catholic, other religious, nonsectarian (29,404), and three-level typology within grade level (29,499). Using the highest estimate makes it least likely that the above-mentioned assumption would be violated. The largest traditional private school capture-recapture estimate is produced using the three-level typology within grade level poststratification cells (29,499). The most conservative traditional private school coverage rate, then, is equal to 96.2 percent.

The same capture-recapture methodology was used to estimate the number of k-terminal private schools in the United States and to estimate the coverage of k-terminal private schools in the 2003–2004 PSS. The list frame “captured” 5,054 schools. In the subsequent area frame, 3,996 schools (weighted) were “captured,” of which 2,753 were “recaptured” (i.e., already on the list frame). Solution for  $x$  in the equation  $3,996*(5,054/x) = 2,753$  reveals an estimated population (capture-recapture estimate) of 7,336 private schools. The coverage of the k-terminal private school PSS estimate is the ratio of the PSS estimate (6,297) to the k-terminal private school capture-recapture estimate (7,336) and is equal to 85.8 percent.

The capture-recapture estimate of 7,336 k-terminal private schools is also based on the assumption that the probability of observing a school from a frame has the same expected value for all units. Separate k-terminal private school capture-recapture estimates were computed for two different sets of poststratification cells: nine-level typology (7,454) and three-level typology—Catholic, other religious, nonsectarian (7,387). The higher k-terminal private school capture-recapture estimate is produced using the nine-level typology poststratification cells (7,454). The more conservative k-terminal private school coverage rate, then, is equal to 84.5 percent.

## Comparability With Other Estimates

One way to verify the external validity of the 2003–2004 PSS data is to make comparisons to estimates computed from other sources. The 2003–2004 PSS estimates were compared to those produced using the 2003–04 Current Population Survey and National Catholic Educational Association data and prior PSS data.

## Current Population Survey Data

A comparison of the PSS estimate of K–12 students enrolled in all private schools (traditional and k-terminal) with the household survey estimate from the 2003 October Supplement of the Current Population Survey (CPS) (U.S. Census Bureau 2005) shows that the PSS estimate of 5,212,992 does not statistically differ from the CPS estimate of the number of private school students in grades kindergarten through 12 in October 2003 of 5,259,000.

## National Catholic Educational Association Data

Comparisons of the PSS estimates for Catholic schools, students, and FTE teachers with the National Catholic Educational Association (NCEA) data for the 2003–04 school year show differences in the student (2,365,220 versus 2,484,252) and FTE teacher counts (152,611 versus 162,337) between the two data sources (table 18). The difference between the PSS estimate of 7,919 Catholic schools and the NCEA count of 7,955 schools is not statistically significant.

The survey methodologies used by NCES and NCEA are quite different; NCES surveys private schools directly while NCEA surveys archdiocesan and diocesan offices of education and some state Catholic conferences. The NCEA and PSS computations of full-time equivalents differ in the weight assigned to part-time teachers, thus the FTE teacher counts are not strictly comparable between PSS and NCEA.

**Table 18. Weighted number of PSS Catholic schools, students, and teachers compared to those of the National Catholic Educational Association, by level: 2003–04**

School level	NCEA	PSS
Schools		
<b>Total</b>	<b>7,955</b>	<b>7,919</b>
Elementary	6,727	6,539
Secondary	1,228	1,096
Combined	—	284
Students		
<b>Total</b>	<b>2,484,252</b>	<b>2,365,220</b>
Elementary	1,842,918	1,658,769
Secondary	641,334	609,601
Combined	—	96,850
Teachers		
<b>Total</b>	<b>162,337</b>	<b>152,611</b>
Elementary	112,303	101,182
Secondary	50,034	42,728
Combined	—	8,700

— Not available.

NOTE: Teachers are in full-time equivalents. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004; *United States Catholic Elementary and Secondary Schools, 2003–04: Annual Statistical Report on Schools, Enrollment, and Staffing*, National Catholic Educational Association (NCEA).

## Prior PSS Data

The number of schools, students, and FTE teachers for each PSS collection are presented in table 19. The estimated number of private schools and students decreased between 2001–02 and 2003–04 (by 889 schools and 218,741 students). The estimated number of FTE teachers in 2003–04 was not statistically different from that of 2001–02.

**Table 19. Weighted number of private schools, students, and teachers, by level: 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, 2001–02, and 2003–04**

Level	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2003–04
<b>Schools</b>								
<b>Total</b>	<b>26,712</b>	<b>25,998</b>	<b>26,093</b>	<b>27,686</b>	<b>27,402</b>	<b>27,223</b>	<b>29,273</b>	<b>28,384</b>
Elementary	16,514	15,716	15,571	16,744	16,623	16,530	17,427	17,197
Secondary	2,490	2,475	2,506	2,533	2,487	2,538	2,704	2,694
Combined	7,707	7,807	8,016	8,409	8,292	8,155	9,142	8,494
<b>Students</b>								
<b>Total</b>	<b>4,838,497</b>	<b>4,889,545</b>	<b>4,836,442</b>	<b>5,032,200</b>	<b>5,076,119</b>	<b>5,162,684</b>	<b>5,341,513</b>	<b>5,122,772</b>
Elementary	2,764,118	2,766,059	2,759,771	2,835,247	2,824,844	2,831,372	2,883,010	2,694,494
Secondary	842,040	818,570	791,235	811,422	798,339	806,639	835,328	845,083
Combined	1,232,339	1,304,917	1,285,437	1,385,531	1,452,937	1,524,673	1,623,175	1,583,194
<b>Teachers</b>								
<b>Total</b>	<b>331,533</b>	<b>339,267</b>	<b>338,162</b>	<b>361,909</b>	<b>376,544</b>	<b>395,317</b>	<b>425,406</b>	<b>425,238</b>
Elementary	158,025	160,125	163,641	176,148	180,452	187,833	202,071	199,064
Secondary	62,971	62,198	58,497	59,880	60,885	62,737	67,318	68,344
Combined	110,537	116,944	116,025	125,881	135,207	144,746	156,017	157,830

NOTE: Teachers are in full time equivalents. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, 2001–2002, 2003–2004.

## IX. Information on Data Files

### Availability of Data

The 2003–2004 PSS data are available as restricted-use, public-use, and address data. Access to the restricted-use data file is limited to individuals associated with organizations that have received a license to use PSS data, while the public-use data file is available to the public. The address file is a public-use file containing the contact information for the schools and a select subset of PSS variables.

#### Restricted-Use Data File

The restricted-use data are available on CD-ROM in SAS, SPSS, and text format. The data are restricted because they contain information that can be used to disclose individually identifiable information, which is confidential and protected by law. Access to the restricted-use data files is limited to individuals associated with organizations that have received a license.

#### *How to Get a Restricted-Use Data File*

Researchers who can demonstrate a need for more detailed information may request a license to use the restricted-use dataset for statistical research purposes. Applicants should review the *Restricted-Use Data Procedures Manual* (available at <http://nces.ed.gov/statprog/rudman>) before submitting their application. The manual specifies required procedures and details the security requirements.

Researchers requesting access to the restricted-use dataset must supply the following information through the Electronic Application System:

- the name, title, and contact information of the Principal Project Officer(s) at the institution who will be heading up the research effort;
- the name, title, and contact information of the Senior Official who has the legal authority to sign a contract;
- the name, title, and contact information of the Systems Security Official;
- the exact year and name of the data to which access is desired;
- project title;
- a detailed description of the statistical research project and objectives for which the restricted-use data are needed;
- an explanation and justification of why the restricted-use data are needed (e.g., instead of the public data version);
- a description of what other data may be linked to the restricted-use data;
- an explanation of who will be serviced by conducting this statistical research project;
- the estimated loan period (not to exceed 5 years); and
- the name(s), and title(s) of professional and technical staff, including graduate students, who will be accessing the restricted-use dataset.

Additional Electronic Application System instructions are at <http://nces.ed.gov/statprog/instruct.asp>.

Applicants must also submit hard copies of the following three items to the IES Data Security Program to complete the application process:



- a signed IES License Document ([http://nces.ed.gov/statprog/rudman/pdf/IES\\_License\\_Document.pdf](http://nces.ed.gov/statprog/rudman/pdf/IES_License_Document.pdf));
- signed and notarized Affidavit(s) of Nondisclosure (<http://nces.ed.gov/statprog/rudman/pdf/g.pdf>); and
- a completed and signed Security Plan Form (<http://nces.ed.gov/statprog/rudman/pdf/j.pdf>).

Send these documents to

IES Data Security Office  
Department of Education/NCES/ODC/SSP  
1990 K Street NW, Room 9060  
Washington, DC 20006  
[IESData.Security@ed.gov](mailto:IESData.Security@ed.gov)

After the online request and the documents have been reviewed, the applicants will be informed whether the license application has been approved.

Applicants and/or institutions that violate the license agreement are subject to a class E felony and can be imprisoned up to five years, and/or fined up to \$250,000, or both (under the provisions of 18 U.S.C. 3559 and 3571) . The confidentiality provisions that NCES must follow by law can be found at <http://nces.ed.gov/statprog/confproc.asp>.

## **Public-Use Data File**

Public-use data are, as the name implies, available to the public. The PSS restricted-use and public-use data files are exactly the same except the restricted-use file contains one variable (P355—the number of students who graduated from the 12<sup>th</sup> grade in school year 2002–03) that is not on the public-use file. This variable is not available on the public-use file because of the possibility of using this variable to disclose individually identifiable information, which is confidential and protected by law.

### ***How to Access Public-Use Data***

The public-use data file is available online in SAS, SPSS, and text format. At the time of publication, the website was in development. It will be accessible on the NCES website for PSS at <http://nces.ed.gov/surveys/pss/>.

## **Address File**

The PSS address data is the version of the public-use data used to populate the private school search tools on the NCES website. The address file is intended for users who want the school contact information for the 2003–2004 PSS schools. Since the address file does not contain the weighting variables, it is not possible to produce weighted estimates with this file. Also, the data in the address file do not contain the imputations for item nonresponse. See appendix J for the list of variables contained in the address file.

### ***How to Access the Address Data***

The address file is available online in Excel and text format. At the time of publication, the website was in development. It will be accessible on the NCES website for PSS at <http://nces.ed.gov/surveys/pss/>.

## Understanding the Data Files

### Categories of Variables

Variables on the restricted-use and public-use PSS data files were organized into the following five categories on each record layout: frame, survey, created, weighting, and imputation flag variables. The purpose of these categories is to help the user better understand what types of variables are included on the files and what the sources were for the variables.

Variables were classified as frame variables if they were drawn from the 2001–2002 PSS file or based on the 2003–2004 PSS frame update. Examples of frame variables include the school’s permanent identification number (PPIN) or the ZIP code of the school’s mailing address (PZIP).

Survey variables are the actual variables drawn from the questionnaire responses. Each item on the questionnaire has a small number printed to the left. This series of numbers is the source code. A single letter “P” was added to the beginning of the series to create the corresponding variable name. For example, item 6a has the source code 305 printed to the left. On the data file, the variable name for this item is P305.

Created variables are based on survey variables, frame variables, or other created variables. These variables are frequently used in NCES publications and have been added to the files to facilitate data analysis.

There are two types of weighting variables on the file. (For more information on weighting and standard errors, see chapter VII.) The first is the final weight for the respondent, and the second includes the 88 replicate weights. The final weight adjusts for nonresponse and the sampling rates of the area-frame PSUs and is used so that estimates represent the population of private schools. The replicate weights are used as a set to generate standard errors for estimates. On the file, the final weight is called PFNLWT and the replicate weights are REPW1–REPW88.

The imputation flags identify whether or not a survey item was imputed for missing data. (See chapter VI for details.) All survey variables have a corresponding imputation flag that indicates whether a value was imputed and, if so, what method was used. All survey imputation flags begin with “F\_” and are followed by the name of the variable. For example, the imputation flag for P135 is F\_P135.

The variable names, descriptions, and weighted and weighted frequencies for all variables on the public-use file are contained in appendix I. The variables contained in the address file are listed in appendix J.

### Linking to PSS Files for Other Years

The 2003–2004 PSS school records can be matched to those of other years by using the school’s permanent identification number (PPIN). PPIN is a unique 8-character code assigned when a private school is first included in PSS.

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## X. User Notes and Cautions

Although the definition of the eight-category locale code (LOCALE) remains unchanged from the 2001–2002 PSS, caution should be used when comparing the 2003–2004 geographic classifications of schools to those of previous years. The eight-digit locale code (LOCALE) that exists on the 2003–2004 PSS data files is based on Consolidated Statistical Area (CSA)/Core-Based Statistical Area (CBSA) rather than the Standard Metropolitan Statistical Area (SMSA)/Metropolitan Statistical Area (MSA) that was used prior to the 2003–2004 PSS. Also, the 2003–2004 LOCALE is based on 2000 Census data; for the 2001–2002 PSS, LOCALE was based on 1990 Census information.

The 2003–2004 PSS restricted-use and public-use data files also contain a 12-category locale code (ULOCAL). ULOCAL is based on a new (2003) geographic classification of schools and will replace LOCALE on future PSS files. LOCALE and ULOCAL are both included on the 2003–2004 PSS files (and will be included on the 2005–2006 PSS files), so that users may evaluate the effects of the change during the transition period.

Caution should also be used when comparing the 2003–2004 community type classification of schools to those of previous years. Community type is derived from the eight-category locale code, so any changes over time in the assignment of locale codes could induce changes in the community type. In addition, the definition of community type changed for the 1999–2000 PSS. Beginning with the 1999–2000 PSS, schools that were “rural within a CBSA” were included in the “rural/small town” community type, while prior to the 1999–2000 PSS they were included in the “urban fringe/large town” community type. Two community type variables are on the 2003–2004 PSS file: one corresponding to the current definition of community type (COMMTYPE) and one corresponding to the pre-1999–2000 definition (COMMTYP2).

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## Appendix A. Key Terms for PSS

### Full-time equivalent (FTE)

Full-time equivalent (FTE) quantifies private school teacher positions in proportion to a full-time position. For example, if a full-time teacher works 35 hours per week in school X, then a teacher who works 21 hours would have an FTE of 0.6 in that school.

### Kindergarten-terminal school

A school is kindergarten-terminal (k-terminal) if kindergarten is the highest grade offered at the school.

### Private school

A private school is a school that is not supported primarily by public funds. It must provide instruction for one or more of grades K–12 (or comparable ungraded levels), and have one or more teachers. Organizations or institutions that provide support for homeschooling but do not offer classroom instruction for students are not included.

### Program emphasis

Private schools are classified according to one of seven types of program emphasis:

- **Regular.** The PSS questionnaire does not provide a definition of this term. Regular schools do not specialize in special, vocational/technical, or alternative education; or in having a Montessori or special program emphasis, although they may offer these programs in addition to the regular curriculum.
- **Montessori.** The PSS questionnaire does not provide a definition of this term. Montessori schools provide instruction using Montessori teaching methods.
- **Special program emphasis.** A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools that offer a special program emphasis.
- **Special education.** Special education schools primarily serve students with disabilities.
- **Vocational.** Vocation schools primarily serve students who are being trained for occupations.
- **Alternative.** Alternative schools provide nontraditional education and may serve as adjuncts to regular schools. They fall outside the categories of regular, special education, and vocational education, although they may provide similar services or curriculum. Schools that provide a nontraditional setting or nontraditional system of teaching are considered alternative.
- **Early childhood.** Early childhood program schools serve students in prekindergarten, kindergarten, transitional (or readiness) kindergarten, and/or transitional 1<sup>st</sup> (or pre-1<sup>st</sup>) grade.

### Region

Private schools are assigned to one of four geographic regions.

- **Northeast.** Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania;
- **Midwest.** Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas;



- **South.** Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas;
- **West.** Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii.

### School level

Private schools are classified using respondent -provided highest and lowest grades in the school according to one of three instructional levels:

- **Elementary.** A school is elementary if it has one or more of grades K–6 and does not have any grade higher than grade 8; for example, schools with grades K–6, 1–3, or 6–8 are classified as elementary schools.
- **Secondary.** A school is secondary if it has one or more of grades 7–12 and does not have any grade lower than grade 7; for example, schools with grades 9–12, 7–8, 10–12, or 7–9 are classified as secondary schools.
- **Combined.** A school is classified as combined if it has one or more of grades K–6 and one or more of grades 9–12; for example, schools with grades K–12, 6–12, 6–9, or 1–12 were classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

### Teacher

Any full-time or part-time school staff member who teaches one or more regularly scheduled classes in any of grades K–12 (or comparable ungraded levels). The following types of teachers are included:

1. itinerant teachers,
2. long-term substitutes who fill the role of a regular teacher on a long-term basis,
3. administrators, counselors, librarians, and other professional or support staff who teach any teach any regularly scheduled classes, and
4. other part-time teachers.

Short-term substitute teachers and student teachers are not included.

### Traditional private school

A traditional school provides instruction for one or more of grades 1 through 12 (or comparable ungraded levels).

### Typology

Private schools are assigned to one of three major categories (Catholic, other religious, or nonsectarian—“3-level typology”) based on the school’s religious affiliation provided by respondents, within each major category, one of three subcategories (“9-level typology”):

- **Catholic.** Catholic schools are categorized according to governance, provided by Catholic school respondents, into parochial, diocesan, and private schools.
- **Other religious.** Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Other religious schools are categorized according to religious association

membership, provided by respondents, into conservative Christian, affiliated, and unaffiliated schools.

- **Conservative Christian** schools are those “Other Religious” schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship.
- **Affiliated** schools are those “Other Religious” schools, not classified as Conservative Christian with membership in at least 1 of 11 associations: Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools—or indicating membership in “other religious school associations.”
- **Unaffiliated** schools those “Other Religious” schools that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.
- **Nonsectarian.** Nonsectarian schools do not have a religious orientation or purpose and are categorized according to program emphasis, provided by respondents in item, into regular, special emphasis, and special education schools. Regular schools are those that have a regular elementary/secondary or early childhood program emphasis. Special emphasis schools are those that have a Montessori, vocation/technical, alternative, or special program emphasis. Special education schools are those that have a special education program emphasis.

### **Ungraded students**

Ungraded students are those who are not assigned to a particular grade level (kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to “primary” and “intermediate” levels instead of specific grades.

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## **Appendix B. Questionnaire**

The PSS questionnaire for the 2003–04 school year appears on the following pages.

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U.S. DEPARTMENT OF EDUCATION  
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:  
U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

# PRIVATE SCHOOL SURVEY

## 2003-2004 SCHOOL YEAR



### **PLEASE NOTE:**

**The 2003-2004 Private School Survey is intended to include all private -**

► **SCHOOLS that teach ANY of the following -**

- Any of grades 1 - 12
- Ungraded students between 5 and 18 years old
- Kindergarten - traditional year of school primarily for 5-year-olds prior to first grade
- Transitional (or readiness) kindergarten - extra year of school for kindergarten-age children who are judged not ready for kindergarten
- Transitional first (or prefirst) grade - extra year of school for children who have attended kindergarten but have been judged not ready for first grade

► **EARLY CHILDHOOD PROGRAMS AND CHILD CARE CENTERS that have ANY of the following -**

- Kindergarten
- Transitional (or readiness) kindergarten
- Transitional first (or prefirst) grade

*For example:*

*An early childhood center that has a nursery school, a prekindergarten program, and a kindergarten would be eligible for this survey, since it includes a kindergarten.*

*But an early childhood center that has a nursery school and a prekindergarten program ONLY would NOT be eligible for this survey, since it does not include a kindergarten. You would mark box 2 in item 3d.*

**PLEASE CONTINUE WITH ITEM 1 ON PAGE 3.**

FORM **PSS-1**  
(10-20-03)



**DEAR ADMINISTRATOR:**

We are requesting your critical help in an important national data collection that is very valuable to private schools across the country.

**WHO IS CONDUCTING THIS SURVEY?**

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the 2003-2004 Private School Survey. The U.S. Census Bureau is conducting the survey for NCES as authorized by Public Law 107-279, Title I, Part E, Sections 151(b) and 153(a) of the Education Sciences Reform Act of 2002.

**WHY IS NCES SPONSORING THIS SURVEY?**

The purpose of this data collection effort is to obtain current information about private schools, such as type of school, length of school year, number of students and teachers, and number of high school graduates, if any. We will use the data to produce statistical summaries about the providers of private education in the United States.

**WHO SHOULD PARTICIPATE IN THIS SURVEY?**

The 2003-04 Private School Survey includes all private schools and early childhood programs that provide educational instruction to students in kindergarten or *any* of grades 1-12.

**WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?**

Private schools are a significant segment of the nation's educational system. Results from previous surveys show that approximately 24 percent of all elementary and secondary schools in the United States are private; these schools enroll approximately 10 percent of the nation's children and employ 12 percent of the nation's teachers. The National Center for Education Statistics has instituted this survey in recognition of the importance of private education in the United States.

While there is no penalty for not responding, a high response rate is very important to the success of the survey. We encourage you to participate in this voluntary survey.

**WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?**

Please return your completed questionnaire using the enclosed envelope. If you do not have the return envelope, mail your questionnaire to:

U.S. Census Bureau  
Current Surveys Check-in Unit 60A  
1201 East 10th Street  
Jeffersonville, IN 47132-0001

**THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.**

SINCERELY,



**JEFFREY A. OWINGS  
ASSOCIATE COMMISSIONER  
NATIONAL CENTER FOR EDUCATION STATISTICS  
ELEMENTARY/SECONDARY AND LIBRARY STUDIES DIVISION**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0641. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Private School Survey, National Center for Education Statistics, 1990 K Street, N.W., #9012, Washington, DC 20006-5651.







**3a. Is the institution or organization named on the front of this questionnaire a school?**

105 1  Yes 106   
2  No - Please explain. →  → GO TO item 4 below.

**b. Is this school a private school?**

(For this survey, all elementary or secondary schools that are non-public are considered private schools, e.g., Roman Catholic schools, Hebrew day schools, Lutheran schools, private boarding schools, nonsectarian private schools, private schools that provide special education services to public school districts, etc.)

130 1  Yes  
2  No - Please describe the type of school (e.g., public school, Bureau of Indian Affairs school, state school, charter school, etc.). ↴  
131  → GO TO item 4 below.

**c. Is this school still in operation?**

100 1  Yes  
2  No - Please record the date when the school closed. ↴  
Month Day Year  
101   102   103     → GO TO item 4 below.

**d. Does this school teach any students in ANY of grades K to 12, or comparable ungraded levels?**

115 1  Yes  
2  No - Please record the grade level(s) taught in this school (e.g., nursery and prekindergarten, adult education, postsecondary). ↴  
116  → GO TO item 4 below.

**e. Is this school located in the United States?**

125 1  Yes  
2  No - Please specify the country in which this school is located. ↴  
126

**4. If you marked "No" for any of items 3a-e, do not complete this questionnaire. Please return it in the enclosed envelope. If you do not have the return envelope, mail your questionnaire to:**

U.S. Census Bureau  
Current Surveys Check-in Unit 60A  
1201 East 10th Street  
Jeffersonville, IN 47132-0001

**If you marked "Yes" for all of items 3a-e above, continue with item 5.**



**5. How many students were enrolled in each of the following grade levels around the first of October?**

- 🍏 Report only for the school/program named on the front of this questionnaire.
- 🍏 Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school/program.
- 🍏 In column (1), mark (X) Yes or (X) No for each grade level.
- 🍏 In column (2), record the number of students for each grade level with "Yes" marked in column (1).

Grade levels	(1) Does this school/ program have students in this grade?	(2) Number of students in this grade
a. Ungraded (including ungraded special education students)	135    1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	140 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> ,
b. Nursery and prekindergarten	145    1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	150 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> ,
c. Kindergarten (traditional year of school primarily for 5-year-olds prior to first grade)	155    1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	160 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> ,
d. Transitional (or readiness) kindergarten (extra year of school for kindergarten-age children who are judged not ready for kindergarten)	165    1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	170 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> ,
e. Transitional first (or prefirst) grade (extra year of school for children who have attended kindergarten but have been judged not ready for first grade)	175    1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	180 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> ,



5. Continued -

How many students were enrolled in each of the following grade levels around the first of October?

Grade levels		(1) Does this school/ program have students in this grade?	(2) Number of students in this grade
f.	1st	185 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	190 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
g.	2nd	195 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	200 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
h.	3rd	205 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	210 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
i.	4th	215 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	220 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
j.	5th	225 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	230 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
k.	6th	235 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	240 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
l.	7th	245 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	250 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
m.	8th	255 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	260 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
n.	9th	265 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	270 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
o.	10th	275 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	280 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
p.	11th	285 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	290 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
q.	12th	295 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	300 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
6.	<b>What was the total number of students enrolled in this school/program around the first of October?</b> 🍎 Please sum lines 5(a) through 5(q).		305 <input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Students



**7. Around the first of October, how many students were:**

**🍏 Do not include nursery, prekindergarten, postsecondary, or adult education students, or children who are enrolled only in day care at this school/program.**

**🍏 If none, please mark (X) the box.**

**a. Hispanic, regardless of race?**

320  
0  None or      Students

---

**b. White, not of Hispanic origin?**

330  
0  None or      Students

---

**c. Black, not of Hispanic origin?**

325  
0  None or      Students

---

**d. Asian or Pacific Islander?**

315  
0  None or      Students

---

**e. American Indian or Alaska Native?**

310  
0  None or      Students

---

**8a. Is this school/program coeducational?**

335  
1  Yes  
2  No, it is an all-female school  
3  No, it is an all-male school } → **GO TO item 9a on page 8.**

---

**b. How many MALE students attended this school/program around the first of October?**

**🍏 Do NOT include nursery, prekindergarten, postsecondary, or adult education students, or children who are enrolled only in daycare at this school/program.**

**🍏 If none, please mark (X) the box.**

340  
0  None or      Male students



9a. Last school year (2002-2003), were any students enrolled in 12th grade?

345

1  Yes

2  No → GO TO item 10a on page 9.

b. How many students were enrolled in 12th grade around October 1, 2002?

350

,    12th graders

c. How many students graduated from the 12th grade last school year (2002-2003)?

Include 2003 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.

If none, please mark (X) the box.

355

,    Graduates

0  None → GO TO item 10a on page 9.

d. Of those who graduated with a diploma last year, what percentage went to:

360

Percent Four-year colleges?

361

Percent Two-year colleges?

NOTES

Blank area for notes.



**10a. How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?**

🍏 *Mark (X) only one box.*

365

0  School/program does not offer kindergarten, transitional kindergarten, or transitional first grade. → *GO TO instructions for item 11 at top of page 10.*

- 1  Full day (4 hours or more per day)
- 2  Half day (less than 4 hours per day)
- 3  Both offered

**b. How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend?**

🍏 *If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.*

370

Days per week

**NOTES**



### INSTRUCTIONS AND AN EXAMPLE FOR ITEM 11

In item 11, we ask for the number of teachers for grades K - 12 by the amount of time they teach at THIS school/program.

If a school/program has eight full-time teachers for grades 1-8, one full-time teacher who teaches kindergarten  $\frac{1}{2}$  time and prekindergarten  $\frac{1}{2}$  time, a music teacher who teaches two days each week, a physical education teacher who teaches three days each week, and a teaching principal who teaches one 30-minute class each day, you would complete item 11 as follows:

None    **or**       8    Full-time teachers

None    **or**          Teach at least  $\frac{3}{4}$  time but less than full time

None    **or**      2    Teach at least  $\frac{1}{2}$  time but less than  $\frac{3}{4}$  time  
*This number includes the one full-time teacher who teaches kindergarten  $\frac{1}{2}$  time and prekindergarten  $\frac{1}{2}$  time. The time he/she spends teaching prekindergarten is not counted in item 11.*  
*This number also includes the physical education teacher who teaches three days a week.*

None    **or**      /    Teach at least  $\frac{1}{4}$  time but less than  $\frac{1}{2}$  time  
*This includes the music teacher who teaches two days a week.*

None    **or**      /    Teach less than  $\frac{1}{4}$  time  
*This includes the principal who teaches one 30-minute class each day. The time he/she spends working as a principal is not included in item 11.*

/ 2    **TOTAL TEACHERS**



**11. Around October 1, 2003, how many persons were teaching in grades K-12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?**

🍏 Consider only the amount of time an individual works as a teacher during a typical week at THIS school/program.

🍏 If none, please mark (X) the box.

🍏 **INCLUDE:**

- Regular classroom teachers;
- Teachers who teach subjects such as music, art, physical education, and special education;
- Teaching principals/administrators who teach a regularly scheduled class at this school/program.

🍏 **Do NOT include:**

- Teachers who teach ONLY nursery, prekindergarten, postsecondary, or adult education;
- Student teachers, teacher aides, day care aides, or short-term substitute teachers;
- Counselors, library media specialists/librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school/program.

385	0	<input type="checkbox"/> None	<b>or</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Full-time teachers
390	0	<input type="checkbox"/> None	<b>or</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teach at least $\frac{3}{4}$ time but less than full time
395	0	<input type="checkbox"/> None	<b>or</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teach at least $\frac{1}{2}$ time but less than $\frac{3}{4}$ time
400	0	<input type="checkbox"/> None	<b>or</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teach at least $\frac{1}{4}$ time but less than $\frac{1}{2}$ time
405	0	<input type="checkbox"/> None	<b>or</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teach less than $\frac{1}{4}$ time
	410			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>TOTAL TEACHERS</b>





**12a. Which of the following best describes this school/program?**

☛ Mark (X) only one box.

415

- 1  REGULAR elementary or secondary
- 2  MONTESSORI
- 3  Elementary or secondary with a SPECIAL PROGRAM EMPHASIS (such as a science/math school, performing arts school, foreign language immersion school, talented/gifted school, etc.)
- 4  SPECIAL EDUCATION school - primarily serves students with disabilities
- 5  VOCATIONAL/TECHNICAL school - primarily serves students being trained for occupations
- 6  ALTERNATIVE - offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program emphasis, special education, or vocational school - *Please describe.* ↴

416

- 7  EARLY CHILDHOOD PROGRAM/CHILD CARE CENTER (e.g., kindergarten only, prekindergarten and kindergarten only, kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.)

---

**b. Is a major role of this school/program to support homeschooling?**

420

- 1  Yes
- 2  No

---

**13. Is this school/program located in a private home that is used primarily as a family residence?**

425

- 1  Yes
- 2  No



**14a. Does this school/program have a religious orientation or purpose?**

430

1  Yes

2  No → *GO TO item 15 on page 14.*

**b. Is this school/program affiliated with a religious organization or institution?**

435

1  Yes

2  No

**c. What is this school's/program's religious orientation or affiliation?**

🍏 *Mark (X) only one box.*

440

1  Roman Catholic →

2  African Methodist Episcopal

3  Amish

4  Assembly of God

5  Baptist

6  Brethren

7  Calvinist

8  Christian (no specific denomination)

9  Church of Christ

10  Church of God

11  Church of God in Christ

12  Disciples of Christ

13  Episcopal

14  Friends

15  Greek Orthodox

16  Islamic

17  Jewish

18  Latter Day Saints

19  Lutheran Church - - Missouri Synod

20  Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)

21  Wisconsin Evangelical Lutheran Synod

22  Other Lutheran

23  Mennonite

24  Methodist

25  Pentecostal

26  Presbyterian

27  Seventh-Day Adventist

28  Other - *Specify.* ↴

\_\_\_\_\_

🍏 *Mark (X) only one box.*

**Is this school -**

445

1  Parochial (or inter-parochial)

2  Diocesan

3  Private



**15. To which of the following associations or organizations does this school/program belong?**

☑ *Mark (X) all that apply.*

450 0  This school does NOT belong to ANY associations or organizations.

**RELIGIOUS**

455 1  Accelerated Christian Education (ACE) (or School of Tomorrow)

460 1  American Association of Christian Schools (AACCS)

465 1  Association of Christian Schools International (ACSI)

467 1  Association of Christian Teachers and Schools (ACTS)

470 1  Christian Schools International (CSI)

475 1  Council of Islamic Schools in North America (CISNA)

480 1  Evangelical Lutheran Education Association (ELEA)

485 1  Friends Council on Education (FCE)

490 1  General Conference of the Seventh-Day Adventist Church (GCSDAC)

492 1  Islamic School League of America (ISLA)

495 1  Jesuit Secondary Education Association (JSEA)

500 1  National Association of Episcopal Schools (NAES)

505 1  National Catholic Educational Association (NCEA)

510 1  National Christian School Association (NCSA)

515 1  National Society of Hebrew Day Schools (NSHDS)

520 1  Oral Roberts University Educational Fellowship (ORUEF)

525 1  Solomon Schechter Day Schools (SSDS)

530 1  Southern Baptist Association of Christian Schools (SBACS)

535 1  Other religious school association(s) - *Specify.* ↓

536



15. Continued -

To which of the following associations or organizations does this school/program belong?

☐ Mark (X) all that apply.

**SPECIAL EMPHASIS**

- 540 1  American Montessori Society (AMS)
- 545 1  Other Montessori association(s)
- 550 1  Association of Military Colleges and Schools (AMCS)
- 555 1  Association of Waldorf Schools of North America (AWSNA)
- 560 1  Bilingual School Association (BSA)
- 565 1  Council of Bilingual Education (CBE)
- 570 1  Council for Exceptional Children (CEC)
- 575 1  National Association of Private Special Education Centers (NAPSEC)
- 580 1  Other associations(s) for exceptional children
- 585 1  European Council for International Schools (ECIS)
- 590 1  National Association for the Education of Young Children (NAEYC)
- 595 1  National Association of Bilingual Education (NABE)
- 600 1  National Association of Laboratory Schools (NALS)
- 602 1  National Coalition of Girls' Schools (NCGS)
- 605 1  Other special emphasis associations(s) - *Specify.* ↴

606

**OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS**

- 610 1  Alternative School Network (ASN)
- 615 1  Institute for Independent Education (IIE)
- 620 1  National Association of Independent Schools (NAIS)
- 622 1  State or regional independent school association
- 625 1  National Coalition of Alternative Community Schools (NCACS)
- 630 1  National Independent Private Schools Association (NIPSA)
- 635 1  The Association of Boarding Schools (TABS)
- 640 1  Other school association(s) - *Specify.* ↴

641



**16. How many days are in the school year for students in this school/program?**

645

Days per school year

---

**17. How long is the school day for students in this school/program?**

*Report BOTH hours and minutes, e.g., "5" hours and "45" minutes, "6" hours and "0" minutes, etc. If the length of day varies by grade level, record the longest day. Include the time for lunch and recess.*

650

Hours

**AND**

655

Minutes

---

**18. Does this school/program have a library or library media center?**

(A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.)

(A library media center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.)

660

- 1  Yes  
2  No
- 

**NOTES**



19. Not counting interruptions, how many minutes did it take to complete this questionnaire?

665

Minutes

20. Please record the date you completed this form.

670

Month                  Day                  Year  
                                      
671                  672                  2 0 0

21. Please verify this school's/program's name and mailing address that are printed on the front of this questionnaire.

If any part of the name and mailing address is incorrect, enter the correction(s), as necessary, in the appropriate space(s) below.

School/program name

700

Mailing address

701

City

702

State

ZIP Code

703

704

-

**NOTES**



**THANK YOU FOR PARTICIPATING IN THIS IMPORTANT SURVEY.  
YOUR TIME AND EFFORT ARE APPRECIATED.**

**PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE.  
IF YOU DO NOT HAVE THE RETURN ENVELOPE, MAIL YOUR QUESTIONNAIRE TO:**

**U.S. Census Bureau  
Current Surveys Check-in Unit 60A  
1201 East 10th Street  
Jeffersonville, IN 47132-0001**

To learn more about the Private School Survey  
(PSS) and to access reports from earlier  
collections, see the PSS web site at:

<http://nces.ed.gov/surveys/pss>

Additional data collected by the National Center  
for Education Statistics (NCES) on a variety of  
topics in elementary, secondary, postsecondary,  
and international education are available from  
NCES web site at:

<http://nces.ed.gov>

For additional data collected by various Federal  
agencies, including the Department of Education,  
visit the FedStats site at:

<http://www.fedstats.gov>









## Appendix C. Private School Lists Received and Processed

**Table C-1. Private school association lists received and processed: 2003–04**

Association name
American Association of Christian Schools
American Montessori Society
Association of Christian Schools International
Association of Military Colleges and Schools of the United States
Association of Waldorf Schools of North America
Christian Schools International
Conference of Seventh Day Adventists
Evangelical Lutheran Church in America
Friends Council on Education
General Council of Assemblies of God
International Christian Accrediting Association
Islamic School League of America
Jesuit Secondary Education Association
Lutheran Church—Missouri Synod (LCMS) Lutheran Schools
National Association of Episcopal Schools
National Association of Independent Schools
National Association of Private Special Education Centers
National Catholic Educational Association
National Christian School Association
National Coalition of Alternative Community Schools
National Coalition of Girls' Schools
National Independent Private School Association
Solomon Schechter Day School Association
Southern Baptist Association of Christian Schools
Torah U'Mesora - National Society for Hebrew Day Schools
Wisconsin Evangelical Lutheran Synod

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

**Table C-2. State agency early childhood center lists, by state, selection for follow-up, and whether received or processed: 2003–04**

State	Follow-up <sup>1</sup>	Received	Processed	State	Follow-up <sup>1</sup>	Received	Processed
Alabama	No	Yes	Yes	New Jersey	No	Yes	Yes
Alaska	No	No	No	New Mexico	Yes	Yes	Yes
Arizona	No	No	No	New York	No	No	No
Arkansas	Yes	Yes	Yes	North Carolina	No	No	No
California	Yes	Yes	Yes	North Dakota	No	No	No
Colorado	No	Yes	No	Ohio	Yes	Yes	Yes
Connecticut	No	No	No	Oklahoma	Yes	Yes	Yes
Delaware	No	No	No	Oregon	Yes	Yes	Yes
District of Columbia	Yes	Yes	Yes	Pennsylvania	No	No	No
Florida	No	Yes	No	Rhode Island	No	Yes	No
Georgia	Yes	Yes	Yes	South Carolina	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes	South Dakota	No	No	No
Idaho	No	No	No	Tennessee	No	No	No
Illinois	No	Yes	No	Texas	Yes	Yes	Yes
Indiana	No	No	No	Utah	No	No	No
Iowa	No	Yes	No	Vermont	No	No	No
Kansas	Yes	No	No	Virginia	No	Yes	No
Kentucky	No	Yes	No	Washington	Yes	Yes	Yes
Louisiana	No	No	No	West Virginia	Yes	Yes	Yes
Maine	No	No	No	Wisconsin	No	Yes	No
Maryland	Yes	Yes	Yes	Wyoming	No	No	No
Massachusetts	Yes	Yes	Yes				
Michigan	No	Yes	No				
Minnesota	No	No	No				
Mississippi	No	No	No				
Missouri	No	No	No				
Montana	No	No	No				
Nebraska	No	No	No				
Nevada	No	No	No				
New Hampshire	No	No	No				

<sup>1</sup> State or jurisdiction was selected in advance for follow-up in the event that there was no response to the initial request.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

## Appendix D. 2003–2004 PSS Area Frame Counties

**Table D-1. PSS area frame counties, by PSS PSU number, state, and overlap/nonoverlap status:  
2003–04**

PSS PSU number	State	County	Overlap/nonoverlap status
736	Alabama	Barbour County	Overlap
844	Alabama	Bullock County	Nonoverlap
832	Alabama	Elmore County	Nonoverlap
851	Alabama	Fayette County	Nonoverlap
737	Alabama	Henry County	Overlap
760	Alabama	Madison County	Overlap
852	Alabama	Marion County	Nonoverlap
845	Alabama	Pike County	Nonoverlap
867	Alaska	Kenai Peninsula Borough	Nonoverlap
779	Arizona	Maricopa County	Overlap
870	Arizona	Navajo County	Nonoverlap
772	Arizona	Yavapai County	Overlap
836	Arkansas	Saline County	Nonoverlap
863	California	Butte County	Nonoverlap
778	California	Contra Costa County	Overlap
090	California	Los Angeles County	Overlap (certainty)
780	California	Monterey County	Overlap
092	California	Orange County	Overlap (certainty)
864	California	San Diego County	Overlap (certainty)
777	California	Santa Clara County	Overlap
861	California	Sonoma County	Nonoverlap
865	Colorado	Larimer County	Nonoverlap
824	Connecticut	New London County	Nonoverlap
733	Delaware	Kent County	Overlap
757	District of Columbia	District of Columbia	Overlap
755	Florida	Broward County	Overlap
015	Florida	Miami-Dade County	Nonoverlap (certainty)
853	Florida	Monroe County	Nonoverlap
833	Florida	Palm Beach County	Nonoverlap
753	Georgia	Bacon County	Overlap
744	Georgia	Baker County	Overlap
742	Georgia	Calhoun County	Overlap
743	Georgia	Early County	Overlap
739	Georgia	Echols County	Overlap
766	Georgia	Effingham County	Overlap

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS PSU number, state, and overlap/nonoverlap status:  
2003–04—Continued**

PSS PSU number	State	County	Overlap/nonoverlap status
837	Georgia	Gwinnett County	Nonoverlap
740	Georgia	Lowndes County	Overlap
738	Georgia	Meriwether County	Overlap
745	Georgia	Miller County	Overlap
754	Georgia	Pierce County	Overlap
761	Georgia	Richmond County	Overlap
763	Georgia	Walton County	Overlap
023	Illinois	Cook County	Overlap (certainty)
804	Illinois	Macon County	Nonoverlap
718	Illinois	Madison County	Overlap
705	Indiana	Bartholomew County	Overlap
808	Indiana	Franklin County	Nonoverlap
814	Indiana	Greene County	Nonoverlap
815	Indiana	Owen County	Nonoverlap
809	Indiana	Union County	Nonoverlap
706	Indiana	Wayne County	Overlap
800	Iowa	Dubuque County	Nonoverlap
805	Iowa	Woodbury County	Nonoverlap
816	Kansas	Cherokee County	Nonoverlap
810	Kansas	Harvey County	Nonoverlap
854	Kentucky	Estill County	Nonoverlap
752	Kentucky	Knox County	Overlap
855	Kentucky	Powell County	Nonoverlap
834	Louisiana	Lafayette Parish	Nonoverlap
758	Louisiana	Lafourche Parish	Overlap
846	Louisiana	Madison Parish	Nonoverlap
756	Louisiana	Orleans Parish	Overlap
762	Louisiana	Ouachita Parish	Overlap
847	Louisiana	Richland Parish	Nonoverlap
731	Maine	Cumberland County	Overlap
732	Maine	Penobscot County	Overlap
830	Maine	Piscataquis County	Nonoverlap
729	Massachusetts	Essex County	Overlap
828	Massachusetts	Franklin County	Nonoverlap
728	Massachusetts	Hampden County	Overlap
820	Massachusetts	Suffolk County	
708	Michigan	Barry County	Overlap
722	Michigan	Midland County	Overlap
792	Michigan	Wayne County	Overlap (certainty)
806	Minnesota	Clay County	Nonoverlap

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS PSU number, state, and overlap/nonoverlap status:  
2003–04—Continued**

PSS PSU number	State	County	Overlap/nonoverlap status
717	Minnesota	Hennepin County	Overlap
721	Minnesota	St. Louis County	Overlap
734	Mississippi	Clay County	Overlap
848	Mississippi	Noxubee County	Nonoverlap
735	Mississippi	Webster County	Overlap
849	Mississippi	Winston County	Nonoverlap
811	Missouri	Cole County	Nonoverlap
711	Missouri	Iron County	Overlap
720	Missouri	Jefferson County	Overlap
707	Missouri	Pettis County	Overlap
710	Missouri	Reynolds County	Overlap
801	Missouri	St. Louis County	Nonoverlap
712	Missouri	Washington County	Overlap
817	Missouri	Webster County	Nonoverlap
818	Missouri	Wright County	Nonoverlap
770	Montana	Chouteau County	Overlap
868	Montana	Gallatin County	Nonoverlap
775	Montana	Glacier County	Overlap
769	Montana	Hill County	Overlap
771	Montana	Liberty County	Overlap
869	Montana	Park County	Nonoverlap
773	Montana	Pondera County	Overlap
774	Montana	Teton County	Overlap
776	Montana	Toole County	Overlap
703	Nebraska	Cedar County	Overlap
702	Nebraska	Dixon County	Overlap
704	Nebraska	Wayne County	Overlap
825	New Jersey	Atlantic County	Nonoverlap
727	New Jersey	Essex County	Overlap
821	New Jersey	Ocean County	Nonoverlap
730	New Jersey	Somerset County	Overlap
871	New Mexico	Chaves County	Nonoverlap
872	New Mexico	Roosevelt County	Nonoverlap
008	New York	Kings County	Overlap (certainty)
826	New York	Oneida County	Nonoverlap
009	New York	Queens County	Overlap (certainty)
822	New York	Richmond County	Nonoverlap
831	New York	Tompkins County	Nonoverlap
856	North Carolina	Edgecombe County	Nonoverlap
838	North Carolina	Gaston County	Nonoverlap

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS PSU number, state, and overlap/nonoverlap status:  
2003–04—Continued**

PSS PSU number	State	County	Overlap/nonoverlap status
741	North Carolina	Henderson County	Overlap
835	North Carolina	Mecklenburg County	Nonoverlap
719	Ohio	Butler County	Overlap
807	Ohio	Franklin County	Nonoverlap
709	Ohio	Guernsey County	Overlap
802	Ohio	Lorain County	Nonoverlap
714	Ohio	Montgomery County	Overlap
819	Ohio	Paulding County	Nonoverlap
759	Oklahoma	Oklahoma County	Overlap
827	Pennsylvania	Centre County	Nonoverlap
823	Pennsylvania	Lackawanna County	Nonoverlap
725	Pennsylvania	Lawrence County	Overlap
054	Pennsylvania	Philadelphia County	Nonoverlap (certainty)
829	Pennsylvania	Schuylkill County	Nonoverlap
726	Pennsylvania	Wayne County	Overlap
850	South Carolina	Laurens County	Nonoverlap
857	Tennessee	Carter County	Nonoverlap
858	Tennessee	Johnson County	Nonoverlap
839	Tennessee	Montgomery County	Nonoverlap
750	Texas	Briscoe County	Overlap
746	Texas	Childress County	Overlap
747	Texas	Cottle County	Overlap
764	Texas	Ellis County	Overlap
748	Texas	Floyd County	Overlap
749	Texas	Hall County	Overlap
069	Texas	Harris County	Overlap (certainty)
840	Texas	Hays County	Nonoverlap
751	Texas	Motley County	Overlap
859	Texas	Newton County	Nonoverlap
860	Texas	Sabine County	Nonoverlap
765	Texas	Taylor County	Overlap
724	Vermont	Windham County	Overlap
842	Virginia	Manassas (city)	Nonoverlap
843	Virginia	Manassas Park (city)	Nonoverlap
841	Virginia	Prince William County	Nonoverlap
866	Washington	Benton County	Nonoverlap
767	Washington	Columbia County	Overlap
862	Washington	King County	Nonoverlap
768	Washington	Walla Walla County	Overlap
812	Wisconsin	Adams County	Nonoverlap

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS PSU number, state, and overlap/nonoverlap status:  
2003–04—Continued**

PSS PSU number	State	County	Overlap/nonoverlap status
715	Wisconsin	Brown County	Overlap
713	Wisconsin	Milwaukee County	Overlap
716	Wisconsin	Ozaukee County	Overlap
701	Wisconsin	Walworth County	Overlap
803	Wisconsin	Waukesha County	Nonoverlap
813	Wisconsin	Wood County	Nonoverlap

NOTE: All certainty counties except for Miami-Dade County, Florida, and Philadelphia County, Pennsylvania, were part of the overlap sample in 2003–2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.



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## **Appendix E. Selected Weighted Response Rate Tables**

Tables E-1 and E-2 of this section present the number of interviews and noninterviews, and weighted response rates by NCES typology and by the religious and nonsectarian orientation of the school.

Tables E-3 through E-7 of this section provide a breakdown of the weighted item response rates for the five PSS items that had weighted item response rates of below 85 percent by NCES typology, school level, size, and community type. The weighted response rates presented in this section are provided for the purpose of ascertaining the quality of the data of these five items.

Item wording can be found in the 2003–2004 PSS questionnaire contained in appendix B of this report or online at <http://nces.ed.gov/surveys/pss/questionnaire.asp>, where the questionnaire is available as a downloadable PDF file.

**Table E-1. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by NCES typology: 2003–04**

NCES typology	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	30,071	32,641	1,777	2,075	94.0
Catholic	7,424	7,424	229	229	97.0
Parochial	3,925	3,925	118	118	97.1
Diocesan	2,652	2,652	85	85	96.9
Private	847	847	26	26	97.0
Other religious	11,476	11,476	530	530	95.6
Conservative Christian	4,125	4,125	191	191	95.6
Affiliated	2,991	2,991	123	123	96.1
Unaffiliated	4,360	4,360	216	216	95.3
Nonsectarian	7,365	7,365	298	298	96.1
Regular	3,935	3,935	178	178	95.7
Special emphasis	2,411	2,411	88	88	96.5
Special education	1,019	1,019	32	32	97.0
Unknown	3,806	6,376	720	1,018	86.2

NOTE: Weighted using the inverse of the probability of selection. Religious or nonsectarian orientation status of school is that known prior to data collection. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

**Table E-2. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by religious or nonsectarian orientation of school: 2003–04**

Religious or nonsectarian category	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	30,071	32,641	1,777	2,075	94.0
Religious orientation	18,900	18,900	759	759	96.1
Roman Catholic	7,424	7,424	229	229	97.0
African Methodist Episcopal	14	14	0	0	100.0
Amish	525	525	19	19	95.5
Assembly of God	355	355	28	28	92.7
Baptist	1,810	1,810	107	107	94.4
Brethren	53	53	1	1	98.1
Calvinist	120	120	3	3	97.6
Christian (unspecified)	3,052	3,052	132	132	95.9
Church of Christ	166	166	4	4	97.6
Church of God	111	111	1	1	99.1
Church of God in Christ	32	32	2	2	94.1
Disciples of Christ	13	13	0	0	100.0
Episcopal	378	378	22	22	94.5
Friends	65	65	6	6	91.5
Greek Orthodox	24	24	1	1	96.0
Islamic	124	124	4	4	96.9
Jewish	647	647	70	70	90.2
Latter Day Saints	6	6	2	2	75.0
Lutheran Church—Missouri Synod	1,145	1,145	11	11	99.0
Evangelical Lutheran Church In America	188	188	1	1	99.5
Wisconsin Evangelical Lutheran Synod	348	348	12	12	96.7
Other Lutheran	55	55	0	0	100.0
Mennonite	286	286	20	20	93.5
Methodist	240	240	2	2	99.2
Pentecostal	293	293	32	32	90.2
Presbyterian	236	236	9	9	96.3
Seventh-Day Adventist	814	814	25	25	97.0
Other	376	376	16	16	95.9
Nonsectarian	7,365	7,365	298	298	96.1
Unknown	3,806	6,376	720	1,018	86.2

NOTE: Weighted using the inverse of the probability of selection. Religious or nonsectarian orientation status of school is that known prior to data collection. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

**Table E-3. Final weighted item response rates for traditional private schools for item 9d-2yr (percentage of last-years graduates that went to 2-year colleges), by selected characteristics: 2003–04**

Selected characteristic	Number in universe	Number of responses	Final weighted item response rate (percent)
Total	7,887	6,596	83.6
NCES typology			
Catholic			
Parochial	198	174	87.9
Diocesan	543	489	90.1
Private	528	475	90.0
Other religious			
Conservative Christian	2,431	1,963	80.7
Affiliated	901	762	84.5
Unaffiliated	1,203	987	82.0
Nonsectarian			
Regular	1,019	896	88.0
Special emphasis	491	391	79.7
Special education	574	461	80.3
School level			
Elementary	45	31	69.8
Secondary	2,368	2,044	86.3
Combined	5,475	4,521	82.6
Size (number of students)			
Less than 50	1,692	1,409	83.3
50–149	2,140	1,722	80.4
150–299	1,563	1,300	83.2
300–499	1,088	944	86.8
500–749	701	609	86.9
750 or more	703	612	87.1
Community type			
Central city	2,507	2,110	84.2
Urban fringe/large town	3,277	2,726	83.2
Rural/small town	2,103	1,760	83.7

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Documentation Data File,” 2003–2004.

**Table E-4. Final weighted item response rates for kindergarten-terminal private schools for item 7d (number of Asian or Pacific Islander students), by selected characteristics: 2003–04**

Selected characteristic	Number in universe	Number of responses	Final weighted item response rate (percent)
Total	6,297	5,339	84.8
NCES typology			
Catholic			
Parochial	23	18	78.0
Diocesan	32	27	87.1
Private	68	56	83.5
Other religious			
Conservative Christian	239	205	85.8
Affiliated	350	299	85.4
Unaffiliated	1,258	1,098	87.2
Nonsectarian			
Regular	3,180	2,658	83.6
Special emphasis	1,134	970	85.5
Special education	13	7	58.4
School level			
Elementary	6,297	5,339	84.8
Secondary	†	†	†
Combined	†	†	†
Size (number of students)			
Less than 50	6,171	5,250	85.1
50–149	123	88	71.5
150–299	3	1	33.5
300–499	0	0	†
500–749	0	0	†
750 or more	0	0	†
Community type			
Central city	2,182	1,855	85.0
Urban fringe/large town	3,525	2,953	83.8
Rural/small town	590	532	90.1

† Not applicable.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Documentation Data File,” 2003–2004.

**Table E-5. Final weighted item response rates for kindergarten-terminal private schools for item 7e (number of American Indian or Alaska Native students), by selected characteristics: 2003–04**

Selected characteristic	Number in universe	Number of responses	Final weighted item response rate (percent)
Total	6,297	5,201	82.6
NCES typology			
Catholic			
Parochial	23	17	73.6
Diocesan	32	25	80.7
Private	68	54	79.2
Other religious			
Conservative Christian	239	201	84.1
Affiliated	350	288	82.2
Unaffiliated	1,258	1,087	86.4
Nonsectarian			
Regular	3,180	2,601	81.8
Special emphasis	1,134	920	81.1
Special education	13	7	58.4
School level			
Elementary	6,297	5,201	82.6
Secondary	†	†	†
Combined	†	†	†
Size (number of students)			
Less than 50	6,171	5,114	82.9
50–149	123	86	70.0
150–299	3	1	33.5
300–499	0	0	†
500–749	0	0	†
750 or more	0	0	†
Community type			
Central city	2,182	1,791	82.1
Urban fringe/large town	3,525	2,889	82.0
Rural/small town	590	521	88.3

† Not applicable.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Documentation Data File,” 2003–2004.

**Table E-6. Final weighted item response rates for kindergarten-terminal private schools for item 8b (number of male students), by selected characteristics: 2003–04**

Selected characteristic	Number in universe	Number of responses	Final weighted item response rate (percent)
Total	6,252	4,870	77.9
NCES typology			
Catholic			
Parochial	23	20	86.8
Diocesan	32	24	77.5
Private	67	58	86.5
Other religious			
Conservative Christian	239	181	75.9
Affiliated	345	270	78.4
Unaffiliated	1,251	934	74.7
Nonsectarian			
Regular	3,158	2,556	81.0
Special emphasis	1,125	819	72.8
Special education	13	6	50.2
School level			
Elementary	6,252	4,870	77.9
Secondary	†	†	†
Combined	†	†	†
Size (number of students)			
Less than 50	6,127	4,770	77.9
50–149	122	97	80.0
150–299	3	2	68.4
300–499	0	0	†
500–749	0	0	†
750 or more	0	0	†
Community type			
Central city	2,165	1,635	75.5
Urban fringe/large town	3,497	2,810	80.4
Rural/small town	590	425	72.0

† Not applicable.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Documentation Data File,” 2003–2004.



**Table E-7. Final weighted item response rates for kindergarten-terminal private schools for item 16 (number of days in the school year), by selected characteristics: 2003–04**

Selected characteristic	Number in universe	Number of responses	Final weighted item response rate (percent)
Total	6,297	5,112	81.2
NCES typology			
Catholic			
Parochial	23	22	95.6
Diocesan	32	30	93.7
Private	68	54	80.5
Other religious			
Conservative Christian	239	209	87.6
Affiliated	350	280	80.0
Unaffiliated	1,258	1,074	85.4
Nonsectarian			
Regular	3,180	2,484	78.1
Special emphasis	1,134	948	83.6
Special education	13	9	75.0
School level			
Elementary	6,297	5,112	81.2
Secondary	†	†	†
Combined	†	†	†
Size (number of students)			
Less than 50	6,171	4,997	81.0
50–149	123	112	90.8
150–299	3	3	100.0
300–499	0	0	†
500–749	0	0	†
750 or more	0	0	†
Community type			
Central city	2,182	1,769	81.1
Urban fringe/large town	3,525	2,823	80.1
Rural/small town	590	520	88.1

† Not applicable.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2003–2004.

## Appendix F. Pre-Edit Rejections of PSS Data

**Table F-1. Number and percentage of pre-edit rejections of PSS data, by rejection reason: 2003–04**

Pre-edit rejection reason	Records rejected	
	Number	Percent
“No” is marked in item 3d but one or more of grades K–12 expected and K–12 = missing	27	0.1
“No” is marked in item 3d but one or more of grades K–12 expected and K–12 not equal to 0	133	0.4
All students are nursery/pre-K	78	0.3
Grade levels marked but two or more different from 2001–2002	1,212	3.9
Total number of students is 10 or less and school is in a private home or supports homeschooling	206	0.7
Total number of teachers is 0	205	0.7
More teachers than students	69	0.2
Number of teachers greater than or equal to number of students and school supports homeschooling or is in a private home	41	0.1
Religious to not religious, or vice versa	644	2.1
One religion to another	1,844	5.9
Association does not agree with affiliation (e.g., affiliation is Quaker but association is military school)	316	1.0
Coed is marked, but all students are male or no students are male	699	2.2
School is all male but was not in 2001–02	34	0.1
School is not all male but was in 2001–02	68	0.2
School is all female but was not in 2001–02	41	0.1
School is not all female but was in 2001–02	42	0.1
Students are clustered in two or three grades (e.g., many students are reported in grades 1 and 4, but none are reported in grades 2 and 3)	501	1.6
More than 100 students are reported for a grade and that count is twice as large (or more) than count for previous grade or next grade	81	0.3
School has 50 percent more students than last PSS	1,589	5.1
School has 50 percent more teachers than last PSS	502	1.6
School has 50 percent fewer students than last PSS	742	2.4
School has 50 percent fewer teachers than last PSS	157	0.5
School is not in South Dakota, North Dakota, Oklahoma, Arizona, New Mexico, or Alaska and more than 30 percent of students are American Indian or Alaska Native	100	0.3
Student-teacher ratio is more than 40 to 1	153	0.5
School has more than 30 students, is not special ed or alternative, is not located in a private home, and student-teacher ratio is less than 5 to 1	982	3.1
Type of school is different from previous PSS	999	3.2
Type of school is alternative (entry may need to be recoded into one of the other categories)	1,885	6.0
School supports homeschool and is located in a private home	162	0.5
School located in private home and does not support homeschooling	202	0.6
Days in school year are less than 150 and entry is different from value from last PSS	355	1.1
School is not Montessori, special ed, alternative, or early childhood, and days in school year are more than 200, and entry is different from value from last PSS	407	1.3

See notes at end of table.

**Table F-1. Number and percentage of pre-edit rejections of PSS data, by rejection reason: 2003–04—Continued**

Pre-edit rejection reason	Records rejected	
	Number	Percent
School is not early childhood center, has any of grades 1–12, school day is less than 4 hours per day, and entry is different from value in last PSS	149	0.5
School day is greater than 20 hours per day, and school is not a daycare center or Montessori school, and entry is different from value from last PSS	46	0.2
School had more graduates than 12 <sup>th</sup> graders last year	238	0.8
Number of 12 <sup>th</sup> graders this year is 30 percent more than number reported for last year	105	0.3
Number of 12 <sup>th</sup> graders this year is 30 percent less than number reported for last year	66	0.2
Entries in item 9d appear to be counts instead of percentages	319	1.0
Sum of enrollments by grade is 10 percent greater than reported total	3,415	10.9
Enrollments are reported for some grades, and the sum of those enrollments is less than 90 percent of the reported total	93	0.3
Zero is reported for all marked grades in item 5	18	0.1
Sum of teachers is greater than reported total	281	0.9
Teacher counts are reported but sum is less than reported total	210	0.7
Entries for students by race may be percents (sum of entries is 99, 100, or 101)	101	0.3
School with more than 30 students is in Hawaii but less than half of students are Asian or Pacific Islander	45	0.1
School has more than 30 K–12 students, all parts of race item have entries, and sum is 50 percent or less of K–12 students	811	2.6
Sum of entries in race item is greater than 30 and more than 150 percent of K–12 enrollment	1,202	3.8
School is not in South Dakota, North Dakota, Oklahoma, Arizona, New Mexico, or Alaska and more than 100 students are American Indian or Alaska Native	35	0.1
School is not in Hawaii or California and more than 50 percent of K–12 students are Asian or Pacific Islander	165	0.5
School is not in Hawaii or California and more than 100 students are Asian or Pacific Islander	103	0.3
Type of school is vocational	17	0.1
School has reported that it is not religious but name includes “Christ” or “God”	163	0.5
School has reported that it is not religious but belongs to a religious association	318	1.0
“Other” is marked for religious affiliation (may need to be recoded)	1,505	4.8
Highest grade in school is 8 <sup>th</sup> or lower, but 12 <sup>th</sup> graders or graduates are reported for last year	103	0.3
Number of students in item 6 is greater than 0, number of ungraded students equals entry in item 6, and students have been reported for any of grades pre-K–12	308	1.0
Total is not reported in item 6 and entry for ungraded appears to be total enrollment	37	0.1
Number of students is greater than 30, school is not an early childhood center, and item 12 indicates school is located in a private home	92	0.3
Any students are reported in item 5, item 10 indicates school has kindergarten, and no kindergarten students are reported in item 5	773	2.5
School is Jewish and more than half the K–12 students are not White	17	0.1
School is Jewish and number of White students is 0	34	0.1
Entry for Hispanic students appears to be sum of other categories	124	0.4
Total students reported for most of all lines in item 5	36	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

## Appendix G. Count of Changes Made During Editing and Imputation

**Table G-1. PSS second-stage imputation variables: 2003–04**

Matching variables: name and description		Values
TYP_9	Nine-level NCES typology	1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Other religious, conservative Christian 5 = Other religious, affiliated with an established religious group or denomination 6 = Other religious, not affiliated with any established religious group or denomination 7 = Nonsectarian, regular school 8 = Nonsectarian, special program 9 = Nonsectarian, special education
TYP_3	Three-level NCES typology	1 = Catholic 2 = Other religious 3 = Nonsectarian
ENR	School enrollment category	1 = Less than 150 students 2 = 150–399 students 3 = 400 students or more
LEVEL	School level	1 = Elementary 2 = Combined or ungraded 3 = Secondary
TYPE	School type	1 = Regular, Montessori, or Special Program Emphasis 2 = Special education 3 = Vocational education 4 = Alternative 5 = Early childhood/day care
UNGRADED	School organization	1 = All students are ungraded (not assigned to grades 1, 2, etc.) 2 = Some or all students are assigned to grade levels
URB	Type of community where school is located	1 = Central city 2 = Urban fringe/large town 3 = Rural/small town

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

**Table G-2. PSS second-stage imputation matching variables and collapsing order: 2003–04**

Item	Matching variables	Order of collapse
5, 6	LEVEL, TYP_3, ENR, URB	URB, ENR
7	TYP_3, TYP_9, URB, ENR	ENR, URB, TYP_9
8	TYP_3, LEVEL, URB, TYP_9	TYP_9, URB, LEVEL
9, 10	TYP_3, LEVEL, ENR, URB	URB, ENR, LEVEL
11	TYP_3, LEVEL, TYPE, ENR	ENR, TYPE, LEVEL
12a, 12b	TYP_3, UNGRADED, LEVEL, TYP_9	TYP_9, LEVEL, UNGRADED
14b	TYP_3, TYP_9	TYPE_9
16, 17, 18	TYP_3, TYP_9, LEVEL, TYPE	TYPE, LEVEL, TYPE_9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

**Table G-3. Number of changes made to PSS variables during editing and imputation: 2003–04**

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records
5a	135	835	2.78	5k	235	311	1.03
	140	866	2.88		240	947	3.15
5b	145	520	1.73	5l	245	358	1.19
	150	870	2.89		250	953	3.17
5c	155	306	1.02	5m	255	352	1.17
	160	834	2.77		260	964	3.21
5d	165	853	2.84	5n	265	494	1.64
	170	873	2.90		270	951	3.16
5e	175	853	2.84	5o	275	511	1.70
	180	868	2.89		280	952	3.17
5f	185	305	1.01	5p	285	527	1.75
	190	914	3.04		290	952	3.17
5g	195	307	1.02	5q	295	539	1.79
	200	929	3.09		300	950	3.16
5h	205	309	1.03	6	305	407	1.35
	210	940	3.13		7a	320	12,641
5i	215	302	1.00	7b	330	14,724	48.96
	220	941	3.13	7c	325	13,049	43.39
5j	225	313	1.04	7d	315	11,929	39.67
	230	942	3.13	7e	310	6,929	23.04

See notes at end of table.

**Table G-3. Number of changes made to PSS variables during editing and imputation: 2003–04—  
Continued**

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records
8a	335	278	0.92	15—Cont.	505	1,391	4.63
8b	340	3,558	11.83		510	1,387	4.61
9a	345	28	0.09		515	1,387	4.61
9b	350	271	0.90		520	1,387	4.61
9c	355	223	0.74		525	1,388	4.62
9d	360	995	3.31		530	1,387	4.61
	361	1,181	3.93		535	1,404	4.67
10a	365	352	1.17		540	1,388	4.62
10b	370	590	1.96		545	1,387	4.61
11	385	452	1.50		550	1,387	4.61
	390	811	2.70		555	1,387	4.61
	395	792	2.63		560	1,387	4.61
	400	852	2.83		565	1,387	4.61
	405	889	2.96		570	1,387	4.61
	410	678	2.25		575	1,387	4.61
12a	415	385	1.28		580	1,387	4.61
12b	420	466	1.55		585	1,386	4.61
13	425	130	0.43		590	1,387	4.61
14a	430	67	0.22		595	1,388	4.62
14b	435	691	2.30		600	1,387	4.61
14c	440	111	0.37		602	1,387	4.61
	445	376	1.25		605	1,391	4.63
15	450	1,389	4.62		610	1,387	4.61
	455	1,388	4.62		615	1,387	4.61
	460	1,387	4.61		620	1,388	4.62
	465	1,389	4.62		622	1,389	4.62
	467	1,389	4.62		625	1,387	4.61
	470	1,387	4.61		630	1,387	4.61
	475	1,388	4.62		635	1,387	4.61
	480	1,387	4.61		640	1,393	4.63
	485	1,387	4.61	16	645	2,286	7.60
	490	1,387	4.61	17	650	1,245	4.14
	492	1,387	4.61		655	1,243	4.13
	495	1,388	4.62	18	660	274	0.91
	500	1,390	4.62				

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

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## Appendix H. Variable Categories Used in Developing Adjustment Factor Cells for Weighting

A detailed listing of the weighting classes, or cells, is contained in this appendix. The nonresponse adjustment cells for list-frame schools are presented first, followed by the cells for area-frame schools. Refer to chapter VII on weighting for a more general description of the weighting procedure.

### Nonresponse Adjustment Cells for List-Frame Schools: Affiliation by Grade Level by Enrollment

Affiliation is also divided into three community types (central city, urban fringe, and rural). These divisions are not shown.

Grade level has five categories: K-terminal schools, elementary schools, secondary schools, combined schools with a regular program emphasis (combined—regular), and combined schools with some other program emphasis (combined—other).

#### Catholic—Parochial Schools: Grade Level by Enrollment

K-terminal:	No enrollment categories
Elementary:	Less than 100, 100–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–449, 450–549, 550 or more
Secondary <sup>1</sup> :	Less than 100, 100–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–449, 450–549, 550 or more
Combined—Regular <sup>1</sup> :	Less than 100, 100–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–449, 450–549, 550 or more
Combined—Other <sup>1</sup> :	Less than 100, 100–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–449, 450–549, 550 or more

#### Catholic—Diocesan: Grade Level by Enrollment

K-terminal:	No enrollment categories
Elementary:	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–399, 400–449, 450–499, 500–549, 550–649, 650–749, 750–849, 850–949, 950–1,149, 1,150 or more
Secondary <sup>1</sup> :	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–399, 400–449, 450–499, 500–549, 550–649, 650–749, 750–849, 850–949, 950–1,149, 1,150 or more
Combined—Regular <sup>1</sup> :	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–399, 400–449, 450–499, 500–549, 550–649, 650–749, 750–849, 850–949, 950–1,149, 1,150 or more
Combined—Other <sup>1</sup> :	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–399, 400–449, 450–499,

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<sup>1</sup> Grade level is not divided into community types.



500–549, 550–649, 650–749, 750–849, 850–949, 950–1,149, 1,150 or more

**Catholic—Private: Grade Level by Enrollment**

K-terminal: Less than 20, 20 or more  
 Elementary: Less than 55, 55–99, 100–174, 175–249, 250–349, 350 or more  
 Secondary: Less than 175, 175–274, 275–349, 350–449, 450–549, 550–749, 750–949, 950 or more  
 Combined—Regular: Less than 200, 200–549, 550 or more  
 Combined—Other: No enrollment categories

**Amish: Grade Level by Enrollment**

K-terminal: No enrollment categories  
 Elementary<sup>2</sup>: Less than 25, 25–49, 50 or more  
 Secondary<sup>2</sup>: No enrollment categories  
 Combined—Regular<sup>2</sup>: Less than 25, 25 or more  
 Combined—Other<sup>2</sup>: No enrollment categories

**Assembly of God: Grade Level by Enrollment**

K-terminal: Less than 20, 20 or more  
 Elementary: Less than 75, 75–124, 125–199, 200 or more  
 Secondary: No enrollment categories  
 Combined—Regular: Less than 35, 35–99, 100–249, 250 or more  
 Combined—Other: No enrollment categories

**Baptist: Grade Level by Enrollment**

K-terminal: Less than 10, 10–19, 20 or more  
 Elementary: Less than 25, 25–49, 50–99, 100–149, 150–224, 225 or more  
 Secondary: No enrollment categories  
 Combined—Regular: Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–299, 300–349, 350–449, 450–549, 550 or more  
 Combined—Other: No enrollment categories

**Episcopal: Grade Level by Enrollment**

K-terminal: Less than 10, 10–19, 20 or more  
 Elementary: Less than 50, 50–99, 100–149, 150–224, 225–299, 300–374, 375 or more  
 Secondary: No enrollment categories  
 Combined—Regular: Less than 650, 650 or more  
 Combined—Other: No enrollment categories

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<sup>2</sup> Grade level is also divided into three regions (Northeast, Midwest, and South and West).

**Jewish: Grade Level by Enrollment**

K-terminal:	Less than 15, 15 or more
Elementary:	Less than 50, 50–99, 100–149, 150–199, 200–274, 275–449, 450 or more
Secondary:	Less than 50, 50–99, 100–199, 200 or more
Combined—Regular:	Less than 225, 225–349, 350–649, 650 or more
Combined—Other:	No enrollment categories

**Lutheran Church—Missouri Synod: Grade Level by Enrollment**

K-terminal:	Less than 10, 10–19, 20 or more
Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–249, 250–299, 300 or more
Secondary:	Less than 200, 200 or more
Combined—Regular:	No enrollment categories
Combined—Other:	No enrollment categories

**Evangelical Lutheran Church—Wisconsin Synod: Grade Level by Enrollment**

K-terminal:	No enrollment categories
Elementary:	Less than 35, 35–69, 70–99, 100–149, 150 or more
Secondary:	No enrollment categories
Combined—Regular:	No enrollment categories
Combined—Other:	No enrollment categories

**Mennonite: Grade Level by Enrollment**

K-terminal:	No enrollment categories
Elementary:	Less than 25, 25–49, 50 or more
Secondary:	No enrollment categories
Combined—Regular:	Less than 25, 25–49, 50–74, 75 or more
Combined—Other:	No enrollment categories

**Pentacostal: Grade Level by Enrollment**

K-terminal:	No enrollment categories
Elementary:	Less than 75, 75 or more
Secondary:	No enrollment categories
Combined—Regular:	Less than 25, 25–49, 50–99, 100 or more
Combined—Other:	No enrollment categories

**Seventh-Day Adventist: Grade Level by Enrollment**

K-terminal:	No enrollment categories
Elementary:	Less than 25, 25–49, 50–99, 100 or more
Secondary:	Less than 125, 125 or more
Combined—Regular:	Less than 25, 25–49, 50–124, 125 or more
Combined—Other:	No enrollment categories

**Other Religious: Grade Level by Enrollment**

K-terminal <sup>3</sup> :	Less than 10, 10–19, 20 or more
Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more
Secondary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more
Combined—Regular:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more
Combined—Other:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more

**Nonsectarian—Regular: Grade Level by Enrollment**

K-terminal <sup>3</sup> :	Less than 10, 10–19, 20 or more
Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–184, 185–224, 225–274, 275–349, 350 or more
Secondary:	Less than 25, 25–49, 50–74, 75–124, 125–274, 275 or more
Combined—Regular:	Less than 25, 25–49, 50–74, 75–124, 125–274, 275–449, 450–649, 650–849, 850 or more
Combined—Other:	No enrollment categories

**Nonsectarian—Special Emphasis: Grade Level by Enrollment**

K-terminal <sup>3</sup> :	Less than 10, 10–19, 20 or more
Elementary <sup>3</sup> :	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–199, 200 or more
Secondary <sup>3</sup> :	No enrollment categories
Combined—Regular <sup>3</sup> :	Less than 25, 25–49, 50–199, 200 or more
Combined—Other <sup>3</sup> :	Less than 25, 25–49, 50–74, 75–124, 125 or more

**Nonsectarian—Special Education: Grade Level by Enrollment**

K-terminal:	No enrollment categories
Elementary:	No enrollment categories
Secondary:	No enrollment categories
Combined—Regular:	No enrollment categories
Combined—Other:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–199, 200 or more

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<sup>3</sup> Grade level is also divided into four regions (Northeast, Midwest, South, and West).

## **Nonresponse Adjustment Cells for Area-Frame Schools: PSU Status by Three-Level Typology by Grade Level**

### **Certainty PSU: Three-Level Typology by Grade Level**

Catholic:	K-terminal, elementary, combined, secondary
Other religious:	K-terminal, elementary, combined, secondary
Nonsectarian:	K-terminal, elementary, combined, secondary

### **Noncertainty PSU: Three-Level Typology by Grade Level**

Catholic:	K-terminal, elementary, combined, secondary
Other religious:	K-terminal, elementary, combined, secondary
Nonsectarian:	K-terminal, elementary, combined, secondary

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## Appendix I. 2003–2004 PSS Public-Use Codebook

**Variable:** PPIN                      **Question:**                      **Frame Variable**

**Position:** 1                              **Length:** 8

**Description:** Permanent Identification Number

**Question Wording:** PSS Permanent Identification Number

			Frequency	
Category	Label		Unweighted	Weighted
A	Alphanumeric		30,071	34,681.350

**Variable:** PCITY                      **Question:**                      **Frame Variable**

**Position:** 9                              **Length:** 30

**Description:** City of Mailing Address

**Question Wording:** City of Mailing Address

			Frequency	
Category	Label		Unweighted	Weighted
A	Alphanumeric		30,071	34,681.350

**Variable:** PSTABB                      **Question:**                      **Frame Variable**

**Position:** 39                              **Length:** 2

**Description:** State Postal Code of Mailing Address

**Question Wording:** State Postal Code of Mailing Address

			Frequency	
Category	Label		Unweighted	Weighted
AK	Alaska		65	96.735
AL	Alabama		406	585.549
AR	Arkansas		174	184.841
AZ	Arizona		361	617.336
CA	California		3,886	4,243.745
CO	Colorado		399	428.794
CT	Connecticut		392	443.471
DC	District of Columbia		95	144.570
DE	Delaware		138	176.940
FL	Florida		1,734	1,998.249
GA	Georgia		593	895.456
HI	Hawaii		128	134.467
IA	Iowa		249	277.879
ID	Idaho		112	117.746
IL	Illinois		1,497	1,617.833
IN	Indiana		743	859.754
KS	Kansas		213	319.125
KY	Kentucky		381	465.472
LA	Louisiana		419	475.555

<b>Variable:</b>		<b>PSTABB—Continued</b>	<b>Frequency</b>	
<b>Category</b>	<b>Label</b>		<b>Unweighted</b>	<b>Weighted</b>
MA	Massachusetts	878	1,067.223	
MD	Maryland	814	863.845	
ME	Maine	152	237.165	
MI	Michigan	988	1,037.005	
MN	Minnesota	550	627.230	
MO	Missouri	611	812.908	
MS	Mississippi	234	315.601	
MT	Montana	100	168.313	
NC	North Carolina	585	745.725	
ND	North Dakota	51	52.653	
NE	Nebraska	226	233.599	
NH	New Hampshire	306	321.768	
NJ	New Jersey	1,307	1,452.893	
NM	New Mexico	183	210.623	
NV	Nevada	131	138.379	
NY	New York	1,998	2,227.740	
OH	Ohio	1,054	1,174.084	
OK	Oklahoma	169	201.520	
OR	Oregon	392	412.464	
PA	Pennsylvania	2,248	2,510.594	
RI	Rhode Island	183	192.984	
SC	South Carolina	398	419.830	
SD	South Dakota	86	89.797	
TN	Tennessee	494	528.797	
TX	Texas	1,303	1,538.744	
UT	Utah	118	124.404	
VA	Virginia	644	733.331	
VT	Vermont	124	131.028	
WA	Washington	614	740.228	
WI	Wisconsin	965	1,095.878	
WV	West Virginia	143	153.099	
WY	Wyoming	37	38.384	

**Variable:** PSTFIP                      **Question:**                      **Frame Variable**

**Position:** 41                              **Length:** 2

**Description:** FIPS State Code

**Question Wording:** FIPS State Code

		<b>Frequency</b>	
<b>Category</b>	<b>Label</b>	<b>Unweighted</b>	<b>Weighted</b>
1	Alabama	406	585.549
2	Alaska	65	96.735
4	Arizona	360	616.311
5	Arkansas	174	184.841
6	California	3,886	4,243.745
8	Colorado	399	428.794
9	Connecticut	392	443.471
10	Delaware	138	176.940
11	District of Columbia	95	144.570
12	Florida	1,734	1,998.249
13	Georgia	593	895.456
15	Hawaii	128	134.467
16	Idaho	112	117.746
17	Illinois	1,497	1,617.833
18	Indiana	743	859.755
19	Iowa	249	277.879
20	Kansas	213	319.125
21	Kentucky	381	465.473
22	Louisiana	419	475.555
23	Maine	152	237.165
24	Maryland	813	862.796
25	Massachusetts	878	1,067.223
26	Michigan	988	1,037.005
27	Minnesota	550	627.230
28	Mississippi	234	315.601
29	Missouri	611	812.908
30	Montana	100	168.313
31	Nebraska	226	233.599
32	Nevada	131	138.379
33	New Hampshire	306	321.768
34	New Jersey	1,307	1,452.893
35	New Mexico	184	211.648
36	New York	1,998	2,227.740
37	North Carolina	585	745.725
38	North Dakota	51	52.653
39	Ohio	1,054	1,174.084
40	Oklahoma	169	201.520
41	Oregon	392	412.464
42	Pennsylvania	2,249	2,511.643
44	Rhode Island	183	192.984
45	South Carolina	398	419.830
46	South Dakota	86	89.797
47	Tennessee	494	528.797



Variable:		PSTFIP—Continued	Frequency	
Category		Label	Unweighted	Weighted
48		Texas	1,303	1,538.744
49		Utah	118	124.404
50		Vermont	124	733.331
51		Virginia	644	131.028
53		Washington	614	740.228
54		West Virginia	143	153.099
55		Wisconsin	965	1,095.878
56		Wyoming	37	38.384

**Variable:** PCNTY                      **Question:**                      **Frame Variable**

**Position:** 43                              **Length:** 3

**Description:** FIPS County Code

**Question Wording:** FIPS County Code

			Frequency	
Category		Label	Unweighted	Weighted
A		Alphanumeric—The Federal Information Processing Standards county codes are available on the National Institute of Standards and Technology at <a href="http://www.itl.nist.gov/fipspubs/index.htm">www.itl.nist.gov/fipspubs/index.htm</a>	30,071	34,681.350

**Variable:** PCNTNM                      **Question:**                      **Frame Variable**

**Position:** 46                              **Length:** 30

**Description:** County Name

**Question Wording:** County Name

			Frequency	
Category		Label	Unweighted	Weighted
A		Alphanumeric	30,071	34,681.350

**Variable:** PZIP                              **Question:**                      **Frame Variable**

**Position:** 76                              **Length:** 10

**Description:** ZIP Code of Mailing Address (Zip + 4)

**Question Wording:** ZIP Code of Mailing Address (last 4 digits are for Zip+4)

			Frequency	
Category		Label	Unweighted	Weighted
A		Alphanumeric	30,071	34,681.350

**Variable:** SCHOOL                      **Question:** Created Variable

**Position:** 86                              **Length:** 1

**Description:** School Counter

**Question Wording:** School Counter (each record has a value of 1)

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	1.000	1.000	0.000

**Variable:** P135                              **Question:** Q5A\_GRD

**Position:** 87                              **Length:** 1

**Description:** 5A Ungraded Offered

**Question Wording:** Does this school/program have ungraded students?

			Frequency	
Category	Label		Unweighted	Weighted
1	Yes		1,664	1,970.015
2	No		28,407	32,711.340

**Variable:** P140                              **Question:** Q5A\_ENR

**Position:** 88                              **Length:** 3

**Description:** 5A Ungraded Enrollment

**Question Wording:** How many students were enrolled as ungraded around October 1?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1	1,800.000	43.524	79.377

**Variable:** P145                              **Question:** Q5B\_GRD

**Position:** 92                              **Length:** 1

**Description:** 5B Nursery/Prekindergarten Offered

**Question Wording:** Does this school/program have nursery and prekindergarten students?

			Frequency	
Category	Label		Unweighted	Weighted
1	Yes		16,963	19,261.800
2	No		13,108	15,419.560

**Variable:** P150 **Question:** Q5B\_ENR

**Position:** 93 **Length:** 3

**Description:** 5B Nursery/Prekindergarten Enrollment

**Question Wording:** How many students were enrolled in nursery and prekindergarten around October 1?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	1,000.000	44.915	48.956

**Variable:** P155 **Question:** Q5C\_GRD

**Position:** 96 **Length:** 1

**Description:** 5C Kindergarten Offered

**Question Wording:** Does this school/program have kindergarten students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	22,917	26,268.860
2	No	7,154	8,412.499

**Variable:** P160 **Question:** Q5C\_ENR

**Position:** 97 **Length:** 3

**Description:** 5C Kindergarten Enrollment

**Question Wording:** How many students were enrolled in kindergarten around October 1?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	396.000	20.284	19.707

**Variable:** P165 **Question:** Q5D\_GRD

**Position:** 100 **Length:** 1

**Description:** 5D Transitional Kindergarten Offered

**Question Wording:** Does this school/program have transitional kindergarten students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	1,220	1,331.483
2	No	28,851	33,349.870

**Variable:** P170 **Question:** Q5D\_ENR

**Position:** 101 **Length:** 3

**Description:** 5D Transitional Kindergarten Enrollment

**Question Wording:** How many students were enrolled in transitional kindergarten around October 1?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	118.000	10.820	11.406

**Variable:** P175 **Question:** Q5E\_GRD

**Position:** 104 **Length:** 1

**Description:** 5E Transitional First Grade Offered

**Question Wording:** Does this school/program have transitional first grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	692	777.078
2	No	29,379	33,904.280

**Variable:** P180 **Question:** Q5E\_ENR

**Position:** 105 **Length:** 3

**Description:** 5E Transitional First Grade Enrollment

**Question Wording:** How many students were enrolled in transitional first grade around October 1?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	221.000	10.662	20.080

**Variable:** S\_KG **Question:** Created Variable

**Position:** 108 **Length:** 3

**Description:** Total Kindergarten Enrollment (Sum of Kindergarten, Transitional Kindergarten, and Transitional First Grade Students)

**Question Wording:** Total Kindergarten Enrollment

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	396.000	20.934	20.868

**Variable:** P185 **Question:** Q5F\_GRD

**Position:** 111 **Length:** 1

**Description:** 5F First Grade Offered

**Question Wording:** Does this school/program have 1<sup>st</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	19,740	22,215.900
2	No	10,331	12,465.450

**Variable:** P190 **Question:** Q5F\_ENR

**Position:** 112 **Length:** 3

**Description:** 5F First Grade Enrollment

**Question Wording:** How many students were enrolled in 1<sup>st</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	322.000	19.784	20.239

**Variable:** P195 **Question:** Q5G\_GRD

**Position:** 115 **Length:** 1

**Description:** 5G Second Grade Offered

**Question Wording:** Does this school/program have 2<sup>nd</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	19,464	21,827.160
2	No	10,607	12,854.200

**Variable:** P200 **Question:** Q5G\_ENR

**Position:** 116 **Length:** 3

**Description:** 5G Second Grade Enrollment

**Question Wording:** How many students were enrolled in 2<sup>nd</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	248.000	19.387	19.874

**Variable:** P205 **Question:** Q5H\_GRD

**Position:** 119 **Length:** 1

**Description:** 5H Third Grade Offered

**Question Wording:** Does this school/program have 3<sup>rd</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	19,358	21,696.840
2	No	10,713	12,984.510

**Variable:** P210 **Question:** Q5H\_ENR

**Position:** 120 **Length:** 3

**Description:** 5H Third Grade Enrollment

**Question Wording:** How many students were enrolled in 3<sup>rd</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	208.000	19.102	19.806

**Variable:** P215 **Question:** Q5I\_GRD

**Position:** 123 **Length:** 1

**Description:** 5I Fourth Grade Offered

**Question Wording:** Does this school/program have 4<sup>th</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	19,105	21,352.190
2	No	10,966	13,329.160

**Variable:** P220 **Question:** Q5I\_ENR

**Position:** 124 **Length:** 3

**Description:** 5I Fourth Grade Enrollment

**Question Wording:** How many students were enrolled in 4<sup>th</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	297.000	18.882	19.944

**Variable:** P225 **Question:** Q5J\_GRD

**Position:** 127 **Length:** 1

**Description:** 5J Fifth Grade Offered

**Question Wording:** Does this school/program have 5<sup>th</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	18,985	21,217.380
2	No	11,086	13,463.970

**Variable:** P230 **Question:** Q5J\_ENR

**Position:** 128 **Length:** 3

**Description:** 5J Fifth Grade Enrollment

**Question Wording:** How many students were enrolled in 5<sup>th</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	251.000	18.785	20.094

**Variable:** P235 **Question:** Q5K\_GRD

**Position:** 132 **Length:** 1

**Description:** 5K Sixth Grade Offered

**Question Wording:** Does this school/program have 6<sup>th</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	18,429	20,647.480
2	No	11,642	14,033.880

**Variable:** P240 **Question:** Q5K\_ENR

**Position:** 133 **Length:** 4

**Description:** 5K Sixth Enrollment

**Question Wording:** How many students were enrolled in 6<sup>th</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	1037.000	19.448	22.931

**Variable:** P245 **Question:** Q5L\_GRD

**Position:** 137 **Length:** 1

**Description:** 5L Seventh Grade Offered

**Question Wording:** Does this school/program have 7<sup>th</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	17,092	19,173.650
2	No	12,979	15,507.700

**Variable:** P250 **Question:** Q5L\_ENR

**Position:** 138 **Length:** 4

**Description:** 5L Seventh Grade Enrollment

**Question Wording:** How many students were enrolled in 7<sup>th</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	1004.000	20.586	25.079

**Variable:** P255 **Question:** Q5M\_GRD

**Position:** 142 **Length:** 1

**Description:** 5M Eighth Grade Offered

**Question Wording:** Does this school/program have 8<sup>th</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	16,875	18,950.340
2	No	13,196	15,731.010

**Variable:** P260 **Question:** Q5M\_ENR

**Position:** 143 **Length:** 4

**Description:** 5M Eighth Grade Enrollment

**Question Wording:** How many students were enrolled in 8<sup>th</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	958.000	20.607	25.604



**Variable:** P265 **Question:** Q5N\_GRD

**Position:** 147 **Length:** 1

**Description:** 5N Ninth Grade Offered

**Question Wording:** Does this school/program have 9<sup>th</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	8,412	9,955.185
2	No	21,659	24,726.170

**Variable:** P270 **Question:** Q5N\_ENR

**Position:** 148 **Length:** 4

**Description:** 5N Ninth Grade Enrollment

**Question Wording:** How many students were enrolled in 9<sup>th</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	726.000	35.308	67.825

**Variable:** P275 **Question:** Q5O\_GRD

**Position:** 152 **Length:** 1

**Description:** 5O Tenth Grade Offered

**Question Wording:** Does this school/program have 10<sup>th</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	8,005	9,504.720
2	No	22,066	25,176.630

**Variable:** P280 **Question:** Q5O\_ENR

**Position:** 153 **Length:** 4

**Description:** 5O Tenth Grade Enrollment

**Question Wording:** How many students were enrolled in 10<sup>th</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	685.000	35.158	66.525

**Variable:** P285 **Question:** Q5P\_GRD

**Position:** 157 **Length:** 1

**Description:** 5P Eleventh Grade Offered

**Question Wording:** Does this school/program have 11<sup>th</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	7,615	8,983.728
2	No	22,456	25,697.630

**Variable:** P290 **Question:** Q5P\_ENR

**Position:** 158 **Length:** 4

**Description:** 5P Eleventh Grade Enrollment

**Question Wording:** How many students were enrolled in 11<sup>th</sup> grade on October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	680.000	35.319	64.096

**Variable:** P295 **Question:** Q5Q\_GRD

**Position:** 162 **Length:** 1

**Description:** 5Q Twelfth Grade Offered

**Question Wording:** Does this school/program have 12<sup>th</sup> grade students?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	7,366	8,589.626
2	No	22,705	26,091.730

**Variable:** P300 **Question:** Q5Q\_ENR

**Position:** 163 **Length:** 4

**Description:** 5Q Twelfth Grade Enrollment

**Question Wording:** How many students were enrolled in 12<sup>th</sup> grade around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	639.000	35.354	63.176

**Variable:** P305 **Question:** Q6\_TOTAL

**Position:** 167 **Length:** 4

**Description:** 6 Total Student Enrollment

**Question Wording:** What was the total number of students who were enrolled in this school around October 1?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	3752.000	175.865	230.117

**Variable:** P310 **Question:** Q7D

**Position:** 171 **Length:** 3

**Description:** 7E Am Indian/Alaska Native Students

**Question Wording:** Around the first of October, how many students (excluding prekindergarten) were: American Indian or Alaska Native?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	514.000	0.935	8.675

**Variable:** P315 **Question:** Q7E

**Position:** 174 **Length:** 6

**Description:** 7D Asian or Pacific Islander Students

**Question Wording:** Around the first of October, how many students (excluding prekindergarten) were: Asian or Pacific Islander?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	3192.000	7.460	40.001

**Variable:** P320 **Question:** Q7A

**Position:** 180 **Length:** 6

**Description:** 7A Hispanic Students

**Question Wording:** Around the first of October, how many students (excluding prekindergarten) were: Hispanic, regardless of race?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	1722.000	13.267	48.219

**Variable:** P325 **Question:** Q7B

**Position:** 186 **Length:** 3

**Description:** 7C Black Students

**Question Wording:** Around the first of October, how many students (excluding prekindergarten) were: Black, not of Hispanic origin?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	916.000	14.344	42.866

**Variable:** P330 **Question:** Q7A

**Position:** 189 **Length:** 4

**Description:** 7B White Students

**Question Wording:** Around the first of October, how many students (excluding prekindergarten) were: White, not of Hispanic origin?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	2582.000	114.304	193.131

**Variable:** P335 **Question:** Q8A

**Position:** 193 **Length:** 1

**Description:** 8A Is School Coeducational

**Question Wording:** Is this school/program coeducational?

Category	Label	Frequency	
		Unweighted	Weighted
1	Yes	28,857	33,295.240
2	No, it is an all-female school	536	591.992
3	No, it is an all-male school	678	794.126

**Variable:** P340 **Question:** Q8B

**Position:** 194 **Length:** 4

**Description:** 8B Number of Male Students

**Question Wording:** How many MALE students (excluding prekindergarten) attended this school/program around the first of October?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	1842.000	72.623	108.962

**Variable:** P345 **Question:** Q9A

**Position:** 198 **Length:** 1

**Description:** 9A Students in 12<sup>th</sup> Grade Last Year

**Question Wording:** Last school year (2002–2003), were any students enrolled in 12<sup>th</sup> grade?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	7,054	8,119.567
2	No	2,3017	26,561.790

**Variable:** P350 **Question:** Q9B

**Position:** 199 **Length:** 3

**Description:** 9B How Many in 12<sup>th</sup> Grade Last Year

**Question Wording:** How many students were enrolled in 12<sup>th</sup> grade around October 1, 2002?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	678.000	37.117	64.173

**Variable:** P360 **Question:** Q9D\_%4\_YR

**Position:** 205 **Length:** 3

**Description:** 9D Percent to 4 Year College

**Question Wording:** Of those who graduated with a diploma last year, what percentage went to four-year colleges?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	100.000	58.126	40.687

**Variable:** P361 **Question:** Q9D\_%2\_YR

**Position:** 208 **Length:** 3

**Description:** 9D Percent to 2 Year College

**Question Wording:** Of those who graduated with a diploma last year, what percentage went to two-year colleges?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	100.000	18.507	27.731

**Variable:** P365 **Question:** Q10A

**Position:** 211 **Length:** 1

**Description:** 10A Half Day or Full Day

**Question Wording:** How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?

		Frequency	
Category	Label	Unweighted	Weighted
0	School does not offer kindergarten, transitional kindergarten, or transitional first grade	6,942	8,144.745
1	Full day	16,964	19,377.780
2	Half day	3,655	4,329.241
3	Both offered	2,510	2,829.590

**Variable:** P370 **Question:** Q10B

**Position:** 212 **Length:** 1

**Description:** 10B Days Per Week

**Question Wording:** How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	5.000	4.907	0.451

**Variable:** P385 **Question:** Q11\_FT

**Position:** 213 **Length:** 3

**Description:** 11 Full-Time Teachers

**Question Wording:** Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Teachers who taught full time?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	269.000	11.079	16.823

**Variable:** P390 **Question:** Q11\_>3/4

**Position:** 216 **Length:** 2

**Description:** 11 More Than 3/4 Time Teachers

**Question Wording:** Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Teachers who taught at least 3/4 time but less than full time?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	250.000	0.642	2.741

**Variable:** P395 **Question:** Q11\_>1/2

**Position:** 218 **Length:** 3

**Description:** 11 More Than 1/2 Time Teachers

**Question Wording:** Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Teachers who taught at least 1/2 time but less than 3/4 time?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	190.000	1.213	3.719

**Variable:** P400 **Question:** Q11\_>1/4

**Position:** 221 **Length:** 2

**Description:** 11 More Than 1/4 Time Teachers

**Question Wording:** Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Teachers who taught at least 1/4 time but less than 1/2 time?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	69.000	0.646	1.847

**Variable:** P405 **Question:** Q11\_<1/4

**Position:** 223 **Length:** 2

**Description:** 11 Less Than 1/4 Time Teachers

**Question Wording:** Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Teachers who taught less than 1/4 time?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	36.000	0.503	1.535

**Variable:** P410 **Question:** Q11\_TOTAL

**Position:** 225 **Length:** 3

**Description:** 11 Total Number of Teachers

**Question Wording:** Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Total K–12 teachers

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	316.000	14.083	19.487

**Variable:** P415 **Question:** Q12A

**Position:** 228 **Length:** 1

**Description:** 12A Type of School

**Question Wording:** Which of the following best describes this school/program?

Category	Label	Frequency	
		Unweighted	Weighted
1	Regular Elementary or Secondary	20,280	22,896.480
2	Montessori	2,125	2,480.880
3	Elementary or Secondary with a Special Program Emphasis	817	1,006.910
4	Special Education	1,473	1,647.308
5	Vocational/technical	5	5.181
6	Alternative	1,222	1,508.550
7	Early Childhood Program/Day Care Center	4,149	5,136.045



**Variable:** P420 **Question:** Q12B

**Position:** 229 **Length:** 1

**Description:** 12B School Support Home Schooling

**Question Wording:** Is a major role of this school/program to support home schooling?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	974	1,324.721
2	No	29,097	33,356.630

**Variable:** P425 **Question:** Q13

**Position:** 230 **Length:** 1

**Description:** 13 Is School Located in Private Home

**Question Wording:** Is this school/program located in a private home that is used primarily as a family residence?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	176	291.188
2	No	29,895	34,390.170

**Variable:** P430 **Question:** Q14A

**Position:** 231 **Length:** 1

**Description:** 14A Does School Have Relig Orientation

**Question Wording:** Does this school/program have a religious orientation or purpose?

		Frequency	
Category	Label	Unweighted	Weighted
1	Yes	20,887	23,548.180
2	No	9,184	11,133.170

**Variable:** P435 **Question:** Q14B

**Position:** 232 **Length:** 1

**Description:** 14B School Affiliated W/Religious institution

**Question Wording:** Is this school/program affiliated with a religious institution or organization?

		Frequency	
Category	Label	Unweighted	Weighted
.	{Valid Skip}	9,184	11,133.169
1	Yes	18,293	20,424.380
2	No	2,594	3,123.805

**Variable:** P440                      **Question:** Q14C

**Position:** 233                      **Length:** 2

**Description:** 14C Religious Orientation/Affiliation

**Question Wording:** What is this school's/program's religious orientation or affiliation?

		Frequency	
Category	Label	Unweighted	Weighted
.	{Valid Skip}	9,184	11,133.169
1	Roman Catholic	7,677	8,040.948
2	African Methodist Episcopal	13	13.607
3	Amish	617	735.741
4	Assembly of God	416	492.283
5	Baptist	2,059	2,491.073
6	Brethren	68	73.977
7	Calvinist	137	145.418
8	Christian (no specific denomination)	3,673	4,402.921
9	Church of Christ	180	227.470
10	Church of God	121	130.326
11	Church of God in Christ	26	27.878
12	Disciples of Christ	11	11.330
13	Episcopal	414	455.298
14	Friends	73	78.008
15	Greek Orthodox	26	27.921
16	Islamic	171	183.786
17	Jewish	796	925.915
18	Latter Day Saints	8	8.625
19	Lutheran Church -- Missouri Synod	1,202	1,262.827
20	Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)	200	224.518
21	Wisconsin Evangelical Lutheran Synod	359	370.814
22	Other Lutheran	84	91.710
23	Mennonite	343	463.383
24	Methodist	281	383.348
25	Pentecostal	340	404.875
26	Presbyterian	263	303.220
27	Seventh-Day Adventist	872	976.098
28	Other	457	594.867

**Variable:** P445                      **Question:** Q14C

**Position:** 235                      **Length:** 1

**Description:** 14C What Type of Catholic School

**Question Wording:** Type of Catholic School

		Frequency	
Category	Label	Unweighted	Weighted
.	{Valid Skip}	22,394	26,640.406
1	Parochial (or inter-parochial)	3,916	4,097.365
2	Diocesan	2,860	2,978.866
3	Private	901	964.716

**Variable:** P450 **Question:** Q15\_0

**Position:** 236 **Length:** 1

**Description:** 15 No Associations

**Question Wording:** To which associations or organizations does this school belong?  
1 = This school/program does not belong to any associations or organizations.

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	21,655	24,127.370
1	No Membership Association	8,416	10,553.980

**Variable:** P455 **Question:** Q15\_1

**Position:** 237 **Length:** 1

**Description:** 15 Accelerated Christian Education

**Question Wording:** To which associations or organizations does this school belong?  
1 = Accelerated Christian Education (or School of Tomorrow)

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	2,9118	33,547.190
1	Accelerated Christian Education (ACE) or (School of Tomorrow)	953	1,134.166

**Variable:** P460 **Question:** Q15\_2

**Position:** 238 **Length:** 1

**Description:** 15 American Assn of Christian Schools

**Question Wording:** To which associations or organizations does this school belong?  
1 = American Association of Christian Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,249	33,751.900
1	American Association of Christian Schools (AACCS)	822	929.450

**Variable:** P465 **Question:** Q15\_3

**Position:** 239 **Length:** 1

**Description:** 15 Assn of Christian Schools Internatl

**Question Wording:** To which associations or organizations does this school belong?  
1 = Association of Christian Schools International

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	26,929	31,185.450
1	Association of Christian Schools International (ACSI)	3,142	3,495.906

**Variable:** P467                      **Question:** Q15\_4

**Position:** 240                      **Length:** 1

**Description:** 15 Assn of Christian Teachers and School

**Question Wording:** To which associations or organizations does this school belong?  
1 = Association of Christian Teachers and Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,863	34,431.350
1	Association of Christian Teachers and Schools (ACTS)	208	249.999

**Variable:** P470                      **Question:** Q15\_5

**Position:** 241                      **Length:** 1

**Description:** 15 Christian Schools International

**Question Wording:** To which associations or organizations does this school belong?  
1 = Christian Schools International

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,717	34,304.940
1	Christian Schools International (CSI)	354	376.411

**Variable:** P475                      **Question:** Q15\_6

**Position:** 242                      **Length:** 1

**Description:** 15 Council Islamic Schls in N. America

**Question Wording:** To which associations or organizations does this school belong?  
1 = Council of Islamic Schools in North America

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,038	34,646.090
1	Council of Islamic Schools in North America (CISNA)	33	35.266

**Variable:** P480                      **Question:** Q15\_7

**Position:** 243                      **Length:** 1

**Description:** 15 Evangelical Lutheran Education Assn

**Question Wording:** To which associations or organizations does this school belong?  
1 = Evangelical Lutheran Education Association

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,789	34,374.810
1	Evangelical Lutheran Education Association (ELEA)	282	306.540

**Variable:** P485 **Question:** Q15\_8

**Position:** 244 **Length:** 1

**Description:** 15 Friends Council on Education

**Question Wording:** To which associations or organizations does this school belong?  
1 = Friends Council on Education

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,021	34,627.600
1	Friends Council on Education (FCE)	50	53.749

**Variable:** P490 **Question:** Q15\_9

**Position:** 245 **Length:** 1

**Description:** 15 Gen Conference of SDA Church

**Question Wording:** To which associations or organizations does this school belong?  
1 = General Conference of the Seventh-Day Adventist Church

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,446	33,987.220
1	General Conference of the Seventh-Day Adventist Church (GCSDAC)	625	694.132

**Variable:** P492 **Question:** Q15\_10

**Position:** 246 **Length:** 1

**Description:** 15 Islamic School League of America

**Question Wording:** To which associations or organizations does this school belong?  
1 = Islamic School League of America (ISLA)

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,043	34,651.340
1	Islamic School League of America (ISLA)	28	30.018

**Variable:** P495 **Question:** Q15\_10

**Position:** 247 **Length:** 1

**Description:** 15 Jesuit Secondary Education Assn

**Question Wording:** To which associations or organizations does this school belong?  
1 = Jesuit Secondary Education Association

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,030	34,638.190
1	Jesuit Secondary Education Association (JSEA)	41	43.161

**Variable:** P500 **Question:** Q15\_11

**Position:** 248 **Length:** 1

**Description:** 15 National Assn of Episcopal Schools

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Association of Episcopal Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,772	34,348.200
1	National Association of Episcopal Schools (NAES)	299	333.155

**Variable:** P505 **Question:** Q15\_12

**Position:** 249 **Length:** 1

**Description:** 15 National Catholic Educational Assn

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Catholic Educational Association

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	23,455	27,788.660
1	National Catholic Educational Association (NCEA)	6,616	6,892.695

**Variable:** P510 **Question:** Q15\_13

**Position:** 250 **Length:** 1

**Description:** 15 National Christian School Assn

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Christian School Association

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,916	34,501.220
1	National Christian School Association (NCSA)	155	180.135

**Variable:** P515 **Question:** Q15\_14

**Position:** 251 **Length:** 1

**Description:** 15 Natl Society of Hebrew Day Schools

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Society of Hebrew Day Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,909	34,497.090
1	National Society of Hebrew Day Schools (NSHDS)	162	184.268

**Variable:** P520 **Question:** Q15\_15

**Position:** 252 **Length:** 1

**Description:** 15 Oral Roberts Univ Edu Fellowship

**Question Wording:** To which associations or organizations does this school belong?  
1 = Oral Roberts University Educational Fellowship

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,985	34,584.190
1	Oral Roberts University Educational Fellowship (ORUEF)	86	97.164

**Variable:** P525 **Question:** Q15\_16

**Position:** 253 **Length:** 1

**Description:** 15 Solomon Schechter Day Schools

**Question Wording:** To which associations or organizations does this school belong?  
1 = Solomon Schechter Day Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,017	34,619.180
1	Solomon Schechter Day Schools (SSDS)	54	62.176

**Variable:** P530 **Question:** Q15\_17

**Position:** 254 **Length:** 1

**Description:** 15 So Baptist Assn of Christian Schools

**Question Wording:** To which associations or organizations does this school belong?  
1 = Southern Baptist Association of Christian Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,935	34,528.710
1	Southern Baptist Association of Christian Schools (SBACS)	136	152.641

**Variable:** P535 **Question:** Q15\_18

**Position:** 255 **Length:** 1

**Description:** 15 Other Religious School Associations

**Question Wording:** To which associations or organizations does this school belong?  
1 = Other religious school associations

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	27,685	32,003.370
1	Other religious school association(s)	2,386	2,677.983

**Variable:** P540 **Question:** Q15\_19

**Position:** 256 **Length:** 1

**Description:** 15 American Montessori Society

**Question Wording:** To which associations or organizations does this school belong?  
1 = American Montessori Society

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	28,969	33,422.020
1	American Montessori Society (AMS)	1,102	1,259.336

**Variable:** P545 **Question:** Q15\_20

**Position:** 257 **Length:** 1

**Description:** 15 Other Montessori Associations

**Question Wording:** To which associations or organizations does this school belong?  
1 = Other Montessori associations

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,117	33,643.030
1	Other Montessori association(s)	954	1,038.323

**Variable:** P550 **Question:** Q15\_21

**Position:** 258 **Length:** 1

**Description:** 15 Assn Military Colleges and Schools

**Question Wording:** To which associations or organizations does this school belong?  
1 = Association of Military Colleges and Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,781	34,658.800
1	Association of Military Colleges and Schools (AMCS)	31	22.552

**Variable:** P555 **Question:** Q15\_22

**Position:** 259 **Length:** 1

**Description:** 15 Assn Waldorf Schools of N. America

**Question Wording:** To which associations or organizations does this school belong?  
1 = Association of Waldorf Schools of North America

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,970	34,573.510
1	Association of Waldorf Schools of North America (AWSNA)	101	107.839



**Variable:** P560 **Question:** Q15\_23

**Position:** 260 **Length:** 1

**Description:** 15 Bilingual School Association

**Question Wording:** To which associations or organizations does this school belong?  
1 = Bilingual School Association

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,057	34,665.900
1	Bilingual School Association (BSA)	14	15.452

**Variable:** P565 **Question:** Q15\_24

**Position:** 261 **Length:** 1

**Description:** 15 Council of Bilingual Education

**Question Wording:** To which associations or organizations does this school belong?  
1 = Council of Bilingual Education

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,065	34,674.860
1	Council of Bilingual Education (CBE)	6	6.497

**Variable:** P570 **Question:** Q15\_25

**Position:** 262 **Length:** 1

**Description:** 15 Council for Exceptional Children

**Question Wording:** To which associations or organizations does this school belong?  
1 = Council for Exceptional Children

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,657	34,248.670
1	Council for Exceptional Children (CEC)	414	432.684

**Variable:** P575 **Question:** Q15\_26

**Position:** 263 **Length:** 1

**Description:** 15 Natl Assn of Private Sp/ED centers

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Association of Private Special Education Centers

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,733	34,326.340
1	National Association of Private Special Education Centers (NAPSEC)	338	355.015

**Variable:** P580 **Question:** Q15\_27

**Position:** 264 **Length:** 1

**Description:** 15 Other Assns for Exceptional Children

**Question Wording:** To which associations or organizations does this school belong?  
1 = Other association(s) for exceptional

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,785	34,381.910
1	Other association(s) for exceptional children	286	299.443

**Variable:** P585 **Question:** Q15\_28

**Position:** 265 **Length:** 1

**Description:** 15 European Council for Intnatl School

**Question Wording:** To which associations or organizations does this school belong?  
1 = European Council for International Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,058	34,667.240
1	European Council for International Schools (ECIS)	13	14.110

**Variable:** P590 **Question:** Q15\_29

**Position:** 266 **Length:** 1

**Description:** 15 Natl Assn for the Ed of Young Child

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Association for the Education of Young Children

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	27,647	32,024.200
1	National Association for the Education of Young Children (NAEYC)	2,424	2,657.152

**Variable:** P595 **Question:** Q15\_30

**Position:** 267 **Length:** 1

**Description:** 15 Natl Assn of Bilingual Education

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Association of Bilingual Education

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,063	34,672.900
1	National Association of Bilingual Education (NABE)	8	8.454

**Variable:** P600 **Question:** Q15\_31

**Position:** 268 **Length:** 1

**Description:** 15 National Assn of Laboratory Schools

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Association of Laboratory Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,050	34,659.350
1	National Association of Laboratory Schools (NALS)	21	22.006

**Variable:** P602 **Question:** Q15\_32

**Position:** 269 **Length:** 1

**Description:** 15 National Coalition of Girls Schools

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Coalition of Girls' Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,992	34,595.310
1	National Coalition of Girls' Schools (NCGS)	79	86.039

**Variable:** P605 **Question:** Q15\_33

**Position:** 270 **Length:** 1

**Description:** 15 Other Special Emphasis Associations

**Question Wording:** To which associations or organizations does this school belong?  
1 = Other special emphasis association(s)

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	28,804	33,219.210
1	Other special emphasis association(s)	1,267	1,462.140

**Variable:** P610 **Question:** Q15\_34

**Position:** 271 **Length:** 1

**Description:** 15 Alternative School Network

**Question Wording:** To which associations or organizations does this school belong?  
1 = Alternative School Network

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,031	34,631.770
1	Alternative School Network (ASN)	40	49.584

**Variable:** P615 **Question:** Q15\_35

**Position:** 272 **Length:** 1

**Description:** 15 Institute for Independent Education

**Question Wording:** To which associations or organizations does this school belong?  
1 = Institute for Independent Education

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,042	34,650.040
1	Institute for Independent Education (IIE)	29	31.312

**Variable:** P620 **Question:** Q15\_36

**Position:** 273 **Length:** 1

**Description:** 15 National Assn of Independent Schools

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Association of Independent Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,100	33,621.710
1	National Association of Independent Schools (NAIS)	971	1,059.643

**Variable:** P622 **Question:** Q15\_37

**Position:** 274 **Length:** 1

**Description:** 15 State or Regional Independent School

**Question Wording:** To which associations or organizations does this school belong?  
1 = State or regional independent school association

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	28,418	32,868.850
1	State or regional independent school association	1,653	1,812.500

**Variable:** P625 **Question:** Q15\_38

**Position:** 2752 **Length:** 1

**Description:** 15 Natl Coalition of Alt Community Sch

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Coalition of Alternative Community Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,013	34,619.200
1	National Coalition of Alternative Community Schools (NCACS)	58	62.153

**Variable:** P630 **Question:** Q15\_39

**Position:** 276 **Length:** 1

**Description:** 15 Natl Independent Private School Assn

**Question Wording:** To which associations or organizations does this school belong?  
1 = National Independent Private School Association

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,822	34,409.640
1	National Independent Private School Association (NIPSA)	249	271.713

**Variable:** P635 **Question:** Q15\_40

**Position:** 277 **Length:** 1

**Description:** 15 Assn of Boarding Schools

**Question Wording:** To which associations or organizations does this school belong?  
1 = The Association of Boarding Schools

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,894	34,490.670
1	The Association of Boarding Schools (TABS)	177	190.686

**Variable:** P640 **Question:** Q15\_41

**Position:** 278 **Length:** 1

**Description:** 15 Other School Associations

**Question Wording:** To which associations or organizations does this school belong?  
1 = (specify) Other school association

		Frequency	
Category	Label	Unweighted	Weighted
0	{Valid Skip}	27,242	31,341.220
1	Other school association(s)	2,829	3,340.138

**Variable:** P645 **Question:** Q16

**Position:** 279 **Length:** 3

**Description:** 16 Days in School Year

**Question Wording:** How many days are in the school year for students in this school/program?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	99.000	261.000	181.994	18.211

**Variable:** P650 **Question:** Q17\_HRS

**Position:** 282 **Length:** 2

**Description:** 17 Hours in School Day for Students

**Question Wording:** How long is the school day for students in this school/program?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	10.000	6.223	1.253

**Variable:** P655 **Question:** Q17\_MIN

**Position:** 284 **Length:** 2

**Description:** 17 Minutes in School Day for Students

**Question Wording:** How long is the school day for students in this school/program?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	59.000	17.273	18.778

**Variable:** P660 **Question:** Q18

**Position:** 286 **Length:** 1

**Description:** 18 Library

**Question Wording:** Does this school have a library or library media center?

Category	Label	Frequency	
		Unweighted	Weighted
1	Yes	23,796	27,271.540
2	No	6,275	7,409.812

**Variable:** P665 **Question:** Q19

**Position:** 287 **Length:** 3

**Description:** 19 Minutes to Complete Questionnaire

**Question Wording:** Not counting interruptions, how many minutes did it take to complete this questionnaire?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	480.000	20.096	21.059

**Variable:** COMMTYP2      **Question:**      **Sample Variable**

**Position:** 290      **Length:** 1

**Description:** Community Type Recode

**Question Wording:** Community Type (Recode)

		Frequency	
Category	Label	Unweighted	Weighted
1	Central city (Locale = 1 or 2)	10,469	11,773.140
2	Urban fringe, large town, rural-inside MSA (Locale = 3, 4, 5, or 8)	15,615	18,127.240
3	Rural-outside MSA or small town (Locale = 6 or 7)	3,987	4,780.976

**Variable:** COMMTYPE      **Question:**      **Sample Variable**

**Position:** 291      **Length:** 1

**Description:** Community Type

**Question Wording:** Community Type (Recode)

		Frequency	
Category	Label	Unweighted	Weighted
1	Central city (Locale = 1 or 2)	10,469	11,773.140
2	Urban fringe, large town (Locale = 3, 4, or 5)	13,402	15,342.750
3	Rural-outside MSA or small town (Locale = 6, 7, or 8)	6,200	7,565.466

**Variable:** DIOCESE      **Question:**      **Sample Variable**

**Position:** 292      **Length:** 4

**Description:** Diocese or Archdiocese - Catholic Schls

**Question Wording:** Diocese or Archdiocese - Catholic Schls

		Frequency	
Category	Label	Unweighted	Weighted
blank	{Valid Skip}	22,394	26,640.406
101	Diocese of Birmingham, AL	24	24.751
102	Diocese of Mobile, AL	23	23.494
201	Archdiocese of Anchorage, AK	4	4.158
202	Diocese of Fairbanks, AK	1	1.034
203	Diocese of Juneau, AK	1	1.010
401	Diocese of Phoenix, AZ	37	48.456
402	Diocese of Tucson, AZ	21	21.656
501	Diocese of Little Rock, AR	33	34.108
601	Archdiocese of Los Angeles, CA	272	281.823
602	Archdiocese of San Francisco, CA	78	80.839
603	Diocese of Fresno, CA	25	25.885
604	Diocese of Monterey, CA	15	15.484
605	Diocese of Oakland, CA	61	63.407
606	Diocese of Orange, CA	43	44.794
607	Diocese of Sacramento, CA	55	57.075
608	Diocese of San Bernardino, CA	32	33.403

<b>Variable:</b>		<b>DIOCESE—Continued</b>		<b>Frequency</b>	
<b>Category</b>	<b>Label</b>	<b>Unweighted</b>	<b>Weighted</b>		
609	Diocese of San Diego, CA	52	54.003		
610	Diocese of San Jose, CA	39	40.777		
611	Diocese of Santa Rosa, CA	22	22.794		
612	Diocese of Stockton, CA	16	16.955		
801	Archdiocese of Denver, CO	42	43.867		
802	Diocese of Colorado Springs, CO	6	6.211		
803	Diocese of Pueblo, CO	5	5.054		
901	Archdiocese of Hartford, CT	76	78.808		
902	Diocese of Bridgeport, CT	42	43.635		
903	Diocese of Norwich, CT	28	29.087		
1001	Diocese of Wilmington, DE	36	37.439		
1101	Archdiocese of Washington, DC	93	101.045		
1201	Archdiocese of Miami, FL	73	76.287		
1202	Diocese of Pensacola-Tallahassee, FL	10	10.341		
1203	Diocese of Orlando, FL	38	39.445		
1204	Diocese of Palm Beach, FL	19	25.133		
1205	Diocese of St. Augustine, FL	26	27.002		
1206	Diocese of St. Petersburg, FL	38	39.465		
1207	Diocese of Venice, FL	15	15.791		
1301	Archdiocese of Atlanta, GA	20	20.776		
1302	Diocese of Savannah, GA	21	21.672		
1501	Diocese of Honolulu, HI	33	34.330		
1601	Diocese of Boise, ID	16	16.544		
1701	Archdiocese of Chicago, IL	280	290.854		
1702	Diocese of Belleville, IL	39	40.037		
1703	Diocese of Joliet, IL	68	70.456		
1704	Diocese of Peoria, IL	53	54.349		
1705	Diocese of Rockford, IL	49	50.774		
1706	Diocese of Springfield, IL	55	56.509		
1801	Archdiocese of Indianapolis, IN	73	75.346		
1802	Diocese of Evansville, IN	28	28.918		
1803	Diocese of Ft. Wayne-South Bend, IN	43	44.569		
1804	Diocese of Gary, IN	29	30.008		
1805	Diocese of Lafayette, IN	20	20.602		
1901	Archdiocese of Dubuque, IA	58	69.331		
1902	Diocese of Davenport, IA	24	24.602		
1903	Diocese of Des Moines, IA	20	20.726		
1904	Diocese of Sioux City, IA	33	33.485		
2001	Archdiocese of Kansas City, KS	47	48.531		
2002	Diocese of Dodge City, KS	9	9.180		
2003	Diocese of Salina, KS	16	16.409		
2004	Diocese of Wichita, KS	35	36.124		
2101	Archdiocese of Louisville, KY	64	66.557		
2102	Diocese of Covington, KY	36	37.152		
2103	Diocese of Lexington, KY	17	17.437		
2104	Diocese of Owensboro, KY	19	19.520		
2201	Archdiocese of New Orleans, LA	101	112.357		
2202	Diocese of Alexandria, LA	9	9.254		
2203	Diocese of Baton Rouge, LA	31	32.116		
2204	Diocese of Houma-Thibodaux, LA	13	13.465		



<b>Variable:</b>		<b>DIOCESE—Continued</b>	<b>Frequency</b>	
<b>Category</b>	<b>Label</b>		<b>Unweighted</b>	<b>Weighted</b>
2205		Diocese of Lafayette, LA	33	34.012
2206		Diocese of Lake Charles, LA	8	8.425
2207		Diocese of Shreveport, LA	8	8.463
2301		Diocese of Portland, ME	21	21.849
2401		Archdiocese of Baltimore, MD	96	99.828
2501		Archdiocese of Boston, MA	157	166.440
2502		Diocese of Fall River, MA	30	30.871
2503		Diocese of Springfield, MA	28	28.854
2504		Diocese of Worcester, MA	34	35.304
2601		Archdiocese of Detroit, MI	137	142.011
2602		Diocese of Grand Rapids, MI	41	42.451
2603		Diocese of Gaylord, MI	19	19.514
2604		Diocese of Kalamazoo, MI	26	27.206
2605		Diocese of Lansing, MI	45	46.716
2606		Diocese of Marquette, MI	12	12.299
2607		Diocese of Saginaw, MI	23	23.537
2701		Archdiocese of St. Paul-Minneapolis, MN	104	108.010
2702		Diocese of Crookston, MN	10	10.261
2703		Diocese of Duluth, MN	11	11.346
2704		Diocese of New Ulm, MN	18	18.510
2705		Diocese of St. Cloud, MN	36	37.123
2706		Diocese of Winona, MN	29	29.850
2801		Diocese of Biloxi, MS	19	19.709
2802		Diocese of Jackson, MS	17	17.414
2901		Archdiocese of St. Louis, MO	158	166.394
2902		Diocese of Jefferson City, MO	39	46.369
2903		Diocese of Kansas City-St. Joseph, MO	39	40.779
2904		Diocese of Springfield-Cape Girardeau, MO	25	25.385
3001		Diocese of Great Falls-Billings, MT	14	14.248
3002		Diocese of Helena, MT	7	7.321
3101		Archdiocese of Omaha, NE	77	79.467
3102		Diocese of Grand Island, NE	9	9.041
3103		Diocese of Lincoln, NE	30	30.903
3201		Diocese of Las Vegas, NV	9	9.304
3202		Diocese of Reno, NV	5	5.191
3301		Diocese of Manchester, NH	38	39.230
3401		Archdiocese of Newark, NJ	156	161.458
3402		Diocese of Camden, NJ	60	61.973
3403		Diocese of Metuchen, NJ	49	50.737
3404		Diocese of Paterson, NJ	65	67.248
3405		Diocese of Trenton, NJ	59	61.288
3501		Archdiocese of Santa Fe, NM	18	18.580
3502		Diocese of Gallup, NM	11	11.171
3503		Diocese of Las Cruces, NM	7	7.132
3601		Archdiocese of New York, NY	264	285.095
3602		Diocese of Albany, NY	40	41.494
3603		Diocese of Brooklyn, NY	167	173.031
3604		Diocese of Buffalo, NY	99	102.600
3605		Diocese of Ogdensburg, NY	21	21.541
3606		Diocese of Rochester, NY	58	60.280

<b>Variable:</b>		<b>DIOCESE—Continued</b>	<b>Frequency</b>	
<b>Category</b>	<b>Label</b>		<b>Unweighted</b>	<b>Weighted</b>
3607		Diocese of Rockville, NY	72	74.691
3608		Diocese of Syracuse, NY	37	38.407
3701		Diocese of Charlotte, NC	20	27.617
3702		Diocese of Raleigh, NC	23	23.665
3801		Diocese of Bismarck, ND	13	13.314
3802		Diocese of Fargo, ND	13	13.301
3901		Archdiocese of Cincinnati, OH	134	139.670
3902		Diocese of Cleveland, OH	147	151.910
3903		Diocese of Columbus, OH	58	60.153
3904		Diocese of Steubenville, OH	18	18.748
3905		Diocese of Toledo, OH	95	97.694
3906		Diocese of Youngstown, OH	50	51.865
4001		Archdiocese of Oklahoma City, OK	21	21.810
4002		Diocese of Tulsa, OK	13	13.596
4101		Archdiocese of Portland, OR	53	54.569
4102		Diocese of Baker, OR	2	2.010
4201		Archdiocese of Philadelphia, PA	254	264.476
4202		Diocese of Allentown, PA	64	66.006
4203		Diocese of Altoona-Johnstown, PA	30	31.158
4204		Diocese of Erie, PA	43	44.387
4205		Diocese of Greensburg, PA	25	26.020
4206		Diocese of Harrisburg, PA	48	49.819
4207		Diocese of Pittsburgh, PA	105	109.095
4208		Diocese of Scranton, PA	57	58.717
4401		Diocese of Providence, RI	60	62.502
4501		Diocese of Charleston, SC	29	30.038
4601		Diocese of Rapid City, SD	6	6.150
4602		Diocese of Sioux Falls, SD	24	24.511
4701		Diocese of Knoxville, TN	9	9.335
4702		Diocese of Memphis, TN	24	25.108
4703		Diocese of Nashville, TN	18	18.492
4801		Archdiocese of San Antonio, TX	45	46.838
4802		Diocese of Amarillo, TX	7	7.133
4803		Diocese of Austin, TX	18	18.656
4804		Diocese of Beaumont, TX	7	7.254
4805		Diocese of Brownsville, TX	11	11.394
4806		Diocese of Corpus Christi, TX	14	14.574
4807		Diocese of Dallas, TX	36	37.480
4808		Diocese of El Paso, TX	13	13.661
4809		Diocese of Ft. Worth, TX	18	18.518
4810		Diocese of Galveston-Houston, TX	60	62.176
4811		Diocese of Lubbock, TX	2	2.136
4812		Diocese of San Angelo, TX	3	3.014
4813		Diocese of Tyler, TX	3	3.079
4814		Diocese of Victoria, TX	14	14.288
4815		Diocese of Laredo, TX	7	7.351
4901		Diocese of Salt Lake, UT	15	15.489
5001		Diocese of Burlington, VT	17	17.400
5101		Diocese of Arlington, VA	42	43.498
5102		Diocese of Richmond, VA	29	29.958

<b>Variable:</b>		<b>DIOCESE—Continued</b>	<b>Frequency</b>	
<b>Category</b>		<b>Label</b>	<b>Unweighted</b>	<b>Weighted</b>
5301		Archdiocese of Seattle, WA	66	68.218
5302		Diocese of Spokane, WA	20	21.051
5303		Diocese of Yakima, WA	6	6.147
5401		Diocese of Wheeling-Charleston, WV	33	33.930
5501		Archdiocese of Milwaukee, WI	153	182.123
5502		Diocese of Green Bay, WI	80	82.676
5503		Diocese of La Crosse, WI	77	78.756
5504		Diocese of Madison, WI	47	47.986
5505		Diocese of Superior, WI	17	17.418
5601		Diocese of Cheyenne, WY	6	6.151

**Variable:** FRAME                      **Question:**                      **Frame Variable**

**Position:** 296                                      **Length:** 4

**Description:** Universe Frame to Which School Belongs

**Question Wording:** Universe Frame to Which School Belongs

			<b>Frequency</b>	
<b>Category</b>		<b>Label</b>	<b>Unweighted</b>	<b>Weighted</b>
area		School is part of area frame	555	3,482.354
list		School is part of list frame	29,516	31,199.000

**Variable:** HIGR2004                      **Question:**                      **Created Variable**

**Position:** 300                                      **Length:** 2

**Description:** 2003–2004 Highest Grade Level (Recode)

**Question Wording:** 2003–2004 Highest Grade Level (Recode)

			<b>Frequency</b>	
<b>Category</b>		<b>Label</b>	<b>Unweighted</b>	<b>Weighted</b>
1		All Ungraded	643	737.934
2		Highest grade in school is prekindergarten	75	88.431
3		Highest grade in school is kindergarten	4,674	5,907.088
4		Highest grade in school is transitional kindergarten	534	598.110
5		Highest grade in school is transitional first grade	95	117.924
6		Highest grade in school is 1 <sup>st</sup> grade	377	519.613
7		Highest grade in school is 2 <sup>nd</sup> grade	308	399.226
8		Highest grade in school is 3 <sup>rd</sup> grade	416	524.789
9		Highest grade in school is 4 <sup>th</sup> grade	386	453.184
10		Highest grade in school is 5 <sup>th</sup> grade	1,122	1,274.882
11		Highest grade in school is 6 <sup>th</sup> grade	1,865	2,080.132
12		Highest grade in school is 7 <sup>th</sup> grade	606	650.130
13		Highest grade in school is 8 <sup>th</sup> grade	10,152	10,915.100
14		Highest grade in school is 9 <sup>th</sup> grade	445	492.591
15		Highest grade in school is 10 <sup>th</sup> grade	437	521.894
16		Highest grade in school is 11 <sup>th</sup> grade	570	810.700
17		Highest grade in school is 12 <sup>th</sup> grade	7,366	8,589.626

**Variable:** LEVEL **Question:** Created Variable

**Position:** 302 **Length:** 1

**Description:** Level of Instruction

**Question Wording:** Level of Instruction

		Frequency	
Category	Label	Unweighted	Weighted
1	Elementary	20,577	23,493.990
2	Secondary	2,428	2,693.576
3	Combined (Elementary and Secondary)	7,066	8,493.784

**Variable:** LOCALE **Question:** Created Variable

**Position:** 303 **Length:** 1

**Description:** Urbanicity

**Question Wording:** Urbanicity

		Frequency	
Category	Label	Unweighted	Weighted
1	Large city: A principal city of a Metropolitan Core Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.	5,670	6,281.005
2	Mid-Size City: A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.	4,799	5,492.130
3	Urban Fringe of a Large City: Any incorporated place, Census-designated place, or non-place territory within a Metropolitan CBSA of a Large City and defined as urban by the Census Bureau.	9,184	10,444.750
4	Urban fringe of a Mid-Size City: Any incorporated place, Census-designated place, or non-place territory within a CBSA of a Mid-Size City and defined as urban by the Census Bureau.	3,693	4,239.669
5	Large town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.	525	658.337
6	Small town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.	1,752	2,118.962
7	Rural, outside CBSA: Any incorporated place, Census-designated place, or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau.	2,235	2,662.014
8	Rural, inside CBSA: Any incorporated place, Census-designated place, or non-place territory within a Metropolitan CBSA and defined as rural by the Census Bureau.	2,213	2,784.490

**Variable:** ULOCALE      **Question:**      **Created Variable**

**Position:** 304      **Length:** 2

**Description:** Urban-Centric Locale Code

**Question Wording:** Urban-Centric Locale Code

		Frequency	
Category	Label	Unweighted	Weighted
11	City: Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more	5,622	6,228.083
12	City: Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000	2,253	2,621.899
13	City: Small: Territory inside an urbanized area and inside a principal city with population less than 100,000	2,869	3,246.110
21	Suburb: Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more	9,627	10,831.570
22	Suburb: Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000	862	1,046.735
23	Suburb: Small: Territory outside a principal city and inside an urbanized area with population less than 100,000	590	654.555
31	Town: Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area	789	992.018
32	Town: Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area	1,182	1,277.072
33	Town: Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area	961	1,097.668
41	Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster	2,886	3,724.275
42	Rural: Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster	1,747	2,191.358
43	Rural: Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster	683	770.005

**Variable:** LOGR2004                      **Question:**                      **Created Variable**

**Position:** 306                                      **Length:** 2

**Description:** 2003–2004 Lowest Grade Level (Recode)

**Question Wording:** 2003–2004 Lowest Grade Level (Recode)

		Frequency	
Category	Label	Unweighted	Weighted
1	All Ungraded	643	737.934
2	Lowest grade in school is prekindergarten	16,963	19,261.800
3	Lowest grade in school is kindergarten	6,363	7,461.192
4	Lowest grade in school is transitional kindergarten	42	47.718
5	Lowest grade in school is transitional first grade	44	84.267
6	Lowest grade in school is 1 <sup>st</sup> grade	2,054	2,492.147
7	Lowest grade in school is 2 <sup>nd</sup> grade	342	412.880
8	Lowest grade in school is 3 <sup>rd</sup> grade	243	362.304
9	Lowest grade in school is 4 <sup>th</sup> grade	207	223.596
10	Lowest grade in school is 5 <sup>th</sup> grade	226	284.825
11	Lowest grade in school is 6 <sup>th</sup> grade	516	619.116
12	Lowest grade in school is 7 <sup>th</sup> grade	498	593.990
13	Lowest grade in school is 8 <sup>th</sup> grade	207	226.791
14	Lowest grade in school is 9 <sup>th</sup> grade	1,640	1,782.776
15	Lowest grade in school is 10 <sup>th</sup> grade	46	49.852
16	Lowest grade in school is 11 <sup>th</sup> grade	18	19.724
17	Lowest grade in school is 12 <sup>th</sup> grade	19	20.443

**Variable:** MALES                                      **Question:**                      **Created Variable**

**Position:** 308                                      **Length:** 4

**Description:** Number of Male Students

**Question Wording:** Number of Male Students

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	1,842.000	76.021	125.076

**Variable:** MINOR                                      **Question:**                      **Created Variable**

**Position:** 312                                      **Length:** 4

**Description:** Total Minority Students

**Question Wording:** Total Minority Students

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	3,192.000	36.007	86.194

**Variable:** NUMSTUDS                      **Question:**                      **Created Variable**

**Position:** 316                                      **Length:** 4

**Description:** Total No. of Students in Schl (K–12, Ug)

**Question Wording:** Total No. of Students in Schl (K–12, Ug)

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	1.000	3,752.000	150.311	225.658

**Variable:** NUMTEACH                      **Question:**                      **Created Variable**

**Position:** 320                                      **Length:** 5

**Description:** Total No. of FTE Teachers

**Question Wording:** Total No. of FTE Teachers

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.100	292.000	12.711	18.258

**Variable:** ORIENT                      **Question:**                      **Created Variable**

**Position:** 325                              **Length:** 2

**Description:** School Orientation

**Question Wording:** School Orientation

		Frequency	
Category	Label	Unweighted	Weighted
1	Roman Catholic	7,677	8,040.948
2	African Methodist Episcopal	13	13.607
3	Amish	617	735.741
4	Assembly of God	416	492.283
5	Baptist	2,059	2,491.073
6	Brethren	68	73.977
7	Calvinist	137	145.418
8	Christian (no specific denomination)	3,673	4,402.921
9	Church of Christ	180	227.470
10	Church of God	121	130.326
11	Church of God in Christ	26	27.878
12	Disciples of Christ	11	11.330
13	Episcopal	414	455.298
14	Friends	73	78.008
15	Greek Orthodox	26	27.921
16	Islamic	171	183.786
17	Jewish	796	925.915
18	Latter Day Saints	8	8.625
19	Lutheran Church -- Missouri Synod	1,202	1,262.827
20	Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)	200	224.518
21	Wisconsin Evangelical Lutheran Synod	359	370.814
22	Other Lutheran	84	91.710
23	Mennonite	343	463.383
24	Methodist	281	383.348
25	Pentecostal	340	404.875
26	Presbyterian	263	303.220
27	Seventh-Day Adventist	872	976.098
28	Other	457	594.867
29	Nonsectarian	9,184	11,133.170

**Variable:** P\_INDIAN                      **Question:**                      **Created Variable**

**Position:** 327                              **Length:** 14

**Description:** Percent Am Indian/Alaska Native Students

**Question Wording:** Percent Am Indian/Alaska Native Students

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	100.000	0.920	6.559



**Variable:** P\_ASIAN                      **Question:**      **Created Variable**

**Position:** 341                              **Length:** 14

**Description:** Percent Asian or Pacific Islander Stdts

**Question Wording:** Percent Asian or Pacific Islander Stdts

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	100.000	4.593	12.117

**Variable:** P\_HISP                      **Question:**      **Created Variable**

**Position:** 355                              **Length:** 14

**Description:** Percent Hispanic Students

**Question Wording:** Percent Hispanic Students

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	100.000	8.684	18.452

**Variable:** P\_BLACK                      **Question:**      **Created Variable**

**Position:** 369                              **Length:** 14

**Description:** Percent Black Students

**Question Wording:** Percent Black Students

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	100.000	13.089	26.814

**Variable:** P\_WHITE                      **Question:**      **Created Variable**

**Position:** 383                              **Length:** 14

**Description:** Percent White Students

**Question Wording:** Percent White Students

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	100.000	72.715	34.266

**Variable:** PERMINOR      **Question:**      **Created Variable**

**Position:** 397      **Length:** 1

**Description:** Percent Minority Students (Recode)

**Question Wording:** Percent Minority Students (Recode)

		Frequency	
Category	Label	Unweighted	Weighted
1	None	4,404	5,805.327
2	1–9 percent	8,333	9,163.941
3	10–29 percent	7,602	8,807.118
4	30–49 percent	3,065	3,457.537
5	50 percent or more	6,667	7,447.431

**Variable:** PMINOR      **Question:**      **Created Variable**

**Position:** 398      **Length:** 14

**Description:** Percent Minority Students

**Question Wording:** Percent Minority Students

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	100.000	27.285	34.266

**Variable:** REGION      **Question:**      **Created Variable**

**Position:** 412      **Length:** 1

**Description:** Census Region

**Question Wording:** Census Region

		Frequency	
Category	Label	Unweighted	Weighted
1	Northeast	7,589	8,585.914
2	Midwest	7,233	8,197.746
3	South	8,723	10,426.080
4	West	6,526	7,471.618

**Variable:** RELIG      **Question:**      **Created Variable**

**Position:** 413      **Length:** 1

**Description:** School Religious Affiliation

**Question Wording:** School Religious Affiliation

		Frequency	
Category	Label	Unweighted	Weighted
1	Catholic	7,677	8,040.948
2	Other religious	13,210	15,507.240
3	Nonsectarian	9,184	11,133.170

**Variable:** SIZE **Question:** Created Variable

**Position:** 414 **Length:** 1

**Description:** Size of School (Recode)

**Question Wording:** Size of School (Recode)

		Frequency	
Category	Label	Unweighted	Weighted
1	Less than 50 students	11,967	14,911.450
2	50–149 students	7,534	8,329.194
3	150–299 students	5,874	6,327.260
4	300–499 students	2,782	2,999.817
5	500–749 students	1,186	1,298.055
6	750 students or more	728	815.574

**Variable:** STTCH\_RT **Question:** Created Variable

**Position:** 415 **Length:** 15

**Description:** Student/Teacher Ratio

**Question Wording:** Student/Teacher Ratio = (Numstuds/ Numteach)

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.128	800.000	11.583	10.417

**Variable:** TABFLAG **Question:** Created Variable

**Position:** 430 **Length:** 1

**Description:** Tabulation Flag

**Question Wording:** Tabulation Flag

		Frequency	
Category	Label	Unweighted	Weighted
1	Schools offering ungraded or grade 1 or above	24,979	28,384.330
2	Schools offering no grade higher than kindergarten	5,092	6,297.027

**Variable:** TOTHR5 **Question:** Created Variable

**Position:** 431 **Length:** 13

**Description:** Length of School Day in Hours

**Question Wording:** Length of School Day in Hours

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	10.833	6.511	1.232

**Variable:** TPOLOGY                      **Question:** Created Variable  
**Position:** 444                              **Length:** 1  
**Description:** School Typology  
**Question Wording:** School Typology

		Frequency	
Category	Label	Unweighted	Weighted
1	Catholic, parochial	3,916	4,097.365
2	Catholic, diocesan	2,860	2,978.866
3	Catholic, private	901	964.716
4	Other religious, conservative Christian	4,677	5,298.890
5	Other religious, unaffiliated	3,309	3,748.521
6	Other religious, affiliated	5,224	6,459.826
7	Nonsectarian, regular school	4,894	6,143.294
8	Nonsectarian, special emphasis	2,971	3,526.392
9	Nonsectarian, special education	1,319	1,463.484

**Variable:** PFNLWT                      **Question:** Weighting Variable  
**Position:** 445                              **Length:** 13  
**Description:** Final Weight for School  
**Question Wording:** Final Weight for School

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.678	81.350	2.735	8.328

**Variable:** REPW1                      **Question:** Weighting Variable  
**Position:** 458                              **Length:** 14  
**Description:** Replicate Weight 1  
**Question Wording:** Replicate Weight 1

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.637	9.993

**Variable:** REPW2                      **Question:** Weighting Variable  
**Position:** 472                              **Length:** 14  
**Description:** Replicate Weight 2  
**Question Wording:** Replicate Weight 2

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.899	13.836

**Variable:** REPW3                      **Question:** Weighting Variable

**Position:** 486                      **Length:** 14

**Description:** Replicate Weight 3

**Question Wording:** Replicate Weight 3

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.885	11.450

**Variable:** REPW4                      **Question:** Weighting Variable

**Position:** 500                      **Length:** 14

**Description:** Replicate Weight 4

**Question Wording:** Replicate Weight 4

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.898	13.041

**Variable:** REPW5                      **Question:** Weighting Variable

**Position:** 514                      **Length:** 14

**Description:** Replicate Weight 5

**Question Wording:** Replicate Weight 5

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.539	15.190

**Variable:** REPW6                      **Question:** Weighting Variable

**Position:** 528                      **Length:** 14

**Description:** Replicate Weight 6

**Question Wording:** Replicate Weight 6

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	80.675	2.402	8.691

**Variable:** REPW7                      **Question:** Weighting Variable

**Position:** 542                      **Length:** 14

**Description:** Replicate Weight 7

**Question Wording:** Replicate Weight 7

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.772	12.765

**Variable:** REPW8                      **Question:** Weighting Variable

**Position:** 556                      **Length:** 14

**Description:** Replicate Weight 8

**Question Wording:** Replicate Weight 8

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.100	14.339

**Variable:** REPW9                      **Question:** Weighting Variable

**Position:** 570                      **Length:** 14

**Description:** Replicate Weight 9

**Question Wording:** Replicate Weight 9

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.303	9.055

**Variable:** REPW10                      **Question:** Weighting Variable

**Position:** 584                      **Length:** 14

**Description:** Replicate Weight 10

**Question Wording:** Replicate Weight 10

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	80.675	2.092	7.191

**Variable:** REPW11                      **Question:** Weighting Variable

**Position:** 598                              **Length:** 14

**Description:** Replicate Weight 11

**Question Wording:** Replicate Weight 11

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.165	14.297

**Variable:** REPW12                      **Question:** Weighting Variable

**Position:** 612                              **Length:** 14

**Description:** Replicate Weight 12

**Question Wording:** Replicate Weight 12

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	127.072	2.460	9.603

**Variable:** REPW13                      **Question:** Weighting Variable

**Position:** 626                              **Length:** 14

**Description:** Replicate Weight 13

**Question Wording:** Replicate Weight 13

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.078	14.577

**Variable:** REPW14                      **Question:** Weighting Variable

**Position:** 640                              **Length:** 14

**Description:** Replicate Weight 14

**Question Wording:** Replicate Weight 14

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	2.432	10.488

**Variable:** REPW15                      **Question:** Weighting Variable

**Position:** 654                              **Length:** 14

**Description:** Replicate Weight 15

**Question Wording:** Replicate Weight 15

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	78.486	1.810	5.502

**Variable:** REPW16                      **Question:** Weighting Variable

**Position:** 668                              **Length:** 14

**Description:** Replicate Weight 16

**Question Wording:** Replicate Weight 16

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.514	15.594

**Variable:** REPW17                      **Question:** Weighting Variable

**Position:** 682                              **Length:** 14

**Description:** Replicate Weight 17

**Question Wording:** Replicate Weight 17

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.009	14.034

**Variable:** REPW18                      **Question:** Weighting Variable

**Position:** 696                              **Length:** 14

**Description:** Replicate Weight 18

**Question Wording:** Replicate Weight 18

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.181	14.324



**Variable:** REPW19                      **Question:** Weighting Variable

**Position:** 710                              **Length:** 14

**Description:** Replicate Weight 19

**Question Wording:** Replicate Weight 19

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	1.951	8.167

**Variable:** REPW20                      **Question:** Weighting Variable

**Position:** 724                              **Length:** 14

**Description:** Replicate Weight 20

**Question Wording:** Replicate Weight 20

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.938	13.276

**Variable:** REPW21                      **Question:** Weighting Variable

**Position:** 738                              **Length:** 14

**Description:** Replicate Weight 21

**Question Wording:** Replicate Weight 21

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.325	15.434

**Variable:** REPW22                      **Question:** Weighting Variable

**Position:** 752                              **Length:** 14

**Description:** Replicate Weight 22

**Question Wording:** Replicate Weight 22

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.881	13.835

**Variable:** REPW23                      **Question:** Weighting Variable

**Position:** 766                      **Length:** 14

**Description:** Replicate Weight 23

**Question Wording:** Replicate Weight 23

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.652	12.514

**Variable:** REPW24                      **Question:** Weighting Variable

**Position:** 780                      **Length:** 14

**Description:** Replicate Weight 24

**Question Wording:** Replicate Weight 24

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.006	13.613

**Variable:** REPW25                      **Question:** Weighting Variable

**Position:** 794                      **Length:** 14

**Description:** Replicate Weight 25

**Question Wording:** Replicate Weight 25

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.631	10.251

**Variable:** REPW26                      **Question:** Weighting Variable

**Position:** 808                      **Length:** 14

**Description:** Replicate Weight 26

**Question Wording:** Replicate Weight 26

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	78.486	2.196	7.243

**Variable:** REPW27                      **Question:** Weighting Variable

**Position:** 822                      **Length:** 14

**Description:** Replicate Weight 27

**Question Wording:** Replicate Weight 27

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	2.614	11.505

**Variable:** REPW28                      **Question:** Weighting Variable

**Position:** 836                      **Length:** 14

**Description:** Replicate Weight 28

**Question Wording:** Replicate Weight 28

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.819	13.755

**Variable:** REPW29                      **Question:** Weighting Variable

**Position:** 850                      **Length:** 14

**Description:** Replicate Weight 29

**Question Wording:** Replicate Weight 29

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	127.072	2.541	9.881

**Variable:** REPW30                      **Question:** Weighting Variable

**Position:** 864                      **Length:** 14

**Description:** Replicate Weight 30

**Question Wording:** Replicate Weight 30

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.546	15.128

**Variable:** REPW31                      **Question:** Weighting Variable

**Position:** 878                      **Length:** 14

**Description:** Replicate Weight 31

**Question Wording:** Replicate Weight 31

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.276	15.122

**Variable:** REPW32                      **Question:** Weighting Variable

**Position:** 892                      **Length:** 14

**Description:** Replicate Weight 32

**Question Wording:** Replicate Weight 32

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.223	14.561

**Variable:** REPW33                      **Question:** Weighting Variable

**Position:** 906                      **Length:** 14

**Description:** Replicate Weight 33

**Question Wording:** Replicate Weight 33

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	80.675	2.285	7.547

**Variable:** REPW34                      **Question:** Weighting Variable

**Position:** 920                      **Length:** 14

**Description:** Replicate Weight 34

**Question Wording:** Replicate Weight 34

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.262	9.061

**Variable:** REPW35                      **Question:** Weighting Variable

**Position:** 934                      **Length:** 14

**Description:** Replicate Weight 35

**Question Wording:** Replicate Weight 35

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	2.415	10.310

**Variable:** REPW36                      **Question:** Weighting Variable

**Position:** 948                      **Length:** 14

**Description:** Replicate Weight 36

**Question Wording:** Replicate Weight 36

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	2.395	10.513

**Variable:** REPW37                      **Question:** Weighting Variable

**Position:** 962                      **Length:** 14

**Description:** Replicate Weight 37

**Question Wording:** Replicate Weight 37

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	2.522	10.486

**Variable:** REPW38                      **Question:** Weighting Variable

**Position:** 976                      **Length:** 14

**Description:** Replicate Weight 38

**Question Wording:** Replicate Weight 38

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.101	15.026

**Variable:** REPW39                      **Question:** Weighting Variable

**Position:** 990                      **Length:** 14

**Description:** Replicate Weight 39

**Question Wording:** Replicate Weight 39

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.192	8.323

**Variable:** REPW40                      **Question:** Weighting Variable

**Position:** 1004                      **Length:** 14

**Description:** Replicate Weight 40

**Question Wording:** Replicate Weight 40

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	78.486	2.288	7.915

**Variable:** REPW41                      **Question:** Weighting Variable

**Position:** 1018                      **Length:** 14

**Description:** Replicate Weight 41

**Question Wording:** Replicate Weight 41

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.473	9.826

**Variable:** REPW42                      **Question:** Weighting Variable

**Position:** 1032                      **Length:** 14

**Description:** Replicate Weight 42

**Question Wording:** Replicate Weight 42

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.386	15.540

**Variable:** REPW43                      **Question:** Weighting Variable

**Position:** 1046                      **Length:** 14

**Description:** Replicate Weight 43

**Question Wording:** Replicate Weight 43

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.248	14.676

**Variable:** REPW44                      **Question:** Weighting Variable

**Position:** 1060                      **Length:** 14

**Description:** Replicate Weight 44

**Question Wording:** Replicate Weight 44

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.411	9.733

**Variable:** REPW45                      **Question:** Weighting Variable

**Position:** 1074                      **Length:** 14

**Description:** Replicate Weight 45

**Question Wording:** Replicate Weight 45

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.943	13.489

**Variable:** REPW46                      **Question:** Weighting Variable

**Position:** 1088                      **Length:** 14

**Description:** Replicate Weight 46

**Question Wording:** Replicate Weight 46

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	2.400	10.408

**Variable:** REPW47                      **Question:** Weighting Variable

**Position:** 1102                      **Length:** 14

**Description:** Replicate Weight 47

**Question Wording:** Replicate Weight 47

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.115	14.388

**Variable:** REPW48                      **Question:** Weighting Variable

**Position:** 1116                      **Length:** 14

**Description:** Replicate Weight 48

**Question Wording:** Replicate Weight 48

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	127.072	2.515	9.548

**Variable:** REPW49                      **Question:** Weighting Variable

**Position:** 1130                      **Length:** 14

**Description:** Replicate Weight 49

**Question Wording:** Replicate Weight 49

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	80.675	2.592	8.895

**Variable:** REPW50                      **Question:** Weighting Variable

**Position:** 1144                      **Length:** 14

**Description:** Replicate Weight 50

**Question Wording:** Replicate Weight 50

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.237	14.754



**Variable:** REPW51                      **Question:** Weighting Variable

**Position:** 1158                      **Length:** 14

**Description:** Replicate Weight 51

**Question Wording:** Replicate Weight 51

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	127.072	2.286	9.041

**Variable:** REPW52                      **Question:** Weighting Variable

**Position:** 1172                      **Length:** 14

**Description:** Replicate Weight 52

**Question Wording:** Replicate Weight 52

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	78.486	2.125	7.082

**Variable:** REPW53                      **Question:** Weighting Variable

**Position:** 1186                      **Length:** 14

**Description:** Replicate Weight 53

**Question Wording:** Replicate Weight 53

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.952	14.917

**Variable:** REPW54                      **Question:** Weighting Variable

**Position:** 1200                      **Length:** 14

**Description:** Replicate Weight 54

**Question Wording:** Replicate Weight 54

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.217	14.499

**Variable:** REPW55                      **Question:** Weighting Variable

**Position:** 1214                      **Length:** 14

**Description:** Replicate Weight 55

**Question Wording:** Replicate Weight 55

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	78.486	2.219	7.209

**Variable:** REPW56                      **Question:** Weighting Variable

**Position:** 1228                      **Length:** 14

**Description:** Replicate Weight 56

**Question Wording:** Replicate Weight 56

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.757	13.176

**Variable:** REPW57                      **Question:** Weighting Variable

**Position:** 1242                      **Length:** 14

**Description:** Replicate Weight 57

**Question Wording:** Replicate Weight 57

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	2.898	11.727

**Variable:** REPW58                      **Question:** Weighting Variable

**Position:** 1256                      **Length:** 14

**Description:** Replicate Weight 58

**Question Wording:** Replicate Weight 58

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.898	11.727

<b>Variable:</b>	<b>REPW59</b>	<b>Question:</b>	<b>Weighting Variable</b>
<b>Position:</b>	1270	<b>Length:</b>	14
<b>Description:</b>	Replicate Weight 59		
<b>Question Wording:</b>	Replicate Weight 59		
	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
Continuous	0.000	162.700	2.747
			<b>Std. Deviation</b>
			13.618

<b>Variable:</b>	<b>REPW60</b>	<b>Question:</b>	<b>Weighting Variable</b>
<b>Position:</b>	1284	<b>Length:</b>	14
<b>Description:</b>	Replicate Weight 60		
<b>Question Wording:</b>	Replicate Weight 60		
	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
Continuous	0.000	133.578	2.540
			<b>Std. Deviation</b>
			9.737

<b>Variable:</b>	<b>REPW61</b>	<b>Question:</b>	<b>Weighting Variable</b>
<b>Position:</b>	1298	<b>Length:</b>	14
<b>Description:</b>	Replicate Weight 61		
<b>Question Wording:</b>	Replicate Weight 61		
	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
Continuous	0.000	78.486	2.176
			<b>Std. Deviation</b>
			6.931

<b>Variable:</b>	<b>REPW62</b>	<b>Question:</b>	<b>Weighting Variable</b>
<b>Position:</b>	1312	<b>Length:</b>	14
<b>Description:</b>	Replicate Weight 62		
<b>Question Wording:</b>	Replicate Weight 62		
	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
Continuous	0.000	133.578	2.802
			<b>Std. Deviation</b>
			11.214

**Variable:** REPW63                      **Question:** Weighting Variable

**Position:** 1326                      **Length:** 14

**Description:** Replicate Weight 63

**Question Wording:** Replicate Weight 63

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.032	14.792

**Variable:** REPW64                      **Question:** Weighting Variable

**Position:** 1340                      **Length:** 14

**Description:** Replicate Weight 64

**Question Wording:** Replicate Weight 64

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.493	9.707

**Variable:** REPW65                      **Question:** Weighting Variable

**Position:** 1354                      **Length:** 14

**Description:** Replicate Weight 65

**Question Wording:** Replicate Weight 65

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.232	9.204

**Variable:** REPW66                      **Question:** Weighting Variable

**Position:** 1368                      **Length:** 14

**Description:** Replicate Weight 66

**Question Wording:** Replicate Weight 66

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.295	9.891

**Variable:** REPW67                      **Question:** Weighting Variable

**Position:** 1382                      **Length:** 14

**Description:** Replicate Weight 67

**Question Wording:** Replicate Weight 67

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.089	8.200

**Variable:** REPW68                      **Question:** Weighting Variable

**Position:** 1396                      **Length:** 14

**Description:** Replicate Weight 68

**Question Wording:** Replicate Weight 68

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.639	10.081

**Variable:** REPW69                      **Question:** Weighting Variable

**Position:** 1410                      **Length:** 14

**Description:** Replicate Weight 69

**Question Wording:** Replicate Weight 69

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.365	15.734

**Variable:** REPW70                      **Question:** Weighting Variable

**Position:** 1424                      **Length:** 14

**Description:** Replicate Weight 70

**Question Wording:** Replicate Weight 70

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.044	14.120

**Variable:** REPW71                      **Question:** Weighting Variable

**Position:** 1438                      **Length:** 14

**Description:** Replicate Weight 71

**Question Wording:** Replicate Weight 71

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.345	15.042

**Variable:** REPW72                      **Question:** Weighting Variable

**Position:** 1452                      **Length:** 14

**Description:** Replicate Weight 72

**Question Wording:** Replicate Weight 72

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	78.486	2.180	7.112

**Variable:** REPW73                      **Question:** Weighting Variable

**Position:** 1466                      **Length:** 14

**Description:** Replicate Weight 73

**Question Wording:** Replicate Weight 73

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.975	13.290

**Variable:** REPW74                      **Question:** Weighting Variable

**Position:** 1480                      **Length:** 14

**Description:** Replicate Weight 74

**Question Wording:** Replicate Weight 74

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.924	11.811

**Variable:** REPW75                      **Question:** Weighting Variable

**Position:** 1494                      **Length:** 14

**Description:** Replicate Weight 75

**Question Wording:** Replicate Weight 75

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	2.133	8.533

**Variable:** REPW76                      **Question:** Weighting Variable

**Position:** 1508                      **Length:** 14

**Description:** Replicate Weight 76

**Question Wording:** Replicate Weight 76

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	2.554	11.049

**Variable:** REPW77                      **Question:** Weighting Variable

**Position:** 1522                      **Length:** 14

**Description:** Replicate Weight 77

**Question Wording:** Replicate Weight 77

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.999	14.165

**Variable:** REPW78                      **Question:** Weighting Variable

**Position:** 1536                      **Length:** 14

**Description:** Replicate Weight 78

**Question Wording:** Replicate Weight 78

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.381	15.478

**Variable:** REPW79                      **Question:** Weighting Variable

**Position:** 1550                      **Length:** 14

**Description:** Replicate Weight 79

**Question Wording:** Replicate Weight 79

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.990	14.083

**Variable:** REPW80                      **Question:** Weighting Variable

**Position:** 1564                      **Length:** 14

**Description:** Replicate Weight 80

**Question Wording:** Replicate Weight 80

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.742	13.795

**Variable:** REPW81                      **Question:** Weighting Variable

**Position:** 1578                      **Length:** 14

**Description:** Replicate Weight 81

**Question Wording:** Replicate Weight 81

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.882	13.771

**Variable:** REPW82                      **Question:** Weighting Variable

**Position:** 1592                      **Length:** 14

**Description:** Replicate Weight 82

**Question Wording:** Replicate Weight 82

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.256	8.979



**Variable:** REPW83                      **Question:** Weighting Variable

**Position:** 1606                      **Length:** 14

**Description:** Replicate Weight 83

**Question Wording:** Replicate Weight 83

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.676	12.430

**Variable:** REPW84                      **Question:** Weighting Variable

**Position:** 1620                      **Length:** 14

**Description:** Replicate Weight 84

**Question Wording:** Replicate Weight 84

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	3.053	14.493

**Variable:** REPW85                      **Question:** Weighting Variable

**Position:** 1634                      **Length:** 14

**Description:** Replicate Weight 85

**Question Wording:** Replicate Weight 85

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	162.700	2.866	13.474

**Variable:** REPW86                      **Question:** Weighting Variable

**Position:** 1648                      **Length:** 14

**Description:** Replicate Weight 86

**Question Wording:** Replicate Weight 86

	<b>Descriptives (Unweighted)</b>		<b>Descriptives (Weighted)</b>	
<b>Category</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Continuous	0.000	133.578	2.599	10.115

**Variable:** REPW87                      **Question:** Weighting Variable

**Position:** 1662                      **Length:** 14

**Description:** Replicate Weight 87

**Question Wording:** Replicate Weight 87

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	80.675	2.266	8.007

**Variable:** REPW88                      **Question:** Weighting Variable

**Position:** 1676                      **Length:** 14

**Description:** Replicate Weight 88

**Question Wording:** Replicate Weight 88

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.473	15.673

**Variable:** F\_P135                      **Question:** Imputation Flag

**Position:** 1690                      **Length:** 1

**Description:** Imputation Flag for F\_P135

**Question Wording:** Imputation Flag for F\_P135

Category	Label	Frequency	
		Unweighted	Weighted
0	Not Imputed (Original data)	29,236	33,470.340
2	Internal Imputation	828	1,203.534
3	Donor Imputation	5	5.345
4	Clerical Imputation	2	2.133

**Variable:** F\_P140                      **Question:** Imputation Flag

**Position:** 1691                      **Length:** 1

**Description:** Imputation Flag for F\_P140

**Question Wording:** Imputation Flag for F\_P140

Category	Label	Frequency	
		Unweighted	Weighted
0	Not Imputed (Original data)	29,205	33,436.670
2	Internal Imputation	858	1,236.148
3	Donor Imputation	6	6.450
4	Clerical Imputation	2	2.083

**Variable:** F\_P145 **Question:** Imputation Flag

**Position:** 1692 **Length:** 1

**Description:** Imputation Flag for F\_P145

**Question Wording:** Imputation Flag for F\_P145

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,551	33,914.010
2	Internal Imputation	509	756.009
3	Donor Imputation	10	10.295
4	Clerical Imputation	1	1.036

**Variable:** F\_P150 **Question:** Imputation Flag

**Position:** 1693 **Length:** 1

**Description:** Imputation Flag for F\_P150

**Question Wording:** Imputation Flag for F\_P150

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,201	33,454.440
2	Internal Imputation	817	1,146.578
3	Donor Imputation	51	78.220
4	Clerical Imputation	2	2.116

**Variable:** F\_P155 **Question:** Imputation Flag

**Position:** 1694 **Length:** 1

**Description:** Imputation Flag for F\_P155

**Question Wording:** Imputation Flag for F\_P155

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,765	34,264.570
2	Internal Imputation	302	412.555
3	Donor Imputation	3	3.198
4	Clerical Imputation	1	1.0369

**Variable:** F\_P160 **Question:** Imputation Flag

**Position:** 1695 **Length:** 1

**Description:** Imputation Flag for F\_P160

**Question Wording:** Imputation Flag for F\_P160

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,237	33,505.690
2	Internal Imputation	775	1,082.557
3	Donor Imputation	57	90.988
4	Clerical Imputation	2	2.116

**Variable:** F\_P165 **Question:** Imputation Flag

**Position:** 1696 **Length:** 1

**Description:** Imputation Flag for F\_P165

**Question Wording:** Imputation Flag for F\_P165

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,218	33,454.130
2	Internal Imputation	843	1,216.836
3	Donor Imputation	10	10.385

**Variable:** F\_P170 **Question:** Imputation Flag

**Position:** 1697 **Length:** 1

**Description:** Imputation Flag for F\_P170

**Question Wording:** Imputation Flag for F\_P170

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,198	33,429.840
2	Internal Imputation	863	1,241.127
3	Donor Imputation	10	10.385

**Variable:** F\_P175 **Question:** Imputation Flag

**Position:** 1698 **Length:** 1

**Description:** Imputation Flag for F\_P175

**Question Wording:** Imputation Flag for F\_P175

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,218	33,451.010
2	Internal Imputation	849	1226.143
3	Donor Imputation	4	4.200

**Variable:** F\_P180                      **Question:** Imputation Flag

**Position:** 1699                      **Length:** 1

**Description:** Imputation Flag for F\_P180

**Question Wording:** Imputation Flag for F\_P180

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,203	33,434.600
2	Internal Imputation	864	1242.557
3	Donor Imputation	4	4.200

**Variable:** F\_P185                      **Question:** Imputation Flag

**Position:** 1700                      **Length:** 1

**Description:** Imputation Flag for F\_P185

**Question Wording:** Imputation Flag for F\_P185

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,766	34,278.510
2	Internal Imputation	301	398.694
3	Donor Imputation	3	3.150
4	Clerical Imputation	1	1.000

**Variable:** F\_P190                      **Question:** Imputation Flag

**Position:** 1701                      **Length:** 1

**Description:** Imputation Flag for F\_P190

**Question Wording:** Imputation Flag for F\_P190

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,157	33,411.450
2	Internal Imputation	858	1,182.460
3	Donor Imputation	55	86.444
4	Clerical Imputation	1	1.000

**Variable:** F\_P195                      **Question:** Imputation Flag

**Position:** 1702                      **Length:** 1

**Description:** Imputation Flag for F\_P195

**Question Wording:** Imputation Flag for F\_P195

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,764	34,248.590
2	Internal Imputation	303	428.531
3	Donor Imputation	4	4.236

**Variable:** F\_P200                      **Question:** Imputation Flag

**Position:** 1703                      **Length:** 1

**Description:** Imputation Flag for F\_P200

**Question Wording:** Imputation Flag for F\_P200

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,142	33,372.950
2	Internal Imputation	875	1,225.353
3	Donor Imputation	54	83.050

**Variable:** F\_P205                      **Question:** Imputation Flag

**Position:** 1704                      **Length:** 1

**Description:** Imputation Flag for F\_P205

**Question Wording:** Imputation Flag for F\_P205

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,762	34,239.340
2	Internal Imputation	306	438.866
3	Donor Imputation	3	3.150

**Variable:** F\_P210                      **Question:** Imputation Flag

**Position:** 1705                      **Length:** 1

**Description:** Imputation Flag for F\_P210

**Question Wording:** Imputation Flag for F\_P210

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,131	33,359.300
2	Internal Imputation	888	1,238.966
3	Donor Imputation	52	83.084

**Variable:** F\_P215                      **Question:** Imputation Flag

**Position:** 1706                      **Length:** 1

**Description:** Imputation Flag for F\_P215

**Question Wording:** Imputation Flag for F\_P215

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,769	34,240.920
2	Internal Imputation	299	437.282
3	Donor Imputation	3	3.150

**Variable:** F\_P220 **Question:** Imputation Flag

**Position:** 1707 **Length:** 1

**Description:** Imputation Flag for F\_P220

**Question Wording:** Imputation Flag for F\_P220

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,130	33,357.610
2	Internal Imputation	886	1,237.191
3	Donor Imputation	55	86.556

**Variable:** F\_P225 **Question:** Imputation Flag

**Position:** 1708 **Length:** 1

**Description:** Imputation Flag for F\_P225

**Question Wording:** Imputation Flag for F\_P225

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,758	34,243.200
2	Internal Imputation	309	433.939
3	Donor Imputation	4	4.214

**Variable:** F\_P230 **Question:** Imputation Flag

**Position:** 1709 **Length:** 1

**Description:** Imputation Flag for F\_P230

**Question Wording:** Imputation Flag for F\_P230

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,129	33,356.620
2	Internal Imputation	888	1,244.788
3	Donor Imputation	54	79.948

**Variable:** F\_P235 **Question:** Imputation Flag

**Position:** 1710 **Length:** 1

**Description:** Imputation Flag for F\_P235

**Question Wording:** Imputation Flag for F\_P235

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,760	34,249.660
2	Internal Imputation	307	427.520
3	Donor Imputation	3	3.150
4	Clerical Imputation	1	1.029

**Variable:** F\_P240 **Question:** Imputation Flag

**Position:** 1711 **Length:** 1

**Description:** Imputation Flag for F\_P240

**Question Wording:** Imputation Flag for F\_P240

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,124	33,350.770
2	Internal Imputation	888	1,241.752
3	Donor Imputation	58	87.806
4	Clerical Imputation	1	1.029

**Variable:** F\_P245 **Question:** Imputation Flag

**Position:** 1712 **Length:** 1

**Description:** Imputation Flag for F\_P245

**Question Wording:** Imputation Flag for F\_P245

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	2,9713	3,4213.150
2	Internal Imputation	353	463.034
3	Donor Imputation	5	5.171

**Variable:** F\_P250 **Question:** Imputation Flag

**Position:** 1713 **Length:** 1

**Description:** Imputation Flag for F\_P250

**Question Wording:** Imputation Flag for F\_P250

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,118	33,351.690
2	Internal Imputation	890	1,238.732
3	Donor Imputation	63	90.933

**Variable:** F\_P255 **Question:** Imputation Flag

**Position:** 1714 **Length:** 1

**Description:** Imputation Flag for F\_P255

**Question Wording:** Imputation Flag for F\_P255

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,719	34,219.410
2	Internal Imputation	348	457.771
3	Donor Imputation	4	4.171



**Variable:** F\_P260 **Question:** Imputation Flag

**Position:** 1715 **Length:** 1

**Description:** Imputation Flag for F\_P260

**Question Wording:** Imputation Flag for F\_P260

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,114	33,341.860
2	Internal Imputation	890	1,243.779
3	Donor Imputation	67	95.715

**Variable:** F\_P265 **Question:** Imputation Flag

**Position:** 1716 **Length:** 1

**Description:** Imputation Flag for F\_P265

**Question Wording:** Imputation Flag for F\_P265

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,577	34,037.390
2	Internal Imputation	490	639.562
3	Donor Imputation	4	4.400

**Variable:** F\_P270 **Question:** Imputation Flag

**Position:** 1717 **Length:** 1

**Description:** Imputation Flag for F\_P270

**Question Wording:** Imputation Flag for F\_P270

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,120	33,345.860
2	Internal Imputation	890	1,249.510
3	Donor Imputation	61	85.982

**Variable:** F\_P275 **Question:** Imputation Flag

**Position:** 1718 **Length:** 1

**Description:** Imputation Flag for F\_P275

**Question Wording:** Imputation Flag for F\_P275

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,560	34,016.760
2	Internal Imputation	508	661.255
3	Donor Imputation	3	3.341

**Variable:** F\_P280                      **Question:** Imputation Flag

**Position:** 1719                      **Length:** 1

**Description:** Imputation Flag for F\_P280

**Question Wording:** Imputation Flag for F\_P280

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,119	33,345.110
2	Internal Imputation	892	1,253.349
3	Donor Imputation	60	82.892

**Variable:** F\_P285                      **Question:** Imputation Flag

**Position:** 1720                      **Length:** 1

**Description:** Imputation Flag for F\_P285

**Question Wording:** Imputation Flag for F\_P285

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,544	33,999.540
2	Internal Imputation	524	678.475
3	Donor Imputation	3	3.341

**Variable:** F\_P290                      **Question:** Imputation Flag

**Position:** 1721                      **Length:** 1

**Description:** Imputation Flag for F\_P290

**Question Wording:** Imputation Flag for F\_P290

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,119	33,345.140
2	Internal Imputation	899	1,260.890
3	Donor Imputation	53	75.321

**Variable:** F\_P295                      **Question:** Imputation Flag

**Position:** 1722                      **Length:** 1

**Description:** Imputation Flag for F\_P295

**Question Wording:** Imputation Flag for F\_P295

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,532	33,985.650
2	Internal Imputation	535	691.322
3	Donor Imputation	4	4.381

<b>Variable:</b>	<b>F_P300</b>	<b>Question:</b>	<b>Imputation Flag</b>
<b>Position:</b>	1723	<b>Length:</b>	2
<b>Description:</b>	Imputation Flag for F_P300		
<b>Question Wording:</b>	Imputation Flag for F_P300		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,121	33,346.900
2	Internal Imputation	889	1,250.830
3	Donor Imputation	61	83.627

<b>Variable:</b>	<b>F_P305</b>	<b>Question:</b>	<b>Imputation Flag</b>
<b>Position:</b>	1724	<b>Length:</b>	1
<b>Description:</b>	Imputation Flag for F_P305		
<b>Question Wording:</b>	Imputation Flag for F_P305		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,664	34,248.820
2	Internal Imputation	350	371.595
3	Donor Imputation	52	55.628
4	Clerical Imputation	5	5.309

<b>Variable:</b>	<b>F_P310</b>	<b>Question:</b>	<b>Imputation Flag</b>
<b>Position:</b>	1725	<b>Length:</b>	1
<b>Description:</b>	Imputation Flag for F_P310		
<b>Question Wording:</b>	Imputation Flag for F_P310		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	23,142	26,738.070
1	Ratio adjustment of original data	2,594	2,785.011
2	Internal Imputation	3,398	3,686.937
3	Donor Imputation	935	1,469.251
4	Clerical Imputation	2	2.080

**Variable:** F\_P315                      **Question:** Imputation Flag

**Position:** 1726                      **Length:** 1

**Description:** Imputation Flag for F\_P315

**Question Wording:** Imputation Flag for F\_P315

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	18,142	21,331.160
1	Ratio adjustment of original data	8,519	9,207.795
2	Internal Imputation	2,460	2,657.117
3	Donor Imputation	947	1,482.113
4	Clerical Imputation	3	3.166

**Variable:** F\_P320                      **Question:** Imputation Flag

**Position:** 1727                      **Length:** 1

**Description:** Imputation Flag for F\_P320

**Question Wording:** Imputation Flag for F\_P320

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	17,430	20,514.780
1	Ratio adjustment of original data	9,453	10,250.020
2	Internal Imputation	2,260	2,461.313
3	Donor Imputation	926	1,453.161
4	Clerical Imputation	2	2.086

**Variable:** F\_P325                      **Question:** Imputation Flag

**Position:** 1728                      **Length:** 1

**Description:** Imputation Flag for F\_P325

**Question Wording:** Imputation Flag for F\_P325

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	17,022	19,986.130
1	Ratio adjustment of original data	9,780	10,711.600
2	Internal Imputation	2,326	2,508.889
3	Donor Imputation	940	1,471.653
4	Clerical Imputation	3	3.086

**Variable:** F\_P330                      **Question:** Imputation Flag

**Position:** 1729                      **Length:** 1

**Description:** Imputation Flag for F\_P330

**Question Wording:** Imputation Flag for F\_P330

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	15,347	18,133.700
1	Ratio adjustment of original data	11,508	12,591.310
2	Internal Imputation	2,267	2,472.869
3	Donor Imputation	941	1,475.253
4	Clerical Imputation	8	8.218

**Variable:** F\_P335                      **Question:** Imputation Flag

**Position:** 1730                      **Length:** 1

**Description:** Imputation Flag for F\_P335

**Question Wording:** Imputation Flag for F\_P335

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,793	34,385.120
2	Internal Imputation	221	233.566
3	Donor Imputation	55	60.484
4	Clerical Imputation	2	2.179

**Variable:** F\_P340                      **Question:** Imputation Flag

**Position:** 1731                      **Length:** 1

**Description:** Imputation Flag for F\_P340

**Question Wording:** Imputation Flag for F\_P340

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	26,513	30,494.290
2	Internal Imputation	2,987	3,348.081
3	Donor Imputation	564	831.473
4	Clerical Imputation	7	7.509

**Variable:** F\_P345                      **Question:** Imputation Flag

**Position:** 1732                      **Length:** 1

**Description:** Imputation Flag for F\_P345

**Question Wording:** Imputation Flag for F\_P345

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	30,043	34,650.230
2	Internal Imputation	20	22.443
4	Clerical Imputation	8	8.678

**Variable:** F\_P350                      **Question:** Imputation Flag

**Position:** 1733                      **Length:** 1

**Description:** Imputation Flag for F\_P350

**Question Wording:** Imputation Flag for F\_P350

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,800	34,363.430
2	Internal Imputation	188	205.675
3	Donor Imputation	67	94.889
4	Clerical Imputation	16	17.362

**Variable:** F\_P360                      **Question:** Imputation Flag

**Position:** 1735                      **Length:** 1

**Description:** Imputation Flag for F\_P360

**Question Wording:** Imputation Flag for F\_P360

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,076	33,567.200
2	Internal Imputation	631	708.162
3	Donor Imputation	359	400.053
4	Clerical Imputation	5	5.941

**Variable:** F\_P361 **Question:** Imputation Flag

**Position:** 1736 **Length:** 1

**Description:** Imputation Flag for F\_P361

**Question Wording:** Imputation Flag for F\_P361

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,890	33,375.740
2	Internal Imputation	815	897.251
3	Donor Imputation	361	402.422
4	Clerical Imputation	5	5.941

**Variable:** F\_P365 **Question:** Imputation Flag

**Position:** 1737 **Length:** 1

**Description:** Imputation Flag for F\_P365

**Question Wording:** Imputation Flag for F\_P365

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,719	34,284.090
2	Internal Imputation	274	299.484
3	Donor Imputation	68	87.418
4	Clerical Imputation	10	10.363

**Variable:** F\_P370 **Question:** Imputation Flag

**Position:** 1738 **Length:** 1

**Description:** Imputation Flag for F\_P370

**Question Wording:** Imputation Flag for F\_P370

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,481	33,985.130
2	Internal Imputation	458	495.349
3	Donor Imputation	131	199.837
4	Clerical Imputation	1	1.036

**Variable:** F\_P385                      **Question:** Imputation Flag

**Position:** 1739                      **Length:** 1

**Description:** Imputation Flag for F\_P385

**Question Wording:** Imputation Flag for F\_P385

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,619	34,167.360
2	Internal Imputation	363	401.466
3	Donor Imputation	89	112.528

**Variable:** F\_P390                      **Question:** Imputation Flag

**Position:** 1740                      **Length:** 1

**Description:** Imputation Flag for F\_P390

**Question Wording:** Imputation Flag for F\_P390

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,260	33,773.710
2	Internal Imputation	703	753.106
3	Donor Imputation	108	154.538

**Variable:** F\_P395                      **Question:** Imputation Flag

**Position:** 1741                      **Length:** 1

**Description:** Imputation Flag for F\_P395

**Question Wording:** Imputation Flag for F\_P395

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,279	33,794.330
2	Internal Imputation	686	734.645
3	Donor Imputation	106	152.374

**Variable:** F\_P400                      **Question:** Imputation Flag

**Position:** 1742                      **Length:** 1

**Description:** Imputation Flag for F\_P400

**Question Wording:** Imputation Flag for F\_P400

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,219	33,728.350
2	Internal Imputation	747	801.652
3	Donor Imputation	105	151.351



**Variable:** F\_P405                      **Question:** Imputation Flag

**Position:** 1743                      **Length:** 1

**Description:** Imputation Flag for F\_P405

**Question Wording:** Imputation Flag for F\_P405

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,182	33,690.420
2	Internal Imputation	782	837.514
3	Donor Imputation	107	153.415

**Variable:** F\_P410                      **Question:** Imputation Flag

**Position:** 1744                      **Length:** 1

**Description:** Imputation Flag for F\_P410

**Question Wording:** Imputation Flag for F\_P410

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,393	33,954.590
2	Internal Imputation	633	676.339
3	Donor Imputation	45	50.422

**Variable:** F\_P415                      **Question:** Imputation Flag

**Position:** 1745                      **Length:** 1

**Description:** Imputation Flag for F\_P415

**Question Wording:** Imputation Flag for F\_P415

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,686	34,257.270
2	Internal Imputation	351	372.564
3	Donor Imputation	31	48.344
4	Clerical Imputation	3	3.171

**Variable:** F\_P420                      **Question:** Imputation Flag

**Position:** 1746                      **Length:** 1

**Description:** Imputation Flag for F\_P420

**Question Wording:** Imputation Flag for F\_P420

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,605	34,168.630
2	Internal Imputation	394	416.905
3	Donor Imputation	72	95.820

**Variable:** F\_P425 **Question:** Imputation Flag

**Position:** 1747 **Length:** 1

**Description:** Imputation Flag for F\_P425

**Question Wording:** Imputation Flag for F\_P425

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,941	34,524.870
2	Internal Imputation	130	156.482

**Variable:** F\_P430 **Question:** Imputation Flag

**Position:** 1748 **Length:** 1

**Description:** Imputation Flag for F\_P430

**Question Wording:** Imputation Flag for F\_430

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	30,004	34,610.210
2	Internal Imputation	53	56.055
4	Clerical Imputation	14	15.084

**Variable:** F\_P435 **Question:** Imputation Flag

**Position:** 1749 **Length:** 1

**Description:** Imputation Flag for F\_P435

**Question Wording:** Imputation Flag for F\_P435

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,380	33,940.040
2	Internal Imputation	612	644.620
3	Donor Imputation	62	78.608
4	Clerical Imputation	17	18.084

**Variable:** F\_P440 **Question:** Imputation Flag

**Position:** 1750 **Length:** 1

**Description:** Imputation Flag for F\_P440

**Question Wording:** Imputation Flag for F\_P440

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,960	34,563.730
2	Internal Imputation	96	101.470
4	Clerical Imputation	15	16.158

**Variable:** F\_P445 **Question:** Imputation Flag

**Position:** 1751 **Length:** 1

**Description:** Imputation Flag for F\_P445

**Question Wording:** Imputation Flag for F\_P445

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,695	34,290.310
2	Internal Imputation	357	371.206
3	Donor Imputation	14	14.398
4	Clerical Imputation	5	5.438

**Variable:** F\_P450 **Question:** Imputation Flag

**Position:** 1752 **Length:** 1

**Description:** Imputation Flag for F\_P450

**Question Wording:** Imputation Flag for F\_P450

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,682	33,026.120
2	Internal Imputation	1,385	1,650.845
4	Clerical Imputation	4	4.385

**Variable:** F\_P455 **Question:** Imputation Flag

**Position:** 1753 **Length:** 1

**Description:** Imputation Flag for F\_P455

**Question Wording:** Imputation Flag for F\_P455

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,683	33,027.070
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	1	1.000

**Variable:** F\_P460 **Question:** Imputation Flag

**Position:** 1754 **Length:** 1

**Description:** Imputation Flag for F\_P460

**Question Wording:** Imputation Flag for F\_P460

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P465                      **Question:** Imputation Flag

**Position:** 1755                      **Length:** 1

**Description:** Imputation Flag for F\_P465

**Question Wording:** Imputation Flag for F\_P465

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,682	33,025.890
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	2	2.183

**Variable:** F\_P467                      **Question:** Imputation Flag

**Position:** 1756                      **Length:** 1

**Description:** Imputation Flag for F\_P467

**Question Wording:** Imputation Flag for F\_P467

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,682	33,025.890
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	2	2.177

**Variable:** F\_P470                      **Question:** Imputation Flag

**Position:** 1757                      **Length:** 1

**Description:** Imputation Flag for F\_P470

**Question Wording:** Imputation Flag for F\_P470

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P475                      **Question:** Imputation Flag

**Position:** 1758                      **Length:** 1

**Description:** Imputation Flag for F\_P475

**Question Wording:** Imputation Flag for F\_P475

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,683	33,027.000
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	1	1.075

**Variable:** F\_P480                      **Question:** Imputation Flag

**Position:** 1759                      **Length:** 1

**Description:** Imputation Flag for F\_P480

**Question Wording:** Imputation Flag for F\_P480

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P485                      **Question:** Imputation Flag

**Position:** 1760                      **Length:** 1

**Description:** Imputation Flag for F\_P485

**Question Wording:** Imputation Flag for F\_P485

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P490                      **Question:** Imputation Flag

**Position:** 1761                      **Length:** 1

**Description:** Imputation Flag for F\_P490

**Question Wording:** Imputation Flag for F\_P490

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P492                      **Question:** Imputation Flag

**Position:** 1762                      **Length:** 1

**Description:** Imputation Flag for F\_P492

**Question Wording:** Imputation Flag for F\_P492

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P495 **Question:** Imputation Flag

**Position:** 1763 **Length:** 1

**Description:** Imputation Flag for F\_P495

**Question Wording:** Imputation Flag for F\_P495

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,683	33,026.830
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	1	1.238

**Variable:** F\_P500 **Question:** Imputation Flag

**Position:** 1764 **Length:** 1

**Description:** Imputation Flag for F\_P500

**Question Wording:** Imputation Flag for F\_P500

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,681	33,025.010
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	3	3.063

**Variable:** F\_P505 **Question:** Imputation Flag

**Position:** 1765 **Length:** 1

**Description:** Imputation Flag for F\_P505

**Question Wording:** Imputation Flag for F\_P505

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,680	33,023.750
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	4	4.323

**Variable:** F\_P510 **Question:** Imputation Flag

**Position:** 1766 **Length:** 1

**Description:** Imputation Flag for F\_P510

**Question Wording:** Imputation Flag for F\_P510

		Frequency	
Category	Label	Unweighted	Weighted
1	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P515                      **Question:**            **Imputation Flag**

**Position:** 1767                      **Length:** 1

**Description:** Imputation Flag for F\_P515

**Question Wording:** Imputation Flag for F\_P515

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P520                      **Question:**            **Imputation Flag**

**Position:** 1768                      **Length:** 1

**Description:** Imputation Flag for F\_P520

**Question Wording:** Imputation Flag for F\_P520

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P525                      **Question:**            **Imputation Flag**

**Position:** 1769                      **Length:** 1

**Description:** Imputation Flag for F\_P525

**Question Wording:** Imputation Flag for F\_P525

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,683	33,026.830
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	1	1.238

**Variable:** F\_P530                      **Question:**            **Imputation Flag**

**Position:** 1770                      **Length:** 1

**Description:** Imputation Flag for F\_P530

**Question Wording:** Imputation Flag for F\_P530

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P535                      **Question:** Imputation Flag

**Position:** 1771                      **Length:** 1

**Description:** Imputation Flag for F\_P535

**Question Wording:** Imputation Flag for F\_P535

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,667	32,999.390
2	Internal Imputation	1,386	1,651.973
4	Clerical Imputation	18	29.986

**Variable:** F\_P540                      **Question:** Imputation Flag

**Position:** 1772                      **Length:** 1

**Description:** Imputation Flag for F\_P540

**Question Wording:** Imputation Flag for F\_P540

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,683	33,027.010
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	1	1.059

**Variable:** F\_P545                      **Question:** Imputation Flag

**Position:** 1773                      **Length:** 1

**Description:** Imputation Flag for F\_P545

**Question Wording:** Imputation Flag for F\_P545

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P550                      **Question:** Imputation Flag

**Position:** 1774                      **Length:** 1

**Description:** Imputation Flag for F\_P550

**Question Wording:** Imputation Flag for F\_P550

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284



**Variable:** F\_P555                      **Question:**      **Imputation Flag**

**Position:** 1775                      **Length:** 1

**Description:** Imputation Flag for F\_P555

**Question Wording:** Imputation Flag for F\_P555

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P560                      **Question:**      **Imputation Flag**

**Position:** 1776                      **Length:** 1

**Description:** Imputation Flag for F\_P560

**Question Wording:** Imputation Flag for F\_P560

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P565                      **Question:**      **Imputation Flag**

**Position:** 1777                      **Length:** 1

**Description:** Imputation Flag for F\_P565

**Question Wording:** Imputation Flag for F\_P565

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P570                      **Question:**      **Imputation Flag**

**Position:** 1778                      **Length:** 1

**Description:** Imputation Flag for F\_P570

**Question Wording:** Imputation Flag for F\_P570

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P575                      **Question:** Imputation Flag

**Position:** 1779                      **Length:** 1

**Description:** Imputation Flag for F\_P575

**Question Wording:** Imputation Flag for F\_P575

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P580                      **Question:** Imputation Flag

**Position:** 1780                      **Length:** 1

**Description:** Imputation Flag for F\_P580

**Question Wording:** Imputation Flag for F\_P580

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P585                      **Question:** Imputation Flag

**Position:** 1781                      **Length:** 1

**Description:** Imputation Flag for F\_P585

**Question Wording:** Imputation Flag for F\_P585

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,685	33,029.070
2	Internal Imputation	1,386	1,652.284

**Variable:** F\_P590                      **Question:** Imputation Flag

**Position:** 1782                      **Length:** 1

**Description:** Imputation Flag for F\_P590

**Question Wording:** Imputation Flag for F\_P590

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P595                      **Question:**            **Imputation Flag**

**Position:** 1783                      **Length:** 1

**Description:** Imputation Flag for F\_P595

**Question Wording:** Imputation Flag for F\_P595

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,683	33,027.050
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	1	1.018

**Variable:** F\_P600                      **Question:**            **Imputation Flag**

**Position:** 1784                      **Length:** 1

**Description:** Imputation Flag for F\_P600

**Question Wording:** Imputation Flag for F\_P600

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P602                      **Question:**            **Imputation Flag**

**Position:** 1785                      **Length:** 1

**Description:** Imputation Flag for F\_P602

**Question Wording:** Imputation Flag for F\_P602

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P605                      **Question:**            **Imputation Flag**

**Position:** 1786                      **Length:** 1

**Description:** Imputation Flag for F\_P605

**Question Wording:** Imputation Flag for F\_P605

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,680	33,023.400
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	4	4.667

**Variable:** F\_P610 **Question:** Imputation Flag

**Position:** 1787 **Length:** 1

**Description:** Imputation Flag for F\_P610

**Question Wording:** Imputation Flag for F\_P610

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P615 **Question:** Imputation Flag

**Position:** 1788 **Length:** 1

**Description:** Imputation Flag for F\_P615

**Question Wording:** Imputation Flag for F\_P615

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P620 **Question:** Imputation Flag

**Position:** 1789 **Length:** 1

**Description:** Imputation Flag for F\_P620

**Question Wording:** Imputation Flag for F\_P620

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,683	33,027.070
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	1	1.000

**Variable:** F\_P622 **Question:** Imputation Flag

**Position:** 1790 **Length:** 1

**Description:** Imputation Flag for F\_P622

**Question Wording:** Imputation Flag for F\_P622

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,682	33,025.930
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	2	2.140

**Variable:** F\_P625                      **Question:**            **Imputation Flag**

**Position:** 1791                      **Length:** 1

**Description:** Imputation Flag for F\_P625

**Question Wording:** Imputation Flag for F\_P625

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P630                      **Question:**            **Imputation Flag**

**Position:** 1792                      **Length:** 1

**Description:** Imputation Flag for F\_P630

**Question Wording:** Imputation Flag for F\_P630

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P635                      **Question:**            **Imputation Flag**

**Position:** 1793                      **Length:** 1

**Description:** Imputation Flag for F\_P635

**Question Wording:** Imputation Flag for F\_P635

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

**Variable:** F\_P640                      **Question:**            **Imputation Flag**

**Position:** 1794                      **Length:** 1

**Description:** Imputation Flag for F\_P640

**Question Wording:** Imputation Flag for F\_P640

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,678	33,011.000
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	6	17.071

**Variable:** F\_P645 **Question:** Imputation Flag

**Position:** 1795 **Length:** 1

**Description:** Imputation Flag for F\_P645

**Question Wording:** Imputation Flag for F\_P645

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	27,785	31,844.580
2	Internal Imputation	1,534	1,619.004
3	Donor Imputation	726	1,190.168
4	Clerical Imputation	26	27.602

**Variable:** F\_P650 **Question:** Imputation Flag

**Position:** 1796 **Length:** 1

**Description:** Imputation Flag for F\_P650

**Question Wording:** Imputation Flag for F\_P650

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,826	33,163.620
2	Internal Imputation	678	714.606
3	Donor Imputation	526	760.721
4	Clerical Imputation	41	42.404

**Variable:** F\_P655 **Question:** Imputation Flag

**Position:** 1797 **Length:** 1

**Description:** Imputation Flag for F\_P655

**Question Wording:** Imputation Flag for F\_P655

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,828	33,165.690
2	Internal Imputation	678	714.606
3	Donor Imputation	399	570.723
4	Clerical Imputation	166	230.331

**Variable:** F\_P660 **Question:** Imputation Flag

**Position:** 1798 **Length:** 1

**Description:** Imputation Flag for F\_P660

**Question Wording:** Imputation Flag for F\_P660

		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,797	34,371.010
2	Internal Imputation	223	236.639
3	Donor Imputation	51	73.706

## Appendix J. Variable List for the 2003–2004 PSS Address File

Variable name	Description
PSS_SCHOOL_ID	Unique school ID
PSS_INST	Name of the private school
PSS_LOGRADE	Lowest grade taught
PSS_HIGRADE	Highest grade taught
PSS_ADDRESS	Mailing address
PSS_CITY	City name (mailing address)
PSS_COUNTY_NO	FIPS county number
PSS_COUNTY_FIPS	FIPS state code/FIPS county code
PSS_COUNTY_NAME	County name
PSS_STABB	USPS state abbreviation
PSS_FIPS	FIPS state number
PSS_ZIP5	5-digit ZIP code
PSS_PHONE	Telephone number of school
PSS_ENROLL_UG	Count of ungraded students
PSS_ENROLL_PK	Count of prekindergarten students
PSS_ENROLL_K	Count of kindergarten students
PSS_ENROLL_1	Count of 1 <sup>st</sup> -grade students
PSS_ENROLL_2	Count of 2 <sup>nd</sup> -grade students
PSS_ENROLL_3	Count of 3 <sup>rd</sup> -grade students
PSS_ENROLL_4	Count of 4 <sup>th</sup> -grade students
PSS_ENROLL_5	Count of 5 <sup>th</sup> -grade students
PSS_ENROLL_6	Count of 6 <sup>th</sup> -grade students
PSS_ENROLL_7	Count of 7 <sup>th</sup> -grade students
PSS_ENROLL_8	Count of 8 <sup>th</sup> -grade students
PSS_ENROLL_9	Count of 9 <sup>th</sup> -grade students
PSS_ENROLL_10	Count of 10 <sup>th</sup> -grade students
PSS_ENROLL_11	Count of 11 <sup>th</sup> -grade students
PSS_ENROLL_12	Count of 12 <sup>th</sup> -grade students
PSS_ENROLL_T	Total students
PSS_ENROLL_TK12	Total students (grades K–12)
PSS_RACE_AI	Count of American Indian/Alaska Native students
PSS_INDIAN_PCT	Percentage of American Indian/Alaska Native students
PSS_RACE_AS	Count of Asian/Pacific Islander students
PSS_ASIAN_PCT	Percentage of Asian/Pacific Islander students
PSS_RACE_H	Count of Hispanic students
PSS_HISP_PCT	Percentage of Hispanic students
PSS_RACE_B	Count of Black students
PSS_BLACK_PCT	Percentage of Black students
PSS_RACE_W	Count of White students
PSS_WHITE_PCT	Percentage of White students
PSS_FTE_TEACH	Count of full-time equivalent teachers
PSS_STDTCR_RT	Student/teacher ratio
PSS_LOCALE	Urbanicity (Census assigned based on 2000 Census geography)
PSS_COED	Whether school is all-male, all-female, or coed
PSS_TYPE	School program type/emphasis
PSS_LEVEL	School level (elementary, secondary, or combined)



Variable name	Description
PSS_RELIG	School's religious affiliation (Catholic, other religious, or nonsectarian)
PSS_COMM_TYPE	Community type (LOCALE) recode
PSS_ORIENT	School's religious orientation or affiliation
PSS_SCH_DAYS	Number of days in a school year
PSS_STU_DAY_HRS	Length of school day in hours
PSS_LIBRARY	Whether school has a library or library media center
PSS_ASSOC1–PSS_ASSOC7	School's association membership(s)