



U.S. Department of Education  
Institute of Education Sciences  
NCES 2006-319

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

**E.D. TAB**





U.S. Department of Education  
Institute of Education Sciences  
NCES 2006-319

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

**E.D. TAB**

**March 2006**

Stephen P. Broughman  
**National Center for  
Education Statistics**

Nancy L. Swaim  
**U.S. Census Bureau**

**U.S. Department of Education**

Margaret Spellings  
*Secretary*

**Institute of Education Sciences**

Grover J. Whitehurst  
*Director*

**National Center for Education Statistics**

Mark Schneider  
*Commissioner*

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

National Center for Education Statistics  
Institute of Education Sciences  
U.S. Department of Education  
1990 K Street NW  
Washington, DC 20006-5651

March 2006

The NCES World Wide Web Home Page is <http://nces.ed.gov>.

The NCES World Wide Web Electronic Catalog is <http://nces.ed.gov/pubsearch>.

**Suggested Citation**

Broughman, S.P., and Swaim, N.L. (2006). *Characteristics of Private Schools in the United States: Results From the 2003–2004 Private School Universe Survey* (NCES 2006-319). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

**For ordering information on this report, write to**

U.S. Department of Education  
ED Pubs  
P.O. Box 1398  
Jessup, MD 20794-1398

or call toll free 1-877-4ED-PUBS or order online at <http://www.edpubs.org>.

**Content Contact**

Stephen Broughman  
(202) 502-7315  
[stephen.broughman@ed.gov](mailto:stephen.broughman@ed.gov)

## Acknowledgments

The authors acknowledge the comments and suggestions of the NCES reviewers: Kathryn Chandler and Frank Johnson, Elementary/Secondary and Libraries Studies Division; Marilyn Seastrom, Bruce Taylor, and Steven Kaufman, Statistical Standards Program; and William Sonnenberg, Early Childhood, International, and Crosscutting Studies Division. Thanks to Kevin Bromer, Stephen Mistler, and Aparna Sundaram, Education Statistics Services Institute, for their comments and suggestions. Thanks also to Carol Rohr and Joanna Bujard, Pinkerton Computer Consultants, Inc. for formatting the text and tables in this report.

Stephen Broughman was the NCES Project Officer for the Private School Universe Survey. The survey was performed under an interagency agreement with the U.S. Department of Commerce, Bureau of the Census. Steven Tourkin (Chief), Nancy Swaim, Education Surveys Branch, Demographic Surveys Division, monitored the data collection and prepared processing specifications, the codebook, and the technical notes section of this report. Xiodong Guan, Chief of the Consumer Expenditures Surveys Programming Branch, assisted by Jennifer Peterson, supervised the data processing activities, including edits, data inputs, table production, and final file preparation. Technical assistance was provided by Dennis Schwanz (Chief), Toni Warner, Betty Jackson, and Randy Parmer of the Longitudinal Surveys Branch; and Meagan Wilson of the Sample Design Management Branch; and Diane Probst, Kao Tung, and Guech Nay Tech of the Longitudinal Expenditure and Victimization Programming Branch, Demographic Statistical Methods Division.

We are interested in your reaction to the information presented here about the Private School Universe Survey data collection system. We welcome your recommendations for improving our survey work. If you have suggestions or comments or want more information about this report, please contact:

Private School Universe Survey  
National Center for Education Statistics  
1990 K Street NW  
Room 9012  
Washington, DC 20006-5651



# Contents

	<b>Page</b>
Acknowledgments .....	iii
List of Tables .....	vii
Introduction .....	1
Selected Findings .....	1
Schools .....	2
Enrollment .....	2
Teachers.....	3
State Estimates.....	3
References.....	4
Tables .....	5
Appendix A—Glossary .....	A-1
Appendix B—Technical Notes.....	B-1
Background.....	B-3
Target Population .....	B-3
Content.....	B-3
Frame Creation.....	B-3
List Frame.....	B-3
Area Frame .....	B-4
Data Collection and Unit Response Rate .....	B-5
Quality Control and Editing .....	B-5
Imputation .....	B-5
Item Response Rates.....	B-5
First-Stage Imputation .....	B-5
Second-Stage Imputation.....	B-6
Clerical Imputation .....	B-6
Weighting.....	B-6
Sampling Error and Tests of Significance.....	B-6
Standard Errors.....	B-6
Root Mean Squared Error of Model-Based Estimates .....	B-7
Tests of Significance .....	B-7
Nonsampling Error.....	B-8
Publication Criteria for PSS Estimates.....	B-8
Appendix C—Standard Error Tables.....	C-1
Appendix D—Tables of Estimates and Standard Errors for Kindergarten-Terminal Schools .....	D-1





## List of Tables

Table	Page
1.	Number and percentage distribution of private schools, by school level and selected characteristics: United States, 2003-04..... 7
2.	Percentage distribution of private schools, by program emphasis and selected characteristics: United States, 2003-04 ..... 8
3.	Number and percentage distribution of private schools, by school level and religious or nonsectarian orientation of school: United States, 2003-04 ..... 9
4.	Number and percentage distribution of private schools, by community type and selected characteristics: United States, 2003-04..... 10
5.	Percentage male enrollment and percentage distribution of coeducational, all-girls, and all-boys schools, by selected characteristics: United States, 2003-04..... 11
6.	Average length of school year and average length of school day, by selected characteristics: United States, 2003-04 ..... 12
7.	Number and percentage distribution of private school students, by school level and selected characteristics: United States, 2003-04..... 13
8.	Percentage distribution of private school students, by program emphasis and selected characteristics: United States, 2003-04..... 14
9.	Number and percentage distribution of private school students, by school level and religious or nonsectarian orientation of school: United States, 2003-04 ..... 15
10.	Number and percentage distribution of private school students, by grade level and NCES typology: United States, 2003-04 ..... 16
11.	Number of private school students, by program emphasis and grade level: United States, 2003-04 ..... 17
12.	Number and percentage distribution of private school students, by community type and selected characteristics: United States, 2003-04..... 18
13.	Percentage distribution of students, by racial/ethnic background, and percentage minority students in private schools, by selected characteristics: United States, 2003-04 ..... 19
14.	Percentage distribution of private schools, by percentage minority students, average percentage minority students, and selected characteristics: United States, 2003-04..... 20
15.	Average school size, by school level and selected characteristics: United States, 2003-04..... 21
16.	Number and percentage distribution of private schools, by school size and selected characteristics: United States, 2003-04..... 22

## List of Tables (continued)

Table	Page
17.	Number and percentage distribution of private school full-time equivalent (FTE) teachers, by school level and selected characteristics: United States, 2003-04 .....23
18.	Number and percentage distribution of private school full-time equivalent (FTE) teachers, by school level and religious or nonsectarian orientation of school: United States, 2003-04 .....24
19.	Number and percentage distribution of private school teachers (headcount), by work status and selected characteristics: United States, 2003-04 .....25
20.	Pupil/teacher ratio of private schools, by school level and selected characteristics: United States, 2003-04 .....26
21.	Percentage of private schools with 12th-graders, number of graduates, graduation rate, and percentage of graduates who attended 4-year colleges, by selected characteristics: United States, 2002-03 .....27
22.	Total number of private schools, students, and teachers (headcount), by school membership in private school associations: United States, 2003-04 .....28
23.	Number of private schools, students, full-time equivalent (FTE) teachers, and high school graduates, by state: United States, 2003-04 .....29

### Appendix B—Technical Notes Table

B-1.	Weighted and unweighted number of respondents, nonrespondents, and out-of-scope cases, and weighted school response rate, by frame: 2003-04 ..... B-4
------	---

### Appendix C—Standard Error Tables

C-1.	Standard errors for number and percentage distribution of private schools, by school level and selected characteristics: United States, 2003-04 ..... C-3
C-2.	Standard errors for percentage distribution of private schools, by program emphasis and selected characteristics: United States, 2003-04 ..... C-4
C-3.	Standard errors for number and percentage distribution of private schools, by school level and religious or nonsectarian orientation of school: United States, 2003-04 ..... C-5
C-4.	Standard errors for number and percentage distribution of private schools, by community type and selected characteristics: United States, 2003-04 ..... C-6
C-5.	Standard errors for percentage male enrollment and percentage distribution of coeducational, all-girls, and all-boys schools, by selected characteristics: United States, 2003-04 ..... C-7
C-6.	Standard errors for average length of school year and average length of school day, by selected characteristics: United States, 2003-04 ..... C-8

## List of Tables (continued)

<b>Table</b>	<b>Page</b>
C-7.	Standard errors for number and percentage distribution of private school students, by school level and selected characteristics: United States, 2003-04 ..... C-9
C-8.	Standard errors for percentage distribution of private school students, by program emphasis and selected characteristics: United States, 2003-04 ..... C-10
C-9.	Standard errors for number and percentage distribution of private school students, by school level and religious or nonsectarian orientation of school: United States, 2003-04..... C-11
C-10.	Standard errors for number and percentage distribution of private school students, by grade level and NCES typology: United States, 2003-04..... C-12
C-11.	Standard errors for number of private school students, by program emphasis and grade level: United States, 2003-04 ..... C-13
C-12.	Standard errors for number and percentage distribution of private school students, by community type and selected characteristics: United States, 2003-04..... C-14
C-13.	Standard errors for percentage distribution of students, by racial/ethnic background, and percentage minority students in private schools, by selected characteristics: United States, 2003-04 ..... C-15
C-14.	Standard errors for percentage distribution of private schools, by percentage minority students, average percentage minority students, and selected characteristics: United States, 2003-04 ..... C-16
C-15.	Standard errors for average school size, by school level and selected characteristics: United States, 2003-04..... C-17
C-16.	Standard errors for number and percentage distribution of private schools, by school size and selected characteristics: United States, 2003-04 ..... C-18
C-17.	Standard errors for number and percentage distribution of private school full-time equivalent (FTE) teachers, by school level and selected characteristics: United States, 2003-04..... C-19
C-18.	Standard errors for number and percentage distribution of private school full-time equivalent (FTE) teachers, by school level and religious or nonsectarian orientation of school: United States, 2003-04..... C-20
C-19.	Standard errors for number and percentage distribution of private school teachers (headcount), by work status and selected characteristics: United States, 2003-04 ..... C-21
C-20.	Standard errors for pupil/teacher ratio of private schools, by school level and selected characteristics: United States, 2003-04..... C-22

## List of Tables (continued)

Table	Page
C-21.	Standard errors for percentage of private schools with 12th-graders, number of graduates, graduation rate, and percentage of graduates who attended 4-year colleges, by selected characteristics: United States, 2002-03..... C-23
C-22.	Standard errors for total number of private schools, students, and teachers (headcount), by school membership in private school associations: United States, 2003-04 ..... C-24
C-23.	Root mean squared errors for number of private schools, students, full-time equivalent (FTE) teachers, and high school graduates, by state: United States, 2003-04 ..... C-25

### Appendix D—Tables of Estimates and Standard Errors for Kindergarten-Terminal Schools

D-1.	Number and percentage distribution of kindergarten-terminal private schools, students, and full-time equivalent (FTE) teachers, by selected characteristics: United States, 2003-04 .....D-3
D-2.	Standard errors for number and percentage distribution of kindergarten-terminal private schools, students, and full-time equivalent (FTE) teachers, by selected characteristics: United States, 2003-04.....D-4
D-3.	Number and percentage distribution of traditional PSS and kindergarten-terminal private schools, students, and full-time equivalent (FTE) teachers, by selected characteristics: United States, 2003-04.....D-5
D-4.	Standard errors for number and percentage distribution of traditional PSS and kindergarten-terminal private schools, students, and full-time equivalent (FTE) teachers, by selected characteristics: United States, 2003-04.....D-6
D-5.	Number and percentage distribution of traditional PSS and kindergarten-terminal private schools, students, and full-time equivalent (FTE) teachers, by religious or nonsectarian orientation of school: United States, 2003-04 .....D-7
D-6.	Standard errors for number and percentage distribution of traditional PSS and kindergarten-terminal private schools, students, and full-time equivalent (FTE) teachers, by religious or nonsectarian orientation of school: United States, 2003-04 .....D-8

## Introduction

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

The target population for the PSS is all schools in the 50 states and the District of Columbia that are not supported primarily by public funds, provide instruction for 1 or more of grades kindergarten through 12<sup>1</sup> (or comparable ungraded levels), and have one or more teachers. Organizations or institutions that provide support for home schooling, but do not provide classroom instruction, are not included.

This report on the 2003–2004 private school universe presents data on private schools by school size, school level, religious orientation, geographical region, community type, and program emphasis. The numbers of students and teachers are reported by the same categories. The number of students is also reported by race/ethnicity, gender, and grade level. Tables present data by two primary classification schemes: private school typology<sup>2</sup> (tables 1, 2, 4, 5, 6, 7, 8, 10, 12, 13, 14, 15, 16, 17, 19, 20, and 21) and religious orientation (tables 3, 9, and 18). Data are also presented by grade level (table 11), association membership (table 22), and by state (table 23).

The purpose of the E.D. TAB is to introduce new NCES survey data through the presentation of selected descriptive information. The E.D. TAB is purely descriptive in nature. Readers are cautioned not to draw causal inferences based solely on the bivariate results presented in this E.D. TAB. It is important to note that many of the variables examined in this report are related to one another, and complex interactions and relationships have not been explored here. They are also just a few of the variables that can be examined in these data and were selected to demonstrate the range of information designed to be collected and available from the study. Further, selected findings were not highlighted to emphasize any particular issue, and they should not be interpreted as representing the most important differences in the data. Rather, they are examples of the types of comparisons that can be made with the data. Release of the E.D. TAB is intended to encourage more in-depth analysis of the data, using more sophisticated statistical methodologies and focusing on a range of research questions and policy issues, in the future and by other researchers.

## Selected Findings

All statements of comparison made below have been tested for statistical significance using *t* tests and are significant at the 95 percent level. An effect size (difference in counts expressed in terms of standard deviation units) of .2 is required for a difference in counts to be reported. In appendix B, the section on

---

<sup>1</sup> Beginning in 1995, the PSS definition of a school was expanded to include those schools for which kindergarten was the highest grade, referred to as kindergarten-terminal (k-terminal) schools. Estimates presented in this report, except those presented in appendix D, are for schools (traditional schools) meeting the more restrictive pre-1995 PSS definition of having at least 1 of grades 1 through 12.

<sup>2</sup> The private school nine-category typology is based on methodological work completed at NCES (McMillen and Benson 1991). Each of the primary divisions (Catholic, other religious, and nonsectarian) is subdivided into three additional categories: Catholic into parochial, diocesan, and private; other religious into conservative Christian, affiliated, and unaffiliated; and nonsectarian into regular program, special emphasis, and special education. For a description of typology, see the glossary (appendix A).

Tests of Significance details the statistical tests used here, and how to assess the statistical significance of additional comparisons among the estimates provided in the data tables, using the standard error tables provided in the report.

## Schools

- In the fall of 2003, there were an estimated 28,384 private elementary and secondary schools in the United States, a decrease of 889 from the 29,273 schools estimated in the fall of 2001 (table 1 and Broughman and Pugh 2004).
- Among the 28,384 private schools in existence in 2003–04 there was considerable diversity as to orientation and affiliation. Of the three primary types of private schools—Catholic, other religious, and nonsectarian—other religious schools were the most numerous, followed by Catholic schools, and then nonsectarian schools, representing 48, 28, and 24 percent, respectively, of all private schools (table 1).
- Ninety percent of private schools offered at least some elementary grades, with approximately 61 percent offering elementary grades only and 30 percent offering a combination of elementary and secondary grades; the remaining 9 percent offered secondary grades only (table 1).
- Most private schools (81 percent) emphasized a regular elementary/secondary program. The other program emphasis categories—Montessori, special emphasis, special education, vocational/technical, alternative, and early childhood—each contained less than 7 percent of private schools (table 1).
- Ninety-five percent of private schools were coeducational, while 2 percent were all girls and 3 percent were all boys (table 5).
- In private schools, the average length of the school year was 180 days and the average length of the school day was 6.7 hours (table 6).
- An estimated 7,559 private schools did not report any membership in a private school association (table 22).

## Enrollment

- An estimated total of 5,122,772 students were enrolled in the nation’s private schools in the fall of 2003, a decrease of 218,741 from the estimated total of 5,341,513 students enrolled in the fall of 2001 (table 7 and Broughman and Pugh 2004).
- Private school students represented approximately 10 percent of the total public and private elementary and secondary enrollment in the United States in 2003–04 (table 7 and Hoffman and Sable 2006).<sup>3</sup>
- The distribution of enrollment by type of private school differed from the distribution of individual schools. More students were enrolled in Catholic schools than in other religious schools, representing 46 and 36 percent, respectively, of total private enrollment. Enrollment in

---

<sup>3</sup> Public school K–12 enrollment for 2003–04 was 47,591,082.

nonsectarian schools, representing 18 percent of all private school students, was less than that of Catholic or other religious schools (table 7).

- Approximately 53 percent of private school students were enrolled in elementary schools, 16 percent were enrolled in secondary schools, and 31 percent were enrolled in combined schools (table 7).
- Approximately three-quarters (76 percent) of private school students were White, non-Hispanic; 9 percent were Black, non-Hispanic; 9 percent were Hispanic; 5 percent were Asian/Pacific Islander, and 1 percent were American Indian/Alaska Native (table 13).
- The average private school size was 181 students; 157 students for elementary schools, 314 students for secondary schools, and 186 students for combined schools (table 15).
- Thirty-one percent of private schools enrolled fewer than 50 students (table 16).
- There were a total of 295,755 high school graduates from private schools in school year 2002–03. Fifty-eight percent of these graduates attended 4-year colleges by the fall of 2003 (table 21).

## Teachers

- The nation's private school students were taught by 425,238 full-time-equivalent (FTE) teachers in the fall of 2003, a total not statistically different from the 425,406 FTE teachers employed in private schools in the fall of 2001 (table 17 and Broughman and Pugh 2004).
- The order of the distribution of FTE teachers by type of private school was the same as that of schools. Other religious schools employed the most FTE teachers, followed by Catholic schools, then by nonsectarian schools, representing 38, 36, and 26 percent, respectively, of total private school FTE teachers (table 17).
- Nearly one-half of private school FTE teachers (47 percent) were teaching in elementary schools, 37 percent were teaching in combined schools, and 16 percent were teaching in secondary schools (table 17).
- Private schools reported that 79 percent of their teachers worked full time, while 8 percent worked less than half time (table 19).
- The pupil/teacher ratio in private schools was 12.0; 13.5 in elementary schools, 12.4 in secondary schools, and 10.0 in combined schools (table 20).

## State Estimates

- There were more than 1,000 private schools located in each of six states: California, Florida, Illinois, New York, Pennsylvania, and Texas (table 23).
- There were more than 250,000 students enrolled in private schools in each of five states: California, Florida, Illinois, New York, and Pennsylvania (table 23).

## References

- Beller, N.D. (1984). *Private Elementary and Secondary Education, 1983 Enrollment, Teachers, and Schools* (Bulletin). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Broughman, S.P., and Pugh, K.W. (2004). *Characteristics of Private Schools in the United States: Results From the 2001–2002 Private School Universe Survey* (NCES 2005-305). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Causey, B.D., Bailey, L., and Kaufman, S. (1999). *Indirect State-Level Estimation for the Private School Survey* (NCES 1999-351). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Hoffman, L., and Sable, J. (2006). *Public School Student, Staff, and Graduate Counts by State: School Year 2003–04* (NCES 2006-307). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- McMillen, M.M., and Benson, P. (1991). *Diversity of Private Schools* (NCES 92-082). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Wolter, K.M. (1985). *Introduction to Variance Estimation*, chapter 3. New York: Springer-Verlag.



## Tables



Table 1. Number and percentage distribution of private schools, by school level and selected characteristics: United States, 2003–04

Selected characteristic	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	28,384	100.0	17,197	100.0	2,694	100.0	8,494	100.0
NCES typology								
Catholic	7,919	27.9	6,539	38.0	1,096	40.7	284	3.3
Parochial	4,074	14.4	3,852	22.4	171	6.4	51	0.6
Diocesan	2,947	10.4	2,367	13.8	504	18.7	76	0.9
Private	897	3.2	319	1.9	420	15.6	157	1.9
Other religious	13,659	48.1	7,278	42.3	758	28.1	5,623	66.2
Conservative Christian	5,060	17.8	1,838	10.7	195	7.2	3,026	35.6
Affiliated	3,398	12.0	2,110	12.3	329	12.2	959	11.3
Unaffiliated	5,201	18.3	3,330	19.4	234	8.7	1,637	19.3
Nonsectarian	6,806	24.0	3,380	19.7	840	31.2	2,587	30.5
Regular	2,963	10.4	1,606	9.3	320	11.9	1,036	12.2
Special emphasis	2,392	8.4	1,550	9.0	303	11.2	539	6.3
Special education	1,451	5.1	223	1.3	217	8.0	1,011	11.9
School level								
Elementary	17,197	60.6	17,197	100.0	†	†	†	†
Secondary	2,694	9.5	†	†	2,694	100.0	†	†
Combined	8,494	29.9	†	†	†	†	8,494	100.0
Program emphasis								
Regular elementary/ secondary	22,896	80.7	14,709	85.5	1,981	73.6	6,206	73.1
Montessori	1,318	4.6	1,195	6.9	‡	‡	118	1.4
Special program emphasis	961	3.4	465	2.7	126	4.7	369	4.3
Special education	1,634	5.8	272	1.6	233	8.6	1,129	13.3
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	1,454	5.1	443	2.6	343	12.7	668	7.9
Early childhood	116	0.4	112	0.7	†	†	‡	‡
Size (number of students)								
Less than 50	8,741	30.8	5,053	29.4	654	24.3	3,033	35.7
50–149	8,206	28.9	5,190	30.2	605	22.5	2,411	28.4
150–299	6,324	22.3	4,465	26.0	424	15.7	1,435	16.9
300–499	3,000	10.6	1,823	10.6	399	14.8	778	9.2
500–749	1,298	4.6	562	3.3	278	10.3	458	5.4
750 or more	816	2.9	103	0.6	334	12.4	378	4.5
Region								
Northeast	6,558	23.1	4,035	23.5	844	31.3	1,679	19.8
Midwest	7,226	25.5	5,169	30.1	644	23.9	1,413	16.6
South	8,820	31.1	4,467	26.0	573	21.3	3,780	44.5
West	5,780	20.4	3,526	20.5	633	23.5	1,621	19.1
Community type								
Central city	9,591	33.8	6,161	35.8	1,132	42.0	2,299	27.1
Urban fringe/large town	11,818	41.6	7,270	42.3	1,048	38.9	3,500	41.2
Rural/small town	6,975	24.6	3,766	21.9	514	19.1	2,695	31.7

† Not applicable.

‡ Reporting standards not met.

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), 2003–2004.

Table 2. Percentage distribution of private schools, by program emphasis and selected characteristics: United States, 2003–04

Selected characteristic	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical programs	Alternative	Early childhood
Total	100.0	80.7	4.6	3.4	5.8	‡	5.1	0.4
NCES typology								
Catholic	100.0	97.5	0.5	0.9	0.9	‡	0.3	‡
Parochial	100.0	99.1	‡	0.4	‡	‡	‡	0.0
Diocesan	100.0	97.8	‡	0.9	0.8	‡	‡	‡
Private	100.0	88.9	2.4	3.2	3.8	‡	‡	‡
Other religious	100.0	90.1	0.7	3.5	0.8	‡	4.7	0.2
Conservative Christian	100.0	90.5	‡	3.1	‡	‡	5.8	‡
Affiliated	100.0	91.1	0.6	4.4	0.8	‡	3.1 !	‡
Unaffiliated	100.0	89.0	1.1	3.3	1.4	‡	4.7	0.4
Nonsectarian	100.0	42.3	17.5	6.0	21.3	‡	11.6	1.2
Regular	100.0	97.2	†	†	†	†	†	2.8
Special emphasis	100.0	†	49.7	17.1	†	‡	33.1	†
Special education	100.0	†	†	†	100.0	†	†	†
School level								
Elementary	100.0	85.5	6.9	2.7	1.6	‡	2.6	0.7
Secondary	100.0	73.6	‡	4.7	8.6	‡	12.7	†
Combined	100.0	73.1	1.4	4.3	13.3	‡	7.9	‡
Size (number of students)								
Less than 50	100.0	68.9	8.6	3.3	9.2	‡	9.0	1.0
50–149	100.0	75.4	5.8	4.5	8.1	‡	5.9	0.4
150–299	100.0	91.9	1.3	2.3	2.2	‡	2.1	0.0
300–499	100.0	95.2	‡	2.5	0.8	‡	1.2	0.0
500–749	100.0	96.5	0.0	3.0	0.0	‡	‡	0.0
750 or more	100.0	93.6	‡	5.1	‡	‡	‡	0.0
Region								
Northeast	100.0	78.5	3.4	2.9	10.0	‡	4.3	0.8
Midwest	100.0	87.4	3.6	2.9	2.8	‡	3.0	0.4
South	100.0	80.4	5.0	3.4	4.8	‡	6.2	0.2
West	100.0	75.2	6.9	4.5	6.1	‡	7.0	0.3
Community type								
Central city	100.0	80.1	4.6	3.8	6.2	‡	4.8	0.4
Urban fringe/ large town	100.0	78.4	5.9	3.6	6.9	‡	4.6	0.6
Rural/small town	100.0	85.3	2.5	2.4	3.2	‡	6.5	‡

† Not applicable.

! Interpret data with caution. The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix C.

‡ Reporting standards not met.

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), 2003–2004.

Table 3. Number and percentage distribution of private schools, by school level and religious or nonsectarian orientation of school: United States, 2003–04

Religious or nonsectarian orientation	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	28,384	100.0	17,197	100.0	2,694	100.0	8,494	100.0
Religious orientation	21,578	76.0	13,817	80.3	1,854	68.8	5,907	69.5
Roman Catholic	7,919	27.9	6,539	38.0	1,096	40.7	284	3.3
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	736	2.6	707	4.1	0	0.0	29	0.3
Assembly of God	440	1.5	177	1.0	‡	‡	247	2.9
Baptist	2,195	7.7	635	3.7	56 !	2.1 !	1,505	17.7
Brethren	72	0.3	23	0.1	‡	‡	48	0.6
Calvinist	145	0.5	84	0.5	20	0.7	41	0.5
Christian (unspecified)	3,975	14.0	1,707	9.9	201	7.5	2,067	24.3
Church of Christ	171	0.6	86	0.5	‡	‡	80	0.9
Church of God	118	0.4	47	0.3	‡	‡	68	0.8
Church of God in Christ	26	0.1	19	0.1	0	0.0	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	342	1.2	226	1.3	37	1.4	79	0.9
Friends	73	0.3	42	0.2	‡	‡	22	0.3
Greek Orthodox	27	0.1	20	0.1	‡	‡	‡	‡
Islamic	182	0.6	107	0.6	‡	‡	74	0.9
Jewish	811	2.9	428	2.5	205	7.6	177	2.1
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Lutheran Church—Missouri Synod	1,100	3.9	1,007	5.9	73	2.7	20	0.2
Evangelical Lutheran Church In America	128	0.5	118	0.7	0	0.0	‡	‡
Wisconsin Evangelical Lutheran Synod	367	1.3	341	2.0	23	0.8	‡	‡
Other Lutheran	83	0.3	66	0.4	‡	‡	‡	‡
Mennonite	458	1.6	261	1.5	‡	‡	190	2.2
Methodist	133	0.5	71	0.4	‡	‡	58	0.7
Pentecostal	389	1.4	92	0.5	‡	‡	289	3.4
Presbyterian	190	0.7	119	0.7	‡	‡	61	0.7
Seventh-Day Adventist	956	3.4	691	4.0	57	2.1	208	2.5
Other	518	1.8	188	1.1	17	0.6	314	3.7
Nonsectarian	6,806	24.0	3,380	19.7	840	31.2	2,587	30.5

! Interpret data with caution. The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix C.

‡ Reporting standards not met.

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), 2003–2004.

Table 4. Number and percentage distribution of private schools, by community type and selected characteristics:  
United States, 2003–04

Selected characteristic	Total		Central city		Urban fringe/ large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	28,384	100.0	9,591	100.0	11,818	100.0	6,975	100.0
NCES typology								
Catholic	7,919	27.9	3,334	34.8	3,463	29.3	1,122	16.1
Parochial	4,074	14.4	1,636	17.1	1,856	15.7	582	8.3
Diocesan	2,947	10.4	1,254	13.1	1,244	10.5	449	6.4
Private	897	3.2	444	4.6	363	3.1	91	1.3
Other religious	13,659	48.1	3,766	39.3	5,307	44.9	4,586	65.7
Conservative Christian	5,060	17.8	1,269	13.2	2,219	18.8	1,572	22.5
Affiliated	3,398	12.0	1,173	12.2	1,313	11.1	913	13.1
Unaffiliated	5,201	18.3	1,324	13.8	1,776	15.0	2,101	30.1
Nonsectarian	6,806	24.0	2,492	26.0	3,048	25.8	1,267	18.2
Regular	2,963	10.4	1,115	11.6	1,214	10.3	635	9.1
Special emphasis	2,392	8.4	842	8.8	1,112	9.4	438	6.3
Special education	1,451	5.1	535	5.6	723	6.1	194	2.8
School level								
Elementary	17,197	60.6	6,161	64.2	7,270	61.5	3,766	54.0
Secondary	2,694	9.5	1,132	11.8	1,048	8.9	514	7.4
Combined	8,494	29.9	2,299	24.0	3,500	29.6	2,695	38.6
Program emphasis								
Regular elementary/ secondary	22,896	80.7	7,683	80.1	9,264	78.4	5,949	85.3
Montessori	1,318	4.6	445	4.6	699	5.9	175	2.5
Special program emphasis	961	3.4	366	3.8	427	3.6	168	2.4
Special education	1,634	5.8	599	6.2	813	6.9	221	3.2
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	1,454	5.1	458	4.8	543	4.6	453	6.5
Early childhood	116	0.4	38	0.4	69	0.6	‡	‡
Size (number of students)								
Less than 50	8,741	30.8	2,042	21.3	3,143	26.6	3,556	51.0
50–149	8,206	28.9	2,658	27.7	3,422	29.0	2,127	30.5
150–299	6,324	22.3	2,584	26.9	2,848	24.1	892	12.8
300–499	3,000	10.6	1,288	13.4	1,425	12.1	287	4.1
500–749	1,298	4.6	574	6.0	647	5.5	77	1.1
750 or more	816	2.9	445	4.6	333	2.8	37	0.5
Region								
Northeast	6,558	23.1	2,017	21.0	3,171	26.8	1,370	19.6
Midwest	7,226	25.5	2,091	21.8	2,716	23.0	2,420	34.7
South	8,820	31.1	2,958	30.8	3,579	30.3	2,283	32.7
West	5,780	20.4	2,526	26.3	2,352	19.9	902	12.9

‡ Reporting standards not met.

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 5. Percentage male enrollment and percentage distribution of coeducational, all-girls, and all-boys schools, by selected characteristics: United States, 2003–04

Selected characteristic	Percent			
	Male enrollment	Coed schools	All-girls schools	All-boys schools
Total	50.6	95.3	2.0	2.8
NCES typology				
Catholic	49.9	94.1	3.2	2.8
Parochial	49.8	99.1	0.6	‡
Diocesan	49.6	97.4	1.2	1.4
Private	51.0	59.9	21.7	18.4
Other religious	50.3	96.5	1.3	2.2
Conservative Christian	49.9	99.1	‡	‡
Affiliated	49.5	94.3	2.6	3.1
Unaffiliated	51.6	95.3	1.6	3.1
Nonsectarian	53.0	94.3	1.9	3.8
Regular	50.6	95.5	2.3	2.2
Special emphasis	52.1	95.0	1.3 !	3.7
Special education	68.5	90.8	2.1	7.1
School level				
Elementary	50.3	98.8	0.5	0.7
Secondary	51.7	71.9	12.7	15.3
Combined	50.5	95.5	1.6	2.9
Program emphasis				
Regular elementary/ secondary	50.1	95.8	2.1	2.1
Montessori	48.8	99.4	‡	‡
Special program emphasis	50.9	92.3	‡	6.2 !
Special education	68.0	90.5	2.1	7.4
Vocational/technical	‡	‡	‡	‡
Alternative	54.1	89.8	2.3	7.9
Early childhood	31.1	98.2	‡	‡
Size (number of students)				
Less than 50	52.8	96.1	1.1	2.8
50–149	52.6	96.6	1.0	2.4
150–299	50.3	96.8	1.6	1.6
300–499	49.0	93.6	4.2	2.2
500–749	48.3	87.4	7.8	4.9
750 or more	53.0	79.8	6.8	13.4
Region				
Northeast	50.5	90.4	4.0	5.7
Midwest	50.9	97.6	1.1	1.4
South	50.9	96.7	1.4	1.9
West	49.7	95.8	1.6	2.6
Community type				
Central city	50.3	93.2	3.3	3.5
Urban fringe/large town	50.7	95.9	1.7	2.4
Rural/small town	51.3	97.1	0.6	2.4

! Interpret data with caution. The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix C.

‡ Reporting standards not met.

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

Table 6. Average length of school year and average length of school day, by selected characteristics: United States, 2003-04

Selected characteristic	Average length of school year in days	Average length of school day in hours
Total	180.4	6.7
NCES typology		
Catholic	179.0	6.7
Parochial	178.9	6.6
Diocesan	179.4	6.7
Private	178.4	6.8
Other religious	178.5	6.8
Conservative Christian	178.2	6.7
Affiliated	178.4	7.0
Unaffiliated	178.9	6.8
Nonsectarian	185.7	6.5
Regular	182.2	6.8
Special emphasis	184.1	6.5
Special education	195.6	6.1
School level		
Elementary	179.6	6.7
Secondary	183.3	6.8
Combined	181.2	6.7
Program emphasis		
Regular elementary/ secondary	178.9	6.8
Montessori	183.2	6.6
Special program emphasis	179.1	6.8
Special education	194.4	6.1
Vocational/technical	‡	‡
Alternative	184.0	6.4
Early childhood	203.6	6.2
Size (number of students)		
Less than 50	181.9	6.6
50-149	180.7	6.7
150-299	179.3	6.7
300-499	178.9	6.8
500-749	178.4	6.9
750 or more	178.8	7.0
Region		
Northeast	181.3	6.6
Midwest	178.5	6.7
South	180.2	6.8
West	182.2	6.7
Community type		
Central city	181.6	6.8
Urban fringe/large town	180.6	6.7
Rural/small town	178.4	6.7

‡ Reporting standards not met.

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



Table 7. Number and percentage distribution of private school students, by school level and selected characteristics: United States, 2003–04

Selected characteristic	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	5,122,772	100.0	2,694,494	100.0	845,083	100.0	1,583,194	100.0
NCES typology								
Catholic	2,365,220	46.2	1,658,769	61.6	609,601	72.1	96,850	6.1
Parochial	1,097,417	21.4	1,006,023	37.3	74,572	8.8	16,821	1.1
Diocesan	908,583	17.7	592,824	22.0	290,947	34.4	24,813	1.6
Private	359,220	7.0	59,921	2.2	244,082	28.9	55,217	3.5
Other religious	1,835,559	35.8	734,408	27.3	116,986	13.8	984,165	62.2
Conservative Christian	773,847	15.1	216,009	8.0	24,700	2.9	533,138	33.7
Affiliated	553,305	10.8	263,694	9.8	60,890	7.2	228,721	14.4
Unaffiliated	508,407	9.9	254,705	9.5	31,395	3.7	222,307	14.0
Nonsectarian	921,993	18.0	301,318	11.2	118,497	14.0	502,179	31.7
Regular	603,442	11.8	178,559	6.6	87,404 †	10.3	337,479	21.3
Special emphasis	213,986	4.2	108,763	4.0	21,308	2.5	83,914	5.3
Special education	104,566	2.0	13,996	0.5	9,784	1.2	80,786	5.1
School level								
Elementary	2,694,494	52.6	2,694,494	100.0	†	†	†	†
Secondary	845,083	16.5	†	†	845,083	100.0	†	†
Combined	1,583,194	30.9	†	†	†	†	1,583,194	100.0
Program emphasis								
Regular elementary/ secondary	4,639,235	90.6	2,510,998	93.2	783,644	92.7	1,344,593	84.9
Montessori	83,110	1.6	72,296	2.7	‡	‡	9,678	0.6
Special program emphasis	170,196	3.3	58,875	2.2	27,667	3.3	83,654	5.3
Special education	114,829	2.2	15,940	0.6	10,551	1.2	88,338	5.6
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	109,947	2.1	31,968	1.2	21,147	2.5	56,832	3.6
Early childhood	4,518	0.1	4,418	0.2	†	†	‡	‡
Size (number of students)								
Less than 50	223,772	4.4	129,176	4.8	16,005	1.9	78,590	5.0
50–149	759,730	14.8	490,492	18.2	54,725	6.5	214,513	13.5
150–299	1,352,489	26.4	953,075	35.4	92,355	10.9	307,059	19.4
300–499	1,153,619	22.5	698,941	25.9	154,941	18.3	299,737	18.9
500–749	777,224	15.2	328,073	12.2	168,630	20.0	280,521	17.7
750 or more	855,938	16.7	94,738	3.5	358,426	42.4	402,774	25.4
Region								
Northeast	1,273,012	24.9	683,316	25.4	296,128	35.0	293,568	18.5
Midwest	1,270,736	24.8	817,570	30.3	233,419	27.6	219,747	13.9
South	1,611,775	31.5	656,584	24.4	160,380	19.0	794,810	50.2
West	967,249	18.9	537,023	19.9	155,156	18.4	275,070	17.4
Community type								
Central city	2,182,282	42.6	1,142,014	42.4	445,266	52.7	595,002	37.6
Urban fringe/large town	2,291,408	44.7	1,274,408	47.3	323,578	38.3	693,422	43.8
Rural/small town	649,082	12.7	278,072	10.3	76,238	9.0	294,771	18.6

† Not applicable.

! Interpret data with caution. The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix C.

‡ Reporting standards not met.

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), 2003–2004.

Table 8. Percentage distribution of private school students, by program emphasis and selected characteristics: United States, 2003-04

Selected characteristic	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical programs	Alternative	Early childhood
Total	100.0	90.6	1.6	3.3	2.2	‡	2.1	0.1
NCES typology								
Catholic	100.0	98.4	0.2	1.1	0.2	‡	0.1	‡
Parochial	100.0	99.3	‡	0.6	‡	‡	‡	0.0
Diocesan	100.0	98.5	‡	1.0	0.2	‡	‡	‡
Private	100.0	95.5	0.5	3.0	0.6	‡	‡	‡
Other religious	100.0	93.2	0.2	4.0	0.3	‡	2.2	0.1
Conservative Christian	100.0	94.6	‡	2.7	‡	‡	2.5	‡
Affiliated	100.0	93.1	0.2	5.0	0.3	‡	1.4	‡
Unaffiliated	100.0	91.3	0.5	4.8	0.7	‡	2.6	0.2
Nonsectarian	100.0	65.1	8.0	7.7	11.3	‡	7.4	0.4
Regular	100.0	99.4	†	†	†	†	†	0.6
Special emphasis	100.0	†	34.6	33.4	†	‡	31.8	†
Special education	100.0	†	†	†	100.0	†	†	†
School level								
Elementary	100.0	93.2	2.7	2.2	0.6	‡	1.2	0.2
Secondary	100.0	92.7	‡	3.3	1.2	‡	2.5	†
Combined	100.0	84.9	0.6	5.3	5.6	‡	3.6	‡
Size (number of students)								
Less than 50	100.0	68.9	8.7	3.3	9.3	‡	8.9	1.0
50-149	100.0	77.6	5.3	4.2	7.4	‡	5.1	0.3
150-299	100.0	92.2	1.3	2.4	2.0	‡	2.1	0.0
300-499	100.0	95.2	‡	2.6	0.8	‡	1.2	0.0
500-749	100.0	96.5	0.0	3.0	0.0	‡	‡	0.0
750 or more	100.0	93.4	‡	5.4	‡	‡	‡	0.0
Region								
Northeast	100.0	90.5	1.0	2.4	4.1	‡	1.8	0.2
Midwest	100.0	93.9	1.3	2.7	0.9	‡	1.1	0.1
South	100.0	90.3	1.8	3.4	1.9	‡	2.6	#
West	100.0	86.8	2.5	5.2	2.1	‡	3.3	0.1
Community type								
Central city	100.0	90.8	1.5	3.8	2.0	‡	1.8	0.1
Urban fringe/ large town	100.0	90.5	1.8	3.2	2.6	‡	1.9	0.1
Rural/small town	100.0	90.3	1.3	2.4	1.9	‡	4.2	‡

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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), 2003-2004.

Table 9. Number and percentage distribution of private school students, by school level and religious or nonsectarian orientation of school: United States, 2003–04

Religious or nonsectarian orientation	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	5,122,772	100.0	2,694,494	100.0	845,083	100.0	1,583,194	100.0
Religious orientation	4,200,778	82.0	2,393,176	88.8	726,587	86.0	1,081,016	68.3
Roman Catholic	2,365,220	46.2	1,658,769	61.6	609,601	72.1	96,850	6.1
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	22,287	0.4	21,408	0.8	0	0.0	880	0.1
Assembly of God	62,360	1.2	23,780	0.9	‡	‡	37,948	2.4
Baptist	272,556	5.3	59,191	2.2	6,553	0.8	206,811	13.1
Brethren	10,898	0.2	2,599	0.1	‡	‡	7,855	0.5
Calvinist	41,809	0.8	19,452	0.7	7,065	0.8	15,292	1.0
Christian (unspecified)	584,415	11.4	168,385	6.2	26,898	3.2	389,132	24.6
Church of Christ	40,515	0.8	6,661	0.2	‡	‡	33,557	2.1
Church of God	10,576	0.2	4,197	0.2	‡	‡	6,167	0.4
Church of God in Christ	1,799	#	1,276	#	0	0.0	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	99,675	1.9	43,163	1.6	10,845	1.3	45,667	2.9
Friends	17,970	0.4	5,658	0.2	‡	‡	11,331	0.7
Greek Orthodox	4,014	0.1	3,057	0.1	‡	‡	‡	‡
Islamic	22,958	0.4	10,080	0.4	‡	‡	12,830	0.8
Jewish	201,901	3.9	99,699	3.7	25,744	3.0	76,458	4.8
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Lutheran Church—Missouri Synod	148,824	2.9	127,136	4.7	15,579	1.8	6,109	0.4
Evangelical Lutheran Church In America	17,415	0.3	15,722	0.6	0	0.0	‡	‡
Wisconsin Evangelical Lutheran Synod	32,477	0.6	25,710	1.0	6,513	0.8	‡	‡
Other Lutheran	9,626	0.2	5,719	0.2	‡	‡	‡	‡
Mennonite	25,977	0.5	12,211	0.5	‡	‡	12,618	0.8
Methodist	18,613	0.4	8,304	0.3	‡	‡	9,068	0.6
Pentecostal	26,039	0.5	5,905	0.2	‡	‡	20,093	1.3
Presbyterian	40,177	0.8	18,362	0.7	‡	‡	19,717	1.2
Seventh-Day Adventist	57,891	1.1	26,096	1.0	8,769	1.0	23,027	1.5
Other	62,984	1.2	19,481	0.7	1,649	0.2	41,854	2.6
Nonsectarian	921,993	18.0	301,318	11.2	118,497	14.0	502,179	31.7

# Rounds to zero.

‡ Reporting standards not met.

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), 2003–2004.

Table 10. Number and percentage distribution of private school students, by grade level and NCES typology: United States, 2003-04

NCES typology	Grade									
	Kindergarten <sup>1</sup>		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	465,311	100.0	439,510	100.0	423,163	100.0	414,447	100.0	403,168	100.0
Catholic	191,044	41.1	195,426	44.5	195,704	46.2	196,291	47.4	193,360	48.0
Parochial	113,985	24.5	117,198	26.7	117,708	27.8	118,067	28.5	115,914	28.8
Diocesan	68,230	14.7	69,532	15.8	69,520	16.4	69,800	16.8	69,081	17.1
Private	8,829	1.9	8,696	2.0	8,475	2.0	8,424	2.0	8,366	2.1
Other religious	188,026	40.4	175,025	39.8	166,501	39.3	159,500	38.5	153,251	38.0
Conservative Christian	81,716	17.6	74,199	16.9	70,049	16.6	68,022	16.4	64,295	15.9
Affiliated	52,823	11.4	49,389	11.2	48,029	11.3	46,109	11.1	45,656	11.3
Unaffiliated	53,488	11.5	51,437	11.7	48,423	11.4	45,369	10.9	43,300	10.7
Nonsectarian	86,240	18.5	69,059	15.7	60,958	14.4	58,657	14.2	56,556	14.0
Regular	52,090	11.2	46,138	10.5	41,430	9.8	40,127	9.7	38,894	9.6
Special emphasis	32,624	7.0	21,366	4.9	17,500	4.1	15,930	3.8	14,340	3.6
Special education	1,526	0.3	1,556	0.4	2,027	0.5	2,599	0.6	3,322	0.8

NCES typology	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	398,564	100.0	401,554	100.0	394,713	100.0	390,502	100.0	351,493	100.0
Catholic	191,574	48.1	192,759	48.0	186,488	47.2	184,622	47.3	170,129	48.4
Parochial	114,551	28.7	113,289	28.2	107,013	27.1	104,002	26.6	20,042	5.7
Diocesan	68,354	17.2	68,294	17.0	66,008	16.7	66,196	17.0	78,040	22.2
Private	8,669	2.2	11,175	2.8	13,467	3.4	14,425	3.7	72,047	20.5
Other religious	150,561	37.8	149,127	37.1	145,610	36.9	141,554	36.2	108,205	30.8
Conservative Christian	63,358	15.9	62,178	15.5	60,683	15.4	58,534	15.0	47,105	13.4
Affiliated	45,245	11.4	44,188	11.0	44,474	11.3	43,819	11.2	34,841	9.9
Unaffiliated	41,957	10.5	42,761	10.6	40,453	10.2	39,200	10.0	26,259	7.5
Nonsectarian	56,430	14.2	59,669	14.9	62,616	15.9	64,326	16.5	73,159	20.8
Regular	39,073	9.8	42,413	10.6	44,667	11.3	45,317	11.6	53,005	15.1
Special emphasis	13,129	3.3	12,152	3.0	11,275	2.9	11,581	3.0	11,361	3.2
Special education	4,227	1.1	5,104	1.3	6,674	1.7	7,428	1.9	8,792	2.5

NCES typology	Grade							
	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	334,163	100.0	317,297	100.0	303,676	100.0	85,211	100.0
Catholic	161,168	48.2	153,666	48.4	148,399	48.9	4,591	5.4
Parochial	18,987	5.7	18,241	5.7	17,652	5.8	769	0.9
Diocesan	74,341	22.2	71,097	22.4	68,593	22.6	1,497	1.8
Private	67,840	20.3	64,329	20.3	62,154	20.5	2,324	2.7
Other religious	100,137	30.0	94,411	29.8	88,921	29.3	14,729	17.3
Conservative Christian	43,158	12.9	39,717	12.5	36,909	12.2	3,923	4.6
Affiliated	33,213	9.9	32,492	10.2	30,559	10.1	2,469	2.9
Unaffiliated	23,766	7.1	22,203	7.0	21,454	7.1	8,337 !	9.8 !
Nonsectarian	72,858	21.8	69,220	21.8	66,355	21.9	65,892	77.3
Regular	53,079	15.9	51,241	16.1	49,949	16.4	6,018	7.1
Special emphasis	11,577	3.5	11,074	3.5	10,527	3.5	19,550	22.9
Special education	8,203	2.5	6,906	2.2	5,880	1.9	40,323	47.3

! Interpret data with caution. The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix C.

<sup>1</sup> The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

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 11. Number of private school students, by program emphasis and grade level: United States, 2003–04

Grade level	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical education	Alternative	Early childhood
Total	5,122,772	4,639,235	83,110	170,196	114,829	‡	109,947	4,518
Kindergarten <sup>1</sup>	465,311	415,890	21,989	14,757	1,781	‡	9,349	1,544
First	439,510	404,147	12,623	14,002	1,853	‡	6,885	0
Second	423,163	392,286	9,265	12,645	2,348	‡	6,619	0
Third	414,447	384,713	7,861	12,321	3,054	‡	6,499	0
Fourth	403,168	375,258	6,286	11,809	3,705	‡	6,109	0
Fifth	398,564	370,858	4,923	11,865	4,675	‡	6,243	0
Sixth	401,554	374,388	3,731	11,415	5,696	‡	6,324	0
Seventh	394,713	366,162	1,980	12,058	7,342	‡	7,172	0
Eighth	390,502	360,936	1,615	11,560	8,192	‡	8,199	0
Ninth	351,493	317,112	515	14,532	9,578	‡	9,567	0
Tenth	334,163	301,097	429	13,930	8,819	‡	9,668	0
Eleventh	317,297	286,918	392	13,353	7,362	‡	9,003	0
Twelfth	303,676	275,277	352	12,594	6,311	‡	8,882	0
Ungraded	85,211	14,192	11,150	3,354	44,113	‡	9,429	2,973

‡ Reporting standards not met.

<sup>1</sup> The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

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), 2003–2004.

Table 12. Number and percentage distribution of private school students, by community type and selected characteristics: United States, 2003–04

Selected characteristic	Total		Central city		Urban fringe/ large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	5,122,772	100.0	2,182,282	100.0	2,291,408	100.0	649,082	100.0
NCES typology								
Catholic	2,365,220	46.2	1,102,251	50.5	1,083,579	47.3	179,390	27.6
Parochial	1,097,417	21.4	468,704	21.5	542,781	23.7	85,932	13.2
Diocesan	908,583	17.7	434,854	19.9	399,644	17.4	74,084	11.4
Private	359,220	7.0	198,693	9.1	141,153	6.2	19,373	3.0
Other religious	1,835,559	35.8	677,500	31.0	830,969	36.3	327,089	50.4
Conservative Christian	773,847	15.1	250,296	11.5	375,760	16.4	147,791	22.8
Affiliated	553,305	10.8	235,610	10.8	248,053	10.8	69,643	10.7
Unaffiliated	508,407	9.9	191,595	8.8	207,157	9.0	109,655	16.9
Nonsectarian	921,993	18.0	402,531	18.4	376,859	16.4	142,603	22.0
Regular	603,442	11.8	271,719	12.5	229,886	10.0	101,837	15.7
Special emphasis	213,986	4.2	90,234	4.1	94,265	4.1	29,487	4.5
Special education	104,566	2.0	40,578	1.9	52,709	2.3	11,279	1.7
School level								
Elementary	2,694,494	52.6	1,142,014	52.3	1,274,408	55.6	278,072	42.8
Secondary	845,083	16.5	445,266	20.4	323,578	14.1	76,238	11.7
Combined	1,583,194	30.9	595,002	27.3	693,422	30.3	294,771	45.4
Program emphasis								
Regular elementary/ secondary	4,639,235	90.6	1,980,731	90.8	2,072,665	90.5	585,839	90.3
Montessori	83,110	1.6	33,528	1.5	41,252	1.8	8,330	1.3
Special program emphasis	170,196	3.3	82,663	3.8	72,208	3.2	15,324	2.4
Special education	114,829	2.2	44,163	2.0	58,645	2.6	12,021	1.9
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	109,947	2.1	39,203	1.8	43,711	1.9	27,034	4.2
Early childhood	4,518	0.1	1,577	0.1	2,650	0.1	‡	‡
Size (number of students)								
Less than 50	223,772	4.4	53,193	2.4	80,972	3.5	89,606	13.8
50–149	759,730	14.8	248,607	11.4	324,418	14.2	186,706	28.8
150–299	1,352,489	26.4	556,188	25.5	612,170	26.7	184,130	28.4
300–499	1,153,619	22.5	494,912	22.7	550,792	24.0	107,915	16.6
500–749	777,224	15.2	345,164	15.8	387,006	16.9	45,054	6.9
750 or more	855,938	16.7	484,219	22.2	336,049	14.7	35,670	5.5
Region								
Northeast	1,273,012	24.9	518,924	23.8	640,531	28.0	113,556	17.5
Midwest	1,270,736	24.8	472,972	21.7	592,890	25.9	204,874	31.6
South	1,611,775	31.5	668,014	30.6	681,445	29.7	262,316	40.4
West	967,249	18.9	522,372	23.9	376,541	16.4	68,336	10.5

‡ Reporting standards not met.

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 13. Percentage distribution of students, by racial/ethnic background, and percentage minority students in private schools, by selected characteristics: United States, 2003–04

Selected characteristic	White, non-Hispanic	Minority				
		Total Minority	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
Total	76.2	23.8	9.5	8.8	4.9	0.6
NCES typology						
Catholic	74.7	25.3	8.1	11.9	4.7	0.5
Parochial	74.4	25.6	8.3	12.5	4.4	0.4
Diocesan	75.9	24.1	7.7	11.1	4.7	0.6
Private	72.7	27.3	8.9	12.1	5.5	0.9
Other religious	79.0	21.0	10.3	5.9	4.2	0.6
Conservative Christian	76.5	23.5	11.4	7.3	4.0	0.8
Affiliated	81.2	18.8	8.0	5.5	4.9	0.5
Unaffiliated	80.4	19.6	11.0	4.3	3.7	0.6
Nonsectarian	74.1	25.9	11.3	6.7	7.0	0.8
Regular	78.0	22.0	8.9	5.7	6.7	0.7
Special emphasis	69.8	30.2	11.9	6.9	10.3	1.1
Special education	60.8	39.2	24.1	11.9	2.0	1.2
School level						
Elementary	74.3	25.7	10.0	10.1	4.9	0.7
Secondary	76.5	23.5	8.5	9.8	4.7	0.5
Combined	79.1	20.9	9.2	6.1	5.1	0.6
Program emphasis						
Regular elementary/secondary	76.9	23.1	9.0	8.9	4.7	0.6
Montessori	69.5	30.5	9.7	7.2	12.0	1.6
Special program emphasis	74.8	25.2	8.7	6.2	9.8	0.5
Special education	61.8	38.2	23.4	11.6	1.9	1.2
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	68.4	31.6	15.8	9.1	5.7	1.0
Early childhood	64.8	35.2	18.5	10.9	5.3	0.6
Size (number of students)						
Less than 50	73.3	26.7	14.8	7.6	3.1	1.2
50–149	72.1	27.9	14.5	8.2	4.0	1.2
150–299	70.8	29.2	12.3	11.2	5.1	0.6
300–499	79.2	20.8	7.1	8.5	4.7	0.5
500–749	80.4	19.6	5.8	7.9	5.4	0.5
750 or more	81.0	19.0	5.7	7.1	5.8	0.4
Region						
Northeast	76.2	23.8	11.5	7.8	4.2	0.3
Midwest	84.5	15.5	8.1	4.5	2.3	0.6
South	77.4	22.6	10.8	8.5	2.9	0.4
West	63.1	36.9	6.3	16.3	12.8	1.5
Community type						
Central city	68.7	31.3	13.1	11.3	6.3	0.5
Urban fringe/large town	79.6	20.4	7.6	8.0	4.3	0.5
Rural/small town	88.9	11.1	3.8	3.2	2.6	1.5

‡ Reporting standards not met.

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 14. Percentage distribution of private schools, by percentage minority students, average percentage minority students, and selected characteristics: United States, 2003–04

Selected characteristic	Percent minority students					Average percent minority students
	None	1–9 percent	10–29 percent	30–49 percent	50 percent or more	
Total	14.7	30.2	25.2	9.5	20.5	26.5
NCES typology						
Catholic	4.2	44.4	22.4	8.0	21.0	26.7
Parochial	4.5	46.2	20.0	7.7	21.6	26.7
Diocesan	4.0	46.0	22.9	7.4	19.6	25.4
Private	3.2	30.9	31.4	11.6	22.9	31.2
Other religious	23.7	28.2	21.8	8.1	18.1	23.6
Conservative Christian	10.8	32.0	27.2	9.8	20.2	27.1
Affiliated	19.6	29.6	24.4	9.3	17.1	23.4
Unaffiliated	39.1	23.7	14.8	5.7	16.8	20.3
Nonsectarian	8.7	17.5	35.2	14.0	24.6	32.2
Regular	9.6 !	20.6	38.5	10.4	21.0	29.7
Special emphasis	9.4	17.3	35.3	15.2	22.9	31.1
Special education	5.7	11.8	28.2	19.3	35.0	39.4
School level						
Elementary	14.5	31.4	23.0	8.7	22.4	27.8
Secondary	11.3	29.7	29.7	11.2	18.2	25.6
Combined	16.2	27.8	28.0	10.6	17.3	24.3
Program emphasis						
Regular elementary/secondary	15.4	33.3	24.0	8.2	19.1	25.1
Montessori	10.0	15.5	35.0	16.4	23.0	31.2
Special program emphasis	16.6	26.5	25.7	10.1	21.1	27.5
Special education	8.2	12.3	27.6	19.0	32.9	37.6
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	13.5	19.3	32.1	11.0	24.2	31.1
Early childhood	21.7	11.7	17.3	16.6	32.8	36.2
Size (number of students)						
Less than 50	32.4	13.5	22.5	9.0	22.7	26.9
50–149	10.1	32.2	25.2	11.2	21.2	28.1
150–299	4.7	37.3	25.3	9.6	23.1	29.2
300–499	3.6	47.2	27.4	8.1	13.6	21.1
500–749	3.5	47.7	30.5	6.3	12.0	19.8
750 or more	5.7	42.5	36.2	7.4	8.3	18.0
Region						
Northeast	21.4	28.9	22.0	8.0	19.7	24.9
Midwest	18.5	44.7	19.8	5.3	11.7	17.3
South	12.0	28.7	27.6	9.7	22.0	28.5
West	6.4	15.7	31.8	16.1	30.1	36.9
Community type						
Central city	5.8	22.3	26.3	11.2	34.4	39.6
Urban fringe/large town	9.7	34.0	27.3	11.0	18.0	25.0
Rural/small town	35.2	34.6	20.1	4.6	5.5	11.1

! Interpret data with caution. The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix C.

‡ Reporting standards not met.

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. Average school size, by school level and selected characteristics: United States, 2003–04

Selected characteristic	Total	Average number of students		
		Elementary	Secondary	Combined
Total	180.5	156.7	313.7	186.4
NCES typology				
Catholic	298.7	253.7	556.3	341.1
Parochial	269.4	261.2	435.7	329.4
Diocesan	308.3	250.4	576.8	328.5
Private	400.4	187.6	580.7	350.9
Other religious	134.4	100.9	154.3	175.0
Conservative Christian	152.9	117.5	126.6	176.2
Affiliated	162.8	125.0	185.1	238.5
Unaffiliated	97.7	76.5	134.1	135.8
Nonsectarian	135.5	89.1	141.1	194.1
Regular	203.6	111.2	272.8	325.6
Special emphasis	89.5	70.1	70.4	155.6
Special education	72.1	62.7	45.2	79.9
Program emphasis				
Regular elementary/ secondary	202.6	170.7	395.5	216.7
Montessori	63.0	60.5	‡	82.1
Special program emphasis	177.1	126.5	218.7	226.5
Special education	70.3	58.6	45.4	78.2
Vocational/technical	‡	‡	‡	‡
Alternative	75.6	72.1	61.7	85.1
Early childhood	39.1	39.3	†	‡
Size (number of students)				
Less than 50	25.6	25.6	24.5	25.9
50–149	92.6	94.5	90.4	89.0
150–299	213.9	213.5	217.9	213.9
300–499	384.6	383.3	388.4	385.4
500–749	598.8	583.4	607.5	612.3
750 or more	1,049.5	915.5	1,073.9	1,064.6
Region				
Northeast	194.1	169.3	350.8	174.8
Midwest	175.9	158.2	362.6	155.5
South	182.7	147.0	280.1	210.2
West	167.3	152.3	245.1	169.7
Community type				
Central city	227.5	185.4	393.3	258.8
Urban fringe/large town	193.9	175.3	308.8	198.1
Rural/small town	93.1	73.8	148.4	109.4

† Not applicable.

‡ Reporting standards not met.

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

Table 16. Number and percentage distribution of private schools, by school size and selected characteristics: United States, 2003–04

Selected characteristic	Less than 50 students		50–149 students		150–299 students		300–499 students		500–749 students		750 or more students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	8,741	30.8	8,206	28.9	6,324	22.3	3,000	10.6	1,298	4.6	816	2.9
NCES typology												
Catholic	243	3.1	1,652	20.9	3,206	40.5	1,693	21.4	743	9.4	381	4.8
Parochial	89	2.2	865	21.2	1,835	45.0	880	21.6	328	8.0	77	1.9
Diocesan	61	2.1	633	21.5	1,171	39.7	630	21.4	292	9.9	160	5.4
Private	93	10.4	154	17.2	200	22.3	183	20.4	124	13.8	143	16.0
Other religious	5,597	41.0	4,283	31.4	2,263	16.6	884	6.5	381	2.8	252	1.8
Conservative Christian	1,715	33.9	1,738	34.3	913	18.0	405	8.0	187	3.7	102	2.0
Affiliated	1,119	32.9	1,097	32.3	693	20.4	277	8.2	114	3.4	98	2.9
Unaffiliated	2,763	53.1	1,448	27.8	657	12.6	201	3.9	80	1.5	53	1.0
Nonsectarian	2,900	42.6	2,271	33.4	856	12.6	423	6.2	174	2.6	183	2.7
Regular	1,008	34.0	804	27.1	502	16.9	338	11.4	155	5.2	156	5.3
Special emphasis	1,193	49.9	873	36.5	219	9.1	63	2.6	19	0.8	26	1.1
Special education	699	48.2	594	40.9	135	9.3	22	1.5	0	0.0	‡	‡
School level												
Elementary	5,053	29.4	5,190	30.2	4,465	26.0	1,823	10.6	562	3.3	103	0.6
Secondary	654	24.3	605	22.5	424	15.7	399	14.8	278	10.3	334	12.4
Combined	3,033	35.7	2,411	28.4	1,435	16.9	778	9.2	458	5.4	378	4.5
Program emphasis												
Regular elementary/secondary	6,021	26.3	6,191	27.0	5,812	25.4	2,856	12.5	1,253	5.5	763	3.3
Montessori	751	57.0	472	35.8	84	6.3	‡	‡	0	0.0	‡	‡
Special program emphasis	292	30.4	365	38.0	148	15.4	75	7.8	39	4.0	41	4.3
Special education	802	49.1	666	40.7	142	8.7	23	1.4	0	0.0	‡	‡
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	788	54.2	481	33.1	136	9.3	37	2.5	‡	‡	‡	‡
Early childhood	84	72.6	32	27.4	0	0.0	0	0.0	0	0.0	0	0.0
Region												
Northeast	1,875	28.6	1,708	26.0	1,700	25.9	783	11.9	287	4.4	206	3.1
Midwest	1,990	27.5	2,346	32.5	1,611	22.3	781	10.8	335	4.6	163	2.3
South	2,951	33.5	2,459	27.9	1,762	20.0	883	10.0	451	5.1	314	3.6
West	1,924	33.3	1,694	29.3	1,252	21.7	553	9.6	225	3.9	132	2.3
Community type												
Central city	2,042	21.3	2,658	27.7	2,584	26.9	1,288	13.4	574	6.0	445	4.6
Urban fringe/large town	3,143	26.6	3,422	29.0	2,848	24.1	1,425	12.1	647	5.5	333	2.8
Rural/small town	3,556	51.0	2,127	30.5	892	12.8	287	4.1	77	1.1	37	0.5

‡ Reporting standards not met.

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), 2003–2004.

Table 17. Number and percentage distribution of private school full-time equivalent (FTE) teachers, by school level and selected characteristics: United States, 2003-04

Selected characteristic	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	425,238	100.0	199,064	100.0	68,344	100.0	157,830	100.0
NCES typology								
Catholic	152,611	35.9	101,182	50.8	42,728	62.5	8,700	5.5
Parochial	66,874	15.7	59,986	30.1	5,660	8.3	1,227	0.8
Diocesan	57,330	13.5	36,042	18.1	19,297	28.2	1,991	1.3
Private	28,406	6.7	5,154	2.6	17,770	26.0	5,482	3.5
Other religious	162,878	38.3	63,279	31.8	11,314	16.6	88,285	55.9
Conservative Christian	64,922	15.3	17,910	9.0	1,949	2.9	45,063	28.6
Affiliated	51,006	12.0	23,538	11.8	5,948	8.7	21,520	13.6
Unaffiliated	46,950	11.0	21,831	11.0	3,417	5.0	21,702	13.8
Nonsectarian	109,749	25.8	34,603	17.4	14,301	20.9	60,845	38.6
Regular	66,953	15.7	18,833	9.5	9,748	14.3	38,372	24.3
Special emphasis	24,794	5.8	13,191	6.6	2,833	4.1	8,769	5.6
Special education	18,002	4.2	2,578	1.3	1,720	2.5	13,704	8.7
School level								
Elementary	199,064	46.8	199,064	100.0	†	†	†	†
Secondary	68,344	16.1	†	†	68,344	100.0	†	†
Combined	157,830	37.1	†	†	†	†	157,830	100.0
Program emphasis								
Regular elementary/ secondary	365,042	85.8	176,986	88.9	61,107	89.4	126,949	80.4
Montessori	9,901	2.3	8,819	4.4	‡	‡	978	0.6
Special program emphasis	17,800	4.2	6,273	3.2	2,741	4.0	8,785	5.6
Special education	19,669	4.6	2,914	1.5	1,823	2.7	14,931	9.5
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	12,379	2.9	3,723	1.9	2,489	3.6	6,167	3.9
Early childhood	367	0.1	349	0.2	†	†	‡	‡
Size (number of students)								
Less than 50	33,313	7.8	17,188	8.6	3,063	4.5	13,062	8.3
50-149	81,044	19.1	47,531	23.9	6,686	9.8	26,826	17.0
150-299	106,339	25.0	66,382	33.3	9,277	13.6	30,680	19.4
300-499	84,758	19.9	44,346	22.3	13,325	19.5	27,086	17.2
500-749	55,442	13.0	18,159	9.1	12,334	18.0	24,949	15.8
750 or more	64,342	15.1	5,458	2.7	23,657	34.6	35,227	22.3
Region								
Northeast	111,333	26.2	50,234	25.2	25,488	37.3	35,611	22.6
Midwest	94,059	22.1	56,143	28.2	17,174	25.1	20,742	13.1
South	143,222	33.7	54,338	27.3	13,229	19.4	75,655	47.9
West	76,624	18.0	38,350	19.3	12,452	18.2	25,822	16.4
Community type								
Central city	174,642	41.1	83,472	41.9	33,507	49.0	57,663	36.5
Urban fringe/large town	188,530	44.3	92,336	46.4	26,510	38.8	69,685	44.2
Rural/small town	62,065	14.6	23,257	11.7	8,326	12.2	30,482	19.3

† Not applicable.

‡ Reporting standards not met.

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), 2003-2004.

Table 18. Number and percentage distribution of private school full-time equivalent (FTE) teachers, by school level and religious or nonsectarian orientation of school: United States, 2003–04

Religious or nonsectarian orientation	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	425,238	100.0	199,064	100.0	68,344	100.0	157,830	100.0
Religious orientation	315,489	74.2	164,462	82.6	54,042	79.1	96,985	61.4
Roman Catholic	152,611	35.9	101,182	50.8	42,728	62.5	8,700	5.5
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	1,051	0.2	1,002	0.5	0	0.0	49	#
Assembly of God	5,045	1.2	1,790	0.9	‡	‡	3,185	2.0
Baptist	24,037	5.7	5,250	2.6	477 !	0.7 !	18,309	11.6
Brethren	804	0.2	186	0.1	‡	‡	586	0.4
Calvinist	2,860	0.7	1,271	0.6	478	0.7	1,110	0.7
Christian (unspecified)	51,767	12.2	15,170	7.6	2,113	3.1	34,483	21.8
Church of Christ	3,414	0.8	666	0.3	‡	‡	2,716	1.7
Church of God	977	0.2	354	0.2	‡	‡	602	0.4
Church of God in Christ	168	#	121	0.1	0	0.0	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	11,137	2.6	4,591	2.3	1,536	2.2	5,010	3.2
Friends	2,178	0.5	654	0.3	‡	‡	1,355	0.9
Greek Orthodox	431	0.1	345	0.2	‡	‡	‡	‡
Islamic	2,531	0.6	1,159	0.6	‡	‡	1,365	0.9
Jewish	20,968	4.9	10,527	5.3	3,378	4.9	7,063	4.5
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Lutheran Church—Missouri Synod	10,522	2.5	8,912	4.5	1,123	1.6	488	0.3
Evangelical Lutheran Church In America	1,395	0.3	1,212	0.6	0	0.0	‡	‡
Wisconsin Evangelical Lutheran Synod	2,343	0.6	1,794	0.9	526	0.8	‡	‡
Other Lutheran	651	0.2	408	0.2	‡	‡	‡	‡
Mennonite	2,223	0.5	1,001	0.5	‡	‡	1,121	0.7
Methodist	1,748	0.4	799	0.4	‡	‡	817	0.5
Pentecostal	2,677	0.6	534	0.3	‡	‡	2,132	1.4
Presbyterian	3,427	0.8	1,518	0.8	‡	‡	1,709	1.1
Seventh-Day Adventist	4,550	1.1	2,180	1.1	683	1.0	1,687	1.1
Other	5,770	1.4	1,700	0.9	205	0.3	3,865	2.4
Nonsectarian	109,749	25.8	34,603	17.4	14,301	20.9	60,845	38.6

# Rounds to zero.

! Interpret data with caution. The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix C.

‡ Reporting standards not met.

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), 2003–2004.

Table 19. Number and percentage distribution of private school teachers (headcount), by work status and selected characteristics: United States, 2003–04

Selected characteristic	Total		Full time		3/4 time but less than 100%		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4 time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	470,104	100.0	372,100	79.2	20,742	4.4	39,422	8.4	21,494	4.6	16,347	3.5
NCES typology												
Catholic	164,928	100.0	137,232	83.2	6,064	3.7	11,286	6.8	6,570	4.0	3,776	2.3
Parochial	72,575	100.0	59,864	82.5	2,594	3.6	5,280	7.3	3,171	4.4	1,667	2.3
Diocesan	61,867	100.0	51,769	83.7	2,088	3.4	4,219	6.8	2,371	3.8	1,420	2.3
Private	30,486	100.0	25,598	84.0	1,383	4.5	1,787	5.9	1,029	3.4	690	2.3
Other religious	185,241	100.0	137,509	74.2	9,129	4.9	19,781	10.7	10,221	5.5	8,602	4.6
Conservative Christian	73,483	100.0	56,126	76.4	3,081	4.2	6,419	8.7	4,233	5.8	3,625	4.9
Affiliated	58,642	100.0	42,288	72.1	2,931	5.0	7,177	12.2	3,424	5.8	2,821	4.8
Unaffiliated	53,116	100.0	39,094	73.6	3,117	5.9	6,185	11.6	2,563	4.8	2,156	4.1
Nonsectarian	119,935	100.0	97,360	81.2	5,549	4.6	8,355	7.0	4,703	3.9	3,969	3.3
Regular	72,378	100.0	59,854	82.7	3,295	4.6	4,797	6.6	2,530	3.5	1,902	2.6
Special emphasis	28,669	100.0	20,655	72.0	1,708	6.0	2,797	9.8	1,768	6.2	1,740	6.1
Special education	18,888	100.0	16,851	89.2	546	2.9	760	4.0	404	2.1	327	1.7
School level												
Elementary	221,636	100.0	171,626	77.4	10,823	4.9	20,275	9.1	11,148	5.0	7,765	3.5
Secondary	75,115	100.0	61,004	81.2	2,781	3.7	5,261	7.0	3,335	4.4	2,734	3.6
Combined	173,353	100.0	139,470	80.5	7,139	4.1	13,886	8.0	7,011	4.0	5,848	3.4
Program emphasis												
Regular elementary/secondary	402,310	100.0	320,214	79.6	17,289	4.3	33,771	8.4	18,012	4.5	13,024	3.2
Montessori	11,371	100.0	8,338	73.3	690	6.1	1,042	9.2	548	4.8	753	6.6
Special program emphasis	20,158	100.0	15,165	75.2	1,001	5.0	1,982	9.8	1,044	5.2	966	4.8
Special education	20,726	100.0	18,297	88.3	643	3.1	925	4.5	466	2.3	394	1.9
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	15,017	100.0	9,745	64.9	1,073	7.1	1,630	10.9	1,378	9.2	1,190	7.9
Early childhood	433	100.0	275	63.6	45	10.4	57	13.3	36	8.4	19	4.3
Size (number of students)												
Less than 50	39,807	100.0	27,315	68.6	2,424	6.1	3,839	9.6	2,609	6.6	3,621	9.1
50–149	93,318	100.0	68,268	73.2	4,794	5.1	8,802	9.4	6,283	6.7	5,171	5.5
150–299	118,413	100.0	91,876	77.6	5,235	4.4	11,071	9.3	6,472	5.5	3,759	3.2
300–499	91,235	100.0	75,684	83.0	3,819	4.2	7,000	7.7	2,931	3.2	1,800	2.0
500–749	59,122	100.0	50,158	84.8	2,235	3.8	4,115	7.0	1,662	2.8	953	1.6
750 or more	68,208	100.0	58,799	86.2	2,237	3.3	4,594	6.7	1,536	2.3	1,043	1.5
Region												
Northeast	124,188	100.0	95,827	77.2	6,075	4.9	11,517	9.3	6,341	5.1	4,428	3.6
Midwest	104,153	100.0	82,666	79.4	4,166	4.0	8,644	8.3	4,806	4.6	3,871	3.7
South	155,894	100.0	128,375	82.3	5,514	3.5	11,339	7.3	6,104	3.9	4,562	2.9
West	85,870	100.0	65,233	76.0	4,987	5.8	7,922	9.2	4,242	4.9	3,486	4.1
Community type												
Central city	191,585	100.0	153,550	80.1	7,927	4.1	16,642	8.7	7,931	4.1	5,535	2.9
Urban fringe/large town	208,702	100.0	164,395	78.8	10,022	4.8	17,103	8.2	9,684	4.6	7,498	3.6
Rural/small town	69,817	100.0	54,155	77.6	2,794	4.0	5,677	8.1	3,879	5.6	3,313	4.7

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. The number of teachers in this table is headcount and, therefore, differs from full-time equivalents (FTEs) in the other tables.

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

Table 20. Pupil/teacher ratio of private schools, by school level and selected characteristics: United States, 2003–04

Selected characteristic	Total	Elementary	Secondary	Combined
Total	12.0	13.5	12.4	10.0
NCES typology				
Catholic	15.5	16.4	14.3	11.1
Parochial	16.4	16.8	13.2	13.7
Diocesan	15.8	16.4	15.1	12.5
Private	12.6	11.6	13.7	10.1
Other religious	11.3	11.6	10.3	11.1
Conservative Christian	11.9	12.1	12.7	11.8
Affiliated	10.8	11.2	10.2	10.6
Unaffiliated	10.8	11.7	9.2	10.2
Nonsectarian	8.4	8.7	8.3	8.3
Regular	9.0	9.5	9.0	8.8
Special emphasis	8.6	8.2	7.5	9.6
Special education	5.8	5.4	5.7	5.9
Program emphasis				
Regular elementary/ secondary	12.7	14.2	12.8	10.6
Montessori	8.4	8.2	‡	9.9
Special program emphasis	9.6	9.4	10.1	9.5
Special education	5.8	5.5	5.8	5.9
Vocational/technical	‡	‡	‡	‡
Alternative	8.9	8.6	8.5	9.2
Early childhood	12.3	12.7	†	‡
Size (number of students)				
Less than 50	6.7	7.5	5.2	6.0
50–149	9.4	10.3	8.2	8.0
150–299	12.7	14.4	10.0	10.0
300–499	13.6	15.8	11.6	11.1
500–749	14.0	18.1	13.7	11.2
750 or more	13.3	17.4	15.2	11.4
Region				
Northeast	11.4	13.6	11.6	8.2
Midwest	13.5	14.6	13.6	10.6
South	11.3	12.1	12.1	10.5
West	12.6	14.0	12.5	10.7
Community type				
Central city	12.5	13.7	13.3	10.3
Urban fringe/large town	12.2	13.8	12.2	10.0
Rural/small town	10.5	12.0	9.2	9.7

† Not applicable.

‡ Reporting standards not met.

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

Table 21. Percentage of private schools with 12th-graders, number of graduates, graduation rate, and percentage of graduates who attended 4-year colleges, by selected characteristics: United States, 2002–03

Selected characteristic	Percent of schools with 12th-graders in 2002–03	Number of 2002–03 graduates	2002–03 graduation rate	Percent of 2002–03 graduates who attended 4-year colleges by fall 2003
Total	28.6	295,755	98.1	58.1
NCES typology				
Catholic	16.1	146,561	99.1	80.5
Parochial	4.9	17,722	99.3	77.2
Diocesan	18.5	67,780	99.0	77.5
Private	58.9	61,059	99.2	84.9
Other religious	33.8	86,341	98.1	55.0
Conservative Christian	48.7	35,752	97.8	52.2
Affiliated	26.8	29,040	98.7	67.5
Unaffiliated	24.0	21,549	97.7	51.4
Nonsectarian	32.7	62,854	96.1	51.3
Regular	34.7	48,486	97.8	76.9
Special emphasis	22.4	9,859	95.3	39.1
Special education	45.5	4,509	82.2	16.3
School level				
Elementary	†	†	†	†
Secondary	90.0	187,226	98.3	66.8
Combined	66.7 <sup>1</sup>	108,529	97.8	54.4
Program emphasis				
Regular elementary/secondary	27.7	269,994	98.6	64.1
Montessori	1.5	317	98.0	62.9
Special program emphasis	37.4	11,935	98.3	59.9
Special education	42.7	4,788	81.8	16.4
Vocational/technical	‡	‡	‡	‡
Alternative	47.6	8,540	93.5	37.7
Early childhood	0.0	0	0.0	0.0
Size (number of students)				
Less than 50	21.1	6,307	87.7	33.8
50–149	26.9	22,158	94.1	44.8
150–299	24.8	39,473	98.4	65.4
300–499	36.4	54,437	98.8	78.1
500–749	54.1	59,062	99.0	82.6
750 or more	86.2	114,318	98.8	85.8
Region				
Northeast	26.8	86,229	97.7	62.4
Midwest	21.8	69,743	98.9	60.5
South	36.3	89,316	98.3	58.7
West	27.4	50,467	97.6	49.9
Community type				
Central city	26.9	140,818	98.1	64.3
Urban fringe/large town	28.6	118,146	98.4	58.0
Rural/small town	31.0	36,792	97.5	51.1

† Not applicable.

‡ Reporting standards not met.

<sup>1</sup> Includes the schools that were combined in 2002–03, but were elementary in 2003–04 (less than 1 percent).

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 22. Total number of private schools, students, and teachers (headcount), by school membership in private school associations: United States, 2003–04

Association	Schools	Students	Teachers
None	7,559	736,965	75,897
<b>Religious</b>			
Accelerated Christian Education	1,127	53,538	6,817
American Association of Christian Schools	895	123,026	12,248
Association of Christian Schools International	3,295	627,430	57,290
Association of Christian Teachers and Schools	237	37,290	3,482
Christian Schools International	361	91,214	7,914
Council of Islamic Schools in North America	35	4,567	534
Evangelical Lutheran Education Association	222	31,144	2,573
Friends Council on Education	52	12,785	1,766
General Conference of the Seventh-Day Adventist Church	680	43,747	3,829
Islamic School League of America	30	3,179	424
Jesuit Secondary Education Association	43	38,092	2,794
National Association of Episcopal Schools	262	82,732	9,878
National Catholic Educational Association	6,857	2,109,087	145,436
National Christian School Association	172	44,689	3,690
National Society of Hebrew Day Schools	178	49,769	6,117
Oral Roberts University Educational Fellowship	96	18,552	1,764
Solomon Schechter Day Schools	62	17,597	2,492
Southern Baptist Association of Christian Schools	129	29,610	2,623
Other religious school associations	2,494	469,429	44,605
<b>Special emphasis</b>			
American Montessori Society	687	60,883	7,917
Other Montessori associations	588	43,076	5,795
Association of Military Colleges and Schools	23	5,986	764
Association of Waldorf Schools of North America	101	15,237	2,231
Bilingual School Association	‡	‡	‡
Council of Bilingual Education	‡	‡	‡
Council for Exceptional Children	425	49,178	6,744
National Association of Private Special Education Centers	344	38,170	5,763
Other associations for exceptional children	295	35,603	5,407
European Council for International Schools	‡	‡	‡
National Association for the Education of Young Children	1,001	171,715	16,691
National Association of Bilingual Education	‡	‡	‡
National Association of Laboratory Schools	‡	‡	‡
National Coalition of Girls' Schools	84	34,162	4,515
Other special emphasis school associations	1,178	208,738	22,150
<b>Other school associations or organizations</b>			
Alternative School Network	49	3,932	430
Institute for Independent Education	28	3,331	516
National Association of Independent Schools	1,058	474,364	61,707
State or regional independent school association	1,749	537,651	56,691
National Coalition of Alternative Community Schools	60	5,617	716
National Independent Private School Association	255	49,445	5,334
The Association of Boarding Schools	189	61,384	9,150
Other school associations	2,933	682,598	68,741

‡ Reporting standards not met.

NOTE: Private schools may belong to more than one association.

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



Table 23. Number of private schools, students, full-time equivalent (FTE) teachers, and high school graduates, by state: United States, 2003-04

State	Schools	Students	FTE teachers	High school graduates 2002-03
United States	28,384	5,122,772	425,238	295,755
Alabama	408	73,105	6,379	4,671
Alaska	75	6,177	623	296
Arizona	292	46,366	3,625	2,402
Arkansas	189	27,500	2,376	1,351
California	3,377	623,105	47,625	31,946
Colorado	345	50,123	4,644	2,423
Connecticut	361	74,430	7,728	6,629
Delaware	121	25,576	2,245	1,298
District of Columbia	82	16,376	1,931	1,202
Florida	1,803	323,766	27,144	16,595
Georgia	665	120,697	11,533	7,079
Hawaii	133	37,228	3,070	2,780
Idaho	107	10,994	923	535
Illinois	1,346	270,490	19,502	15,173
Indiana	784	109,101	7,998	4,947
Iowa	266	45,309	3,414	2,689
Kansas	229	41,762	3,138	2,209
Kentucky	368	71,067	5,400	3,806
Louisiana	440	140,492	10,005	9,151
Maine	151	20,696	2,079	2,772
Maryland	727	149,253	13,668	8,084
Massachusetts	688	134,708	13,798	10,725
Michigan	983	160,049	11,771	9,502
Minnesota	568	93,935	7,149	4,602
Mississippi	240	49,729	4,183	3,544
Missouri	633	119,812	9,320	7,235
Montana	104	8,924	898	498
Nebraska	242	39,454	2,874	2,419
Nevada	111	18,219	1,327	676
New Hampshire	165	23,692	2,447	2,471
New Jersey	964	204,732	17,969	12,902
New Mexico	176	22,416	2,140	1,280
New York	1,959	458,079	38,898	28,050
North Carolina	661	102,642	9,897	5,086
North Dakota	52	6,209	557	490
Ohio	987	239,323	16,857	13,943
Oklahoma	168	27,603	2,528	1,532
Oregon	362	46,968	3,672	2,717
Pennsylvania	2,009	316,337	24,349	19,367
Rhode Island	139	28,119	2,563	1,943
South Carolina	345	58,005	5,339	2,963
South Dakota	95	10,817	922	506
Tennessee	551	87,055	8,222	5,457
Texas	1,282	220,206	20,673	10,682
Utah	108	15,907	1,425	1,070
Vermont	123	12,218	1,501	1,370
Virginia	604	104,304	10,339	6,000
Washington	556	78,746	6,398	3,800
West Virginia	166	14,397	1,360	815
Wisconsin	1,041	134,474	10,557	6,028
Wyoming	35	2,079	255	46

NOTE: The state estimates were prepared using a different weighting procedure. See the last paragraph of the "Sampling Error and Tests Significance" section in appendix B for a description of this procedure. 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.



**Appendix A—Glossary**



## Appendix A—Glossary

### Community type

Community type is derived from the eight-category locale code. The locale code is based on the school's mailing address matched to U.S. Census Bureau data files containing population density data, Core Based Statistical Area (CBSA) codes, and a Census code defining urban and rural areas. For this report, the locale codes were aggregated into three community types:

#### Central city

A large central city (a central city of a CBSA or CSA (Consolidated Statistical Area), with the city having a population greater than or equal to 250,000) or a mid-size central city (a central city of a CBSA or CSA with population less than 250,000). (Locale = 1 or 2)

#### Urban fringe/large town

Urban fringe of a large or mid-size city (any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a large or mid-size central city and defined as urban by the Census Bureau) or a large town (an incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA). (Locale = 3, 4, or 5)

#### Rural/small town

Rural area (any incorporated place, Census designated place, or non-place territory within or not within a CBSA or CSA of a large or mid-size city and defined as rural by the Census Bureau) or a small town (any incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA). (Locale = 6, 7, or 8)

Although the definition of community type remains unchanged from the 2001–02 PSS, caution should be used in comparing 2003–04 PSS community type estimates to those of previous years. The 2003–04 PSS community types are based on Consolidated Statistical Area/Core Based Statistical Area rather than the Standard Metropolitan Statistical Area (SMSA)/Metropolitan Statistical Area (MSA) which was used prior to the 2003–04 PSS. Also, the 2003–04 PSS community type is based on 2000 Census data; prior to the 2003–04 PSS, community type was based on 1990 Census information.

This definition of community type is different from that used in PSS reports prior to the 1999–2000 PSS report. Beginning with the 1999–2000 PSS, schools that were “rural within a MSA” (“rural within a CBSA” in the 2003–04 PSS) 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.

### Graduate rate

The graduate rate is the number of 2002–03 graduates divided by the number of 12<sup>th</sup> grade students enrolled around October 1, 2002.

### 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 home schooling but do not offer classroom instruction for students are not included.

## Program emphasis

Private schools are classified by respondents in item 12a 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

Vocational 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 first (or prefirst) 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 in item 5 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).

## Traditional private school

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

## Typology

Private schools are assigned to one of three major categories (Catholic, other religious, or nonsectarian) based on the school's religious affiliation provided by respondents in item 14, within each major category, one of three subcategories:

### Catholic

Catholic schools are categorized according to governance, provided by Catholic school respondents in item 14c, 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 in item 14, 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 12 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, Islamic School League of America, 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 12a, 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, first grade, second 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.



## Appendix B—Technical Notes



## **Appendix B—Technical Notes**

### **Background**

The Private School Universe Survey (PSS) is conducted by the National Center for Education Statistics (NCES) of the U.S. Department of Education in order to collect basic information on American private elementary and secondary schools. The 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. The 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. The 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 the PSS is all schools located in the 50 states and the District of Columbia 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 home schooling, but do not provide classroom instruction are not included.

### **Content**

The 2003–2004 PSS instrument consisted of a single school questionnaire designed to be filled out by school administrators and is available on the PSS website at <http://nces.ed.gov/surveys/pss>. 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 has a library media center.

### **Frame Creation**

Because the PSS attempts to include every private school in the United States, a universe list of private schools meeting the PSS definition must be created. Since 1983, NCES has used a dual-frame approach for building its private school universe (Beller 1984). The dual frame consists of a list frame and an area frame.

#### **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 25,655 private schools from the 2001–2002 PSS. In order to provide coverage of private schools founded since 2001 and to improve coverage of private schools existing in 2001, NCES received and processed membership lists from 26 private school associations and religious denominations, and private school lists from the departments of education from each of the 50 states and the District of Columbia. Additional private schools that contacted NCES to be included in the PSS were added as list frame cases.

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. In 2003, 26 of these lists were received and 17 lists were processed.

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 universe list. Additionally, questionnaires were sent out to programs identified in the 2001–2002 PSS as prekindergarten only. This procedure was done in case any of these programs included at least a kindergarten in the 2003–04 school year. A total of 39,391 schools (unweighted) were included in the 2003–2004 list frame (table B-1).

Table B-1. Number of respondents, nonrespondents, and out-of-scope cases, and weighted school response rate, by frame: 2003–04

	List frame	Area frame	Total frame
Total (unweighted)	39,391 (39,391)	8,869 (1,793)	48,260 (41,184)
Response (unweighted)	29,516 (29,516)	3,125 (555)	32,641 (30,071)
Nonresponse (unweighted)	1,686 (1,686)	389 (91)	2,075 (1,777)
Out-of-scope (unweighted)	8,189 (8,189)	5,355 (1,147)	13,544 (9,336)
Response rate	94.6%	88.9%	94.0%

NOTE: Weighted using the inverse of the probability of selection.

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

## Area Frame

To identify private schools that may have been overlooked in the list-building component, a group of geographic areas was 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 approximately 50 percent overlap with the 2001–02 area frame in order to maintain the reliability of estimates of change at a reasonable level.

A total of 124 distinct PSUs (161 counties) were in the 2003–2004 PSS area frame sample. 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, religious institutions, local education agencies, and local government offices. Once the area search lists were constructed, they were matched with the NCES private school universe list. Schools that did match the universe list were deleted from the area frame. A total of 1,793 schools (unweighted) were added to the data collection from the area frame (table B-1).

## Data Collection and Unit Response Rate

The 2003–2004 Private School Universe Survey utilized a mailout/mailback collection methodology.<sup>1</sup> Follow-up of non-responding schools was conducted first by computer-assisted telephone interviewing (CATI), and then by Census Bureau field representatives.

Of the 41,184 schools (unweighted) included in the 2003–2004 PSS, 9,336 cases (unweighted) were considered out-of-scope, that is not eligible for the PSS. A total of 30,071 private schools (unweighted) completed a PSS interview, while 1,777 schools (unweighted) refused to participate. This resulted in an unweighted response rate of 94.4 percent.<sup>2</sup> When the area frame schools were weighted by the inverse of the probability of selection the weighted response rate was 94.0 percent. Because of the high response rate, no bias analysis was done.

## Quality Control and Editing

Data from the interviews went through several edits. The edits consisted of

- range checks to eliminate out-of-range entries;
- consistency edits to compare data in different fields for consistency;
- edits to verify that skip patterns on the questionnaire had been followed; and
- interview status recode (ISR), a program used prior to the weighting process to assign the final interview status to the record.

## Imputation

### Item Response Rates

The weighted item response rates for the variables used in this report are all greater than 85 percent. Values were imputed for items with missing data to compensate for item nonresponse.

### First-Stage Imputation

In the first stage of imputation, values for missing items were imputed whenever possible by using information about the school from these sources:

- *Other items on the 2003–2004 PSS*—Based on entries from related items on the questionnaire, assumptions were made about how the respondent should have answered items with missing values. For example, if the respondent did not answer item 10a (length of school day for kindergarten, transitional kindergarten, transitional first grade) and item 5 indicated that the school did not have students enrolled in any of those grades, zero (school does not offer kindergarten) was imputed to item 10a.

---

<sup>1</sup> The 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 private schools selected for SASS were excluded from the PSS data collection. After the SASS data collection, PSS records were created for the private schools responding to SASS from the SASS data, and were merged into the PSS.

<sup>2</sup> The response rate is calculated as follows: number of responding schools divided by the number of responding schools plus the number of nonresponding schools.

- *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 item 12a.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment. For records where the number of students in item 7 (students by race) did not equal the enrollment in item 6 (total enrollment), excluding prekindergarten, the item 7 entries were adjusted to be consistent with item 6 (i.e., 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

Items still blank after first-stage imputation were imputed during the second-stage imputation. The second-stage imputation process used a hot-deck imputation methodology by extracting data from the record for a school (donor) similar to the nonrespondent. Variables that describe certain characteristics of the schools (e.g., religious affiliation, size, instructional level) were created and used to sort the records and to match incomplete records to those with complete data. Items 13 (school in a private home) and 15 (association membership) did not go through the donor imputation program. If, after the first stage, the item was still incomplete, the assumption was made for item 13 that the school was not in a private home, and for item 15 that the school did not belong to any associations. Items 14a and 14c (religious orientation and affiliation) did not go through the donor imputation program. Rather, if values were still missing after the first-stage imputation, the records were reviewed and imputed clerically.

## Clerical Imputation

For a few items, there were cases where entries were clerically imputed. The data record, sample file record, and the questionnaire were reviewed and an entry consistent with the information from those sources was imputed. This procedure was used when (1) there was no suitable donor found, (2) the computer method produced an imputed entry that was unacceptable, and (3) the nature of the item required an actual review of the data rather than a computer-generated value.

## Weighting

The survey data from the area-frame component were weighted to reflect the sampling rates (probability of selection) in the PSUs. Survey data from both the list- and area-frame components were adjusted for school nonresponse.

## Sampling Error and Tests of Significance

### Standard Errors

Appendix C contains standard errors for the estimates in tables 1–22. The standard error indicates how much variability there is in the population of possible estimates of a parameter for a given sample size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval.

Estimates of standard errors were computed using a technique known as half-sample replication. As with any replication method, half-sample replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean squared error of

the replicate estimates around the full sample provides an estimate of the variance of the statistic (Wolter 1985). A computer program (WESVAR), developed by Westat, Inc., was used to calculate the estimates of standard errors. For PSS, only the area frame contributes to the standard error. Since all list-frame cases are included in the PSS, the list frame component of the standard error is always zero (0).

### Root Mean Squared Error of Model-Based Estimates

The estimates presented in tables 1–22 were produced by direct estimation. Since the PSS area frame is not designed to be state reliable, PSS state-level estimates produced by direct estimation have the potential to be unstable over time. In order to reduce this instability, the state-level estimates found in table 23 were produced using a model-based estimation methodology. The state-level estimates produced with this methodology often contain some bias. Table C-23 lists root mean squared errors (RMSE) rather than standard errors to reflect this bias (Causey, Bailey, and Kaufman 1999). The RMSE is defined as

$$RMSE(x) = \sqrt{B^2(x) + Var(x)}$$

where: RMSE(x) = root mean squared error of the estimate

B(x) = bias of the estimate

Var(x) = variance of the estimate.

The *RMSE* is a measure of variability like the standard error except it takes into account bias in the estimates, so is a more appropriate measure for estimates that are known to be biased. It is a measure of the precision of the estimate expected for a particular sample size and level of bias associated with the model being fit. Like the standard error, if all possible samples were surveyed under similar conditions, intervals of 1.96 *RMSEs* below to 1.96 *RMSEs* above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval.

### Tests of Significance

All statements of comparison made in the text of this report have been tested for statistical significance using t tests and are significant at the 95 percent level. The Student's *t* values can be computed for comparisons using the estimates in the tables and standard error tables with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{(se_1)^2 + (se_2)^2}}$$

where  $E_1$  and  $E_2$  are the estimates to be compared and  $se_1$  and  $se_2$  are their corresponding standard errors. This formula is valid only for independent estimates. When the estimates are not independent (for example, when comparing any estimates that are parts of a percentage distribution to the whole), a covariance term must be added to the denominator of the t-test formula. Because the actual covariances were not known, it was assumed for this report that the estimates were perfectly negatively correlated and  $2*(se_1*se_2)$  was added to the denominator of the t-test formula for dependent estimates.

As the number of comparisons that are conducted at the same significance increases, it becomes more likely that at least one of the estimated differences becomes significant merely by chance, that is, will be erroneously identified as significantly different from zero. Even when there is no statistical difference between the estimates or percentages being compared, there is a 5 percent chance of getting a significant *t*

value of 1.96 from sampling error alone. As the number of comparisons increases, the chance of making this type of error also increases.

Since not all statistically significant differences are necessarily significant in substantive terms, an effect size (difference in counts expressed in terms of standard deviation units) of .2 is required for a difference in counts to be reported.

### **Nonsampling Error**

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the questions, differences related to the particular time the survey was conducted, or errors in data preparation. While sampling theory can be used to estimate the sampling variability of an estimate, nonsampling errors usually require either an experiment conducted as part of the data collection procedure or use of data external to the study.

Undercoverage in the list and area frames is another possible source of nonsampling error. To reduce the possible bias caused by undercoverage in the list frame, the area frame was used to complement the list frame through the identification of schools missing from the list frame.

### **Publication Criteria for PSS Estimates**

NCES criteria for the publication of an estimate are based on two category types: (1) surveys based on a sample from the frame or (2) surveys based on the entire frame (universe surveys). To publish an estimate for a sample survey, at least 30 cases must be used in developing the estimate; for a universe survey, at least 3 cases must be used in developing the estimate. PSS has pieces of both categories: (1) an area-frame sample of 124 PSUs which collects data on schools not on the list frame and (2) a complete census of schools belonging to the list frame. Since a significant component of a PSS estimate comes from the census of the list frame, the criterion of at least 30 cases seems unnecessarily high. However, since the area-frame component of an estimate can have a large sampling error, some indication of a large sampling error is appropriate. Based on these two concerns, the following rule was applied to estimates in the PSS tables:

In order for an estimate to be included in a PSS table, it must be based on at least 15 schools. If the estimate is based on at least 15 schools and the coefficient of variation (standard error/estimate) is greater than 25 percent, then the estimate is identified as such with an "!" and a note that reads "Interpret data with caution. The coefficient of variation for this estimate is larger than 25 percent."



## Appendix C—Standard Error Tables



Table C-1. Standard errors for number and percentage distribution of private schools, by school level and selected characteristics: United States, 2003-04

Selected characteristic	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	262.0	†	169.6	†	43.2	†	151.8	†
NCES typology								
Catholic	34.9	0.26	33.2	0.35	5.8	0.65	4.7	0.08
Parochial	28.6	0.15	28.6	0.23	0.0	0.10	0.0	0.01
Diocesan	11.6	0.11	11.6	0.15	0.0	0.30	0.0	0.02
Private	13.4	0.05	8.8	0.05	5.8	0.30	4.7	0.06
Other religious	203.3	0.43	144.0	0.51	30.9	0.89	92.1	0.91
Conservative Christian	55.2	0.19	22.8	0.13	25.5	0.89	42.2	0.67
Affiliated	68.9	0.22	42.7	0.28	16.7	0.57	51.6	0.53
Unaffiliated	166.4	0.48	150.1	0.73	3.4	0.17	51.8	0.56
Nonsectarian	136.0	0.38	63.4	0.32	30.2	0.86	111.3	0.94
Regular	113.9	0.36	61.3	0.33	15.0	0.52	92.6	0.95
Special emphasis	73.6	0.25	42.5	0.26	26.2	0.88	45.7	0.51
Special education	32.6	0.11	1.2	0.01	0.0	0.13	32.5	0.39
School level								
Elementary	169.6	0.36	169.6	†	†	†	†	†
Secondary	43.2	0.16	†	†	43.2	†	†	†
Combined	151.8	0.37	†	†	†	†	151.8	†
Program emphasis								
Regular elementary/ secondary	232.7	0.32	165.9	0.29	24.3	0.99	123.4	0.65
Montessori	44.3	0.16	42.3	0.25	‡	‡	12.3	0.14
Special program emphasis	43.9	0.15	16.2	0.09	8.8	0.33	39.5	0.45
Special education	35.2	0.12	11.1	0.06	0.0	0.14	33.4	0.41
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	58.4	0.20	8.1	0.06	35.0	1.14	43.0	0.46
Early childhood	0.0	#	0.0	0.01	†	†	‡	‡
Size (number of students)								
Less than 50	203.9	0.47	130.4	0.51	27.8	0.85	127.9	0.95
50-149	86.6	0.24	57.1	0.27	31.2	0.94	51.8	0.60
150-299	43.9	0.24	22.3	0.26	0.0	0.25	40.7	0.49
300-499	23.5	0.11	15.5	0.12	4.7	0.28	12.9	0.21
500-749	16.0	0.06	11.6	0.07	0.0	0.17	11.1	0.17
750 or more	13.4	0.05	6.9	0.04	10.7	0.39	2.2	0.08
Region								
Northeast	69.3	0.28	41.9	0.29	11.2	0.56	49.9	0.58
Midwest	128.8	0.40	97.5	0.47	13.4	0.53	53.5	0.59
South	203.0	0.53	118.7	0.54	16.7	0.58	128.6	0.94
West	77.7	0.28	58.6	0.33	35.8	1.04	33.9	0.46
Community type								
Central city	92.3	0.32	65.9	0.37	13.9	0.72	44.8	0.54
Urban fringe/large town	117.9	0.39	86.7	0.43	29.0	0.82	65.6	0.82
Rural/small town	194.9	0.53	122.5	0.58	29.5	0.92	121.7	1.00

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-2. Standard errors for percentage distribution of private schools, by program emphasis and selected characteristics: United States, 2003-04

Selected characteristic	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical programs	Alternative	Early childhood
Total	†	0.32	0.16	0.15	0.12	‡	0.20	#
NCES typology								
Catholic	†	0.13	0.08	#	0.11	‡	#	‡
Parochial	†	0.23	‡	#	‡	‡	‡	†
Diocesan	†	0.01	‡	#	#	‡	‡	‡
Private	†	0.43	0.04	0.05	0.49	‡	‡	‡
Other religious	†	0.37	0.03	0.14	0.07	‡	‡	‡
Conservative Christian	†	0.55	‡	0.26	‡	‡	0.51	‡
Affiliated	†	0.78	0.10	0.25	0.02	‡	0.77	‡
Unaffiliated	†	0.68	0.04	0.22	0.19	‡	0.55	0.01
Nonsectarian	†	1.12	0.61	0.55	0.55	‡	0.45	0.03
Regular	†	0.11	†	†	†	†	†	0.11
Special emphasis	†	†	1.21	1.45	†	‡	0.98	†
Special education	†	†	†	†	0.00	†	†	†
School level								
Elementary	†	0.29	0.25	0.09	0.06	‡	0.06	0.01
Secondary	†	0.99	‡	0.33	0.14	‡	1.14	†
Combined	†	0.65	0.14	0.45	0.41	‡	0.46	‡
Size (number of students)								
Less than 50	†	0.90	0.50	0.25	0.37	‡	0.42	0.02
50-149	†	0.56	0.09	0.41	0.19	‡	0.51	#
150-299	†	0.30	0.06	0.21	0.10	‡	0.21	†
300-499	†	0.04	‡	0.02	0.01	‡	0.01	†
500-749	†	0.04	†	0.04	†	‡	‡	†
750 or more	†	0.34	‡	0.08	‡	‡	‡	†
Region								
Northeast	†	0.46	0.23	0.13	0.29	‡	0.27	0.01
Midwest	†	0.53	0.17	0.46	0.14	‡	0.08	0.01
South	†	0.65	0.37	0.17	0.23	‡	0.47	0.01
West	†	0.81	0.38	0.34	0.30	‡	0.52	0.01
Community type								
Central city	†	0.26	0.16	0.04	0.18	‡	0.18	#
Urban fringe/ large town	†	0.46	0.27	0.23	0.20	‡	0.28	0.01
Rural/small town	†	0.86	0.36	0.47	0.24	‡	0.59	‡

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-3. Standard errors for number and percentage distribution of private schools, by school level and religious or nonsectarian orientation of school: United States, 2003–04

Religious or nonsectarian orientation	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	262.0	†	169.6	†	43.2	†	151.8	†
Religious orientation	206.5	0.38	149.6	0.32	31.8	0.86	92.2	0.94
Roman Catholic	34.9	0.26	33.2	0.35	5.8	0.65	4.7	0.08
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	54.8	0.19	54.8	0.30	†	†	0.0	0.01
Assembly of God	27.5	0.09	0.0	0.01	‡	‡	26.7	0.30
Baptist	86.3	0.28	65.9	0.37	24.4	0.89	50.1	0.57
Brethren	0.0	#	0.0	#	‡	‡	0.0	0.01
Calvinist	0.0	0.01	0.0	0.01	0.0	0.01	0.0	0.01
Christian (unspecified)	103.7	0.33	85.3	0.46	17.3	0.61	55.3	0.65
Church of Christ	18.8	0.07	18.8	0.11	‡	‡	0.0	0.02
Church of God	0.0	#	0.0	#	‡	‡	0.0	0.01
Church of God in Christ	0.0	#	0.0	#	†	†	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	0.0	0.01	0.0	0.01	0.0	0.02	0.0	0.02
Friends	0.0	#	0.0	#	‡	‡	0.0	0.01
Greek Orthodox	0.0	#	0.0	#	‡	‡	0.0	#
Islamic	0.0	0.01	0.0	0.01	‡	‡	0.0	0.02
Jewish	20.8	0.07	17.0	0.10	2.2	0.14	7.3	0.09
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Lutheran Church—Missouri Synod	13.3	0.06	13.3	0.09	0.0	0.04	0.0	#
Evangelical Lutheran Church In America	13.5	0.05	13.5	0.08	†	†	‡	‡
Wisconsin Evangelical Lutheran Synod	0.0	0.01	0.0	0.02	0.0	0.01	‡	‡
Other Lutheran	3.2	0.01	0.0	#	‡	‡	‡	‡
Mennonite	64.3	0.22	49.2	0.28	‡	‡	20.3	0.23
Methodist	0.0	#	0.0	#	‡	‡	0.0	0.01
Pentecostal	16.4	0.06	0.0	0.01	‡	‡	16.4	0.20
Presbyterian	17.5	0.06	17.5	0.10	‡	‡	0.0	0.01
Seventh-Day Adventist	47.6	0.17	47.6	0.28	0.0	0.03	0.0	0.04
Other	43.2	0.15	16.5	0.09	0.0	0.01	38.0	0.44
Nonsectarian	136.0	0.38	63.4	0.32	30.2	0.86	111.3	0.94

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-4. Standard errors for number and percentage distribution of private schools, by community type and selected characteristics: United States, 2003–04

Selected characteristic	Total		Central city		Urban fringe/ large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	262.0	†	92.3	†	117.9	†	194.9	†
NCES typology								
Catholic	34.9	0.26	23.1	0.32	26.2	0.27	0.0	0.45
Parochial	28.6	0.15	11.8	0.19	26.0	0.20	0.0	0.24
Diocesan	11.6	0.11	11.6	0.15	0.0	0.11	0.0	0.18
Private	13.4	0.05	13.0	0.13	3.4	0.04	0.0	0.04
Other religious	203.3	0.43	46.2	0.32	81.2	0.54	168.4	1.22
Conservative Christian	55.2	0.19	18.2	0.22	25.9	0.22	46.3	0.63
Affiliated	68.9	0.22	19.7	0.19	23.0	0.18	63.2	0.90
Unaffiliated	166.4	0.48	37.1	0.32	66.2	0.51	141.9	1.49
Nonsectarian	136.0	0.38	56.0	0.39	80.5	0.54	96.1	1.21
Regular	113.9	0.36	44.8	0.39	49.9	0.37	91.6	1.22
Special emphasis	73.6	0.25	20.8	0.20	46.1	0.37	42.7	0.61
Special education	32.6	0.11	15.9	0.16	23.5	0.19	15.9	0.23
School level								
Elementary	169.6	0.36	65.9	0.31	86.7	0.42	122.5	1.11
Secondary	43.2	0.16	13.9	0.17	29.0	0.23	29.5	0.44
Combined	151.8	0.37	44.8	0.34	65.6	0.46	121.7	1.14
Program emphasis								
Regular elementary/ secondary	232.7	0.32	81.6	0.26	97.4	0.46	186.6	0.86
Montessori	44.3	0.16	15.8	0.16	33.4	0.27	24.3	0.36
Special program emphasis	43.9	0.15	0.0	0.04	28.5	0.23	33.3	0.47
Special education	35.2	0.12	18.2	0.18	25.7	0.20	15.9	0.24
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	58.4	0.20	17.4	0.18	33.0	0.28	42.6	0.59
Early childhood	0.0	#	0.0	#	0.0	0.01	‡	‡
Size (number of students)								
Less than 50	203.9	0.47	73.7	0.59	84.5	0.52	162.1	1.08
50–149	86.6	0.24	28.5	0.34	49.9	0.32	65.1	0.80
150–299	43.9	0.24	19.6	0.26	37.1	0.37	16.1	0.40
300–499	23.5	0.11	18.4	0.18	9.6	0.13	0.0	0.12
500–749	16.0	0.06	6.6	0.09	14.6	0.11	0.0	0.03
750 or more	13.4	0.05	11.4	0.12	7.1	0.06	0.0	0.02
Region								
Northeast	69.3	0.28	28.6	0.31	40.2	0.35	56.8	0.84
Midwest	128.8	0.40	27.4	0.30	55.3	0.41	119.3	1.36
South	203.0	0.53	76.9	0.58	73.8	0.49	138.8	1.49
West	77.7	0.28	32.3	0.34	61.5	0.45	35.6	0.57

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-5. Standard errors for percentage male enrollment and percentage distribution of coeducational, all-girls, and all-boys schools, by selected characteristics: United States, 2003-04

Selected characteristic	Percent			
	Male enrollment	Coed schools	All-girls schools	All-boys schools
Total	0.08	0.12	0.04	0.12
NCES typology				
Catholic	0.08	0.10	0.06	0.08
Parochial	0.05	0.01	#	‡
Diocesan	0.03	0.01	0.01	0.01
Private	0.54	0.54	0.38	0.64
Other religious	0.16	0.19	0.02	0.18
Conservative Christian	0.15	0.48	‡	‡
Affiliated	0.04	0.12	0.05	0.06
Unaffiliated	0.53	0.18	0.05	0.15
Nonsectarian	0.18	0.32	0.11	0.30
Regular	0.18	0.18	0.09	0.09
Special emphasis	0.18	0.84	0.32	0.79
Special education	0.20	0.44	0.05	0.45
School level				
Elementary	0.11	0.05	0.01	0.05
Secondary	0.27	0.75	0.33	0.80
Combined	0.08	0.25	0.03	0.24
Program emphasis				
Regular elementary/ secondary	0.08	0.06	0.03	0.04
Montessori	0.30	0.02	‡	‡
Special program emphasis	0.13	1.90	‡	1.93
Special education	0.20	0.40	0.05	0.40
Vocational/technical	‡	‡	‡	‡
Alternative	0.69	1.60	0.51	1.58
Early childhood	0.00	0.00	‡	‡
Size (number of students)				
Less than 50	0.29	0.24	0.03	0.24
50-149	0.11	0.30	0.09	0.29
150-299	0.07	0.02	0.01	0.01
300-499	0.09	0.16	0.16	0.02
500-749	0.05	0.16	0.10	0.06
750 or more	0.40	0.75	0.11	0.77
Region				
Northeast	0.23	0.14	0.08	0.10
Midwest	0.13	0.06	0.02	0.05
South	0.07	0.12	0.09	0.07
West	0.16	0.53	0.02	0.54
Community type				
Central city	0.08	0.09	0.05	0.06
Urban fringe/large town	0.14	0.19	0.07	0.18
Rural/small town	0.14	0.35	0.02	0.35

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-6. Standard errors for average length of school year and average length of school day, by selected characteristics: United States, 2003-04

Selected characteristic	Average length of school year in days	Average length of school day in hours
Total	0.08	#
NCES typology		
Catholic	#	#
Parochial	#	#
Diocesan	#	#
Private	0.07	#
Other religious	0.13	#
Conservative Christian	0.09	#
Affiliated	0.37	#
Unaffiliated	0.18	#
Nonsectarian	0.28	#
Regular	0.57	#
Special emphasis	0.30	#
Special education	0.43	#
School level		
Elementary	0.08	#
Secondary	0.14	#
Combined	0.16	#
Program emphasis		
Regular elementary/secondary	0.10	#
Montessori	0.18	#
Special program emphasis	0.77	0.06
Special education	0.41	#
Vocational/technical	‡	‡
Alternative	0.88	0.05
Early childhood	0.00	0.00
Size (number of students)		
Less than 50	0.27	#
50-149	0.16	#
150-299	0.09	#
300-499	#	#
500-749	#	#
750 or more	0.54	#
Region		
Northeast	0.16	#
Midwest	0.16	#
South	0.15	#
West	0.08	#
Community type		
Central city	0.18	#
Urban fringe/large town	0.11	#
Rural/small town	0.22	#

# Rounds to zero.

‡ Reporting standards not met.

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



Table C-7. Standard errors for number and percentage distribution of private school students, by school level and selected characteristics: United States, 2003–04

Selected characteristic	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	32,426.1	†	15,201.7	†	24,240.6	†	13,084.9	†
NCES typology								
Catholic	9,524.2	0.29	10,062.4	0.30	3,888.4	2.05	194.5	0.05
Parochial	8,885.7	0.19	8,885.7	0.26	0.0	0.25	0.0	0.01
Diocesan	4,702.1	0.15	4,702.1	0.19	0.0	0.99	0.0	0.01
Private	3,996.1	0.09	274.6	0.02	3,888.4	0.88	194.5	0.03
Other religious	16,489.9	0.27	9,205.8	0.26	1,536.1	0.42	11,051.2	0.33
Conservative Christian	8,632.9	0.16	3,521.4	0.12	1,370.3	0.18	7,655.2	0.42
Affiliated	5,809.1	0.11	975.5	0.06	655.2	0.22	5,671.6	0.31
Unaffiliated	12,367.1	0.23	7,896.8	0.27	203.0	0.11	6,706.1	0.39
Nonsectarian	24,921.2	0.40	5,009.6	0.17	23,852.4	2.43	5,913.1	0.32
Regular	24,327.0	0.42	4,736.4	0.16	23,785.9	2.53	3,668.7	0.22
Special emphasis	4,936.8	0.10	2,517.3	0.09	1,779.9	0.22	3,576.3	0.22
Special education	1,812.2	0.04	247.1	0.01	0.0	0.03	1,795.2	0.11
School level								
Elementary	15,201.7	0.31	15,201.7	†	†	†	†	†
Secondary	24,240.6	0.40	†	†	24,240.6	†	†	†
Combined	13,084.9	0.23	†	†	†	†	13,084.9	†
Program emphasis								
Regular elementary/ secondary	30,991.9	0.13	14,261.2	0.15	24,116.0	0.31	11,843.8	0.24
Montessori	2,706.0	0.05	2,625.1	0.10	‡	‡	618.8	0.04
Special program emphasis	4,160.7	0.08	3,454.1	0.13	1,080.0	0.15	2,049.5	0.13
Special education	1,917.6	0.04	330.4	0.01	0.0	0.04	1,889.0	0.12
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	4,128.5	0.08	132.6	0.01	1,914.9	0.23	3,349.9	0.20
Early childhood	0.0	#	0.0	#	†	†	‡	‡
Size (number of students)								
Less than 50	5,096.2	0.10	3,094.6	0.11	1,012.0	0.13	3,428.2	0.21
50–149	6,392.2	0.12	4,344.5	0.12	2,122.3	0.30	3,530.2	0.21
150–299	8,852.6	0.21	5,147.8	0.21	0.0	0.31	7,602.1	0.44
300–499	10,142.4	0.20	6,637.9	0.21	1,892.6	0.56	5,663.3	0.30
500–749	8,896.4	0.17	5,819.0	0.19	0.0	0.57	6,729.5	0.39
750 or more	25,512.7	0.42	5,783.8	0.21	24,026.9	1.65	4,401.0	0.27
Region								
Northeast	24,389.7	0.37	5,686.9	0.21	23,860.8	1.85	3,320.9	0.23
Midwest	10,450.1	0.21	9,549.5	0.28	3,606.4	0.84	5,198.2	0.30
South	15,134.1	0.27	7,789.1	0.25	1,293.5	0.56	9,334.7	0.41
West	10,878.7	0.21	6,847.4	0.23	1,894.2	0.56	6,784.4	0.38
Community type								
Central city	27,370.4	0.35	7,882.7	0.26	23,867.2	1.36	8,770.4	0.43
Urban fringe/large town	17,034.1	0.32	12,161.0	0.28	4,013.1	1.12	9,036.1	0.46
Rural/small town	7,552.3	0.15	4,365.0	0.16	1,425.7	0.30	5,201.1	0.30

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-8. Standard errors for percentage distribution of private school students, by program emphasis and selected characteristics: United States, 2003–04

Selected characteristic	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical programs	Alternative	Early childhood
Total	†	0.13	0.05	0.08	0.04	‡	0.08	#
NCES typology								
Catholic	†	0.03	0.03	#	0.01	‡	0.00	‡
Parochial	†	0.06	‡	0.01	‡	‡	‡	†
Diocesan	†	0.01	‡	0.01	#	‡	‡	‡
Private	†	0.05	0.01	0.03	0.05	‡	‡	‡
Other religious	†	0.22	#	0.19	0.03	‡	0.12	#
Conservative Christian	†	0.45	‡	0.43	‡	‡	0.17	‡
Affiliated	†	0.25	0.01	0.09	#	‡	0.24	‡
Unaffiliated	†	0.38	0.01	0.23	0.10	‡	0.25	#
Nonsectarian	†	1.00	0.34	0.30	0.34	‡	0.37	0.01
Regular	†	0.02	†	†	†	†	†	0.02
Special emphasis	†	†	0.92	1.01	†	‡	1.00	†
Special education	†	†	†	†	†	†	†	†
School level								
Elementary	†	0.15	0.10	0.13	0.01	‡	0.01	#
Secondary	†	0.31	‡	0.15	0.04	‡	0.23	†
Combined	†	0.24	0.04	0.13	0.12	‡	0.20	‡
Size (number of students)								
Less than 50	†	0.86	0.41	0.22	0.36	‡	0.45	0.02
50–149	†	0.41	0.10	0.29	0.15	‡	0.35	#
150–299	†	0.32	0.06	0.25	0.09	‡	0.21	†
300–499	†	0.04	‡	0.02	0.01	‡	0.01	†
500–749	†	0.04	†	0.03	†	‡	‡	†
750 or more	†	0.29	‡	0.16	‡	‡	‡	†
Region								
Northeast	†	0.29	0.03	0.06	0.11	‡	0.22	#
Midwest	†	0.15	0.05	0.14	0.03	‡	0.02	#
South	†	0.28	0.05	0.21	0.08	‡	0.16	0.00
West	†	0.29	0.24	0.13	0.07	‡	0.16	#
Community type								
Central city	†	0.16	0.11	0.05	0.07	‡	0.08	#
Urban fringe/ large town	†	0.19	0.04	0.16	0.04	‡	0.07	#
Rural/small town	†	0.51	0.07	0.26	0.08	‡	0.46	‡

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-9. Standard errors for number and percentage distribution of private school students, by school level and religious or nonsectarian orientation of school: United States, 2003–04

Religious or nonsectarian orientation	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	32,426.1	†	15,201.7	†	24,240.6	†	13,084.9	†
Religious orientation	19,413.2	0.40	13,721.9	0.17	4,342.7	2.43	11,052.9	0.32
Roman Catholic	9,524.2	0.29	10,062.4	0.30	3,888.4	2.05	194.5	0.05
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	1,583.3	0.03	1,583.3	0.06	†	†	0.0	0.00
Assembly of God	1,428.0	0.03	0.0	0.01	‡	‡	1,337.2	0.08
Baptist	2,602.5	0.06	813.9	0.03	1,271.2	0.15	2,120.0	0.16
Brethren	0.0	#	0.0	#	‡	‡	0.0	#
Calvinist	0.0	0.01	0.0	#	0.0	0.02	0.0	0.01
Christian (unspecified)	10,351.9	0.19	3,624.5	0.13	684.5	0.12	9,530.6	0.50
Church of Christ	432.6	0.01	432.6	0.02	‡	‡	0.0	0.02
Church of God	0.0	#	0.0	#	‡	‡	0.0	#
Church of God in Christ	0.0	0.00	0.0	0.00	†	†	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	0.0	0.01	0.0	0.01	0.0	0.04	0.0	0.02
Friends	0.0	#	0.0	#	‡	‡	0.0	0.01
Greek Orthodox	0.0	0.00	0.0	#	‡	‡	‡	‡
Islamic	0.0	#	0.0	#	‡	‡	0.0	0.01
Jewish	6,688.8	0.13	5,543.0	0.20	112.1	0.09	2,843.1	0.17
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Lutheran Church—Missouri Synod	684.1	0.02	684.1	0.03	0.0	0.05	0.0	#
Evangelical Lutheran Church In America	753.6	0.02	753.6	0.03	†	†	‡	‡
Wisconsin Evangelical Lutheran Synod	0.0	#	0.0	0.01	0.0	0.02	‡	‡
Other Lutheran	1,527.4	0.03	0.0	#	‡	‡	‡	‡
Mennonite	2,660.6	0.05	1,993.4	0.07	‡	‡	786.4	0.05
Methodist	0.0	#	0.0	#	‡	‡	0.0	0.01
Pentecostal	2,176.6	0.04	0.0	#	‡	‡	2,176.6	0.14
Presbyterian	2,506.9	0.05	2,506.9	0.09	‡	‡	0.0	0.01
Seventh-Day Adventist	353.2	0.01	353.2	0.02	0.0	0.03	0.0	0.01
Other	7,162.8	0.14	3,443.5	0.13	0.0	0.01	6,226.2	0.39
Nonsectarian	24,921.2	0.40	5,009.6	0.17	23,852.4	2.43	5,913.1	0.32

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-10. Standard errors for number and percentage distribution of private school students, by grade level and NCES typology: United States, 2003–04

NCES typology	Grade									
	Kindergarten		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	2,839.3	†	2,749.7	†	2,561.3	†	2,416.9	†	2,214.1	†
Catholic	1,409.5	0.27	1,342.3	0.28	1,356.9	0.29	1,357.5	0.29	1,423.3	0.27
Parochial	1,302.7	0.24	1,234.6	0.24	1,223.3	0.24	1,214.7	0.25	1,307.2	0.26
Diocesan	537.6	0.14	524.2	0.15	585.5	0.16	604.2	0.16	561.8	0.15
Private	22.1	0.01	22.9	0.01	22.4	0.01	28.0	0.01	11.2	0.01
Other religious	1,772.2	0.24	1,862.4	0.28	1,918.5	0.30	1,599.4	0.26	1,224.7	0.22
Conservative Christian	678.0	0.13	868.6	0.17	862.9	0.18	931.2	0.20	655.1	0.15
Affiliated	380.3	0.08	466.1	0.10	528.6	0.12	488.0	0.10	444.2	0.10
Unaffiliated	1,469.4	0.28	1,489.2	0.31	1,568.9	0.34	1,100.2	0.24	878.0	0.20
Nonsectarian	1,145.5	0.20	1,037.4	0.20	769.4	0.17	872.6	0.19	839.0	0.18
Regular	951.1	0.18	842.5	0.17	691.7	0.15	699.1	0.16	636.7	0.14
Special emphasis	578.2	0.12	579.6	0.13	344.0	0.09	477.0	0.11	499.1	0.12
Special education	163.6	0.04	85.9	0.02	89.9	0.02	90.6	0.02	97.8	0.02

NCES typology	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	1,996.3	†	1,984.7	†	1,698.7	†	1,579.9	†	6,971.9	†
Catholic	976.5	0.25	898.4	0.24	929.3	0.23	619.7	0.21	1,199.3	0.96
Parochial	837.8	0.20	756.4	0.18	768.3	0.18	472.1	0.14	0.0	0.11
Diocesan	500.9	0.14	477.1	0.13	513.5	0.13	400.6	0.11	0.0	0.44
Private	26.2	0.01	85.4	0.02	98.8	0.03	25.2	0.02	1,199.3	0.48
Other religious	1,527.0	0.25	1,649.3	0.27	1,378.6	0.26	1,225.1	0.21	1,187.8	0.64
Conservative Christian	929.0	0.20	531.5	0.13	705.2	0.18	696.4	0.16	815.5	0.33
Affiliated	538.7	0.12	456.0	0.10	545.1	0.13	464.4	0.11	560.7	0.24
Unaffiliated	1,024.5	0.23	1,501.5	0.34	1,149.8	0.27	973.7	0.23	600.5	0.22
Nonsectarian	643.0	0.15	534.3	0.13	732.6	0.18	715.5	0.16	6,727.1	1.52
Regular	606.7	0.15	558.9	0.14	644.5	0.15	581.7	0.15	6,700.4	1.62
Special emphasis	442.0	0.11	418.7	0.10	377.4	0.10	702.2	0.18	557.4	0.17
Special education	106.4	0.03	96.7	0.03	126.5	0.03	137.3	0.04	119.5	0.06

NCES typology	Grade							
	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	6,732.9	†	5,647.4	†	5,416.1	†	3,103.6	†
Catholic	926.3	0.97	915.4	0.86	858.1	0.87	194.5	0.30
Parochial	0.0	0.11	0.0	0.10	0.0	0.10	0.0	0.03
Diocesan	0.0	0.45	0.0	0.40	0.0	0.40	0.0	0.06
Private	926.3	0.46	915.4	0.42	858.1	0.42	194.5	0.25
Other religious	1,078.3	0.63	1,054.9	0.57	958.6	0.56	2,769.4	2.72
Conservative Christian	860.4	0.34	807.5	0.31	693.2	0.30	443.7	0.53
Affiliated	483.4	0.24	458.9	0.22	466.5	0.22	75.6	0.14
Unaffiliated	435.2	0.19	510.1	0.20	532.3	0.21	2,732.5	2.91
Nonsectarian	6,544.4	1.53	5,452.8	1.35	5,245.4	1.35	1,398.0	2.55
Regular	6,512.4	1.64	5,403.9	1.43	5,211.1	1.44	186.1	0.31
Special emphasis	621.6	0.19	705.6	0.22	581.9	0.20	318.3	0.87
Special education	106.9	0.06	107.5	0.05	97.4	0.05	1,307.8	1.76

† Not applicable.

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

Table C-11. Standard errors for number of private school students, by program emphasis and grade level: United States, 2003-04

Grade level	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical education	Alternative	Early childhood
Total	32,426.1	30,991.9	2,706.0	4,160.7	1,917.6	‡	4,128.5	0.0
Kindergarten	2,839.3	2,528.5	611.4	497.9	171.8	‡	165.2	0.0
First	2,749.7	2,473.7	598.5	640.1	114.3	‡	100.5	†
Second	2,561.3	2,483.4	234.2	577.1	99.5	‡	240.7	†
Third	2,416.9	2,141.5	396.9	755.6	134.9	‡	255.8	†
Fourth	2,214.1	2,000.1	430.5	434.9	116.5	‡	250.8	†
Fifth	1,996.3	1,758.7	346.9	699.4	123.8	‡	264.5	†
Sixth	1,984.7	1,950.9	363.3	164.2	123.7	‡	198.5	†
Seventh	1,698.7	1,690.9	92.0	168.3	142.4	‡	439.3	†
Eighth	1,579.9	1,366.0	86.9	160.9	149.7	‡	746.1	†
Ninth	6,971.9	6,915.4	51.8	341.2	120.2	‡	619.2	†
Tenth	6,732.9	6,675.4	31.9	326.8	107.6	‡	643.9	†
Eleventh	5,647.4	5,591.2	12.0	313.8	107.6	‡	710.8	†
Twelfth	5,416.1	5,375.7	8.0	243.7	97.4	‡	604.7	†
Ungraded	3,103.6	2,774.6	318.2	75.6	1,322.1	‡	5.9	0.0

‡ Reporting standards not met.

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

Table C-12. Standard errors for number and percentage distribution of private school students, by community type and selected characteristics: United States, 2003–04

Selected characteristic	Total		Central city		Urban fringe/ large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	32,426.1	†	27,370.4	†	17,034.1	†	7,552.3	†
NCES typology								
Catholic	9,524.2	0.29	6,140.6	0.63	9,161.9	0.34	0.0	0.32
Parochial	8,885.7	0.19	2,559.7	0.28	8,509.0	0.32	0.0	0.16
Diocesan	4,702.1	0.15	4,702.1	0.30	0.0	0.13	0.0	0.13
Private	3,996.1	0.09	2,105.1	0.14	3,396.7	0.14	0.0	0.04
Other religious	16,489.9	0.27	8,425.0	0.43	12,388.1	0.38	6,168.5	0.57
Conservative Christian	8,632.9	0.16	5,812.0	0.26	6,095.7	0.25	1,683.1	0.28
Affiliated	5,809.1	0.11	3,330.1	0.18	4,177.7	0.17	2,287.6	0.32
Unaffiliated	12,367.1	0.23	4,764.4	0.23	9,524.2	0.38	4,746.6	0.60
Nonsectarian	24,921.2	0.40	24,529.8	0.91	4,880.1	0.19	4,205.7	0.54
Regular	24,327.0	0.42	24,086.8	0.97	4,331.2	0.17	3,095.7	0.43
Special emphasis	4,936.8	0.10	3,037.2	0.13	2,042.1	0.09	2,864.1	0.42
Special education	1,812.2	0.04	1,587.1	0.07	688.7	0.03	539.1	0.08
School level								
Elementary	15,201.7	0.31	7,882.7	0.61	12,161.0	0.30	4,365.0	0.47
Secondary	24,240.6	0.40	23,867.2	0.88	4,013.1	0.18	1,425.7	0.24
Combined	13,084.9	0.23	8,770.4	0.41	9,036.1	0.30	5,201.1	0.49
Program emphasis								
Regular elementary/ secondary	30,991.9	0.13	26,492.6	0.16	16,246.4	0.19	6,610.8	0.51
Montessori	2,706.0	0.05	2,542.9	0.11	1,025.9	0.04	462.7	0.07
Special program emphasis	4,160.7	0.08	0.0	0.05	3,782.4	0.16	1,733.5	0.26
Special education	1,917.6	0.04	1,607.9	0.07	895.1	0.04	539.1	0.08
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	4,128.5	0.08	1,743.9	0.08	1,603.3	0.07	3,070.4	0.46
Early childhood	0.0	#	0.0	#	0.0	#	‡	‡
Size (number of students)								
Less than 50	5,096.2	0.10	1,171.8	0.06	1,975.1	0.08	4,564.6	0.58
50–149	6,392.2	0.12	2,117.3	0.16	4,753.2	0.16	3,725.0	0.42
150–299	8,852.6	0.21	4,600.7	0.34	7,460.3	0.29	2,986.4	0.43
300–499	10,142.4	0.20	7,875.2	0.38	4,206.9	0.21	0.0	0.19
500–749	8,896.4	0.17	3,809.0	0.25	8,039.8	0.29	0.0	0.08
750 or more	25,512.7	0.42	24,728.2	0.89	6,278.1	0.24	0.0	0.06
Region								
Northeast	24,389.7	0.37	24,087.3	0.85	6,558.6	0.28	3,158.6	0.44
Midwest	10,450.1	0.21	4,879.4	0.32	10,596.1	0.38	4,615.9	0.57
South	15,134.1	0.27	7,889.8	0.45	10,392.6	0.36	4,851.1	0.57
West	10,878.7	0.21	9,103.9	0.43	5,182.9	0.22	1,490.3	0.24

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-13. Standard errors for percentage distribution of students, by racial/ethnic background, and percentage minority students in private schools, by selected characteristics: United States, 2003–04

Selected characteristic	Minority					
	White, non-Hispanic	Total Minority	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
Total	0.11	0.11	0.06	0.05	0.05	0.01
NCES typology						
Catholic	0.15	0.15	0.11	0.08	0.01	#
Parochial	0.32	0.32	0.24	0.16	0.03	#
Diocesan	0.12	0.12	0.04	0.06	0.02	#
Private	0.22	0.22	0.06	0.11	0.05	0.01
Other religious	0.16	0.16	0.09	0.09	0.04	0.02
Conservative Christian	0.14	0.14	0.07	0.07	0.05	0.01
Affiliated	0.24	0.24	0.07	0.24	0.05	0.01
Unaffiliated	0.43	0.43	0.29	0.09	0.08	0.08
Nonsectarian	0.28	0.28	0.12	0.13	0.22	0.03
Regular	0.22	0.22	0.08	0.16	0.14	0.05
Special emphasis	0.75	0.75	0.42	0.28	0.79	0.03
Special education	0.36	0.36	0.24	0.53	0.04	0.04
School level						
Elementary	0.17	0.17	0.10	0.08	0.04	0.02
Secondary	0.11	0.11	0.05	0.12	0.04	0.04
Combined	0.17	0.17	0.09	0.11	0.11	0.01
Program emphasis						
Regular elementary/secondary	0.09	0.09	0.07	0.05	0.02	0.01
Montessori	0.95	0.95	0.45	0.11	0.97	0.05
Special program emphasis	0.53	0.53	0.27	0.15	0.22	0.01
Special education	0.39	0.39	0.25	0.49	0.04	0.03
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	1.19	1.19	0.73	0.56	1.37	0.08
Early childhood	0.00	#	0.00	0.00	0.00	0.00
Size (number of students)						
Less than 50	0.59	0.59	0.39	0.29	0.07	0.17
50–149	0.17	0.17	0.12	0.05	0.03	0.02
150–299	0.27	0.27	0.20	0.15	0.12	0.01
300–499	0.20	0.20	0.09	0.13	0.03	0.01
500–749	0.14	0.14	0.07	0.07	0.04	0.01
750 or more	0.24	0.24	0.12	0.07	0.15	0.04
Region						
Northeast	0.24	0.24	0.10	0.04	0.14	0.03
Midwest	0.13	0.13	0.11	0.02	0.01	0.01
South	0.20	0.20	0.17	0.13	0.02	0.01
West	0.26	0.26	0.05	0.15	0.13	0.05
Community type						
Central city	0.19	0.19	0.13	0.08	0.09	0.02
Urban fringe/large town	0.17	0.17	0.07	0.11	0.03	0.01
Rural/small town	0.17	0.17	0.15	0.05	0.02	0.06

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-14. Standard errors for percentage distribution of private schools, by percentage minority students, average percentage minority students, and selected characteristics: United States, 2003-04

Selected characteristic	Percent minority students					Average percent minority students
	None	1-9 percent	10-29 percent	30-49 percent	50 percent or more	
Total	0.45	0.25	0.28	0.15	0.24	0.22
NCES typology						
Catholic	0.09	0.21	0.12	0.04	0.17	0.16
Parochial	0.18	0.36	0.14	0.05	0.30	0.27
Diocesan	0.02	0.21	0.15	0.03	0.08	0.09
Private	0.05	0.65	0.39	0.17	0.57	0.52
Other religious	0.62	0.40	0.47	0.20	0.34	0.31
Conservative Christian	0.25	0.48	0.71	0.12	0.38	0.26
Affiliated	1.13	0.74	1.04	0.50	0.37	0.40
Unaffiliated	1.38	0.84	0.72	0.35	0.62	0.64
Nonsectarian	1.27	0.40	0.79	0.40	0.70	0.61
Regular	2.71	0.84	1.52	0.43	1.20	1.12
Special emphasis	1.61	0.56	1.36	0.70	0.95	0.76
Special education	1.13	0.27	0.96	0.83	0.86	0.58
School level						
Elementary	0.49	0.30	0.33	0.12	0.29	0.28
Secondary	0.28	0.66	0.84	0.33	0.64	0.43
Combined	1.08	0.55	0.68	0.33	0.44	0.43
Program emphasis						
Regular elementary/secondary	0.52	0.28	0.28	0.12	0.24	0.23
Montessori	1.86	0.67	1.71	0.86	1.20	1.07
Special program emphasis	2.94	1.66	1.84	1.18	0.97	1.10
Special education	1.21	0.37	0.88	0.75	0.80	0.59
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	1.67	0.80	1.98	0.91	1.56	1.11
Early childhood	0.00	0.00	0.00	0.00	0.00	0.00
Size (number of students)						
Less than 50	1.05	0.47	0.75	0.27	0.67	0.61
50-149	0.48	0.46	0.46	0.27	0.23	0.22
150-299	0.46	0.29	0.22	0.31	0.28	0.28
300-499	0.24	0.39	0.25	0.06	0.24	0.17
500-749	0.04	0.62	0.63	0.11	0.15	0.16
750 or more	0.72	0.72	0.88	0.25	0.34	0.24
Region						
Northeast	0.73	0.32	0.49	0.35	0.38	0.37
Midwest	0.62	0.36	0.48	0.19	0.27	0.28
South	1.24	0.67	0.66	0.27	0.53	0.54
West	0.38	0.49	0.48	0.38	0.59	0.43
Community type						
Central city	0.24	0.29	0.26	0.15	0.37	0.31
Urban fringe/large town	0.43	0.34	0.42	0.25	0.29	0.25
Rural/small town	1.23	0.73	0.84	0.20	0.30	0.34

‡ Reporting standards not met.

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



Table C-15. Standard errors for average school size, by school level and selected characteristics: United States, 2003-04

Selected characteristic	Total	Average number of students		
		Elementary	Secondary	Combined
Total	1.52	1.17	8.70	2.80
NCES typology				
Catholic	0.57	0.68	1.55	5.02
Parochial	0.72	0.78	0.00	0.00
Diocesan	0.46	0.81	0.00	0.00
Private	4.74	4.46	4.01	9.36
Other religious	1.59	1.54	4.34	2.59
Conservative Christian	1.81	1.39	9.95	3.14
Affiliated	2.64	2.27	7.44	9.68
Unaffiliated	2.51	2.73	1.07	3.76
Nonsectarian	3.99	1.33	26.86	7.01
Regular	10.29	2.89	66.39	27.37
Special emphasis	2.07	2.09	2.58	8.74
Special education	1.19	0.77	0.00	1.88
Program emphasis				
Regular elementary/ secondary	1.93	1.46	10.76	3.79
Montessori	2.27	2.44	‡	6.00
Special program emphasis	5.83	4.08	7.22	20.10
Special education	1.10	1.72	0.00	1.66
Vocational/technical	‡	‡	‡	‡
Alternative	1.80	1.06	1.63	4.19
Early childhood	0.00	0.00	†	‡
Size (number of students)				
Less than 50	0.29	0.38	0.64	0.41
50-149	0.35	0.37	1.72	0.77
150-299	0.32	0.18	0.00	1.33
300-499	0.46	0.47	0.13	1.33
500-749	0.93	1.66	0.00	1.07
750 or more	16.29	5.60	38.73	5.38
Region				
Northeast	3.75	1.72	23.98	3.49
Midwest	2.40	2.17	6.55	6.02
South	3.34	3.12	5.94	6.00
West	1.66	1.05	11.33	3.54
Community type				
Central city	2.78	1.34	17.66	4.31
Urban fringe/large town	1.28	1.35	7.07	3.19
Rural/small town	1.74	1.53	5.84	3.56

† Not applicable.

‡ Reporting standards not met.

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

Table C-16. Standard errors for number and percentage distribution of private schools, by school size and selected characteristics: United States, 2003-04

Selected characteristic	Less than 50 students		50-149 students		150-299 students		300-499 students		500-749 students		750 or more students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	203.9	0.47	86.6	0.24	43.9	0.24	23.5	0.11	16.0	0.06	13.4	0.05
NCES typology												
Catholic	12.0	0.15	13.4	0.12	12.2	0.18	14.0	0.16	11.6	0.12	3.4	0.05
Parochial	7.4	0.18	13.0	0.22	11.3	0.33	7.9	0.21	11.6	0.24	0.0	0.01
Diocesan	0.0	0.01	0.0	0.09	4.7	0.17	10.6	0.28	0.0	0.04	0.0	0.02
Private	9.5	0.93	3.2	0.38	0.0	0.33	4.7	0.38	0.0	0.21	3.4	0.39
Other religious	153.7	0.61	67.3	0.35	41.5	0.35	12.1	0.12	11.1	0.09	6.6	0.05
Conservative Christian	47.3	0.68	28.4	0.52	13.5	0.29	3.2	0.11	10.4	0.21	2.2	0.05
Affiliated	58.6	1.22	32.4	0.88	17.3	0.57	7.9	0.27	1.0	0.07	0.0	0.06
Unaffiliated	137.9	1.24	50.6	0.90	35.2	0.71	8.7	0.19	3.8	0.09	6.2	0.12
Nonsectarian	117.3	1.00	47.1	0.75	22.8	0.34	9.3	0.16	0.0	0.05	10.6	0.16
Regular	105.9	2.38	24.7	1.18	14.6	0.70	9.3	0.46	0.0	0.20	10.1	0.40
Special emphasis	59.3	1.46	38.1	1.41	13.9	0.56	0.0	0.08	0.0	0.02	3.0	0.13
Special education	28.6	1.15	13.9	1.01	6.8	0.47	0.0	0.03	†	†	‡	‡
School level												
Elementary	130.4	0.51	57.1	0.27	22.3	0.26	15.5	0.12	11.6	0.07	6.9	0.04
Secondary	27.8	0.85	31.2	0.94	0.0	0.25	4.7	0.28	0.0	0.17	10.7	0.39
Combined	127.9	0.95	51.8	0.60	40.7	0.49	12.9	0.21	11.1	0.17	2.2	0.08
Program emphasis												
Regular elementary/secondary	191.9	0.59	59.8	0.24	38.0	0.28	23.5	0.14	16.0	0.08	12.5	0.06
Montessori	43.3	1.45	7.2	1.21	4.0	0.36	‡	‡	†	†	‡	‡
Special program emphasis	21.5	1.96	35.5	2.50	13.5	1.37	0.0	0.36	0.0	0.18	0.0	0.20
Special education	31.0	1.09	15.2	0.97	6.8	0.42	0.0	0.03	†	†	‡	‡
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	35.2	2.03	43.8	2.20	13.3	0.89	0.0	0.10	‡	‡	‡	‡
Early childhood	0.0	0.00	0.0	0.00	†	†	†	†	†	†	†	†
Region												
Northeast	61.0	0.67	20.8	0.38	13.9	0.24	4.7	0.14	0.0	0.05	11.9	0.18
Midwest	88.5	0.79	54.5	0.46	3.2	0.40	11.1	0.26	14.1	0.19	3.4	0.06
South	164.8	1.15	51.6	0.53	37.0	0.58	18.5	0.26	7.5	0.13	0.0	0.08
West	53.6	0.67	38.0	0.45	18.9	0.40	8.2	0.10	1.0	0.06	5.2	0.09
Community type												
Central city	73.7	0.59	28.5	0.34	19.6	0.26	18.4	0.18	6.6	0.09	11.4	0.12
Urban fringe/large town	84.5	0.52	49.9	0.32	37.1	0.37	9.6	0.13	14.6	0.11	7.1	0.06
Rural/small town	162.1	1.08	65.1	0.80	16.1	0.40	0.0	0.12	0.0	0.03	0.0	0.02

‡ Reporting standards not met.

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

Table C-17. Standard errors for number and percentage distribution of private school full-time equivalent (FTE) teachers, by school level and selected characteristics: United States, 2003–04

Selected characteristic	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	2,928.0	†	1,238.2	†	1,743.7	†	1,699.2	†
NCES typology								
Catholic	613.4	0.25	590.9	0.27	271.9	1.58	19.0	0.06
Parochial	560.6	0.15	560.6	0.23	0.0	0.21	0.0	0.01
Diocesan	174.6	0.10	174.6	0.14	0.0	0.72	0.0	0.01
Private	287.7	0.08	42.6	0.02	271.9	0.71	19.0	0.04
Other religious	1,452.0	0.28	861.1	0.31	191.0	0.48	875.8	0.55
Conservative Christian	638.6	0.15	242.4	0.11	156.8	0.24	548.0	0.39
Affiliated	593.8	0.13	78.5	0.08	103.8	0.26	576.4	0.33
Unaffiliated	1,054.3	0.23	786.2	0.35	26.4	0.13	482.4	0.31
Nonsectarian	2,243.2	0.39	369.9	0.15	1,709.4	1.98	1,414.8	0.58
Regular	2,150.2	0.42	363.7	0.16	1,684.7	2.12	1,327.6	0.64
Special emphasis	460.7	0.11	186.6	0.10	289.7	0.42	167.7	0.12
Special education	318.8	0.08	29.6	0.02	0.0	0.06	317.4	0.20
School level								
Elementary	1,238.2	0.30	1,238.2	†	†	†	†	†
Secondary	1,743.7	0.35	†	†	1,743.7	†	†	†
Combined	1,699.2	0.28	†	†	†	†	1,699.2	†
Program emphasis								
Regular elementary/ secondary	2,701.8	0.16	1,180.0	0.15	1,710.6	0.49	1,610.9	0.29
Montessori	217.6	0.05	198.6	0.10	†	†	74.6	0.05
Special program emphasis	307.4	0.07	229.0	0.11	114.1	0.19	169.4	0.12
Special education	334.1	0.08	51.5	0.03	0.0	0.07	330.1	0.21
Vocational/technical	†	†	†	†	†	†	†	†
Alternative	434.5	0.10	23.6	0.02	305.4	0.44	269.0	0.17
Early childhood	0.0	#	0.0	#	†	†	†	†
Size (number of students)								
Less than 50	975.9	0.21	619.9	0.28	277.1	0.40	552.4	0.31
50–149	683.4	0.16	390.0	0.15	208.0	0.37	422.4	0.29
150–299	1,421.5	0.29	399.1	0.21	0.0	0.35	1,357.4	0.71
300–499	620.8	0.17	315.7	0.15	175.0	0.54	356.8	0.26
500–749	601.2	0.15	370.2	0.17	0.0	0.46	473.7	0.32
750 or more	1,755.6	0.36	294.2	0.15	1,697.5	1.64	244.2	0.26
Region								
Northeast	1,816.3	0.35	322.3	0.19	1,693.7	1.57	322.7	0.29
Midwest	843.3	0.21	670.4	0.28	235.0	0.69	415.5	0.27
South	1,929.2	0.35	799.4	0.32	87.7	0.50	1,519.4	0.55
West	917.2	0.21	583.6	0.26	330.0	0.60	549.4	0.34
Community type								
Central city	2,051.4	0.34	711.0	0.28	1,694.9	1.30	705.6	0.48
Urban fringe/large town	1,366.9	0.33	880.5	0.29	372.7	1.03	818.9	0.57
Rural/small town	1,502.8	0.31	381.1	0.18	177.1	0.39	1,405.0	0.73

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-18. Standard errors for number and percentage distribution of private school full-time equivalent (FTE) teachers, by school level and religious or nonsectarian orientation of school: United States, 2003–04

Religious or nonsectarian orientation	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	2,928.0	†	1,238.2	†	1,743.7	†	1,699.2	†
Religious orientation	1,637.9	0.39	1,067.6	0.15	348.5	1.98	876.0	0.58
Roman Catholic	613.4	0.25	590.9	0.27	271.9	1.58	19.0	0.06
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	64.2	0.02	64.2	0.03	0.0	0.00	0.0	0.00
Assembly of God	166.5	0.04	0.0	0.01	‡	‡	157.8	0.10
Baptist	346.9	0.08	115.2	0.06	146.7	0.21	292.5	0.20
Brethren	0.0	#	0.0	#	‡	‡	0.0	#
Calvinist	0.0	0.01	0.0	#	0.0	0.02	0.0	0.01
Christian (unspecified)	986.3	0.21	598.0	0.28	103.9	0.17	749.5	0.46
Church of Christ	94.0	0.02	94.0	0.05	‡	‡	0.0	0.02
Church of God	0.0	#	0.0	#	‡	‡	0.0	#
Church of God in Christ	0.0	0.00	0.0	0.00	†	†	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	0.0	0.02	0.0	0.01	0.0	0.06	0.0	0.03
Friends	0.0	#	0.0	#	‡	‡	0.0	0.01
Greek Orthodox	0.0	#	0.0	#	‡	‡	‡	‡
Islamic	0.0	#	0.0	#	‡	‡	0.0	0.01
Jewish	434.7	0.10	352.3	0.17	30.0	0.13	119.1	0.09
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Lutheran Church—Missouri Synod	71.3	0.02	71.3	0.04	0.0	0.04	0.0	#
Evangelical Lutheran Church In America	53.8	0.01	53.8	0.03	†	†	‡	‡
Wisconsin Evangelical Lutheran Synod	0.0	#	0.0	0.01	0.0	0.02	‡	‡
Other Lutheran	92.5	0.02	0.0	#	‡	‡	‡	‡
Mennonite	268.0	0.06	182.8	0.09	‡	‡	101.2	0.06
Methodist	0.0	#	0.0	#	‡	‡	0.0	0.01
Pentecostal	237.6	0.06	0.0	#	‡	‡	237.6	0.15
Presbyterian	176.2	0.04	176.2	0.09	‡	‡	0.0	0.01
Seventh-Day Adventist	47.6	0.01	47.6	0.02	0.0	0.03	0.0	0.01
Other	645.6	0.15	230.8	0.12	0.0	0.01	601.6	0.38
Nonsectarian	2,243.2	0.39	369.9	0.15	1,709.4	1.98	1,414.8	0.58

† Not applicable.

# Rounds to zero.

‡ Reporting standard not met.

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

Table C-19. Standard errors for number and percentage distribution of private school teachers (headcount), by work status and selected characteristics: United States, 2003–04

Selected characteristic	Total		Full time		3/4 time but less than 100%		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4 time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	3,097.8	†	2,716.9	0.13	378.4	0.08	321.5	0.06	226.0	0.04	165.0	0.04
NCES typology												
Catholic	623.6	†	587.5	0.05	36.2	0.02	15.1	0.02	11.6	0.01	3.2	0.01
Parochial	569.0	†	543.1	0.10	14.0	0.01	11.8	0.06	11.6	0.02	0.0	0.02
Diocesan	174.6	†	174.6	0.05	0.0	0.01	0.0	0.02	0.0	0.01	0.0	0.01
Private	291.9	†	274.2	0.14	33.4	0.10	9.5	0.04	0.0	0.03	3.2	0.02
Other religious	1,579.5	†	1,261.8	0.21	342.4	0.17	255.1	0.12	139.2	0.07	110.6	0.06
Conservative Christian	734.6	†	568.6	0.22	42.3	0.05	82.4	0.10	121.0	0.13	69.3	0.08
Affiliated	619.8	†	574.1	0.26	28.3	0.06	36.7	0.12	24.0	0.07	71.1	0.12
Unaffiliated	1,143.5	†	875.5	0.61	343.5	0.60	235.3	0.38	55.8	0.12	48.7	0.10
Nonsectarian	2,294.8	†	2,184.8	0.46	155.3	0.13	142.5	0.14	163.9	0.13	138.5	0.13
Regular	2,139.7	†	2,124.8	0.56	120.8	0.20	61.1	0.19	88.7	0.15	63.2	0.14
Special emphasis	687.7	†	283.3	0.99	95.6	0.21	119.1	0.21	135.8	0.35	132.7	0.34
Special education	346.2	†	286.6	0.41	20.0	0.07	41.7	0.18	30.3	0.14	28.6	0.15
School level												
Elementary	1,319.4	†	1,095.3	0.15	337.0	0.14	120.2	0.05	113.3	0.05	105.7	0.05
Secondary	1,805.1	†	1,705.0	0.60	97.5	0.14	110.9	0.16	125.6	0.17	121.7	0.16
Combined	1,753.6	†	1,643.4	0.22	105.6	0.06	202.1	0.12	142.4	0.08	83.4	0.05
Program emphasis												
Regular elementary/secondary	2,765.9	†	2,580.3	0.15	345.7	0.08	256.0	0.07	157.8	0.04	93.0	0.03
Montessori	246.3	†	200.1	0.41	3.4	0.12	29.3	0.17	6.0	0.10	53.7	0.43
Special program emphasis	338.7	†	302.9	0.40	6.8	0.09	10.2	0.17	10.2	0.10	78.7	0.36
Special education	361.5	†	299.2	0.37	23.5	0.08	42.7	0.17	30.3	0.12	28.6	0.14
Vocational/technical	‡	†	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	635.2	†	283.6	1.89	110.8	0.48	114.7	0.43	150.0	0.71	126.5	0.61
Early childhood	0.0	†	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Size (number of students)												
Less than 50	1,157.7	†	791.2	0.81	160.8	0.31	175.4	0.27	146.5	0.30	160.0	0.33
50–149	748.9	†	603.5	0.17	105.0	0.10	74.5	0.08	95.5	0.09	49.8	0.06
150–299	1,432.1	†	1,406.8	0.27	21.7	0.05	74.5	0.12	69.8	0.08	12.6	0.04
300–499	632.4	†	603.7	0.16	16.3	0.02	139.4	0.15	0.0	0.02	0.0	0.01
500–749	633.8	†	567.0	0.14	32.4	0.04	14.0	0.08	97.9	0.15	1.0	0.02
750 or more	1,776.7	†	1,713.2	0.51	311.0	0.45	34.9	0.14	28.3	0.06	8.3	0.04
Region												
Northeast	1,874.3	†	1,703.1	0.27	321.6	0.25	68.5	0.10	93.5	0.08	87.6	0.09
Midwest	893.3	†	778.7	0.12	82.7	0.07	57.1	0.05	33.0	0.04	53.8	0.05
South	2,024.9	†	1,814.0	0.24	149.6	0.09	267.9	0.16	147.8	0.09	54.9	0.04
West	1,088.7	†	764.2	0.38	102.5	0.08	153.9	0.10	139.2	0.12	116.8	0.11
Community type												
Central city	2,111.0	†	1,974.1	0.20	72.7	0.05	194.2	0.11	134.8	0.07	28.3	0.03
Urban fringe/large town	1,505.8	†	1,189.0	0.22	356.8	0.16	154.6	0.06	153.5	0.06	153.6	0.07
Rural/small town	1,545.5	†	1,456.9	0.45	118.7	0.17	91.7	0.18	69.8	0.14	64.7	0.11

† Not applicable.

‡ Reporting standards not met.

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

Table C-20. Standard errors for pupil/teacher ratio of private schools, by school level and selected characteristics:  
United States, 2003-04

Selected characteristic	Total	Elementary	Secondary	Combined
Total	#	#	0.06	0.08
NCES typology				
Catholic	#	#	#	#
Parochial	#	#	0.00	0.00
Diocesan	#	0.05	0.00	0.00
Private	#	0.05	#	#
Other religious	0.05	0.10	#	0.07
Conservative Christian	#	#	0.32	0.05
Affiliated	#	#	0.07	0.06
Unaffiliated	0.15	0.28	#	0.19
Nonsectarian	0.12	0.09	0.71	0.14
Regular	0.19	0.11	0.93	0.23
Special emphasis	0.17	0.15	0.49	0.28
Special education	#	#	0.00	#
Program emphasis				
Regular elementary/ secondary	#	#	#	0.10
Montessori	0.19	0.22	‡	0.13
Special program emphasis	0.08	0.21	#	0.06
Special education	#	#	0.00	#
Vocational/technical	‡	‡	‡	‡
Alternative	0.24	#	0.64	0.42
Early childhood	0.00	0.00	†	‡
Size (number of students)				
Less than 50	0.12	0.22	0.20	0.08
50-149	#	#	0.10	0.06
150-299	0.12	#	0.00	0.32
300-499	#	#	#	0.12
500-749	#	#	0.00	0.09
750 or more	#	0.13	0.08	#
Region				
Northeast	#	#	0.17	0.08
Midwest	#	0.05	#	0.07
South	0.10	0.11	#	0.16
West	0.06	0.07	0.21	0.07
Community type				
Central city	0.05	0.08	#	0.07
Urban fringe/large town	#	#	0.10	#
Rural/small town	0.18	0.07	#	0.34

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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

Table C-21. Standard errors for percentage of private schools with 12th-graders, number of graduates, graduation rate, and percentage of graduates who attended 4-year colleges, by selected characteristics: United States, 2002-03

Selected characteristic	Percent of schools with 12th-graders in 2002-03	Number of 2002-03 graduates	2002-03 graduation rate	Percent of 2002-03 graduates who attended 4-year colleges by fall 2003
Total	0.29	5,354.7	0.14	0.42
NCES typology				
Catholic	0.09	832.5	0.01	0.08
Parochial	0.03	0.0	0.00	0.00
Diocesan	0.07	0.0	0.00	0.00
Private	0.61	832.5	0.01	0.14
Other religious	0.51	1,382.1	0.04	0.50
Conservative Christian	0.55	777.8	0.05	0.41
Affiliated	1.03	412.8	0.02	1.46
Unaffiliated	0.93	1,176.9	0.15	0.85
Nonsectarian	0.80	5,132.3	0.45	1.22
Regular	1.47	5,066.2	0.79	0.36
Special emphasis	1.50	815.3	0.43	3.56
Special education	1.03	103.1	0.35	1.55
School level				
Elementary	†	†	†	†
Secondary	0.72	5,151.7	0.22	0.62
Combined	0.92	1,594.6	0.05	0.59
Program emphasis				
Regular elementary/secondary	0.33	5,307.5	0.16	0.30
Montessori	0.05	0.0	0.00	0.00
Special program emphasis	2.65	170.0	0.25	6.82
Special education	0.99	103.1	0.34	1.48
Vocational/technical	‡	‡	‡	‡
Alternative	2.06	905.2	0.69	1.57
Early childhood	†	†	†	†
Size (number of students)				
Less than 50	0.70	208.1	0.44	1.58
50-149	0.55	539.0	0.16	0.85
150-299	0.43	1,361.3	0.06	0.59
300-499	0.29	515.4	0.01	0.15
500-749	0.62	522.6	0.01	0.17
750 or more	0.74	5,147.3	0.38	0.28
Region				
Northeast	0.50	5,142.2	0.43	0.87
Midwest	0.59	898.5	0.05	1.42
South	0.70	982.5	0.03	0.41
West	0.55	676.8	0.03	0.89
Community type				
Central city	0.30	5,123.9	0.28	0.32
Urban fringe/large town	0.41	1,330.2	0.02	0.51
Rural/small town	1.03	909.2	0.10	1.28

† Not applicable.

‡ Reporting standards not met.

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

Table C-22. Standard errors for total number of private schools, students, and teachers (headcount), by school membership in private school associations: United States, 2003–04

Association	Schools	Students	Teachers
None	178.7	26,518.3	2,104.2
Religious			
Accelerated Christian Education	39.5	1,002.6	163.3
American Association of Christian Schools	21.9	699.0	214.6
Association of Christian Schools International	34.6	8,653.7	700.2
Association of Christian Teachers and Schools	18.3	3,928.9	381.5
Christian Schools International	0.0	0.0	0.0
Council of Islamic Schools in North America	0.0	0.0	0.0
Evangelical Lutheran Education Association	13.5	753.6	53.8
Friends Council on Education	0.0	0.0	0.0
General Conference of the Seventh-Day Adventist Church	39.2	313.9	39.2
Islamic School League of America	0.0	0.0	0.0
Jesuit Secondary Education Association	0.0	0.0	0.0
National Association of Episcopal Schools	0.0	0.0	0.0
National Catholic Educational Association	19.1	6,811.6	441.6
National Christian School Association	11.5	4,848.4	391.9
National Society of Hebrew Day Schools	0.0	0.0	0.0
Oral Roberts University Educational Fellowship	5.0	209.2	34.9
Solomon Schechter Day Schools	2.2	284.7	26.9
Southern Baptist Association of Christian Schools	0.0	0.0	0.0
Other religious school associations	52.2	6,152.9	567.9
Special emphasis			
American Montessori Society	29.2	2,361.8	91.1
Other Montessori associations	14.6	558.3	101.3
Association of Military Colleges and Schools	0.0	0.0	0.0
Association of Waldorf Schools of North America	0.0	0.0	0.0
Bilingual School Association	‡	‡	‡
Council of Bilingual Education	‡	‡	‡
Council for Exceptional Children	0.0	0.0	0.0
National Association of Private Special Education Centers	4.2	118.5	25.4
Other associations for exceptional children	0.0	0.0	0.0
European Council for International Schools	‡	‡	‡
National Association for the Education of Young Children	7.6	129.4	38.1
National Association of Bilingual Education	‡	‡	‡
National Association of Laboratory Schools	‡	‡	‡
National Coalition of Girls' Schools	0.0	0.0	0.0
Other special emphasis school associations	42.0	2,649.0	1,156.7
Other school associations or organizations			
Alternative School Network	7.7	387.2	38.7
Institute for Independent Education	0.0	0.0	0.0
National Association of Independent Schools	0.0	0.0	0.0
State or regional independent school association	37.8	2,124.8	241.6
National Coalition of Alternative Community Schools	0.0	0.0	0.0
National Independent Private School Association	6.9	938.4	114.4
The Association of Boarding Schools	0.0	0.0	0.0
Other school associations	84.1	6,491.0	543.0

‡ Reporting standards not met.

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



Table C-23. Root mean squared errors for number of private schools, students, full-time equivalent (FTE) teachers, and high school graduates, by state: United States, 2003–04

State	Schools	Students	FTE teachers	High school graduates 2002–03
United States	719.66	67,858.01	6,570.03	9,914.71
Alabama	16.43	1,534.94	138.29	140.54
Alaska	1.72	111.67	16.31	11.62
Arizona	10.80	1,093.00	108.36	33.23
Arkansas	6.24	280.99	41.46	20.71
California	32.85	6,231.71	469.94	476.84
Colorado	6.64	774.05	86.98	64.82
Connecticut	8.38	5,100.39	392.55	1,145.37
Delaware	4.41	313.76	146.70	22.91
District of Columbia	4.22	424.99	66.00	26.24
Florida	58.12	3,204.88	405.40	169.65
Georgia	26.94	1,384.60	207.24	101.28
Hawaii	2.40	410.77	36.57	33.37
Idaho	2.48	200.18	19.43	24.45
Illinois	18.11	1,251.15	100.05	125.98
Indiana	26.03	1,473.39	101.96	101.76
Iowa	5.36	552.83	32.12	57.88
Kansas	5.16	353.03	31.78	48.94
Kentucky	11.96	512.50	69.89	69.31
Louisiana	8.58	778.52	94.33	139.67
Maine	6.67	871.14	61.14	333.75
Maryland	25.86	1,404.74	225.54	116.59
Massachusetts	15.02	3,155.31	268.21	783.33
Michigan	23.30	1,544.99	112.65	140.54
Minnesota	13.61	933.34	77.46	75.66
Mississippi	11.08	883.24	108.25	88.57
Missouri	16.06	1,517.95	136.93	285.28
Montana	3.16	178.91	31.83	29.38
Nebraska	5.88	368.09	28.46	54.71
Nevada	2.48	312.34	28.74	13.94
New Hampshire	6.25	711.71	67.95	250.01
New Jersey	19.02	3,297.87	262.43	874.99
New Mexico	3.88	502.47	51.37	33.23
New York	34.42	5,832.27	472.61	1,441.23
North Carolina	27.28	1,704.86	203.34	88.08
North Dakota	1.10	73.27	8.96	29.13
Ohio	15.13	1,883.87	147.09	250.55
Oklahoma	5.48	306.87	38.19	23.21
Oregon	7.81	833.01	70.65	90.37
Pennsylvania	67.70	5,939.07	376.11	1,228.48
Rhode Island	3.46	508.82	42.65	128.75
South Carolina	13.85	895.02	128.29	60.47
South Dakota	2.62	136.68	12.58	26.23
Tennessee	22.01	860.36	130.40	73.54
Texas	34.24	1,694.97	257.55	126.38
Utah	2.75	314.70	35.82	36.80
Vermont	4.96	476.58	55.22	151.61
Virginia	23.26	1,329.98	223.36	94.62
Washington	11.90	1,125.23	135.26	59.49
West Virginia	6.69	189.23	33.01	21.68
Wisconsin	25.02	2,032.81	165.78	86.19
Wyoming	0.88	50.96	6.88	3.35

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



**Appendix D—Table of Estimates and Standard Errors for  
Kindergarten-Terminal Schools**



Table D-1. Number and percentage distribution of kindergarten-terminal private schools, kindergarten students, and full-time equivalent (FTE) kindergarten teachers, by selected characteristics: United States, 2003-04

Selected characteristic	Schools		Kindergarten students		FTE kindergarten teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	6,297	100.0	90,220	100.0	15,612	100.0
NCES typology						
Catholic	122	1.9	3,284	3.6	428	2.7
Parochial	23	0.4	632	0.7	67	0.4
Diocesan	32	0.5	883	1.0	99	0.6
Private	68	1.1	1,769	2.0	261	1.7
Other religious	1,848	29.3	27,876	30.9	4,293	27.5
Conservative Christian	239	3.8	4,051	4.5	616	3.9
Affiliated	350	5.6	5,594	6.2	927	5.9
Unaffiliated	1,258	20.0	18,231	20.2	2,750	17.6
Nonsectarian	4,327	68.7	59,060	65.5	10,892	69.8
Regular	3,180	50.5	45,873	50.8	7,612	48.8
Special emphasis	1,134	18.0	13,061	14.5	3,224	20.6
Special education	†	†	†	†	†	†
School level						
Elementary	6,297	100.0	90,220	100.0	15,612	100.0
Secondary	†	†	†	†	†	†
Combined	†	†	†	†	†	†
Program emphasis						
Regular elementary/ secondary	0	0.0	0	0.0	0	0.0
Montessori	1,163	18.5	13,581	15.1	3,319	21.3
Special program emphasis	†	†	†	†	†	†
Special education	†	†	†	†	†	†
Vocational/technical	†	†	†	†	†	†
Alternative	55 !	0.9 !	801 !	0.9 !	139 !	0.9 !
Early childhood	5,020	79.7	75,417	83.6	11,902	76.2
Size (number of students)						
Less than 50	6,171	98.0	81,419	90.2	14,907	95.5
50-149	123	2.0	8,170	9.1	678	4.3
150-299	†	†	†	†	†	†
300-499	0	0.0	0	0.0	0	0.0
500-749	0	0.0	0	0.0	0	0.0
750 or more	0	0.0	0	0.0	0	0.0
Region						
Northeast	2,027	32.2	28,380	31.5	4,701	30.1
Midwest	972	15.4	13,877	15.4	2,146	13.7
South	1,606	25.5	23,215	25.7	4,548	29.1
West	1,691	26.9	24,748	27.4	4,217	27.0
Community type						
Central city	2,182	34.6	32,151	35.6	5,680	36.4
Urban fringe/large town	3,525	56.0	50,996	56.5	8,584	55.0
Rural/small town	590	9.4	7,073	7.8	1,349	8.6

† Not applicable.

! Interpret data with caution. The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in table D-2.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. 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), 2003-2004.

Table D-2. Standard errors for number and percentage distribution of kindergarten-terminal private schools, kindergarten students, and full-time equivalent (FTE) kindergarten teachers, by selected characteristics: United States, 2003–04

Selected characteristic	Schools		Kindergarten students		FTE kindergarten teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	200.5	†	2,958.2	†	542.9	†
NCES typology						
Catholic	5.0	0.10	74.7	0.14	10.0	0.11
Parochial	0.0	0.01	0.0	0.02	0.0	0.02
Diocesan	5.0	0.08	74.7	0.09	10.0	0.07
Private	0.0	0.03	0.0	0.06	0.0	0.06
Other religious	97.7	1.26	843.3	0.92	187.7	1.04
Conservative Christian	14.9	0.25	176.3	0.23	24.4	0.20
Affiliated	17.7	0.39	139.5	0.32	41.4	0.33
Unaffiliated	96.0	1.22	827.8	0.71	183.0	0.98
Nonsectarian	163.5	1.26	2,588.8	0.99	464.6	1.07
Regular	140.8	1.26	2,332.7	1.14	423.1	1.41
Special emphasis	53.4	0.77	516.1	0.51	123.3	0.78
Special education	‡	‡	‡	‡	‡	‡
School level						
Elementary	200.5	†	2,958.2	†	542.9	†
Secondary	†	†	†	†	†	†
Combined	†	†	†	†	†	†
Program emphasis						
Regular elementary/ secondary	†	†	†	†	†	†
Montessori	43.7	0.66	461.9	0.46	84.5	0.68
Special program emphasis	‡	‡	‡	‡	‡	‡
Special education	‡	‡	‡	‡	‡	‡
Vocational/technical	†	†	†	†	†	†
Alternative	18.7	0.29	224.1	0.25	37.3	0.24
Early childhood	178.4	0.81	2,706.8	0.54	490.2	0.87
Size (number of students)						
Less than 50	197.5	0.23	2,691.9	0.75	538.2	0.44
50–149	15.1	0.23	762.6	0.76	67.1	0.44
150–299	‡	‡	‡	‡	‡	‡
300–499	†	†	†	†	†	†
500–749	†	†	†	†	†	†
750 or more	†	†	†	†	†	†
Region						
Northeast	87.6	1.32	908.2	1.21	151.1	1.21
Midwest	65.3	0.99	949.8	1.01	93.0	0.70
South	99.3	1.38	744.8	1.02	396.9	1.94
West	135.7	1.70	2,543.5	2.10	325.1	1.70
Community type						
Central city	103.2	1.22	1,896.0	1.24	230.6	1.33
Urban fringe/large town	128.9	1.39	1,548.5	1.26	422.5	1.42
Rural/small town	81.5	1.19	435.1	0.46	156.2	0.94

† Not applicable.

‡ Reporting standards not met.

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), 2003–2004.

Table D-3. Number and percentage distribution of traditional PSS and kindergarten-terminal private schools, kindergarten students, and full-time equivalent (FTE) kindergarten teachers, by selected characteristics: United States, 2003–04

Selected characteristic	Schools		Kindergarten students		FTE kindergarten teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	34,681	100.0	5,212,992	100.0	440,850	100.0
NCES typology						
Catholic	8,041	23.2	2,368,504	45.4	153,038	34.7
Parochial	4,097	11.8	1,098,049	21.1	66,941	15.2
Diocesan	2,979	8.6	909,466	17.4	57,429	13.0
Private	965	2.8	360,989	6.9	28,668	6.5
Other religious	15,507	44.7	1,863,435	35.7	167,171	37.9
Conservative Christian	5,299	15.3	777,898	14.9	65,538	14.9
Affiliated	3,749	10.8	558,899	10.7	51,932	11.8
Unaffiliated	6,460	18.6	526,638	10.1	49,700	11.3
Nonsectarian	11,133	32.1	981,053	18.8	120,641	27.4
Regular	6,143	17.7	649,315	12.5	74,564	16.9
Special emphasis	3,526	10.2	227,046	4.4	28,018	6.4
Special education	1,463	4.2	104,692	2.0	18,059	4.1
School level						
Elementary	23,494	67.7	2,784,714	53.4	214,677	48.7
Secondary	2,694	7.8	845,083	16.2	68,344	15.5
Combined	8,494	24.5	1,583,194	30.4	157,830	35.8
Program emphasis						
Regular elementary/ secondary	22,896	66.0	4,639,235	89.0	365,042	82.8
Montessori	2,481	7.2	96,691	1.9	13,221	3.0
Special program emphasis	1,007	2.9	170,484	3.3	17,995	4.1
Special education	1,647	4.7	114,961	2.2	19,727	4.5
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	1,509	4.3	110,748	2.1	12,518	2.8
Early childhood	5,136	14.8	79,935	1.5	12,269	2.8
Size (number of students)						
Less than 50	14,911	43.0	305,191	5.9	48,220	10.9
50–149	8,329	24.0	767,900	14.7	81,722	18.5
150–299	6,327	18.2	1,353,120	26.0	106,367	24.1
300–499	3,000	8.6	1,153,619	22.1	84,758	19.2
500–749	1,298	3.7	777,224	14.9	55,442	12.6
750 or more	816	2.4	855,938	16.4	64,342	14.6
Region						
Northeast	8,586	24.8	1,301,392	25.0	116,034	26.3
Midwest	8,198	23.6	1,284,613	24.6	96,204	21.8
South	10,426	30.1	1,634,990	31.4	147,770	33.5
West	7,472	21.5	991,997	19.0	80,842	18.3
Community type						
Central city	11,773	33.9	2,214,433	42.5	180,322	40.9
Urban fringe/large town	15,343	44.2	2,342,404	44.9	197,114	44.7
Rural/small town	7,565	21.8	656,154	12.6	63,414	14.4

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. 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), 2003–2004.

Table D-4. Standard errors for number and percentage distribution of traditional PSS and kindergarten-terminal private schools, kindergarten students, and FTE kindergarten teachers, by selected characteristics: United States, 2003-04

Selected characteristic	Schools		Kindergarten students		FTE kindergarten teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	390.1	†	33,571.6	†	3,107.8	†
NCES typology						
Catholic	35.3	0.25	9,524.5	0.29	613.4	0.24
Parochial	28.6	0.13	8,885.7	0.18	560.6	0.14
Diocesan	12.6	0.11	4,702.7	0.14	174.9	0.10
Private	13.4	0.04	3,996.1	0.09	287.7	0.07
Other religious	235.8	0.43	16,626.2	0.26	1,491.3	0.27
Conservative Christian	58.4	0.18	8,642.1	0.16	639.9	0.14
Affiliated	69.9	0.20	5,808.9	0.11	594.6	0.13
Unaffiliated	196.8	0.44	12,483.4	0.22	1,093.0	0.23
Nonsectarian	238.7	0.44	25,625.2	0.40	2,338.2	0.38
Regular	204.1	0.45	24,909.2	0.42	2,225.7	0.41
Special emphasis	92.5	0.25	5,022.4	0.09	477.8	0.11
Special education	32.6	0.10	1,812.2	0.04	318.8	0.07
School level						
Elementary	303.3	0.33	16,717.6	0.31	1,518.5	0.31
Secondary	43.2	0.14	24,240.6	0.40	1,743.7	0.34
Combined	151.8	0.32	13,084.9	0.22	1,699.2	0.28
Program emphasis						
Regular elementary/ secondary	232.7	0.41	30,991.9	0.14	2,701.8	0.19
Montessori	65.9	0.18	2,904.0	0.05	253.9	0.05
Special program emphasis	49.2	0.14	4,162.1	0.08	321.3	0.07
Special education	35.2	0.11	1,917.6	0.04	334.1	0.08
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	61.3	0.17	4,134.6	0.08	436.1	0.09
Early childhood	178.4	0.41	2,706.8	0.05	490.2	0.11
Size (number of students)						
Less than 50	327.1	0.49	6,089.8	0.11	1,188.3	0.23
50-149	91.5	0.25	6,636.0	0.12	698.9	0.15
150-299	43.9	0.22	8,852.6	0.21	1,421.5	0.29
300-499	23.5	0.10	10,142.4	0.19	620.8	0.16
500-749	16.0	0.05	8,896.4	0.17	601.2	0.14
750 or more	13.4	0.04	25,512.7	0.42	1,755.6	0.35
Region						
Northeast	145.0	0.41	24,700.7	0.37	1,874.5	0.35
Midwest	157.7	0.42	11,099.2	0.22	915.1	0.22
South	264.0	0.59	15,350.3	0.27	2,044.2	0.36
West	191.3	0.48	12,574.0	0.23	1,062.3	0.23
Community type						
Central city	160.7	0.38	27,829.4	0.35	2,118.8	0.33
Urban fringe/large town	194.1	0.44	17,639.1	0.32	1,395.4	0.31
Rural/small town	240.9	0.56	7,625.6	0.15	1,535.7	0.31

† Not applicable.

‡ Reporting standards not met.

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), 2003-2004.



Table D-5. Number and percentage distribution of traditional PSS and kindergarten-terminal private schools, kindergarten students, and full-time equivalent (FTE) kindergarten teachers, by religious or nonsectarian orientation of school: United States, 2003–04

Religious or nonsectarian orientation	Schools		Kindergarten students		FTE kindergarten teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	34,681	100.0	5,212,992	100.0	440,850	100.0
Religious orientation	23,548	67.9	4,231,938	81.2	320,209	72.6
Roman Catholic	8,041	23.2	2,368,504	45.4	153,038	34.7
African Methodist Episcopal	‡	‡	‡	‡	‡	‡
Amish	736	2.1	22,287	0.4	1,051	0.2
Assembly of God	492	1.4	63,102	1.2	5,120	1.2
Baptist	2,491	7.2	276,788	5.3	24,750	5.6
Brethren	74	0.2	10,911	0.2	805	0.2
Calvinist	145	0.4	41,809	0.8	2,860	0.6
Christian (unspecified)	4,403	12.7	591,467	11.3	52,731	12.0
Church of Christ	227	0.7	41,447	0.8	3,534	0.8
Church of God	130	0.4	10,742	0.2	1,023	0.2
Church of God in Christ	28	0.1	1,822	#	173	#
Disciples of Christ	‡	‡	‡	‡	‡	‡
Episcopal	455	1.3	101,488	1.9	11,435	2.6
Friends	78	0.2	18,082	0.3	2,190	0.5
Greek Orthodox	28	0.1	4,033	0.1	436	0.1
Islamic	184	0.5	22,978	0.4	2,543	0.6
Jewish	926	2.7	204,077	3.9	21,345	4.8
Latter Day Saints	‡	‡	‡	‡	‡	‡
Lutheran Church—Missouri Synod	1,263	3.6	151,088	2.9	10,816	2.5
Evangelical Lutheran Church In America	225	0.6	18,772	0.4	1,585	0.4
Wisconsin Evangelical Lutheran Synod	371	1.1	32,517	0.6	2,348	0.5
Other Lutheran	92	0.3	9,752	0.2	666	0.2
Mennonite	463	1.3	26,034	0.5	2,232	0.5
Methodist	383	1.1	21,581	0.4	2,304	0.5
Pentecostal	405	1.2	26,259	0.5	2,727	0.6
Presbyterian	303	0.9	42,008	0.8	3,753	0.9
Seventh-Day Adventist	976	2.8	58,164	1.1	4,605	1.0
Other	595	1.7	64,255	1.2	5,893	1.3
Nonsectarian	11,133	32.1	981,053	18.8	120,641	27.4

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. 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), 2003–2004.

Table D-6. Standard errors for number and percentage distribution of traditional PSS and kindergarten-terminal private schools, kindergarten students, and full-time equivalent (FTE) kindergarten teachers, by religious or nonsectarian orientation of school: United States, 2003–04

Religious or nonsectarian orientation	Schools		Kindergarten students		FTE kindergarten teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	390.1	†	33,571.6	†	3,107.8	†
Religious orientation	238.4	0.44	19,500.5	0.40	1,671.2	0.38
Roman Catholic	35.3	0.25	9,524.5	0.29	613.4	0.24
African Methodist Episcopal	‡	‡	‡	‡	‡	‡
Amish	54.8	0.16	1,583.3	0.03	64.2	0.01
Assembly of God	28.1	0.08	1,429.3	0.03	166.6	0.04
Baptist	91.6	0.24	2,654.4	0.05	357.6	0.08
Brethren	0.0	#	0.0	#	0.0	#
Calvinist	0.0	#	0.0	0.01	0.0	#
Christian (unspecified)	116.1	0.30	10,396.4	0.18	1,003.5	0.21
Church of Christ	26.6	0.08	479.5	0.01	95.9	0.02
Church of God	0.0	#	0.0	#	0.0	#
Church of God in Christ	0.0	#	0.0	#	0.0	#
Disciples of Christ	‡	‡	‡	‡	‡	‡
Episcopal	14.4	0.05	120.4	0.01	14.4	0.02
Friends	0.0	#	0.0	#	0.0	#
Greek Orthodox	0.0	#	0.0	#	0.0	#
Islamic	0.0	0.01	0.0	#	0.0	#
Jewish	20.8	0.06	6,688.8	0.12	434.7	0.10
Latter Day Saints	‡	‡	‡	‡	‡	‡
Lutheran Church—Missouri Synod	32.7	0.10	772.0	0.02	77.3	0.02
Evangelical Lutheran Church In America	14.9	0.04	757.3	0.01	54.2	0.01
Wisconsin Evangelical Lutheran Synod	0.0	0.01	0.0	#	0.0	#
Other Lutheran	4.5	0.01	1,527.9	0.03	92.5	0.02
Mennonite	64.3	0.18	2,660.6	0.05	268.0	0.06
Methodist	73.1	0.21	181.9	#	146.5	0.03
Pentecostal	16.4	0.05	2,176.6	0.04	237.6	0.05
Presbyterian	21.2	0.06	2,508.4	0.05	176.6	0.04
Seventh-Day Adventist	48.7	0.14	362.6	0.01	61.5	0.01
Other	43.6	0.12	7,163.7	0.14	645.6	0.14
Nonsectarian	238.7	0.44	25,625.2	0.40	2,338.2	0.38

† Not applicable.

# Rounds to zero.

‡ Reporting standards not met.

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), 2003–2004.