

Characteristics of Private Schools in the United States: Results From the 2001–2002 Private School Universe Survey

E.D. TAB

U.S. Department of Education
Institute of Education Sciences
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October 2004

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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:

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Summary

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. 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 the Technical Notes section of the report.

This report on the 2001–2002 private school universe presents data on schools with grades kindergarten through 12¹ 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 (tables 1, 3, 4, 5, 9, 10, 11, 13, 15, 16, 17, 18, 20, 21, 22, 23, 24, and 25) and religious orientation (tables 2, 6, 7, 8, and 12). They also present data by grade level (table 14), association membership (table 19), and by state (table 26). 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.²

Highlights

All statements of comparison made below have been tested for statistical significance using *t* tests adjusted for multiple comparisons using the Bonferroni adjustment, and are significant at the 95 percent level.

Schools

- In the fall of 2001, there were an estimated 29,273 private elementary and secondary schools in the United States, an increase of 2,050 over the 27,223 schools estimated in the fall of 1999 (table 1 and Broughman and Colaciello 2001).
- Among the 29,273 private schools in existence in 2001–02 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 49, 28, and 23 percent, respectively, of all private schools (table 1).
- The region with the most private schools was the South (9,171), while the regions with the fewest were the West (6,092) and the Northeast (6,556) (table 1).
- Ninety-one percent of private schools offered at least some elementary grades, with 60 percent offering elementary grades only and 31 percent offering a combination of elementary and secondary grades; the remaining 9 percent offered secondary grades only (table 1).
- Most private schools (82 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 10 percent of private schools (table 1).

¹Beginning 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 one of grades 1 through 12.

²For a description of typology, see the glossary.

Enrollment

- A total of 5,341,513 students were enrolled in the nation's private schools in the fall of 2001, an increase of 178,829 over the 5,162,684 students enrolled in the fall of 1999 (table 1 and Broughman and Colaciello 2001).
- Private school students represented approximately 10 percent of the total elementary and secondary enrollment in the United States in 2001–02.³
- 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, 47 and 36 percent, respectively, of total private enrollment. Enrollment in nonsectarian schools, representing 17 percent of all private school students, was less than that of Catholic or other religious schools (table 1).
- The region with the most private school students was the South (1,641,474), while the region with the fewest was the West (1,008,408) (table 1).
- Approximately 54 percent of private school students were enrolled only in elementary schools, 16 percent were enrolled only in secondary schools, and 30 percent were enrolled in combined schools (table 1).
- Ninety-two percent of private school students were enrolled in schools with a regular elementary/secondary program emphasis, while fewer than 5 percent of private school students were enrolled in schools featuring any one of the other categories of program emphasis (table 1).
- Forty-three percent of all private school students attended schools that were located in central cities, 43 percent attended schools that were located in an urban fringe or a large town, and 15 percent attended schools in rural areas (table 1).
- Approximately three-quarters (76 percent) of private school students were White, non-Hispanic; 10 percent were Black, non-Hispanic; 9 percent were Hispanic; 1 percent were American Indian/Alaska Native; and 5 percent were Asian/Pacific Islander (table 20).⁴

Teachers

- The nation's private school students were taught by 425,406 full-time-equivalent (FTE) teachers in the fall of 2001, representing an increase of 30,089 FTE teachers over the 395,317 FTE teachers employed in private schools in the fall of 1999 (table 1 and Broughman and Colaciello 2001).
- 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 39, 37, and 24 percent, respectively, of total private school FTE teachers (table 1).
- The region with the most private school FTE teachers was the South (142,650), while the region with the fewest was the West (76,128) (table 1).
- Nearly one-half of private school FTE teachers (48 percent) were teaching in elementary schools, 37 percent were teaching in combined schools, and 16 percent were teaching in secondary schools (table 1).
- Approximately 88 percent of private school FTE teachers were teaching in schools with a regular elementary/secondary program emphasis. As in the case of students, fewer than 5 percent of private school FTE teachers were teaching in schools featuring any one of the other categories of program emphasis (table 1).

³Public school K–12 enrollment for 2001–02 was 46,820,902 (Young 2003).

⁴For comparisons of the racial/ethnic composition of private school enrollment with that of public schools from the 1987–88, 1990–91, and 1993–94 Schools and Staffing Surveys, see McLaughlin, O'Donnell, and Ries 1995 and McLaughlin 1997.

Kindergarten-Terminal Schools

- Since 1995, schools for which kindergarten was the highest grade have been included in the PSS. In the fall of 2001, there were 6,622 of these schools enrolling 98,413 students and employing 15,398 FTE teachers nationwide (table D-1). Sixty-seven percent of the k-terminal schools were nonsectarian, 31 percent were other religious, and 2 percent were Catholic.
- By definition, all of the k-terminal schools were classified as elementary, and most of them (98 percent) enrolled fewer than 50 students. Seventy-eight percent of these schools emphasized an early childhood program, 21 percent emphasized a Montessori program, and fewer than 5 percent each emphasized any one of the other program emphases (table D-1).
- When the k-terminal schools are included with the other PSS schools, the total number of schools becomes 35,895, with 5,439,925 students and 440,804 FTE teachers (table D-3).

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Tables

Table 1. Number and percentage distribution of private schools, students, and full-time-equivalent (FTE) teachers, by selected characteristics: United States, 2001–02

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	29,273	100.0	5,341,513	100.0	425,406	100.0
NCES typology						
Catholic	8,207	28.0	2,515,524	47.1	155,514	36.6
Parochial	4,347	14.9	1,221,685	22.9	71,058	16.7
Diocesan	2,933	10.0	925,288	17.3	56,343	13.3
Private	927	3.2	368,552	6.9	28,113	6.6
Other religious	14,388	49.2	1,924,874	36.0	166,005	39.0
Conservative Christian	5,527	18.9	823,469	15.4	66,963	15.7
Affiliated	3,406	11.6	562,686	10.5	51,184	12.0
Unaffiliated	5,455	18.6	538,718	10.1	47,858	11.3
Nonsectarian	6,678	22.8	901,114	16.9	103,887	24.4
Regular	2,939	10.0	622,715	11.7	67,326	15.8
Special emphasis	2,381	8.1	176,987	3.3	20,433	4.8
Special education	1,358	4.6	101,412	1.9	16,128	3.8
School level						
Elementary	17,427	59.5	2,883,010	54.0	202,071	47.5
Secondary	2,704	9.2	835,328	15.6	67,318	15.8
Combined	9,142	31.2	1,623,175	30.4	156,017	36.7
Program emphasis						
Regular elementary/ secondary	23,991	82.0	4,932,957	92.4	374,977	88.2
Montessori	1,377	4.7	84,525	1.6	9,828	2.3
Special program emphasis	1,076	3.7	127,179	2.4	13,228	3.1
Special education	1,552	5.3	115,164	2.2	18,121	4.3
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	1,148	3.9	74,695	1.4	8,531	2.0
Early childhood	120	0.4	4,672	0.1	535	0.1
Size (number of students)						
Less than 50	8,955	30.6	232,342	4.4	32,476	7.6
50–149	8,336	28.5	765,056	14.3	80,269	18.9
150–299	6,554	22.4	1,408,132	26.4	104,858	24.7
300–499	3,199	10.9	1,223,135	22.9	87,317	20.5
500–749	1,392	4.8	829,642	15.5	57,324	13.5
750 or more	836	2.9	883,205	16.5	63,161	14.9
Region						
Northeast	6,556	22.4	1,336,770	25.0	111,127	26.1
Midwest	7,455	25.5	1,354,861	25.4	95,501	22.5
South	9,171	31.3	1,641,474	30.7	142,650	33.5
West	6,092	20.8	1,008,408	18.9	76,128	17.9
Community type						
Central city	10,117	34.6	2,276,808	42.6	176,559	41.5
Urban fringe/large town	10,948	37.4	2,276,823	42.6	176,173	41.4
Rural/small town	8,209	28.0	787,882	14.8	72,674	17.1

‡ 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), 2001–2002.

Characteristics of Private Schools in the United States

Table 2. Number and percentage distribution of private schools, students, and full-time-equivalent (FTE) teachers, by religious orientation of school: United States, 2001-02

Religious or nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	29,273	100.0	5,341,513	100.0	425,406	100.0
Religious orientation	22,595	77.2	4,440,398	83.1	321,519	75.6
Roman Catholic	8,207	28.0	2,515,524	47.1	155,514	36.6
African Methodist Episcopal	‡	‡	‡	‡	‡	‡
Amish	761	2.6	24,538	0.5	1,170	0.3
Assembly of God	429	1.5	66,038	1.2	5,196	1.2
Baptist	2,548	8.7	314,684	5.9	26,670	6.3
Brethren	60	0.2	8,142	0.2	625	0.2
Calvinist	135	0.5	39,079	0.7	2,616	0.6
Christian (unspecified)	4,135	14.1	603,624	11.3	52,414	12.3
Church of Christ	165	0.6	46,794	0.9	3,728	0.9
Church of God	183 !	0.6 !	13,786	0.3	1,099	0.3
Church of God in Christ	39	0.1	3,362	0.1	281	0.1
Disciples of Christ	‡	‡	‡	‡	‡	‡
Episcopal	347	1.2	100,403	1.9	11,053	2.6
Friends	77	0.3	20,881	0.4	2,481	0.6
Greek Orthodox	30	0.1	4,562	0.1	493	0.1
Islamic	188	0.6	22,951	0.4	2,388	0.6
Jewish	730	2.5	198,478	3.7	19,813	4.7
Lutheran Church—Missouri Synod	1,110	3.8	162,301	3.0	10,914	2.6
Evangelical Lutheran Church In America	116	0.4	16,137	0.3	1,158	0.3
Wisconsin Evangelical Lutheran Synod	411	1.4	35,584	0.7	2,419	0.6
Other Lutheran	59	0.2	5,375	0.1	374	0.1
Latter Day Saints	‡	‡	‡	‡	‡	‡
Mennonite	393	1.3	23,670	0.4	1,913	0.5
Methodist	141	0.5	17,567	0.3	1,675	0.4
Pentecostal	582	2.0	39,300	0.7	3,961	0.9
Presbyterian	184	0.6	39,897	0.8	3,469	0.8
Seventh-Day Adventist	961	3.3	60,681	1.1	4,636	1.1
Other	602	2.1	57,039	1.1	5,458	1.3
Nonsectarian	6,678	22.8	901,114	16.9	103,887	24.4

! 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.

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), 2001-2002.

Table 3. Number and percentage distribution of private schools, by school level and selected characteristics: United States, 2001–02

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	29,273	100.0	17,427	100.0	2,704	100.0	9,142	100.0
NCES typology								
Catholic	8,207	28.0	6,763	38.8	1,110	41.0	335	3.7
Parochial	4,347	14.9	4,087	23.5	200	7.4	61	0.7
Diocesan	2,933	10.0	2,351	13.5	496	18.3	86	0.9
Private	927	3.2	325	1.9	414	15.3	188	2.1
Other religious	14,388	49.2	7,367	42.3	747	27.6	6,275	68.6
Conservative Christian	5,527	18.9	2,005	11.5	203	7.5	3,319	36.3
Affiliated	3,406	11.6	2,156	12.4	284	10.5	966	10.6
Unaffiliated	5,455	18.6	3,206	18.4	260	9.6	1,989	21.8
Nonsectarian	6,678	22.8	3,297	18.9	847	31.3	2,533	27.7
Regular	2,939	10.0	1,573	9.0	340	12.6	1,027	11.2
Special emphasis	2,381	8.1	1,550	8.9	299	11.1	533	5.8
Special education	1,358	4.6	175	1.0	209	7.7	973	10.7
Program emphasis								
Regular elementary/ secondary	23,991	82.0	15,082	86.6	2,050	75.8	6,858	75.0
Montessori	1,377	4.7	1,124	6.5	0	0.0	252	2.8
Special program emphasis	1,076	3.7	465	2.7	156	5.8	455	5.0
Special education	1,552	5.3	233	1.3	223	8.2	1,096	12.0
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	1,148	3.9	421	2.4	266	9.9	460	5.0
Early childhood	120	0.4	101	0.6	†	†	‡	‡
Size (number of students)								
Less than 50	8,955	30.6	4,770	27.4	682	25.2	3,503	38.3
50–149	8,336	28.5	5,127	29.4	553	20.5	2,656	29.1
150–299	6,554	22.4	4,765	27.3	449	16.6	1,341	14.7
300–499	3,199	10.9	2,005	11.5	410	15.2	784	8.6
500–749	1,392	4.8	642	3.7	285	10.6	465	5.1
750 or more	836	2.9	118	0.7	325	12.0	393	4.3
Region								
Northeast	6,556	22.4	4,052	23.3	819	30.3	1,685	18.4
Midwest	7,455	25.5	5,239	30.1	639	23.7	1,576	17.2
South	9,171	31.3	4,563	26.2	559	20.7	4,049	44.3
West	6,092	20.8	3,573	20.5	686	25.4	1,833	20.1
Community type								
Central city	10,117	34.6	6,382	36.6	1,150	42.5	2,584	28.3
Urban fringe/large town	10,948	37.4	6,921	39.7	969	35.8	3,057	33.4
Rural/small town	8,209	28.0	4,123	23.7	585	21.6	3,501	38.3

† 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), 2001–2002.

Characteristics of Private Schools in the United States

Table 4. Number and percentage distribution of private school students, by school level and selected characteristics: United States, 2001–02

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	5,341,513	100.0	2,883,010	100.0	835,328	100.0	1,623,175	100.0
NCES typology								
Catholic	2,515,524	47.1	1,793,593	62.2	615,711	73.7	106,220	6.5
Parochial	1,221,685	22.9	1,118,331	38.8	80,565	9.7	22,790	1.4
Diocesan	925,288	17.3	607,408	21.1	289,823	34.7	28,056	1.7
Private	368,552	6.9	67,854	2.4	245,323	29.4	55,375	3.4
Other religious	1,924,874	36.0	783,676	27.2	123,843	14.8	1,017,355	62.7
Conservative Christian	823,469	15.4	245,494	8.5	33,962	4.1	544,013	33.5
Affiliated	562,686	10.5	268,041	9.3	53,447	6.4	241,198	14.9
Unaffiliated	538,718	10.1	270,141	9.4	36,434	4.4	232,143	14.3
Nonsectarian	901,114	16.9	305,741	10.6	95,773	11.5	499,600	30.8
Regular	622,715	11.7	193,430	6.7	66,437	8.0	362,849	22.4
Special emphasis	176,987	3.3	101,049	3.5	18,911	2.3	57,028	3.5
Special education	101,412	1.9	11,263	0.4	10,426	1.3	79,723	4.9
Program emphasis								
Regular elementary/ secondary	4,932,957	92.4	2,724,453	94.5	777,953	93.1	1,430,551	88.1
Montessori	84,525	1.6	69,081	2.4	0	0.0	15,444	1.0
Special program emphasis	127,179	2.4	45,866	1.6	26,373	3.2	54,940	3.4
Special education	115,164	2.2	15,050	0.5	11,367	1.4	88,746	5.5
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	74,695	1.4	24,396	0.9	17,478	2.1	32,821	2.0
Early childhood	4,672	0.1	4,163	0.1	†	†	‡	‡
Size (number of students)								
Less than 50	232,342	4.4	125,823	4.4	17,047	2.0	89,472	5.5
50–149	765,056	14.3	481,476	16.7	49,299	5.9	234,281	14.4
150–299	1,408,132	26.4	1,022,187	35.5	97,944	11.7	288,001	17.7
300–499	1,223,135	22.9	764,139	26.5	160,590	19.2	298,406	18.4
500–749	829,642	15.5	374,631	13.0	172,757	20.7	282,254	17.4
750 or more	883,205	16.5	114,755	4.0	337,690	40.4	430,761	26.5
Region								
Northeast	1,336,770	25.0	753,774	26.2	278,118	33.3	304,879	18.8
Midwest	1,354,861	25.4	875,366	30.4	238,112	28.5	241,383	14.9
South	1,641,474	30.7	685,954	23.8	162,476	19.5	793,044	48.9
West	1,008,408	18.9	567,917	19.7	156,622	18.8	283,869	17.5
Community type								
Central city	2,276,808	42.6	1,203,451	41.7	422,557	50.6	650,800	40.1
Urban fringe/large town	2,276,823	42.6	1,323,748	45.9	327,176	39.2	625,899	38.6
Rural/small town	787,882	14.8	355,811	12.3	85,594	10.3	346,476	21.4

† 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), 2001–2002.

Table 5. Number and percentage distribution of private school full-time-equivalent (FTE) teachers, by school level and selected characteristics: United States, 2001–02

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	425,406	100.0	202,071	100.0	67,318	100.0	156,017	100.0
NCES typology								
Catholic	155,514	36.6	103,897	51.4	42,671	63.4	8,946	5.7
Parochial	71,058	16.7	63,410	31.4	5,979	8.9	1,669	1.1
Diocesan	56,343	13.3	35,127	17.4	19,155	28.5	2,061	1.3
Private	28,113	6.6	5,360	2.7	17,537	26.1	5,216	3.3
Other religious	166,005	39.0	64,549	31.9	12,096	18.0	89,361	57.3
Conservative Christian	66,963	15.7	19,453	9.6	2,788	4.1	44,722	28.7
Affiliated	51,184	12.0	23,149	11.5	5,412	8.0	22,623	14.5
Unaffiliated	47,858	11.3	21,946	10.9	3,896	5.8	22,016	14.1
Nonsectarian	103,887	24.4	33,625	16.6	12,551	18.7	57,711	37.0
Regular	67,326	15.8	19,641	9.7	8,531	12.7	39,153	25.1
Special emphasis	20,433	4.8	11,997	5.9	2,277	3.4	6,159	4.0
Special education	16,128	3.8	1,987	1.0	1,743	2.6	12,398	8.0
Program emphasis								
Regular elementary/ secondary	374,977	88.2	182,899	90.5	60,711	90.2	131,368	84.2
Montessori	9,828	2.3	8,251	4.1	0	0.0	1,578	1.0
Special program emphasis	13,228	3.1	4,997	2.5	2,683	4.0	5,547	3.6
Special education	18,121	4.3	2,560	1.3	1,896	2.8	13,665	8.8
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	8,531	2.0	2,886	1.4	1,864	2.8	3,780	2.4
Early childhood	535	0.1	477	0.2	†	†	‡	‡
Size (number of students)								
Less than 50	32,476	7.6	15,468	7.7	3,016	4.5	13,992	9.0
50–149	80,269	18.9	45,502	22.5	6,193	9.2	28,574	18.3
150–299	104,858	24.7	68,338	33.8	9,760	14.5	26,760	17.2
300–499	87,317	20.5	47,442	23.5	13,747	20.4	26,128	16.8
500–749	57,324	13.5	19,532	9.7	12,871	19.1	24,922	16.0
750 or more	63,161	14.9	5,789	2.9	21,732	32.3	35,641	22.8
Region								
Northeast	111,127	26.1	52,220	25.8	23,973	35.6	34,934	22.4
Midwest	95,501	22.5	56,968	28.2	17,267	25.7	21,266	13.6
South	142,650	33.5	54,588	27.0	13,422	19.9	74,640	47.8
West	76,128	17.9	38,294	19.0	12,656	18.8	25,177	16.1
Community type								
Central city	176,559	41.5	83,961	41.6	31,995	47.5	60,604	38.8
Urban fringe/large town	176,173	41.4	90,263	44.7	25,905	38.5	60,005	38.5
Rural/small town	72,674	17.1	27,847	13.8	9,419	14.0	35,408	22.7

† 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), 2001–2002.

Characteristics of Private Schools in the United States

Table 6. Number and percentage distribution of private schools, by school level and religious orientation of school: United States, 2001–02

Religious or nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	29,273	100.0	17,427	100.0	2,704	100.0	9,142	100.0
Religious orientation	22,595	77.2	14,130	81.1	1,857	68.7	6,609	72.3
Roman Catholic	8,207	28.0	6,763	38.8	1,110	41.0	335	3.7
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	761	2.6	720	4.1	0	0.0	41	0.5
Assembly of God	429	1.5	194	1.1	‡	‡	227	2.5
Baptist	2,548	8.7	706	4.1	50	1.8	1,792	19.6
Brethren	60	0.2	24	0.1	‡	‡	35	0.4
Calvinist	135	0.5	76	0.4	17	0.6	42	0.5
Christian (unspecified)	4,135	14.1	1,640	9.4	198	7.3	2,297	25.1
Church of Christ	165	0.6	77	0.4	‡	‡	82	0.9
Church of God	183 !	0.6 !	52	0.3	‡	‡	127 !	1.4 !
Church of God in Christ	39	0.1	25	0.1	‡	‡	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	347	1.2	227	1.3	43	1.6	77	0.8
Friends	77	0.3	46	0.3	‡	‡	24	0.3
Greek Orthodox	30	0.1	24	0.1	0	0.0	‡	0.1
Islamic	188	0.6	119	0.7	‡	‡	67	0.7
Jewish	730	2.5	394	2.3	180	6.6	157	1.7
Lutheran Church—Missouri Synod	1,110	3.8	1,027	5.9	66	2.4	16	0.2
Evangelical Lutheran Church In America	116	0.4	108	0.6	‡	‡	‡	‡
Wisconsin Evangelical Lutheran Synod	411	1.4	386	2.2	20	0.7	‡	‡
Other Lutheran	59	0.2	48	0.3	‡	‡	‡	‡
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Mennonite	393	1.3	220	1.3	‡	‡	166	1.8
Methodist	141	0.5	77	0.4	‡	‡	55	0.6
Pentecostal	582	2.0	125	0.7	‡	‡	450	4.9
Presbyterian	184	0.6	104	0.6	‡	‡	69	0.8
Seventh-Day Adventist	961	3.3	681	3.9	59	2.2	221	2.4
Other	602	2.1	265	1.5	47 !	1.7 !	290	3.2
Nonsectarian	6,678	22.8	3,297	18.9	847	31.3	2,533	27.7

! 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), 2001–2002.

Table 7. Number and percentage distribution of private school students, by school level and religious orientation of school: United States, 2001–02

Religious or nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	5,341,513	100.0	2,883,010	100.0	835,328	100.0	1,623,174	100.0
Religious orientation	4,440,398	83.1	2,577,268	89.4	739,554	88.5	1,123,575	69.2
Roman Catholic	2,515,524	47.1	1,793,593	62.2	615,711	73.7	106,220	6.5
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	24,538	0.5	23,270	0.8	0	0.0	1,268	0.1
Assembly of God	66,038	1.2	29,208	1.0	‡	‡	36,277	2.2
Baptist	314,684	5.9	76,136	2.6	6,970	0.8	231,577	14.3
Brethren	8,142	0.2	3,492	0.1	‡	‡	4,292	0.3
Calvinist	39,079	0.7	16,717	0.6	6,626	0.8	15,736	1.0
Christian (unspecified)	603,624	11.3	175,885	6.1	33,017	4.0	394,721	24.3
Church of Christ	46,794	0.9	9,124	0.3	‡	‡	34,160	2.1
Church of God	13,786	0.3	4,824	0.2	‡	‡	8,798	0.5
Church of God in Christ	3,362	0.1	1,430	0.1	‡	‡	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	100,403	1.9	44,487	1.5	10,027	1.2	45,889	2.8
Friends	20,881	0.4	6,168	0.2	‡	‡	13,783	0.9
Greek Orthodox	4,562	0.1	3,227	0.1	0	0.0	‡	‡
Islamic	22,951	0.4	9,655	0.3	‡	‡	13,245	0.8
Jewish	198,478	3.7	95,849	3.3	24,174	2.9	78,456	4.8
Lutheran Church—Missouri Synod	162,301	3.0	140,989	4.9	15,228	1.8	6,084	0.4
Evangelical Lutheran Church In America	16,137	0.3	14,805	0.5	‡	‡	‡	‡
Wisconsin Evangelical Lutheran Synod	35,584	0.7	28,875	1.0	5,984	0.7	‡	‡
Other Lutheran	5,375	0.1	3,763	0.1	‡	‡	‡	‡
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Mennonite	23,670	0.4	10,691	0.4	‡	‡	11,953	0.7
Methodist	17,567	0.3	7,763	0.3	‡	‡	8,522	0.5
Pentecostal	39,300	0.7	8,598	0.3	‡	‡	30,535	1.9
Presbyterian	39,897	0.8	18,115	0.6	‡	‡	20,028	1.2
Seventh-Day Adventist	60,681	1.1	27,012	0.9	8,665	1.0	25,004	1.5
Other	57,039	1.1	23,591	0.8	2,709	0.3	30,738	1.9
Nonsectarian	901,114	16.9	305,741	10.6	95,773	11.5	499,600	30.8

‡ 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), 2001–2002.

Characteristics of Private Schools in the United States

Table 8. Number and percentage distribution of private school full-time-equivalent (FTE) teachers, by school level and religious orientation of school: United States, 2001-02

Religious or nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	425,406	100.0	202,071	100.0	67,318	100.0	156,017	100.0
Religious orientation	321,519	75.6	168,446	83.4	54,767	81.4	98,307	63.0
Roman Catholic	155,514	36.6	103,897	51.4	42,671	63.4	8,946	5.7
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	1,170	0.3	1,112	0.6	0	0.0	58	#
Assembly of God	5,196	1.2	2,084	1.0	‡	‡	3,059	2.0
Baptist	26,670	6.3	6,434	3.2	609	0.9	19,627	12.6
Brethren	625	0.1	248	0.1	‡	‡	350	0.2
Calvinist	2,616	0.6	1,131	0.6	412	0.6	1,073	0.7
Christian (unspecified)	52,414	12.3	14,687	7.3	2,830	4.2	34,897	22.4
Church of Christ	3,728	0.9	735	0.4	‡	‡	2,637	1.7
Church of God	1,099	0.3	382	0.2	‡	‡	702	0.5
Church of God in Christ	281	0.1	137	0.1	‡	‡	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	11,053	2.6	4,622	2.3	1,427	2.1	5,004	3.2
Friends	2,481	0.6	636	0.3	‡	‡	1,687	1.1
Greek Orthodox	493	0.1	370	0.2	0	0.0	‡	‡
Islamic	2,388	0.6	1,065	0.5	‡	‡	1,317	0.8
Jewish	19,813	4.7	10,176	5.0	3,089	4.6	6,548	4.2
Lutheran Church—Missouri Synod	10,914	2.6	9,353	4.6	1,100	1.6	461	0.3
Evangelical Lutheran Church In America	1,158	0.3	1,060	0.5	‡	‡	‡	‡
Wisconsin Evangelical Lutheran Synod	2,419	0.6	1,913	0.9	453	0.7	‡	‡
Other Lutheran	374	0.1	251	0.1	‡	‡	‡	‡
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Mennonite	1,913	0.5	821	0.4	‡	‡	1,006	0.6
Methodist	1,675	0.4	731	0.4	‡	‡	811	0.5
Pentecostal	3,961	0.9	829	0.4	‡	‡	3,119	2.0
Presbyterian	3,469	0.8	1,493	0.7	‡	‡	1,725	1.1
Seventh-Day Adventist	4,636	1.1	2,139	1.1	711	1.1	1,786	1.1
Other	5,458	1.3	2,139	1.1	317	0.5	3,002	1.9
Nonsectarian	103,887	24.4	33,625	16.6	12,551	18.6	57,711	37.0

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), 2001-2002.

Table 9. Pupil/teacher ratio of private schools, by school level and selected characteristics: United States, 2001-02

Selected characteristics	Total	Elementary	Secondary	Combined
Total	12.6	14.3	12.4	10.4
NCES typology				
Catholic	16.2	17.3	14.4	11.9
Parochial	17.2	17.6	13.5	13.7
Diocesan	16.4	17.3	15.1	13.6
Private	13.1	12.7	14.0	10.6
Other religious	11.6	12.1	10.2	11.4
Conservative Christian	12.3	12.6	12.2	12.2
Affiliated	11.0	11.6	9.9	10.7
Unaffiliated	11.3	12.3	9.4	10.6
Nonsectarian	8.7	9.1	7.6	8.7
Regular	9.3	9.9	7.8	9.3
Special emphasis	8.7	8.4	8.3	9.3
Special education	6.3	5.7	6.0	6.4
Program emphasis				
Regular elementary/ secondary	13.2	14.9	12.8	10.9
Montessori	8.6	8.4	0.0	9.8
Special program emphasis	9.6	9.2	9.8	9.9
Special education	6.4	5.9	6.0	6.5
Vocational/technical	‡	‡	‡	‡
Alternative	8.8	8.5	9.4	8.7
Early childhood	8.7	8.7	†	‡
Size (number of students)				
Less than 50	7.2	8.1	5.7	6.4
50-149	9.5	10.6	8.0	8.2
150-299	13.4	15.0	10.0	10.8
300-499	14.0	16.1	11.7	11.4
500-749	14.5	19.2	13.4	11.3
750 or more	14.0	19.8	15.5	12.1
Region				
Northeast	12.0	14.4	11.6	8.7
Midwest	14.2	15.4	13.8	11.4
South	11.5	12.6	12.1	10.6
West	13.3	14.8	12.4	11.3
Community type				
Central city	12.9	14.3	13.2	10.7
Urban fringe/large town	12.9	14.7	12.6	10.4
Rural/small town	10.8	12.8	9.1	9.8

† Not applicable.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001-2002.

Characteristics of Private Schools in the United States

Table 10. Percentage distribution of private schools, by program emphasis and selected characteristics: United States, 2001–02

Selected characteristics	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical programs	Alternative	Early childhood
Total	100.0	82.0	4.7	3.7	5.3	‡	3.9	0.4
NCES typology								
Catholic	100.0	97.2	0.4	1.0	1.1	‡	0.3	‡
Parochial	100.0	98.9	‡	0.7	‡	‡	‡	‡
Diocesan	100.0	97.2	‡	0.9	1.1	‡	‡	‡
Private	100.0	88.9	1.7	2.8	5.1	‡	‡	0.0
Other religious	100.0	91.5	0.9 !	3.6	0.7	‡	3.1	0.2
Conservative								
Christian	100.0	91.5	‡	5.3	0.3	‡	2.6	‡
Affiliated	100.0	93.7	‡	2.5	0.9	‡	2.5	‡
Unaffiliated	100.0	90.2	2.0 !	2.6	1.1	‡	3.9 !	0.3
Nonsectarian	100.0	42.6	18.1	7.2	20.3	‡	10.3	1.4
Regular	100.0	96.8	0.0	0.0	0.0	‡	0.0	3.2
Special emphasis	100.0	0.0	50.9	20.1	0.0	‡	28.8	0.0
Special education	100.0	0.0	0.0	0.0	100.0	‡	0.0	0.0
School level								
Elementary	100.0	86.6	6.5	2.7	1.3	‡	2.4	0.6
Secondary	100.0	75.8	0.0	5.8	8.2	‡	9.9	0.0
Combined	100.0	75.0	2.8	5.0	12.0	‡	5.0	‡
Size (number of students)								
Less than 50	100.0	69.1	8.5	5.9	8.2	‡	7.3	1.0
50–149	100.0	77.2	6.3	3.7	7.7	‡	4.8	0.3
150–299	100.0	93.4	1.2	2.2	2.1	‡	1.0	‡
300–499	100.0	96.5	‡	1.7	0.9 !	‡	0.6	0.0
500–749	100.0	96.9	0.0	2.4	‡	‡	‡	0.0
750 or more	100.0	97.3	‡	‡	‡	‡	‡	0.0
Region								
Northeast	100.0	80.6	3.0	3.1	9.4	‡	3.1	0.8
Midwest	100.0	88.3	3.4	2.7	2.8	‡	2.5	0.3
South	100.0	82.1	5.6	3.3	4.1	‡	4.6	0.2
West	100.0	75.3	6.9	6.1	5.6	‡	5.6	0.5 !
Community type								
Central city	100.0	81.0	5.1	3.5	5.9	‡	4.1	0.3
Urban fringe/ large town	100.0	80.8	5.8	3.4	6.2	‡	3.3	0.6
Rural/small town	100.0	84.7	2.8	4.2	3.3	‡	4.5	0.4 !

! 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.

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), 2001–2002.

Table 11. Percentage distribution of private school students, by program emphasis and selected characteristics: United States, 2001-02

Selected characteristics	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical programs	Alternative	Early childhood
Total	100.0	92.4	1.6	2.4	2.2	‡	1.4	0.1
NCES typology								
Catholic	100.0	98.3	0.2	1.1	0.3	‡	0.1	‡
Parochial	100.0	99.2	‡	0.6 !	‡	‡	‡	‡
Diocesan	100.0	98.4	‡	1.0	0.3	‡	‡	‡
Private	100.0	95.3	0.4	2.6	1.1 !	‡	‡	0.0
Other religious	100.0	95.6	0.3	2.3	0.3	‡	1.4	0.1
Conservative								
Christian	100.0	96.8	‡	2.2	0.1	‡	0.8	‡
Affiliated	100.0	96.0	‡	2.0	0.3	‡	1.5	‡
Unaffiliated	100.0	93.5	0.9	2.7	0.6	‡	2.2	0.1
Nonsectarian	100.0	68.7	8.2	6.3	11.3	‡	5.0	0.4
Regular	100.0	99.4	0.0	0.0	0.0	‡	0.0	0.6
Special emphasis	100.0	0.0	42.0	32.0	0.0	‡	25.6	0.0
Special education	100.0	0.0	0.0	0.0	100.0	‡	0.0	0.0
School level								
Elementary	100.0	94.5	2.4	1.6	0.5	‡	0.9	0.1
Secondary	100.0	93.1	0.0	3.2	1.4	‡	2.1	0.0
Combined	100.0	88.1	1.0	3.4	5.5	‡	2.0	‡
Size (number of students)								
Less than 50	100.0	68.6	8.7	6.0	8.9	‡	6.7	0.9
50-149	100.0	79.5	5.8	3.4	7.1	‡	3.9	0.3
150-299	100.0	93.9	1.1	2.1	1.9	‡	0.9	‡
300-499	100.0	96.7	‡	1.7	0.8 !	‡	0.6	0.0
500-749	100.0	96.8	0.0	2.4	‡	‡	‡	0.0
750 or more	100.0	97.1	‡	‡	‡	‡	‡	0.0
Region								
Northeast	100.0	92.0	1.0	1.9	3.8	‡	0.9	0.2
Midwest	100.0	95.0	1.3	1.6	1.1	‡	1.0	#
South	100.0	92.4	1.8	2.2	1.8	‡	1.8	0.1
West	100.0	89.1	2.5	4.4	2.0	‡	2.0	0.1
Community type								
Central city	100.0	92.9	1.4	2.4	1.9	‡	1.3	#
Urban fringe/ large town	100.0	92.3	1.8	2.2	2.6	‡	1.1	0.1
Rural/small town	100.0	90.8	1.7	2.9	1.8	‡	2.6	0.1

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), 2001-2002.

Characteristics of Private Schools in the United States

Table 12. Percentage of private schools with a regular program emphasis and percentage of private school students in schools with a regular program emphasis, by religious orientation of school: United States, 2001–02

Religious or nonsectarian category	Percent of schools	Percent of students
Total	82.0	92.4
Religious orientation	93.6	97.2
Roman Catholic	97.2	98.3
African Methodist Episcopal	‡	‡
Amish	98.5	98.9
Assembly of God	92.1	97.4
Baptist	92.1	96.6
Brethren	92.6	94.6
Calvinist	97.7	98.7
Christian (unspecified)	87.9	94.3
Church of Christ	91.5	98.8
Church of God	63.8 !	82.7
Church of God in Christ	86.7	95.1
Disciples of Christ	‡	‡
Episcopal	91.1	95.8
Friends	84.1	95.2
Greek Orthodox	93.0	99.3
Islamic	88.6	92.1
Jewish	85.9	93.3
Lutheran Church—Missouri Synod	97.7	98.7
Evangelical Lutheran Church In America	92.0	97.6
Wisconsin Evangelical Lutheran Synod	99.0	98.5
Other Lutheran	96.5	98.9
Latter Day Saints	‡	‡
Mennonite	96.4	97.4
Methodist	83.3	92.5
Pentecostal	93.6	97.3
Presbyterian	87.0	95.3
Seventh-Day Adventist	98.3	98.4
Other	91.1	93.6
Nonsectarian	42.6	68.7

! 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), 2001–2002.

Table 13. Number and percentage distribution of private school students, by grade level and NCES typology: United States, 2001-02

NCES typology	Grade									
	Kindergarten ¹		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	508,906	100.0	479,355	100.0	453,611	100.0	439,920	100.0	428,688	100.0
Catholic	212,440	41.7	218,947	45.7	213,916	47.2	211,735	48.1	210,055	49.0
Parochial	129,156	25.4	134,562	28.1	131,610	29.0	130,756	29.7	129,316	30.2
Diocesan	73,031	14.4	74,371	15.5	72,814	16.1	71,636	16.2	71,494	16.7
Private	10,253	2.0	10,013	2.1	9,492	2.1	9,343	2.1	9,245	2.2
Other religious	206,328	40.5	191,002	39.9	177,407	39.1	169,370	38.5	162,644	37.9
Conservative Christian	91,615	18.0	81,982	17.1	76,230	16.8	72,790	16.5	69,579	16.2
Affiliated	56,461	11.1	52,860	11.0	50,035	11.0	48,352	10.9	46,509	10.9
Unaffiliated	58,252	11.5	56,160	11.7	51,143	11.3	48,228	10.9	46,557	10.9
Nonsectarian	90,137	17.7	69,406	14.5	62,287	13.7	58,816	13.3	55,989	13.1
Regular	58,518	11.5	49,148	10.3	44,954	9.9	42,954	9.7	41,850	9.8
Special emphasis	29,842	5.9	18,345	3.8	15,040	3.3	12,933	2.9	10,937	2.6
Special education	1,777	0.4	1,913	0.4	2,294	0.5	2,929	0.6	3,202	0.8

NCES typology	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	421,617	100.0	424,651	100.0	404,797	100.0	389,386	100.0	350,424	100.0
Catholic	207,962	49.3	208,128	49.0	196,094	48.4	187,150	48.1	174,056	49.7
Parochial	128,434	30.5	126,338	29.8	116,335	28.7	110,358	28.3	22,629	6.5
Diocesan	69,776	16.6	69,688	16.4	65,498	16.2	62,471	16.0	78,797	22.5
Private	9,753	2.3	12,101	2.9	14,261	3.5	14,321	3.7	72,630	20.7
Other religious	157,805	37.4	157,660	37.1	147,785	36.5	141,003	36.2	111,601	31.9
Conservative Christian	66,951	15.9	66,527	15.7	62,407	15.4	58,731	15.1	49,069	14.0
Affiliated	46,140	10.9	47,280	11.1	44,129	10.9	42,022	10.8	34,302	9.8
Unaffiliated	44,713	10.6	43,852	10.3	41,248	10.2	40,250	10.3	28,230	8.1
Nonsectarian	55,850	13.3	58,864	13.9	60,918	15.1	61,233	15.7	64,767	18.5
Regular	42,101	10.0	45,456	10.7	47,150	11.7	47,007	12.1	48,613	13.9
Special emphasis	9,826	2.3	8,639	2.0	7,766	1.9	7,469	1.9	8,113	2.3
Special education	3,924	0.9	4,770	1.1	6,002	1.5	6,757	1.7	8,041	2.3

NCES typology	Grade							
	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	333,397	100.0	316,330	100.0	293,305	100.0	97,126	100.0
Catholic	164,824	49.4	155,439	49.1	146,062	49.8	8,716	9.0
Parochial	21,262	6.4	20,158	6.4	18,865	6.4	1,906	2.0
Diocesan	75,075	22.5	70,990	22.4	66,564	22.6	3,079	3.2
Private	68,486	20.5	64,291	20.3	60,633	20.6	3,731 !	3.8 !
Other religious	103,334	31.0	97,186	30.7	88,298	30.1	13,452	13.9
Conservative Christian	44,939	13.5	41,150	13.0	36,630	12.4	4,871	5.0
Affiliated	32,477	9.7	31,420	9.9	29,062	9.9	1,636	1.7
Unaffiliated	25,918	7.8	24,616	7.8	22,606	7.7	6,945	7.2
Nonsectarian	65,239	19.6	63,706	20.1	58,944	20.1	74,958	77.2
Regular	49,890	15.0	49,861	15.8	47,092	16.0	8,122	8.4
Special emphasis	7,867	2.4	7,532	2.4	6,534	2.2	26,146	26.9
Special education	7,483	2.2	6,312	2.0	5,318	1.8	40,691	41.9

! 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.

¹The 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), 2001-2002.

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Table 14. Number of private school students, by program emphasis and grade level: United States, 2001-02

Grade level	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical education	Alternative	Early childhood
Total	5,341,513	4,932,957	84,525	127,179	115,164	‡	74,695	4,672
Kindergarten ¹	508,906	463,892	21,363	12,187	2,726	‡	7,038	1,699
First	479,355	449,098	12,052	10,283	2,373	‡	5,550	0
Second	453,611	428,498	9,239	9,134	2,596	‡	4,145	0
Third	439,920	416,728	7,153	8,877	3,310	‡	3,852	0
Fourth	428,688	407,665	5,582	8,127	3,670	‡	3,644	0
Fifth	421,617	400,900	4,462	8,358	4,388	‡	3,508	0
Sixth	424,651	404,296	3,049	7,964	5,392	‡	3,951	0
Seventh	404,797	384,288	1,788	7,976	6,603	‡	4,138	0
Eighth	389,386	368,083	1,337	7,833	7,347	‡	4,776	0
Ninth	350,424	322,323	184	11,559	8,814	‡	7,150	0
Tenth	333,397	307,109	103	10,531	8,129	‡	7,158	0
Eleventh	316,330	292,212	126	10,226	6,824	‡	6,293	0
Twelfth	293,305	272,057	113	9,055	5,819	‡	5,621	0
Ungraded	97,126	15,807	17,974	5,068 !	47,174	‡	7,870	2,973

! 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.

¹The 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), 2001-2002.

Table 15. Average length of school year and average length of school day, by selected characteristics: United States, 2001–02

Selected characteristics	Average length of school year in days	Average length of school day in hours
Total	180.0	6.7
NCES typology		
Catholic	179.3	6.6
Parochial	179.1	6.6
Diocesan	179.5	6.7
Private	179.4	6.8
Other religious	178.1	6.8
Conservative Christian	178.0	6.7
Affiliated	177.8	7.0
Unaffiliated	178.3	6.7
Nonsectarian	185.3	6.6
Regular	181.1	6.8
Special emphasis	184.7	6.6
Special education	195.5	6.1
School level		
Elementary	179.5	6.7
Secondary	182.6	6.8
Combined	180.3	6.7
Program emphasis		
Regular elementary/ secondary	178.5	6.8
Montessori	182.4	6.6
Special program emphasis	180.3	6.9
Special education	194.3	6.1
Vocational/technical	‡	‡
Alternative	187.2	6.4
Early childhood	201.2	6.8
Size (number of students)		
Less than 50	181.6	6.6
50–149	180.1	6.7
150–299	179.1	6.7
300–499	178.7	6.8
500–749	178.5	6.9
750 or more	178.1	6.9
Region		
Northeast	181.3	6.6
Midwest	178.5	6.7
South	179.2	6.8
West	181.7	6.7
Community type		
Central city	181.0	6.8
Urban fringe/large town	180.6	6.7
Rural/small town	178.1	6.7

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

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Table 16. Average school size, by school level and selected characteristics: United States, 2001-02

Selected characteristics	Total	Average number of students		
		Elementary	Secondary	Combined
Total	182.5	165.4	308.9	177.6
NCES typology				
Catholic	306.5	265.2	554.9	317.5
Parochial	281.0	273.7	402.6	376.0
Diocesan	315.5	258.3	584.9	326.2
Private	397.5	208.7	592.5	294.7
Other religious	133.8	106.4	165.8	162.1
Conservative Christian	149.0	122.5	167.3	163.9
Affiliated	165.2	124.4	188.2	249.7
Unaffiliated	98.8	84.3	140.2	116.7
Nonsectarian	134.9	92.7	113.0	197.2
Regular	211.9	123.0	195.7	353.4
Special emphasis	74.3	65.2	63.3	107.0
Special education	74.7	64.3	49.9	81.9
Program emphasis				
Regular elementary/ secondary	205.6	180.6	379.5	208.6
Montessori	61.4	61.4	0.0	61.2
Special program emphasis	118.2	98.6	168.7	120.8
Special education	74.2	64.5	51.0	81.0
Vocational/technical	‡	‡	‡	‡
Alternative	65.1	58.0	65.6	71.3
Early childhood	38.8	41.2	†	‡
Size (number of students)				
Less than 50	25.9	26.4	25.0	25.5
50-149	91.8	93.9	89.1	88.2
150-299	214.8	214.5	218.3	214.8
300-499	382.4	381.1	391.6	380.8
500-749	595.9	583.7	605.8	606.8
750 or more	1,056.1	968.7	1,039.5	1,096.3
Region				
Northeast	203.9	186.0	339.5	181.0
Midwest	181.7	167.1	372.4	153.2
South	179.0	150.3	290.6	195.9
West	165.5	159.0	228.2	154.9
Community type				
Central city	225.1	188.6	367.4	251.8
Urban fringe/large town	208.0	191.3	337.6	204.7
Rural/small town	96.0	86.3	146.4	99.0

† Not applicable.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001-2002.

Table 17. Number and percentage distribution of private schools, by school size and selected characteristics: United States, 2001–02

Selected characteristics	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	8,955	30.6	8,336	28.5	6,554	22.4	3,199	10.9	1,392	4.8	836	2.9
NCES typology												
Catholic	210	2.6	1,562	19.0	3,398	41.4	1,813	22.1	810	9.9	415	5.1
Parochial	68	1.6	792	18.2	2,028	46.6	984	22.6	390	9.0	85	2.0
Diocesan	65	2.2	597	20.4	1,149	39.2	646	22.0	297	10.1	180	6.1
Private	77	8.3	173	18.7	221	23.9	183	19.8	123	13.2	150	16.2
Other religious	5,938	41.3	4,529	31.5	2,302	16.0	958	6.7	400	2.8	261	1.8
Conservative												
Christian	1,906	34.5	1,892	34.2	981	17.8	448	8.1	185	3.4	114	2.1
Affiliated	1,153	33.9	1,086	31.9	643	18.9	299	8.8	128	3.8	96	2.8
Unaffiliated	2,879	52.8	1,550	28.4	678	12.4	210	3.9	87	1.6	51	0.9
Nonsectarian	2,808	42.1	2,245	33.6	854	12.8	427	6.4	182	2.7	161	2.4
Regular	895	30.5	836	28.4	539	18.4	353	12.0	161	5.5	154	5.3
Special emphasis	1,259	52.9	866	36.4	188	7.9	45	1.9	19	0.8	†	†
Special education	655	48.2	543	40.0	127	9.4	29 !	2.1 !	†	†	†	†
School level												
Elementary	4,770	27.4	5,127	29.4	4,765	27.3	2,005	11.5	642	3.7	118	0.7
Secondary	682	25.2	553	20.5	449	16.6	410	15.2	285	10.6	325	12.0
Combined	3,503	38.3	2,656	29.1	1,341	14.7	784	8.6	465	5.1	393	4.3
Program emphasis												
Regular elementary/secondary	6,183	25.8	6,434	26.8	6,123	25.5	3,088	12.9	1,349	5.6	814	3.4
Montessori	765	55.6	525	38.1	78	5.6	†	†	0	0.0	†	†
Special program emphasis	524	48.7	307	28.5	144	13.4	54	5.0	33	3.1	†	†
Special education	737	47.5	640	41.3	140	9.1	30 !	1.9 !	†	†	†	†
Vocational/technical	†	†	†	†	†	†	†	†	†	†	†	†
Alternative	654	57.0	400	34.8	64	5.6	18	1.6	†	†	†	†
Early childhood	90	74.9	28	23.4	†	†	0	0.0	0	0.0	0	0.0
Region												
Northeast	1,722	26.3	1,682	25.7	1,732	26.4	866	13.2	345	5.3	208	3.2
Midwest	2,000	26.8	2,276	30.5	1,825	24.5	841	11.3	339	4.5	174	2.3
South	3,114	34.0	2,655	29.0	1,711	18.7	891	9.7	477	5.2	322	3.5
West	2,120	34.8	1,722	28.3	1,286	21.1	601	9.9	231	3.8	133	2.2
Community type												
Central city	2,244	22.2	2,767	27.4	2,675	26.4	1,363	13.5	610	6.0	458	4.5
Urban fringe/large town	2,670	24.4	3,008	27.5	2,763	25.2	1,477	13.5	686	6.3	343	3.1
Rural/small town	4,041	49.2	2,561	31.2	1,116	13.6	359	4.4	96	1.2	35	0.4

! 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.

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), 2001–2002.

Characteristics of Private Schools in the United States

Table 18. Number and percentage distribution of private school teachers (headcount), by work status and selected characteristics: United States, 2001–02

Selected characteristics	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	470,213	100.0	372,844	79.3	20,103	4.3	38,866	8.3	22,478	4.8	15,922	3.4
NCES typology												
Catholic	167,621	100.0	140,567	83.9	5,671	3.4	11,268	6.7	6,348	3.8	3,767	2.3
Parochial	76,903	100.0	63,822	83.0	2,727	3.6	5,416	7.0	3,198	4.2	1,740	2.3
Diocesan	60,523	100.0	51,089	84.4	1,921	3.2	4,133	6.8	2,132	3.5	1,248	2.1
Private	30,194	100.0	25,655	85.0	1,024	3.4	1,720	5.7	1,017	3.4	779	2.6
Other religious	189,132	100.0	139,989	74.0	9,162	4.8	19,974	10.6	11,573	6.1	8,434	4.5
Conservative												
Christian	75,681	100.0	58,105	76.8	3,253	4.3	6,264	8.3	4,146	5.5	3,913	5.2
Affiliated	59,704	100.0	41,244	69.1	3,169	5.3	8,077	13.5	4,736	7.9	2,478	4.2
Unaffiliated	53,747	100.0	40,640	75.6	2,740	5.1	5,632	10.5	2,690	5.0	2,044	3.8
Nonsectarian	113,460	100.0	92,287	81.3	5,270	4.6	7,624	6.7	4,557	4.0	3,721	3.3
Regular	72,764	100.0	60,250	82.8	3,223	4.4	4,792	6.6	2,703	3.7	1,796	2.5
Special emphasis	23,862	100.0	16,820	70.5	1,620	6.8	2,242	9.4	1,503	6.3	1,678	7.0
Special education	16,833	100.0	15,217	90.4	427	2.5	591	3.5	351	2.1	247	1.5
School level												
Elementary	224,053	100.0	175,337	78.3	10,321	4.6	20,341	9.1	10,308	4.6	7,747	3.5
Secondary	73,802	100.0	60,035	81.4	2,795	3.8	5,133	7.0	3,481	4.7	2,357	3.2
Combined	172,358	100.0	137,472	79.8	6,988	4.1	13,392	7.8	8,689	5.0	5,818	3.4
Program emphasis												
Regular elementary/secondary	413,819	100.0	328,914	79.5	17,302	4.2	34,627	8.4	19,752	4.8	13,224	3.2
Montessori	11,361	100.0	8,154	71.8	742	6.5	1,075	9.5	665	5.9	725	6.4
Special program emphasis	15,386	100.0	11,124	72.3	734	4.8	1,513	9.8	1,014	6.6	1,002	6.5
Special education	18,941	100.0	17,079	90.2	480	2.5	682	3.6	406	2.1	293	1.6
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	9,909	100.0	6,989	70.5	757	7.6	898	9.1	614	6.2	652	6.6
Early childhood	604	100.0	413	68.3	74	12.3	72	11.9	25	4.1	21	3.4
Size (number of students)												
Less than 50	38,371	100.0	26,871	70.0	2,183	5.7	3,664	9.6	2,613	6.8	3,041	7.9
50–149	93,458	100.0	66,924	71.6	4,705	5.0	9,166	9.8	7,329	7.8	5,334	5.7
150–299	116,707	100.0	90,468	77.5	5,489	4.7	10,763	9.2	6,174	5.3	3,813	3.3
300–499	93,874	100.0	78,258	83.4	3,833	4.1	6,778	7.2	3,222	3.4	1,782	1.9
500–749	60,994	100.0	52,135	85.5	2,179	3.6	4,028	6.6	1,677	2.8	976	1.6
750 or more	66,809	100.0	58,188	87.1	1,714	2.6	4,468	6.7	1,464	2.2	975	1.5
Region												
Northeast	123,443	100.0	96,348	78.1	5,576	4.5	11,177	9.1	6,244	5.1	4,098	3.3
Midwest	105,776	100.0	83,844	79.3	4,131	3.9	9,038	8.5	4,904	4.6	3,859	3.7
South	155,996	100.0	126,898	81.4	6,250	4.0	11,143	7.1	7,112	4.6	4,594	2.9
West	84,998	100.0	65,754	77.4	4,146	4.9	7,509	8.8	4,217	5.0	3,372	4.0
Community type												
Central city	193,190	100.0	155,839	80.7	8,145	4.2	15,730	8.1	7,928	4.1	5,547	2.9
Urban fringe/large town	194,241	100.0	154,788	79.7	8,496	4.4	15,647	8.1	8,619	4.4	6,691	3.4
Rural/small town	82,781	100.0	62,216	75.2	3,462	4.2	7,489	9.1	5,930	7.2	3,684	4.5

! 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. 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), 2001–2002.

Table 19. Total number of private schools, students, and teachers (headcount), by membership in private school associations: United States, 2001–02

Association	Schools	Students	Teachers
None	7,882	772,527	67,603
Religious			
Accelerated Christian Education	1,416	71,293	7,204
American Association of Christian Schools	1,072	154,209	12,885
Association of Christian Schools International	3,339	631,632	49,807
Association of Christian Teachers and Schools	222	37,060	3,061
Christian Schools International	401	97,225	7,126
Council of Islamic Schools in North America	41	5,660	532
Evangelical Lutheran Education Association	210	33,430	2,305
Friends Council on Education	77	19,421	2,333
General Conference of the Seventh-Day Adventist Church	688	46,516	3,519
Jesuit Secondary Education Association	46	40,112	2,726
National Association of Episcopal Schools	259	83,779	9,191
National Catholic Educational Association	7,071	2,231,206	136,849
National Christian School Association	186	40,263	3,213
National Society of Hebrew Day Schools	208	62,789	5,899
Oral Roberts University Educational Fellowship	121	24,446	2,034
Solomon Schechter Day Schools	55	15,495	1,842
Southern Baptist Association of Christian Schools	142	32,012	2,696
Other religious school associations	2,640	506,550	40,379
Special emphasis			
American Montessori Society	717	62,335	7,213
Other Montessori associations	612	44,692	4,939
Association of Military Colleges and Schools	31	9,425	1,021
Association of Waldorf Schools of North America	103	14,907	1,698
Bilingual School Association	‡	‡	‡
Council of Bilingual Education	‡	‡	‡
Council for Exceptional Children	425	45,882	6,120
National Association of Private Schools for Exceptional Children	317	30,066	4,649
Other associations for exceptional children	249	29,073	4,112
European Council for International Schools	22	7,311	935
National Association for the Education of Young Children	1,014	180,555	15,338
National Association of Bilingual Education	‡	‡	‡
National Association of Laboratory Schools	17	5,203	468
National Coalition of Girls' Schools	80	32,740	4,004
Other special emphasis school associations	1,130	217,152	19,855
Other school associations or organizations			
Alternative School Network	33	2,424	271
Institute for Independent Education	26	4,473	420
National Association of Independent Schools	1,015	455,755	54,604
State or regional independent school association	1,747	551,607	53,550
National Coalition of Alternative Community Schools	94	15,059	1,484
National Independent Private School Association	244	50,920	4,650
The Association of Boarding Schools	172	54,815	7,404
Other school associations	2,885	681,956	59,636

‡ 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), 2001–2002.

Characteristics of Private Schools in the United States

Table 20. Percentage distribution of students, by racial/ethnic background, and percentage minority students in private schools, by selected characteristics: United States, 2001-02

Selected characteristics	White, non-Hispanic	Black, non-Hispanic	Hispanic	American Indian/Alaska Native	Asian/Pacific Islander	Minority
Total	75.9	9.7	8.6	0.7	5.1	24.1
NCES typology						
Catholic	74.5	8.4	11.9	0.7	4.6	25.5
Parochial	74.2	8.6	12.1	0.6	4.5	25.8
Diocesan	75.2	8.3	11.3	0.7	4.5	24.8
Private	73.4	7.9	12.5	0.8	5.5	26.6
Other religious	78.7	10.6	5.5	0.7	4.5	21.3
Conservative Christian	76.4	11.7	7.1	0.8	4.0	23.6
Affiliated	81.0	8.5	4.8	0.4	5.3	19.0
Unaffiliated	80.0	11.2	3.7	0.8	4.4	20.0
Nonsectarian	74.0	11.5	5.8	0.8	7.8	26.0
Regular	76.9	9.1	4.8	0.7	8.5	23.1
Special emphasis	71.6	12.0	6.8	1.0	8.7	28.4
Special education	60.8	25.7	10.6	0.8	2.1	39.3
School level						
Elementary	74.2	10.3	9.9	0.8	4.9	25.9
Secondary	76.4	8.3	9.8	0.5	5.0	23.6
Combined	78.8	9.4	5.5	0.6	5.7	21.2
Program emphasis						
Regular elementary/secondary	76.5	9.2	8.6	0.7	5.0	23.5
Montessori	70.9	10.7	7.1	1.3	10.1	29.1
Special program emphasis	75.1	10.6	6.0	0.6	7.8	24.9
Special education	60.3	26.4	10.5	0.9	1.9	39.7
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	70.1	15.4	8.1	1.1	5.3 !	29.9
Early childhood	72.6	11.8	8.4	1.3	5.9	27.4
Size (number of students)						
Less than 50	73.6	14.9	6.9	1.4 !	3.2	26.4
50-149	72.1	15.1	7.8	1.1	3.9	27.9
150-299	71.5	12.3	10.5	0.8	4.9	28.5
300-499	78.4	7.7	8.6	0.6	4.8	21.6
500-749	80.4	6.2	8.1	0.5	4.8	19.6
750 or more	79.3	5.7	7.0	0.4	7.7	20.7
Region						
Northeast	76.0	11.6	7.8	0.6	4.0	24.0
Midwest	84.1	8.5	4.7	0.5	2.3	15.9
South	77.1	11.1	7.9	0.5	3.4	22.9
West	62.9	6.8	15.8	1.3	13.1	37.1
Community type						
Central city	68.1	13.8	11.1	0.5	6.4	31.9
Urban fringe/large town	79.2	7.7	7.7	0.6	4.8	20.8
Rural/small town	89.1	3.8	3.4	1.4	2.3	10.9

! 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), 2001-2002.

Table 21. Percentage distribution of private schools, by percentage minority students, and average percentage minority students, by selected characteristics: United States, 2001-02

Selected characteristics	Percent minority students					Average percent minority students ¹
	None	1-9 percent	10-29 percent	30-49 percent	50 percent or more	
Total	13.5	32.8	24.5	8.8	20.5	26.3
NCES typology						
Catholic	4.5	44.6	21.7	7.9	21.4	27.0
Parochial	4.6	46.1	20.2	7.9	21.1	26.7
Diocesan	4.9	45.9	21.5	6.7	21.0	26.2
Private	2.7	33.2	29.6	11.1	23.4	31.1
Other religious	21.8	31.4	20.9	7.2	18.8	23.9
Conservative Christian	11.9	34.9	25.2	8.1	20.0	26.2
Affiliated	18.5	32.8	21.6	8.3	18.8	24.2
Unaffiliated	33.8	26.9	16.1	5.6	17.7	21.5
Nonsectarian	6.9	21.3	35.5	13.2	23.1	30.7
Regular	8.0	26.2	36.5	9.7	19.6	27.9
Special emphasis	7.3	20.2	38.6	14.7	19.3	28.8
Special education	4.0	12.7	28.0	18.2	37.1	40.3
School level						
Elementary	12.8	33.8	22.6	8.6	22.1	27.8
Secondary	11.1	32.3	27.9	10.3	18.3	25.0
Combined	15.6	30.9	26.9	8.6	18.1	24.1
Program emphasis						
Regular elementary/secondary	14.1	35.8	23.1	7.5	19.5	25.2
Montessori	5.2	19.2	38.7	17.3	19.6	29.7
Special program emphasis	16.1	25.2	30.6	11.3	16.8	25.3
Special education	4.7	12.3	28.9	17.4	36.8	40.0
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	19.5	23.3	24.2	9.1	23.8	28.5
Early childhood	26.3 !	14.9	23.4	‡	23.2	27.0
Size (number of students)						
Less than 50	29.3	17.5	21.9	9.2	22.0	26.7
50-149	10.3	34.0	24.7	8.8	22.3	27.9
150-299	4.4	40.1	24.3	9.0	22.2	28.3
300-499	3.3	46.9	27.1	8.3	14.5	22.0
500-749	3.7	49.8	28.2	6.2	12.1	19.7
750 or more	3.6	44.4	34.4	7.4	10.1	19.1
Region						
Northeast	18.9	32.3	21.0	7.9	20.0	25.1
Midwest	19.0	45.4	18.4	4.9	12.4	17.4
South	10.4	32.6	27.5	8.4	21.0	27.5
West	5.8	18.0	31.1	15.0	30.1	36.9
Community type						
Central city	5.2	24.1	26.4	10.7	33.6	39.1
Urban fringe/large town	7.4	35.4	28.0	10.5	18.8	25.7
Rural/small town	32.0	40.0	17.5	4.0	6.6	11.5

! 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.

¹These averages are based on the school-level percentages, while those in the last column of table 20 are based on the total percentages.

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), 2001-2002.

Characteristics of Private Schools in the United States

Table 22. Number and percentage distribution of private schools, by community type and selected characteristics: United States, 2001–02

Selected characteristics	Total		Central city		Urban fringe/ large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	29,273	100.0	10,117	100.0	10,948	100.0	8,209	100.0
NCES typology								
Catholic	8,207	28.0	3,415	33.8	3,420	31.2	1,372	16.7
Parochial	4,347	14.9	1,750	17.3	1,857	17.0	740	9.0
Diocesan	2,933	10.0	1,215	12.0	1,197	10.9	521	6.3
Private	927	3.2	450	4.5	365	3.3	112	1.4
Other religious	14,388	49.2	4,136	40.9	4,779	43.7	5,473	66.7
Conservative Christian	5,527	18.9	1,506	14.9	2,047	18.7	1,974	24.1
Affiliated	3,406	11.6	1,170	11.6	1,204	11.0	1,031	12.6
Unaffiliated	5,455	18.6	1,460	14.4	1,528	14.0	2,467	30.1
Nonsectarian	6,678	22.8	2,566	25.4	2,749	25.1	1,363	16.6
Regular	2,939	10.0	1,145	11.3	1,141	10.4	653	8.0
Special emphasis	2,381	8.1	900	8.9	1,005	9.2	477	5.8
Special education	1,358	4.6	522	5.2	602	5.5	234	2.9
School level								
Elementary	17,427	59.5	6,382	63.1	6,921	63.2	4,123	50.2
Secondary	2,704	9.2	1,150	11.4	969	8.9	585	7.1
Combined	9,142	31.2	2,584	25.5	3,057	27.9	3,501	42.7
Program emphasis								
Regular elementary/ secondary	23,991	82.0	8,197	81.0	8,840	80.8	6,954	84.7
Montessori	1,377	4.7	515	5.1	634	5.8	228	2.8
Special program emphasis	1,076	3.7	358	3.5	371	3.4	347	4.2
Special education	1,552	5.3	596	5.9	682	6.2	274	3.3
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	1,148	3.9	419	4.1	357	3.3	372	4.5
Early childhood	120	0.4	29	0.3	61	0.6	30	0.4
Size (number of students)								
Less than 50	8,955	30.6	2,244	22.2	2,670	24.4	4,041	49.2
50–149	8,336	28.5	2,767	27.4	3,008	27.5	2,561	31.2
150–299	6,554	22.4	2,675	26.4	2,763	25.2	1,116	13.6
300–499	3,199	10.9	1,363	13.5	1,477	13.5	359	4.4
500–749	1,392	4.8	610	6.0	686	6.3	96	1.2
750 or more	836	2.9	458	4.5	343	3.1	35	0.4
Region								
Northeast	6,556	22.4	2,037	20.1	2,788	25.5	1,730	21.1
Midwest	7,455	25.5	2,296	22.7	2,493	22.8	2,665	32.5
South	9,171	31.3	3,324	32.9	3,115	28.5	2,732	33.3
West	6,092	20.8	2,460	24.3	2,551	23.3	1,081	13.2

! 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), 2001–2002.

Table 23. Number and percentage distribution of private school students, by community type and selected characteristics: United States, 2001–02

Selected characteristics	Total		Central city		Urban fringe/ large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	5,341,513	100.0	2,276,808	100.0	2,276,823	100.0	787,882	100.0
NCES typology								
Catholic	2,515,524	47.1	1,142,738	50.2	1,140,523	50.1	232,263	29.5
Parochial	1,221,685	22.9	516,997	22.7	583,047	25.6	121,641	15.4
Diocesan	925,288	17.3	430,602	18.9	405,666	17.8	89,020	11.3
Private	368,552	6.9	195,139	8.6	151,810	6.7	21,602	2.7
Other religious	1,924,874	36.0	745,261	32.7	783,038	34.4	396,575	50.3
Conservative Christian	823,469	15.4	297,376	13.1	348,907	15.3	177,186	22.5
Affiliated	562,686	10.5	237,270	10.4	240,626	10.6	84,789	10.8
Unaffiliated	538,718	10.1	210,614	9.3	193,505	8.5	134,599	17.1
Nonsectarian	901,114	16.9	388,809	17.1	353,262	15.5	159,044	20.2
Regular	622,715	11.7	282,519	12.4	225,625	9.9	114,571	14.5
Special emphasis	176,987	3.3	70,333	3.1	75,034	3.3	31,620	4.0
Special education	101,412	1.9	35,956	1.6	52,603	2.3	12,853	1.6
School level								
Elementary	2,883,010	54.0	1,203,451	52.9	1,323,748	58.1	355,811	45.2
Secondary	835,328	15.6	422,557	18.6	327,176	14.4	85,594	10.9
Combined	1,623,175	30.4	650,800	28.6	625,899	27.5	346,476	44.0
Program emphasis								
Regular elementary/ secondary	4,932,957	92.4	2,115,400	92.9	2,101,909	92.3	715,647	90.8
Montessori	84,525	1.6	31,457	1.4	39,968	1.8	13,099	1.7
Special program emphasis	127,179	2.4	54,987	2.4	49,683	2.2	22,509	2.9
Special education	115,164	2.2	42,592	1.9	58,047	2.6	14,525	1.8
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	74,695	1.4	30,186	1.3	24,292	1.1	20,216	2.6
Early childhood	4,672	0.1	1,073	0.1	2,634	0.1	965	0.1
Size (number of students)								
Less than 50	232,342	4.4	59,396	2.6	72,452	3.2	100,494	12.8
50–149	765,056	14.3	256,749	11.3	277,526	12.2	230,781	29.3
150–299	1,408,132	26.4	578,974	25.4	597,686	26.3	231,472	29.4
300–499	1,223,135	22.9	520,617	22.9	567,508	24.9	135,010	17.1
500–749	829,642	15.5	365,034	16.0	407,782	17.9	56,826	7.2
750 or more	883,205	16.5	496,038	21.8	353,870	15.5	33,298	4.2
Region								
Northeast	1,336,770	25.0	539,916	23.7	633,784	27.8	163,071	20.7
Midwest	1,354,861	25.4	517,265	22.7	595,050	26.1	242,546	30.8
South	1,641,474	30.7	731,000	32.1	615,015	27.0	295,459	37.5
West	1,008,408	18.9	488,628	21.5	432,974	19.0	86,806	11.0

‡ 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), 2001–2002.

Characteristics of Private Schools in the United States

Table 24. Percentage male enrollment and percentage distribution of coeducational, all-girls, and all-boys schools, by selected characteristics: United States, 2001-02

Selected characteristics	Percent			
	Male enrollment	Coed schools	All-girls schools	All-boys schools
Total	50.4	95.7	1.9	2.4
NCES typology				
Catholic	49.7	94.1	3.3	2.6
Parochial	49.3	98.9	0.8	‡
Diocesan	50.2	97.4	1.1	1.6
Private	50.1	61.4	22.0	16.6
Other religious	50.3	97.2	1.1	1.7
Conservative Christian	49.9	99.6	‡	‡
Affiliated	50.3	94.0	2.4	3.6
Unaffiliated	50.7	96.7	1.2	2.1
Nonsectarian	52.6	94.3	2.0	3.7
Regular	50.6	95.5	2.1	2.4
Special emphasis	51.5	95.3	1.7 !	3.1
Special education	67.4	89.8	2.4	7.8
School level				
Elementary	50.4	99.0	0.5	0.6
Secondary	51.0	73.0	13.1	13.9
Combined	50.2	96.1	1.4	2.5
Program emphasis				
Regular elementary/secondary	50.0	96.2	1.9	1.9
Montessori	48.2	99.9	‡	0.0
Special program emphasis	50.1	91.7	3.6 !	4.7 !
Special education	66.4	90.0	2.1	7.8
Vocational/technical	‡	‡	‡	‡
Alternative	56.2	91.8	2.4	5.8
Early childhood	42.8	99.1	0.0	‡
Size (number of students)				
Less than 50	53.0	96.4	1.2	2.4
50-149	52.9	97.2	0.8	1.9
150-299	50.4	97.0	1.5	1.4
300-499	49.1	93.6	4.0	2.3
500-749	48.3	88.4	7.2	4.4
750 or more	51.4	81.8	6.2	12.0
Region				
Northeast	50.3	90.8	3.9	5.3
Midwest	50.8	97.5	1.1	1.4
South	50.3	97.3	1.3	1.4
West	50.2	96.3	1.8	1.9
Community type				
Central city	50.2	93.8	3.0	3.1
Urban fringe/large town	50.5	96.3	1.8	2.0
Rural/small town	50.7	97.2	0.7 !	2.1

! 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001-2002.

Table 25. 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, 2000-01

Selected characteristics	Percent of schools with 12th-graders in 2000-01	Number of 2000-01 graduates	2000-01 graduation rate	Percent of 2000-01 graduates who attended 4-year colleges
Total	27.3	278,772	98.1	56.5
NCES typology				
Catholic	15.8	142,876	99.1	78.3
Parochial	5.3	99	99.0	74.8
Diocesan	18.2	64,912	98.9	74.9
Private	57.1	59,143	99.2	83.4
Other religious	32.6	83,391	97.7	51.8
Conservative Christian	46.2	34,911	97.5	49.2
Affiliated	26.5	27,483	98.1	65.9
Unaffiliated	22.7	20,997	97.7	46.9
Nonsectarian	29.9	52,506	96.3	53.0
Regular	35.1	43,288	98.6	75.2
Special emphasis	17.5	5,731	92.7	38.1
Special education	40.4	3,487	78.3	16.0
School level				
Elementary	†	†	†	†
Secondary	88.8	177,509	98.6	65.9
Combined	60.8 ¹	101,263	97.4	52.4
Program emphasis				
Regular elementary/secondary	27.1	260,190	98.6	62.0
Montessori	1.6 [!]	‡	‡	‡
Special program emphasis	37.8	8,945	98.3	48.6
Special education	38.1	3,892	79.0	16.2
Vocational/technical	‡	‡	‡	‡
Alternative	39.7	5,006	91.2	28.0
Early childhood	0.0	0	0.0	0.0
Size (number of students)				
Less than 50	19.2	5,882	88.9	29.4
50-149	27.1	19,540	93.8	45.8
150-299	22.6	34,683	97.6	62.5
300-499	34.7	53,836	98.6	75.8
500-749	51.4	56,834	98.9	80.0
750 or more	84.4	107,999	99.0	83.9
Region				
Northeast	25.4	79,036	98.1	63.9
Midwest	22.2	67,971	98.5	55.6
South	33.8	83,459	98.2	57.8
West	25.8	48,306	97.4	46.9
Community type				
Central city	26.4	131,592	98.3	62.4
Urban fringe/large town	25.6	108,984	98.3	58.0
Rural/small town	30.5	38,196	97.0	48.6

† 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.

¹ Includes the schools that were combined in 2000-01, but were elementary in 2001-02 (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), 2001-2002.

Characteristics of Private Schools in the United States

Table 26. Number of private schools, students, full-time-equivalent (FTE) teachers, and high school graduates, by state: United States, 2001–02

State	Schools	Students	FTE teachers	High school graduates 2000–01
United States	29,273	5,341,516	425,406	278,773
Alabama	442	76,634	6,368	4,234
Alaska	86	6,747	657	247
Arizona	299	44,360	3,458	2,079
Arkansas	202	29,290	2,382	1,236
California	3,508	655,502	47,033	30,285
Colorado	376	54,450	4,751	2,418
Connecticut	341	71,147	7,298	5,126
Delaware	121	26,365	2,144	1,534
District of Columbia	90	20,043	2,386	1,555
Florida	1,779	303,093	25,427	14,038
Georgia	660	117,229	10,889	6,622
Hawaii	137	40,199	3,269	3,388
Idaho	108	10,291	813	461
Illinois	1,375	293,290	19,910	15,621
Indiana	750	111,257	7,809	4,593
Iowa	284	47,647	3,652	2,667
Kansas	226	41,027	2,985	1,903
Kentucky	398	72,819	5,615	3,654
Louisiana	444	137,266	9,526	8,398
Maine	145	18,779	1,896	2,045
Maryland	785	153,861	13,745	7,666
Massachusetts	691	140,810	13,688	9,686
Michigan	1,060	177,026	12,555	9,226
Minnesota	590	101,180	7,238	4,563
Mississippi	249	52,565	4,268	3,452
Missouri	659	124,326	9,444	6,883
Montana	109	9,941	842	543
Nebraska	251	43,137	2,976	2,375
Nevada	118	16,623	1,211	605
New Hampshire	162	24,750	2,427	2,189
New Jersey	989	218,187	18,121	12,345
New Mexico	219	23,637	2,258	1,362
New York	2,009	492,518	39,414	26,601
North Carolina	706	103,219	9,681	4,299
North Dakota	56	6,782	532	374
Ohio	1,042	256,427	17,044	13,869
Oklahoma	192	30,579	2,879	1,581
Oregon	374	45,448	3,643	2,517
Pennsylvania	1,971	331,471	24,543	18,092
Rhode Island	119	26,125	2,211	1,616
South Carolina	366	58,937	5,282	2,923
South Dakota	97	10,950	934	510
Tennessee	567	92,099	8,167	5,462
Texas	1,362	241,674	21,832	10,500
Utah	111	16,814	1,359	820
Vermont	129	13,058	1,539	1,342
Virginia	631	109,993	10,617	5,470
Washington	606	82,189	6,580	3,526
West Virginia	176	15,737	1,434	827
Wisconsin	1,066	141,812	10,424	5,387
Wyoming	41	2,209	252	54

NOTE: The state estimates were prepared using a different weighting procedure. See the last paragraph of the "Weighting" section in Appendix B—Technical Notes 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), 2001–2002.

Appendix A—Glossary

Appendix A—Glossary

Coefficient of variation

The coefficient of variation (CV) measures the precision of an estimate and is defined as the standard error of an estimate divided by the value of the estimate.

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. Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) 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 an SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an SMSA, but not designated as a large central city). (Locale = 1 or 2)

Urban fringe/large town

Urban fringe of a large or mid-size city (a place within an SMSA of a large or mid-size central city and defined as urban by the U.S. Bureau of the Census) or a large town (a place not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Bureau of the Census). (Locale = 3, 4, or 5)

Rural/small town

Rural area (a place with a population of less than 2,500 and defined as rural by the U.S. Bureau of the Census) or a small town (a place not within an SMSA, with a population of less than 25,000, but greater than or equal to 2,500, and defined as urban by the U.S. Bureau of the Census). (Locale = 6, 7, or 8)

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, rural was redefined into two locale codes: code 7 remains as “rural outside of a metropolitan area,” while the new code 8 is for “rural within a metropolitan area.” Beginning with the 1999–2000 PSS, schools that were “rural within a metropolitan area” 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.

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.

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 combined school 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 are classified as combined schools. 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 employee whose school reported that his or her assignment was teaching in any of grades K–12.

Traditional private school

A traditional private school is a private school that provides instruction for one or more of grades 1–12 (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, and, within each major category, one of three subcategories (McMillen and Benson 1991):

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 15, into conservative Christian, affiliated, and unaffiliated schools. Conservative Christian schools are those “Other Religious” schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. Affiliated schools are those “Other Religious” schools, not classified as Conservative Christian with membership in at least 1 of 11 associations— Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools—or indicating membership in “other religious school associations.” Unaffiliated schools those “Other Religious” schools that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.

Nonsectarian

Nonsectarian schools do not have a religious orientation or purpose and are categorized according to program emphasis, provided by respondents in item 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, vocational/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

In 1988, the 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. This data collection system 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. In order to achieve these purposes, two major components were implemented: list building for the universe, including an area frame component, and data collection. Since the 1989–90 school year, the U.S. Bureau of the Census has conducted the biennial Private School Universe Survey (PSS) for the NCES. The next data collection will take place during the 2003–04 school year. Data from the PSS are complemented by more in-depth information collected in the private school sample surveys that are part of the Schools and Staffing Survey (SASS) (McLaughlin 1997; McLaughlin, O’Donnell, and Ries 1995; McMillen, Rollefson, and Benson 1992). The SASS was conducted in the 1987–88, 1990–91, 1993–94, and 1999–2000 school years.

Private School Frames

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. The list-building component was the primary means for improving coverage of private schools. Beginning in 1995, NCES also collected data from schools for which kindergarten is the highest grade. Those 2001–02 PSS schools meeting the pre-1995 definition of a private school (including any of grades 1 through 12) are referred to as “traditional” private schools. Schools with kindergarten, but no grade higher than kindergarten, are referred to as kindergarten-terminal (k-terminal) schools. The list-building component was divided into two phases: one for the k-terminal schools (known as the Early Childhood Operation) and one for the traditional schools. To identify schools that may have been overlooked in the list-building component, an area-frame component was also included. The combination of the universe list and additional schools identified in the area search comprised schools included in the 2001–2002 Private School Universe Survey. Unless otherwise stated, all estimates in this report are for traditional schools.

List Frame

The basis for the 2001–02 PSS list frame was the 25,655 private schools from the 1999–2000 PSS. In order to provide coverage of private schools founded since 1999 and to improve coverage of private schools existing in 1999, NCES requested membership lists from 28 private school associations and religious denominations; 26 were received and processed. The associations were asked to include schools that met the new PSS school definition (any of grades kindergarten through 12) when they provided lists. An additional 71 schools that contacted NCES to be included in the PSS were added to the association lists. The 50 states and the District of Columbia provided lists of private schools meeting the new PSS school definition (i.e., including kindergarten-terminal schools) of a school. For the Early Childhood Operation, requests for lists of programs that might include a kindergarten were made to sources in all 50 states and the District of Columbia, including state departments of education, health, or recreation; state child care licensing agencies; and child care referral agencies. In 2001, 27 early childhood program lists were received and 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 NCES private school universe list. Additionally, questionnaires were sent out to approximately 3,300 programs identified in the 1999–2000 PSS as prekindergarten only. This procedure was done in order to ascertain if any of these programs included at least a kindergarten in the 2001–02 school year.

Area Frame

To identify private schools that may have been overlooked in the list-building component, a group of geographic areas were selected to be searched for private schools. The United States is divided by the Census Bureau into 2,062 primary sampling units (PSUs), each PSU consisting of a single county, independent city, or group of contiguous counties. The area frame consists of a sample of these 2,062 PSUs.

The 2001–02 PSS area frame was designed to produce approximately 50 percent overlap with the previous PSS area frame. By maintaining an approximate 50 percent overlap of PSUs with the 1999–2000 PSS, the reliability of estimates of change was maintained at a reasonable level. Consequently, the area frame consisted of two sets of sample PSUs: (1) a subsample of the 1999–2000 PSS area-frame sample PSUs (overlap); and (2) a sample of PSUs selected independently from the 1999–2000 PSS sample (nonoverlap).

Eight PSUs (certainty PSUs) have been included automatically in every PSS area sample.¹ These eight PSUs were originally designated as “certainty PSUs” for the 1983 National Private School Survey based on their large population size; each of their populations exceeded 1.7 million in the 1980 Census of Population. All 58 PSUs that had been in the 1999–2000 PSS area frame for the first time and not previously included in the overlap sample were selected again for 2001–02 PSS, resulting in a total overlap sample of 66 PSUs.

An additional 58 PSUs were selected independently of the overlap sample from the 2,054 noncertainty PSUs. The strata for selecting the nonoverlap PSUs were defined the same as the 1999–2000 PSS area frame design. Initially, 16 strata were created: region (Northeast, Midwest, South, West), metro/nonmetro status, and high/low percent private enrollment within metro/nonmetro status (i.e., above or below the median private school enrollment within each metro/nonmetro status). The high/low cutoffs were then adjusted so as to more nearly equalize the expected variance between the two strata. The purpose of this was to try to lower the overall standard errors resulting from the sampling of PSUs.

Sample sizes were determined for each metropolitan statistical area status within each region, proportional to the measure of size.² Some adjustments were made to the initial allocation so that each sample size was an even number and that sample size was evenly distributed between the high and low groups. This was done in order to have an even number of cases in each stratum (with a minimum of two) for pairing purposes for calculating the PSS variances.

A total of 124 distinct PSUs (162 counties) were in the area 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 2,222 schools were added to the universe from the area frame.

Changes in Questionnaire Between 1999–2000 and 2001–02

The 2001–02 PSS questionnaire content is relatively unchanged from the 1999–2000 version. One question was added to item 2 (the screener item)—“Is the school named on the front of this questionnaire located in the United States?” This item was added to facilitate the exclusion of schools from the PSS that were located outside of the United States, but had been added during list building or the area search because the school had an office with an address in the United States.

Internet Data Collection Test

In order to test the feasibility and benefits of collecting the PSS data over the Internet, the 2001–02 PSS included an Internet response option test. Schools were divided into a control group (29,360 schools) that received a PSS paper questionnaire only (Amish and Mennonite schools were automatically placed in this group) and three treatment groups that received slightly different reporting options. The Internet form was exactly the same as the paper questionnaire in content. Of the 14,412 schools offered an Internet response option:

- 4,804 schools received a paper PSS questionnaire concurrent with being offered an Internet reporting option.

¹The certainty PSUs include the counties of Los Angeles, Orange, and San Diego, California; Harris County, Texas; Cook County, Illinois; Wayne County, Michigan; and Queens and Kings counties, New York.

²The PSS sample PSUs were selected systematically with probabilities proportional to the square root of the 1999–2000 PSS PSU private school enrollment.

- 4,804 schools received an Internet reporting option 1 week prior to the paper PSS questionnaire and were advised that a paper version of the PSS would follow 1 week later.
- 4,804 schools received an Internet reporting option 1 week prior to the paper PSS questionnaire and were not advised that a paper version of the PSS would follow 1 week later. These schools were provided with a telephone number to call if they did not have Internet access or had some other issue.

Data Collection

Data collection for the 2001–02 Private School Universe Survey commenced with advance letters mailed to 9,608 Internet sample cases on October 3, 2001. The first mailout of PSS questionnaires to 43,772 private schools occurred on October 9, 2001 and postcard reminders were mailed 1 week later. On November 16, 2001, a second PSS questionnaire was sent to schools not responding to the first. A second reminder postcard was sent 1 week later. The return rate at the end of the first PSS mailout (mail and Internet return) was 46 percent while the return rate at the end of the second PSS mailout (mail and Internet return) was 59 percent.

On January 7, 2002, computer-assisted telephone interviewing (CATI) follow-up began for the 17,595 schools not responding to the PSS mail or Internet questionnaire. An additional 2,222 schools, all of the schools identified in the area-frame operation, were added to the workload at this time (for a total of 45,994 schools). Interviewing took place from the Census Bureau’s CATI facilities located in Jeffersonville, Indiana, and Tucson, Arizona. CATI follow-up for PSS continued through February 22, 2002. On February 4, 2002, Internet submissions were closed with a final response rate of 15.4 percent for schools that received the option (5.1 percent of all schools).

Field follow-up for PSS schools that could not be contacted through the CATI facilities began in mid-March of 2002 and was conducted in the Census Bureau’s 12 Regional Offices. A total of 1,691 cases were assigned to field follow-up including 392 PSS schools for which there was no telephone number listed. The field follow-up of CATI nonresponse cases was completed at the end of May. By the end of the follow-up, Census Bureau staff were able to reconcile the status (respondent, nonrespondent, or out-of-scope case) for virtually 100 percent of the PSS cases.

A total of 10,263 programs that were on the file as traditional schools (i.e., having any of grades 1 through 12) were considered out-of-scope (or not eligible for the PSS). Twenty-three percent of the out-of-scope cases were day care/prekindergarten only; 17 percent were closed schools; 3 percent were duplicates; and 30 percent were classified as not a school—this included churches that were listed on the file, as well as homeschools and homeschool organizations and a handful of schools that were located outside of the United States. The remaining 27 percent were out-of-scope for the following reasons: the school did not have any K–12 students, the school was not a private school, or the school was out-of-scope for the area frame (not located in a sampled PSU). After weighting the list and area components of the PSS, the estimate for the number of traditional private schools in the United States in 2001–02 was 29,273 (table B-1). (See table B-2 for the number of k-terminal schools and out-of-scope cases, by frame.) A total of 1,503 traditional private schools included in the PSS refused to participate resulting in a weighted response rate of 94.9 percent. By comparison, in 1999–2000, some 2,007 private schools refused, resulting in a response rate of 92.7 percent.

During data collection and later in processing, school definition problems and variations in school names or addresses resulted in 408 duplicate cases for schools on the traditional and area-frame lists. During the list development stage of PSS, some lists artificially divided schools into two or more schools. For example, a school offers grades kindergarten through 12, but the information obtained during frame development identified the school as

Table B-1. Number of traditional schools and out-of-scope cases, by frame: 2001–02

Source	Unweighted	Weighted ¹
Total	37,005	29,273
Out-of-scope list frame	8,960	0
Out-of-scope area frame	1,303	0
List frame	26,222	26,256
Area frame	520	3,017

¹Weighted using the final weight (product of the base weight and the nonresponse adjustment factor).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

Table B-2. Number of kindergarten-terminal schools and out-of-scope cases, by frame: 2001–02

Source	Unweighted	Weighted ¹
Total	8,989	6,622
Out-of-scope list frame	3,372	0
Out-of-scope area frame	128	0
List frame	5,218	5,184
Area frame	271	1,438

¹Weighted using the final weight (product of the base weight and the nonresponse adjustment factor).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

two schools, an elementary school and a secondary school. This resulted in two questionnaires being sent to the school. If both questionnaires were filled for the entire school, then one was made a duplicate.

Variations in school names and addresses resulted in additional duplication. For example, a school could be listed as “Saint Charles School” with a post office box mailing address and “Saint Charles Borromeo” with a street address. Cases such as these often went undetected during the initial unduplication effort. Since the questionnaire is relatively short, respondents often completed the duplicate questionnaire rather than reporting the problem to the Census Bureau.

In an effort to resolve duplicate reporting, the Census Bureau conducted a thorough review of the data after collection. They identified potential duplicates by reviewing all cases of duplicate character strings in the school name, address, and telephone number fields. Cases determined to be true duplicates were made out-of-scope.

Quality Control and Editing

For data collected during the telephone follow-up phase in the Census Bureau’s CATI facilities, preliminary quality assurance and editing checks took place at the time of the interview. The data collection instrument was designed to alert interviewers to inconsistencies reported by the respondent. In this event, the interviewer would review the answers with the respondent and make the appropriate corrections to the data. For example, if the religious affiliation differed from the expected affiliation, the interviewer would review the entry with the respondent in an attempt to obtain the correct answer. Data from the CATI facilities were transmitted to Census headquarters for further processing.

Data from the mail returns, Internet returns, and the CATI facilities went through several edits at the Census Bureau’s headquarters in Washington, DC. The edits consisted of

1. range check to eliminate out-of-range entries;
2. consistency edits to compare data in different fields for consistency;
3. edits to verify that skip patterns on the questionnaire had been followed; and
4. interview status recode (ISR),³ a program used prior to the weighting process to assign the final interview status to the record.

Item Response Rates

For traditional schools, three items had a weighted item response rate of less than 90 percent. (The item response rates for items 9d(1), 9d(2), and 9d(3) were 86.3, 81.1, and 77.5 percent, respectively.) For kindergarten-terminal schools, six items had a weighted item response rate of less than 90 percent. (The item response rates for items 7a, 7b, 7e, 8b, 14d, and 16 were 75.9, 83.5, 77.3, 80.1, 87.6, and 79.5 percent, respectively.) See appendix E for an itemized list of response rates for traditional and kindergarten-terminal schools. See the imputation section below for a description of the imputation procedures used to compensate for item nonresponse.

³ISR codes: 1 = interview; 2 = noninterview; 3 = out-of-scope.

Imputation

For questionnaire records classified as interviews, values were imputed to items with missing data. Imputation was done in two stages.

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:

1. *Other items on the 2001–02 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.
2. *Data from the 1999–2000 PSS*—Data from the 1999–2000 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 1999–2000 PSS, the 1999–2000 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, 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. Questionnaire items were grouped according to the relevance of the imputation variables to the data collected by the item. For example, instructional level (LEVEL) was used for matching incomplete records and donors to fill item 16 (length of school year) but was not used for item 7 (students by race). Items 13 and 15 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. For traditional schools there were 25,532 interviews and 1,210 cases that were noninterviews. After weighting, these became 27,313 interviews and 1,503 noninterviews—the weighted response rate was 94.9 percent.⁴ For

⁴The response rate is calculated as follows: number of responding schools divided by the number of responding schools plus the number of nonresponding schools.

kindergarten-terminal schools, there were 5,280 interviews and 209 noninterviews that weighted to 6,538 interviews and 221 noninterviews; the weighted response rate was 96.6 percent. (See table B-3 for a breakdown of weighted response rates by list and area frame for traditional schools and table B-4 for k-terminal schools.) A brief description of the components that comprise the PSS weights follows.

W_i , the PSS weight for all data items for the i^{th} school, is

$$W_i = BW_i \times NR_c$$

where: BW_i is the inverse of the selection probability for school i ($BW_i = 1$, for list frame schools; BW_i = inverse of the PSU probability of selection for the area frame schools)

NR_c is the weighted ratio of the sum of the in-scope schools to the sum of the in-scope responding schools in cell c , using BW_i as the weight

Table B-3. Number of traditional schools and weighted¹ school response rates, by frame: 2001-02

	List frame	Area frame	Total frame
Response (unweighted)	25,081 (25,081)	2,732 (451)	27,813 (25,532)
Nonresponse (unweighted)	1,141 (1,141)	362 (69)	1,503 (1,210)
Out-of-scope (unweighted)	8,960 (8,960)	5,232 (1,303)	14,192 (10,263)
Response rate	95.6%	88.3%	94.9%

¹Weighted using the inverse of the probability of selection.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001-2002.

Table B-4. Number of kindergarten-terminal schools and weighted¹ school response rates, by frame: 2001-02

	List frame	Area frame	Total frame
Response (unweighted)	5,019 (5,019)	1,339 (261)	6,358 (5,280)
Nonresponse (unweighted)	199 (199)	22 ² (10)	221 (209)
Out-of-scope (unweighted)	3,372 (3,372)	472 (128)	3,844 (3,500)
Response rate	96.2%	98.4% ²	96.6%

¹Weighted using the inverse of the probability of selection.
²Caution should be used when looking at area frame k-terminal nonresponse because all cases that lacked sufficient information to determine k-terminal or traditional status were classified as traditional school cases.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001-2002.

The number of cells used in NR_c varied by school affiliation (20 groups), but each school affiliation in the list frame used school level (four groups), by size (varying number of groups) and by urbanicity (three groups) (see table B-5). The cells used in NR_c for the k-terminal schools were school affiliation (20 groups), by size (three groups) by urbanicity (three groups). The cells used in NR_c for area-frame schools were certainty/noncertainty PSU by school affiliation (three groups) by school level (four groups) (see table B-6). If the number of schools in cell c was less than 15 or NR_c was greater than 1.5, then cell c was collapsed. List-frame cells for traditional schools were collapsed within enrollment category, urbanicity, and grade level. Affiliations were never collapsed together. List-frame cells for k-terminal schools were collapsed within enrollment category and urbanicity before the affiliations were collapsed. Area-frame cells for traditional schools were collapsed within grade level before affiliation cells (Catholic, Other religious, Nonsectarian) were collapsed. Area-frame cells for k-terminal schools were collapsed within affiliation.

Table B-5. Nonresponse adjustment cells for list-frame schools

Affiliation ¹ and grade level	Enrollment categories							
Catholic								
K-terminal	(0,10)	(10,25)	(25,x)					
Elementary	(0,100)	(100,150)	(150,200)	(200,250)	(250,300)	(300,400)	(400,500)	(500,x)
Secondary	(0,350)	(350,650)	(650,x)					
Combined—Regular	(0,300)	(300,x)						
Combined—Other	(0,100)	(100,x)						
Friends								
K-terminal	(0,10)	(10,25)	(25,x)					
Elementary	(0,150)	(150,x)						
Secondary	(0,x)							
Combined—Regular	(0,x)							
Combined—Other	(0,85)	(85,x)						
Episcopal								
K-terminal	(0,10)	(10,25)	(25,x)					
Elementary	(0,150)	(150,300)	(300,x)					
Secondary	(0,x)							
Combined—Regular	(0,600)	(600,x)						
Combined—Other	(0,x)							
National Society for Hebrew Day Schools								
K-terminal	(0,10)	(10,25)	(25,x)					
Elementary	(0,200)	(200,x)						
Secondary	(0,90)	(90,x)						
Combined—Regular	(0,450)	(450,x)						
Combined—Other	(0,x)							
Solomon Schechter Day Schools								
K-terminal	(0,10)	(10,25)	(25,x)					
Elementary	(0,150)	(150,x)						
Secondary	(0,x)							
Combined—Regular	(0,x)							
Combined—Other	(0,85)	(85,x)						
Other Jewish								
K-terminal	(0,10)	(10,25)	(25,x)					
Elementary	(0,100)	(100,250)	(250,x)					
Secondary	(0,100)	(100,x)						
Combined—Regular	(0,300)	(300,x)						
Combined—Other	(0,x)							
Lutheran Church—Missouri Synod								
K-terminal	(0,10)	(10,25)	(25,x)					
Elementary	(0,50)	(50,100)	(100,150)	(150,200)	(200,x)			
Secondary	(0,300)	(300,x)						
Combined—Regular	(0,x)							
Combined—Other	(0,x)							
Evangelical Lutheran Church—Wisconsin Synod								
K-terminal	(0,10)	(10,25)	(25,x)					
Elementary	(0,50)	(50,100)	(100,150)	(150,200)	(200,x)			
Secondary	(0,300)	(300,x)						
Combined—Regular	(0,x)							
Combined—Other	(0,x)							
Evangelical Lutheran Church in America								
K-terminal	(0,10)	(10,25)	(25,x)					
Elementary	(0,150)	(150,x)						
Secondary	(0,x)							
Combined—Regular	(0,x)							
Combined—Other	(0,85)	(85,x)						

See notes at end of table.

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Table B-5. Nonresponse adjustment cells for list-frame schools—Continued

Affiliation ¹ and grade level	Enrollment categories				
Other Lutheran					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,150)	(150,x)			
Secondary	(0,x)				
Combined—Regular	(0,x)				
Combined—Other	(0,85)	(85,x)			
Seventh-Day Adventist					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,25)	(25,75)	(75,x)		
Secondary	(0,x)				
Combined—Regular	(0,75)	(75,x)			
Combined—Other	(0,x)				
National Association of Private Schools for Exceptional Children					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,150)	(150,x)			
Secondary	(0,x)				
Combined—Regular	(0,x)				
Combined—Other	(0,85)	(85,x)			
Military Schools					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,150)	(150,x)			
Secondary	(0,x)				
Combined—Regular	(0,x)				
Combined—Other	(0,85)	(85,x)			
Montessori					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,25)	(25,50)	(50,100)	(100,x)	
Secondary	(0,x)				
Combined—Regular	(0,x)				
Combined—Other	(0,50)	(50,x)			
National Association of Independent Schools					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,275)	(275,x)			
Secondary	(0,300)	(300,x)			
Combined—Regular	(0,400)	(400,600)	(600,x)		
Combined—Other	(0,x)				
National Independent Private School Association					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,150)	(150,x)			
Secondary	(0,x)				
Combined—Regular	(0,x)				
Combined—Other	(0,85)	(85,x)			
Association of Christian Schools International					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,50)	(50,100)	(100,150)	(150,250)	(250,x)
Secondary	(0,150)	(150,x)			
Combined—Regular	(0,75)	(75,200)	(200,400)	(400,x)	
Combined—Other	(0,125)	(125,x)			
Christian Schools International					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,100)	(100,250)	(250,x)		
Secondary	(0,100)	(100,x)			
Combined—Regular	(0,300)				
Combined—Other	(0,x)				

See notes at end of table.

Table B-5. Nonresponse adjustment cells for list-frame schools—Continued

Affiliation ¹ and grade level	Enrollment categories				
American Association of Christian Schools					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,100)	(100,x)			
Secondary	(0,x)				
Combined—Regular	(0,75)	(75,150)	(150,300)	(300,x)	
Combined—Other	(0,x)				
All Other					
K-terminal	(0,10)	(10,25)	(25,x)		
Elementary	(0,25)	(25,50)	(50,100)	(100,200)	(200,x)
Secondary	(0,75)				
Combined—Regular	(0,50)	(50,150)	(150,x)		
Combined—Other	(0,25)	(25,50)	(50,100)	(100,x)	

¹Each affiliation is also divided into three urbanicity categories (central city, suburb, and rural). X is the highest enrollment count, by grade level.

Table B-6. Nonresponse adjustment cells for area-frame schools

Affiliation	Grade level			
	K-terminal	Elementary	Secondary	Combined
Catholic				
Other religious				
Nonsectarian				

NOTE: Separate nonresponse adjustment cells were used for schools from certainty and noncertainty PSUs.

The state estimates presented in table 26 were prepared using a different weighting procedure (Causey, Bailey, and Kaufman 1999). The list-frame and area-frame schools in sample PSUs were grouped by typology. Logistic regression was used to model the relationship between school size and the probability of a school being added. Then, noncoverage adjustment factors were computed based on this model and applied to the list-frame schools in nonsample PSUs to account for the missed schools in these areas. Three separate undercoverage adjustments were computed—one for schools and students, one for teachers, and one for graduates. Next, the total count of schools in each state was prepared by summing the weighted count (using the nonresponse adjustment factor described earlier but not the inverse of the PSU probability of selection) of list- and area-frame schools in the sample PSUs plus the weighted count (using the product of the nonresponse adjustment and noncoverage adjustment) of list-frame schools in nonsample PSUs. Finally, an adjustment was made to these state totals to ensure the regional totals from the summation of these state totals agreed with the regional totals based on the weighting procedure described previously.

Sampling Error

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. For example, in school year 2001–02, the estimate for all traditional private schools is 29,273 and the standard error is 336.4. The 95 percent confidence interval for this statistic extends from $29,273 - (336.4 * 1.96)$ to $29,273 + (336.4 * 1.96)$ or from 28,613.7 to 29,932.3. The standard error for the 5,341,513 students in private schools is 26,746.8; the 95 percent confidence interval for this statistic extends from 5,289,089 to 5,393,937.

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). Standard errors for statistics in each table are presented in corresponding tables in appendix C.

Stability of Sampling Error Estimates

The known incompleteness of the private school list frame mandates the need for an area-frame sample to improve the coverage of the private school universe. However, the area-frame sample of PSUs is small (124 out of a total of approximately 2,000 eligible PSUs), leading to potentially unstable estimates of standard errors. This is particularly true when the domain of interest is small. When this occurs, sometimes there is not enough information to compute a standard error, as the tables indicate. Stabilizing the standard error estimate given the level of detail of the PSS estimates would require a much larger PSU sample. The current area frame is designed to produce regional estimates.

Root Mean Squared Error of Model-Based Estimates

The state estimates found in table 26 of private schools, enrollment, FTE teachers, and high school graduates were produced using model-based estimation, which is subject to bias. Table C-26 lists root mean squared errors (RMSE) rather than standard errors to reflect this bias (Causey, Bailey, and Kaufman 1999),

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

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. For example, in school year 2001–02 the estimate for all traditional private schools in Alabama is 442 and the RMSE is 23.4. The 95 percent confidence interval for this statistic extends from $442 - (23.4 * 1.96)$ to $442 + (23.4 * 1.96)$ or from 396 to 488. The RMSE for the 76,634 students in traditional private schools in Alabama is 1,283.1: the 95 percent confidence interval for this statistic extends from 74,119 to 79,149.

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. Tables B-7, B-8, and B-9 show the contribution of the area frame to counts of students, teachers, and schools meeting the traditional PSS definition. Table B-10 shows the breakdown of list- and area-frame k-terminal schools.

Table B-7. Traditional private school enrollment, by frame and NCES typology: 2001–02

NCES typology	Total	List frame	Area frame	Area frame as percent of total
Total	5,341,513	5,131,744	209,768	3.9
Catholic	2,515,524	2,481,712	33,813	1.3
Parochial	1,221,685	1,207,988	13,697	1.1
Diocesan	925,288	911,404	13,884	1.5
Private	368,552	362,320	6,232	1.7
Other religious	1,924,874	1,828,068	96,806	5.0
Conservative Christian	823,469	794,506	28,963	3.5
Affiliated	562,686	547,523	15,163	2.7
Unaffiliated	538,718	486,039	52,679	9.8
Nonsectarian	901,114	821,964	79,150	8.8
Regular	622,715	574,843	47,872	7.7
Special emphasis	176,987	155,660	21,327	12.1
Special education	101,412	91,461	9,951	9.8

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

Table B-8. Number of traditional private school teachers (headcount), by frame and NCES typology: 2001–02

NCES typology	Total	List frame	Area frame	Area frame as percent of total
Total	470,213	446,395	23,818	5.1
Catholic	167,621	165,041	2,579	1.5
Parochial	76,903	75,949	954	1.2
Diocesan	60,523	59,621	902	1.5
Private	30,194	29,471	723	2.4
Other religious	189,132	176,263	12,870	6.8
Conservative Christian	75,681	72,463	3,218	4.3
Affiliated	59,704	56,284	3,420	5.7
Unaffiliated	53,747	47,516	6,231	11.6
Nonsectarian	113,460	105,091	8,369	7.4
Regular	72,764	67,759	5,005	6.9
Special emphasis	23,862	21,321	2,542	10.7
Special education	16,833	16,012	822	4.9

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

Because the PSS uses a dual-frame approach, it is possible to estimate the coverage or completeness of the PSS. A capture-recapture methodology was used to estimate the number of traditional private schools in the United States and to estimate the coverage of traditional private schools in the 2001–02 PSS. The list frame captured 26,256 schools. In the subsequent area frame, 24,220 schools (weighted) were captured, of which 21,203 were recaptured (i.e., already on the list frame). Solution for x in the equation $24,220 * (26,256/x) = 21,203$ reveals an estimated population (capture-recapture estimate) of 29,992 private schools. The coverage of the traditional PSS estimate is the ratio of the PSS estimate (29,273) to the traditional capture-recapture estimate (29,992) and is equal to 97.6 percent.

The capture-recapture estimate of 29,992 traditional private schools is based on several assumptions, one of which is that the probability of observing a school from a frame has the same expected value for all units. Violation of this assumption tends to underestimate the undercoverage. Concerns about this can be alleviated by poststratification. To this end, separate traditional capture-recapture estimates were computed for four different sets of poststratification

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Table B-9. Number of traditional private schools, by frame and NCES typology: 2001-02

NCES typology	Total	List frame	Area frame	Area frame as percent of total
Total	29,273	26,256	3,017	10.3
Catholic	8,207	8,039	168	2.1
Parochial	4,347	4,300	47	1.1
Diocesan	2,933	2,876	57	1.9
Private	927	863	64	6.9
Other religious	14,388	12,520	1,868	13.0
Conservative Christian	5,527	5,005	522	9.4
Affiliated	3,406	3,182	223	6.6
Unaffiliated	5,455	4,333	1,122	20.6
Nonsectarian	6,678	5,696	981	14.7
Regular	2,939	2,488	451	15.3
Special emphasis	2,381	1,975	406	17.1
Special education	1,358	1,233	124	9.2

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), 2001-2002.

Table B-10. Kindergarten-terminal schools, students, and teachers (headcount), by frame and NCES typology: 2001-02

NCES typology	Total	List frame	Area frame	Area frame as percent of total
Schools				
Total	6,622	5,184	1,438	21.7
Catholic	133	121	12	9.1
Other religious	2,059	1,553	506	24.6
Nonsectarian	4,429	3,510	919	20.8
Students				
Total	98,413	78,909	19,504	19.8
Catholic	3,210	3,077	134	4.2
Other religious	33,048	25,237	7,810	23.6
Nonsectarian	62,154	50,595	11,559	18.6
Teachers				
Total	18,075	15,185	2,889	16.0
Catholic	587	546	41	7.0
Other religious	5,639	4,702	936	16.6
Nonsectarian	11,849	9,937	1,912	16.1

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001-2002.

cells: typology (30,126), grade level (30,119), religious orientation—Catholic, other religious, nonsectarian (30,124), and religious orientation within grade level (30,301). Using the highest estimate makes it least likely that the above-mentioned assumption would be violated. Thus, the traditional capture-recapture estimate used is given by the religious orientation within grade-level cells (30,301). The traditional coverage rate, then, is equal to 96.6 percent.

The same capture-recapture methodology can be used to estimate the number of k-terminal private schools in the United States and to estimate the coverage of k-terminal private schools in the 2001-02 PSS. The list frame captured 5,184 schools. In the subsequent area frame, 4,620 schools (weighted) were captured, of which 3,182 were recaptured (i.e., already on the list frame). Solution for x in the equation $4,620 * (5,184/x) = 3,182$ reveals an estimated population (capture-recapture estimate) of 7,527 private schools. The coverage of the k-terminal PSS estimate is the ratio of the PSS estimate (6,622) to the k-terminal capture-recapture estimate (7,527) and is equal to 88.0 percent.

The capture-recapture estimate of 7,527 k-terminal private schools is also based on the same assumptions as the traditional estimate. Again, concerns about this can be alleviated by poststratification. To this end, separate k-terminal capture-recapture estimates were computed for two different sets of poststratification cells: typology (7,588) and religious orientation—Catholic, other religious, nonsectarian (7,531). Thus, the higher k-terminal capture-recapture estimate is used to compute the coverage rates and is given by the typology cells (7,588). The k-terminal coverage rate, then, is equal to 87.3 percent.

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 three 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 and the reader is referred to a table of standard errors.

Comparability With Other Estimates

Private School Survey Data

Comparisons of the 2001–02 PSS private school estimates with those from previous PSS (see table B-11) show increases in the number of private schools, students, and teachers between 1999–2000 and 2001–02. This is indicated by the 95 percent confidence intervals of the 2001–02 estimates lying above the 95 percent confidence intervals of the corresponding 1999–2000 estimates. The 95 percent confidence interval on the 2001–02 estimate of 29,273 schools ranges from 28,614 to 29,932, and the confidence interval on the 1999–2000 estimate ranges from 26,755 to 27,691. Similarly the 95 percent confidence interval on the 2001–02 estimate of 5,341,513 students ranges from 5,289,089 to 5,393,936, and the 95 percent confidence interval of the 1999–2000 estimate of 5,162,684 ranges from 5,112,880 to 5,212,488. The 95 percent confidence interval on the 2001–02 estimate of 425,406 FTE teachers ranges from 419,482 to 431,329, and the confidence interval on the 1999–2000 estimate of 395,317 ranges from 389,671 to 400,963.

Current Population Survey Data

A comparison of the PSS estimate of K–12 students enrolled in all schools (traditional and k-terminal) with the most recent household survey estimate from the 2001 October Supplement of the Current Population Survey (CPS) (U.S. Census Bureau 2003) shows that the PSS estimate of 5,439,925 is higher than the CPS estimate of the number of private school students in grades kindergarten through 12 in October 2001 of 5,164,000. The 95 percent confidence interval of the PSS estimate ranges from 5,383,898 to 5,495,952 while that of the CPS estimate ranges from 4,956,000 to 5,372,000. This is in contrast to 1995–96 where the PSS and CPS estimates did not significantly differ and 1999–2000 where the PSS estimate was lower than the CPS estimate (in 1997–98 the PSS estimate was greater than the PSS estimate). (Comparisons of the CPS and PSS enrollments for earlier PSS are not as informative since the PSS estimates in previous years do not include the kindergarten enrollment from k-terminal schools.) Between these four points in time the PSS enrollment estimate has been more stable, with increases of 32,428 between 1995–96 and 1997–98, 75,304 between 1997–98 and 1999–2000, and 185,440 between 1999–2000 and 2001–02, while the CPS enrollment estimates decreased by 441,000 students between 1995 and 1997 and increased by 649,000 students between 1997 and 1999 and by 368,000 students between 1999 and 2001.

Characteristics of Private Schools in the United States

Table B-11. Summary table for private school statistics, by selected characteristics: 1989, 1991, 1993, 1995, 1997, 1999, and 2001

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

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), 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, and 2001–2002.

National Catholic Educational Association Data

Comparisons of the NCES Private School Universe Survey estimate for Catholic schools with the National Catholic Educational Association (NCEA) data (National Catholic Educational Association 2002) for the 2001–02 school year (see table B-12) show differences in the school and student counts between the two data sources. Beginning in the 1997–98 school year, the NCEA computed FTE teacher counts giving each part-time teacher a weight of 0.333. Therefore, the FTE teacher counts are not strictly comparable between PSS and NCEA. The survey methodologies used by NCES and NCEA are quite different; NCES surveys private schools directly while NCEA surveys archdiocesan and diocesan offices of education and some state Catholic conferences. The NCEA 2001–02 school year count of 8,000 schools is less than the 95 percent confidence interval of the 2001–02 PSS estimate of Catholic schools (from 8,112 to 8,302). The NCEA K–12 student count of 2,553,277 is greater than the 95 percent confidence interval of the 2001–02 PSS estimate of Catholic students (from 2,492,773 to 2,538,274). Both the NCEA teacher count of 163,004 and the PSS estimate of 155,514 include part-time and full-time teachers in the computation of full-time equivalents (the 95 percent confidence interval of the PSS estimate ranges from 153,902 to 157,126).

Table B-12.—Comparison of NCEA and PSS data on counts of Catholic schools, students, and full-time-equivalent (FTE) teachers: 2001–02

	NCEA	PSS
Schools		
Total	8,000	8,207
Elementary	6,785	6,763
Secondary	1,215	1,110
Combined	—	335
Students		
Total	2,553,277	2,515,524
Elementary	1,906,870	1,793,593
Secondary	646,407	615,711
Combined	—	106,220
FTE Teachers		
Total	163,004	155,514
Elementary	112,884	103,897
Secondary	50,120	42,671
Combined	—	8,946

—Not available.

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), 2001–2002; and National Catholic Educational Association (NCEA). (2002). *United States Catholic Elementary and Secondary Schools, 2001–02: Annual Statistical Report on Schools, Enrollment, and Staffing*.

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Appendix C—Standard Error Tables

Table C-1. Standard errors for number and percentage distribution of private schools, students, and full-time-equivalent (FTE) teachers, by selected characteristics: United States, 2001–02

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	336.4	†	26,746.8	†	3,022.3	†
NCES typology						
Catholic	48.6	0.30	11,607.2	0.21	822.3	0.24
Parochial	17.3	0.17	5,275.6	0.11	393.9	0.13
Diocesan	21.0	0.12	6,690.0	0.12	387.0	0.11
Private	26.0	0.08	2,308.7	0.03	277.1	0.05
Other religious	227.7	0.50	12,812.8	0.19	1,857.4	0.33
Conservative Christian	102.3	0.36	4,919.9	0.11	502.6	0.15
Affiliated	86.5	0.28	7,147.7	0.13	1,386.4	0.29
Unaffiliated	159.2	0.42	9,272.1	0.15	874.4	0.18
Nonsectarian	193.1	0.50	15,869.1	0.24	1,849.7	0.32
Regular	117.6	0.35	11,737.9	0.19	1,572.9	0.30
Special emphasis	100.9	0.31	4,957.6	0.09	509.6	0.11
Special education	47.5	0.15	3,944.6	0.07	259.0	0.05
School level						
Elementary	184.6	0.45	14,519.5	0.16	1,137.6	0.24
Secondary	62.7	0.23	3,438.2	0.08	362.8	0.13
Combined	232.5	0.55	15,716.5	0.19	2,333.4	0.33
Program emphasis						
Regular elementary/ secondary	292.1	0.49	21,990.1	0.15	2,625.3	0.17
Montessori	69.9	0.22	2,876.4	0.05	327.0	0.07
Special program emphasis	67.0	0.23	3,759.8	0.07	340.5	0.08
Special education	54.8	0.17	4,661.7	0.08	409.5	0.08
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	81.1	0.27	4,088.1	0.07	482.7	0.11
Early childhood	11.7	0.04	116.9	#	22.2	0.01
Size (number of students)						
Less than 50	235.6	0.50	5,591.2	0.10	726.8	0.15
50–149	140.5	0.33	10,884.8	0.17	1,648.4	0.30
150–299	44.2	0.25	8,751.8	0.13	564.4	0.17
300–499	17.6	0.13	6,561.4	0.12	478.7	0.15
500–749	8.4	0.06	5,053.4	0.10	408.3	0.12
750 or more	10.0	0.05	11,013.5	0.17	1,468.1	0.29
Region						
Northeast	36.0	0.27	5,074.1	0.14	514.9	0.20
Midwest	146.9	0.46	13,006.4	0.21	892.3	0.22
South	225.9	0.59	17,494.9	0.26	2,542.1	0.42
West	198.2	0.57	14,642.6	0.24	1,269.2	0.27
Community type						
Central city	202.7	0.53	23,936.4	0.30	2,487.2	0.41
Urban fringe/large town	126.8	0.44	11,361.1	0.26	868.5	0.34
Rural/small town	222.1	0.60	10,437.7	0.18	1,743.5	0.35

† 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), 2001–2002.

Characteristics of Private Schools in the United States

Table C-2. Standard errors for number and percentage distribution of private schools, students, and full-time-equivalent (FTE) teachers, by religious orientation of school: United States, 2001–02

Religious or nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	336.4	†	26,746.8	†	3,022.3	†
Religious orientation	232.9	0.50	17,904.3	0.24	2,019.9	0.32
Roman Catholic	48.6	0.30	11,607.2	0.21	822.3	0.24
African Methodist Episcopal	‡	‡	‡	‡	‡	‡
Amish	94.5	0.31	3,286.2	0.06	151.8	0.04
Assembly of God	3.8	0.02	75.1	0.01	8.6	0.01
Baptist	139.4	0.45	6,058.3	0.11	676.4	0.15
Brethren	#	#	#	#	#	#
Calvinist	#	0.01	#	#	#	#
Christian (unspecified)	129.4	0.39	10,249.1	0.17	1,554.5	0.32
Church of Christ	#	0.01	#	#	#	0.01
Church of God	49.4	0.17	1,512.1	0.03	62.1	0.01
Church of God in Christ	#	#	#	#	#	#
Disciples of Christ	‡	‡	‡	‡	‡	‡
Episcopal	4.9	0.02	285.5	0.01	15.3	0.02
Friends	#	#	#	#	#	#
Greek Orthodox	#	#	#	#	#	#
Islamic	10.3	0.04	494.2	0.01	51.8	0.01
Jewish	6.6	0.04	1,504.3	0.03	197.6	0.05
Lutheran Church—Missouri Synod	9.9	0.05	722.0	0.02	50.5	0.02
Evangelical Lutheran Church In America	#	#	#	#	#	#
Wisconsin Evangelical Lutheran Synod	32.0	0.11	955.4	0.02	77.5	0.02
Other Lutheran	6.0	0.02	96.6	#	13.9	#
Latter Day Saints	‡	‡	‡	‡	‡	‡
Mennonite	37.0	0.13	651.8	0.01	52.7	0.01
Methodist	#	0.01	#	#	#	#
Pentecostal	82.1	0.28	2,509.3	0.05	303.2	0.07
Presbyterian	#	0.01	#	#	#	0.01
Seventh-Day Adventist	24.1	0.09	341.4	0.01	34.7	0.01
Other	45.1	0.15	1,530.7	0.03	300.8	0.07
Nonsectarian	193.1	0.50	15,869.1	0.24	1,849.7	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), 2001–2002.

Table C-3. Standard errors for number and percentage distribution of private schools, by school level and selected characteristics: United States, 2001-02

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	336.4	†	184.6	†	62.7	†	232.5	†
NCES typology								
Catholic	48.6	0.30	38.0	0.40	6.3	0.95	21.2	0.22
Parochial	17.3	0.17	14.5	0.24	6.3	0.27	#	0.02
Diocesan	21.0	0.12	19.6	0.15	#	0.43	7.4	0.08
Private	26.0	0.08	15.7	0.09	#	0.36	19.9	0.21
Other religious	227.7	0.50	124.2	0.50	20.2	0.47	199.7	1.01
Conservative Christian	102.3	0.36	58.1	0.35	8.7	0.35	83.9	0.92
Affiliated	86.5	0.28	43.6	0.25	#	0.25	74.5	0.69
Unaffiliated	159.2	0.42	113.5	0.55	18.2	0.51	109.0	0.79
Nonsectarian	193.1	0.50	121.7	0.58	47.7	1.09	96.5	0.93
Regular	117.6	0.35	69.8	0.35	14.0	0.54	73.1	0.74
Special emphasis	100.9	0.31	73.9	0.38	44.3	1.41	37.5	0.41
Special education	47.5	0.15	4.7	0.03	10.4	0.40	46.1	0.51
Program emphasis								
Regular elementary/ secondary	292.1	0.49	144.2	0.38	24.5	1.23	231.5	1.24
Montessori	69.9	0.22	49.9	0.25	0.0	0.00	49.0	0.54
Special program emphasis	67.0	0.23	19.6	0.10	37.3	1.27	51.1	0.54
Special education	54.8	0.17	12.7	0.07	10.4	0.40	46.8	0.52
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	81.1	0.27	46.0	0.26	25.5	0.88	58.4	0.65
Early childhood	11.7	0.04	#	0.01	†	†	‡	‡
Size (number of students)								
Less than 50	235.6	0.50	152.8	0.64	58.6	1.63	187.7	1.28
50-149	140.5	0.33	83.5	0.46	20.1	0.72	109.4	0.98
150-299	44.2	0.25	38.5	0.27	5.2	0.43	19.4	0.40
300-499	17.6	0.13	15.5	0.14	5.1	0.40	9.4	0.23
500-749	8.4	0.06	#	0.04	#	0.25	8.4	0.15
750 or more	10.0	0.05	5.1	0.03	2.2	0.29	7.6	0.13
Region								
Northeast	36.0	0.27	26.8	0.27	10.4	0.75	20.2	0.50
Midwest	146.9	0.46	118.3	0.53	14.3	0.67	86.4	0.89
South	225.9	0.59	91.6	0.46	12.8	0.60	183.9	1.32
West	198.2	0.57	104.8	0.51	58.8	1.64	111.3	1.07
Community type								
Central city	202.7	0.53	108.0	0.48	26.3	1.17	101.5	1.02
Urban fringe/large town	126.8	0.44	67.2	0.37	25.7	0.77	76.9	0.97
Rural/small town	222.1	0.60	115.1	0.53	42.7	1.15	193.2	1.40

† 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), 2001-2002.

Characteristics of Private Schools in the United States

Table C-4. Standard errors for number and percentage distribution of private school students, by school level and selected characteristics: United States, 2001–02

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	26,746.8	†	14,519.5	†	3,438.2	†	15,716.5	†
NCES typology								
Catholic	11,607.2	0.21	9,608.4	0.26	2,292.7	0.29	1,758.9	0.11
Parochial	5,275.6	0.11	4,148.8	0.17	2,292.7	0.26	#	0.01
Diocesan	6,690.0	0.12	6,675.5	0.20	#	0.14	441.2	0.03
Private	2,308.7	0.03	1,517.2	0.05	#	0.12	1,702.6	0.10
Other religious	12,812.8	0.19	5,813.3	0.18	2,004.7	0.20	11,080.2	0.52
Conservative Christian	4,919.9	0.11	3,382.4	0.13	1,934.0	0.22	3,168.2	0.37
Affiliated	7,147.7	0.13	1,487.3	0.06	#	0.03	6,983.2	0.38
Unaffiliated	9,272.1	0.15	5,766.7	0.18	527.8	0.06	6,840.3	0.36
Nonsectarian	15,869.1	0.24	8,303.5	0.26	2,001.1	0.22	11,019.0	0.52
Regular	11,737.9	0.19	5,972.4	0.19	887.7	0.12	8,600.4	0.44
Special emphasis	4,957.6	0.09	3,471.7	0.11	1,719.0	0.20	2,401.6	0.14
Special education	3,944.6	0.07	37.8	#	511.3	0.06	3,911.1	0.22
Program emphasis								
Regular elementary/ secondary	21,990.1	0.15	12,382.1	0.12	2,192.5	0.33	13,843.7	0.38
Montessori	2,876.4	0.05	2,469.7	0.08	0.0	0.00	1,474.4	0.09
Special program emphasis	3,759.8	0.07	463.9	0.02	2,588.2	0.30	2,624.4	0.15
Special education	4,661.7	0.08	1,510.6	0.05	511.3	0.06	3,940.1	0.22
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	4,088.1	0.07	2,432.2	0.08	1,253.2	0.15	2,942.6	0.18
Early childhood	116.9	#	#	#	†	†	‡	‡
Size (number of students)								
Less than 50	5,591.2	0.10	4,123.5	0.13	1,848.9	0.22	3,850.3	0.22
50–149	10,884.8	0.17	6,197.6	0.19	1,233.9	0.14	8,804.7	0.47
150–299	8,751.8	0.13	7,359.0	0.16	803.8	0.14	4,121.5	0.25
300–499	6,561.4	0.12	5,966.9	0.19	2,278.0	0.24	2,879.1	0.21
500–749	5,053.4	0.10	#	0.07	#	0.09	5,053.4	0.30
750 or more	11,013.5	0.17	5,418.6	0.18	2,415.1	0.24	8,108.7	0.42
Region								
Northeast	5,074.1	0.14	4,493.6	0.17	511.3	0.14	1,936.9	0.20
Midwest	13,006.4	0.21	8,048.6	0.23	423.7	0.12	8,008.3	0.44
South	17,494.9	0.26	7,588.3	0.23	1,759.0	0.18	12,301.3	0.49
West	14,642.6	0.24	8,262.0	0.24	2,878.6	0.28	5,272.8	0.31
Community type								
Central city	23,936.4	0.30	12,776.2	0.29	3,447.5	0.28	10,684.3	0.51
Urban fringe/large town	11,361.1	0.26	6,711.2	0.25	1,061.2	0.24	7,826.3	0.47
Rural/small town	10,437.7	0.18	3,743.1	0.13	1,701.7	0.18	9,382.4	0.48

† 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), 2001–2002.

Table C-5. Standard errors for number and percentage distribution of private school full-time-equivalent (FTE) teachers, by school level and selected characteristics: United States, 2001–02

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	3,022.3	†	1,137.6	†	362.8	†	2,333.4	†
NCES typology								
Catholic	822.3	0.24	603.0	0.26	262.5	0.29	179.4	0.13
Parochial	393.9	0.13	250.3	0.16	262.5	0.36	#	0.02
Diocesan	387.0	0.11	382.5	0.17	#	0.15	58.8	0.04
Private	277.1	0.05	213.2	0.10	#	0.14	169.5	0.11
Other religious	1,857.4	0.33	452.1	0.19	101.5	0.13	1,779.3	0.77
Conservative Christian	502.6	0.15	343.8	0.17	68.6	0.10	376.7	0.49
Affiliated	1,386.4	0.29	115.9	0.08	#	0.04	1,381.2	0.75
Unaffiliated	874.4	0.18	433.9	0.19	74.8	0.10	708.3	0.39
Nonsectarian	1,849.7	0.32	701.5	0.29	199.7	0.25	1,550.2	0.77
Regular	1,572.9	0.30	420.4	0.18	58.6	0.12	1,434.9	0.75
Special emphasis	509.6	0.11	432.0	0.20	186.3	0.26	181.7	0.13
Special education	259.0	0.05	9.5	0.01	41.7	0.06	255.4	0.16
Program emphasis								
Regular elementary/ secondary	2,625.3	0.17	860.1	0.22	117.2	0.44	2,266.8	0.34
Montessori	327.0	0.07	252.6	0.12	0.0	0.00	207.7	0.13
Special program emphasis	340.5	0.08	46.5	0.02	303.7	0.43	106.0	0.08
Special education	409.5	0.08	213.2	0.10	41.7	0.06	262.5	0.17
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	482.7	0.11	371.4	0.18	108.4	0.16	282.1	0.18
Early childhood	22.2	0.01	#	#	†	†	‡	‡
Size (number of students)								
Less than 50	726.8	0.15	347.4	0.16	241.2	0.34	636.5	0.36
50–149	1,648.4	0.30	636.7	0.25	105.6	0.15	1,499.4	0.79
150–299	564.4	0.17	472.8	0.17	52.7	0.13	241.1	0.28
300–499	478.7	0.15	431.8	0.19	258.3	0.32	122.9	0.26
500–749	408.3	0.12	#	0.05	#	0.10	408.3	0.32
750 or more	1,468.1	0.29	313.6	0.15	112.1	0.22	1,383.7	0.74
Region								
Northeast	514.9	0.20	478.1	0.22	41.7	0.19	123.5	0.34
Midwest	892.3	0.22	498.2	0.23	38.8	0.14	598.9	0.38
South	2,542.1	0.42	653.7	0.27	242.9	0.30	2,147.1	0.77
West	1,269.2	0.27	624.6	0.27	263.3	0.33	678.9	0.43
Community type								
Central city	2,487.2	0.41	959.7	0.30	309.5	0.33	1,596.6	0.80
Urban fringe/large town	868.5	0.34	542.1	0.26	118.4	0.25	590.0	0.65
Rural/small town	1,743.5	0.35	263.8	0.14	182.2	0.23	1,703.2	0.87

† 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), 2001–2002.

Characteristics of Private Schools in the United States

Table C-6. Standard errors for number and percentage distribution of private schools, by school level and religious orientation of school: United States, 2001-02

Religious or nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	336.4	†	184.6	†	62.7	†	232.5	†
Religious orientation	232.9	0.50	132.6	0.58	21.1	1.09	201.8	0.93
Roman Catholic	48.6	0.30	38.0	0.40	6.3	0.95	21.2	0.22
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	94.5	0.31	94.5	0.52	0.0	0.00	#	0.01
Assembly of God	3.8	0.02	3.8	0.02	‡	‡	#	0.06
Baptist	139.4	0.45	59.0	0.33	#	0.04	124.3	1.10
Brethren	#	#	#	#	‡	‡	#	0.01
Calvinist	#	0.01	#	#	#	0.01	#	0.01
Christian (unspecified)	129.4	0.39	56.3	0.33	0.9	0.17	117.2	1.05
Church of Christ	#	0.01	#	#	‡	‡	#	0.02
Church of God	49.4	0.17	#	#	‡	‡	49.4	0.53
Church of God in Christ	#	#	#	#	‡	‡	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	4.9	0.02	#	0.01	4.9	0.19	#	0.02
Friends	#	#	#	#	‡	‡	#	0.01
Greek Orthodox	#	#	#	#	0.0	0.00	‡	#
Islamic	10.3	0.04	10.3	0.06	‡	‡	#	0.02
Jewish	6.6	0.04	6.6	0.04	#	0.16	#	0.04
Lutheran Church—Missouri Synod	9.9	0.05	9.9	0.08	#	0.06	#	#
Evangelical Lutheran Church In America	#	#	#	0.01	‡	‡	‡	‡
Wisconsin Evangelical Lutheran Synod	32.0	0.11	32.0	0.18	#	0.02	‡	‡
Other Lutheran	6.0	0.02	6.0	0.03	‡	‡	‡	‡
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Mennonite	37.0	0.13	37.0	0.21	‡	‡	#	0.05
Methodist	#	0.01	#	#	‡	‡	#	0.02
Pentecostal	82.1	0.28	13.7	0.08	‡	‡	80.9	0.88
Presbyterian	#	0.01	#	0.01	‡	‡	#	0.02
Seventh-Day Adventist	24.1	0.09	24.1	0.14	#	0.05	#	0.06
Other	45.1	0.15	13.6	0.08	19.5	0.69	36.3	0.39
Nonsectarian	193.1	0.50	121.7	0.58	47.7	1.09	96.5	0.93

† 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), 2001-2002.

Table C-7. Standard errors for number and percentage distribution of private school students, by school level and religious orientation of school: United States, 2001-02

Religious or nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	26,746.8	†	14,519.5	†	3,438.2	†	15,716.5	†
Religious orientation	17,904.3	0.24	11,475.3	0.26	3,045.5	0.22	11,304.1	0.52
Roman Catholic	11,607.2	0.21	9,608.4	0.26	2,292.7	0.29	1,758.9	0.11
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	3,286.2	0.06	3,286.2	0.11	0.0	0.00	#	#
Assembly of God	75.1	0.01	75.1	0.01	‡	‡	#	0.02
Baptist	6,058.3	0.11	5,203.3	0.18	#	#	3,367.7	0.21
Brethren	#	#	#	#	‡	‡	#	#
Calvinist	#	#	#	#	#	#	#	0.01
Christian (unspecified)	10,249.1	0.17	3,160.8	0.12	1,916.3	0.22	9,530.2	0.46
Church of Christ	#	#	#	#	‡	‡	#	0.02
Church of God	1,512.1	0.03	#	#	‡	‡	1,512.1	0.09
Church of God in Christ	#	#	#	#	‡	‡	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	285.5	0.01	#	0.01	285.5	0.03	#	0.03
Friends	#	#	#	#	‡	‡	#	0.01
Greek Orthodox	#	#	#	#	0.0	0.00	‡	‡
Islamic	494.2	0.01	494.2	0.02	‡	‡	#	0.01
Jewish	1,504.3	0.03	1,504.3	0.05	#	0.01	#	0.05
Lutheran Church—Missouri Synod	722.0	0.02	722.0	0.03	#	0.01	#	#
Evangelical Lutheran Church In America	#	#	#	#	‡	‡	‡	‡
Wisconsin Evangelical Lutheran Synod	955.4	0.02	955.4	0.03	#	#	‡	‡
Other Lutheran	96.6	#	96.6	#	‡	‡	‡	‡
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Mennonite	651.8	0.01	651.8	0.02	‡	‡	#	0.01
Methodist	#	#	#	#	‡	‡	#	0.01
Pentecostal	2,509.3	0.05	277.9	0.01	‡	‡	2,485.8	0.15
Presbyterian	#	#	#	#	‡	‡	#	0.01
Seventh-Day Adventist	341.4	0.01	341.4	0.01	#	#	#	0.01
Other	1,530.7	0.03	1,267.4	0.04	514.9	0.06	657.6	0.05
Nonsectarian	15,869.1	0.24	8,303.5	0.26	2,001.1	0.22	11,019.0	0.52

† 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), 2001-2002.

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Table C-8. Standard errors for number and percentage distribution of private school full-time-equivalent (FTE) teachers, by school level and religious orientation of school: United States, 2001-02

Religious or nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	3,022.3	†	1,137.6	†	362.7	†	2,333.4	†
Religious orientation	2,019.9	0.32	786.0	0.29	281.5	0.25	1,787.9	0.77
Roman Catholic	822.3	0.24	603.0	0.26	262.5	0.29	179.4	0.13
African Methodist Episcopal	‡	‡	‡	‡	‡	‡	‡	‡
Amish	151.8	0.04	151.8	0.07	0.0	0.00	#	#
Assembly of God	8.6	0.01	8.6	0.01	‡	‡	#	0.03
Baptist	676.4	0.15	404.0	0.20	#	#	534.3	0.31
Brethren	#	#	#	#	‡	‡	#	#
Calvinist	#	#	#	#	#	#	#	0.01
Christian (unspecified)	1,554.5	0.32	313.5	0.16	63.8	0.09	1,512.0	0.76
Church of Christ	#	0.01	#	#	‡	‡	#	0.03
Church of God	62.0	0.01	#	#	‡	‡	62.0	0.04
Church of God in Christ	#	#	#	#	‡	‡	‡	‡
Disciples of Christ	‡	‡	‡	‡	‡	‡	‡	‡
Episcopal	15.3	0.02	#	0.01	15.3	0.03	#	0.05
Friends	#	#	#	#	‡	‡	#	0.02
Greek Orthodox	#	#	#	#	0.0	0.00	‡	‡
Islamic	51.8	0.01	51.8	0.03	‡	‡	#	0.01
Jewish	197.6	0.05	197.6	0.09	#	0.02	#	0.06
Lutheran Church—Missouri Synod	50.5	0.02	50.5	0.03	#	0.01	#	#
Evangelical Lutheran Church In America	#	#	#	#	‡	‡	‡	‡
Wisconsin Evangelical Lutheran Synod	77.5	0.02	77.5	0.04	#	#	‡	‡
Other Lutheran	13.9	#	13.9	0.01	‡	‡	‡	‡
Latter Day Saints	‡	‡	‡	‡	‡	‡	‡	‡
Mennonite	52.7	0.01	52.7	0.03	‡	‡	#	0.01
Methodist	#	#	#	#	‡	‡	#	0.01
Pentecostal	303.2	0.07	44.1	0.02	‡	‡	299.5	0.20
Presbyterian	#	0.01	#	#	‡	‡	#	0.02
Seventh-Day Adventist	34.7	0.01	34.7	0.02	#	0.01	#	0.02
Other	300.8	0.07	111.2	0.05	77.5	0.11	265.2	0.17
Nonsectarian	1,849.7	0.32	701.5	0.29	199.7	0.25	1,550.2	0.77

† 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), 2001-2002.

Table C-9. Standard errors for pupil/teacher ratio of private schools, by school level and selected characteristics: United States, 2001–02

Selected characteristics	Total	Elementary	Secondary	Combined
Total	#	#	#	#
NCES typology				
Catholic	#	#	#	0.05
Parochial	#	#	0.21	#
Diocesan	#	#	#	0.17
Private	0.05	0.22	#	#
Other religious	0.07	#	0.11	0.12
Conservative Christian	#	0.09	0.41	0.06
Affiliated	0.16	#	#	0.34
Unaffiliated	0.10	0.10	0.07	0.18
Nonsectarian	0.06	0.08	0.06	0.09
Regular	0.08	0.12	0.06	0.13
Special emphasis	0.10	0.06	0.19	0.28
Special education	0.16	#	0.15	0.21
Program emphasis				
Regular elementary/ secondary	#	#	#	0.09
Montessori	#	#	0.00	0.39
Special program emphasis	0.15	#	0.18	0.34
Special education	0.14	0.11	0.14	0.19
Vocational/technical	‡	‡	‡	‡
Alternative	0.16	0.39	0.17	0.14
Early childhood	0.14	#	†	‡
Size (number of students)				
Less than 50	0.10	0.14	0.19	0.15
50–149	0.08	#	0.07	0.17
150–299	#	#	#	0.08
300–499	#	#	0.05	0.06
500–749	#	#	#	#
750 or more	0.18	0.14	#	0.25
Region				
Northeast	#	0.05	#	#
Midwest	#	#	#	0.17
South	0.10	0.07	0.09	0.15
West	0.05	#	0.14	0.14
Community type				
Central city	0.07	#	0.05	0.12
Urban fringe/large town	#	#	#	0.07
Rural/small town	0.14	0.08	#	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), 2001–2002.

Characteristics of Private Schools in the United States

Table C-10. Standard errors for percentage distribution of private schools, by program emphasis and selected characteristics: United States, 2001-02

Selected characteristics	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical programs	Alternative	Early childhood
Total	†	0.49	0.22	0.23	0.17	‡	0.27	0.04
NCES typology								
Catholic	†	0.19	0.08	0.07	0.16	‡	#	‡
Parochial	†	0.14	‡	0.14	‡	‡	‡	‡
Diocesan	†	0.32	‡	0.01	0.25	‡	‡	‡
Private		1.11	0.05	0.08	1.16	‡	‡	0.00
Other religious	†	0.63	0.25	0.35	0.04	‡	0.44	#
Conservative								
Christian	†	0.94	‡	0.86	0.01	‡	0.46	‡
Affiliated	†	0.18	‡	0.06	0.10	‡	0.06	‡
Unaffiliated	†	1.30	0.66	0.11	0.08	‡	1.07	0.01
Nonsectarian								
Regular	†	0.40	0.00	0.00	0.00	‡	0.00	0.40
Special emphasis	†	0.00	1.70	1.39	0.00	‡	1.71	0.00
Special education	†	0.00	0.00	0.00	†	‡	0.00	0.00
School level								
Elementary	†	0.38	0.25	0.10	0.07	‡	0.26	0.01
Secondary	†	1.23	0.00	1.27	0.40	‡	0.88	0.00
Combined	†	1.24	0.54	0.54	0.52	‡	0.65	‡
Size (number of students)								
Less than 50	†	1.31	0.69	0.72	0.39	‡	0.48	0.13
50-149	†	0.78	0.31	0.14	0.27	‡	0.78	0.01
150-299	†	0.20	0.01	0.12	0.17	‡	0.01	‡
300-499	†	0.33	‡	0.16	0.29	‡	0.09	0.00
500-749	†	0.02	0.00	0.01	‡	‡	‡	0.00
750 or more	†	0.03	‡	‡	‡	‡	‡	0.00
Region								
Northeast	†	0.31	0.02	0.08	0.24	‡	0.12	#
Midwest	†	0.88	0.21	0.67	0.15	‡	0.38	#
South	†	1.03	0.58	0.14	0.35	‡	0.75	0.01
West	†	1.22	0.52	0.66	0.53	‡	0.37	0.19
Community type								
Central city	†	0.65	0.45	0.16	0.38	‡	0.35	0.01
Urban fringe/ large town	†	0.43	0.09	0.18	0.15	‡	0.27	0.01
Rural/small town	†	1.33	0.56	0.77	0.17	‡	0.79	0.14

† 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), 2001-2002.

Table C-11. Standard errors for percentage distribution of private school students, by program emphasis and selected characteristics: United States, 2001–02

Selected characteristics	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical programs	Alternative	Early childhood
Total	†	0.15	0.05	0.07	0.08	‡	0.07	#
NCES typology								
Catholic	†	0.11	0.02	0.09	0.06	‡	#	‡
Parochial	†	0.19	‡	0.19	‡	‡	‡	‡
Diocesan	†	0.07	‡	0.01	0.05	‡	‡	‡
Private	†	0.39	#	0.02	0.40	‡	‡	0.00
Other religious	†	0.18	0.05	0.08	0.02	‡	0.15	#
Conservative								
Christian	†	0.19	‡	0.18	#	‡	0.05	‡
Affiliated	†	0.06	‡	0.03	0.04	‡	0.02	‡
Unaffiliated	†	0.56	0.19	0.05	0.04	‡	0.53	#
Nonsectarian	†	0.61	0.25	0.25	0.36	‡	0.29	0.01
Regular	†	0.02	0.00	0.00	0.00	‡	0.00	0.02
Special emphasis	†	0.00	1.28	1.01	0.00	‡	1.22	0.00
Special education	†	0.00	0.00	0.00	†	‡	0.00	0.00
School level								
Elementary	†	0.12	0.08	0.02	0.05	‡	0.08	#
Secondary	†	0.33	0.00	0.30	0.06	‡	0.15	0.00
Combined	†	0.38	0.09	0.15	0.22	‡	0.18	‡
Size (number of students)								
Less than 50	†	1.23	0.72	0.80	0.44	‡	0.44	0.06
50–149	†	0.54	0.26	0.13	0.21	‡	0.48	#
150–299	†	0.20	0.01	0.14	0.15	‡	0.01	‡
300–499	†	0.30	‡	0.19	0.23	‡	0.09	0.00
500–749	†	0.02	0.00	0.01	‡	‡	‡	0.00
750 or more	†	0.04	‡	‡	‡	‡	‡	0.00
Region								
Northeast	†	0.16	#	0.04	0.15	‡	0.03	#
Midwest	†	0.42	0.07	0.18	0.21	‡	0.06	#
South	†	0.27	0.09	0.13	0.15	‡	0.22	#
West	†	0.32	0.20	0.13	0.11	‡	0.14	0.01
Community type								
Central city	†	0.19	0.10	0.10	0.12	‡	0.11	#
Urban fringe/ large town	†	0.25	0.03	0.09	0.15	‡	0.04	#
Rural/small town	†	0.48	0.14	0.25	0.07	‡	0.39	0.01

† 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), 2001–2002.

Characteristics of Private Schools in the United States

Table C-12. Standard errors for the percentage of private schools with a regular program emphasis and percentage of private school students in schools with a regular program emphasis, by religious orientation of school: United States, 2001–02

Religious or nonsectarian category	Percent of schools	Percent of students
Total	0.49	0.15
Religious orientation	0.41	0.10
Roman Catholic	0.19	0.11
African Methodist Episcopal	‡	‡
Amish	0.20	0.16
Assembly of God	0.07	#
Baptist	1.06	0.14
Brethren	#	#
Calvinist	#	#
Christian (unspecified)	1.44	0.49
Church of Christ	#	#
Church of God	19.31	9.30
Church of God in Christ	#	#
Disciples of Christ	‡	‡
Episcopal	0.13	0.01
Friends	#	#
Greek Orthodox	#	#
Islamic	0.63	0.17
Jewish	0.13	0.05
Lutheran Church—Missouri Synod	0.02	0.01
Evangelical Lutheran Church In America	#	#
Wisconsin Evangelical Lutheran Synod	0.08	0.04
Other Lutheran	0.36	0.02
Latter Day Saints	‡	‡
Mennonite	0.35	0.07
Methodist	#	#
Pentecostal	1.46	0.41
Presbyterian	#	#
Seventh-Day Adventist	0.04	0.01
Other	0.68	0.17
Nonsectarian	1.04	0.61

Rounds to zero.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

Table C-13. Standard errors for number and percentage distribution of private school students, by grade level and NCES typology: United States, 2001–02

NCES typology	Grade									
	Kindergarten		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	4,022.0	†	2,851.1	†	2,419.2	†	2,253.9	†	2,105.2	†
Catholic	1,142.3	0.29	1,171.0	0.26	1,029.8	0.23	1,065.9	0.20	1,042.4	0.20
Parochial	462.3	0.20	604.9	0.17	525.2	0.16	595.1	0.10	481.9	0.13
Diocesan	681.8	0.15	801.0	0.16	743.4	0.15	710.6	0.10	766.5	0.16
Private	432.0	0.08	151.0	0.03	178.4	0.04	214.6	0.00	132.0	0.03
Other religious	2,011.3	0.34	1,834.4	0.27	1,554.4	0.24	1,203.2	0.20	1,048.4	0.18
Conservative Christian	884.7	0.22	760.2	0.19	460.3	0.13	504.1	0.10	501.7	0.12
Affiliated	898.2	0.17	1,029.3	0.20	849.7	0.17	672.5	0.10	457.1	0.11
Unaffiliated	1,654.0	0.29	1,528.5	0.28	1,114.3	0.21	919.0	0.10	826.7	0.17
Nonsectarian	2,866.1	0.46	1,466.1	0.26	1,179.6	0.22	1,182.1	0.20	1,058.0	0.21
Regular	1,819.6	0.29	1,192.4	0.22	994.9	0.20	978.0	0.20	894.6	0.19
Special emphasis	1,185.8	0.20	386.4	0.07	399.7	0.08	419.1	0.00	410.2	0.09
Special education	215.7	0.04	279.0	0.06	273.0	0.06	275.6	0.00	273.3	0.06

NCES typology	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	2,049.3	†	2,013.0	†	1,747.9	†	1,787.1	†	1,934.9	†
Catholic	1,138.9	0.22	1,094.3	0.22	1,042.2	0.21	1,002.8	0.20	706.8	0.27
Parochial	618.2	0.15	412.4	0.13	402.4	0.11	346.1	0.11	689.6	0.19
Diocesan	763.4	0.16	828.5	0.17	819.1	0.18	830.0	0.18	#	0.12
Private	150.9	0.03	198.6	0.04	157.0	0.04	110.2	0.03	155.1	0.11
Other religious	1,036.6	0.19	1,051.5	0.21	1,070.4	0.22	1,015.1	0.23	1,055.3	0.20
Conservative Christian	506.0	0.13	366.8	0.12	453.3	0.14	526.8	0.16	718.1	0.17
Affiliated	448.0	0.11	606.2	0.14	301.6	0.07	525.7	0.13	442.3	0.13
Unaffiliated	859.4	0.18	772.7	0.16	807.2	0.17	709.1	0.16	633.9	0.17
Nonsectarian	1,017.0	0.21	1,118.7	0.23	951.1	0.21	1,029.6	0.23	1,137.6	0.26
Regular	881.0	0.19	927.7	0.19	802.5	0.18	878.7	0.20	921.2	0.22
Special emphasis	349.6	0.08	477.7	0.11	247.5	0.06	248.7	0.06	418.3	0.11
Special education	284.0	0.07	299.2	0.07	298.9	0.07	301.6	0.08	309.4	0.09

NCES typology	Grade							
	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	1,881.1	†	1,635.6	†	1,358.2	†	3,702.8	†
Catholic	677.0	0.28	533.2	0.25	443.5	0.20	1,210.3	1.10
Parochial	669.7	0.19	527.7	0.16	441.4	0.10	#	0.08
Diocesan	#	0.13	#	0.12	#	0.10	441.2	0.46
Private	99.1	0.11	76.9	0.10	43.4	0.00	1,127.0	1.09
Other religious	972.9	0.21	912.4	0.21	690.4	0.10	1,254.5	1.20
Conservative Christian	689.0	0.18	682.4	0.19	581.8	0.10	557.9	0.59
Affiliated	515.1	0.15	442.3	0.14	228.4	0.00	#	0.07
Unaffiliated	515.4	0.15	471.1	0.14	338.6	0.10	1,202.0	1.18
Nonsectarian	1,257.7	0.30	1,129.3	0.29	1,043.5	0.20	2,948.2	1.47
Regular	929.9	0.24	916.0	0.24	890.1	0.20	116.9	0.34
Special emphasis	642.2	0.19	426.6	0.13	219.0	0.00	2,598.9	2.02
Special education	330.6	0.10	341.0	0.11	321.3	0.10	949.5	1.21

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

Characteristics of Private Schools in the United States

Table C-14. Standard errors for number of private school students, by program emphasis and grade level: United States, 2001-02

Grade level	Total	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical education	Alternative	Early childhood
Total	26,746.8	21,990.1	2,876.4	3,759.8	4,661.7	‡	4,088.1	116.9
Kindergarten	4,022.0	2,995.7	1,094.6	126.5	429.2	‡	513.4	#
First	2,851.1	2,438.5	294.6	138.7	283.9	‡	844.1	0.0
Second	2,419.2	2,227.0	221.4	126.4	274.8	‡	372.1	0.0
Third	2,253.9	2,074.4	161.2	131.3	277.4	‡	398.8	0.0
Fourth	2,105.2	1,980.9	115.9	97.0	274.1	‡	396.2	0.0
Fifth	2,049.3	1,931.4	128.6	262.3	285.7	‡	331.6	0.0
Sixth	2,013.0	1,887.1	15.8	131.2	299.2	‡	502.0	0.0
Seventh	1,747.9	1,652.5	13.9	124.8	298.9	‡	222.8	0.0
Eighth	1,787.1	1,695.4	13.9	214.9	301.6	‡	290.9	0.0
Ninth	1,934.9	1,581.4	13.9	792.6	309.4	‡	415.2	0.0
Tenth	1,881.1	1,502.5	13.9	752.3	330.6	‡	627.9	0.0
Eleventh	1,635.6	1,397.7	13.9	690.3	341.0	‡	401.4	0.0
Twelfth	1,358.2	1,219.5	13.9	487.8	321.3	‡	163.8	0.0
Ungraded	3,702.8	809.9	1,782.0	2,059.3	2,025.1	‡	67.7	116.9

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001-2002.

Table C-15. Standard errors for average length of school year and average length of school day, by selected characteristics: United States, 2001–02

Selected characteristics	Average length of school year in days	Average length of school day in hours
Total	0.20	#
NCES typology		
Catholic	#	#
Parochial	#	#
Diocesan	#	#
Private	0.26	#
Other religious	0.38	#
Conservative Christian	0.14	#
Affiliated	1.43	#
Unaffiliated	0.32	#
Nonsectarian	0.31	#
Regular	0.40	#
Special emphasis	0.36	#
Special education	0.44	#
School level		
Elementary	0.10	#
Secondary	0.29	#
Combined	0.62	#
Program emphasis		
Regular elementary/ secondary	0.23	#
Montessori	0.33	#
Special program emphasis	0.48	#
Special education	0.40	#
Vocational/technical	‡	‡
Alternative	0.73	#
Early childhood	2.09	0.08
Size (number of students)		
Less than 50	0.27	#
50–149	0.62	#
150–299	#	#
300–499	#	#
500–749	#	#
750 or more	0.06	#
Region		
Northeast	0.10	#
Midwest	0.23	#
South	0.59	#
West	0.23	#
Community type		
Central city	0.11	#
Urban fringe/large town	0.13	#
Rural/small town	0.65	#

Rounds to zero.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

Characteristics of Private Schools in the United States

Table C-16. Standard errors for average school size, by school level and selected characteristics: United States, 2001-02

Selected characteristics	Average number of students			
	Total	Elementary	Secondary	Combined
Total	1.60	1.31	6.49	3.58
NCES typology				
Catholic	0.91	0.58	1.69	15.50
Parochial	0.29	0.20	6.26	#
Diocesan	1.90	2.12	#	23.01
Private	9.01	6.73	#	23.84
Other religious	1.57	1.31	4.63	3.99
Conservative Christian	2.25	2.29	11.80	3.52
Affiliated	2.38	1.93	#	12.21
Unaffiliated	2.32	1.98	8.04	5.89
Nonsectarian	2.71	1.84	4.38	6.40
Regular	6.94	3.84	6.04	23.94
Special emphasis	1.74	1.64	4.61	6.11
Special education	2.28	1.52	#	3.26
Program emphasis				
Regular elementary/ secondary	2.08	1.38	4.26	5.90
Montessori	1.70	1.28	0.00	8.07
Special program emphasis	5.65	3.33	35.96	10.53
Special education	1.99	3.49	0.09	2.88
Vocational/technical	‡	‡	‡	‡
Alternative	2.12	4.01	2.62	3.06
Early childhood	2.84	#	†	‡
Size (number of students)				
Less than 50	0.32	0.28	0.71	0.65
50-149	0.43	0.44	1.03	0.92
150-299	0.29	0.39	0.76	0.46
300-499	0.31	0.22	0.71	0.88
500-749	0.25	#	#	0.76
750 or more	1.71	4.27	0.32	3.57
Region				
Northeast	0.65	0.68	3.70	1.52
Midwest	2.59	2.92	7.72	6.70
South	3.51	2.67	6.11	6.90
West	3.95	2.75	17.29	8.29
Community type				
Central city	3.12	1.85	7.64	8.02
Urban fringe/large town	1.83	1.43	8.20	4.16
Rural/small town	1.62	1.70	8.06	3.43

† 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), 2001-2002.

Table C-17. Standard errors for number and percentage distribution of private schools, by school size and selected characteristics: United States, 2001-02

Selected characteristics	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	235.6	0.50	140.5	0.33	44.2	0.25	17.6	0.13	8.4	0.06	10.0	0.05
NCES typology												
Catholic	11.0	0.13	26.1	0.25	19.5	0.15	11.9	0.14	#	0.06	5.1	0.05
Parochial	#	0.01	3.7	0.10	12.2	0.15	7.9	0.13	#	0.04	#	0.01
Diocesan	#	0.02	17.4	0.48	5.6	0.29	8.9	0.28	#	0.07	5.1	0.17
Private	11.0	1.09	19.1	1.67	9.7	0.87	#	0.56	#	0.37	#	0.45
Other religious	187.6	0.80	115.8	0.68	28.5	0.32	4.0	0.11	8.4	0.07	2.2	0.03
Conservative												
Christian	84.9	1.06	57.0	0.86	6.6	0.35	2.2	0.16	3.5	0.10	2.2	0.06
Affiliated	44.9	1.14	73.7	1.53	#	0.48	#	0.22	#	0.10	#	0.07
Unaffiliated	160.3	1.75	71.6	1.43	27.8	0.56	3.3	0.13	7.7	0.14	#	0.03
Nonsectarian	154.7	1.26	59.1	0.96	25.6	0.30	12.1	0.23	#	0.08	7.6	0.12
Regular	98.9	2.28	27.9	1.20	22.2	0.67	6.1	0.50	#	0.22	7.6	0.31
Special emphasis	85.1	1.88	45.4	1.75	8.2	0.39	2.8	0.15	#	0.03	‡	‡
Special education	34.0	1.16	16.0	0.90	9.8	0.73	9.4	0.68	‡	‡	‡	‡
School level												
Elementary	152.8	0.64	83.5	0.46	38.5	0.28	15.5	0.14	#	0.04	5.1	0.03
Secondary	58.6	1.63	20.1	0.73	5.2	0.43	5.1	0.40	#	0.25	2.2	0.29
Combined	187.7	1.28	109.4	0.98	19.4	0.40	9.4	0.23	8.4	0.15	7.6	0.13
Program emphasis												
Regular elementary/secondary	223.0	0.65	110.9	0.33	41.1	0.33	14.3	0.16	8.4	0.07	10.0	0.06
Montessori	62.6	2.25	27.4	2.07	#	0.29	‡	‡	0.0	0.00	‡	‡
Special program emphasis	64.9	3.19	10.7	1.90	8.2	1.08	5.1	0.53	#	0.19	‡	‡
Special education	34.8	1.19	22.6	0.90	11.3	0.65	9.4	0.60	‡	‡	‡	‡
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	44.2	3.80	67.7	4.11	#	0.41	2.8	0.27	‡	‡	‡	‡
Early childhood	11.7	2.47	#	2.30	‡	‡	0.0	0.00	0.0	0.00	0.0	0.00
Region												
Northeast	21.5	0.23	12.6	0.12	10.5	0.19	8.6	0.09	#	0.03	#	0.02
Midwest	120.1	1.12	30.5	0.48	21.0	0.48	13.4	0.24	8.4	0.12	#	0.05
South	159.4	1.12	123.1	0.95	29.6	0.58	0.9	0.24	#	0.13	8.7	0.12
West	123.3	0.94	59.1	0.32	23.0	0.37	7.5	0.35	#	0.12	5.0	0.11
Community type												
Central city	127.4	0.87	74.8	0.52	32.9	0.35	13.2	0.27	3.5	0.12	10.0	0.10
Urban fringe/large town	71.5	0.42	68.2	0.40	32.2	0.42	12.4	0.14	7.7	0.10	#	0.04
Rural/small town	179.6	1.16	100.1	0.97	6.9	0.38	#	0.12	#	0.03	#	0.01

Rounds to zero.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001-2002.

Characteristics of Private Schools in the United States

Table C-18. Standard errors for number and percentage distribution of private school teachers (headcount), by work status and selected characteristics: United States, 2001-02

Selected characteristics	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	3,900.4	†	2,382.4	0.36	274.2	0.05	784.1	0.12	1,476.3	0.29	242.1	0.05
NCES typology												
Catholic	853.0	†	776.1	0.05	36.0	0.02	46.8	0.02	28.2	0.02	39.0	0.02
Parochial	401.6	†	375.8	0.06	15.5	0.01	27.2	0.04	3.5	0.02	3.5	0.01
Diocesan	403.5	†	358.9	0.05	22.4	0.04	37.9	0.02	2.5	0.02	13.5	0.02
Private	304.4	†	261.4	0.13	11.2	0.03	3.5	0.06	27.4	0.07	36.4	0.11
Other religious	2,966.1	†	1,015.9	0.79	143.0	0.10	759.9	0.25	1,469.3	0.69	212.8	0.13
Conservative												
Christian	665.4	†	450.2	0.23	33.3	0.05	95.1	0.12	66.9	0.09	232.6	0.28
Affiliated	2,571.9	†	388.7	2.36	12.6	0.23	734.7	0.65	1,466.2	2.12	25.0	0.18
Unaffiliated	930.6	†	760.8	0.32	136.1	0.22	168.1	0.26	71.7	0.13	42.8	0.10
Nonsectarian	1,928.4	†	1,686.0	0.25	215.4	0.15	129.6	0.11	121.2	0.11	108.6	0.10
Regular	1,621.1	†	1,445.4	0.24	153.0	0.15	103.8	0.15	92.7	0.15	21.8	0.04
Special emphasis	594.3	†	385.8	0.54	150.5	0.54	54.4	0.18	71.2	0.24	106.4	0.40
Special education	267.9	†	246.4	0.24	10.2	0.05	28.1	0.15	9.4	0.05	#	0.02
School level												
Elementary	1,213.8	†	971.5	0.08	207.4	0.1	129.9	0.05	72.0	0.04	208.9	0.09
Secondary	419.5	†	298.6	0.19	31.2	#	136.4	0.16	64.5	0.07	46.3	0.07
Combined	3,304.2	†	1,657.3	0.96	166.4	0.1	755.0	0.32	1,471.1	0.77	103.3	0.08
Program emphasis												
Regular elementary/secondary	3,560.1	†	1,965.1	0.40	221.2	0.05	774.1	0.13	1,474.0	0.32	216.5	0.06
Montessori	354.2	†	286.0	0.61	64.7	0.51	38.4	0.25	10.3	0.14	29.3	0.25
Special program emphasis	387.1	†	317.9	0.85	13.7	0.11	38.3	0.24	57.7	0.30	89.0	0.54
Special education	416.2	†	393.0	0.23	15.2	0.05	28.4	0.14	9.4	0.06	#	0.03
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	502.0	†	406.9	1.07	136.0	1.14	12.7	0.46	18.4	0.32	18.7	0.34
Early childhood	23.4	†	11.7	0.71	11.7	1.46	#	0.46	#	0.16	#	0.13
Size (number of students)												
Less than 50	790.1	†	644.5	0.63	113.9	0.25	185.7	0.45	91.7	0.23	53.4	0.17
50-149	2,771.0	†	871.7	1.59	180.0	0.22	739.2	0.53	1,471.9	1.36	239.6	0.28
150-299	610.9	†	489.3	0.11	94.0	0.07	59.6	0.05	50.7	0.04	82.7	0.07
300-499	504.3	†	415.4	0.05	55.7	0.04	48.6	0.03	11.6	0.01	3.3	0.01
500-749	447.1	†	348.1	0.06	3.5	0.03	91.8	0.10	7.7	0.01	#	0.01
750 or more	1,503.8	†	1,360.9	0.09	105.8	0.11	66.2	0.13	37.8	0.05	#	0.03
Region												
Northeast	577.1	†	406.4	0.07	105.8	0.07	81.6	0.03	22.9	0.03	32.5	0.02
Midwest	1,018.7	†	753.0	0.18	45.5	0.03	184.6	0.11	69.6	0.05	109.3	0.09
South	3,468.6	†	1,898.8	1.09	236.9	0.14	741.8	0.36	1,472.8	0.86	207.3	0.14
West	1,345.8	†	1,156.9	0.24	76.0	0.04	154.3	0.18	71.6	0.06	51.6	0.07
Community type												
Central city	2,582.5	†	2,286.7	0.14	226.5	0.09	122.6	0.09	130.4	0.07	47.6	0.04
Urban fringe/ large town	1,042.1	†	769.6	0.10	97.1	0.05	182.7	0.08	89.7	0.04	233.5	0.11
Rural/small town	2,885.8	†	837.1	1.83	109.6	0.18	743.5	0.59	1,467.7	1.54	39.2	0.16

† 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), 2001-2002.

Table C-19. Standard errors for total number of private schools, students, and teachers (headcount), by membership in private school associations: United States, 2001–02

Association	Schools	Students	Teachers
None	246.1	15,987.9	1,918.8
Religious			
Accelerated Christian Education	79.2	3,010.1	318.1
American Association of Christian Schools	30.4	1,264.8	212.8
Association of Christian Schools International	59.3	4,497.5	375.7
Association of Christian Teachers and Schools	4.1	384.7	53.8
Christian Schools International	8.6	844.9	69.8
Council of Islamic Schools in North America	#	#	#
Evangelical Lutheran Education Association	#	#	#
Friends Council on Education	#	#	#
General Conference of the Seventh-Day Adventist Church	14.5	159.1	14.5
Jesuit Secondary Education Association	#	#	#
National Association of Episcopal Schools	#	#	#
National Catholic Educational Association	17.9	7,873.5	429.4
National Christian School Association	45.8	2,566.7	256.7
National Society of Hebrew Day Schools	#	#	#
Oral Roberts University Educational Fellowship	#	#	#
Solomon Schechter Day Schools	#	#	#
Southern Baptist Association of Christian Schools	16.3	1,631.4	114.2
Other religious school associations	86.1	7,438.0	1,386.3
Special emphasis			
American Montessori Society	23.2	1,321.0	155.9
Other Montessori associations	27.7	1,965.9	227.2
Association of Military Colleges and Schools	#	#	#
Association of Waldorf Schools of North America	3.8	142.7	30.0
Bilingual School Association	‡	‡	‡
Council of Bilingual Education	‡	‡	‡
Council for Exceptional Children	18.4	367.4	51.4
National Association of Private Schools for Exceptional Children	18.4	367.4	51.4
Other associations for exceptional children	#	#	#
European Council for International Schools	#	#	#
National Association for the Education of Young Children	3.9	137.3	19.2
National Association of Bilingual Education	‡	‡	‡
National Association of Laboratory Schools	#	#	#
National Coalition of Girls' Schools	#	#	#
Other special emphasis school associations	38.1	3,112.7	217.8
Other school associations or organizations			
Alternative School Network	#	#	#
Institute for Independent Education	#	#	#
National Association of Independent Schools	#	#	#
State or regional independent school association	22.8	3,892.3	527.1
National Coalition of Alternative Community Schools	#	#	#
National Independent Private School Association	#	#	#
The Association of Boarding Schools	#	#	#
Other school associations	97.2	7,976.0	779.9

Rounds to zero.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

Characteristics of Private Schools in the United States

Table C-20. Standard errors for percentage distribution of students, by racial/ethnic background, and percentage minority students in private schools, by selected characteristics: United States, 2001-02

Selected characteristics	White, non-Hispanic	Black, non-Hispanic	Hispanic	American Indian/Alaska Native	Asian/Pacific Islander	Minority
Total	0.20	0.17	0.03	0.02	0.09	0.20
NCES typology						
Catholic	0.12	0.12	0.03	#	0.01	0.12
Parochial	0.17	0.19	0.07	#	0.01	0.17
Diocesan	0.11	0.07	0.05	#	0.02	0.11
Private	0.31	0.37	0.07	0.01	0.03	0.31
Other religious	0.19	0.15	0.04	0.05	0.09	0.19
Conservative Christian	0.25	0.24	0.06	0.04	0.06	0.25
Affiliated	0.20	0.12	0.04	0.01	0.07	0.20
Unaffiliated	0.49	0.19	0.06	0.13	0.32	0.49
Nonsectarian	0.76	0.65	0.12	0.02	0.45	0.76
Regular	0.92	0.77	0.17	0.01	0.47	0.92
Special emphasis	0.75	0.48	0.23	0.03	0.68	0.75
Special education	1.61	1.70	0.19	0.08	0.07	1.61
School level						
Elementary	0.14	0.11	0.04	0.01	0.07	0.14
Secondary	0.24	0.26	0.05	#	0.02	0.24
Combined	0.44	0.37	0.07	0.06	0.18	0.44
Program emphasis						
Regular elementary/secondary	0.17	0.13	0.04	0.02	0.08	0.17
Montessori	0.85	0.93	0.30	0.04	0.21	0.85
Special program emphasis	1.40	1.61	0.17	0.03	0.21	1.40
Special education	1.86	2.05	0.24	0.07	0.07	1.86
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	1.82	0.88	0.48	0.06	1.51	1.82
Early childhood	0.69	0.29	0.21	0.03	0.15	0.69
Size (number of students)						
Less than 50	0.67	0.44	0.22	0.35	0.18	0.67
50-149	0.44	0.38	0.10	0.05	0.09	0.44
150-299	0.23	0.16	0.07	0.02	0.12	0.23
300-499	0.20	0.17	0.03	#	0.13	0.20
500-749	0.18	0.20	0.03	#	0.02	0.18
750 or more	0.59	0.51	0.11	#	0.27	0.59
Region						
Northeast	0.14	0.15	0.02	#	0.03	0.14
Midwest	0.19	0.18	0.03	0.01	0.02	0.19
South	0.57	0.50	0.09	0.02	0.12	0.57
West	0.34	0.07	0.15	0.09	0.38	0.34
Community type						
Central city	0.39	0.36	0.06	0.01	0.20	0.39
Urban fringe/large town	0.11	0.10	0.03	0.02	0.02	0.11
Rural/small town	0.22	0.06	0.03	0.10	0.21	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), 2001-2002.

Table C-21. Standard errors for percentage distribution of private schools, by percentage minority students, and average percentage minority students, by selected characteristics: United States, 2001–02

Selected characteristics	Percent minority students					Average percent minority students
	None	1–9 percent	10–29 percent	30–49 percent	50 percent or more	
Total	0.42	0.30	0.34	0.16	0.38	0.32
NCES typology						
Catholic	0.10	0.24	0.16	0.06	0.25	0.23
Parochial	0.19	0.19	0.13	0.08	0.14	0.15
Diocesan	0.04	0.29	0.22	0.05	0.25	0.16
Private	0.08	1.47	0.94	0.31	1.42	1.29
Other religious	0.71	0.54	0.46	0.16	0.58	0.49
Conservative Christian	0.87	1.02	0.59	0.21	0.85	0.70
Affiliated	0.85	1.60	0.55	0.23	0.60	0.62
Unaffiliated	1.35	0.90	1.35	0.35	0.89	0.76
Nonsectarian	0.92	0.75	1.01	0.51	0.70	0.60
Regular	1.97	1.56	1.79	0.45	0.90	0.97
Special emphasis	0.82	1.37	1.32	1.06	0.85	0.86
Special education	0.14	0.45	0.78	0.77	1.27	1.00
School level						
Elementary	0.55	0.39	0.26	0.17	0.25	0.27
Secondary	0.88	0.98	0.43	0.50	0.66	0.43
Combined	0.73	0.71	0.85	0.30	0.94	0.77
Program emphasis						
Regular elementary/ secondary	0.52	0.37	0.39	0.12	0.39	0.36
Montessori	0.43	2.19	2.22	1.56	1.23	1.32
Special program emphasis	3.91	1.66	2.09	1.55	1.32	1.32
Special education	0.17	0.44	0.86	0.73	1.56	1.26
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	4.28	3.14	1.89	0.67	1.82	1.89
Early childhood	7.27	1.47	2.31	‡	2.29	2.66
Size (number of students)						
Less than 50	1.25	0.82	1.09	0.45	0.98	0.82
50–149	0.73	0.92	0.52	0.16	0.54	0.51
150–299	0.39	0.31	0.23	0.10	0.27	0.25
300–499	0.02	0.25	0.30	0.07	0.21	0.18
500–749	0.02	0.30	0.17	0.04	0.23	0.21
750 or more	0.04	0.53	0.53	0.23	0.81	0.63
Region						
Northeast	0.10	0.29	0.12	0.04	0.37	0.28
Midwest	1.24	0.78	0.53	0.11	0.42	0.40
South	0.71	0.59	0.81	0.32	0.79	0.69
West	0.63	0.96	0.89	0.49	1.25	0.94
Community type						
Central city	0.22	0.37	0.51	0.25	0.58	0.48
Urban fringe/large town	0.42	0.44	0.50	0.21	0.35	0.29
Rural/small town	1.17	0.72	0.83	0.27	0.92	0.69

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

Characteristics of Private Schools in the United States

Table C-22. Standard errors for number and percentage distribution of private schools, by community type and selected characteristics: United States, 2001-02

Selected characteristics	Total		Central city		Urban fringe/ large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	336.4	†	202.7	†	126.8	†	222.1	†
NCES typology								
Catholic	48.6	0.30	36.5	0.54	28.0	0.33	#	0.45
Parochial	17.3	0.17	12.9	0.31	10.5	0.21	#	0.24
Diocesan	21.0	0.12	12.9	0.21	13.6	0.15	#	0.17
Private	26.0	0.08	17.6	0.14	18.5	0.16	#	0.04
Other religious	227.7	0.50	82.7	0.56	60.7	0.44	206.8	1.07
Conservative Christian	102.3	0.36	40.9	0.38	54.1	0.42	80.0	0.94
Affiliated	86.5	0.28	17.5	0.25	28.1	0.32	80.2	0.80
Unaffiliated	159.2	0.42	53.6	0.37	53.1	0.45	131.9	1.06
Nonsectarian	193.1	0.50	133.0	0.90	87.0	0.57	81.2	0.93
Regular	117.6	0.35	69.2	0.57	61.3	0.50	62.0	0.69
Special emphasis	100.9	0.31	67.1	0.54	46.1	0.37	50.5	0.63
Special education	47.5	0.15	37.0	0.32	16.7	0.14	11.9	0.16
School level								
Elementary	184.6	0.45	108.0	0.48	67.2	0.43	115.1	1.31
Secondary	62.7	0.23	26.3	0.24	25.7	0.23	42.7	0.56
Combined	232.5	0.55	101.5	0.60	76.9	0.46	193.2	1.52
Program emphasis								
Regular elementary/ secondary	292.1	0.49	119.0	0.65	95.5	0.43	250.9	1.33
Montessori	70.0	0.22	51.1	0.45	10.3	0.09	44.7	0.56
Special program emphasis	67.0	0.23	16.2	0.16	21.6	0.18	61.6	0.77
Special education	54.8	0.17	44.5	0.38	19.8	0.15	11.9	0.17
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	81.1	0.27	40.0	0.35	31.1	0.27	63.9	0.79
Early childhood	11.7	0.04	#	0.01	#	0.01	11.7	0.14
Size (number of students)								
Less than 50	235.6	0.50	127.4	0.87	71.5	0.42	179.6	1.16
50-149	140.5	0.33	74.8	0.52	68.2	0.40	100.1	0.97
150-299	44.2	0.25	32.9	0.35	32.2	0.42	6.9	0.38
300-499	17.6	0.13	13.2	0.27	12.4	0.14	#	0.12
500-749	8.4	0.06	3.5	0.12	7.7	0.10	#	0.03
750 or more	10.0	0.05	10.0	0.10	#	0.04	#	0.01
Region								
Northeast	36.0	0.27	14.0	0.42	25.7	0.34	21.6	0.61
Midwest	146.9	0.46	52.9	0.60	53.2	0.44	123.2	1.25
South	225.9	0.59	134.9	1.02	82.7	0.60	173.1	1.52
West	198.2	0.57	141.1	1.11	75.9	0.57	60.9	0.74

† 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), 2001-2002.

Table C-23. Standard errors for number and percentage distribution of private school students, by community type and selected characteristics: United States, 2001–02

Selected characteristics	Total		Central city		Urban fringe/ large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	26,746.8	†	23,936.4	†	11,361.1	†	10,437.7	†
NCES typology								
Catholic	11,607.2	0.21	10,430.4	0.37	4,477.8	0.23	#	0.39
Parochial	5,275.6	0.11	3,783.8	0.19	3,338.9	0.16	#	0.21
Diocesan	6,690.0	0.12	6,487.0	0.24	1,451.9	0.09	#	0.15
Private	2,308.7	0.03	1,883.8	0.06	1,298.7	0.06	#	0.04
Other religious	12,812.8	0.19	6,096.5	0.23	6,384.6	0.22	9,971.6	0.63
Conservative Christian	4,919.9	0.11	4,621.4	0.17	3,227.9	0.15	2,750.7	0.37
Affiliated	7,147.7	0.13	576.6	0.10	1,323.3	0.07	7,000.7	0.78
Unaffiliated	9,272.1	0.15	3,073.8	0.12	6,504.9	0.27	4,929.1	0.50
Nonsectarian	15,869.1	0.24	14,174.0	0.49	7,314.4	0.27	2,237.8	0.33
Regular	11,737.9	0.19	11,144.7	0.39	3,508.1	0.14	1,245.1	0.20
Special emphasis	4,957.6	0.09	3,704.4	0.15	2,954.1	0.12	1,744.1	0.22
Special education	3,944.6	0.07	1,536.1	0.06	3,524.5	0.15	526.6	0.07
School level								
Elementary	14,519.5	0.16	12,776.2	0.19	6,711.2	0.23	3,743.2	0.58
Secondary	3,438.2	0.08	3,447.5	0.14	1,061.2	0.06	1,701.7	0.25
Combined	15,716.5	0.19	10,684.3	0.25	7,826.3	0.25	9,382.4	0.69
Program emphasis								
Regular elementary/ secondary	21,990.1	0.15	19,498.4	0.19	9,029.4	0.25	10,192.7	0.48
Montessori	2,876.4	0.05	2,372.0	0.10	614.5	0.03	1,054.3	0.14
Special program emphasis	3,759.8	0.07	2,458.8	0.10	2,085.8	0.09	1,949.0	0.25
Special education	4,661.7	0.08	2,873.9	0.12	3,558.6	0.15	526.6	0.07
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	4,088.1	0.08	2,516.9	0.11	890.7	0.04	3,120.0	0.39
Early childhood	116.9	#	#	#	#	#	116.9	0.02
Size (number of students)								
Less than 50	5,591.2	0.10	2,988.6	0.12	1,818.7	0.07	4,055.9	0.43
50–149	10,884.8	0.17	5,843.0	0.21	4,453.5	0.18	8,244.7	0.71
150–299	8,751.8	0.13	6,794.0	0.17	6,005.5	0.21	1,642.4	0.42
300–499	6,561.4	0.12	5,378.1	0.20	4,124.9	0.14	#	0.23
500–749	5,053.4	0.10	1,767.8	0.17	4,734.1	0.19	#	0.10
750 or more	11,013.5	0.17	11,013.5	0.31	#	0.08	#	0.06
Region								
Northeast	5,074.1	0.14	1,727.3	0.26	3,923.3	0.18	881.3	0.29
Midwest	13,006.4	0.21	7,433.3	0.34	8,314.7	0.28	5,166.0	0.58
South	17,494.9	0.26	17,026.3	0.56	4,684.6	0.19	8,864.2	0.75
West	14,642.6	0.24	14,994.0	0.55	4,754.3	0.19	1,705.4	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), 2001–2002.

Characteristics of Private Schools in the United States

Table C-24. Standard errors for percentage male enrollment and percentage distribution of coeducational, all-girls, and all-boys schools, by selected characteristics: United States, 2001-02

Selected characteristics	Percent			
	Male enrollment	Coed schools	All-girls schools	All-boys schools
Total	0.04	0.15	0.08	0.07
NCES typology				
Catholic	0.04	0.11	0.12	0.03
Parochial	0.08	0.11	0.12	‡
Diocesan	0.01	0.02	0.01	0.01
Private	0.05	0.99	0.65	0.49
Other religious	0.06	0.04	0.02	0.03
Conservative Christian	0.06	0.01	‡	‡
Affiliated	0.02	0.15	0.06	0.09
Unaffiliated	0.21	0.10	0.04	0.06
Nonsectarian	0.17	0.56	0.28	0.29
Regular	0.17	0.22	0.08	0.16
Special emphasis	0.43	1.48	0.75	0.74
Special education	1.33	0.58	0.30	0.48
School level				
Elementary	0.04	0.03	0.03	0.02
Secondary	0.14	0.91	0.49	0.44
Combined	0.10	0.14	0.06	0.10
Program emphasis				
Regular elementary/ secondary	0.03	0.05	0.03	0.03
Montessori	0.58	0.01	‡	#
Special program emphasis	0.92	3.20	1.66	1.57
Special education	1.14	0.53	0.26	0.44
Vocational/technical	‡	‡	‡	‡
Alternative	0.68	0.60	0.18	0.43
Early childhood	1.43	0.09	0.00	‡
Size (number of students)				
Less than 50	0.45	0.45	0.22	0.24
50-149	0.12	0.05	0.01	0.03
150-299	0.05	0.02	0.01	0.01
300-499	0.12	0.16	0.16	0.01
500-749	0.07	0.07	0.04	0.03
750 or more	0.02	0.22	0.08	0.14
Region				
Northeast	0.06	0.08	0.02	0.08
Midwest	0.09	0.11	0.05	0.05
South	0.09	0.13	0.12	0.04
West	0.08	0.63	0.31	0.32
Community type				
Central city	0.08	0.14	0.11	0.07
Urban fringe/large town	0.05	0.06	0.04	0.02
Rural/small town	0.13	0.47	0.23	0.25

Rounds to zero.

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001-2002.

Table C-25. 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, 2000–01

Selected characteristics	Percent of schools with 12th-graders in 2000–01	Number of 2000–01 graduates	2000–01 graduation rate	Percent of 2000–01 graduates who attended 4-year colleges
Total	0.41	1,270.3	0.03	0.74
NCES typology				
Catholic	0.08	600.5	#	0.12
Parochial	0.11	#	0.02	0.51
Diocesan	0.13	#	#	#
Private	1.55	46.8	#	0.29
Other religious	0.75	757.3	0.05	1.07
Conservative Christian	0.92	591.3	0.03	1.02
Affiliated	1.63	294.8	0.15	2.91
Unaffiliated	1.45	397.1	0.06	1.60
Nonsectarian	0.93	912.9	0.11	1.23
Regular	1.47	845.0	0.05	2.26
Special emphasis	1.60	152.8	0.22	2.46
Special education	0.99	171.4	1.03	1.37
School level				
Elementary	†	†	†	†
Secondary	0.63	771.9	0.02	0.79
Combined	1.15	984.5	0.06	0.98
Program emphasis				
Regular elementary/ secondary	0.34	1,058.9	0.02	0.68
Montessori	0.50	‡	‡	‡
Special program emphasis	3.74	617.9	0.19	6.45
Special education	0.94	171.4	0.92	1.27
Vocational/technical	‡	‡	‡	‡
Alternative	3.56	306.0	0.49	2.29
Early childhood	0.00	0.0	0.00	0.00
Size (number of students)				
Less than 50	0.96	269.9	0.41	1.36
50–149	0.92	435.4	0.30	1.95
150–299	0.23	64.5	0.06	0.61
300–499	0.29	615.0	0.01	0.17
500–749	0.29	214.2	#	0.44
750 or more	0.58	997.4	0.01	0.16
Region				
Northeast	0.23	88.5	0.01	0.51
Midwest	0.77	301.8	0.02	2.11
South	0.99	1,088.8	0.08	1.29
West	0.89	573.7	0.09	1.19
Community type				
Central city	0.40	1,250.3	0.04	0.85
Urban fringe/large town	0.24	326.3	0.06	0.60
Rural/small town	1.30	479.7	0.05	2.10

† 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), 2001–2002.

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Table C-26. Root mean squared errors for number of private schools, students, full-time-equivalent (FTE) teachers, and high school graduates, by state: United States, 2001–02

State	Schools	Students	FTE teachers	High school graduates 2000–01
United States	1,359.3	82,647.2	9,732.9	4,385.4
Alabama	23.4	1,283.1	192.1	111.5
Alaska	7.9	266.5	29.8	4.9
Arizona	24.6	1,457.5	133.6	28.6
Arkansas	11.4	439.1	74.9	25.8
California	107.1	8,815.2	753.4	389.3
Colorado	27.0	1,571.8	136.7	43.2
Connecticut	18.5	1,694.2	253.4	124.7
Delaware	5.8	260.8	37.9	19.7
District of Columbia	9.2	1,931.5	277.5	142.0
Florida	94.0	3,799.5	679.7	227.2
Georgia	34.3	1,622.4	260.1	120.0
Hawaii	6.5	603.9	47.9	20.9
Idaho	7.8	362.4	28.0	9.2
Illinois	17.2	1,700.7	133.1	73.6
Indiana	24.0	1,865.9	140.0	63.5
Iowa	5.0	469.0	49.0	42.9
Kansas	6.9	1,081.4	104.1	41.4
Kentucky	18.6	752.0	129.7	94.3
Louisiana	13.6	2,521.7	207.2	243.0
Maine	9.9	554.8	80.3	44.7
Maryland	38.1	1,858.8	321.4	97.8
Massachusetts	24.3	2,323.1	312.0	130.3
Michigan	23.2	1,963.5	162.8	70.0
Minnesota	13.5	1,141.5	98.9	36.0
Mississippi	10.8	820.4	109.2	86.8
Missouri	15.3	1,404.0	133.2	73.0
Montana	7.6	273.2	25.9	12.0
Nebraska	6.4	513.2	41.7	38.7
Nevada	9.9	496.7	36.9	13.1
New Hampshire	16.8	950.5	128.6	63.1
New Jersey	39.5	2,832.4	392.6	222.2
New Mexico	19.2	852.1	77.2	23.6
New York	86.6	5,494.7	786.5	239.0
North Carolina	46.6	1,694.2	300.4	107.6
North Dakota	1.2	87.5	10.6	5.8
Ohio	18.3	2,187.7	166.2	152.2
Oklahoma	11.3	651.2	83.8	24.9
Oregon	27.5	1,288.7	106.2	42.1
Pennsylvania	216.3	9,061.7	908.5	449.9
Rhode Island	5.5	475.7	75.3	29.9
South Carolina	20.6	1,063.1	162.3	79.5
South Dakota	2.3	178.9	19.4	11.7
Tennessee	32.0	1,116.1	197.9	82.3
Texas	47.5	2,349.1	437.2	140.9
Utah	8.8	466.0	39.5	16.6
Vermont	14.3	541.5	93.6	31.1
Virginia	33.8	1,813.4	297.3	98.7
Washington	44.8	2,102.9	171.7	36.5
West Virginia	12.1	305.1	59.7	40.3
Wisconsin	28.8	3,173.3	215.3	57.0
Wyoming	3.6	113.4	12.5	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002.

Appendix D—Values and Standard Error Tables for
Kindergarten-Terminal Schools

Table D-1. Number and percentage distribution of kindergarten-terminal private schools, students, and full-time-equivalent (FTE) teachers, by selected characteristics: United States, 2001-02

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	6,622	100.0	98,413	100.0	15,398	100.0
NCES typology						
Catholic	133	2.0	3,210	3.3	484	3.2
Parochial	27	0.4	742	0.8	104	0.7
Diocesan	33	0.5	892	0.9	159	1.0
Private	74	1.1	1,576	1.6	221	1.4
Other religious	2,059	31.1	33,048	33.6	4,616	30.0
Conservative Christian	215	3.3	3,809	3.9	651	4.2
Affiliated	391	5.9	6,317	6.4	920	6.0
Unaffiliated	1,453	21.9	22,922	23.3	3,046	19.8
Nonsectarian	4,429	66.9	62,154	63.2	10,297	66.9
Regular	3,107	46.9	46,335	47.1	6,627	43.0
Special emphasis	1,295	19.6	15,418	15.7	3,594	23.3
Special education	27 †	0.4 †	401 †	0.4 †	77 †	0.5 †
School level						
Elementary	6,622	100.0	98,413	100.0	15,398	100.0
Secondary	†	†	†	†	†	†
Combined	†	†	†	†	†	†
Program emphasis						
Regular elementary/ secondary	0	0.0	0	0.0	0	0.0
Montessori	1,373	20.7	16,113	16.4	3,809	24.7
Special program emphasis	52 †	0.8 †	987 †	1.0 †	107 †	0.7 †
Special education	36 †	0.5 †	448 †	0.5 †	86 †	0.6 †
Vocational/technical	0	0.0	0	0.0	0	0.0
Alternative	‡	‡	‡	‡	‡	‡
Early childhood	5,157	77.9	80,793	82.1	11,388	74.0
Size (number of students)						
Less than 50	6,479	97.8	87,466	88.9	14,222	92.4
50-149	132	2.0	8,807	9.0	954	6.2
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	1,950	29.4	28,811	29.3	4,336	28.2
Midwest	1,211	18.3	16,960	17.2	2,721	17.7
South	1,715	25.9	27,288	27.7	4,308	28.0
West	1,747	26.4	25,354	25.8	4,032	26.2
Community type						
Central city	2,314	35.0	34,431	35.0	5,381	35.0
Urban fringe/large town	3,479	52.5	52,894	53.8	8,410	54.6
Rural/small town	829	12.5	11,087	11.3	1,607	10.4

† 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. 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), 2001-2002.

Characteristics of Private Schools in the United States

Table 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, 2001–02

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	264.0	†	3,711.3	†	490.2	†
NCES typology						
Catholic	6.8	0.12	102.3	0.16	20.6	0.16
Parochial	#	0.02	#	0.03	#	0.02
Diocesan	#	0.02	#	0.03	#	0.03
Private	6.8	0.11	102.3	0.12	20.6	0.14
Other religious	127.9	1.33	2,092.6	1.53	258.8	1.24
Conservative Christian	23.3	0.31	320.4	0.32	85.6	0.51
Affiliated	28.2	0.41	474.1	0.46	29.8	0.23
Unaffiliated	105.6	1.17	1,850.9	1.47	206.2	1.05
Nonsectarian	190.7	1.33	2,697.9	1.53	363.9	1.24
Regular	147.2	1.51	2,119.0	1.30	219.3	1.06
Special emphasis	87.1	0.93	1,024.3	0.87	200.1	0.88
Special education	10.3	0.16	205.9	0.21	22.7	0.15
School level						
Elementary	264.0	†	3,711.3	†	490.2	†
Secondary	†	†	†	†	†	†
Combined	†	†	†	†	†	†
Program emphasis						
Regular elementary/ secondary	0.0	0.00	0.0	0.00	0.0	0.00
Montessori	97.9	1.05	1,011.1	0.86	209.9	0.91
Special program emphasis	19.9	0.29	416.0	0.42	38.5	0.24
Special education	12.8	0.20	209.3	0.21	24.0	0.15
Vocational/technical	0.0	0.00	0.0	0.00	0.0	0.00
Alternative	‡	‡	‡	‡	‡	‡
Early childhood	198.9	1.11	3,189.5	0.88	337.5	0.89
Size (number of students)						
Less than 50	259.1	0.20	3,372.3	0.83	426.6	0.92
50–149	13.3	0.19	688.8	0.61	111.3	0.64
150–299	‡	‡	‡	‡	‡	‡
300–499	0.0	0.00	0.0	0.00	0.0	0.00
500–749	0.0	0.00	0.0	0.00	0.0	0.00
750 or more	0.0	0.00	0.0	0.00	0.0	0.00
Region						
Northeast	84.9	1.44	1,242.2	1.37	147.8	1.10
Midwest	160.3	2.07	2,202.6	1.93	303.6	1.69
South	100.1	1.48	1,883.8	1.65	230.2	1.33
West	163.5	2.00	1,957.2	1.69	270.7	1.47
Community type						
Central city	138.9	1.42	2,103.4	1.48	230.2	1.00
Urban fringe/large town	172.7	1.46	2,480.6	1.51	340.1	1.05
Rural/small town	59.4	0.88	713.2	0.74	79.2	0.54

† 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), 2001–2002.

Table 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, 2001–02

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	35,895	100.0	5,439,925	100.0	440,804	100.0
NCES typology						
Catholic	8,340	23.2	2,518,735	46.3	155,998	35.4
Parochial	4,374	12.2	1,222,427	22.5	71,163	16.1
Diocesan	2,965	8.3	926,180	17.0	56,502	12.8
Private	1,001	2.8	370,128	6.8	28,334	6.4
Other religious	16,447	45.8	1,957,922	36.0	170,621	38.7
Conservative Christian	5,743	16.0	827,278	15.2	67,613	15.3
Affiliated	3,796	10.6	569,003	10.5	52,103	11.8
Unaffiliated	6,908	19.3	561,640	10.3	50,904	11.6
Nonsectarian	11,107	30.9	963,269	17.7	114,184	25.9
Regular	6,046	16.8	669,050	12.3	73,952	16.8
Special emphasis	3,677	10.2	192,406	3.5	24,027	5.5
Special education	1,385	3.9	101,813	1.9	16,205	3.7
School level						
Elementary	24,049	67.0	2,981,423	54.8	217,469	49.3
Secondary	2,704	7.5	835,328	15.4	67,318	15.3
Combined	9,142	25.5	1,623,175	29.8	156,017	35.4
Program emphasis						
Regular elementary/ secondary	23,991	66.8	4,932,957	90.7	374,977	85.1
Montessori	2,750	7.7	100,638	1.9	13,637	3.1
Special program emphasis	1,128	3.1	128,167	2.4	13,335	3.0
Special education	1,588	4.4	115,612	2.1	18,207	4.1
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	1,153	3.2	74,767	1.4	8,539	1.9
Early childhood	5,277	14.7	85,465	1.6	11,923	2.7
Size (number of students)						
Less than 50	15,434	43.0	319,808	5.9	46,699	10.6
50–149	8,468	23.6	773,863	14.2	81,223	18.4
150–299	6,566	18.3	1,410,272	25.9	105,079	23.8
300–499	3,199	8.9	1,223,135	22.5	87,317	19.8
500–749	1,392	3.9	829,642	15.3	57,324	13.0
750 or more	836	2.3	883,205	16.2	63,161	14.3
Region						
Northeast	8,506	23.7	1,365,581	25.1	115,464	26.2
Midwest	8,665	24.1	1,371,821	25.2	98,222	22.3
South	10,885	30.3	1,668,762	30.7	146,958	33.3
West	7,839	21.8	1,033,761	19.0	80,160	18.2
Community type						
Central city	12,431	34.6	2,311,239	42.5	181,940	41.3
Urban fringe/large town	14,427	40.2	2,329,718	42.8	184,583	41.9
Rural/small town	9,037	25.2	798,969	14.7	74,281	16.9

‡ 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), 2001–2002.

Characteristics of Private Schools in the United States

Table 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, 2001-02

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	534.0	†	28,585.4	†	3,218.8	†
NCES typology						
Catholic	52.0	0.31	11,634.7	0.22	830.7	0.24
Parochial	17.3	0.18	5,275.6	0.12	393.9	0.13
Diocesan	21.0	0.12	6,690.0	0.12	387.0	0.11
Private	29.5	0.07	2,377.9	0.03	293.0	0.05
Other religious	277.9	0.48	13,145.2	0.19	1,895.3	0.32
Conservative Christian	105.5	0.32	4,882.9	0.11	497.3	0.15
Affiliated	91.3	0.26	7,164.1	0.13	1,386.8	0.28
Unaffiliated	209.6	0.41	9,661.0	0.15	952.4	0.18
Nonsectarian	333.4	0.57	17,366.6	0.25	1,982.7	0.32
Regular	194.1	0.38	12,199.6	0.18	1,584.0	0.28
Special emphasis	170.0	0.38	5,512.5	0.09	624.2	0.13
Special education	48.6	0.12	3,949.9	0.07	260.0	0.05
School level						
Elementary	397.5	0.43	16,437.6	0.16	1,436.1	0.25
Secondary	62.7	0.19	3,438.2	0.08	362.8	0.12
Combined	232.5	0.48	15,716.5	0.18	2,333.4	0.32
Program emphasis						
Regular elementary/ secondary	292.1	0.70	21,990.1	0.19	2,625.3	0.21
Montessori	141.5	0.33	3,173.7	0.05	433.2	0.09
Special program emphasis	74.5	0.20	3,796.2	0.07	344.7	0.08
Special education	56.3	0.14	4,666.4	0.08	410.2	0.08
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	81.1	0.22	4,088.1	0.07	482.7	0.11
Early childhood	200.5	0.41	3,205.9	0.05	339.6	0.07
Size (number of students)						
Less than 50	428.0	0.59	7,646.6	0.12	1,017.0	0.19
50-149	142.8	0.32	10,983.4	0.17	1,662.0	0.30
150-299	43.9	0.24	8,641.0	0.13	548.1	0.16
300-499	17.6	0.13	6,561.4	0.11	478.7	0.14
500-749	8.4	0.06	5,053.4	0.10	408.3	0.12
750 or more	10.0	0.04	11,013.5	0.17	1,468.1	0.28
Region						
Northeast	114.2	0.42	6,233.2	0.15	649.0	0.22
Midwest	249.3	0.62	14,284.7	0.23	1,038.2	0.24
South	295.1	0.69	17,858.2	0.26	2,604.8	0.42
West	350.4	0.80	15,978.3	0.25	1,440.9	0.29
Community type						
Central city	326.9	0.63	24,963.0	0.31	2,600.0	0.41
Urban fringe/large town	262.2	0.54	13,037.5	0.27	1,100.1	0.34
Rural/small town	233.0	0.57	10,494.2	0.18	1,747.3	0.34

† 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), 2001-2002.

Table D-5. Number and percentage distribution of traditional PSS and kindergarten-terminal private schools, students, and full-time-equivalent (FTE) teachers, by religious orientation of school: United States, 2001-02

Religious or nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	35,895	100.0	5,439,925	100.0	440,804	100.0
Religious orientation	24,788	69.1	4,476,656	82.3	326,620	74.1
Roman Catholic	8,340	23.2	2,518,734	46.3	155,998	35.4
African Methodist Episcopal	‡	‡	‡	‡	‡	‡
Amish	761	2.1	24,538	0.5	1,170	0.3
Assembly of God	478	1.3	66,918	1.2	5,315	1.2
Baptist	2,930	8.2	321,170	5.9	27,421	6.2
Brethren	62	0.2	8,167	0.2	628	0.1
Calvinist	137	0.4	39,084	0.7	2,618	0.6
Christian (unspecified)	4,664	13.0	611,156	11.2	53,580	12.2
Church of Christ	207	0.6	47,430	0.9	3,841	0.9
Church of God	201	0.6	13,981	0.3	1,121	0.3
Church of God in Christ	47	0.1	3,423	0.1	295	0.1
Disciples of Christ	‡	‡	‡	‡	‡	‡
Episcopal	445	1.2	102,029	1.9	11,297	2.6
Friends	81	0.2	20,996	0.4	2,487	0.6
Greek Orthodox	36	0.1	4,931	0.1	526	0.1
Islamic	189	0.5	22,953	0.4	2,389	0.5
Jewish	856	2.4	200,879	3.7	20,241	4.6
Lutheran Church—Missouri Synod	1,280	3.6	164,706	3.0	11,195	2.5
Evangelical Lutheran Church In America	209	0.6	17,501	0.3	1,319	0.3
Wisconsin Evangelical Lutheran Synod	415	1.2	35,678	0.7	2,428	0.6
Other Lutheran	66	0.2	5,461	0.1	389	0.1
Latter Day Saints	‡	‡	‡	‡	‡	‡
Mennonite	399	1.1	23,749	0.4	1,948	0.4
Methodist	320	0.9	20,531	0.4	2,138	0.5
Pentecostal	649	1.8	40,637	0.8	4,147	0.9
Presbyterian	302	0.8	41,970	0.8	3,770	0.9
Seventh-Day Adventist	981	2.7	60,912	1.1	4,660	1.1
Other	730	2.0	59,124	1.1	5,700	1.3
Nonsectarian	11,107	30.9	963,269	17.7	114,184	25.9

‡ 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), 2001-2002.

Characteristics of Private Schools in the United States

Table 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 orientation of school: United States, 2001-02

Religious or nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	534.0	†	28,585.4	†	3,218.8	†
Religious orientation	291.8	0.57	18,315.5	0.25	2,075.0	0.32
Roman Catholic	52.0	0.31	11,634.7	0.22	830.7	0.24
African Methodist Episcopal	‡	‡	‡	‡	‡	‡
Amish	94.5	0.26	3,286.2	0.06	151.8	0.03
Assembly of God	3.8	0.02	75.1	0.01	8.6	0.01
Baptist	145.8	0.38	6,145.2	0.11	679.4	0.15
Brethren	#	#	#	#	#	#
Calvinist	#	0.01	#	#	#	#
Christian (unspecified)	153.1	0.35	10,322.8	0.17	1,559.2	0.31
Church of Christ	8.7	0.03	87.3	0.01	8.7	0.01
Church of God	49.4	0.14	1,512.1	0.03	62.1	0.01
Church of God in Christ	#	#	#	#	#	#
Disciples of Christ	‡	‡	‡	‡	‡	‡
Episcopal	4.9	0.02	285.5	0.01	15.3	0.02
Friends	#	#	#	#	#	#
Greek Orthodox	6.7	0.02	369.1	0.01	33.6	0.01
Islamic	10.3	0.03	494.2	0.01	51.8	0.01
Jewish	6.6	0.04	1,504.3	0.03	197.6	0.05
Lutheran Church—Missouri Synod	17.9	0.06	734.9	0.02	52.7	0.02
Evangelical Lutheran Church In America	#	0.01	#	#	#	#
Wisconsin Evangelical Lutheran Synod	32.0	0.09	955.4	0.02	77.5	0.02
Other Lutheran	6.0	0.02	96.6	#	13.9	#
Latter Day Saints	‡	‡	‡	‡	‡	‡
Mennonite	37.0	0.11	651.8	0.01	52.7	0.01
Methodist	9.8	0.03	103.0	#	11.1	#
Pentecostal	94.8	0.26	2,734.8	0.05	334.7	0.08
Presbyterian	14.1	0.04	173.6	0.01	11.0	0.01
Seventh-Day Adventist	26.3	0.08	367.8	0.01	36.2	0.01
Other	52.4	0.13	1,613.6	0.03	303.7	0.07
Nonsectarian	333.4	0.57	17,366.6	0.25	1,982.7	0.32

† 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), 2001-2002.

Appendix E—Item Response Rate Tables

Table E-1. Private School Universe Survey item response rates for traditional private schools: United States, 2001-02

Item number	Unweighted response rate	Weighted response rate ¹
5a	97.3	97.7
5b	98.3	98.3
5c	97.9	97.7
5d	97.3	96.1
5e	96.2	94.8
5f	97.6	97.2
5g	97.5	97.1
5h	97.4	96.9
5i	97.4	96.9
5j	97.4	96.9
5k	97.3	96.8
5l	97.1	96.6
5m	97.1	96.6
5n	95.6	94.4
5o	95.5	94.2
5p	95.4	94.1
5q	95.2	93.8
5a-q offrd	99.5	99.5
5a-q enr	97.1	96.7
5 all	97.1	96.7
6	98.0	97.6
7a	91.7	93.9
7b	92.3	96.7
7c	90.4	93.1
7d	94.0	94.2
7e	90.5	93.0
8a	99.5	99.5
8b	90.0	90.2
9a	100.0	100.0
9b	96.6	96.5
9c	97.3	97.1
9d - 4yr	86.3	86.3
9d - 2yr	81.4	81.1
9d - tech	77.5	77.5
10a	98.9	99.0
10b	98.2	98.3
11a	99.1	99.0
11b	98.4	98.4
11c	98.4	98.5
11d	98.2	98.2
11e	98.2	98.2
11f	98.7	98.7
12a	98.0	97.7
12b	98.7	98.7
13	99.8	99.8
14a	99.7	99.7
14b	95.9	95.9
14c	99.5	99.6
14d	93.3	93.4
15	96.1	96.1
16	94.4	94.0
17	98.6	98.6
18	99.4	99.4

¹Weighted using the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001-2002.

Characteristics of Private Schools in the United States

Table E-2. Private School Universe Survey item response rates for kindergarten-terminal schools: United States, 2001–02

Item number	Unweighted response rate	Weighted response rate ¹
5a	†	†
5b	98.7	98.7
5c	98.6	98.5
5d	99.7	99.7
5e	92.2	96.2
5f	†	†
5g	†	†
5h	†	†
5i	†	†
5j	†	†
5k	†	†
5l	†	†
5m	†	†
5n	†	†
5o	†	†
5p	†	†
5q	†	†
6	98.8	98.8
7a	87.9	75.9
7b	87.4	83.5
7c	87.8	90.1
7d	85.8	90.4
7e	85.3	77.3
8a	97.7	98.1
8b	76.2	80.1
9a	100.0	100.0
9b	†	†
9c	†	†
9d(1)	†	†
9d(2)	†	†
9d(3)	†	†
10a	98.4	98.6
10b	98.3	98.5
11a	98.2	98.4
11b	96.7	97.1
11c	96.5	97.0
11d	96.3	96.8
11e	96.3	96.8
11f	96.9	97.4
12a	99.9	99.8
12b	98.4	98.5
13	99.7	99.7
14a	99.1	99.2
14b	96.9	97.6
14c	98.0	98.4
14d	87.8	87.6
15	94.3	93.8
16	80.5	79.5
17	93.1	92.5
18	99.2	99.3

† Not applicable.

¹Weighted using the inverse of the probability of selection.

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), 2001–2002.

Appendix F—Private School Survey Questionnaire 2001–2002

NOTICE – This report is authorized by law (20 U.S. Code 9003). OMB No. 1850-0641: Approval Expires 07/31/2002

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

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

PRIVATE SCHOOL SURVEY

2001–2002 SCHOOL YEAR



PLEASE NOTE:

The 2001–2002 Private School Survey is intended to include all private –

► SCHOOLS that teach ANY of the following –

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

► EARLY CHILDHOOD PROGRAMS AND DAY CARE CENTERS that have ANY of the following –

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

For example:

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

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

FORM PSS-1
(9-18-2001)

PLEASE CONTINUE WITH ITEM 1 ON PAGE 3.

DEAR ADMINISTRATOR:

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

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the 2001-2002 Private School Survey. The U.S. Census Bureau is conducting the survey for NCES as authorized by law (20 USC 9003, 9004, Section 405(b), and 9007, Section 408 of the National Education Statistics Act of 1994).

WHY IS NCES SPONSORING THIS SURVEY?

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

WHO SHOULD PARTICIPATE IN THIS SURVEY?

The 2001-2002 Private School Survey includes all private schools and early childhood programs that provide educational instruction to students in kindergarten or any of grades 1-12.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

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

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

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

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

U.S. Census Bureau
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,



**GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS**

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0641. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Private School Survey, National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006-5651.

1. Please print your name, title, and work telephone number in case we have questions about any of your responses.

YOUR NAME

050

TITLE

051

AREA CODE TELEPHONE NUMBER

052 — —

For questions regarding this survey, please call the Census Bureau at 1–800–221–1204, Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

2a. Is the institution or organization named on the front of this questionnaire a school?

105 1 Yes
 2 No – Please explain → 106 → GO to item 3.

b. Is the school named on the front of this questionnaire a private school?

(For this survey, all elementary or secondary schools that are privately funded are considered private schools, e.g., Roman Catholic schools, Hebrew day schools, Lutheran schools, private boarding schools, nonsectarian private schools, etc.)

130 1 Yes
 2 No – Please describe the type of school (e.g., public school, Bureau of Indian Affairs school, state school, charter school, etc.) ↴
 131 → GO to item 3.

c. Is the school named on the front of this questionnaire still in operation?

100 1 Yes
 2 No – Please record the date when the school closed. ↴
 101 → GO to item 3.
 Month Day Year

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

115 1 Yes
 2 No – Please record the grade level(s) taught in this school (e.g., nursery and prekindergarten, adult education, postsecondary). ↴
 116 → GO to item 3.

e. Is the school named on the front of this questionnaire located in the United States?

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

3. If you marked "No" for any of items 2a–e, do not complete this questionnaire. Please return it in the enclosed envelope. If you do not have the return envelope, mail your questionnaire to:

U.S. Census Bureau
 Current Projects Branch
 1201 East 10th Street
 Jeffersonville, IN 47132-0001

If you marked "Yes" for all of items 2a–e above, continue with item 4.

INSTRUCTIONS

We suggest using a pencil or ball point pen to answer this questionnaire.

If you have any questions, please call the Census Bureau at 1-800-221-1204, Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

Please return this questionnaire within 2 weeks in the enclosed envelope.

- 4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form. To help you with this, please record the time you begin.**

--	--	--	--	--	--	--	--	--	--

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

• Report only for the school named on the front of this questionnaire.

• Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school/program.

• Mark the box for each grade level in which students are enrolled, and enter the number enrolled to the right.

Grade levels	Grades with students enrolled around October 1, 2001	Enrollment around October 1, 2001
a. Ungraded (including ungraded special education students)	135 1 <input type="checkbox"/>	140 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
b. Nursery and prekindergarten	145 1 <input type="checkbox"/>	150 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
c. Kindergarten (<i>traditional year of school primarily for 5-year-olds prior to first grade</i>)	155 1 <input type="checkbox"/>	160 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
d. Transitional (or readiness) kindergarten (<i>extra year of school for kindergarten-age children who are judged not ready for kindergarten</i>)	165 1 <input type="checkbox"/>	170 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
e. Transitional first (or prefirst) grade (<i>extra year of school for children who have attended kindergarten but have been judged not ready for first grade</i>)	175 1 <input type="checkbox"/>	180 <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>

5. Continued –

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

Grade levels	Grades with students enrolled around October 1, 2001	Enrollment around October 1, 2001
f. 1st	185 1 <input type="checkbox"/>	190 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
g. 2nd	195 1 <input type="checkbox"/>	200 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
h. 3rd	205 1 <input type="checkbox"/>	210 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
i. 4th	215 1 <input type="checkbox"/>	220 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
j. 5th	225 1 <input type="checkbox"/>	230 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
k. 6th	235 1 <input type="checkbox"/>	240 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
l. 7th	245 1 <input type="checkbox"/>	250 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
m. 8th	255 1 <input type="checkbox"/>	260 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
n. 9th	265 1 <input type="checkbox"/>	270 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
o. 10th	275 1 <input type="checkbox"/>	280 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
p. 11th	285 1 <input type="checkbox"/>	290 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
q. 12th	295 1 <input type="checkbox"/>	300 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<p>6. What was the total number of students enrolled in this school/program around the first of October? • Please sum lines 5(a) through 5(q).</p>		<p>305 <input type="text"/><input type="text"/><input type="text"/><input type="text"/> Students</p>

INSTRUCTIONS FOR ITEM 7

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

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

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

320 Students
0 None

b. White, not of Hispanic origin?

330 Students
0 None

c. Black, not of Hispanic origin?

325 Students
0 None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

310 Students
0 None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

315 Students
0 None

8a. Is this school coeducational?

335 1 Yes
2 No, it is an all-female school
3 No, it is an all-male school } → **GO to item 9a on page 7.**

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

⚠ **Do NOT** include nursery, prekindergarten, postsecondary, or adult education students.

340 Male students
0 None

9a. Last school year (2000–2001), were any students enrolled in 12th grade?

345 1 Yes
 2 No → GO to item 10a below.

b. How many students were enrolled in 12th grade around October 1, 2000?

350 12th graders

c. How many students graduated from the 12th grade last year?

☛ *Include 2001 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.*

355 Graduates
 0 None → GO to item 10a below.

d. Of those who graduated last year, what PERCENTAGE went to:

360 % **Four-year colleges?**

361 % **Two-year colleges?**

362 % **Technical or other specialized schools?**

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

☛ *Mark (X) only one box.*

365 0 School does not offer kindergarten, transitional kindergarten, or transitional first grade → GO to instructions for item 11 at top of page 8.

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

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

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

370 Days per week

INSTRUCTIONS AND AN EXAMPLE FOR ITEM 11

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

Example:

The following is an example to illustrate how to report teachers in this item for a school/program that includes prekindergarten through grade 8.

When recording your answers, please write only one digit in an individual space, e.g.,

0 1 2 3 4 5 6 7 8 9

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

8 Full-time teachers

None

Teach at least 3/4 time but less than full time

None

2 Teach at least 1/2 time but less than 3/4 time

This number includes the one full-time teacher who teaches kindergarten 1/2 time and prekindergarten 1/2 time. The time he/she spends teaching prekindergarten is not counted in item 11.

This number also includes the physical education teacher who teaches three days a week.

None

1 Teach at least 1/4 time but less than 1/2 time

This includes the music teacher who teaches two days a week.

None

1 Teach less than 1/4 time

This includes the principal who teaches one 30-minute class each day. The time he/she spends working as a principal is not included in item 11.

None

1 2 **TOTAL TEACHERS**

11. Around October 1, 2001, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

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

☛ INCLUDE:

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

☛ Do NOT include:

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

▲

385 Full-time teachers
 0 None

390 Teach at least ¾ time but less than full time
 0 None

395 Teach at least ½ time but less than ¾ time
 0 None

400 Teach at least ¼ time but less than ½ time
 0 None

405 Teach less than ¼ time
 0 None

410 **TOTAL TEACHERS**

12a. What type of school/program is this?

▲
● Mark (X) only one box.

- 415
- 1 REGULAR elementary or secondary (e.g., a K – 12 school, a K – 8 school, a 7 – 12 school, a 9 – 12 school, a 1 – 8 school, etc.)
 - 2 MONTESSORI
 - 3 Elementary or secondary with a SPECIAL PROGRAM EMPHASIS – e.g., science/math school, performing arts high school, foreign language immersion school, talented/gifted school, etc.
 - 4 SPECIAL EDUCATION – primarily serves students with disabilities.
 - 5 VOCATIONAL/TECHNICAL – primarily serves students being trained for occupations.
 - 6 ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school – Please describe ↴
416
 - 7 EARLY CHILDHOOD PROGRAM/DAY CARE CENTER (e.g., kindergarten only, prekindergarten and kindergarten only, kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.)

b. Is a major role of this school/program to support home schooling?

- 420
- 1 Yes
 - 2 No

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

- 425
- 1 Yes
 - 2 No

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

- 430 1 Yes
 2 No → *GO to item 15 on page 12.*

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

- 435 1 Yes
 2 No

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

- | | |
|---|---|
| 440 1 <input type="checkbox"/> Roman Catholic | → 445 1 <input type="checkbox"/> Parochial (or inter-parochial) |
| 2 <input type="checkbox"/> African Methodist Episcopal | 2 <input type="checkbox"/> Diocesan |
| 3 <input type="checkbox"/> Amish | 3 <input type="checkbox"/> Private |
| 4 <input type="checkbox"/> Assembly of God | |
| 5 <input type="checkbox"/> Baptist | |
| 6 <input type="checkbox"/> Brethren | |
| 7 <input type="checkbox"/> Calvinist | |
| 8 <input type="checkbox"/> Christian (no specific denomination) | |
| 9 <input type="checkbox"/> Church of Christ | |
| 10 <input type="checkbox"/> Church of God | |
| 11 <input type="checkbox"/> Church of God in Christ | |
| 12 <input type="checkbox"/> Disciples of Christ | |
| 13 <input type="checkbox"/> Episcopal | |
| 14 <input type="checkbox"/> Friends | |
| 15 <input type="checkbox"/> Greek Orthodox | |
| 16 <input type="checkbox"/> Islamic | |
| 17 <input type="checkbox"/> Jewish | |
| 18 <input type="checkbox"/> Latter Day Saints | |
| 19 <input type="checkbox"/> Lutheran Church -- Missouri Synod | |
| 20 <input type="checkbox"/> Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA) | |
| 21 <input type="checkbox"/> Wisconsin Evangelical Lutheran Synod | |
| 22 <input type="checkbox"/> Other Lutheran | |
| 23 <input type="checkbox"/> Mennonite | |
| 24 <input type="checkbox"/> Methodist | |
| 25 <input type="checkbox"/> Pentecostal | |
| 26 <input type="checkbox"/> Presbyterian | |
| 27 <input type="checkbox"/> Seventh-Day Adventist | |
| 28 <input type="checkbox"/> Other – <i>Specify</i> ↴ | |

441

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

☛ Mark (X) all that apply.

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

RELIGIOUS

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

460 2 American Association of Christian Schools (AACCS)

465 3 Association of Christian Schools International (ACSI)

467 4 Association of Christian Teachers and Schools (ACTS)

470 5 Christian Schools International (CSI)

475 6 Council of Islamic Schools in North America (CISNA)

480 7 Evangelical Lutheran Education Association (ELEA)

485 8 Friends Council on Education (FCE)

490 9 General Conference of the Seventh-Day Adventist Church (GCSDAC)

495 10 Jesuit Secondary Education Association (JSEA)

500 11 National Association of Episcopal Schools (NAES)

505 12 National Catholic Educational Association (NCEA)

510 13 National Christian School Association (NCSA)

515 14 National Society for Hebrew Day Schools (NSHDS)

520 15 Oral Roberts University Educational Fellowship (ORUEF)

525 16 Solomon Schechter Day Schools (SSDS)

530 17 Southern Baptist Association of Christian Schools (SBACS)

535 18 Other religious school association(s) – *Specify* ↴

536

15. Continued –

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

☛ *Mark (X) all that apply.*

SPECIAL EMPHASIS

- 540 19 American Montessori Society (AMS)
- 545 20 Other Montessori association(s)
- 550 21 Association of Military Colleges and Schools (AMCS)
- 555 22 Association of Waldorf Schools of North America (AWSNA)
- 560 23 Bilingual School Association (BSA)
- 565 24 Council of Bilingual Education (CBE)
- 570 25 Council for Exceptional Children (CEC)
- 575 26 National Association of Private Schools for Exceptional Children (NAPSEC)
- 580 27 Other association(s) for exceptional children
- 585 28 European Council for International Schools (ECIS)
- 590 29 National Association for the Education of Young Children (NAEYC)
- 595 30 National Association of Bilingual Education (NABE)
- 600 31 National Association of Laboratory Schools (NALS)
- 602 32 National Coalition of Girls' Schools (NCGS)
- 605 33 Other special emphasis association(s) – *Specify* ↴

606

OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS

- 610 34 Alternative School Network (ASN)
- 615 35 Institute for Independent Education (IIE)
- 620 36 National Association of Independent Schools (NAIS)
- 622 37 State or regional independent school association
- 625 38 National Coalition of Alternative Community Schools (NCACS)
- 630 39 National Independent Private Schools Association (NIPSA)
- 635 40 The Association of Boarding Schools (TABS)
- 640 41 Other school association(s) – *Specify* ↴

641

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

645 Days per year

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

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

650 Hours

AND

655 Minutes

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

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

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

660 1 Yes

2 No

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

665 Minutes

20. Please record the date you completed this form.

670
Month Day Year



Please use a black or blue pen to complete item 21.

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

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

School/program name

700

Mailing address

701

City

State

ZIP Code

702

703

704

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

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

**U.S. Census Bureau
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001**

NOTES

Find out more about the Private School Survey (PSS) and information about private schools that was collected in the last survey. See PSS on the World Wide Web at:

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

Look for the report "Private School Universe Survey, 1999-2000" (NCES 2001-330).

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

<http://nces.ed.gov>

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

<http://www.fedstats.gov>