

Private School Universe
Survey: 1999–2000

NATIONAL CENTER FOR EDUCATION STATISTICS

Statistical Analysis Report

August 2001

Private School Universe Survey: 1999–2000

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Suggested Citation:

U.S. Department of Education, National Center for Education Statistics, *Private School Universe Survey, 1999-2000*, NCES 2001-330, by Stephen P. Broughman and Lenore A. Colaciello, Washington, DC: 2001.

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Acknowledgments

The authors acknowledge the comments and suggestions of the NCES reviewers: Daniel Kasprzyk, Elementary/Secondary and Libraries Studies Division; Bruce Taylor and Steven Kaufman, Office of the Deputy Commissioner; Arnold Goldstein, Assessment Division; and Bill Sonnenberg, Early Childhood, International, and Crosscutting Studies Division. Thanks to Leslie Scott, Education Statistics Services Institute; Jack Klenk, Office of Nonpublic Education; Joseph McTighe, Council for American Private Education; and Fr. William Davis, United States Catholic Conference. Thanks also to Susan Baldrige and Carol Rohr, Pinkerton Computer Consultants, Inc., for formatting the text and tables in this report.

Stephen Broughman was the NCES Project Officer for the Private School Universe Survey. The survey was performed under an interagency agreement with the U.S. Department of Commerce, Bureau of the Census. Steven Tourkin (Chief) and Lenore Colaciello, Education Surveys Branch, Demographic Surveys Division monitored the data collection and prepared processing specifications, the codebook, and the technical notes section of this report. Howard McGowan, Chief of the Consumer Expenditures Surveys Programming Branch, assisted by Jennifer Peterson, supervised the data processing activities, including edits, data inputs, table production, and final file preparation. Technical assistance, including specifications for sample selection and weighting, was provided by Dennis Schwanz (Chief), Toni Warner, Betty Jackson, and Randy Parmer of the Longitudinal Surveys Branch, Demographic Statistical Methods Division.

We are interested in your reaction to the information presented here about the Private School Universe 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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Introduction

This report on the private school universe presents data on schools with grades kindergarten through 12 by school size, school level, religious orientation, geographical region, community type, and program emphasis. The numbers of students and teachers are reported in the same categories. The number of students is also reported by race/ethnicity, gender, and grade level.

Tables present data by three classification schemes: private school typology (tables 1, 3, 4, 7, 8, 10, 12, 13, 14, 16, 17, 18, 19, 20, and 21), religious orientation (tables 2, 5, 6, and 9), and association membership (table 15). The private school nine-category typology is based on methodological work completed at the National Center for Education Statistics (NCES). Each of the primary divisions (Catholic, other religious, and nonsectarian) is subdivided into three additional categories: Catholic into parochial, diocesan, and private order;¹ other religious into conservative Christian, affiliated with a national denomination or other religious school association, and unaffiliated; and nonsectarian into regular program, special emphasis, and special education.²

The Private School Survey (PSS), conducted biennially by the U.S. Bureau of the Census for the NCES, is designed to collect data from all private schools in the 50 states and the District of Columbia. The PSS conducted in 1999–2000 is the data source for this report. The counts presented here are estimates derived from a collection of state and private school organization and association lists combined with an area frame; an estimate of the undercount of schools using this methodology is given on page 40. The survey design is described in the Technical Notes section of the report. Although, beginning in 1995, the PSS definition of a school was expanded to include those schools for which a kindergarten was the highest grade, referred to as kindergarten-terminal (k-terminal) schools, all estimates presented in this report, except for those

presented in appendix B, are for schools (traditional schools) meeting the more restrictive pre-1995 PSS definition of having at least one of grades 1–12.

Selected Results

Schools

In the fall of 1999, there were 27,223 private elementary and secondary schools in the United States, a total not statistically different from the 27,402 schools counted in the fall of 1997.³ Among these schools 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, 30, and 22 percent of all private schools, respectively (table 1 and figure 1). Parochial schools were the most numerous type of Catholic schools, followed by diocesan and then private order schools. Among the three categories of other religious schools—conservative Christian, affiliated, and unaffiliated—there were fewer affiliated schools than conservative Christian or unaffiliated schools. Of the nonsectarian schools, regular schools were the most numerous, followed by special emphasis schools and then special education schools.

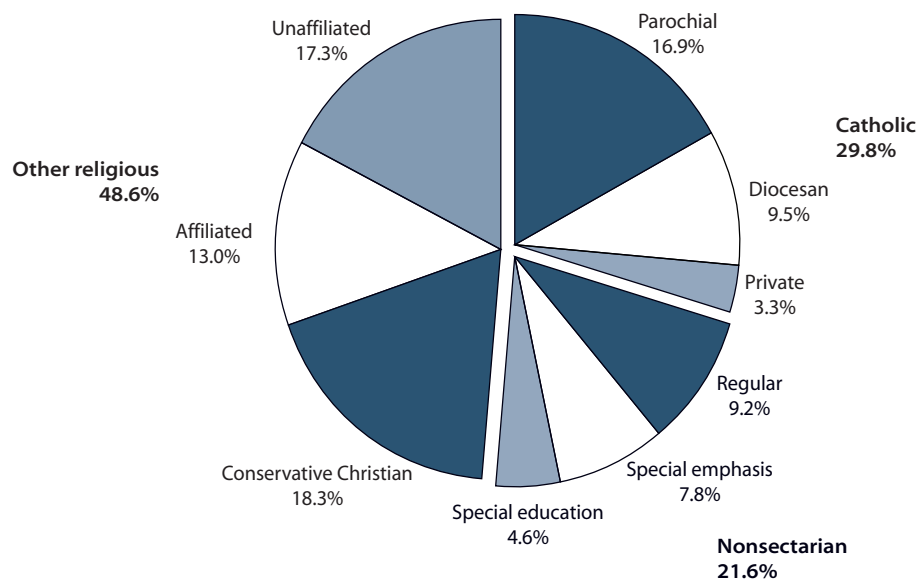
The region with the most private schools was the South (30 percent), while the region with the fewest was the West (20 percent). Ninety-one percent of private schools offered at least some elementary grades, with 61 percent offering elementary grades, and 30 percent offering a combination of elementary and secondary grades; the remaining 9 percent offered secondary grades only. 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 fewer than 10 percent of private schools.

¹ While the tables and figures use the term “private,” “private order” is used in the text to avoid confusion with the general use of the term “private.”

² For a description of the typology, see the definitions in the Technical Notes section of the report, page 29.

³ U.S. Department of Education, National Center for Education Statistics, *Private School Universe Survey, 1997–98*, NCES 1999–319 (Washington, DC: 1999)

Figure 1.—Percentage distribution of private schools, by NCES typology



NOTE: Details may not sum to 100.0 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Enrollment

A total of 5,162,684 students were enrolled in the nation's private schools in the fall of 1999, an increase over the 5,076,119 students enrolled in the fall of 1997.⁴ Private school students represented approximately 10 percent of the total elementary and secondary enrollment in the United States.⁵

The distribution of enrollment by type of private school differed from the distribution of individual schools classified by the same dimension. More students were enrolled in Catholic schools than in other religious schools, 49 and 36 percent of total private enrollment, respectively (table 1 and figure 2). Enrollment in nonsectarian schools, representing 16 percent of all private students, was less than that of Catholic or other religious schools. That Catholic schools represent approximately one-third of all private schools while containing almost half of private school students is an indication that the distribution of schools by size is not the same for the three types of schools. For example, the percentage of schools that are small (fewer than 50 students) is much greater for other religious (38

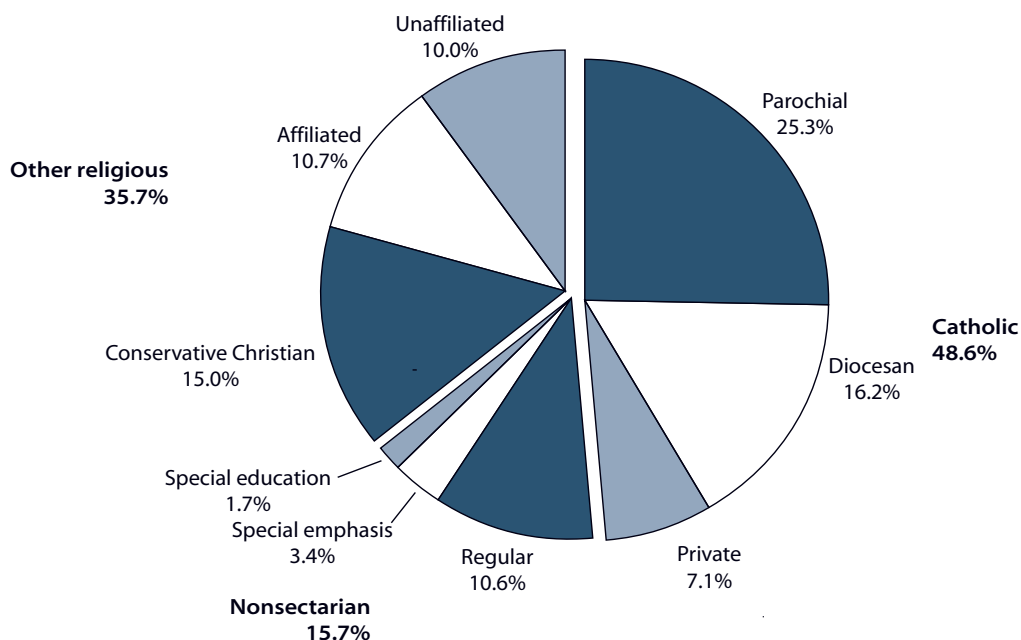
percent) and nonsectarian (40 percent) schools than for Catholic schools (2 percent) (table 13). Among Catholic schools, more students were enrolled in parochial schools, followed by diocesan schools and then private order schools. Among the three categories of other religious schools, enrollment was greater in conservative Christian schools than in affiliated or unaffiliated schools. Of the nonsectarian schools, regular schools had more students, followed by special emphasis schools and then special education schools.

The region with the most private school students was the South (31 percent), while the region with the fewest was the West (18 percent). Approximately 55 percent of private school students were enrolled in elementary schools, 16 percent were enrolled 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.

⁴ Ibid.

⁵ Public school enrollment source is the Common Core of Data, "State Nonfiscal Survey, 1999–2000."

Figure 2.—Percentage distribution of private school students, by NCES typology



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Approximately three-quarters (77 percent) of private school students were white, non-Hispanic; while 9 percent were black, non-Hispanic; 8 percent were Hispanic; 4 percent were American Indian/Alaska Native; and 5 percent Asian/Pacific Islander (table 16).⁶ Almost half (49 percent) of all private school students attended schools that were located in urban areas (central city), approximately 40 percent attended schools that were located in an urban fringe or a large town, while only 11 percent attended rural schools (table 1).

Teachers

The nation's private school students were taught by 395,317 full-time equivalent (FTE) teachers (table 1) in the fall of 1999, representing an increase over the 376,544 FTE teachers employed in private schools in the fall of 1997.⁷ The distribution of FTE teachers by type of private school differed from those of schools and enrollment. Catholic schools (38 percent) and other religious schools

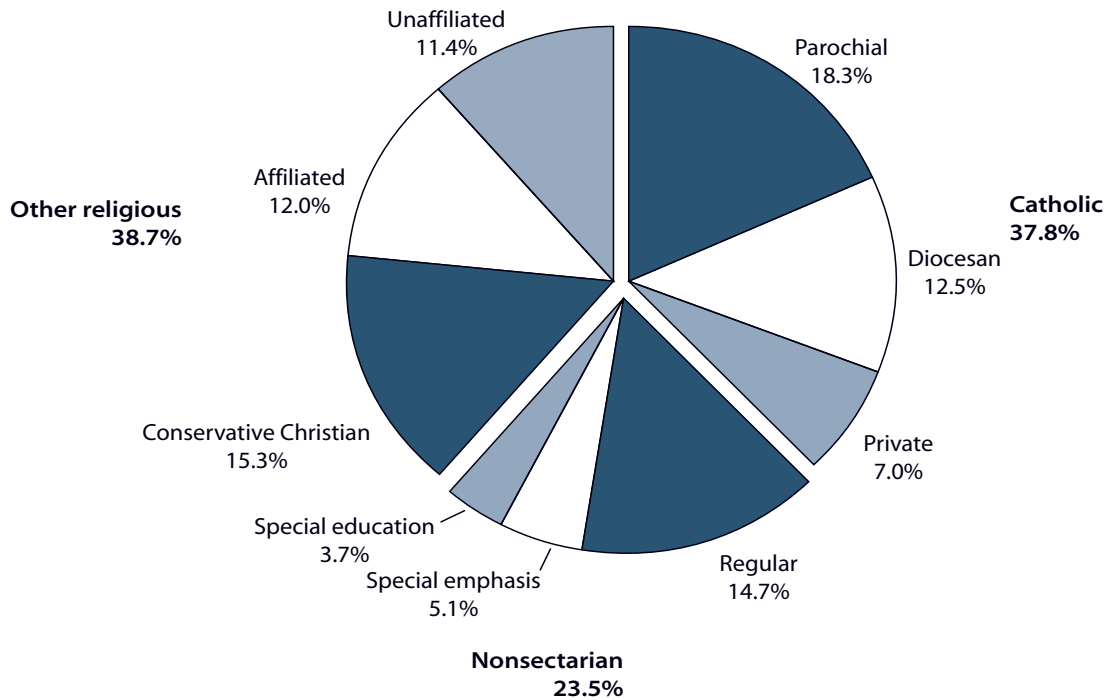
(39 percent) employed approximately the same number of FTE teachers, while both employed more than nonsectarian schools (24 percent) (table 1 and figure 3). Among Catholic schools, more FTE teachers were teaching in parochial schools, followed by diocesan schools and then private order schools. Among the three categories of other religious schools, conservative Christian schools employed more teachers than affiliated or unaffiliated schools. Of the nonsectarian schools, more FTE teachers were employed by regular schools, followed by special emphasis schools and then special education schools.

The region with the most private school FTE teachers was the South (33 percent), while the region with the fewest was the West (17 percent). Nearly one-half of FTE teachers (48 percent) were teaching in elementary schools, approximately one-third (37 percent) in combined schools, and about 16 percent in secondary schools. Almost 88 percent

⁶ For 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 U.S. Department of Education, National Center for Education Statistics, *Private Schools in the United States: A Statistical Profile, 1990–91*, NCES 95–330 (Washington, DC: 1995) and *Private Schools in the United States: A Statistical Profile, 1993–94*, NCES 97–459 (Washington, DC: 1997).

⁷ U.S. Department of Education, National Center for Education Statistics, *Private School Universe Survey 1997–98*, NCES 1999–319 (Washington, DC: 1999).

Figure 3.—Percentage distribution of private school FTE teachers, by NCES typology



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

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.

Kindergarten-terminal schools

Since 1995, schools for which kindergarten was the highest grade have been included in the PSS. In the fall of 1999, there were 5,772 of these schools enrolling 91,802 students and employing 13,081 FTE teachers nationwide (table 1B). When the k-terminal schools are added to the traditional PSS schools,

the total number of schools becomes 32,995, with 5,254,485 students and 408,397 FTE teachers (table 3B). Almost 70 percent of the k-terminal schools were nonsectarian (68 percent), 30 percent were other religious, and 2 percent were Catholic (table 1B).

By definition, all of these schools were classified as elementary, and most of them (95 percent) enrolled fewer than 50 students. Seventy-nine percent of these schools emphasized an early childhood program, 19 percent emphasized a Montessori program, and fewer than 5 percent each emphasized any one of the other program emphases.

Table 1.—Number and percentage distribution of private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Schools | | Students | | FTE teachers | |
|-------------------------------|---------------|--------------|------------------|--------------|----------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 27,223 | 100.0 | 5,162,684 | 100.0 | 395,317 | 100.0 |
| NCES typology | | | | | | |
| Catholic | 8,102 | 29.8 | 2,511,040 | 48.6 | 149,600 | 37.8 |
| Parochial | 4,607 | 16.9 | 1,307,461 | 25.3 | 72,497 | 18.3 |
| Diocesan | 2,598 | 9.5 | 835,327 | 16.2 | 49,415 | 12.5 |
| Private | 897 | 3.3 | 368,252 | 7.1 | 27,689 | 7.0 |
| Other religious | 13,232 | 48.6 | 1,843,580 | 35.7 | 152,915 | 38.7 |
| Conservative Christian | 4,989 | 18.3 | 773,237 | 15.0 | 60,481 | 15.3 |
| Affiliated | 3,531 | 13.0 | 553,530 | 10.7 | 47,433 | 12.0 |
| Unaffiliated | 4,712 | 17.3 | 516,813 | 10.0 | 45,001 | 11.4 |
| Nonsectarian | 5,889 | 21.6 | 808,063 | 15.7 | 92,801 | 23.5 |
| Regular | 2,494 | 9.2 | 546,649 | 10.6 | 58,279 | 14.7 |
| Special emphasis | 2,131 | 7.8 | 175,140 | 3.4 | 19,981 | 5.1 |
| Special education | 1,264 | 4.6 | 86,274 | 1.7 | 14,542 | 3.7 |
| School level | | | | | | |
| Elementary | 16,530 | 60.7 | 2,831,372 | 54.8 | 187,833 | 47.5 |
| Secondary | 2,538 | 9.3 | 806,639 | 15.6 | 62,737 | 15.9 |
| Combined | 8,155 | 30.0 | 1,524,673 | 29.5 | 144,746 | 36.6 |
| Program emphasis | | | | | | |
| Regular elementary/ secondary | 22,263 | 81.8 | 4,751,634 | 92.0 | 346,300 | 87.6 |
| Montessori | 1,190 | 4.4 | 77,264 | 1.5 | 8,462 | 2.1 |
| Special program emphasis | 606 | 2.2 | 111,219 | 2.2 | 10,949 | 2.8 |
| Special education | 1,409 | 5.2 | 95,261 | 1.9 | 15,978 | 4.0 |
| Vocational/technical | — | — | — | — | — | — |
| Alternative | 1,617 | 5.9 | 120,233 | 2.3 | 13,000 | 3.3 |
| Early childhood | 133 | 0.5 | 5,534 | 0.1 | 532 | 0.1 |
| Size | | | | | | |
| Less than 50 | 7,565 | 27.8 | 196,309 | 3.8 | 26,329 | 6.7 |
| 50–149 | 7,738 | 28.4 | 716,129 | 13.9 | 71,676 | 18.1 |
| 150–299 | 6,571 | 24.1 | 1,424,018 | 27.6 | 102,457 | 25.9 |
| 300–499 | 3,219 | 11.8 | 1,228,631 | 23.8 | 84,086 | 21.3 |
| 500–749 | 1,352 | 5.0 | 805,490 | 15.6 | 54,078 | 13.7 |
| 750 or more | 778 | 2.9 | 792,106 | 15.3 | 56,691 | 14.3 |
| Region | | | | | | |
| Northeast | 6,452 | 23.7 | 1,294,847 | 25.1 | 103,805 | 26.3 |
| Midwest | 6,991 | 25.7 | 1,345,446 | 26.1 | 91,444 | 23.1 |
| South | 8,240 | 30.3 | 1,575,784 | 30.5 | 131,192 | 33.2 |
| West | 5,540 | 20.4 | 946,608 | 18.3 | 68,876 | 17.4 |
| Community type | | | | | | |
| Central city | 10,825 | 39.8 | 2,540,516 | 49.2 | 189,984 | 48.1 |
| Urban fringe/large town | 10,359 | 38.1 | 2,051,094 | 39.7 | 155,436 | 39.3 |
| Rural/small town | 6,040 | 22.2 | 571,074 | 11.1 | 49,897 | 12.6 |

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 2.—Number and percentage distribution of private schools, students, and FTE teachers, by religious orientation of school: United States, 1999–2000

| Religious or nonsectarian category | Schools | | Students | | FTE teachers | |
|--|---------------|--------------|------------------|--------------|----------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 27,223 | 100.0 | 5,162,683 | 100.0 | 395,317 | 100.0 |
| Religious orientation | | | | | | |
| Roman Catholic | 8,102 | 29.8 | 2,511,040 | 48.6 | 149,600 | 37.8 |
| Amish | 709 | 2.6 | 20,473 | 0.4 | 1,021 | 0.3 |
| Assembly of God | 486 | 1.8 | 75,255 | 1.5 | 5,831 | 1.5 |
| Baptist | 2,109 | 7.8 | 317,178 | 6.1 | 25,123 | 6.4 |
| Brethren | 54 | 0.2 | 8,328 | 0.2 | 589 | 0.2 |
| Calvinist | 150 | 0.6 | 40,802 | 0.8 | 2,600 | 0.7 |
| Christian (unspecified) | 3,611 | 13.3 | 533,008 | 10.3 | 44,197 | 11.2 |
| Church of Christ | 160 | 0.6 | 48,601 | 0.9 | 3,550 | 0.9 |
| Church of God | 145 | 0.5 | 15,140 | 0.3 | 1,272 | 0.3 |
| Church of God in Christ | 36 | 0.1 | 2,724 | 0.1 | 221 | 0.1 |
| Episcopal | 378 | 1.4 | 113,888 | 2.2 | 12,350 | 3.1 |
| Friends | 78 | 0.3 | 16,643 | 0.3 | 2,012 | 0.5 |
| Greek Orthodox | 28 | 0.1 | 4,614 | 0.1 | 451 | 0.1 |
| Islamic | 152 | 0.6 | 18,262 | 0.4 | 1,990 | 0.5 |
| Jewish | 691 | 2.5 | 169,751 | 3.3 | 16,758 | 4.2 |
| Lutheran Church—Missouri Synod | 1,100 | 4.0 | 166,111 | 3.2 | 10,511 | 2.7 |
| Evangelical Lutheran Church In America | 121 | 0.4 | 18,400 | 0.4 | 1,256 | 0.3 |
| Wisconsin Evangelical Lutheran Synod | 359 | 1.3 | 33,815 | 0.7 | 2,214 | 0.6 |
| Other Lutheran | 70 | 0.3 | 4,369 | 0.1 | 328 | 0.1 |
| Mennonite | 414 | 1.5 | 24,262 | 0.5 | 1,933 | 0.5 |
| Methodist | 130 | 0.5 | 16,166 | 0.3 | 1,638 | 0.4 |
| Pentecostal | 472 | 1.7 | 33,201 | 0.6 | 3,201 | 0.8 |
| Presbyterian | 153 | 0.6 | 34,588 | 0.7 | 2,907 | 0.7 |
| Seventh-Day Adventist | 951 | 3.5 | 61,080 | 1.2 | 4,486 | 1.1 |
| Other | 674 | 2.5 | 66,885 | 1.3 | 6,467 | 1.7 |
| Nonsectarian | 5,890 | 21.6 | 808,101 | 15.7 | 92,811 | 23.5 |

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 3.—Number and percentage distribution of private schools, by school level, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | | Elementary | | Secondary | | Combined | |
|------------------------------|---------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 27,223 | 100.0 | 16,530 | 100.0 | 2,538 | 100.0 | 8,155 | 100.0 |
| NCES typology | | | | | | | | |
| Catholic | 8,102 | 29.8 | 6,707 | 40.6 | 1,114 | 43.9 | 282 | 3.5 |
| Parochial | 4,607 | 16.9 | 4,352 | 26.3 | 193 | 7.6 | 63 | 0.8 |
| Diocesan | 2,598 | 9.5 | 2,053 | 12.4 | 481 | 18.9 | 64 | 0.8 |
| Private | 897 | 3.3 | 302 | 1.8 | 440 | 17.3 | 155 | 1.9 |
| Other religious | 13,232 | 48.6 | 6,843 | 41.4 | 718 | 28.3 | 5,672 | 69.6 |
| Conservative Christian | 4,989 | 18.3 | 1,789 | 10.8 | 225 | 8.9 | 2,975 | 36.5 |
| Affiliated | 3,531 | 13.0 | 2,200 | 13.3 | 287 | 11.3 | 1,044 | 12.8 |
| Unaffiliated | 4,712 | 17.3 | 2,853 | 17.3 | 206 | 8.1 | 1,653 | 20.3 |
| Nonsectarian | 5,889 | 21.6 | 2,981 | 18.0 | 707 | 27.9 | 2,201 | 27.0 |
| Regular | 2,494 | 9.2 | 1,396 | 8.5 | 262 | 10.3 | 837 | 10.3 |
| Special emphasis | 2,131 | 7.8 | 1,387 | 8.4 | 257 | 10.1 | 487 | 6.0 |
| Special education | 1,264 | 4.6 | 198 | 1.2 | 188 | 7.4 | 878 | 10.8 |
| Program emphasis | | | | | | | | |
| Regular elementary/secondary | 22,263 | 81.8 | 14,278 | 86.4 | 1,963 | 77.3 | 6,021 | 73.8 |
| Montessori | 1,190 | 4.4 | 1,045 | 6.3 | — | — | 139 | 1.7 |
| Special program emphasis | 606 | 2.2 | 280 | 1.7 | 111 | 4.4 | 216 | 2.6 |
| Special education | 1,409 | 5.2 | 232 | 1.4 | 202 | 8.0 | 975 | 12.0 |
| Vocational/technical | — | — | — | — | — | — | — | — |
| Alternative | 1,617 | 5.9 | 579 | 3.5 | 254 | 10.0 | 784 | 9.6 |
| Early childhood | 133 | 0.5 | 116 | 0.7 | 0 | 0.0 | — | — |
| Size | | | | | | | | |
| Less than 50 | 7,565 | 27.8 | 4,273 | 25.9 | 561 | 22.1 | 2,732 | 33.5 |
| 50–149 | 7,738 | 28.4 | 4,688 | 28.4 | 542 | 21.4 | 2,508 | 30.8 |
| 150–299 | 6,571 | 24.1 | 4,811 | 29.1 | 429 | 16.9 | 1,332 | 16.3 |
| 300–499 | 3,219 | 11.8 | 2,019 | 12.2 | 419 | 16.5 | 782 | 9.6 |
| 500–749 | 1,352 | 5.0 | 629 | 3.8 | 282 | 11.1 | 440 | 5.4 |
| 750 or more | 778 | 2.9 | 110 | 0.7 | 305 | 12.0 | 362 | 4.4 |
| Region | | | | | | | | |
| Northeast | 6,452 | 23.7 | 4,049 | 24.5 | 776 | 30.6 | 1,628 | 20.0 |
| Midwest | 6,991 | 25.7 | 5,001 | 30.3 | 622 | 24.5 | 1,367 | 16.8 |
| South | 8,240 | 30.3 | 4,131 | 25.0 | 594 | 23.4 | 3,515 | 43.1 |
| West | 5,540 | 20.4 | 3,349 | 20.3 | 546 | 21.5 | 1,645 | 20.2 |
| Community type | | | | | | | | |
| Central city | 10,825 | 39.8 | 6,789 | 41.1 | 1,151 | 45.3 | 2,886 | 35.4 |
| Urban fringe/large town | 10,359 | 38.1 | 6,410 | 38.8 | 897 | 35.3 | 3,052 | 37.4 |
| Rural/small town | 6,040 | 22.2 | 3,331 | 20.2 | 491 | 19.3 | 2,217 | 27.2 |

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 4.—Number and percentage distribution of private school students, by school level, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | | Elementary | | Secondary | | Combined | |
|----------------------------------|------------------|--------------|------------------|--------------|----------------|--------------|------------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 5,162,684 | 100.0 | 2,831,372 | 100.0 | 806,639 | 100.0 | 1,524,673 | 100.0 |
| NCES typology | | | | | | | | |
| Catholic | 2,511,040 | 48.6 | 1,814,676 | 64.1 | 607,682 | 75.3 | 88,682 | 5.8 |
| Parochial | 1,307,461 | 25.3 | 1,208,749 | 42.7 | 80,223 | 10.0 | 18,488 | 1.2 |
| Diocesan | 835,327 | 16.2 | 542,711 | 19.2 | 273,719 | 33.9 | 18,897 | 1.2 |
| Private | 368,252 | 7.1 | 63,216 | 2.2 | 253,740 | 31.5 | 51,296 | 3.4 |
| Other religious | 1,843,580 | 35.7 | 750,026 | 26.5 | 112,132 | 13.9 | 981,422 | 64.4 |
| Conservative Christian | 773,237 | 15.0 | 230,018 | 8.1 | 28,728 | 3.6 | 514,492 | 33.7 |
| Affiliated | 553,530 | 10.7 | 275,051 | 9.7 | 52,048 | 6.5 | 226,430 | 14.9 |
| Unaffiliated | 516,813 | 10.0 | 244,958 | 8.7 | 31,356 | 3.9 | 240,499 | 15.8 |
| Nonsectarian | 808,063 | 15.7 | 266,669 | 9.4 | 86,825 | 10.8 | 454,569 | 29.8 |
| Regular | 546,649 | 10.6 | 162,966 | 5.8 | 56,115 | 7.0 | 327,568 | 21.5 |
| Special emphasis | 175,140 | 3.4 | 92,480 | 3.3 | 21,577 | 2.7 | 61,083 | 4.0 |
| Special education | 86,274 | 1.7 | 11,224 | 0.4 | 9,133 | 1.1 | 65,917 | 4.3 |
| Program emphasis | | | | | | | | |
| Regular elementary/ secondary | 4,751,634 | 92.0 | 2,673,920 | 94.4 | 750,647 | 93.1 | 1,327,067 | 87.0 |
| Montessori | 77,264 | 1.5 | 63,300 | 2.2 | — | — | 12,559 | 0.8 |
| Special program emphasis | 111,219 | 2.2 | 36,318 | 1.3 | 21,121 | 2.6 | 53,779 | 3.5 |
| Special education | 95,261 | 1.9 | 13,276 | 0.5 | 9,697 | 1.2 | 72,287 | 4.7 |
| Vocational/technical | — | — | — | — | — | — | — | — |
| Alternative | 120,233 | 2.3 | 39,487 | 1.4 | 23,038 | 2.9 | 57,708 | 3.8 |
| Early childhood | 5,534 | 0.1 | 5,070 | 0.2 | 0 | 0.0 | — | — |
| Size | | | | | | | | |
| Less than 50 | 196,309 | 3.8 | 111,635 | 3.9 | 12,062 | 1.5 | 72,612 | 4.8 |
| 50–149 | 716,129 | 13.9 | 445,538 | 15.7 | 50,589 | 6.3 | 220,002 | 14.4 |
| 150–299 | 1,424,018 | 27.6 | 1,041,795 | 36.8 | 94,031 | 11.7 | 288,193 | 18.9 |
| 300–499 | 1,228,631 | 23.8 | 767,810 | 27.1 | 163,543 | 20.3 | 297,279 | 19.5 |
| 500–749 | 805,490 | 15.6 | 366,091 | 12.9 | 172,780 | 21.4 | 266,619 | 17.5 |
| 750 or more | 792,106 | 15.3 | 98,504 | 3.5 | 313,634 | 38.9 | 379,968 | 24.9 |
| Region | | | | | | | | |
| Northeast | 1,294,847 | 25.1 | 749,655 | 26.5 | 263,776 | 32.7 | 281,416 | 18.5 |
| Midwest | 1,345,446 | 26.1 | 891,974 | 31.5 | 243,565 | 30.2 | 209,908 | 13.8 |
| South | 1,575,784 | 30.5 | 652,305 | 23.0 | 159,292 | 19.8 | 764,187 | 50.1 |
| West | 946,608 | 18.3 | 537,439 | 19.0 | 140,006 | 17.4 | 269,162 | 17.7 |
| Community type | | | | | | | | |
| Central city | 2,540,516 | 49.2 | 1,353,272 | 47.8 | 448,549 | 55.6 | 738,695 | 48.5 |
| Urban fringe/large town | 2,051,094 | 39.7 | 1,207,138 | 42.6 | 289,917 | 35.9 | 554,039 | 36.3 |
| Rural/small town | 571,074 | 11.1 | 270,962 | 9.6 | 68,174 | 8.5 | 231,938 | 15.2 |

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 5.—Number and percentage distribution of private schools, by school level and religious orientation of school: United States, 1999–2000

| Religious or nonsectarian category | Total | | Elementary | | Secondary | | Combined | |
|---|---------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 27,223 | 100.0 | 16,530 | 100.0 | 2,538 | 100.0 | 8,155 | 100.0 |
| Religious orientation | | | | | | | | |
| Roman Catholic | 8,102 | 29.8 | 6,707 | 40.6 | 1,114 | 43.9 | 282 | 3.5 |
| Amish | 709 | 2.6 | 644 | 3.9 | — | — | 65 | 0.8 |
| Assembly of God | 486 | 1.8 | 203 | 1.2 | — | — | 273 | 3.3 |
| Baptist | 2,109 | 7.8 | 545 | 3.3 | 26 | 1.0 | 1,538 | 18.9 |
| Brethren | 54 | 0.2 | 25 | 0.2 | — | — | 28 | 0.4 |
| Calvinist | 150 | 0.6 | 87 | 0.5 | 21 | 0.8 | 42 | 0.5 |
| Christian (unspecified) | 3,611 | 13.3 | 1,520 | 9.2 | 227 | 9.0 | 1,864 | 22.9 |
| Church of Christ | 160 | 0.6 | 68 | 0.4 | — | — | 87 | 1.1 |
| Church of God | 145 | 0.5 | 51 | 0.3 | — | — | 92 | 1.1 |
| Church of God in Christ | 36 | 0.1 | *28 | *0.2 | 0 | 0.0 | — | — |
| Episcopal | 378 | 1.4 | 232 | 1.4 | 38 | 1.5 | 108 | 1.3 |
| Friends | 78 | 0.3 | 44 | 0.3 | — | — | 22 | 0.3 |
| Greek Orthodox | 28 | 0.1 | 20 | 0.1 | — | — | — | — |
| Islamic | 152 | 0.6 | 94 | 0.6 | — | — | 57 | 0.7 |
| Jewish | 691 | 2.5 | 387 | 2.3 | 172 | 6.8 | 131 | 1.6 |
| Lutheran Church—Missouri Synod | 1,100 | 4.0 | 1,019 | 6.2 | 61 | 2.4 | 20 | 0.3 |
| Evangelical Lutheran Church In America | 121 | 0.4 | 113 | 0.7 | — | — | — | — |
| Wisconsin Evangelical Lutheran Synod | 359 | 1.3 | 334 | 2.0 | 20 | 0.8 | — | — |
| Other Lutheran | 70 | 0.3 | 48 | 0.3 | — | — | — | — |
| Mennonite | 414 | 1.5 | 221 | 1.3 | — | — | 186 | 2.3 |
| Methodist | 130 | 0.5 | 71 | 0.4 | — | — | 49 | 0.6 |
| Pentecostal | 472 | 1.7 | 110 | 0.7 | — | — | 358 | 4.4 |
| Presbyterian | 153 | 0.6 | 94 | 0.6 | — | — | 49 | 0.6 |
| Seventh-Day Adventist | 951 | 3.5 | 664 | 4.0 | 54 | 2.1 | 232 | 2.9 |
| Other | 674 | 2.5 | 221 | 1.4 | 20 | 0.8 | 433 | 5.3 |
| Nonsectarian | 5,890 | 21.6 | 2,981 | 18.0 | 707 | 27.9 | 2,202 | 27.0 |

— Too few sample cases for a reliable estimate.

* 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 A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 6.—Number and percentage distribution of private school students, by school level and religious orientation of school: United States, 1999–2000

| Religious or nonsectarian category | Total | | Elementary | | Secondary | | Combined | |
|---|------------------|--------------|------------------|--------------|----------------|--------------|------------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 5,162,683 | 100.0 | 2,831,371 | 100.0 | 806,639 | 100.0 | 1,524,672 | 100.0 |
| Religious orientation | | | | | | | | |
| Roman Catholic | 2,511,040 | 48.6 | 1,814,676 | 64.1 | 607,682 | 75.3 | 88,682 | 5.8 |
| Amish | 20,473 | 0.4 | 18,564 | 0.7 | — | — | 1,892 | 0.1 |
| Assembly of God | 75,255 | 1.5 | 30,211 | 1.1 | — | — | 44,250 | 2.9 |
| Baptist | 317,178 | 6.1 | 74,044 | 2.6 | 4,835 | 0.6 | 238,299 | 15.6 |
| Brethren | 8,328 | 0.2 | 4,024 | 0.1 | — | — | 3,913 | 0.3 |
| Calvinist | 40,802 | 0.8 | 19,126 | 0.7 | 8,721 | 1.1 | 12,955 | 0.9 |
| Christian (unspecified) | 533,008 | 10.3 | 160,191 | 5.7 | 24,928 | 3.1 | 347,889 | 22.8 |
| Church of Christ | 48,601 | 0.9 | 9,127 | 0.3 | — | — | 38,015 | 2.5 |
| Church of God | 15,140 | 0.3 | 5,436 | 0.2 | — | — | 9,493 | 0.6 |
| Church of God in Christ | 2,724 | 0.1 | 2,235 | 0.1 | 0 | 0.0 | — | — |
| Episcopal | 113,888 | 2.2 | 43,134 | 1.5 | 9,497 | 1.2 | *61,257 | *4.0 |
| Friends | 16,643 | 0.3 | 5,975 | 0.2 | — | — | 9,324 | 0.6 |
| Greek Orthodox | 4,614 | 0.1 | 3,480 | 0.1 | — | — | — | — |
| Islamic | 18,262 | 0.4 | 7,700 | 0.3 | — | — | 10,410 | 0.7 |
| Jewish | 169,751 | 3.3 | 82,074 | 2.9 | 23,396 | 2.9 | 64,281 | 4.2 |
| Lutheran Church—Missouri Synod | 166,111 | 3.2 | 145,946 | 5.2 | 13,578 | 1.7 | 6,587 | 0.4 |
| Evangelical Lutheran Church In America | 18,400 | 0.4 | 16,475 | 0.6 | — | — | — | — |
| Wisconsin Evangelical Lutheran Synod | 33,815 | 0.7 | 27,371 | 1.0 | 5,945 | 0.7 | — | — |
| Other Lutheran | 4,369 | 0.1 | 3,273 | 0.1 | — | — | — | — |
| Mennonite | 24,262 | 0.5 | 10,824 | 0.4 | — | — | 12,264 | 0.8 |
| Methodist | 16,166 | 0.3 | 8,016 | 0.3 | — | — | 6,223 | 0.4 |
| Pentecostal | 33,201 | 0.6 | 8,945 | 0.3 | — | — | 24,246 | 1.6 |
| Presbyterian | 34,588 | 0.7 | 15,693 | 0.6 | — | — | 17,567 | 1.2 |
| Seventh-Day Adventist | 61,080 | 1.2 | 26,915 | 1.0 | 8,487 | 1.1 | 25,679 | 1.7 |
| Other | 66,886 | 1.3 | 21,251 | 0.8 | 3,236 | 0.4 | 42,400 | 2.8 |
| Nonsectarian | 808,101 | 15.7 | 266,669 | 9.4 | 86,825 | 10.8 | 454,606 | 29.8 |

— Too few sample cases for a reliable estimate.

* 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 A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 7.—Percentage distribution of private schools, by program emphasis, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | Regular | Montessori | Special | Special education | Vocational/ | Alternative | Early |
|--------------------------|--------------|--------------------------|------------|---------------------|-------------------|-----------------------|-------------|------------|
| | | elementary/ secondary | | program emphasis | | technical programs | | childhood |
| Total | 100.0 | 81.8 | 4.4 | 2.2 | 5.2 | — | 5.9 | 0.5 |
| NCES typology | | | | | | | | |
| Catholic | 100.0 | 97.4 | 0.5 | 0.7 | 0.8 | — | 0.7 | 0.0 |
| Parochial | 100.0 | 99.0 | — | 0.3 | — | — | 0.4 | 0.0 |
| Diocesan | 100.0 | 98.0 | — | 0.6 | 1.0 | — | — | 0.0 |
| Private | 100.0 | 87.8 | 2.9 | 2.4 | 3.6 | — | 3.3 | 0.0 |
| Other religious | 100.0 | 90.6 | *0.9 | 2.0 | 0.6 | — | 5.7 | 0.2 |
| Conservative Christian | 100.0 | 90.4 | 0.3 | 1.8 | — | — | 7.1 | — |
| Affiliated | 100.0 | 91.6 | — | 2.6 | 0.6 | — | 3.6 | — |
| Unaffiliated | 100.0 | 90.1 | 1.0 | 1.9 | 1.0 | — | 5.8 | — |
| Nonsectarian | 100.0 | 40.5 | 17.6 | 4.8 | 21.5 | — | 13.7 | 1.9 |
| Regular | 100.0 | 95.6 | 0.0 | 0.0 | 0.0 | — | 0.0 | 4.4 |
| Special emphasis | 100.0 | 0.0 | 48.5 | 13.4 | 0.0 | — | 38.0 | 0.0 |
| Special education | 100.0 | 0.0 | 0.0 | 0.0 | 100.0 | — | 0.0 | 0.0 |
| School level | | | | | | | | |
| Elementary | 100.0 | 86.4 | 6.3 | 1.7 | 1.4 | — | 3.5 | 0.7 |
| Secondary | 100.0 | 77.3 | — | 4.4 | 8.0 | — | 10.0 | 0.0 |
| Combined | 100.0 | 73.8 | 1.7 | 2.6 | 12.0 | — | 9.6 | — |
| Size | | | | | | | | |
| Less than 50 | 100.0 | 66.3 | 8.5 | 2.5 | 9.0 | — | 12.6 | 1.2 |
| 50–149 | 100.0 | 76.8 | 5.9 | 2.7 | 7.9 | — | 6.2 | 0.5 |
| 150–299 | 100.0 | 93.9 | 1.1 | 1.3 | 1.5 | — | 2.1 | 0.0 |
| 300–499 | 100.0 | 95.9 | — | 2.4 | — | — | 0.7 | 0.0 |
| 500–749 | 100.0 | 96.6 | — | 2.3 | 0.1 | — | — | 0.0 |
| 750 or more | 100.0 | 96.3 | — | — | 0.0 | — | — | 0.0 |
| Region | | | | | | | | |
| Northeast | 100.0 | 79.9 | 3.2 | 1.9 | 8.6 | — | 5.4 | 1.0 |
| Midwest | 100.0 | 88.2 | 3.5 | 1.4 | 2.9 | — | 3.8 | 0.3 |
| South | 100.0 | 82.0 | 4.6 | 2.3 | 4.2 | — | 6.7 | 0.2 |
| West | 100.0 | 75.6 | 6.5 | 3.6 | 5.6 | — | 8.2 | 0.6 |
| Community type | | | | | | | | |
| Central city | 100.0 | 81.2 | 4.5 | 2.6 | 5.5 | — | 5.9 | 0.4 |
| Urban fringe/large town | 100.0 | 80.2 | 5.4 | 2.2 | 6.3 | — | 5.1 | 0.7 |
| Rural/small town | 100.0 | 85.5 | 2.4 | 1.6 | 2.7 | — | 7.5 | — |

— Too few sample cases for a reliable estimate.

* 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 A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 8.—Percentage distribution of private school students, by program emphasis, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | Regular elementary/secondary | Montessori | Special program emphasis | Special education | Vocational/technical programs | Alternative | Early childhood |
|--------------------------|--------------|------------------------------|------------|--------------------------|-------------------|-------------------------------|-------------|-----------------|
| Total | 100.0 | 92.0 | 1.5 | 2.2 | 1.9 | — | 2.3 | 0.1 |
| NCES typology | | | | | | | | |
| Catholic | 100.0 | 98.4 | 0.2 | 0.7 | 0.2 | — | 0.4 | 0.0 |
| Parochial | 100.0 | 99.3 | — | 0.3 | — | — | 0.2 | 0.0 |
| Diocesan | 100.0 | 98.9 | — | 0.6 | 0.2 | — | — | 0.0 |
| Private | 100.0 | 94.2 | 0.8 | 2.6 | 0.7 | — | 1.6 | 0.0 |
| Other religious | 100.0 | 94.3 | 0.3 | 2.5 | 0.2 | — | 2.6 | 0.1 |
| Conservative Christian | 100.0 | 95.0 | 0.1 | 1.8 | — | — | 3.0 | — |
| Affiliated | 100.0 | 93.6 | — | 3.6 | 0.2 | — | 2.0 | — |
| Unaffiliated | 100.0 | 93.9 | 0.5 | 2.5 | 0.4 | — | 2.5 | — |
| Nonsectarian | 100.0 | 67.1 | 8.1 | 5.7 | 10.7 | — | 7.7 | 0.6 |
| Regular | 100.0 | 99.2 | 0.0 | 0.0 | 0.0 | — | 0.0 | 0.8 |
| Special emphasis | 100.0 | 0.0 | 37.5 | 26.3 | 0.0 | — | 35.6 | 0.0 |
| Special education | 100.0 | 0.0 | 0.0 | 0.0 | 100.0 | — | 0.0 | 0.0 |
| School level | | | | | | | | |
| Elementary | 100.0 | 94.4 | 2.2 | 1.3 | 0.5 | — | 1.4 | 0.2 |
| Secondary | 100.0 | 93.1 | — | 2.6 | 1.2 | — | 2.9 | 0.0 |
| Combined | 100.0 | 87.0 | 0.8 | 3.5 | 4.7 | — | 3.8 | — |
| Size | | | | | | | | |
| Less than 50 | 100.0 | 66.0 | 8.5 | 2.6 | 9.0 | — | 12.9 | 1.0 |
| 50–149 | 100.0 | 78.3 | 5.5 | 2.8 | 7.4 | — | 5.6 | 0.4 |
| 150–299 | 100.0 | 94.4 | 1.0 | 1.3 | 1.3 | — | 2.0 | 0.0 |
| 300–499 | 100.0 | 95.9 | — | 2.4 | — | — | 0.7 | 0.0 |
| 500–749 | 100.0 | 96.5 | — | 2.4 | 0.1 | — | — | 0.0 |
| 750 or more | 100.0 | 96.1 | — | — | 0.0 | — | — | 0.0 |
| Region | | | | | | | | |
| Northeast | 100.0 | 91.5 | 0.9 | 2.0 | 3.2 | — | 2.1 | 0.2 |
| Midwest | 100.0 | 94.9 | 1.4 | 1.2 | 1.0 | — | 1.4 | 0.1 |
| South | 100.0 | 91.9 | 1.7 | 2.4 | 1.5 | — | 2.6 | 0.1 |
| West | 100.0 | 88.9 | 2.2 | 3.3 | 1.8 | — | 3.6 | 0.1 |
| Community type | | | | | | | | |
| Central city | 100.0 | 92.3 | 1.5 | 2.3 | 1.6 | — | 2.3 | 0.1 |
| Urban fringe/large town | 100.0 | 91.8 | 1.7 | 2.1 | 2.3 | — | 2.0 | 0.2 |
| Rural/small town | 100.0 | 91.9 | 1.0 | 1.9 | 1.5 | — | 3.6 | — |

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 9.—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, 1999–2000

| Religious or nonsectarian category | Percent of schools | Percent of students |
|--|--------------------|---------------------|
| Total | 81.8 | 92.0 |
| Religious orientation | | |
| Roman Catholic | 97.4 | 98.4 |
| Amish | 96.0 | 96.5 |
| Assembly of God | 89.8 | 95.0 |
| Baptist | 90.5 | 94.5 |
| Brethren | 90.1 | 96.5 |
| Calvinist | 98.5 | 99.4 |
| Christian (unspecified) | 88.6 | 94.5 |
| Church of Christ | 94.7 | 98.8 |
| Church of God | 84.4 | 91.5 |
| Church of God in Christ | 96.7 | 99.8 |
| Episcopal | 91.6 | 95.2 |
| Friends | 81.5 | 92.2 |
| Greek Orthodox | 96.3 | 96.1 |
| Islamic | 83.4 | 89.5 |
| Jewish | 79.2 | 84.7 |
| Lutheran Church—Missouri Synod | 98.2 | 99.3 |
| Evangelical Lutheran Church In America | 90.5 | 96.2 |
| Wisconsin Evangelical Lutheran Synod | 97.7 | 97.6 |
| Other Lutheran | 91.8 | 94.7 |
| Mennonite | 88.9 | 95.2 |
| Methodist | 85.8 | 95.4 |
| Pentecostal | 89.1 | 91.8 |
| Presbyterian | 88.1 | 94.6 |
| Seventh-Day Adventist | 97.5 | 95.9 |
| Other | 86.2 | 92.8 |
| Nonsectarian | 40.5 | 67.1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 10.—Number and percentage distribution of private schools students, by grade level and NCES typology: United States, 1999–2000

| NCES typology | Grade | | | | | | | | | |
|------------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| | Kindergarten* | | First | | Second | | Third | | Fourth | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 501,885 | 100.0 | 472,110 | 100.0 | 449,093 | 100.0 | 436,732 | 100.0 | 425,140 | 100.0 |
| Catholic | 216,980 | 43.2 | 224,348 | 47.5 | 220,605 | 49.1 | 217,554 | 49.8 | 214,186 | 50.4 |
| Parochial | 141,227 | 28.1 | 147,706 | 31.3 | 145,784 | 32.5 | 144,035 | 32.9 | 141,460 | 33.3 |
| Diocesan | 66,274 | 13.2 | 67,167 | 14.2 | 66,008 | 14.7 | 64,892 | 14.8 | 64,076 | 15.1 |
| Private | 9,479 | 1.9 | 9,475 | 2.0 | 8,814 | 2.0 | 8,627 | 1.9 | 8,650 | 2.0 |
| Other religious | 202,077 | 40.3 | 184,999 | 39.2 | 172,201 | 38.3 | 165,807 | 37.9 | 159,707 | 37.6 |
| Conservative Christian | 88,748 | 17.7 | 78,540 | 16.6 | 72,473 | 16.1 | 69,555 | 15.9 | 66,597 | 15.7 |
| Affiliated | 57,402 | 11.4 | 53,547 | 11.3 | 50,542 | 11.3 | 49,681 | 11.3 | 47,998 | 11.3 |
| Unaffiliated | 55,927 | 11.1 | 52,913 | 11.2 | 49,185 | 11.0 | 46,571 | 10.6 | 45,113 | 10.6 |
| Nonsectarian | 82,828 | 16.5 | 62,763 | 13.3 | 56,287 | 12.5 | 53,371 | 12.2 | 51,247 | 11.3 |
| Regular | 53,399 | 10.6 | 43,762 | 9.3 | 40,028 | 8.9 | 38,341 | 8.7 | 37,859 | 8.5 |
| Special emphasis | 28,086 | 5.6 | 17,415 | 3.7 | 14,551 | 3.2 | 12,776 | 2.9 | 10,829 | 2.5 |
| Special education | 1,343 | 0.3 | 1,585 | 0.3 | 1,709 | 0.4 | 2,254 | 0.5 | 2,559 | 0.4 |

| NCES typology | Grade | | | | | | | | | |
|------------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| | Fifth | | Sixth | | Seventh | | Eighth | | Ninth | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 407,590 | 100.0 | 403,114 | 100.0 | 384,144 | 100.0 | 369,579 | 100.0 | 336,224 | 100.0 |
| Catholic | 207,314 | 50.9 | 202,745 | 50.3 | 189,948 | 49.5 | 183,021 | 49.5 | 172,559 | 51.3 |
| Parochial | 136,706 | 33.5 | 132,672 | 32.9 | 120,747 | 31.4 | 114,324 | 30.9 | 22,012 | 6.6 |
| Diocesan | 61,838 | 15.2 | 59,530 | 14.8 | 55,982 | 14.6 | 54,663 | 14.8 | 75,348 | 22.4 |
| Private | 8,771 | 2.2 | 10,543 | 2.6 | 13,219 | 3.4 | 14,034 | 3.8 | 75,200 | 22.4 |
| Other religious | 150,611 | 37.0 | 148,360 | 36.8 | 140,598 | 36.6 | 132,603 | 35.9 | 105,474 | 31.4 |
| Conservative Christian | 62,129 | 15.2 | 61,731 | 15.3 | 57,680 | 15.0 | 53,842 | 14.6 | 45,912 | 13.7 |
| Affiliated | 46,232 | 11.3 | 45,205 | 11.2 | 43,115 | 11.2 | 40,910 | 11.1 | 31,897 | 9.5 |
| Unaffiliated | 42,249 | 10.4 | 41,423 | 10.3 | 39,804 | 10.4 | 37,852 | 10.2 | 27,665 | 8.2 |
| Nonsectarian | 49,665 | 12.2 | 52,009 | 12.9 | 53,598 | 14.0 | 53,955 | 14.6 | 58,191 | 17.3 |
| Regular | 37,006 | 9.1 | 39,418 | 9.8 | 40,737 | 10.6 | 40,577 | 11.0 | 43,310 | 12.9 |
| Special emphasis | 9,718 | 2.4 | 9,047 | 2.2 | 8,363 | 2.2 | 8,362 | 2.3 | 8,716 | 2.6 |
| Special education | 2,940 | 0.7 | 3,544 | 0.9 | 4,498 | 1.2 | 5,016 | 1.4 | 6,164 | 1.8 |

| NCES typology | Grade | | | | | | | |
|------------------------|----------------|--------------|----------------|--------------|----------------|--------------|---------------|--------------|
| | Tenth | | Eleventh | | Twelfth | | Ungraded | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 313,314 | 100.0 | 294,647 | 100.0 | 280,384 | 100.0 | 88,726 | 100.0 |
| Catholic | 159,810 | 51.0 | 150,202 | 51.0 | 143,761 | 51.2 | 8,005 | 9.0 |
| Parochial | 19,930 | 6.4 | 19,367 | 6.6 | 18,819 | 6.7 | 2,672 | 3.0 |
| Diocesan | 69,624 | 22.2 | 65,297 | 22.2 | 62,503 | 22.2 | 2,126 | 2.4 |
| Private | 70,257 | 22.4 | 65,539 | 22.2 | 62,439 | 22.2 | 3,208 | 3.6 |
| Other religious | 96,275 | 30.7 | 89,241 | 30.3 | 83,214 | 29.6 | 12,413 | 14.0 |
| Conservative Christian | 40,905 | 13.1 | 36,894 | 12.5 | 33,880 | 12.0 | 4,352 | 4.9 |
| Affiliated | 29,960 | 9.6 | 28,417 | 9.6 | 26,658 | 9.5 | 1,966 | 2.2 |
| Unaffiliated | 25,410 | 8.1 | 23,930 | 8.1 | 22,676 | 8.0 | 6,095 | 6.9 |
| Nonsectarian | 57,228 | 18.3 | 55,204 | 18.7 | 53,410 | 19.0 | 68,307 | 77.0 |
| Regular | 42,999 | 13.7 | 42,334 | 14.4 | 40,898 | 14.5 | 5,981 | 6.7 |
| Special emphasis | 8,413 | 2.7 | 8,343 | 2.8 | 8,778 | 3.1 | 21,742 | 24.5 |
| Special education | 5,816 | 1.9 | 4,527 | 1.5 | 3,734 | 1.3 | 40,584 | 45.7 |

* The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 11.—Number of private school students, by program emphasis and grade level: United States, 1999–2000

| Grade level | Regular elementary/secondary | | Montessori | Special program emphasis | Special education | Vocational/technical education | Alternative | Early childhood |
|---------------------------|------------------------------|------------------|---------------|--------------------------|-------------------|--------------------------------|----------------|-----------------|
| | Total | | | | | | | |
| Total | 5,162,683 | 4,751,634 | 77,264 | 111,219 | 95,261 | — | 120,233 | 5,534 |
| Kindergarten ¹ | 501,885 | 457,430 | 19,796 | 9,967 | 1,506 | — | 11,127 | 2,059 |
| First | 472,110 | 441,581 | 11,268 | 9,292 | 1,798 | — | 8,170 | 0 |
| Second | 449,093 | 422,392 | 8,712 | 8,454 | 1,938 | — | 7,599 | 0 |
| Third | 436,732 | 411,706 | 7,164 | 8,082 | 2,594 | — | 7,187 | 0 |
| Fourth | 425,140 | 402,417 | 5,408 | 7,610 | 2,984 | — | 6,723 | 0 |
| Fifth | 407,590 | 386,031 | 4,394 | 7,234 | 3,314 | — | 6,617 | 0 |
| Sixth | 403,114 | 381,324 | 3,193 | 7,236 | 3,991 | — | 7,370 | 0 |
| Seventh | 384,144 | 362,086 | 1,739 | 7,396 | 4,986 | — | 7,938 | 0 |
| Eighth | 369,579 | 347,156 | 1,492 | 7,066 | 5,510 | — | 8,355 | 0 |
| Ninth | 336,224 | 309,096 | 621 | 9,186 | 6,570 | — | 10,612 | 0 |
| Tenth | 313,314 | 287,663 | 611 | 9,265 | 6,144 | — | 9,538 | 0 |
| Eleventh | 294,647 | 271,262 | 535 | 8,875 | 4,777 | — | 9,109 | 0 |
| Twelfth | 280,384 | 258,286 | 546 | 8,157 | 3,975 | — | 9,327 | 0 |
| Ungraded | 88,726 | 13,207 | 11,786 | ² 3,400 | 45,174 | — | 10,563 | 3,475 |

— Too few sample cases for a reliable estimate.

¹ The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

² 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 A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 12.—Average length of school day and average length of school year, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Average length of school year in days | Average length of school day in hours |
|----------------------------------|---------------------------------------|---------------------------------------|
| Total | 182.5 | 6.7 |
| NCES typology | | |
| Catholic | 179.9 | 6.6 |
| Parochial | 179.8 | 6.6 |
| Diocesan | 179.5 | 6.6 |
| Private | 181.1 | 6.7 |
| Other religious | 180.4 | 6.8 |
| Conservative Christian | 179.4 | 6.7 |
| Affiliated | 180.7 | 6.9 |
| Unaffiliated | 181.2 | 6.7 |
| Nonsectarian | 190.8 | 6.6 |
| Regular | 185.4 | 6.8 |
| Special emphasis | 191.9 | 6.5 |
| Special education | 199.9 | 6.1 |
| School level | | |
| Elementary | 181.5 | 6.6 |
| Secondary | 186.0 | 6.8 |
| Combined | 183.5 | 6.7 |
| Program emphasis | | |
| Regular elementary/ secondary | 180.2 | 6.7 |
| Montessori | 188.1 | 6.6 |
| Special program emphasis | 187.3 | 6.8 |
| Special education | 199.2 | 6.2 |
| Vocational/technical | — | — |
| Alternative | 190.4 | 6.5 |
| Early childhood | 210.1 | 6.2 |
| Size | | |
| Less than 50 | 186.3 | 6.5 |
| 50–149 | 183.0 | 6.7 |
| 150–299 | 179.9 | 6.7 |
| 300–499 | 179.4 | 6.8 |
| 500–749 | 179.6 | 6.8 |
| 750 or more | 179.5 | 6.9 |
| Region | | |
| Northeast | 182.7 | 6.6 |
| Midwest | 180.7 | 6.7 |
| South | 182.2 | 6.8 |
| West | 184.9 | 6.6 |
| Community type | | |
| Central city | 183.3 | 6.7 |
| Urban fringe/large town | 182.8 | 6.6 |
| Rural/small town | 180.5 | 6.6 |

— Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 13.—Number and percentage distribution of private schools, by school size, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Less than 50 | | 50–149 | | 150–299 | | 300–499 | | 500–749 | | 750 or more | |
|----------------------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|------------|-------------|------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 7,565 | 27.8 | 7,738 | 28.4 | 6,571 | 24.1 | 3,219 | 11.8 | 1,352 | 5.0 | 778 | 2.9 |
| NCES typology | | | | | | | | | | | | |
| Catholic | 172 | 2.1 | 1,408 | 17.4 | 3,450 | 42.6 | 1,876 | 23.2 | 805 | 9.9 | 391 | 4.8 |
| Parochial | 56 | 1.2 | 781 | 17.0 | 2,165 | 47.0 | 1,110 | 24.1 | 411 | 8.9 | 86 | 1.9 |
| Diocesan | 43 | 1.7 | 466 | 18.0 | 1,083 | 41.7 | 583 | 22.4 | 266 | 10.3 | 156 | 6.0 |
| Private | 73 | 8.1 | 161 | 17.9 | 202 | 22.5 | 184 | 20.5 | 128 | 14.3 | 150 | 16.7 |
| Other religious | 5,031 | 38.0 | 4,280 | 32.4 | 2,364 | 17.9 | 946 | 7.2 | 360 | 2.7 | 250 | 1.9 |
| Conservative | | | | | | | | | | | | |
| Christian | 1,555 | 31.2 | 1,763 | 35.3 | 991 | 19.9 | 407 | 8.2 | 173 | 3.5 | 101 | 2.0 |
| Affiliated | 1,262 | 35.7 | 1,056 | 29.9 | 700 | 19.8 | 309 | 8.7 | 119 | 3.4 | 85 | 2.4 |
| Unaffiliated | 2,214 | 47.0 | 1,461 | 31.0 | 674 | 14.3 | 231 | 4.9 | 68 | 1.4 | *64 | *1.4 |
| Non-sectarian | 2,362 | 40.1 | 2,050 | 34.8 | 757 | 12.9 | 397 | 6.7 | 187 | 3.2 | 136 | 2.3 |
| Regular | 661 | 26.5 | 724 | 29.0 | 493 | 19.8 | 323 | 12.9 | 166 | 6.7 | 128 | 5.1 |
| Special emphasis | 1,090 | 51.2 | 779 | 36.6 | 175 | 8.2 | 59 | 2.8 | 20 | 0.9 | — | — |
| Special education | 611 | 48.3 | 547 | 43.3 | 90 | 7.1 | — | — | — | — | 0 | 0.0 |
| School level | | | | | | | | | | | | |
| Elementary | 4,273 | 25.9 | 4,688 | 28.4 | 4,811 | 29.1 | 2,019 | 12.2 | 629 | 3.8 | 110 | 0.7 |
| Secondary | 561 | 22.1 | 542 | 21.4 | 429 | 16.9 | 419 | 16.5 | 282 | 11.1 | 305 | 12.0 |
| Combined | 2,732 | 33.5 | 2,508 | 30.8 | 1,332 | 16.3 | 782 | 9.6 | 440 | 5.4 | 362 | 4.4 |
| Program emphasis | | | | | | | | | | | | |
| Regular elementary/ secondary | 5,012 | 22.5 | 5,940 | 26.7 | 6,170 | 27.7 | 3,086 | 13.9 | 1,305 | 5.9 | 749 | 3.4 |
| Montessori | 640 | 53.8 | 460 | 38.6 | 73 | 6.2 | — | — | — | — | — | — |
| Special program emphasis | 187 | 30.8 | 205 | 33.9 | 88 | 14.6 | 77 | 12.7 | 31 | 5.2 | 17 | 2.9 |
| Special education | 681 | 48.4 | 614 | 43.6 | 98 | 6.9 | — | — | — | — | 0 | 0.0 |
| Vocational/technical | — | — | — | — | — | — | — | — | — | — | — | — |
| Alternative | 953 | 58.9 | 479 | 29.7 | 140 | 8.7 | 23 | 1.4 | — | — | — | — |
| Early childhood | 90 | 67.8 | 41 | 30.6 | — | — | — | — | 0 | 0.0 | 0 | 0.0 |
| Region | | | | | | | | | | | | |
| Northeast | 1,716 | 26.6 | 1,603 | 24.8 | 1,749 | 27.1 | 861 | 13.3 | 340 | 5.3 | 184 | 2.9 |
| Midwest | 1,524 | 21.8 | 2,243 | 32.1 | 1,866 | 26.7 | 865 | 12.4 | 323 | 4.6 | 170 | 2.4 |
| South | 2,565 | 31.1 | 2,300 | 27.9 | 1,729 | 21.0 | 873 | 10.6 | 466 | 5.7 | 307 | 3.7 |
| West | 1,760 | 31.8 | 1,593 | 28.8 | 1,227 | 22.1 | 621 | 11.2 | 222 | 4.0 | 116 | 2.1 |
| Community type | | | | | | | | | | | | |
| Central city | 2,145 | 19.8 | 2,880 | 26.6 | 3,017 | 27.9 | 1,589 | 14.7 | 690 | 6.4 | 505 | 4.7 |
| Urban fringe/ large town | 2,554 | 24.7 | 2,893 | 27.9 | 2,686 | 25.9 | 1,366 | 13.2 | 602 | 5.8 | 257 | 2.5 |
| Rural/small town | 2,866 | 47.5 | 1,965 | 32.5 | 868 | 14.4 | 264 | 4.4 | 60 | 1.0 | 16 | 0.3 |

— Too few sample cases for a reliable estimate.

* 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 A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 14.—Number and percentage distribution of private schools teachers (headcount),¹ by work status, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | | Full time | | Three-fourth time but less than 100 percent time | | One-half time but less than three-fourth time | | One-fourth time but less than one-half time | | Less than one-fourth time | |
|------------------------------|----------------|--------------|----------------|-------------|--|------------|---|------------|---|------------|---------------------------|------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 437,239 | 100.0 | 346,500 | 79.3 | 19,048 | 4.4 | 36,128 | 8.3 | 20,494 | 4.7 | 15,068 | 3.5 |
| NCES typology | | | | | | | | | | | | |
| Catholic | 161,907 | 100.0 | 135,113 | 83.5 | 5,432 | 3.4 | 10,802 | 6.7 | 6,652 | 4.1 | 3,908 | 2.4 |
| Parochial | 79,007 | 100.0 | 65,027 | 82.3 | 2,700 | 3.4 | 5,578 | 7.1 | 3,634 | 4.6 | 2,068 | 2.6 |
| Diocesan | 53,167 | 100.0 | 44,850 | 84.4 | 1,714 | 3.2 | 3,483 | 6.6 | 1,993 | 3.8 | 1,127 | 2.1 |
| Private | 29,733 | 100.0 | 25,237 | 84.9 | 1,017 | 3.4 | 1,741 | 5.9 | 1,025 | 3.5 | 713 | 2.4 |
| Other religious | 173,246 | 100.0 | 129,408 | 74.7 | 8,886 | 5.1 | 17,962 | 10.4 | 9,528 | 5.5 | 7,461 | 4.3 |
| Conservative | | | | | | | | | | | | |
| Christian | 68,147 | 100.0 | 52,268 | 76.7 | 3,223 | 4.7 | 5,696 | 8.4 | 3,853 | 5.7 | 3,107 | 4.6 |
| Affiliated | 54,749 | 100.0 | 38,412 | 70.2 | 3,249 | 5.9 | 7,505 | 13.7 | 3,158 | 5.8 | 2,425 | 4.4 |
| Unaffiliated | 50,350 | 100.0 | 38,728 | 76.9 | 2,414 | 4.8 | 4,762 | 9.5 | 2,517 | 5.0 | 1,929 | 3.8 |
| Nonsectarian | 102,086 | 100.0 | 81,979 | 80.3 | 4,731 | 4.6 | 7,364 | 7.2 | 4,314 | 4.2 | 3,698 | 3.6 |
| Regular | 63,309 | 100.0 | 51,939 | 82.0 | 2,831 | 4.5 | 4,419 | 7.0 | 2,344 | 3.7 | 1,777 | 2.8 |
| Special emphasis | 23,483 | 100.0 | 16,412 | 69.9 | 1,490 | 6.3 | 2,321 | 9.9 | 1,629 | 6.9 | 1,632 | 7.0 |
| Special education | 15,293 | 100.0 | 13,628 | 89.1 | 411 | 2.7 | 625 | 4.1 | 341 | 2.2 | 289 | 1.9 |
| School level | | | | | | | | | | | | |
| Elementary | 208,913 | 100.0 | 162,817 | 77.9 | 9,770 | 3.3 | 18,706 | 9.0 | 10,295 | 4.9 | 7,324 | 3.5 |
| Secondary | 69,051 | 100.0 | 56,057 | 81.2 | 2,524 | 3.5 | 4,681 | 6.8 | 3,290 | 4.8 | 2,499 | 3.6 |
| Combined | 159,275 | 100.0 | 127,627 | 80.1 | 6,754 | 3.2 | 12,742 | 8.0 | 6,909 | 4.3 | 5,244 | 3.3 |
| Program emphasis | | | | | | | | | | | | |
| Regular elementary/secondary | 381,696 | 100.0 | 304,469 | 79.8 | 16,169 | 4.2 | 31,315 | 8.2 | 17,571 | 4.6 | 12,172 | 3.2 |
| Montessori | 9,867 | 100.0 | 7,005 | 71.0 | 639 | 6.5 | 979 | 9.9 | 523 | 5.3 | 721 | 7.3 |
| Special program emphasis | 12,484 | 100.0 | 9,106 | 72.9 | 724 | 5.8 | 1,409 | 11.3 | 694 | 5.6 | 550 | 4.4 |
| Special education | 16,847 | 100.0 | 14,954 | 88.8 | 451 | 2.7 | 696 | 4.1 | 406 | 2.4 | 340 | 2.0 |
| Vocational/technical | — | — | — | — | — | — | — | — | — | — | — | — |
| Alternative | 15,630 | 100.0 | 10,505 | 67.2 | 977 | 6.3 | 1,610 | 10.3 | 1,265 | 8.1 | 1,272 | 8.1 |
| Early childhood | 617 | 100.0 | 370 | 60.1 | 86 | 13.9 | 117 | 18.9 | 231 | 5.1 | — | — |
| Size | | | | | | | | | | | | |
| Less than 50 | 31,440 | 100.0 | 21,469 | 68.3 | 2,091 | 6.7 | 2,997 | 9.5 | 2,191 | 7.0 | 2,694 | 8.6 |
| 50–149 | 83,194 | 100.0 | 60,188 | 72.4 | 4,207 | 5.1 | 8,127 | 9.8 | 5,574 | 6.7 | 5,098 | 6.1 |
| 150–299 | 114,257 | 100.0 | 88,616 | 77.6 | 5,235 | 4.6 | 10,176 | 8.9 | 6,488 | 5.7 | 3,744 | 3.3 |
| 300–499 | 90,851 | 100.0 | 74,928 | 82.5 | 3,731 | 4.1 | 7,094 | 7.8 | 3,290 | 3.6 | 1,809 | 2.0 |
| 500–749 | 57,664 | 100.0 | 49,100 | 85.2 | 1,972 | 3.4 | 4,049 | 7.0 | 1,614 | 2.8 | 929 | 1.6 |
| 750 or more | 59,832 | 100.0 | 52,200 | 87.2 | 1,813 | 3.0 | 3,686 | 6.2 | 1,339 | 2.2 | 794 | 1.3 |
| Region | | | | | | | | | | | | |
| Northeast | 116,034 | 100.0 | 89,757 | 77.4 | 5,081 | 4.4 | 10,829 | 9.3 | 6,153 | 5.3 | 4,214 | 3.6 |
| Midwest | 101,250 | 100.0 | 80,464 | 79.5 | 3,931 | 3.9 | 8,484 | 8.4 | 4,766 | 4.7 | 3,605 | 3.6 |
| South | 142,682 | 100.0 | 117,316 | 82.2 | 5,782 | 4.1 | 9,947 | 7.0 | 5,578 | 3.9 | 4,057 | 2.8 |
| West | 77,273 | 100.0 | 58,963 | 76.3 | 4,254 | 5.5 | 6,868 | 8.9 | 3,997 | 5.2 | 3,191 | 4.1 |
| Community type | | | | | | | | | | | | |
| Central city | 208,671 | 100.0 | 167,217 | 80.1 | 8,768 | 4.2 | 17,520 | 8.4 | 8,997 | 4.3 | 6,169 | 3.0 |
| Urban fringe/large town | 172,268 | 100.0 | 135,869 | 78.9 | 7,871 | 4.6 | 14,032 | 8.2 | 8,390 | 4.9 | 6,106 | 3.6 |
| Rural/small town | 56,299 | 100.0 | 43,414 | 77.1 | 2,409 | 4.3 | 4,577 | 8.1 | 3,107 | 5.5 | 2,793 | 5.0 |

— Too few sample cases for a reliable estimate.

¹ The number of teachers in this table is headcount and, therefore, differs from full-time equivalents (FTEs) in the other tables.² 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 A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 15.—Number of private schools, students, and FTE teachers, by membership in private school associations: United States, 1999–2000

| Association | Number of schools | Students | FTE teachers |
|--|-------------------|-----------|--------------|
| None | 6,795 | 705,854 | 59,438 |
| Religious | | | |
| Accelerated Christian Education | 1,265 | 63,852 | 6,506 |
| American Association of Christian Schools | 1,020 | 154,422 | 12,409 |
| Association of Christian Schools International | 3,010 | 590,164 | 44,398 |
| Association of Christian Teachers and Schools | 210 | 34,754 | 2,712 |
| Christian Schools International | 373 | 88,417 | 6,277 |
| Council of Islamic Schools in North America | 45 | 5,619 | 537 |
| Evangelical Lutheran Education Association | 213 | 33,551 | 2,214 |
| Friends Council on Education | 84 | 18,439 | 2,161 |
| General Conference of the Seventh-Day Adventist Church | 667 | 47,799 | 3,429 |
| Jesuit Secondary Education Association | 45 | 40,807 | 2,768 |
| National Association of Episcopal Schools | 275 | 78,644 | 8,300 |
| National Catholic Educational Association | 7,234 | 2,292,763 | 135,307 |
| National Christian School Association | 118 | 34,122 | 2,471 |
| National Society of Hebrew Day Schools | 231 | 58,968 | 5,956 |
| Oral Roberts University Educational Fellowship | 120 | 26,062 | 2,004 |
| Solomon Schechter Day Schools | 60 | 15,682 | 1,716 |
| Southern Baptist Association of Christian Schools | 109 | 27,468 | 2,118 |
| Other religious school associations | 2,670 | 473,648 | 36,044 |
| Special emphasis | | | |
| American Montessori Society | 650 | 61,378 | 6,727 |
| Other Montessori associations | 569 | 41,305 | 4,502 |
| Association of Military Colleges and Schools | 25 | 6,620 | 655 |
| Association of Waldorf Schools of North America | 107 | 15,745 | 1,704 |
| Bilingual School Association | — | — | — |
| Council of Bilingual Education | — | — | — |
| Council for Exceptional Children | 451 | 45,982 | 6,301 |
| National Association of Private Schools for Exceptional Children | 315 | 32,754 | 4,933 |
| Other associations for exceptional children | 291 | 32,089 | 4,558 |
| European Council for International Schools | 39 | 10,327 | 1,254 |
| National Association for the Education of Young Children | 1,139 | 191,577 | 15,337 |
| National Association of Bilingual Education | — | — | — |
| National Association of Laboratory Schools | 30 | 8,728 | 760 |
| National Coalition of Girls' Schools | 85 | 32,018 | 3,977 |
| Other special emphasis school associations | 836 | 163,859 | 14,174 |
| Other school associations or organizations | | | |
| Alternative School Network | 41 | 3,149 | 303 |
| Institute for Independent Education | 52 | 8,803 | 921 |
| National Association of Independent Schools | 988 | 434,671 | 51,632 |
| State or regional independent school association | 2,098 | 652,610 | 62,533 |
| National Coalition of Alternative Community Schools | 65 | 7,245 | 752 |
| National Independent Private School Association | 219 | 47,428 | 4,329 |
| The Association of Boarding Schools | 182 | 61,619 | 8,151 |
| Other school associations | 1,885 | 475,072 | 41,456 |

— Too few sample cases for a reliable estimate.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 16.—Percentage distribution of students, by racial/ethnic background, percentage minority students in private schools, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | White, non-Hispanic | Black, non-Hispanic | Hispanic | American Indian/Alaska Native | Asian/Pacific Islander | Minority |
|------------------------------|---------------------|---------------------|------------|-------------------------------|------------------------|-------------|
| Total | 77.4 | 9.4 | 8.3 | 0.4 | 4.5 | 22.6 |
| NCES typology | | | | | | |
| Catholic | 75.8 | 8.2 | 11.2 | 0.4 | 4.4 | 24.2 |
| Parochial | 75.6 | 8.2 | 11.7 | 0.3 | 4.2 | 24.4 |
| Diocesan | 76.7 | 8.5 | 10.2 | 0.4 | 4.3 | 23.4 |
| Private | 74.5 | 7.9 | 11.4 | 0.7 | 5.5 | 25.5 |
| Other religious | 79.9 | 10.1 | 5.6 | 0.4 | 4.0 | 20.1 |
| Conservative Christian | 78.3 | 10.6 | 6.8 | 0.6 | 3.7 | 21.7 |
| Affiliated | 81.0 | 8.8 | 5.4 | 0.3 | 4.5 | 19.0 |
| Unaffiliated | 81.2 | 10.8 | 4.0 | 0.4 | 3.6 | 18.8 |
| Nonsectarian | 76.6 | 11.1 | 5.5 | 0.6 | 6.2 | 23.4 |
| Regular | 80.4 | 8.6 | 4.4 | 0.4 | 6.2 | 19.6 |
| Special emphasis | 72.1 | 12.5 | 6.3 | 1.0 | 8.1 | 27.9 |
| Special education | 61.8 | 23.9 | 10.8 | 0.9 | 2.5 | 38.2 |
| School level | | | | | | |
| Elementary | 75.5 | 10.2 | 9.5 | 0.4 | 4.5 | 24.5 |
| Secondary | 78.2 | 7.8 | 9.1 | 0.4 | 4.6 | 21.8 |
| Combined | 80.5 | 8.7 | 5.8 | 0.5 | 4.6 | 19.5 |
| Program emphasis | | | | | | |
| Regular elementary/secondary | 77.9 | 8.9 | 8.3 | 0.4 | 4.5 | 22.1 |
| Montessori | 71.8 | 10.6 | 6.8 | 0.7 | 10.1 | 28.2 |
| Special program emphasis | 77.6 | 7.8 | 7.1 | 0.8 | 6.8 | 22.4 |
| Special education | 62.7 | 23.5 | 10.6 | 0.8 | 2.4 | 37.3 |
| Vocational/technical | — | — | — | — | — | — |
| Alternative | 73.8 | 14.7 | 7.1 | 0.9 | 3.7 | 26.2 |
| Early childhood | 67.3 | 18.9 | 10.0 | 0.2 | 3.6 | 32.7 |
| Size | | | | | | |
| Less than 50 | 75.4 | 13.7 | 7.1 | 0.9 | 3.0 | 24.7 |
| 50–149 | 73.6 | 14.5 | 7.3 | 0.8 | 3.8 | 26.4 |
| 150–299 | 73.6 | 12.1 | 9.6 | 0.4 | 4.2 | 26.4 |
| 300–499 | 78.5 | 8.0 | 8.4 | 0.4 | 4.6 | 21.5 |
| 500–749 | 81.6 | 5.1 | 8.4 | 0.3 | 4.7 | 18.4 |
| 750 or more | 82.2 | 5.0 | 6.8 | 0.3 | 5.8 | 17.8 |
| Region | | | | | | |
| Northeast | 77.3 | 11.2 | 7.7 | 0.2 | 3.7 | 22.8 |
| Midwest | 84.5 | 8.8 | 4.3 | 0.4 | 2.1 | 15.5 |
| South | 79.5 | 10.0 | 7.7 | 0.3 | 2.6 | 20.5 |
| West | 64.0 | 6.6 | 16.0 | 1.1 | 12.4 | 36.1 |
| Community type | | | | | | |
| Central city | 71.5 | 12.6 | 10.5 | 0.3 | 5.0 | 28.5 |
| Urban fringe/large town | 81.0 | 7.0 | 7.0 | 0.3 | 4.7 | 19.0 |
| Rural/small town | 90.5 | 3.1 | 3.2 | 1.3 | 1.9 | 9.5 |

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 17.—Percentage distribution of private schools, by percentage minority students, average percentage minority students, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Percent minority students | | | | | Average percent minority students* |
|------------------------------|---------------------------|-------------|-------------|------------|-------------|------------------------------------|
| | None | 1–9 | 10–29 | 30–49 | 50 or more | |
| Total | 14.7 | 33.9 | 23.6 | 9.0 | 18.8 | 24.6 |
| NCES typology | | | | | | |
| Catholic | 5.1 | 46.1 | 21.4 | 7.5 | 19.9 | 25.3 |
| Parochial | 5.3 | 48.0 | 19.2 | 7.2 | 20.4 | 25.3 |
| Diocesan | 5.6 | 46.6 | 22.1 | 7.1 | 18.6 | 24.2 |
| Private | 3.2 | 34.9 | 30.7 | 10.0 | 21.4 | 28.8 |
| Other religious | 24.4 | 31.4 | 20.4 | 7.6 | 16.2 | 21.5 |
| Conservative Christian | 14.4 | 36.2 | 23.8 | 9.3 | 16.3 | 23.1 |
| Affiliated | 25.2 | 28.8 | 20.3 | 8.2 | 17.5 | 22.5 |
| Unaffiliated | 34.4 | 28.1 | 17.0 | 5.3 | 15.2 | 19.1 |
| Nonsectarian | 6.3 | 22.6 | 33.9 | 14.3 | 22.8 | 30.6 |
| Regular | 5.8 | 28.9 | 35.4 | 10.4 | 19.6 | 28.0 |
| Special emphasis | 7.8 | 21.6 | 36.4 | 14.0 | 20.2 | 28.6 |
| Special education | 4.5 | 12.0 | 27.0 | 22.8 | 33.7 | 39.2 |
| School level | | | | | | |
| Elementary | 14.5 | 34.9 | 22.2 | 8.2 | 20.3 | 25.6 |
| Secondary | 11.8 | 32.0 | 29.2 | 10.7 | 16.3 | 23.6 |
| Combined | 16.2 | 32.3 | 24.9 | 10.2 | 16.4 | 22.8 |
| Program emphasis | | | | | | |
| Regular elementary/secondary | 15.2 | 37.0 | 22.4 | 7.8 | 17.7 | 23.4 |
| Montessori | 11.3 | 17.0 | 36.6 | 15.2 | 20.0 | 28.3 |
| Special program emphasis | 12.5 | 28.7 | 29.8 | 8.3 | 20.7 | 27.3 |
| Special education | 5.7 | 12.2 | 27.5 | 22.0 | 32.7 | 38.2 |
| Vocational/technical | — | — | — | — | — | — |
| Alternative | 19.2 | 25.4 | 26.2 | 9.8 | 19.5 | 25.4 |
| Early childhood | 28.1 | 11.8 | 23.6 | — | 22.7 | 26.9 |
| Size | | | | | | |
| Less than 50 | 35.2 | 14.6 | 21.3 | 9.6 | 19.3 | 24.0 |
| 50–149 | 11.3 | 35.1 | 23.1 | 10.1 | 20.5 | 26.5 |
| 150–299 | 4.4 | 42.3 | 24.1 | 8.7 | 20.6 | 26.4 |
| 300–499 | 3.5 | 48.4 | 25.7 | 7.4 | 15.1 | 22.0 |
| 500–749 | 3.6 | 51.2 | 27.6 | 6.3 | 11.5 | 18.6 |
| 750 or more | 3.3 | 48.3 | 33.0 | 7.5 | 8.0 | 17.2 |
| Region | | | | | | |
| Northeast | 21.8 | 32.5 | 20.4 | 7.3 | 18.1 | 22.9 |
| Midwest | 17.9 | 47.0 | 17.5 | 5.8 | 12.0 | 17.3 |
| South | 12.7 | 34.0 | 25.8 | 8.9 | 18.5 | 24.9 |
| West | 5.6 | 18.8 | 32.0 | 15.2 | 28.5 | 35.3 |
| Community type | | | | | | |
| Central city | 5.6 | 27.9 | 26.1 | 11.1 | 29.3 | 35.2 |
| Urban fringe/large town | 11.3 | 36.7 | 26.1 | 10.0 | 15.9 | 22.4 |
| Rural/small town | 37.0 | 39.7 | 15.0 | 3.6 | 4.8 | 9.3 |

— Too few sample cases for a reliable estimate.

* These averages are based on the school level percentages while those in the last column of table 16 are based on the total percentages.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 18.—Number and percentage distribution of private schools, by community type, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | | Central city | | Urban fringe/large town | | Rural/small town | |
|------------------------------|---------------|--------------|---------------|--------------|-------------------------|--------------|------------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 27,223 | 100.0 | 10,825 | 100.0 | 10,359 | 100.0 | 6,040 | 100.0 |
| NCES typology | | | | | | | | |
| Catholic | 8,102 | 29.8 | 3,737 | 34.5 | 3,142 | 30.3 | 1,223 | 20.3 |
| Parochial | 4,607 | 16.9 | 2,105 | 19.5 | 1,787 | 17.3 | 716 | 11.9 |
| Diocesan | 2,598 | 9.5 | 1,177 | 10.9 | 1,008 | 9.7 | 413 | 6.8 |
| Private | 897 | 3.3 | 455 | 4.2 | 348 | 3.4 | 95 | 1.6 |
| Other religious | 13,232 | 48.6 | 4,550 | 42.0 | 4,725 | 45.6 | 3,958 | 65.5 |
| Conservative Christian | 4,989 | 18.3 | 1,615 | 14.9 | 1,953 | 18.9 | 1,421 | 23.5 |
| Affiliated | 3,531 | 13.0 | 1,400 | 12.9 | 1,309 | 12.6 | 822 | 13.6 |
| Unaffiliated | 4,712 | 17.3 | 1,535 | 14.2 | 1,462 | 14.1 | 1,714 | 28.4 |
| Nonsectarian | 5,889 | 21.6 | 2,538 | 23.5 | 2,492 | 24.1 | 859 | 14.2 |
| Regular | 2,494 | 9.2 | 1,089 | 10.1 | 1,005 | 9.7 | 400 | 6.6 |
| Special emphasis | 2,131 | 7.8 | 924 | 8.5 | 887 | 8.6 | 320 | 5.3 |
| Special education | 1,264 | 4.6 | 525 | 4.9 | 600 | 5.8 | 138 | 2.3 |
| School level | | | | | | | | |
| Elementary | 16,530 | 60.7 | 6,789 | 62.7 | 6,410 | 61.9 | 3,331 | 55.2 |
| Secondary | 2,538 | 9.3 | 1,151 | 10.6 | 897 | 8.7 | 491 | 8.1 |
| Combined | 8,155 | 30.0 | 2,886 | 26.7 | 3,052 | 29.5 | 2,217 | 36.7 |
| Program emphasis | | | | | | | | |
| Regular elementary/secondary | 22,263 | 81.8 | 8,792 | 81.2 | 8,307 | 80.2 | 5,164 | 85.5 |
| Montessori | 1,190 | 4.4 | 485 | 4.5 | 563 | 5.4 | *143 | 2.4 |
| Special program emphasis | 606 | 2.2 | 276 | 2.6 | 231 | 2.2 | 99 | 1.6 |
| Special education | 1,409 | 5.2 | 593 | 5.5 | 654 | 6.3 | 162 | 2.7 |
| Vocational/technical | — | — | — | — | — | — | — | — |
| Alternative | 1,617 | 5.9 | 637 | 5.9 | 525 | 5.1 | 455 | 7.5 |
| Early childhood | 133 | 0.5 | 42 | 0.4 | 76 | 0.7 | — | — |
| Size | | | | | | | | |
| Less than 50 | 7,565 | 27.8 | 2,145 | 19.8 | 2,554 | 24.7 | 2,866 | 47.5 |
| 50–149 | 7,738 | 28.4 | 2,880 | 26.6 | 2,893 | 27.9 | 1,965 | 32.5 |
| 150–299 | 6,571 | 24.1 | 3,017 | 27.9 | 2,686 | 25.9 | 868 | 14.4 |
| 300–499 | 3,219 | 11.8 | 1,589 | 14.7 | 1,366 | 13.2 | 264 | 4.4 |
| 500–749 | 1,352 | 5.0 | 690 | 6.4 | 602 | 5.8 | 60 | 1.0 |
| 750 or more | 778 | 2.9 | 505 | 4.7 | 257 | 2.5 | 16 | 0.3 |
| Region | | | | | | | | |
| Northeast | 6,452 | 23.7 | 2,165 | 20.0 | 2,976 | 28.7 | 1,312 | 21.7 |
| Midwest | 6,991 | 25.7 | 2,640 | 24.4 | 2,349 | 22.7 | 2,002 | 33.2 |
| South | 8,240 | 30.3 | 3,623 | 33.5 | 2,710 | 26.2 | 1,907 | 31.6 |
| West | 5,540 | 20.4 | 2,397 | 22.2 | 2,324 | 22.4 | 818 | 13.6 |

— Too few sample cases for a reliable estimate.

* 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 A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 19.—Number and percentage distribution of private school students, by community type, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | | Central city | | Urban fringe/large town | | Rural/small town | |
|------------------------------|------------------|--------------|------------------|--------------|-------------------------|--------------|------------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 5,162,684 | 100.0 | 2,540,516 | 100.0 | 2,051,094 | 100.0 | 571,074 | 100.0 |
| NCES typology | | | | | | | | |
| Catholic | 2,511,040 | 48.6 | 1,293,629 | 50.9 | 1,022,949 | 49.9 | 194,463 | 34.1 |
| Parochial | 1,307,461 | 25.3 | 650,619 | 25.6 | 542,431 | 26.5 | 114,411 | 20.0 |
| Diocesan | 835,327 | 16.2 | 430,769 | 17.0 | 339,286 | 16.5 | 65,272 | 11.4 |
| Private | 368,252 | 7.1 | 212,241 | 8.4 | 141,231 | 6.9 | 14,780 | 2.6 |
| Other religious | 1,843,580 | 35.7 | 870,219 | 34.3 | 714,090 | 34.8 | 259,272 | 45.4 |
| Conservative Christian | 773,237 | 15.0 | 338,380 | 13.3 | 334,719 | 16.3 | 100,138 | 17.5 |
| Affiliated | 553,530 | 10.7 | 279,285 | 11.0 | 215,620 | 10.5 | 58,624 | 10.3 |
| Unaffiliated | 516,813 | 10.0 | 252,553 | 9.9 | 163,751 | 8.0 | 100,510 | 17.6 |
| Nonsectarian | 808,063 | 15.7 | 376,668 | 14.8 | 314,056 | 15.3 | 117,340 | 20.6 |
| Regular | 546,649 | 10.6 | 258,313 | 10.2 | 200,247 | 9.8 | 88,090 | 15.4 |
| Special emphasis | 175,140 | 3.4 | 82,569 | 3.3 | 70,873 | 3.5 | 21,698 | 3.8 |
| Special education | 86,274 | 1.7 | 35,786 | 1.4 | 42,937 | 2.1 | 7,552 | 1.3 |
| School level | | | | | | | | |
| Elementary | 2,831,372 | 54.8 | 1,353,272 | 53.3 | 1,207,138 | 58.9 | 270,962 | 47.5 |
| Secondary | 806,639 | 15.6 | 448,549 | 17.7 | 289,917 | 14.1 | 68,174 | 11.9 |
| Combined | 1,524,673 | 29.5 | 738,695 | 29.1 | 554,039 | 27.0 | 231,938 | 40.6 |
| Program emphasis | | | | | | | | |
| Regular elementary/secondary | 4,751,634 | 92.0 | 2,344,585 | 92.3 | 1,882,531 | 91.8 | 524,518 | 91.9 |
| Montessori | 77,264 | 1.5 | 36,892 | 1.5 | 34,594 | 1.7 | 5,777 | 1.0 |
| Special program emphasis | 111,219 | 2.2 | 58,223 | 2.3 | 42,299 | 2.1 | 10,697 | 1.9 |
| Special education | 95,261 | 1.9 | 40,151 | 1.6 | 46,779 | 2.3 | 8,331 | 1.5 |
| Vocational/technical | — | — | — | — | — | — | — | — |
| Alternative | 120,233 | 2.3 | 58,478 | 2.3 | 41,414 | 2.0 | 20,341 | 3.6 |
| Early childhood | 5,534 | 0.1 | 1,811 | 0.1 | 3,456 | 0.2 | — | — |
| Size | | | | | | | | |
| Less than 50 | 196,309 | 3.8 | 59,876 | 2.4 | 67,693 | 3.3 | 68,740 | 12.0 |
| 50–149 | 716,129 | 13.9 | 271,635 | 10.7 | 267,916 | 13.1 | 176,577 | 30.9 |
| 150–299 | 1,424,018 | 27.6 | 659,986 | 26.0 | 585,511 | 28.6 | 178,521 | 31.3 |
| 300–499 | 1,228,631 | 23.8 | 610,642 | 24.0 | 520,174 | 25.4 | 97,816 | 17.1 |
| 500–749 | 805,490 | 15.6 | 414,610 | 16.3 | 356,340 | 17.4 | 34,540 | 6.1 |
| 750 or more | 792,106 | 15.3 | 523,767 | 20.6 | 253,459 | 12.4 | 14,880 | 2.6 |
| Region | | | | | | | | |
| Northeast | 1,294,847 | 25.1 | 569,933 | 22.4 | 615,056 | 30.0 | 109,858 | 19.2 |
| Midwest | 1,345,446 | 26.1 | 621,851 | 24.5 | 525,152 | 25.6 | 198,443 | 34.8 |
| South | 1,575,784 | 30.5 | 862,913 | 34.0 | 510,243 | 24.9 | 202,627 | 35.5 |
| West | 946,608 | 18.3 | 485,818 | 19.1 | 400,643 | 19.5 | 60,146 | 10.5 |

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 20.—Percentage male enrollment and percentage distribution of coeducational, all-girls, and all-boys schools, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Percent | | | |
|------------------------------|-----------------|--------------|-------------------|------------------|
| | Male enrollment | Coed schools | All-girls schools | All-boys schools |
| Total | 50.7 | 95.6 | 1.9 | 2.5 |
| NCES typology | | | | |
| Catholic | 50.1 | 93.9 | 3.3 | 2.8 |
| Parochial | 49.9 | 99.3 | 0.5 | — |
| Diocesan | 50.3 | 97.0 | 1.2 | 1.8 |
| Private | 50.3 | 57.5 | 24.3 | 18.2 |
| Other religious | 50.2 | 97.2 | 1.2 | 1.6 |
| Conservative Christian | 49.9 | 99.5 | — | — |
| Affiliated | 50.6 | 94.4 | 2.4 | 3.3 |
| Unaffiliated | 50.3 | 96.9 | 1.3 | 1.7 |
| Nonsectarian | 53.6 | 94.4 | 1.7 | 4.0 |
| Regular | 51.4 | 94.8 | 2.3 | 2.9 |
| Special emphasis | 52.9 | 96.0 | — | 3.1 |
| Special education | 69.7 | 90.6 | 1.9 | 7.5 |
| School level | | | | |
| Elementary | 50.5 | 99.0 | 0.4 | 0.6 |
| Secondary | 51.8 | 72.5 | 13.4 | 14.1 |
| Combined | 50.6 | 95.9 | 1.6 | 2.5 |
| Program emphasis | | | | |
| Regular elementary/secondary | 50.3 | 96.0 | 2.0 | 2.0 |
| Montessori | 50.3 | 99.8 | — | — |
| Special program emphasis | 50.3 | 92.2 | 4.1 | 3.7 |
| Special education | 68.9 | 90.9 | 1.8 | 7.4 |
| Vocational/technical | — | — | — | — |
| Alternative | 53.7 | 92.6 | 1.8 | 5.7 |
| Early childhood | 34.9 | 100.0 | 0.0 | 0.0 |
| Size | | | | |
| Less than 50 | 52.3 | 96.6 | 1.1 | 2.4 |
| 50–149 | 53.1 | 97.1 | 0.9 | 2.1 |
| 150–299 | 50.6 | 97.0 | 1.6 | 1.4 |
| 300–499 | 49.3 | 93.5 | 4.1 | 2.4 |
| 500–749 | 48.5 | 88.9 | 6.9 | 4.3 |
| 750 or more | 52.9 | 80.3 | 6.5 | 13.2 |
| Region | | | | |
| Northeast | 50.8 | 91.1 | 4.0 | 4.9 |
| Midwest | 50.6 | 97.2 | 1.3 | 1.5 |
| South | 51.1 | 96.9 | 1.3 | 1.9 |
| West | 49.9 | 97.0 | 1.4 | 1.6 |
| Community type | | | | |
| Central city | 50.7 | 94.3 | 2.7 | 3.0 |
| Urban fringe/large town | 50.5 | 96.0 | 1.9 | 2.1 |
| Rural/small town | 51.5 | 97.4 | 0.6 | 2.0 |

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 21.—Percentage of schools with 12th-graders in 1998–99, number of 1998–99 graduates, 1998–99 graduation rate, and percentage of 1998–99 graduates who attended 4-year colleges, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Percent of schools with 12th-graders in 1998–99 | Number of 1998–99 graduates | 1998–99 graduation rate | Percent of 1998–99 graduates who attended 4-year colleges |
|------------------------------|---|-----------------------------|-------------------------|---|
| Total | 29.2 | 273,025 | 98.4 | 53.3 |
| NCES typology | | | | |
| Catholic | 15.8 | 140,806 | 99.2 | 76.8 |
| Parochial | 4.9 | 99 | 98.8 | 71.0 |
| Diocesan | 19.5 | 61,163 | 99.2 | 74.5 |
| Private | 60.9 | 61,169 | 99.2 | 81.2 |
| Other religious | 36.1 | 81,003 | 97.9 | 47.6 |
| Conservative Christian | 51.3 | 33,134 | 96.8 | 45.1 |
| Affiliated | 26.7 | 25,876 | 98.5 | 52.8 |
| Unaffiliated | 27.0 | 21,993 | 98.8 | 48.9 |
| Nonsectarian | 32.2 | 51,216 | 97.2 | 51.4 |
| Regular | 36.5 | 39,768 | 99.0 | 76.3 |
| Special emphasis | 20.2 | 7,853 | 93.0 | 43.9 |
| Special education | 44.0 | 3,596 | 88.5 | 10.8 |
| School level | | | | |
| Elementary | ⁽¹⁾ | ⁽¹⁾ | ⁽¹⁾ | ⁽¹⁾ |
| Secondary | 91.0 | 173,167 | 98.8 | 64.5 |
| Combined | ² 68.3 | 99,859 | 97.8 | 48.7 |
| Program emphasis | | | | |
| Regular elementary/secondary | 28.5 | 251,742 | 98.8 | 59.0 |
| Montessori | ³ 2.8 | 478 | 94.1 | ³ 42.4 |
| Special program emphasis | 42.3 | 8,185 | 96.3 | 62.1 |
| Special education | 42.6 | 3,909 | 89.1 | 10.8 |
| Vocational/technical | — | — | — | — |
| Alternative | 44.4 | 8,631 | 95.0 | 30.1 |
| Early childhood | 0.0 | 0 | 0.0 | 0.0 |
| Size | | | | |
| Less than 50 | 23.9 | 5,528 | 92.2 | 26.2 |
| 50–149 | 28.6 | 19,846 | 95.2 | 41.6 |
| 150–299 | 22.7 | 34,781 | 98.5 | 61.0 |
| 300–499 | 33.7 | 53,604 | 98.8 | 73.1 |
| 500–749 | 51.3 | 57,611 | 99.1 | 78.7 |
| 750 or more | 85.2 | 101,656 | 98.7 | 83.0 |
| Region | | | | |
| Northeast | 25.4 | 76,783 | 98.5 | 60.4 |
| Midwest | 22.4 | 68,101 | 98.7 | 55.8 |
| South | 38.9 | 83,072 | 98.2 | 52.1 |
| West | 27.8 | 45,069 | 98.3 | 45.5 |
| Community type | | | | |
| Central city | 28.6 | 146,523 | 98.4 | 58.8 |
| Urban fringe/large town | 28.1 | 96,224 | 98.5 | 52.8 |
| Rural/small town | 32.2 | 30,279 | 97.8 | 45.3 |

— Too few sample cases for a reliable estimate.

¹ Not applicable.

² Included are less than 1 percent of the schools that were combined in 1998–99, but were elementary in 1999–2000.

³ 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 A.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 22.—Private elementary and secondary schools, enrollment, FTE teachers, and high school graduates, by state: United States, 1999–2000

| State | Number of schools | Enrollment | Teachers | High school graduates, 1998–99 |
|----------------------|-------------------|------------------|----------------|--------------------------------|
| United States | 27,223 | 5,162,684 | 395,317 | 273,025 |
| Alabama | 374 | 73,352 | 5,934 | 4,324 |
| Alaska | 69 | 6,172 | 572 | 245 |
| Arizona | 276 | 44,060 | 3,319 | 2,399 |
| Arkansas | 192 | 26,424 | 2,075 | 1,320 |
| California | 3,318 | 619,067 | 43,159 | 28,097 |
| Colorado | 339 | 52,142 | 4,353 | 2,470 |
| Connecticut | 348 | 70,058 | 6,879 | 5,141 |
| Delaware | 96 | 22,779 | 1,784 | 1,151 |
| District of Columbia | 89 | 16,690 | 1,898 | 1,231 |
| Florida | 1,545 | 290,872 | 22,929 | 12,866 |
| Georgia | 592 | 116,407 | 10,677 | 6,819 |
| Hawaii | 130 | 32,193 | 2,475 | 2,533 |
| Idaho | 94 | 10,209 | 790 | 459 |
| Illinois | 1,354 | 299,871 | 19,589 | 16,652 |
| Indiana | 677 | 105,533 | 7,362 | 4,597 |
| Iowa | 265 | 49,565 | 3,545 | 2,693 |
| Kansas | 237 | 43,113 | 3,166 | 2,071 |
| Kentucky | 368 | 75,084 | 5,478 | 3,997 |
| Louisiana | 434 | 138,135 | 9,206 | 8,716 |
| Maine | 139 | 18,287 | 1,760 | 2,050 |
| Maryland | 701 | 144,131 | 12,152 | 7,596 |
| Massachusetts | 694 | 132,154 | 12,497 | 9,632 |
| Michigan | 1,012 | 179,579 | 11,771 | 9,114 |
| Minnesota | 530 | 92,795 | 6,467 | 4,010 |
| Mississippi | 207 | 51,369 | 3,884 | 3,649 |
| Missouri | 576 | 122,387 | 9,105 | 6,851 |
| Montana | 90 | 8,711 | 740 | 395 |
| Nebraska | 237 | 42,141 | 2,963 | 2,303 |
| Nevada | 80 | 13,926 | 973 | 639 |
| New Hampshire | 171 | 23,383 | 2,208 | 1,894 |
| New Jersey | 905 | 198,631 | 15,496 | 11,072 |
| New Mexico | 182 | 23,055 | 1,992 | 1,361 |
| New York | 1,981 | 475,942 | 37,190 | 26,314 |
| North Carolina | 588 | 96,262 | 8,962 | 4,256 |
| North Dakota | 55 | 7,148 | 545 | 448 |
| Ohio | 974 | 254,494 | 16,165 | 13,394 |
| Oklahoma | 179 | 31,276 | 2,727 | 1,635 |
| Oregon | 347 | 45,352 | 3,473 | 2,376 |
| Pennsylvania | 1,964 | 339,484 | 24,453 | 18,002 |
| Rhode Island | 127 | 24,738 | 1,961 | 1,404 |
| South Carolina | 326 | 55,612 | 4,912 | 2,915 |
| South Dakota | 83 | 9,364 | 743 | 442 |
| Tennessee | 533 | 93,680 | 7,921 | 6,717 |
| Texas | 1,281 | 227,645 | 19,777 | 9,988 |
| Utah | 78 | 12,614 | 1,091 | 792 |
| Vermont | 122 | 12,170 | 1,361 | 1,273 |
| Virginia | 582 | 100,171 | 9,389 | 5,010 |
| Washington | 494 | 76,885 | 5,697 | 3,262 |
| West Virginia | 151 | 15,895 | 1,486 | 883 |
| Wisconsin | 991 | 139,455 | 10,025 | 5,525 |
| Wyoming | 41 | 2,221 | 241 | 41 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Technical Notes

Technical Notes: Private School Universe Survey, 1999–2000

Background

In 1988, the NCES introduced a proposal to develop a system to improve on the collection of private school data. This data collection system is currently designed to build a universe of private schools to serve as a sampling frame for the NCES sample surveys and generate biennial data on the total number of private schools, teachers, and students. 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 2001–2002 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).¹ The SASS was conducted in the 1987–88, 1990–91, 1993–94, and 1999–2000 school years.

Definitions

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 local 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).

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).

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).

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,

¹ U.S. Department of Education, National Center for Education Statistics, *Private Schools in the United States: A Statistical Profile, 1993–94*, NCES 97–459 (Washington, DC: 1997), *Private Schools in the United States: A Statistical Profile, 1990–91*, NCES 95–330 (Washington, DC: 1995), and *Detailed Characteristics of Private Schools and Staff: 1987–88*, NCES 92–079 (Washington, DC: 1992).

Washington, Oregon, California, Alaska, and Hawaii

School, 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.

School, 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.

School, 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.

School, kindergarten-terminal

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

School, private

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.

School, 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.

School, special education

Special education schools provide educational services to students with disabilities.

School, 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 which offer a special program emphasis.

School, traditional

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

School, vocational

Vocational schools primarily serve students who are being trained for occupations.

Teacher

Any full-time or part-time employee whose school reported that his or her assignment was teaching in any of grades K–12.

Typology

Private schools are assigned to one of three major categories and, within each major category, one of three subcategories:

Catholic

1. Parochial
2. Diocesan
3. Private

Other religious

4. Affiliated with a conservative Christian school association
5. Affiliated with a national denomination
6. Unaffiliated

Nonsectarian

7. Regular program emphasis
8. Special program emphasis
9. Special education.²

² U.S. Department of Education, National Center for Education Statistics, *Diversity of Private Schools*, Technical Report, NCES 92–082 (Washington, DC: 1991).

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.

Private School Frames

Since 1983, the NCES has used a dual-frame approach for building its private school universe.³ 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, the NCES also collected data from schools for which kindergarten is the highest grade. Those 1999–2000 PSS schools meeting the pre-1995 definition of a private school (including any of grades 1–12) are referred to as “traditional” 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 1999–2000 Private School Universe Survey. Unless otherwise stated, all estimates in this report are for traditional schools.

List frame

The basis for the 1999–2000 PSS list frame was the 1997–98 PSS. In order to provide coverage of private schools founded since 1997 and to improve coverage of private schools existing in 1997, the NCES collected school membership lists from 26 private school associations and religious denominations in 1999. The associations were asked to include schools that met the new PSS school defi-

nition when they provided lists. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the traditional definition of a school, as well as separate lists of programs which might include a kindergarten. These requests were made with the traditional state sources (the education departments) and also with other departments, such as health or recreation. For the Early Childhood Operation, sources included state child care licensing agencies and child care referral agencies. In 1997, 30 lists were received and processed from state daycare licensing agencies. In 1999, 40 lists were received, but budget constraints precluded processing all of the lists. After screening, 17 lists were selected and processed.

Schools on private school association membership lists and the state lists were compared to the base list and any school which did not match a school on the base list was added to the NCES base list. Additionally, questionnaires were sent out to approximately 5,800 programs identified in the 1997–98 PSS as prekindergarten-only. This procedure was done in order to ascertain if any of these programs included at least a kindergarten in the 1999–2000 school year.

Area frame

The area frame consists of a sample of primary sampling units (PSUs) drawn from the 2,054 PSUs into which the United States is divided. Each PSU consists of a single county, independent city, or cluster of geographically contiguous counties. The 1999–2000 PSS area frame was designed to produce approximately 50 percent overlap with the previous PSS. By maintaining a 50 percent overlap of PSUs with the 1997–98 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 1997–98 PSS area frame sample PSUs (overlap); and 2) a sample of PSUs selected independently from the 1997–98 PSS sample (non-overlap).

The eight PSUs (certainty PSUs) that are included in every PSS area sample remained in the 1999–2000 PSS area frame with certainty. All 60 PSUs

³ U.S. Department of Education, National Center for Education Statistics, Bulletin, *Private Elementary and Secondary Education, 1983 Enrollment, Teachers, and Schools* (Washington, DC: 1984).

that had been in the 1997–98 PSS area frame for the first time and not previously included in the overlap sample were selected again for 1999–2000 PSS, resulting in a total overlap sample of 68 PSUs.

An additional 60 PSUs were selected independently. Of these 60, three were also in the overlap sample. The strata for selecting the non-overlap PSUs were defined the same as the 1997–98 PSS area frame design. Initially, 16 strata were created as done for prior cycles of PSS—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 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.⁴ Some adjustments were made so that each sample size was an even number and that sample size was evenly distributed between the high and low groups. This was done in order to have an even number of cases in each stratum (with a minimum of two) for pairing purposes for calculating the PSS variances.

A total of 125 distinct PSUs (155 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 not match the universe list were considered part of the area frame.

Changes in Questionnaire Between 1997–98 and 1999–2000

The 1999–2000 PSS questionnaire content is relatively unchanged from the 1997–98 version. One religious affiliation was added to item 14—Church of God in Christ. In item 15, three associations were added—Association of Christian Teachers and Schools, National Coalition of Girls’ Schools, and state or regional independent school associations. Item 9 previously collected data on the number of graduates that applied to 2-year or 4-year colleges. This year, data were collected on the percentage of graduates who went on to attend three types of schools—2-year colleges, 4-year colleges, and technical or other specialized schools.

Data Collection

Data collection for the 1999–2000 Private School Universe Survey coincided with the data collection phase of the private school component of the 1999–2000 SASS.⁵ In order to reduce respondent burden during data collection, the 3,558 private schools selected for SASS were excluded from PSS. Schools selected for SASS received a SASS private school questionnaire only. The remaining 38,032 private schools were sent a PSS questionnaire. The PSS questionnaire used the same wording as the SASS questionnaire, but contained only a subset of the SASS questionnaire items. After data collection, the data for the SASS cases were merged into the PSS universe.

The data collection phase for both surveys consisted of two stages: a mailout/mailback stage and a telephone follow-up stage. The U.S. Bureau of the Census mailed PSS questionnaires to a total of 38,032 private schools on October 1, 1999. On November 5, 1999, a second PSS questionnaire was sent to schools not responding to the first. On October 20, 1999, SASS questionnaires were mailed to 3,558 private schools. On November 29, 1999, a second

⁴ The PSS sample PSUs were selected systematically with probabilities proportional to the square root of the 1998 projected PSU population.

⁵ For an overview of the 1999–2000 Schools and Staffing Survey, see *SASS: Schools and Staffing Survey*, NCES 1999–352 (Washington, DC: 1999).

mailing was made to the schools not responding to the first. A reminder postcard was sent one week after each mailout. The combined PSS/SASS return rate for the first PSS mailout (November 5, 1999) was 40 percent while the return rate at the end of the second PSS mailout (December 27, 1999) was 62 percent.⁶

On January 7, 2000, the U.S. Bureau of the Census began telephone interviewing for PSS schools not responding to the mail questionnaire. An additional 1,174 schools from the area frame operation were added to the workload at this time. Interviewing took place at the U.S. Bureau of the Census' Computer Assisted Telephone Interviewing (CATI) facilities located in Jeffersonville, Indiana and Tucson, Arizona. On January 18, 2000, CATI follow-up began for the 1,779 SASS schools not responding to the SASS mail questionnaire. The CATI follow-up for both PSS and SASS continued through March 10, 2000. Additional follow-up for PSS and SASS was conducted in the U.S. Bureau of the Census' 12 Regional Offices for schools that could not be contacted through the CATI facilities. This included 638 PSS schools for which we did not have a telephone number listed and 821 PSS schools that CATI was unable to contact. By the end of the followup, Census Bureau staff were able to reconcile the status for virtually 100 percent of the PSS/SASS schools.

A total of 9,346 programs that were on the file as traditional schools (i.e., having any of grades 1–12) were considered out-of-scope (or not eligible for the PSS). Twenty-nine percent of the out-of-scope cases were daycare/prekindergarten only; 23 percent were closed schools; 5 percent were duplicates; and 25 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 are located outside of the United States. The remaining 18 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. After weighting the list and area components of the PSS, the esti-

Table TN1.—Traditional schools

| Source | Unweighted | Weighted |
|-------------------------|---------------|---------------|
| Total | 35,289 | 27,223 |
| Out-of-scope list frame | 8,572 | 0 |
| Out-of-scope area frame | 774 | 0 |
| List frame | 25,655 | 25,529 |
| Area frame | 288 | 1,694 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table TN2.—Kindergarten-terminal¹ schools

| Source | Unweighted | Weighted |
|-------------------------|------------------|--------------|
| Total | 7,335 | 5,771 |
| Out-of-scope list frame | 2,260 | 0 |
| Out-of-scope area frame | ² 0 | 0 |
| List frame | 4,963 | 5,088 |
| Area frame | ² 112 | 683 |

¹ A school in which kindergarten is the highest grade.

² Because it is impossible to determine whether out-of-scope and non-interview area frame schools are k-terminal or traditional, all out-of-scope and non-interview area frame cases are included in the counts for traditional schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

mate for the number of traditional private schools in the United States in 1999–2000 was 27,223 (table TN1). A total of 1,414 traditional private schools included in the PSS refused to participate and an additional 366 schools were also noninterviews, resulting in a weighted response rate of 92.7 percent. In 1997, 1,137 private schools refused resulting in a response rate of 95 percent.

During data collection and later in processing, school definition problems and variations in school names or addresses resulted in 458 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 K–12, but the information obtained during frame development identified the school as 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.

⁶ The return rates cited in the data collection portion of the documentation are unweighted return rates calculated by dividing the total number of returns (interviews, noninterviews, and out-of-scopes) by the total number of schools in the Private School Universe.

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 U.S. Bureau of the Census.

In an effort to resolve duplicate reporting, the U.S. Bureau of the Census 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 U.S. Bureau of the Census’ 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 U.S. Bureau of the Census headquarters for further processing.

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

1. Range check to eliminate out-of-range entries;
2. Consistency edit to compare data in different fields for consistency;
3. Blanking edit to verify that skip patterns on the questionnaire had been followed;

4. Interview status recode (ISR),⁷ a program used prior to the weighting process to assign the final interview status to the record.

Item Response Rates

Three items had an unweighted response rate less than 90 percent.⁸ See appendix C for an itemized list of response rates for traditional schools. See the imputation section below for a description of the imputation procedures used to compensate for item nonresponse.

Imputation

For questionnaire records classified as interviews, values were imputed to items with missing data either in the first stage (internal) or second stage (donor) imputation.

First stage imputation

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

Other items on the 1999–2000 PSS questionnaire

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, then zero was imputed to item 10a.

Data from the 1997–98 Private School Survey

Data from the 1997–98 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 1997–98 PSS, the datum 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

⁷ The ISR Codes are: 1, interview; 2, noninterview; and 3, out-of-scope.

⁸ The item response rates for items 9d(1), 9d(2), and 9d(3) were 82.8, 78.8, and 76.1 percent, respectively.

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 unanswered after the first stage processing 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.

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: there was no suitable donor found, the computer method produced an imputed entry that was unacceptable, and the nature of the item required an actual review of the data rather than a computer-generated value. 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.

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. A brief description of the components that comprise the PSS weights follows.

There were 24,163 interviews and 1,780 cases which were non-interviews; the unweighted response rate was 93 percent.⁹ (See table TN3 for a breakdown of weighted response rates, by list and area frame for traditional schools; and table TN4 for k-terminal schools.)

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).

Table TN3.—Traditional schools: weighted school response rates, by frame

| | List frame | Area frame | Total frame |
|------------------------------|--------------------|----------------|--------------------|
| Response (Unweighted) | 23,931 (23,931) | 1,429 (232) | 25,360 (24,163) |
| Nonresponse (Unweighted) | 1,724 (1,724) | 283 (56) | 2,007 (1,780) |
| Out-of-scope (Unweighted) | 8,572 (8,572) | 3,761 (774) | 12,333 (9,346) |
| Response rate (percent) | 93.5 | 83.5 | 92.7 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

⁹ The response rate is calculated as follows: number of responding schools divided by the number of responding schools plus the number of nonresponding schools.

Table TN4.—Kindergarten-terminal¹ schools: weighted school response rates, by frame

| | List frame | Area frame | Total frame |
|------------------------------|------------------|------------------------------------|------------------|
| Response (Unweighted) | 4,884 (4,884) | 665 (112) | 5,549 (4,996) |
| Nonresponse (Unweighted) | 79 (79) | ² 0 ² (0) | 79 (79) |
| Out-of-scope (Unweighted) | 2,260 (2,260) | ² 0 ² (0) | 2,260 (2,260) |
| Response rate (percent) | 98.4 | 100 | 98.6 |

¹A school in which kindergarten is the highest grade.

² Because it is impossible to determine whether out-of-scope and noninterview area frame schools are k-terminal or traditional, all out-of-frame scope and noninterview area frame cases are included in the counts for traditional schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

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.

The number of cells used in NR_c varied by school association, but each school association (20 groups) in the list frame used school level (four groups), by size (varying number of groups), by urbanicity (three groups). The cells used in NR_c for the k-terminal schools were school association (20 groups) by size (two 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 tables TN5 and TN6). 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. Associations were never collapsed together. List frame cells for k-terminal schools were collapsed within enrollment category and urbanicity before the associations 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.

The state estimates presented in table 22 were prepared using a different weighting procedure.¹⁰ 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 (as shown in table 1).

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

¹⁰U.S. Department of Education, National Center for Education Statistics, *Indirect State Level Estimation for the Private School Survey*. Technical Report, NCES 1999-351 (Washington, DC: 1999).

Table TN5.—Nonresponse adjustment cells for list frame schools

| Association, ¹ by school level | Enrollment, by category | | | | | | |
|---|-------------------------|-------------|-------------|-------------|---------|-------------|-------------|
| Catholic | | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | | |
| Elementary | 0–149 | 150–199 | 200–249 | 250–300 | 300–349 | 350–449 | 450 or more |
| Secondary | 0–349 | 350–549 | 550–849 | 850 or more | | | |
| Combined, Regular | 0–299 | 300 or more | | | | | |
| Combined, Other | 0–74 | 75 or more | | | | | |
| Friends | | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | | |
| Elementary | 0–149 | 150 or more | | | | | |
| Secondary | 0–124 | 125 or more | | | | | |
| Combined, Regular | 0–99 | 100–249 | 250–449 | 450 or more | | | |
| Combined, Other | 0 or more | | | | | | |
| Episcopal | | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | | |
| Elementary | 0–174 | 175 or more | | | | | |
| Secondary | 0–249 | 250 or more | | | | | |
| Combined, Regular | 0–299 | 300–699 | 700 or more | | | | |
| Combined, Other | 0 or more | | | | | | |
| National Society for Hebrew Day Schools | | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | | |
| Elementary | 0–125 | 126–249 | 250 or more | | | | |
| Secondary | 0–99 | 100 or more | | | | | |
| Combined, Regular | 0–399 | 400 or more | | | | | |
| Combined, Other | 0 or more | | | | | | |
| Solomon Schechter Day Schools | | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | | |
| Elementary | 0–174 | 175 or more | | | | | |
| Secondary | 0–249 | 250 or more | | | | | |
| Combined, Regular | 0–299 | 300–699 | 700 or more | | | | |
| Combined, Other | 0 or more | | | | | | |
| Other Jewish | | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | | |
| Elementary | 0–124 | 125–249 | 250 or more | | | | |
| Secondary | 0–99 | 100 or more | | | | | |
| Combined, Regular | 0–399 | 400 or more | | | | | |
| Combined, Other | 0 or more | | | | | | |
| Lutheran Church, Missouri Synod | | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | | |
| Elementary | 0–74 | 75–149 | 150–199 | 200 or more | | | |
| Secondary | 0–124 | 125 or more | | | | | |
| Combined, Regular | 0–74 | 75–149 | 150–249 | 250–349 | 350–499 | 500 or more | |
| Combined, Other | 0 or more | | | | | | |
| Evangelical Lutheran Church, Wisconsin Synod | | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | | |
| Elementary | 0–49 | 50–99 | 100 or more | | | | |
| Secondary | 0–299 | 300 or more | | | | | |
| Combined, Regular | 0 or more | | | | | | |
| Combined, Other | 0 or more | | | | | | |
| Evangelical Lutheran Church in America | | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | | |
| Elementary | 0–149 | 150 or more | | | | | |
| Secondary | 0–124 | 125 or more | | | | | |
| Combined, Regular | 0–99 | 100–249 | 250–449 | 450 or more | | | |
| Combined, Other | 0 or more | | | | | | |

¹ Each school association is also divided into three urbanicity groups (central city, suburb, and rural).

² A school in which kindergarten is the highest grade.

Table TN5.—Nonresponse adjustment cells for list frame schools—continued

| Association, ¹ by school level | Enrollment, by category | | | | |
|---|-------------------------|-------------|-------------|-------------|-------------|
| Other Lutheran | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | |
| Elementary | 0–49 | 50 or more | | | |
| Secondary | 0–99 | 100 or more | | | |
| Combined, Regular | 0–85 | 86 or more | | | |
| Combined, Other | 0–49 | 50–99 | 100 or more | | |
| Seventh-Day Adventist | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | |
| Elementary | 0–49 | 50 or more | | | |
| Secondary | 0–99 | 100 or more | | | |
| Combined, Regular | 0–85 | 86 or more | | | |
| Combined, Other | 0–49 | 50–99 | 100 or more | | |
| Christian Schools International | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | |
| Elementary | 0–175 | 176 or more | | | |
| Secondary | 0–249 | 250 or more | | | |
| Combined, Regular | 0–299 | 300–699 | 700 or more | | |
| Combined, Other | 0 or more | | | | |
| American Association of Christian Schools | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | |
| Elementary | 0–74 | 75 or more | | | |
| Secondary | 0–124 | 125 or more | | | |
| Combined, Regular | 0–49 | 50–149 | 150–349 | 350 or more | |
| Combined, Other | 0 or more | | | | |
| National Association of Private Schools for Exceptional Children | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | |
| Elementary | 0–49 | 50 or more | | | |
| Secondary | 0–99 | 100 or more | | | |
| Combined, Regular | 0–84 | 85 or more | | | |
| Combined, Other | 0–49 | 50–99 | 100 or more | | |
| Military Schools | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | |
| Elementary | 0–49 | 50–99 | 100 or more | | |
| Secondary | 0–299 | 300 or more | | | |
| Combined, Regular | 0 or more | | | | |
| Combined, Other | 0 or more | | | | |
| Montessori | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | |
| Elementary | 0–49 | 50 or more | | | |
| Secondary | 0–99 | 100 or more | | | |
| Combined, Regular | 0–84 | 85 or more | | | |
| Combined, Other | 0–49 | 50–99 | 100 or more | | |
| National Association of Independent Schools | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | |
| Elementary | 0–149 | 150–299 | 300 or more | | |
| Secondary | 0–299 | 300 or more | | | |
| Combined, Regular | 0–299 | 300–449 | 450–599 | 600–799 | 800 or more |
| Combined, Other | 0 or more | | | | |
| National Independent Private School Association | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | |
| Elementary | 0–174 | 175 or more | | | |
| Secondary | 0–249 | 250 or more | | | |
| Combined, Regular | 0–299 | 300–699 | 700 or more | | |
| Combined, Other | 0 or more | | | | |

¹ Each school association is also divided into three urbanicity groups (central city, suburb, and rural).² A school in which kindergarten is the highest grade.

Table TN5.—Nonresponse adjustment cells for list frame schools—continued

| Association, ¹ by school level | Enrollment, by category | | | | | |
|---|-------------------------|-------------|-------------|-------------|---------|-------------|
| Association of Christian Schools International | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | |
| Elementary | 0–74 | 75–149 | 150–199 | 200 or more | | |
| Secondary | 0–124 | 125 or more | | | | |
| Combined, Regular | 0–74 | 75–149 | 150–249 | 250–349 | 350–499 | 500 or more |
| Combined, Other | 0 or more | | | | | |
| All else | | | | | | |
| K-terminal ² | 0–14 | 15 or more | | | | |
| Elementary | 0–49 | 50–99 | 100–199 | 200 or more | | |
| Secondary | 0–49 | 50–149 | 150 or more | | | |
| Combined, Regular | 0–49 | 50–99 | 100–199 | 200 or more | | |
| Combined, Other | 0–49 | 50–99 | 100 or more | | | |

¹ Each school association is also divided into three urbanicity groups (central city, suburb, and rural).

² A school in which kindergarten is the highest grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table TN6.—Noninterview cells for area frame schools¹

| Affiliation | School level | | | |
|-----------------|-------------------------|------------|-----------|----------|
| | K-terminal ² | Elementary | Secondary | Combined |
| Catholic | | | | |
| Other religious | | | | |
| Nonsectarian | | | | |

¹ Separate noninterview cells were used for schools from certainty and noncertainty PSUs.

² A school in which kindergarten is the highest grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

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 1999–2000, the estimate for all traditional private schools is 27,223 and the standard error is 238.6. The 95 percent confidence interval for this statistic extends from 27,223 - (238.6 * 1.96) to 27,223 + (238.6 * 1.96) or from 26,755.3 to 27,690.7. The standard error for the 5,162,684 students in private schools is 25,410.2; the 95 percent confidence interval for this statistic extends from 5,112,880.1 to 5,212,487.9.

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.¹¹ 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. 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 A.

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 (125 out of a total of approximately 2,000 eligible PSUs) leading to potentially unstable estimates of standard errors. This is particularly true

¹¹ Kirk M. Wolter, *Introduction to Variance Estimation*, chapter 3, (New York: 1985).

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 22 of private schools, enrollment, FTE teachers, and high school graduates were produced using model-based estimation, which is subject to bias. The PSS is willing to accept this bias in exchange for producing state estimates that are more stable. Table 22A lists root mean squared errors rather than standard errors to reflect this bias.¹²

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

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

$B(x)$ = bias of the estimate (The difference between the model-based estimate and the direct estimate.)

$Var(x)$ = variance of the estimate

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 this bias, the area frame was used to complement the list frame through the identification of schools missing from the list frame. Tables TN7, TN8, and TN9 show the contribution of the area frame to counts of students, teachers, and schools meeting the traditional PSS definition. Table TN10 shows the breakdown of list and area frame k-terminal schools.

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 private schools in the United States and to estimate the coverage of private schools in the 1999–2000 PSS. The list frame “captured” 25,529 schools. In the subsequent area frame, 19,569 schools (weighted) were “captured,” of which 17,875 were “recaptured” (i.e., already on the list frame). Solution for x in the equation $19,569 * (25,529/x) = 17,875$ reveals an estimated population (capture-recapture estimate) of 27,948 private schools. The coverage of the traditional PSS estimate is the ratio of the PSS estimate (27,223) to the capture-recapture estimate (27,948) and is equal to 97 percent.

The capture-recapture estimate of 27,948 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 capture-recapture estimates were computed for four different sets of poststratification cells: typology (27,993), grade level (28,095), religious orientation—Catholic, other religious, non-sectarian (27,999), and religious orientation within grade level (28,133). Using the highest estimate makes it least likely that the above mentioned assumption would be violated. Thus, the capture-recapture estimate used is given by the religious orientation within grade level cells (28,133). The coverage rate, then, is equal to 97 percent.

¹²See U.S. Department of Education, National Center for Education Statistics, *Indirect State Level Estimation for the Private School Survey*. Technical Report, NCES 1999–351 (Washington, DC: 1999).

Table TN7.—Private school enrollment, by NCES typology and type of frame

| NCES typology | Total | List frame | Area frame | Area frame percent total |
|------------------------|------------------|------------------|----------------|--------------------------|
| Total | 5,162,684 | 5,022,816 | 139,868 | 2.71 |
| Catholic | 2,511,040 | 2,495,372 | 15,668 | 0.62 |
| Parochial | 1,307,461 | 1,298,529 | 8,932 | 0.68 |
| Diocesan | 835,327 | 834,102 | 1,225 | 0.15 |
| Private | 368,252 | 362,741 | 5,511 | 1.50 |
| Other religious | 1,843,580 | 1,742,303 | 101,278 | 5.49 |
| Conservative Christian | 773,237 | 755,354 | 17,883 | 2.31 |
| Affiliated | 553,530 | 538,310 | 15,220 | 2.75 |
| Unaffiliated | 516,813 | 448,638 | 68,175 | 13.19 |
| Nonsectarian | 808,063 | 785,141 | 22,922 | 2.84 |
| Regular | 546,649 | 540,898 | 5,751 | 1.05 |
| Special emphasis | 175,140 | 161,190 | 13,950 | 7.96 |
| Special education | 86,274 | 83,053 | 3,221 | 3.73 |

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table TN8.—Number of private school teachers (headcount), by NCES typology and type of frame

| NCES typology | Total | List frame | Area frame | Area frame percent total |
|------------------------|----------------|----------------|---------------|--------------------------|
| Total | 437,239 | 422,155 | 15,084 | 3.45 |
| Catholic | 161,907 | 161,120 | 787 | 0.49 |
| Parochial | 79,007 | 78,629 | 378 | 0.48 |
| Diocesan | 53,167 | 53,111 | 56 | 0.11 |
| Private | 29,733 | 29,380 | 353 | 1.19 |
| Other religious | 173,246 | 161,891 | 11,355 | 6.55 |
| Conservative Christian | 68,147 | 66,269 | 1,878 | 2.76 |
| Affiliated | 54,749 | 53,152 | 1,597 | 2.92 |
| Unaffiliated | 50,350 | 42,469 | 7,880 | 15.65 |
| Nonsectarian | 102,086 | 99,144 | 2,942 | 2.88 |
| Regular | 63,309 | 62,574 | 735 | 1.16 |
| Special emphasis | 23,483 | 21,734 | 1,749 | 7.45 |
| Special education | 15,293 | 14,835 | 458 | 2.99 |

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Publication Criteria for PSS Estimates

The NCES criteria for the publication of an estimate are based on two category types: surveys based on a sample from a frame or 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. The PSS has pieces of both categories: an

area frame sample of 125 PSUs which collect data on schools not on the list frame and 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

Table TN9.—Number of private schools, by NCES typology and type of frame

| NCES typology | Total | List frame | Area frame | Area frame Percent total |
|------------------------|---------------|---------------|--------------|-----------------------------|
| Total | 27,223 | 25,530 | 1,694 | 6.22 |
| Catholic | 8,102 | 8,039 | 64 | 0.79 |
| Parochial | 4,607 | 4,579 | 29 | 0.62 |
| Diocesan | 2,598 | 2,595 | 3 | 0.12 |
| Private | 897 | 865 | 32 | 3.58 |
| Other religious | 13,232 | 11,948 | 1,284 | 9.71 |
| Conservative Christian | 4,989 | 4,684 | 305 | 6.11 |
| Affiliated | 3,531 | 3,144 | 387 | 10.97 |
| Unaffiliated | 4,711 | 4,120 | 592 | 12.56 |
| Nonsectarian | 5,889 | 5,543 | 346 | 5.87 |
| Regular | 2,494 | 2,399 | 95 | 3.81 |
| Special emphasis | 2,131 | 1,955 | 177 | 8.30 |
| Special education | 1,264 | 1,190 | 74 | 5.86 |

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table TN10.—Kindergarten-terminal schools,* students, and teachers (headcount), by NCES typology and type of frame

| NCES typology | Total | List frame | Area frame | Area frame percent total |
|-----------------|---------------|---------------|---------------|-----------------------------|
| Schools | | | | |
| Total | 5,772 | 5,088 | 683 | 11.84 |
| Catholic | 134 | 128 | 5 | 3.97 |
| Other religious | 1,725 | 1,461 | 263 | 15.27 |
| Nonsectarian | 3,914 | 3,499 | 415 | 10.59 |
| Students | | | | |
| Total | 91,802 | 80,645 | 11,157 | 12.15 |
| Catholic | 3,649 | 3,500 | 149 | 4.09 |
| Other religious | 29,494 | 25,744 | 3,751 | 12.72 |
| Nonsectarian | 58,658 | 51,401 | 7,257 | 12.37 |
| Teachers | | | | |
| Total | 15,593 | 14,422 | 1,170 | 7.51 |
| Catholic | 502 | 496 | 5 | 1.06 |
| Other religious | 4,516 | 4,155 | 361 | 7.99 |
| Nonsectarian | 10,576 | 9,771 | 804 | 7.61 |

* A school in which kindergarten is the highest grade.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

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 1999–2000 NCES private school estimates with those from previous surveys (see table TN11) show no significant change in the estimates for the number of private schools. However, the estimates do indicate an increase in the estimate for the number of teachers and the number of private school students. For example, the 95

Table TN11.—Summary table for private school statistics: 1989, 1991, 1993, 1995, 1997, and 1999

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

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, and 1999–2000.

percent confidence interval on the 1999–2000 estimate of 5,162,684 students ranges from 5,112,880 to 5,212,488 and the 95 percent confidence interval of the 1997–98 estimate of 5,076,119 ranges from 5,045,643 to 5,106,595. Similarly the 95 percent confidence interval on the 1999–2000 estimate of 395,317 FTE teachers ranges from 389,671 to 400,963 and the confidence interval on the 1997–98 estimate of 376,544 ranges from 373,375 to 379,714.

Current Population Survey data

A comparison of the PSS estimate of K–12 students enrolled in all schools with the most recent household survey estimate from the October Supplement of the Current Population Survey (CPS)¹³ shows that the PSS estimate of 5,254,485 is lower than the CPS estimate of 5,532,000 private school students in grades K–12 in the 1999–2000 school year. (The 95 percent confidence interval of the PSS estimate ranges from 5,202,034 to 5,306,936, while that of the CPS estimate ranges from 5,314,000 to 5,750,000.) This is in contrast to 1995–96 where the PSS and CPS estimates did not differ and 1997–98 where the PSS estimate was greater than the CPS estimate. (Comparisons of the CPS and PSS

enrollments for earlier PSS are not as informative since the PSS estimates in previous years do include the kindergarten enrollment from k-terminal schools.) Between these three points in time the PSS enrollment estimate has been more stable, with small increases of 32,428 (between 1995–96 and 1997–98) and 75,304 (between 1997–98 and 1999–2000) students, while the CPS enrollment estimates decreased by 441,000 students between 1995–96 and 1997–98 and increased by 649,900 students between 1997–98 and 1999–2000.

National Catholic Educational Association data

Comparisons of the NCES PSS estimate for Catholic schools with the National Catholic Educational Association (NCEA) data¹⁴ for the 1999–2000 school year (see table TN12) show a similarity in the school counts, but a difference in the 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 the NCES and the NCEA are quite different; the NCES surveys private schools directly while the NCEA surveys

¹³U.S. Department of Commerce, Bureau of the Census, “School Enrollment—Social and Economic Characteristics of Students: October 1999,” Current Population Reports, Series P-20, No. 533 (Washington, DC: 2000).

¹⁴National Catholic Educational Association, United States Catholic Elementary and Secondary Schools, 1999–2000: Annual Statistical Report on Schools, Enrollment, and Staffing (Washington, DC: 2000).

Table TN12.—National statistics for Catholic schools for 1999–2000: Comparison of National Catholic Educational Association (NCEA) and Private School Survey (PSS) data

| Selected characteristics | NCEA | PSS |
|--------------------------|------------------|------------------|
| Schools | | |
| Total | 8,144 | 8,102 |
| Elementary | 6,923 | 6,707 |
| Secondary | 1,221 | 1,114 |
| Combined | (*) | 282 |
| Students | | |
| Total | 2,500,416 | 2,511,040 |
| Elementary | 1,877,236 | 1,814,676 |
| Secondary | 623,180 | 607,682 |
| Combined | (*) | 88,681 |
| FTE Teachers | | |
| Total | 157,134 | 149,600 |
| Elementary | 109,404 | 100,565 |
| Secondary | 47,730 | 41,301 |
| Combined | (*) | 7,734 |

* Data are not available.

NOTE: Details may not add to totals due to rounding.

SOURCES: National Catholic Educational Association, *United States Catholic Elementary and Secondary Schools, 1999–2000: Annual Report on Schools, Enrollment, and Staffing* (Washington, DC: 2000) and U.S. Department of Education, National Center for Education Statistics, *Private School Survey, 1999–2000*.

archdiocesan and diocesan offices of education and some state Catholic conferences. The NCEA 1999–2000 school year count of 8,144 schools is within the 95 percent confidence interval of the 1999–2000 PSS estimate of Catholic schools (from 8,054 to 8,150). The NCEA K–12 student count of 2,500,416 is lower than the 95 percent confidence

interval of the 1999–2000 PSS estimate of Catholic students (from 2,501,659 to 2,520,422). Both the NCEA teacher count of 157,134 and the PSS estimate of 149,600 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 149,188 to 150,012).

Appendix A
Standard Error Tables

Table 1A.—Standard errors for number and percentage distribution of private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Schools | | Students | | FTE teachers | |
|------------------------------|--------------|---------|-----------------|---------|----------------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 238.6 | | 25,410.2 | | 2,880.5 | |
| NCES typology | | | | | | |
| Catholic | 24.4 | 0.29 | 4,786.5 | 0.26 | 210.0 | 0.29 |
| Parochial | 14.4 | 0.17 | 4,370.6 | 0.16 | 159.7 | 0.15 |
| Diocesan | 0.0 | 0.08 | 0.0 | 0.08 | 0.0 | 0.09 |
| Private | 19.5 | 0.08 | 1,945.1 | 0.05 | 134.8 | 0.06 |
| Other religious | 227.6 | 0.45 | 24,798.8 | 0.31 | 2,759.1 | 0.43 |
| Conservative Christian | 103.7 | 0.33 | 4,596.4 | 0.10 | 457.2 | 0.13 |
| Affiliated | 141.4 | 0.48 | 4,770.4 | 0.09 | 387.7 | 0.11 |
| Unaffiliated | 148.5 | 0.45 | 22,658.6 | 0.39 | 2,597.8 | 0.58 |
| Nonsectarian | 68.4 | 0.26 | 5,428.0 | 0.11 | 721.5 | 0.21 |
| Regular | 18.3 | 0.10 | 1,142.1 | 0.06 | 123.8 | 0.11 |
| Special emphasis | 48.2 | 0.16 | 4,957.7 | 0.09 | 670.9 | 0.16 |
| Special education | 22.0 | 0.08 | 1,332.0 | 0.03 | 152.4 | 0.05 |
| School level | | | | | | |
| Elementary | 194.7 | 0.52 | 7,393.1 | 0.25 | 692.4 | 0.32 |
| Secondary | 61.7 | 0.22 | 2,395.1 | 0.09 | 229.3 | 0.12 |
| Combined | 159.8 | 0.50 | 23,337.1 | 0.32 | 2,681.6 | 0.42 |
| Program emphasis | | | | | | |
| Regular elementary/secondary | 204.5 | 0.27 | 24,067.0 | 0.10 | 2,718.1 | 0.18 |
| Montessori | 47.4 | 0.16 | 2,398.8 | 0.04 | 229.7 | 0.05 |
| Special program emphasis | 23.0 | 0.09 | 4,474.1 | 0.09 | 607.0 | 0.15 |
| Special education | 22.1 | 0.09 | 1,379.7 | 0.03 | 154.6 | 0.05 |
| Vocational/technical | — | — | — | — | — | — |
| Alternative | 54.1 | 0.19 | 2,035.6 | 0.04 | 288.0 | 0.07 |
| Early childhood | 12.3 | 0.05 | 191.1 | (*) | 20.3 | 0.01 |
| Size | | | | | | |
| Less than 50 | 176.0 | 0.44 | 4,372.1 | 0.08 | 478.6 | 0.11 |
| 50–149 | 96.1 | 0.26 | 6,953.5 | 0.13 | 899.6 | 0.21 |
| 150–299 | 47.7 | 0.24 | 12,408.5 | 0.22 | 1,237.2 | 0.29 |
| 300–499 | 17.1 | 0.10 | 6,214.5 | 0.13 | 648.6 | 0.19 |
| 500–749 | 3.3 | 0.05 | 2,330.1 | 0.08 | 79.4 | 0.10 |
| 750 or more | 19.8 | 0.07 | 18,232.3 | 0.30 | 2,143.0 | 0.47 |
| Region | | | | | | |
| Northeast | 104.0 | 0.35 | 5,768.9 | 0.15 | 305.5 | 0.20 |
| Midwest | 104.3 | 0.35 | 8,185.1 | 0.17 | 906.6 | 0.24 |
| South | 175.7 | 0.48 | 22,964.5 | 0.32 | 2,693.3 | 0.46 |
| West | 66.0 | 0.26 | 4,246.2 | 0.11 | 357.5 | 0.15 |
| Community type | | | | | | |
| Central city | 124.5 | 0.42 | 24,675.7 | 0.27 | 2,716.6 | 0.38 |
| Urban fringe/large town | 131.9 | 0.54 | 8,719.0 | 0.24 | 764.3 | 0.31 |
| Rural/small town | 217.0 | 0.67 | 5,583.6 | 0.11 | 717.2 | 0.18 |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 2A.—Standard errors for number and percentage distribution of private schools, students, and FTE teachers, by religious orientation of school: United States, 1999–2000

| Religious or nonsectarian category | Schools | | Students | | FTE teachers | |
|--|--------------|-------------|-----------------|-------------|----------------|-------------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 238.6 | | 25,410.2 | | 2,880.5 | |
| Religious orientation | | | | | | |
| Roman Catholic | 24.4 | 0.29 | 4,786.5 | 0.26 | 210.0 | 0.29 |
| Amish | 78.7 | 0.28 | 1,482.7 | 0.03 | 106.6 | 0.03 |
| Assembly of God | 3.6 | 0.02 | 604.5 | 0.01 | 49.6 | 0.02 |
| Baptist | 53.4 | 0.17 | 4,659.9 | 0.08 | 332.2 | 0.08 |
| Brethren | 0.0 | (*) | 0.0 | (*) | 0.0 | (*) |
| Calvinist | 0.0 | (*) | 0.0 | (*) | 0.0 | (*) |
| Christian (unspecified) | 168.3 | 0.56 | 12,702.1 | 0.22 | 1,393.1 | 0.32 |
| Church of Christ | 0.0 | 0.01 | 0.0 | (*) | 0.0 | 0.01 |
| Church of God | 12.5 | 0.04 | 923.6 | 0.02 | 102.3 | 0.03 |
| Church of God in Christ | 7.3 | 0.03 | 320.6 | 0.01 | 37.3 | 0.01 |
| Episcopal | 26.0 | 0.09 | 16,970.6 | 0.32 | 1,918.7 | 0.47 |
| Friends | 0.0 | (*) | 0.0 | (*) | 0.0 | (*) |
| Greek Orthodox | 0.0 | (*) | 0.0 | (*) | 0.0 | (*) |
| Islamic | 16.4 | 0.06 | 851.8 | 0.02 | 124.1 | 0.03 |
| Jewish | 4.5 | 0.03 | 464.8 | 0.02 | 51.6 | 0.03 |
| Lutheran Church—Missouri Synod | 6.2 | 0.04 | 786.4 | 0.02 | 41.9 | 0.02 |
| Evangelical Lutheran Church In America | 0.0 | (*) | 0.0 | (*) | 0.0 | (*) |
| Wisconsin Evangelical Lutheran Synod | 0.0 | 0.01 | 0.0 | (*) | 0.0 | (*) |
| Other Lutheran | 11.7 | 0.04 | 69.9 | (*) | 30.6 | 0.01 |
| Mennonite | 48.9 | 0.17 | 1,336.7 | 0.03 | 132.3 | 0.03 |
| Methodist | 0.0 | (*) | 0.0 | (*) | 0.0 | (*) |
| Pentecostal | 22.7 | 0.08 | 599.2 | 0.01 | 106.4 | 0.03 |
| Presbyterian | 0.0 | (*) | 0.0 | (*) | 0.0 | 0.01 |
| Seventh-Day Adventist | 26.1 | 0.10 | 239.8 | 0.01 | 29.6 | 0.01 |
| Other | 103.5 | 0.38 | 8,475.0 | 0.16 | 1,128.1 | 0.28 |
| Nonsectarian | 68.4 | 0.26 | 5,428.0 | 0.11 | 721.5 | 0.21 |

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 3A.—Standard errors for number and percentage distribution of private schools, by school level, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | | Elementary | | Secondary | | Combined | |
|------------------------------|--------------|---------|--------------|---------|-------------|---------|--------------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 238.6 | | 194.7 | | 61.7 | | 159.8 | |
| NCES typology | | | | | | | | |
| Catholic | 24.4 | 0.29 | 23.7 | 0.50 | 4.4 | 1.07 | 3.5 | 0.08 |
| Parochial | 14.4 | 0.17 | 14.4 | 0.33 | 0.0 | 0.18 | 0.0 | 0.02 |
| Diocesan | 0.0 | 0.08 | 0.0 | 0.15 | 0.0 | 0.46 | 0.0 | 0.02 |
| Private | 19.5 | 0.08 | 18.7 | 0.11 | 4.4 | 0.44 | 3.5 | 0.06 |
| Other religious | 227.6 | 0.45 | 187.8 | 0.67 | 55.7 | 1.60 | 159.5 | 0.65 |
| Conservative Christian | 103.7 | 0.33 | 75.3 | 0.37 | 54.1 | 1.95 | 43.3 | 0.73 |
| Affiliated | 141.4 | 0.48 | 105.3 | 0.56 | 12.9 | 0.52 | 91.9 | 0.95 |
| Unaffiliated | 148.5 | 0.45 | 91.9 | 0.43 | 2.8 | 0.22 | 94.5 | 0.90 |
| Nonsectarian | 68.4 | 0.26 | 40.4 | 0.27 | 26.3 | 0.96 | 24.4 | 0.59 |
| Regular | 18.3 | 0.10 | 18.2 | 0.14 | 5.5 | 0.32 | 10.4 | 0.24 |
| Special emphasis | 48.2 | 0.16 | 31.6 | 0.19 | 20.7 | 0.76 | 19.8 | 0.26 |
| Special education | 22.0 | 0.08 | 13.9 | 0.08 | 15.1 | 0.58 | 7.8 | 0.23 |
| Program emphasis | | | | | | | | |
| Regular elementary/secondary | 204.5 | 0.27 | 174.7 | 0.25 | 56.0 | 0.93 | 148.4 | 0.64 |
| Montessori | 47.4 | 0.16 | 41.7 | 0.22 | — | — | 12.0 | 0.14 |
| Special program emphasis | 23.0 | 0.09 | 3.3 | 0.03 | 19.9 | 0.75 | 11.7 | 0.15 |
| Special education | 22.1 | 0.09 | 14.2 | 0.09 | 15.1 | 0.58 | 7.8 | 0.25 |
| Vocational/technical | — | — | — | — | — | — | — | — |
| Alternative | 54.1 | 0.19 | 17.0 | 0.11 | 6.2 | 0.33 | 46.6 | 0.55 |
| Early childhood | 12.3 | 0.05 | 9.2 | 0.06 | 0.0 | 0.00 | — | — |
| Size | | | | | | | | |
| Less than 50 | 176.0 | 0.44 | 186.3 | 0.83 | 59.6 | 1.84 | 106.6 | 0.85 |
| 50–149 | 96.1 | 0.26 | 38.2 | 0.35 | 15.9 | 0.71 | 79.3 | 0.70 |
| 150–299 | 47.7 | 0.24 | 18.8 | 0.35 | 4.3 | 0.43 | 43.2 | 0.55 |
| 300–499 | 17.1 | 0.10 | 2.8 | 0.14 | 1.8 | 0.41 | 17.2 | 0.24 |
| 500–749 | 3.3 | 0.05 | 3.3 | 0.05 | 0.0 | 0.27 | 0.0 | 0.11 |
| 750 or more | 19.8 | 0.07 | 0.0 | 0.01 | 1.2 | 0.30 | 19.7 | 0.25 |
| Region | | | | | | | | |
| Northeast | 104.0 | 0.35 | 102.5 | 0.53 | 6.7 | 0.76 | 10.9 | 0.41 |
| Midwest | 104.3 | 0.35 | 62.1 | 0.43 | 15.5 | 0.74 | 53.9 | 0.63 |
| South | 175.7 | 0.48 | 149.6 | 0.70 | 55.9 | 1.71 | 143.9 | 1.07 |
| West | 66.0 | 0.26 | 34.1 | 0.29 | 19.9 | 0.79 | 42.4 | 0.56 |
| Community type | | | | | | | | |
| Central city | 124.5 | 0.42 | 56.4 | 0.51 | 17.0 | 1.12 | 73.3 | 0.86 |
| Urban fringe/large town | 131.9 | 0.54 | 36.0 | 0.49 | 16.0 | 0.93 | 123.9 | 1.06 |
| Rural/small town | 217.0 | 0.67 | 185.0 | 0.89 | 57.1 | 1.83 | 72.7 | 0.82 |

— Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 4A.—Standard errors for number and percentage distribution of private school students, by school level, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | | Elementary | | Secondary | | Combined | |
|----------------------------------|-----------------|---------|----------------|---------|----------------|---------|-----------------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 25,410.2 | | 7,393.1 | | 2,395.1 | | 23,337.1 | |
| NCES typology | | | | | | | | |
| Catholic | 4,786.5 | 0.26 | 4,741.0 | 0.20 | 95.7 | 0.22 | 651.4 | 0.10 |
| Parochial | 4,370.6 | 0.16 | 4,370.6 | 0.17 | 0.0 | 0.03 | 0.0 | 0.02 |
| Diocesan | 0.0 | 0.08 | 0.0 | 0.05 | 0.0 | 0.10 | 0.0 | 0.02 |
| Private | 1,945.1 | 0.05 | 1,830.3 | 0.06 | 95.7 | 0.09 | 651.4 | 0.07 |
| Other religious | 24,798.8 | 0.31 | 6,364.5 | 0.18 | 1,249.0 | 0.14 | 22,827.0 | 0.56 |
| Conservative Christian | 4,596.4 | 0.10 | 2,109.6 | 0.07 | 1,237.2 | 0.15 | 3,534.7 | 0.51 |
| Affiliated | 4,770.4 | 0.09 | 2,113.8 | 0.07 | 75.2 | 0.02 | 4,240.5 | 0.30 |
| Unaffiliated | 22,658.6 | 0.39 | 5,292.2 | 0.17 | 153.9 | 0.02 | 21,309.9 | 1.17 |
| Nonsectarian | 5,428.0 | 0.11 | 2,211.1 | 0.07 | 2,133.9 | 0.24 | 4,339.3 | 0.48 |
| Regular | 1,142.1 | 0.06 | 990.7 | 0.03 | 1,057.1 | 0.13 | 954.4 | 0.33 |
| Special emphasis | 4,957.7 | 0.09 | 1,681.4 | 0.06 | 1,883.0 | 0.23 | 4,137.9 | 0.27 |
| Special education | 1,332.0 | 0.03 | 978.0 | 0.03 | 272.1 | 0.03 | 862.3 | 0.09 |
| Program emphasis | | | | | | | | |
| Regular elementary/ secondary | 24,067.0 | 0.10 | 7,161.3 | 0.07 | 1,508.9 | 0.22 | 22,578.4 | 0.31 |
| Montessori | 2,398.8 | 0.04 | 1,522.6 | 0.05 | — | — | 1,078.0 | 0.07 |
| Special program emphasis | 4,474.1 | 0.09 | 33.1 | (*) | 1,834.9 | 0.22 | 4,081.6 | 0.26 |
| Special education | 1,379.7 | 0.03 | 1,042.1 | 0.04 | 272.1 | 0.03 | 862.3 | 0.09 |
| Vocational/technical | — | — | — | — | — | — | — | — |
| Alternative | 2,035.6 | 0.04 | 992.3 | 0.03 | 450.2 | 0.06 | 1,468.3 | 0.11 |
| Early childhood | 191.1 | (*) | 164.2 | 0.01 | 0.0 | 0.00 | — | — |
| Size | | | | | | | | |
| Less than 50 | 4,372.1 | 0.08 | 3,766.2 | 0.13 | 642.2 | 0.08 | 2,724.0 | 0.17 |
| 50–149 | 6,953.5 | 0.13 | 3,256.5 | 0.10 | 1,861.9 | 0.22 | 4,922.1 | 0.34 |
| 150–299 | 12,408.5 | 0.22 | 4,945.3 | 0.14 | 862.0 | 0.10 | 11,297.7 | 0.65 |
| 300–499 | 6,214.5 | 0.13 | 1,207.1 | 0.07 | 569.2 | 0.09 | 6,261.2 | 0.41 |
| 500–749 | 2,330.1 | 0.08 | 2,330.1 | 0.08 | 0.0 | 0.06 | 0.0 | 0.27 |
| 750 or more | 18,232.3 | 0.30 | 0.0 | 0.01 | 1,211.2 | 0.14 | 18,192.1 | 0.94 |
| Region | | | | | | | | |
| Northeast | 5,768.9 | 0.15 | 4,117.7 | 0.12 | 880.8 | 0.12 | 2,394.8 | 0.31 |
| Midwest | 8,185.1 | 0.17 | 2,132.0 | 0.09 | 1,769.2 | 0.16 | 6,928.8 | 0.44 |
| South | 22,964.5 | 0.32 | 5,636.1 | 0.16 | 467.9 | 0.07 | 21,855.2 | 0.76 |
| West | 4,246.2 | 0.11 | 1,179.8 | 0.06 | 1,269.5 | 0.14 | 3,636.9 | 0.33 |
| Community type | | | | | | | | |
| Central city | 24,675.7 | 0.27 | 6,025.4 | 0.17 | 1,293.1 | 0.17 | 22,426.7 | 0.78 |
| Urban fringe/large town | 8,719.0 | 0.24 | 4,968.0 | 0.18 | 1,895.8 | 0.17 | 5,756.2 | 0.59 |
| Rural/small town | 5,583.6 | 0.11 | 4,137.6 | 0.13 | 1,019.9 | 0.12 | 2,970.5 | 0.28 |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 5A.—Standard errors for number and percentage distribution of private schools, by school level and religious orientation of school: United States, 1999–2000

| Religious or nonsectarian category | Total | | Elementary | | Secondary | | Combined | |
|--|--------------|-------------|--------------|-------------|-------------|-------------|--------------|-------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 238.6 | | 194.7 | | 61.7 | | 159.8 | |
| Religious orientation | | | | | | | | |
| Roman Catholic | 24.4 | 0.29 | 23.7 | 0.50 | 4.4 | 1.07 | 3.5 | 0.08 |
| Amish | 78.7 | 0.28 | 78.7 | 0.45 | — | — | 0.0 | 0.02 |
| Assembly of God | 3.6 | 0.02 | 0.0 | 0.01 | — | — | 3.6 | 0.08 |
| Baptist | 53.4 | 0.17 | 4.3 | 0.04 | 0.0 | 0.02 | 53.3 | 0.50 |
| Brethren | 0.0 | (*) | 0.0 | (*) | — | — | 0.0 | 0.01 |
| Calvinist | 0.0 | (*) | 0.0 | 0.01 | 0.0 | 0.02 | 0.0 | 0.01 |
| Christian (unspecified) | 168.3 | 0.56 | 143.9 | 0.79 | 54.1 | 1.95 | 67.6 | 0.60 |
| Church of Christ | 0.0 | 0.01 | 0.0 | (*) | — | — | 0.0 | 0.02 |
| Church of God | 12.5 | 0.04 | 0.0 | (*) | — | — | 12.5 | 0.15 |
| Church of God in Christ | 7.3 | 0.03 | 7.3 | 0.04 | 0.0 | 0.00 | — | — |
| Episcopal | 26.0 | 0.09 | 11.2 | 0.07 | 0.0 | 0.04 | 23.5 | 0.29 |
| Friends | 0.0 | (*) | 0.0 | (*) | — | — | 0.0 | 0.01 |
| Greek Orthodox | 0.0 | (*) | 0.0 | (*) | — | — | — | — |
| Islamic | 16.4 | 0.06 | 14.6 | 0.09 | — | — | 7.6 | 0.09 |
| Jewish | 4.5 | 0.03 | 2.8 | 0.03 | 2.8 | 0.19 | 0.0 | 0.03 |
| Lutheran Church—Missouri Synod | 6.2 | 0.04 | 2.8 | 0.07 | 5.6 | 0.22 | 0.0 | (*) |
| Evangelical Lutheran Church In America | 0.0 | (*) | 0.0 | 0.01 | — | — | — | — |
| Wisconsin Evangelical Lutheran Synod | 0.0 | 0.01 | 0.0 | 0.02 | 0.0 | 0.02 | — | — |
| Other Lutheran | 11.7 | 0.04 | 0.0 | (*) | — | — | — | — |
| Mennonite | 48.9 | 0.17 | 45.0 | 0.27 | — | — | 19.1 | 0.23 |
| Methodist | 0.0 | (*) | 0.0 | 0.01 | — | — | 0.0 | 0.01 |
| Pentecostal | 22.7 | 0.08 | 0.0 | 0.01 | — | — | 22.7 | 0.28 |
| Presbyterian | 0.0 | (*) | 0.0 | 0.01 | — | — | 0.0 | 0.01 |
| Seventh-Day Adventist | 26.1 | 0.10 | 26.1 | 0.16 | 0.0 | 0.05 | 0.0 | 0.06 |
| Other | 103.5 | 0.38 | 19.9 | 0.12 | 0.0 | 0.02 | 99.5 | 1.16 |
| Nonsectarian | 68.4 | 0.26 | 40.4 | 0.27 | 26.3 | 0.96 | 24.4 | 0.59 |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 6A.—Standard errors for number and percentage distribution of private school students, by school level and religious orientation of school: United States, 1999–2000

| Religious or nonsectarian category | Total | | Elementary | | Secondary | | Combined | |
|--|-----------------|-------------|----------------|-------------|----------------|-------------|-----------------|-------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 25,410.1 | | 7,393.1 | | 2,395.1 | | 23,337.1 | |
| Religious orientation | | | | | | | | |
| Roman Catholic | 4,786.5 | 0.26 | 4,741.0 | 0.20 | 95.7 | 0.22 | 651.3 | 0.10 |
| Amish | 1,482.7 | 0.03 | 1,482.7 | 0.05 | — | — | 0.0 | (*) |
| Assembly of God | 604.5 | 0.01 | 0.0 | (*) | — | — | 604.5 | 0.06 |
| Baptist | 4,659.9 | 0.08 | 1,239.4 | 0.04 | 0.0 | (*) | 4,492.0 | 0.33 |
| Brethren | 0.0 | (*) | 0.0 | (*) | — | — | 0.0 | (*) |
| Calvinist | 0.0 | (*) | 0.0 | (*) | 0.0 | (*) | 0.0 | 0.01 |
| Christian (unspecified) | 12,702.1 | 0.22 | 4,913.8 | 0.16 | 1,237.2 | 0.15 | 11,609.4 | 0.65 |
| Church of Christ | 0.0 | (*) | 0.0 | (*) | — | — | 0.0 | 0.04 |
| Church of God | 923.6 | 0.02 | 0.0 | (*) | — | — | 923.6 | 0.06 |
| Church of God in Christ | 320.6 | 0.01 | 320.6 | 0.01 | 0.0 | 0.00 | — | — |
| Episcopal | 16,970.6 | 0.32 | 606.9 | 0.02 | 0.0 | (*) | 16,959.8 | 1.07 |
| Friends | 0.0 | (*) | 0.0 | (*) | — | — | 0.0 | 0.01 |
| Greek Orthodox | 0.0 | (*) | 0.0 | (*) | — | — | — | — |
| Islamic | 851.8 | 0.02 | 692.2 | 0.02 | — | — | 496.4 | 0.03 |
| Jewish | 464.8 | 0.02 | 386.3 | 0.02 | 153.8 | 0.02 | 0.0 | 0.06 |
| Lutheran Church—Missouri Synod | 786.4 | 0.02 | 785.9 | 0.03 | 27.8 | 0.01 | 0.0 | 0.01 |
| Evangelical Lutheran Church In America | 0.0 | (*) | 0.0 | (*) | — | — | — | — |
| Wisconsin Evangelical Lutheran Synod | 0.0 | (*) | 0.0 | (*) | 0.0 | (*) | — | — |
| Other Lutheran | 69.9 | (*) | 0.0 | (*) | — | — | — | — |
| Mennonite | 1,336.7 | 0.03 | 1,014.5 | 0.04 | — | — | 870.4 | 0.06 |
| Methodist | 0.0 | (*) | 0.0 | (*) | — | — | 0.0 | 0.01 |
| Pentecostal | 599.1 | 0.01 | 0.0 | (*) | — | — | 599.1 | 0.05 |
| Presbyterian | 0.0 | (*) | 0.0 | (*) | — | — | 0.0 | 0.02 |
| Seventh-Day Adventist | 239.8 | 0.01 | 239.8 | 0.01 | 0.0 | (*) | 0.0 | 0.03 |
| Other | 8,475.0 | 0.16 | 2,042.6 | 0.07 | 0.0 | (*) | 7,805.5 | 0.50 |
| Nonsectarian | 5,428.0 | 0.11 | 2,211.1 | 0.07 | 2,133.9 | 0.24 | 4,339.3 | 0.48 |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 7A.—Standard errors for percentage distribution of private schools, by program emphasis, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Regular elementary/secondary | Montessori | Special program emphasis | Special education | Vocational/technical programs | Alternative | Early childhood |
|--------------------------|------------------------------|------------|--------------------------|-------------------|-------------------------------|-------------|-----------------|
| Total | 0.27 | 0.16 | 0.09 | 0.09 | — | 0.19 | 0.05 |
| NCES typology | | | | | | | |
| Catholic | 0.04 | 0.04 | (*) | (*) | — | (*) | 0.00 |
| Parochial | (*) | — | (*) | — | — | (*) | 0.00 |
| Diocesan | 0.00 | — | 0.00 | 0.00 | — | — | 0.00 |
| Private | 0.43 | 0.39 | 0.05 | 0.08 | — | 0.07 | 0.00 |
| Other religious | 0.37 | 0.25 | 0.04 | 0.02 | — | 0.33 | (*) |
| Conservative Christian | 0.35 | 0.01 | 0.04 | — | — | 0.35 | — |
| Affiliated | 0.76 | — | 0.10 | 0.02 | — | 0.19 | — |
| Unaffiliated | 0.83 | 0.03 | 0.06 | 0.06 | — | 0.82 | — |
| Nonsectarian | 0.45 | 0.42 | 0.37 | 0.25 | — | 0.44 | 0.21 |
| Regular | 0.47 | 0.00 | 0.00 | 0.00 | — | 0.00 | 0.47 |
| Special emphasis | 0.00 | 1.12 | 0.97 | 0.00 | — | 1.13 | 0.00 |
| Special education | 0.00 | 0.00 | 0.00 | 0.00 | — | 0.00 | 0.00 |
| School level | | | | | | | |
| Elementary | 0.25 | 0.22 | 0.03 | 0.09 | — | 0.11 | 0.06 |
| Secondary | 0.93 | — | 0.75 | 0.58 | — | 0.33 | 0.00 |
| Combined | 0.64 | 0.14 | 0.15 | 0.25 | — | 0.55 | — |
| Size | | | | | | | |
| Less than 50 | 0.87 | 0.44 | 0.19 | 0.32 | — | 0.66 | 0.16 |
| 50–149 | 0.34 | 0.30 | 0.18 | 0.19 | — | 0.16 | 0.01 |
| 150–299 | 0.07 | 0.05 | 0.01 | 0.01 | — | 0.04 | (*) |
| 300–499 | 0.35 | — | 0.36 | — | — | (*) | (*) |
| 500–749 | 0.01 | — | 0.01 | (*) | — | — | 0.00 |
| 750 or more | 0.09 | — | — | 0.00 | — | — | 0.00 |
| Region | | | | | | | |
| Northeast | 0.37 | 0.47 | 0.03 | 0.15 | — | 0.16 | 0.19 |
| Midwest | 0.32 | 0.33 | 0.20 | 0.13 | — | 0.07 | (*) |
| South | 0.74 | 0.12 | 0.14 | 0.23 | — | 0.57 | (*) |
| West | 0.41 | 0.35 | 0.25 | 0.09 | — | 0.28 | 0.04 |
| Community type | | | | | | | |
| Central city | 0.37 | 0.21 | 0.11 | 0.13 | — | 0.27 | (*) |
| Urban fringe/large town | 0.31 | 0.11 | 0.14 | 0.16 | — | 0.11 | 0.09 |
| Rural/small town | 0.88 | 0.59 | 0.23 | 0.10 | — | 0.70 | — |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 8A.—Standard errors for percentage distribution of private school students, by program emphasis, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Regular elementary/secondary | Montessori | Special program emphasis | Special education | Vocational/technical programs | Alternative | Early childhood |
|--------------------------|------------------------------|-------------|--------------------------|-------------------|-------------------------------|-------------|-----------------|
| Total | 0.10 | 0.04 | 0.09 | 0.03 | — | 0.04 | (*) |
| NCES typology | | | | | | | |
| Catholic | 0.03 | 0.03 | (*) | (*) | — | (*) | 0.00 |
| Parochial | (*) | — | (*) | — | — | (*) | 0.00 |
| Diocesan | 0.00 | — | 0.00 | 0.00 | — | — | 0.00 |
| Private | 0.17 | 0.18 | 0.01 | (*) | — | 0.01 | 0.00 |
| Other religious | 0.11 | 0.06 | 0.04 | 0.02 | — | 0.08 | (*) |
| Conservative Christian | 0.10 | (*) | 0.01 | — | — | 0.10 | — |
| Affiliated | 0.18 | — | 0.03 | (*) | — | 0.04 | — |
| Unaffiliated | 0.34 | 0.02 | 0.11 | 0.07 | — | 0.23 | — |
| Nonsectarian | 0.45 | 0.17 | 0.52 | 0.15 | — | 0.18 | 0.02 |
| Regular | 0.03 | 0.00 | 0.00 | 0.00 | — | 0.00 | 0.03 |
| Special emphasis | 0.00 | 1.14 | 1.91 | 0.00 | — | 1.12 | 0.00 |
| Special education | 0.00 | 0.00 | 0.00 | 0.00 | — | 0.00 | 0.00 |
| School level | | | | | | | |
| Elementary | 0.07 | 0.05 | (*) | 0.04 | — | 0.03 | 0.01 |
| Secondary | 0.22 | — | 0.22 | 0.03 | — | 0.06 | 0.00 |
| Combined | 0.31 | 0.07 | 0.26 | 0.09 | — | 0.11 | — |
| Size | | | | | | | |
| Less than 50 | 1.01 | 0.37 | 0.25 | 0.23 | — | 0.83 | 0.10 |
| 50–149 | 0.31 | 0.27 | 0.24 | 0.20 | — | 0.13 | (*) |
| 150–299 | 0.07 | 0.05 | 0.01 | 0.01 | — | 0.04 | (*) |
| 300–499 | 0.32 | — | 0.32 | — | — | (*) | (*) |
| 500–749 | 0.01 | — | 0.01 | (*) | — | — | 0.00 |
| 750 or more | 0.09 | — | — | 0.00 | — | — | 0.00 |
| Region | | | | | | | |
| Northeast | 0.08 | 0.05 | 0.02 | 0.02 | — | 0.04 | 0.01 |
| Midwest | 0.20 | 0.15 | 0.13 | 0.09 | — | 0.03 | (*) |
| South | 0.28 | 0.03 | 0.26 | 0.04 | — | 0.10 | (*) |
| West | 0.16 | 0.08 | 0.05 | 0.02 | — | 0.10 | (*) |
| Community type | | | | | | | |
| Central city | 0.18 | 0.08 | 0.16 | 0.02 | — | 0.06 | (*) |
| Urban fringe/large town | 0.11 | 0.02 | 0.08 | 0.06 | — | 0.04 | 0.01 |
| Rural/small town | 0.24 | 0.13 | 0.09 | 0.01 | — | 0.20 | — |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 9A.—Standard errors for 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, 1999–2000

| Religious or nonsectarian category | Percent of schools | Percent of students |
|--|--------------------|---------------------|
| Total | 0.27 | 0.10 |
| Religious orientation | | |
| Roman Catholic | 0.04 | 0.03 |
| Amish | 0.47 | 0.26 |
| Assembly of God | 0.08 | 0.04 |
| Baptist | 0.52 | 0.26 |
| Brethren | 0.00 | 0.00 |
| Calvinist | 0.00 | 0.00 |
| Christian (unspecified) | 0.68 | 0.17 |
| Church of Christ | 0.00 | 0.00 |
| Church of God | 3.92 | 3.45 |
| Church of God in Christ | 0.72 | 0.02 |
| Episcopal | 0.59 | 0.74 |
| Friends | 0.00 | 0.00 |
| Greek Orthodox | 0.00 | 0.00 |
| Islamic | 3.97 | 2.10 |
| Jewish | 0.51 | 0.23 |
| Lutheran Church—Missouri Synod | 0.01 | (*) |
| Evangelical Lutheran Church In America | 0.00 | 0.00 |
| Wisconsin Evangelical Lutheran Synod | 0.00 | 0.00 |
| Other Lutheran | 1.41 | 0.09 |
| Mennonite | 7.01 | 2.64 |
| Methodist | 0.00 | 0.00 |
| Pentecostal | 0.53 | 0.15 |
| Presbyterian | 0.00 | 0.00 |
| Seventh-Day Adventist | 0.07 | 0.02 |
| Other | 5.64 | 1.66 |
| Nonsectarian | 0.45 | 0.45 |

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 10A.—Standard errors for number and percentage distribution of private school students, by grade level and NCES typology: United States, 1999–2000

| NCES typology | Grade | | | | | | | | | |
|------------------------|----------------|---------|----------------|---------|----------------|---------|----------------|---------|----------------|---------|
| | Kindergarten | | First | | Second | | Third | | Fourth | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 2,225.2 | | 2,080.2 | | 2,247.6 | | 1,962.1 | | 1,955.6 | |
| Catholic | 477.1 | 0.25 | 652.1 | 0.26 | 524.7 | 0.28 | 585.2 | 0.20 | 597.8 | 0.26 |
| Parochial | 454.2 | 0.18 | 524.4 | 0.19 | 490.0 | 0.20 | 541.2 | 0.20 | 519.6 | 0.20 |
| Diocesan | 0.0 | 0.06 | 0.0 | 0.06 | 0.0 | 0.07 | 0.0 | 0.00 | 0.0 | 0.07 |
| Private | 148.7 | 0.03 | 388.0 | 0.08 | 185.5 | 0.04 | 221.9 | 0.00 | 295.6 | 0.07 |
| Other religious | 2,174.2 | 0.27 | 1,987.3 | 0.27 | 2,174.4 | 0.31 | 1,894.6 | 0.20 | 1,868.2 | 0.28 |
| Conservative Christian | 460.9 | 0.09 | 408.6 | 0.09 | 421.1 | 0.10 | 398.5 | 0.10 | 414.0 | 0.11 |
| Affiliated | 346.5 | 0.06 | 468.3 | 0.09 | 402.6 | 0.08 | 520.6 | 0.10 | 417.3 | 0.09 |
| Unaffiliated | 1,823.2 | 0.32 | 1,686.4 | 0.32 | 1,965.0 | 0.39 | 1,655.7 | 0.30 | 1,714.5 | 0.36 |
| Nonsectarian | 638.9 | 0.11 | 587.6 | 0.11 | 560.3 | 0.12 | 573.4 | 0.10 | 466.6 | 11.30 |
| Regular | 253.6 | 0.06 | 45.5 | 0.04 | 33.5 | 0.04 | 19.2 | 0.00 | 24.0 | 8.49 |
| Special emphasis | 572.5 | 0.10 | 534.8 | 0.11 | 520.2 | 0.11 | 515.0 | 0.10 | 421.5 | 2.46 |
| Special education | 63.9 | 0.01 | 173.9 | 0.04 | 139.1 | 0.03 | 250.4 | 0.00 | 175.7 | 0.36 |

| NCES typology | Grade | | | | | | | | | |
|------------------------|----------------|---------|----------------|---------|----------------|---------|----------------|---------|----------------|---------|
| | Fifth | | Sixth | | Seventh | | Eighth | | Ninth | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 2,019.3 | | 2,093.9 | | 2,139.5 | | 2,285.3 | | 2,130.9 | |
| Catholic | 576.0 | 0.28 | 549.2 | 0.28 | 484.2 | 0.29 | 465.1 | 0.32 | 17.4 | 0.33 |
| Parochial | 504.5 | 0.21 | 493.4 | 0.21 | 478.5 | 0.20 | 464.8 | 0.22 | 0.0 | 0.04 |
| Diocesan | 0.0 | 0.08 | 0.0 | 0.08 | 0.0 | 0.08 | 0.0 | 0.09 | 0.0 | 0.14 |
| Private | 277.4 | 0.07 | 240.3 | 0.06 | 74.4 | 0.03 | 17.4 | 0.02 | 17.4 | 0.14 |
| Other religious | 1,974.3 | 0.31 | 2,030.1 | 0.33 | 2,071.1 | 0.35 | 2,205.3 | 0.39 | 2,070.1 | 0.42 |
| Conservative Christian | 368.4 | 0.10 | 479.9 | 0.12 | 424.3 | 0.12 | 426.5 | 0.12 | 477.2 | 0.14 |
| Affiliated | 421.0 | 0.10 | 468.1 | 0.11 | 421.5 | 0.11 | 486.5 | 0.13 | 337.0 | 0.10 |
| Unaffiliated | 1,811.0 | 0.40 | 1,824.4 | 0.41 | 1,906.6 | 0.45 | 2,057.8 | 0.50 | 1,933.4 | 0.53 |
| Nonsectarian | 390.0 | 0.10 | 421.9 | 0.11 | 436.0 | 0.12 | 426.3 | 0.13 | 475.8 | 0.16 |
| Regular | 45.8 | 0.05 | 67.9 | 0.05 | 67.8 | 0.06 | 27.0 | 0.07 | 327.5 | 0.12 |
| Special emphasis | 394.5 | 0.09 | 398.1 | 0.10 | 432.0 | 0.11 | 423.2 | 0.11 | 339.0 | 0.10 |
| Special education | 44.1 | 0.01 | 85.0 | 0.02 | 95.3 | 0.03 | 46.6 | 0.01 | 78.8 | 0.03 |

| NCES typology | Grade | | | | | | | |
|------------------------|----------------|---------|----------------|---------|----------------|---------|----------------|---------|
| | Tenth | | Eleventh | | Twelfth | | Ungraded | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 1,918.6 | | 2,193.0 | | 1,957.6 | | 2,088.0 | |
| Catholic | 8.7 | 0.31 | 21.7 | 0.38 | 21.7 | 0.30 | 651.4 | 0.70 |
| Parochial | 0.0 | 0.04 | 0.0 | 0.05 | 0.0 | 0.00 | 0.0 | 0.07 |
| Diocesan | 0.0 | 0.14 | 0.0 | 0.16 | 0.0 | 0.10 | 0.0 | 0.06 |
| Private | 8.7 | 0.14 | 21.7 | 0.17 | 21.7 | 0.10 | 651.4 | 0.71 |
| Other religious | 1,849.2 | 0.41 | 2,152.4 | 0.51 | 1,917.2 | 0.40 | 948.0 | 0.96 |
| Conservative Christian | 451.5 | 0.14 | 407.4 | 0.15 | 325.4 | 0.10 | 0.0 | 0.12 |
| Affiliated | 300.3 | 0.10 | 348.8 | 0.13 | 322.6 | 0.10 | 0.0 | 0.05 |
| Unaffiliated | 1,694.8 | 0.50 | 2,050.6 | 0.64 | 1,833.4 | 0.60 | 948.0 | 1.01 |
| Nonsectarian | 484.6 | 0.17 | 412.9 | 0.18 | 330.4 | 0.10 | 1,735.1 | 1.09 |
| Regular | 308.1 | 0.12 | 312.0 | 0.14 | 240.0 | 0.10 | 123.7 | 0.21 |
| Special emphasis | 316.1 | 0.10 | 288.6 | 0.10 | 232.2 | 0.00 | 1,692.9 | 1.48 |
| Special education | 140.8 | 0.04 | 59.7 | 0.02 | 54.1 | 0.00 | 361.2 | 1.08 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 11A.—Standard errors for number of private school students, by program emphasis and grade level: United States, 1999–2000

| Grade level | Total | Regular elementary/secondary | Montessori | Special program emphasis | Special education | Vocational/technical education | Alternative | Early childhood |
|---------------|-----------------|------------------------------|----------------|--------------------------|-------------------|--------------------------------|----------------|-----------------|
| Total | 25,410.1 | 24,067.0 | 2,398.8 | 4,474.1 | 1,379.7 | — | 2,035.6 | 191.1 |
| Kindergarten* | 2,225.2 | 1,967.3 | 394.5 | 469.2 | 79.5 | — | 104.5 | 90.3 |
| First | 2,080.2 | 1,851.7 | 368.8 | 469.5 | 179.5 | — | 107.7 | 0.0 |
| Second | 2,247.6 | 2,101.9 | 307.9 | 469.5 | 146.1 | — | 98.6 | 0.0 |
| Third | 1,962.1 | 1,781.1 | 309.6 | 469.2 | 254.4 | — | 86.0 | 0.0 |
| Fourth | 1,955.6 | 1,852.0 | 270.0 | 351.9 | 181.3 | — | 74.8 | 0.0 |
| Fifth | 2,019.3 | 1,942.1 | 243.9 | 351.9 | 62.8 | — | 77.8 | 0.0 |
| Sixth | 2,093.9 | 2,024.3 | 188.5 | 293.2 | 96.0 | — | 271.4 | 0.0 |
| Seventh | 2,139.5 | 2,078.3 | 53.5 | 293.2 | 105.2 | — | 360.3 | 0.0 |
| Eighth | 2,285.3 | 2,205.8 | 138.1 | 293.6 | 46.6 | — | 320.3 | 0.0 |
| Ninth | 2,130.9 | 2,067.9 | 64.6 | 295.9 | 78.8 | — | 201.2 | 0.0 |
| Tenth | 1,918.6 | 1,851.2 | 21.5 | 275.5 | 140.8 | — | 164.1 | 0.0 |
| Eleventh | 2,193.0 | 2,158.7 | 32.3 | 234.6 | 59.7 | — | 202.0 | 0.0 |
| Twelfth | 1,957.6 | 1,919.9 | 53.8 | 145.1 | 54.1 | — | 192.1 | 0.0 |
| Ungraded | 2,088.0 | 72.2 | 687.0 | 1,678.5 | 361.2 | — | 945.6 | 123.7 |

— Too few sample cases for a reliable estimate.

* The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 12A.—Standard errors for average length of school day and average length of school year, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Average length of school year in days | Average length of school day in hours |
|----------------------------------|---------------------------------------|---------------------------------------|
| Total | 0.1 | (*) |
| NCES typology | | |
| Catholic | (*) | (*) |
| Parochial | (*) | (*) |
| Diocesan | 0.0 | 0.0 |
| Private | 0.1 | (*) |
| Other religious | 0.2 | (*) |
| Conservative Christian | (*) | (*) |
| Affiliated | 0.3 | (*) |
| Unaffiliated | 0.6 | (*) |
| Nonsectarian | 0.3 | (*) |
| Regular | 0.3 | (*) |
| Special emphasis | 0.8 | (*) |
| Special education | 0.5 | (*) |
| School level | | |
| Elementary | 0.2 | (*) |
| Secondary | 0.6 | (*) |
| Combined | 0.1 | (*) |
| Program emphasis | | |
| Regular elementary/ secondary | 0.1 | (*) |
| Montessori | 1.3 | (*) |
| Special program emphasis | 1.8 | 0.1 |
| Special education | 0.5 | (*) |
| Vocational/technical | — | — |
| Alternative | 0.4 | (*) |
| Early childhood | 2.7 | 0.1 |
| Size | | |
| Less than 50 | 0.4 | (*) |
| 50–149 | 0.4 | (*) |
| 150–299 | 0.1 | (*) |
| 300–499 | 0.1 | (*) |
| 500–749 | (*) | (*) |
| 750 or more | 0.1 | (*) |
| Region | | |
| Northeast | 0.1 | (*) |
| Midwest | 0.4 | (*) |
| South | 0.2 | (*) |
| West | 0.3 | (*) |
| Community type | | |
| Central city | 0.1 | (*) |
| Urban fringe/large town | 0.1 | (*) |
| Rural/small town | 0.5 | (*) |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 13A.—Standard errors for number and percentage distribution of private schools, by school size, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Less than 50 | | 50–149 | | 150–299 | | 300–499 | | 500–749 | | 750 or more | |
|----------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 176.0 | 0.44 | 96.1 | 0.26 | 47.7 | 0.24 | 17.1 | 0.10 | 3.3 | 0.05 | 19.8 | 0.07 |
| NCES typology | | | | | | | | | | | | |
| Catholic | 5.1 | 0.06 | 18.5 | 0.19 | 14.5 | 0.14 | 0.0 | 0.07 | 3.3 | 0.05 | 0.0 | 0.01 |
| Parochial | 0.0 | (*) | 0.0 | 0.05 | 14.0 | 0.16 | 0.0 | 0.08 | 3.3 | 0.07 | 0.0 | 0.01 |
| Diocesan | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 |
| Private | 5.1 | 0.55 | 18.5 | 1.70 | 3.5 | 0.57 | 0.0 | 0.45 | 0.0 | 0.31 | 0.0 | 0.36 |
| Other religious | 171.8 | 0.77 | 83.3 | 0.48 | 46.6 | 0.41 | 12.7 | 0.13 | 0.0 | 0.05 | 19.8 | 0.15 |
| Conservative Christian | 98.4 | 1.36 | 27.8 | 0.81 | 18.3 | 0.52 | 2.8 | 0.17 | 0.0 | 0.07 | 1.2 | 0.05 |
| Affiliated | 138.8 | 2.54 | 15.8 | 1.20 | 13.4 | 0.85 | 4.9 | 0.38 | 0.0 | 0.14 | 0.0 | 0.10 |
| Unaffiliated | 101.6 | 1.28 | 72.6 | 1.18 | 40.7 | 0.83 | 11.4 | 0.25 | 0.0 | 0.05 | 19.7 | 0.42 |
| Nonsectarian | 57.7 | 0.59 | 26.9 | 0.45 | 5.7 | 0.16 | 12.5 | 0.21 | 0.0 | 0.04 | 0.0 | 0.03 |
| Regular | 17.3 | 0.51 | 4.6 | 0.23 | 5.2 | 0.21 | 4.2 | 0.21 | 0.0 | 0.05 | 0.0 | 0.04 |
| Special emphasis | 40.4 | 1.09 | 22.2 | 0.97 | 2.2 | 0.20 | 11.7 | 0.54 | 0.0 | 0.02 | — | — |
| Special education | 20.5 | 1.07 | 13.6 | 1.02 | 0.0 | 0.12 | — | — | — | — | 0.0 | 0.00 |
| School level | | | | | | | | | | | | |
| Elementary | 186.3 | 0.83 | 38.2 | 0.35 | 18.8 | 0.35 | 2.8 | 0.14 | 3.3 | 0.05 | 0.0 | 0.01 |
| Secondary | 59.6 | 1.84 | 15.9 | 0.71 | 4.3 | 0.43 | 1.8 | 0.41 | 0.0 | 0.27 | 1.2 | 0.30 |
| Combined | 106.6 | 0.85 | 79.3 | 0.70 | 43.2 | 0.55 | 17.2 | 0.24 | 0.0 | 0.11 | 19.7 | 0.25 |
| Program emphasis | | | | | | | | | | | | |
| Regular elementary/ secondary | 147.4 | 0.49 | 80.9 | 0.25 | 47.7 | 0.30 | 12.5 | 0.12 | 3.3 | 0.06 | 19.8 | 0.09 |
| Montessori | 38.8 | 1.91 | 26.5 | 1.85 | 3.5 | 0.37 | — | — | — | — | — | — |
| Special program emphasis | 14.3 | 1.91 | 14.3 | 1.90 | 0.0 | 0.55 | 11.7 | 1.74 | 0.0 | 0.20 | 0.0 | 0.11 |
| Special education | 20.5 | 0.97 | 13.8 | 0.92 | 0.0 | 0.11 | — | — | — | — | 0.0 | 0.00 |
| Vocational/technical | — | — | — | — | — | — | — | — | — | — | — | — |
| Alternative | 53.0 | 1.41 | 11.4 | 1.10 | 2.2 | 0.31 | 0.0 | 0.05 | — | — | — | — |
| Early childhood | 12.3 | 3.07 | 0.0 | 2.92 | — | — | — | — | 0.0 | 0.00 | 0.0 | 0.00 |
| Region | | | | | | | | | | | | |
| Northeast | 100.1 | 1.15 | 25.7 | 0.49 | 7.6 | 0.43 | 4.9 | 0.23 | 3.3 | 0.10 | 0.0 | 0.05 |
| Midwest | 55.6 | 0.56 | 60.3 | 0.50 | 5.9 | 0.47 | 10.8 | 0.08 | 0.0 | 0.07 | 0.0 | 0.04 |
| South | 118.8 | 0.89 | 68.9 | 0.58 | 44.5 | 0.57 | 11.8 | 0.26 | 0.0 | 0.12 | 19.7 | 0.24 |
| West | 61.4 | 0.77 | 13.6 | 0.37 | 14.3 | 0.31 | 3.6 | 0.13 | 0.0 | 0.05 | 1.2 | 0.04 |
| Community type | | | | | | | | | | | | |
| Central city | 49.1 | 0.30 | 56.2 | 0.33 | 46.1 | 0.35 | 16.2 | 0.14 | 0.0 | 0.07 | 19.8 | 0.18 |
| Urban fringe/large town | 92.4 | 0.62 | 55.2 | 0.33 | 16.2 | 0.33 | 7.4 | 0.18 | 3.3 | 0.08 | 0.0 | 0.03 |
| Rural/small town | 203.1 | 1.78 | 54.8 | 1.19 | 4.3 | 0.52 | 0.0 | 0.16 | 0.0 | 0.04 | 0.0 | 0.01 |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 14A.—Standard errors for number and percentage distribution of private school teachers (headcount),¹ by work status, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | | Full time | | Three-fourth time but less than 100 percent time | | One-half time but less than three-fourth time | | One-fourth time but less than one-half time | | Less than one-fourth time | |
|------------------------------|----------------|----------------|-------------|--------------|--|--------------|---|--------------|---|-------------|---------------------------|--|
| | Number | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| Total | 3,014.7 | 2,665.1 | 0.10 | 213.7 | 0.04 | 307.3 | 0.06 | 172.7 | 0.04 | 77.5 | 0.03 | |
| NCES typology | | | | | | | | | | | | |
| Catholic | 214.0 | 206.4 | 0.02 | 6.2 | (²) | 0.8 | 0.01 | 12.4 | 0.01 | 5.5 | (²) | |
| Parochial | 164.1 | 155.1 | 0.03 | 6.2 | 0.01 | 0.8 | 0.01 | 12.4 | 0.01 | 0.0 | 0.01 | |
| Diocesan | 0.0 | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 | |
| Private | 135.3 | 134.7 | 0.07 | 0.0 | 0.02 | 0.0 | 0.03 | 0.0 | 0.02 | 5.5 | 0.02 | |
| Other religious | 2,856.1 | 2,578.6 | 0.31 | 196.5 | 0.10 | 288.7 | 0.17 | 64.5 | 0.07 | 33.7 | 0.07 | |
| Conservative Christian | 500.6 | 377.6 | 0.14 | 135.1 | 0.18 | 27.9 | 0.06 | 46.8 | 0.05 | 21.6 | 0.03 | |
| Affiliated | 432.1 | 325.0 | 0.17 | 62.8 | 0.10 | 111.2 | 0.17 | 24.8 | 0.05 | 25.1 | 0.04 | |
| Unaffiliated | 2,663.2 | 2,465.7 | 0.91 | 103.6 | 0.19 | 203.0 | 0.45 | 40.2 | 0.22 | 6.4 | 0.21 | |
| Nonsectarian | 828.8 | 592.0 | 0.13 | 62.4 | 0.04 | 86.0 | 0.04 | 151.9 | 0.13 | 64.7 | 0.07 | |
| Regular | 146.3 | 117.4 | 0.10 | 10.3 | 0.02 | 16.9 | 0.02 | 9.1 | 0.02 | 64.7 | 0.10 | |
| Special emphasis | 768.0 | 549.4 | 0.31 | 61.0 | 0.14 | 61.3 | 0.13 | 151.6 | 0.50 | 0.0 | 0.23 | |
| Special education | 154.2 | 150.5 | 0.17 | 0.0 | 0.03 | 23.5 | 0.15 | 0.0 | 0.02 | 0.0 | 0.02 | |
| School level | | | | | | | | | | | | |
| Elementary | 740.1 | 613.3 | 0.07 | 157.7 | 3.27 | 48.7 | 0.03 | 87.0 | 0.04 | 27.0 | 0.01 | |
| Secondary | 261.2 | 217.6 | 0.11 | 9.7 | 3.45 | 27.2 | 0.04 | 34.5 | 0.04 | 65.3 | 0.09 | |
| Combined | 2,785.3 | 2,507.6 | 0.25 | 123.7 | 3.17 | 294.2 | 0.16 | 104.8 | 0.07 | 21.0 | 0.06 | |
| Program emphasis | | | | | | | | | | | | |
| Regular elementary/secondary | 2,817.1 | 2,542.1 | 0.11 | 191.6 | 0.04 | 290.4 | 0.07 | 61.7 | 0.03 | 75.1 | 0.03 | |
| Montessori | 241.9 | 206.8 | 0.38 | 26.3 | 0.13 | 8.1 | 0.24 | 0.0 | 0.13 | 10.8 | 0.09 | |
| Special program emphasis | 674.4 | 500.0 | 0.33 | 59.2 | 0.20 | 61.0 | 0.24 | 66.4 | 0.27 | 0.0 | 0.24 | |
| Special education | 156.4 | 152.8 | 0.15 | 0.0 | 0.02 | 23.5 | 0.14 | 0.0 | 0.02 | 0.0 | 0.02 | |
| Vocational/technical | — | — | — | — | — | — | — | — | — | — | — | |
| Alternative | 372.3 | 234.0 | 0.40 | 14.4 | 0.16 | 15.7 | 0.16 | 138.0 | 0.71 | 9.1 | 0.19 | |
| Early childhood | 24.4 | 12.2 | 0.44 | 9.0 | 1.12 | 1.9 | 0.79 | 8.1 | 1.20 | — | — | |
| Size | | | | | | | | | | | | |
| Less than 50 | 541.0 | 390.8 | 0.45 | 150.9 | 0.44 | 105.5 | 0.31 | 134.9 | 0.39 | 19.5 | 0.15 | |
| 50 to 149 | 967.3 | 770.4 | 0.18 | 87.7 | 0.06 | 155.8 | 0.15 | 38.2 | 0.07 | 66.9 | 0.10 | |
| 150 to 299 | 1,246.2 | 1,228.6 | 0.24 | 28.1 | 0.05 | 35.7 | 0.10 | 28.7 | 0.06 | 15.6 | 0.04 | |
| 300 to 499 | 712.2 | 545.0 | 0.08 | 58.6 | 0.04 | 63.2 | 0.01 | 60.0 | 0.04 | 0.0 | 0.02 | |
| 500 to 749 | 79.4 | 79.4 | 0.02 | 0.0 | (²) | 0.0 | 0.01 | 0.0 | (²) | 0.0 | (²) | |
| 750 or more | 2,200.6 | 2,036.5 | 0.22 | 57.9 | 0.05 | 135.6 | 0.21 | 39.1 | 0.04 | 4.8 | 0.05 | |
| Region | | | | | | | | | | | | |
| Northeast | 318.8 | 294.3 | 0.05 | 18.8 | 0.02 | 12.9 | 0.02 | 25.3 | 0.02 | 8.9 | 0.01 | |
| Midwest | 962.6 | 784.4 | 0.07 | 120.6 | 0.09 | 21.7 | 0.06 | 41.2 | 0.03 | 22.2 | 0.02 | |
| South | 2,805.8 | 2,517.4 | 0.26 | 108.6 | 0.06 | 300.5 | 0.18 | 161.0 | 0.11 | 33.4 | 0.06 | |
| West | 433.8 | 252.0 | 0.15 | 137.7 | 0.16 | 59.0 | 0.05 | 39.7 | 0.04 | 65.7 | 0.07 | |
| Community type | | | | | | | | | | | | |
| Central city | 2,822.1 | 2,549.4 | 0.18 | 143.7 | 0.05 | 170.0 | 0.09 | 173.5 | 0.07 | 67.4 | 0.05 | |
| Urban fringe/large town | 861.4 | 589.2 | 0.09 | 63.2 | 0.02 | 250.5 | 0.11 | 33.0 | 0.03 | 27.7 | 0.02 | |
| Rural/small town | 730.0 | 660.6 | 0.27 | 142.5 | 0.23 | 12.2 | 0.10 | 34.6 | 0.09 | 9.7 | 0.07 | |

— Too few sample cases for a reliable estimate.

¹ The number of teachers in this table is headcount and, therefore, differs from full-time equivalents (FTEs) in the other tables.² Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 15A.—Standard errors for number of private schools, students, and FTE teachers, by membership in private school associations: United States, 1999–2000

| | | | |
|--|-------|----------|---------|
| None | 131.6 | 13,359.2 | 1,406.6 |
| Religious | | | |
| Accelerated Christian Education | 95.5 | 1,574.0 | 196.7 |
| American Association of Christian Schools | 27.4 | 2,589.9 | 283.8 |
| Association of Christian Schools International | 20.4 | 2,661.1 | 213.2 |
| Association of Christian Teachers and Schools | 0.0 | 0.0 | 0.0 |
| Christian Schools International | 0.0 | 0.0 | 0.0 |
| Council of Islamic Schools in North America | 7.3 | 342.5 | 47.4 |
| Evangelical Lutheran Education Association | 6.4 | 101.8 | 15.9 |
| Friends Council on Education | 0.0 | 0.0 | 0.0 |
| General Conference of the Seventh-Day Adventist Church | 4.6 | 63.7 | 14.8 |
| Jesuit Secondary Education Association | 0.0 | 0.0 | 0.0 |
| National Association of Episcopal Schools | 13.4 | 2,591.4 | 130.2 |
| National Catholic Educational Association | 23.4 | 4,737.9 | 205.5 |
| National Christian School Association | 0.0 | 0.0 | 0.0 |
| National Society of Hebrew Day Schools | 4.1 | 173.5 | 24.8 |
| Oral Roberts University Educational Fellowship | 0.0 | 0.0 | 0.0 |
| Solomon Schechter Day Schools | 0.0 | 0.0 | 0.0 |
| Southern Baptist Association of Christian Schools | 0.0 | 0.0 | 0.0 |
| Other religious school associations | 139.9 | 4,836.3 | 438.3 |
| Special emphasis | | | |
| American Montessori Society | 10.8 | 501.5 | 37.6 |
| Other Montessori associations | 4.1 | 183.0 | 21.4 |
| Association of Military Colleges and Schools | 0.0 | 0.0 | 0.0 |
| Association of Waldorf Schools of North America | 0.0 | 0.0 | 0.0 |
| Bilingual School Association | 7.3 | 320.6 | 37.3 |
| Council of Bilingual Education | — | — | — |
| Council for Exceptional Children | — | — | — |
| National Association of Private Schools for Exceptional Children | 0.0 | 0.0 | 0.0 |
| Other associations for exceptional children | 0.0 | 0.0 | 0.0 |
| European Council for International Schools | 0.0 | 0.0 | 0.0 |
| National Association for the Education of Young Children | 8.0 | 175.4 | 13.3 |
| National Association of Bilingual Education | — | — | — |
| National Association of Laboratory Schools | 0.0 | 0.0 | 0.0 |
| National Coalition of Girls' Schools | 0.0 | 0.0 | 0.0 |
| Other special emphasis school associations | 11.5 | 1,713.9 | 88.6 |
| Other school associations or organizations | | | |
| Alternative School Network | 3.3 | 338.3 | 18.7 |
| Institute for Independent Education | 0.0 | 0.0 | 0.0 |
| National Association of Independent Schools | 0.0 | 0.0 | 0.0 |
| State or regional independent school association | 25.0 | 9,074.9 | 1,156.8 |
| National Coalition of Alternative Community Schools | 0.0 | 0.0 | 0.0 |
| National Independent Private School Association | 0.0 | 0.0 | 0.0 |
| The Association of Boarding Schools | 0.0 | 0.0 | 0.0 |
| Other school associations | 54.9 | 17,397.5 | 1,974.3 |

— Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 16A.—Standard errors for percentage distribution of students, by racial/ethnic background, percentage minority students in private schools, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | White, non-Hispanic | Black, non-Hispanic | Hispanic | American Indian/Alaska Native | Asian/Pacific Islander | Minority |
|------------------------------|---------------------|---------------------|-------------|-------------------------------|------------------------|-------------|
| Total | 0.12 | 0.09 | 0.04 | (*) | 0.02 | 0.12 |
| NCES typology | | | | | | |
| Catholic | 0.04 | 0.02 | 0.02 | (*) | 0.01 | 0.04 |
| Parochial | 0.07 | 0.03 | 0.03 | (*) | 0.01 | 0.07 |
| Diocesan | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Private | 0.15 | 0.05 | 0.05 | (*) | 0.04 | 0.15 |
| Other religious | 0.30 | 0.24 | 0.07 | 0.01 | 0.04 | 0.30 |
| Conservative Christian | 0.15 | 0.10 | 0.03 | 0.01 | 0.05 | 0.15 |
| Affiliated | 0.19 | 0.14 | 0.13 | (*) | 0.04 | 0.19 |
| Unaffiliated | 0.95 | 0.74 | 0.16 | 0.03 | 0.12 | 0.95 |
| Nonsectarian | 0.15 | 0.10 | 0.12 | 0.01 | 0.03 | 0.15 |
| Regular | 0.20 | 0.08 | 0.17 | (*) | 0.01 | 0.20 |
| Special emphasis | 0.41 | 0.30 | 0.11 | 0.02 | 0.16 | 0.41 |
| Special education | 0.23 | 0.26 | 0.11 | 0.01 | 0.03 | 0.23 |
| School level | | | | | | |
| Elementary | 0.06 | 0.03 | 0.02 | (*) | 0.02 | 0.06 |
| Secondary | 0.08 | 0.06 | 0.03 | (*) | 0.01 | 0.08 |
| Combined | 0.35 | 0.27 | 0.10 | 0.01 | 0.06 | 0.35 |
| Program emphasis | | | | | | |
| Regular elementary/secondary | 0.12 | 0.08 | 0.04 | (*) | 0.02 | 0.12 |
| Montessori | 0.81 | 0.86 | 0.25 | 0.01 | 0.18 | 0.81 |
| Special program emphasis | 0.34 | 0.20 | 0.11 | 0.04 | 0.17 | 0.34 |
| Special education | 0.26 | 0.25 | 0.11 | 0.01 | 0.03 | 0.26 |
| Vocational/technical | — | — | — | — | — | — |
| Alternative | 0.37 | 0.25 | 0.10 | 0.02 | 0.05 | 0.37 |
| Early childhood | 0.69 | 0.68 | 0.22 | 0.01 | 0.23 | 0.69 |
| Size | | | | | | |
| Less than 50 | 0.51 | 0.31 | 0.30 | 0.03 | 0.08 | 0.51 |
| 50–149 | 0.19 | 0.15 | 0.06 | 0.01 | 0.03 | 0.19 |
| 150–299 | 0.22 | 0.12 | 0.08 | 0.01 | 0.04 | 0.22 |
| 300–499 | 0.27 | 0.24 | 0.08 | (*) | 0.02 | 0.27 |
| 500–749 | 0.04 | 0.01 | 0.02 | (*) | (*) | 0.04 |
| 750 or more | 0.30 | 0.09 | 0.12 | 0.01 | 0.10 | 0.30 |
| Region | | | | | | |
| Northeast | 0.09 | 0.05 | 0.03 | (*) | 0.01 | 0.09 |
| Midwest | 0.35 | 0.30 | 0.03 | (*) | 0.02 | 0.35 |
| South | 0.26 | 0.15 | 0.12 | 0.01 | 0.04 | 0.26 |
| West | 0.11 | 0.03 | 0.07 | 0.01 | 0.05 | 0.11 |
| Community type | | | | | | |
| Central city | 0.24 | 0.17 | 0.08 | (*) | 0.04 | 0.24 |
| Urban fringe/large town | 0.09 | 0.04 | 0.05 | 0.01 | 0.02 | 0.09 |
| Rural/small town | 0.13 | 0.09 | 0.05 | 0.01 | 0.02 | 0.13 |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 17A.—Standard errors for percentage distribution of private schools, by percentage minority students, average percentage minority students, NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Percent minority students | | | | | Average percent minority students* |
|----------------------------------|---------------------------|-------------|-------------|-------------|-------------|------------------------------------|
| | None | 1–9 | 10–29 | 30–49 | 50 or more | |
| Total | 0.46 | 0.27 | 0.27 | 0.12 | 0.19 | 0.19 |
| NCES typology | | | | | | |
| Catholic | 0.03 | 0.16 | 0.10 | 0.02 | 0.07 | 0.07 |
| Parochial | 0.04 | 0.17 | 0.12 | 0.02 | 0.07 | 0.07 |
| Diocesan | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Private | 0.07 | 1.37 | 0.73 | 0.22 | 0.59 | 0.59 |
| Other religious | 0.83 | 0.51 | 0.54 | 0.21 | 0.34 | 0.34 |
| Conservative Christian | 1.59 | 0.70 | 0.50 | 0.49 | 0.44 | 0.44 |
| Affiliated | 2.91 | 1.17 | 0.86 | 0.48 | 0.98 | 0.98 |
| Unaffiliated | 1.14 | 1.32 | 1.36 | 0.45 | 0.52 | 0.52 |
| Nonsectarian | 0.31 | 0.36 | 0.29 | 0.29 | 0.21 | 0.21 |
| Regular | 0.31 | 0.24 | 0.39 | 0.45 | 0.21 | 0.21 |
| Special emphasis | 0.75 | 0.99 | 0.75 | 0.45 | 0.51 | 0.51 |
| Special education | 0.08 | 0.21 | 0.65 | 1.21 | 0.19 | 0.19 |
| School level | | | | | | |
| Elementary | 0.69 | 0.43 | 0.31 | 0.17 | 0.24 | 0.24 |
| Secondary | 1.88 | 0.91 | 0.78 | 0.62 | 0.57 | 0.57 |
| Combined | 0.97 | 0.68 | 0.49 | 0.35 | 0.46 | 0.46 |
| Program emphasis | | | | | | |
| Regular elementary/ secondary | 0.46 | 0.30 | 0.32 | 0.13 | 0.19 | 0.19 |
| Montessori | 2.70 | 1.02 | 1.45 | 0.61 | 1.12 | 1.12 |
| Special program emphasis | 0.48 | 2.39 | 1.67 | 0.31 | 0.71 | 0.71 |
| Special education | 0.20 | 0.19 | 0.59 | 1.10 | 0.19 | 0.19 |
| Vocational/technical | — | — | — | — | — | — |
| Alternative | 2.05 | 1.20 | 0.92 | 0.42 | 0.77 | 0.77 |
| Early childhood | 4.84 | 1.13 | 2.24 | — | 2.12 | 2.12 |
| Size | | | | | | |
| Less than 50 | 1.35 | 0.43 | 0.87 | 0.39 | 0.52 | 0.52 |
| 50–149 | 0.27 | 0.65 | 0.26 | 0.22 | 0.26 | 0.26 |
| 150–299 | 0.05 | 0.41 | 0.20 | 0.23 | 0.19 | 0.19 |
| 300–499 | 0.15 | 0.28 | 0.29 | 0.04 | 0.29 | 0.29 |
| 500–749 | 0.01 | 0.12 | 0.07 | 0.02 | 0.03 | 0.03 |
| 750 or more | 0.08 | 1.31 | 0.89 | 0.19 | 0.34 | 0.34 |
| Region | | | | | | |
| Northeast | 1.21 | 0.54 | 0.35 | 0.20 | 0.37 | 0.37 |
| Midwest | 0.57 | 0.59 | 0.17 | 0.25 | 0.34 | 0.34 |
| South | 0.94 | 0.66 | 0.83 | 0.21 | 0.46 | 0.46 |
| West | 0.51 | 0.36 | 0.25 | 0.31 | 0.33 | 0.33 |
| Community type | | | | | | |
| Central city | 0.10 | 0.35 | 0.18 | 0.17 | 0.20 | 0.20 |
| Urban fringe/large town | 0.74 | 0.34 | 0.35 | 0.20 | 0.28 | 0.28 |
| Rural/small town | 1.49 | 1.32 | 0.91 | 0.38 | 0.27 | 0.27 |

— Too few sample cases for a reliable estimate.

* These averages are based on the school level percentages while those in the last column of table 16 are based on the total percentages.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 18A.—Standard errors for number and percentage distribution of private schools, by community type, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | | Central city | | Urban fringe/large town | | Rural/small town | |
|------------------------------|--------------|---------|--------------|---------|-------------------------|---------|------------------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 238.6 | | 124.5 | | 131.9 | | 217.0 | |
| NCES typology | | | | | | | | |
| Catholic | 24.4 | 0.29 | 3.7 | 0.40 | 14.6 | 0.39 | 19.0 | 0.78 |
| Parochial | 14.4 | 0.17 | 1.0 | 0.22 | 14.4 | 0.24 | 0.0 | 0.43 |
| Diocesan | 0.0 | 0.08 | 0.0 | 0.13 | 0.0 | 0.12 | 0.0 | 0.25 |
| Private | 19.5 | 0.08 | 3.5 | 0.06 | 2.8 | 0.05 | 19.0 | 0.32 |
| Other religious | 227.6 | 0.45 | 97.8 | 0.50 | 124.8 | 0.67 | 215.1 | 1.28 |
| Conservative Christian | 103.7 | 0.33 | 23.9 | 0.12 | 18.5 | 0.27 | 98.1 | 1.19 |
| Affiliated | 141.4 | 0.48 | 31.2 | 0.20 | 88.5 | 0.71 | 104.5 | 1.55 |
| Unaffiliated | 148.5 | 0.45 | 63.3 | 0.48 | 50.9 | 0.38 | 123.4 | 1.45 |
| Nonsectarian | 68.4 | 0.26 | 51.4 | 0.36 | 31.5 | 0.36 | 25.6 | 0.62 |
| Regular | 18.3 | 0.10 | 7.8 | 0.13 | 14.2 | 0.17 | 9.2 | 0.29 |
| Special emphasis | 48.2 | 0.16 | 36.7 | 0.28 | 19.6 | 0.19 | 23.9 | 0.41 |
| Special education | 22.0 | 0.08 | 15.6 | 0.13 | 15.2 | 0.16 | 0.0 | 0.08 |
| School level | | | | | | | | |
| Elementary | 194.7 | 0.52 | 56.4 | 0.34 | 36.0 | 0.75 | 185.0 | 1.56 |
| Secondary | 61.7 | 0.22 | 17.0 | 0.15 | 16.0 | 0.17 | 57.1 | 0.91 |
| Combined | 159.8 | 0.50 | 73.3 | 0.42 | 123.9 | 0.85 | 72.7 | 1.29 |
| Program emphasis | | | | | | | | |
| Regular elementary/secondary | 204.5 | 0.27 | 90.0 | 0.37 | 127.6 | 0.31 | 197.0 | 0.88 |
| Montessori | 47.4 | 0.16 | 26.8 | 0.21 | 10.5 | 0.11 | 37.3 | 0.59 |
| Special program emphasis | 23.0 | 0.09 | 12.1 | 0.11 | 14.4 | 0.14 | 13.9 | 0.23 |
| Special education | 22.1 | 0.09 | 15.6 | 0.13 | 15.4 | 0.16 | 0.0 | 0.10 |
| Vocational/technical | — | — | — | — | — | — | — | — |
| Alternative | 54.1 | 0.19 | 31.5 | 0.27 | 9.7 | 0.11 | 43.5 | 0.70 |
| Early childhood | 12.3 | 0.05 | 0.0 | (*) | 9.2 | 0.09 | — | — |
| Size | | | | | | | | |
| Less than 50 | 176.0 | 0.44 | 49.1 | 0.30 | 92.4 | 0.62 | 203.1 | 1.78 |
| 50–149 | 96.1 | 0.26 | 56.2 | 0.33 | 55.2 | 0.33 | 54.8 | 1.19 |
| 150–299 | 47.7 | 0.24 | 46.1 | 0.35 | 16.2 | 0.33 | 4.3 | 0.52 |
| 300–499 | 17.1 | 0.10 | 16.2 | 0.14 | 7.4 | 0.18 | 0.0 | 0.16 |
| 500–749 | 3.3 | 0.05 | 0.0 | 0.07 | 3.3 | 0.08 | 0.0 | 0.04 |
| 750 or more | 19.8 | 0.07 | 19.8 | 0.18 | 0.0 | 0.03 | 0.0 | 0.01 |
| Region | | | | | | | | |
| Northeast | 104.0 | 0.35 | 2.8 | 0.23 | 27.5 | 0.41 | 100.2 | 1.47 |
| Midwest | 104.3 | 0.35 | 98.9 | 0.71 | 24.8 | 0.34 | 47.0 | 1.28 |
| South | 175.7 | 0.48 | 70.5 | 0.54 | 124.0 | 0.89 | 175.6 | 2.10 |
| West | 66.0 | 0.26 | 27.0 | 0.32 | 25.4 | 0.34 | 63.2 | 1.02 |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 19A.—Standard errors for number and percentage distribution of private school students, by community type, NCES typology, and selected characteristics: United States, 1999–2000

| Selected characteristics | Total | | Central city | | Urban fringe/large town | | Rural/small town | |
|------------------------------|-----------------|---------|-----------------|---------|-------------------------|---------|------------------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Total | 25,410.2 | | 24,675.7 | | 8,719.0 | | 5,583.6 | |
| NCES typology | | | | | | | | |
| Catholic | 4,786.5 | 0.26 | 679.3 | 0.49 | 4,366.8 | 0.17 | 1,831.6 | 0.38 |
| Parochial | 4,370.6 | 0.16 | 192.9 | 0.25 | 4,366.3 | 0.16 | 0.0 | 0.20 |
| Diocesan | 0.0 | 0.08 | 0.0 | 0.16 | 0.0 | 0.07 | 0.0 | 0.11 |
| Private | 1,945.1 | 0.05 | 651.4 | 0.08 | 66.0 | 0.03 | 1,831.6 | 0.31 |
| Other religious | 24,798.8 | 0.31 | 23,381.0 | 0.60 | 5,933.3 | 0.19 | 5,191.3 | 0.52 |
| Conservative Christian | 4,596.4 | 0.10 | 3,546.6 | 0.15 | 1,808.9 | 0.10 | 1,435.7 | 0.24 |
| Affiliated | 4,770.4 | 0.09 | 2,959.6 | 0.13 | 3,094.4 | 0.12 | 1,914.2 | 0.31 |
| Unaffiliated | 22,658.6 | 0.39 | 21,933.7 | 0.77 | 3,146.3 | 0.13 | 4,295.0 | 0.62 |
| Nonsectarian | 5,428.0 | 0.11 | 4,670.8 | 0.19 | 2,744.8 | 0.13 | 1,037.9 | 0.25 |
| Regular | 1,142.1 | 0.06 | 602.9 | 0.10 | 1,208.3 | 0.07 | 867.5 | 0.20 |
| Special emphasis | 4,957.7 | 0.09 | 4,498.7 | 0.17 | 1,975.6 | 0.09 | 569.7 | 0.10 |
| Special education | 1,332.0 | 0.03 | 397.2 | 0.02 | 1,139.9 | 0.05 | 0.0 | 0.01 |
| School level | | | | | | | | |
| Elementary | 7,393.1 | 0.25 | 6,025.4 | 0.46 | 4,968.0 | 0.18 | 4,137.6 | 0.43 |
| Secondary | 2,395.1 | 0.09 | 1,293.1 | 0.17 | 1,895.8 | 0.10 | 1,019.9 | 0.19 |
| Combined | 23,337.1 | 0.32 | 22,426.7 | 0.61 | 5,756.2 | 0.20 | 2,970.5 | 0.39 |
| Program emphasis | | | | | | | | |
| Regular elementary/secondary | 24,067.0 | 0.10 | 23,152.6 | 0.18 | 8,269.1 | 0.11 | 5,257.6 | 0.24 |
| Montessori | 2,398.8 | 0.04 | 2,232.1 | 0.08 | 355.4 | 0.02 | 730.4 | 0.13 |
| Special program emphasis | 4,474.1 | 0.09 | 4,084.5 | 0.16 | 1,762.8 | 0.08 | 486.7 | 0.09 |
| Special education | 1,379.7 | 0.03 | 397.2 | 0.02 | 1,195.4 | 0.06 | 0.0 | 0.01 |
| Vocational/technical | — | — | — | — | — | — | — | — |
| Alternative | 2,035.6 | 0.04 | 1,484.8 | 0.06 | 837.1 | 0.04 | 1,187.3 | 0.20 |
| Early childhood | 191.1 | (*) | 0.0 | (*) | 164.2 | 0.01 | — | — |
| Size | | | | | | | | |
| Less than 50 | 4,372.1 | 0.08 | 1,611.4 | 0.06 | 2,280.9 | 0.10 | 3,954.1 | 0.61 |
| 50–149 | 6,953.5 | 0.13 | 4,814.0 | 0.18 | 3,724.7 | 0.15 | 3,360.6 | 0.44 |
| 150–299 | 12,408.5 | 0.22 | 11,984.7 | 0.40 | 3,994.1 | 0.17 | 862.0 | 0.32 |
| 300–499 | 6,214.5 | 0.13 | 5,740.5 | 0.25 | 2,985.3 | 0.12 | 0.0 | 0.17 |
| 500–749 | 2,330.1 | 0.08 | 0.0 | 0.16 | 2,330.1 | 0.10 | 0.0 | 0.06 |
| 750 or more | 18,232.3 | 0.30 | 18,232.3 | 0.59 | 0.0 | 0.05 | 0.0 | 0.03 |
| Region | | | | | | | | |
| Northeast | 5,768.9 | 0.15 | 153.9 | 0.22 | 5,158.4 | 0.20 | 2,812.3 | 0.43 |
| Midwest | 8,185.1 | 0.17 | 10,770.6 | 0.39 | 4,165.4 | 0.18 | 1,444.1 | 0.37 |
| South | 22,964.5 | 0.32 | 21,980.3 | 0.59 | 4,807.5 | 0.20 | 4,359.4 | 0.54 |
| West | 4,246.2 | 0.11 | 3,118.7 | 0.21 | 2,991.5 | 0.14 | 1,475.7 | 0.25 |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 20A.—Standard errors for percentage male enrollment and percentage distribution of coeducational, all-girls, and all-boys schools, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Percent | | | |
|----------------------------------|-----------------|--------------|-------------------|------------------|
| | Male enrollment | Coed schools | All-girls schools | All-boys schools |
| Total | 0.03 | 0.05 | 0.03 | 0.03 |
| NCES typology | | | | |
| Catholic | 0.01 | 0.05 | 0.05 | 0.01 |
| Parochial | 0.01 | (*) | (*) | — |
| Diocesan | 0.00 | 0.00 | 0.00 | 0.00 |
| Private | 0.05 | 0.94 | 0.63 | 0.40 |
| Other religious | 0.09 | 0.05 | 0.02 | 0.03 |
| Conservative Christian | 0.04 | 0.01 | — | — |
| Affiliated | 0.16 | 0.23 | 0.10 | 0.13 |
| Unaffiliated | 0.24 | 0.11 | 0.04 | 0.08 |
| Nonsectarian | 0.08 | 0.14 | 0.06 | 0.12 |
| Regular | 0.08 | 0.25 | 0.02 | 0.26 |
| Special emphasis | 0.20 | 0.19 | — | 0.07 |
| Special education | 0.20 | 0.16 | 0.03 | 0.13 |
| School level | | | | |
| Elementary | 0.02 | 0.03 | (*) | 0.03 |
| Secondary | 0.06 | 0.70 | 0.38 | 0.38 |
| Combined | 0.10 | 0.08 | 0.03 | 0.05 |
| Program emphasis | | | | |
| Regular elementary/ secondary | 0.03 | 0.05 | 0.03 | 0.03 |
| Montessori | 0.28 | 0.01 | — | — |
| Special program emphasis | 0.28 | 0.56 | 0.16 | 0.49 |
| Special education | 0.20 | 0.14 | 0.03 | 0.12 |
| Vocational/technical | — | — | — | — |
| Alternative | 0.23 | 0.35 | 0.24 | 0.19 |
| Early childhood | 0.48 | 0.00 | 0.00 | 0.00 |
| Size | | | | |
| Less than 50 | 0.55 | 0.13 | 0.08 | 0.09 |
| 50–149 | 0.11 | 0.05 | 0.01 | 0.04 |
| 150–299 | 0.08 | 0.07 | 0.01 | 0.07 |
| 300–499 | 0.03 | 0.03 | 0.02 | 0.01 |
| 500–749 | 0.01 | 0.03 | 0.02 | 0.01 |
| 750 or more | 0.10 | 0.50 | 0.17 | 0.34 |
| Region | | | | |
| Northeast | 0.04 | 0.18 | 0.10 | 0.11 |
| Midwest | 0.03 | 0.07 | 0.06 | 0.02 |
| South | 0.10 | 0.09 | 0.03 | 0.07 |
| West | 0.03 | 0.04 | 0.02 | 0.02 |
| Community type | | | | |
| Central city | 0.05 | 0.07 | 0.03 | 0.05 |
| Urban fringe/large town | 0.05 | 0.07 | 0.04 | 0.05 |
| Rural/small town | 0.14 | 0.14 | 0.08 | 0.10 |

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 21A.—Standard errors for percentage of schools with 12th-graders in 1998–99, number of 1998–99 graduates, 1998–99 graduation rate, and percentage of 1998–99 graduates who attended 4-year colleges, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Percent of schools with 12th-graders in 1998–99 | Number of 1998–99 graduates | 1998–99 graduation rate | Percent of 1998–99 graduates who attended 4-year colleges |
|------------------------------|---|-----------------------------|-------------------------|---|
| Total | 0.45 | 2,053.51 | 0.08 | 0.77 |
| NCES typology | | | | |
| Catholic | 0.07 | 8.70 | (¹) | 0.08 |
| Parochial | 0.02 | 0.00 | 0.00 | 0.00 |
| Diocesan | 0.00 | 0.00 | 0.00 | 0.00 |
| Private | 1.30 | 8.70 | (¹) | 0.15 |
| Other religious | 0.91 | 2,047.80 | 0.06 | 1.18 |
| Conservative Christian | 0.96 | 271.51 | 0.08 | 1.09 |
| Affiliated | 1.83 | 270.47 | 0.09 | 4.38 |
| Unaffiliated | 1.41 | 2,013.10 | 0.10 | 2.43 |
| Nonsectarian | 0.45 | 198.02 | 0.39 | 0.36 |
| Regular | 0.36 | 124.08 | 0.02 | 0.38 |
| Special emphasis | 0.89 | 148.88 | 2.32 | 0.65 |
| Special education | 0.84 | 37.09 | 0.02 | 0.16 |
| School level | | | | |
| Elementary | (²) | (²) | (²) | (²) |
| Secondary | 0.76 | 266.01 | 0.12 | 1.57 |
| Combined | 0.51 | 2,040.68 | 0.05 | 0.90 |
| Program emphasis | | | | |
| Regular elementary/secondary | 0.52 | 2,044.34 | 0.01 | 0.93 |
| Montessori | 0.85 | 21.52 | 3.77 | 16.63 |
| Special program emphasis | 2.11 | 146.07 | 2.38 | 0.84 |
| Special education | 0.75 | 37.09 | 0.02 | 0.15 |
| Vocational/technical | — | — | — | — |
| Alternative | 1.74 | 149.50 | 0.19 | 2.04 |
| Early childhood | 0.00 | 0.00 | 0.00 | 0.00 |
| Size | | | | |
| Less than 50 | 1.46 | 258.48 | 0.41 | 1.65 |
| 50–149 | 0.71 | 291.48 | 0.97 | 0.85 |
| 150–299 | 0.51 | 1,053.00 | 0.05 | 0.84 |
| 300–499 | 0.24 | 206.78 | (¹) | 0.25 |
| 500–749 | 0.13 | 0.00 | 0.00 | 0.00 |
| 750 or more | 0.38 | 1,727.06 | 0.02 | 0.51 |
| Region | | | | |
| Northeast | 0.42 | 129.13 | 0.01 | 0.27 |
| Midwest | 0.32 | 183.12 | 0.30 | 0.62 |
| South | 1.38 | 2,019.27 | 0.05 | 1.80 |
| West | 0.49 | 298.72 | 0.04 | 0.88 |
| Community type | | | | |
| Central city | 0.33 | 2,022.51 | 0.03 | 0.77 |
| Urban fringe/large town | 0.57 | 286.67 | 0.21 | 1.40 |
| Rural/small town | 1.31 | 246.30 | 0.06 | 1.74 |

— Too few sample cases for a reliable estimate.

¹ Standard error is less than 0.005.² Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 22A.—Root mean squared errors for private elementary and secondary schools, enrollment, FTE teachers, and high school graduates, by state: United States, 1999–2000

| State | Number of schools | Enrollment | Teachers | High school graduates, 1998–99 |
|----------------------|-------------------|-----------------|----------------|--------------------------------|
| United States | 745.7 | 74,599.1 | 8,794.5 | 6,730.8 |
| Alabama | 21.6 | 2,527.0 | 170.4 | 194.2 |
| Alaska | 1.6 | 63.3 | 50.8 | 7.7 |
| Arizona | 4.4 | 428.2 | 62.5 | 38.8 |
| Arkansas | 14.0 | 1,233.1 | 90.1 | 85.7 |
| California | 27.8 | 1,532.5 | 502.5 | 253.4 |
| Colorado | 5.5 | 397.0 | 114.5 | 78.5 |
| Connecticut | 5.7 | 224.2 | 86.8 | 141.7 |
| Delaware | 2.7 | 303.1 | 28.4 | 17.5 |
| District of Columbia | 4.4 | 700.5 | 30.8 | 82.5 |
| Florida | 79.1 | 8,152.0 | 775.7 | 279.2 |
| Georgia | 31.4 | 4,156.8 | 591.0 | 317.0 |
| Hawaii | 1.5 | 168.5 | 23.3 | 30.5 |
| Idaho | 2.0 | 96.0 | 28.8 | 7.6 |
| Illinois | 11.8 | 1,364.5 | 141.6 | 121.5 |
| Indiana | 13.9 | 1,460.5 | 197.5 | 133.1 |
| Iowa | 4.8 | 445.5 | 46.4 | 69.3 |
| Kansas | 16.7 | 1,731.0 | 158.1 | 63.5 |
| Kentucky | 17.0 | 1,926.5 | 193.1 | 191.4 |
| Louisiana | 12.8 | 1,982.1 | 113.3 | 296.4 |
| Maine | 4.6 | 133.1 | 51.2 | 43.0 |
| Maryland | 36.9 | 4,700.1 | 287.7 | 328.5 |
| Massachusetts | 13.1 | 506.1 | 148.7 | 192.2 |
| Michigan | 13.9 | 1,553.7 | 178.8 | 167.2 |
| Minnesota | 8.7 | 1,046.7 | 128.9 | 114.4 |
| Mississippi | 9.1 | 1,357.0 | 105.5 | 159.0 |
| Missouri | 7.2 | 1,076.3 | 113.7 | 170.4 |
| Montana | 2.0 | 88.2 | 37.3 | 23.0 |
| Nebraska | 4.2 | 415.0 | 66.6 | 74.2 |
| Nevada | 1.3 | 81.4 | 23.7 | 5.6 |
| New Hampshire | 5.7 | 192.9 | 71.7 | 45.7 |
| New Jersey | 14.1 | 784.5 | 197.5 | 339.4 |
| New Mexico | 3.5 | 195.0 | 72.5 | 45.5 |
| New York | 22.0 | 1,226.9 | 404.2 | 337.9 |
| North Carolina | 37.1 | 3,775.3 | 421.7 | 160.4 |
| North Dakota | 1.3 | 97.0 | 12.1 | 19.5 |
| Ohio | 11.2 | 1,694.3 | 134.4 | 173.0 |
| Oklahoma | 11.0 | 1,049.0 | 82.9 | 48.6 |
| Oregon | 12.4 | 1,286.7 | 92.0 | 74.6 |
| Pennsylvania | 51.8 | 2,953.6 | 847.5 | 413.8 |
| Rhode Island | 3.0 | 126.6 | 26.1 | 55.8 |
| South Carolina | 19.0 | 2,506.1 | 280.6 | 202.3 |
| South Dakota | 2.6 | 231.9 | 24.2 | 18.7 |
| Tennessee | 39.9 | 3,519.1 | 264.5 | 162.4 |
| Texas | 52.6 | 7,260.1 | 409.6 | 353.1 |
| Utah | 1.4 | 114.0 | 28.9 | 41.9 |
| Vermont | 4.9 | 198.6 | 65.4 | 57.2 |
| Virginia | 34.2 | 4,170.8 | 247.7 | 178.1 |
| Washington | 8.8 | 519.4 | 143.6 | 47.5 |
| West Virginia | 11.8 | 974.4 | 150.9 | 95.7 |
| Wisconsin | 16.6 | 1,828.4 | 240.7 | 168.0 |
| Wyoming | 1.4 | 45.1 | 28.2 | 5.1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Appendix B
Values and Standard Error Tables for Kindergarten-terminal Schools

Table 1B.—Number and percentage distribution of kindergarten-terminal¹ private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Schools | | Students | | FTE teachers | |
|------------------------------|--------------|--------------|--------------------|--------------|---------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 5,772 | 100.0 | 91,802 | 100.0 | 13,081 | 100.0 |
| NCES typology | | | | | | |
| Catholic | 134 | 2.3 | 3,650 | 4.0 | 426 | 3.3 |
| Parochial | 32 | 0.6 | 1,260 | 1.4 | 102 | 0.8 |
| Diocesan | 23 | 0.4 | 693 | 0.8 | 69 | 0.5 |
| Private | 78 | 1.4 | 1,696 | 1.9 | 256 | 2.0 |
| Other religious | 1,724 | 29.9 | 29,494 | 32.1 | 3,563 | 27.2 |
| Conservative Christian | 178 | 3.1 | 3,297 | 3.6 | 413 | 3.2 |
| Affiliated | 337 | 5.8 | 6,186 | 6.7 | 742 | 5.7 |
| Unaffiliated | 1,209 | 21.0 | 20,011 | 21.8 | 2,408 | 18.4 |
| Nonsectarian | 3,913 | 67.8 | 58,658 | 63.9 | 9,092 | 69.5 |
| Regular | 2,790 | 48.3 | 44,438 | 48.4 | 5,937 | 45.4 |
| Special emphasis | 1,108 | 19.2 | 14,040 | 15.3 | 3,104 | 23.7 |
| Special education | 16 | 0.3 | 180 | 0.2 | 50 | 0.4 |
| School level | | | | | | |
| Elementary | 5,772 | 100.0 | 91,802 | 100.0 | 13,081 | 100.0 |
| Secondary | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Combined | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Program emphasis | | | | | | |
| Regular elementary/secondary | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Montessori | 1,114 | 19.3 | 14,121 | 15.4 | 3,188 | 24.4 |
| Special program emphasis | 17 | 0.3 | 367 | 0.4 | 44 | 0.3 |
| Special education | 17 | 0.3 | 204 | 0.2 | 52 | 0.4 |
| Vocational/technical | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Alternative | 75 | 1.3 | 1,216 | 1.3 | 199 | 1.5 |
| Early childhood | 4,549 | 78.8 | 75,894 | 82.7 | 9,598 | 73.4 |
| Size | | | | | | |
| Less than 50 | 5,612 | 97.2 | 79,389 | 86.5 | 12,249 | 93.6 |
| 50–149 | 150 | 2.6 | 9,885 | 10.8 | 713 | 5.5 |
| 150–299 | — | — | — | — | — | — |
| 300–499 | — | — | — | — | — | — |
| 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 | 1,713 | 29.7 | 27,226 | 29.7 | 3,919 | 30.0 |
| Midwest | 954 | 16.5 | 14,610 | 15.9 | 2,075 | 15.9 |
| South | 1,575 | 27.3 | 26,467 | 28.8 | 3,719 | 28.4 |
| West | 1,529 | 26.5 | 23,499 | 25.6 | 3,367 | 25.7 |
| Community type | | | | | | |
| Central city | 2,315 | 40.1 | 37,474 | 40.8 | 5,578 | 42.6 |
| Urban fringe/large town | 2,894 | 50.1 | 45,823 | 49.9 | 6,427 | 49.1 |
| Rural/small town | 563 | 9.8 | ² 8,504 | 9.3 | 1,076 | 8.2 |

— Too few sample cases for a reliable estimate.

¹ School in which the highest grade is kindergarten.

² 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 A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 2B.—Standard errors for number and percentage distribution of kindergarten-terminal* private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Schools | | Students | | FTE teachers | |
|----------------------------------|--------------|---------|----------------|---------|--------------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 122.6 | | 2,762.0 | | 200.0 | |
| NCES typology | | | | | | |
| Catholic | 4.3 | 0.09 | 99.1 | 0.16 | 4.3 | 0.06 |
| Parochial | 4.3 | 0.08 | 99.1 | 0.11 | 4.3 | 0.03 |
| Diocesan | 0.0 | 0.01 | 0.0 | 0.02 | 0.0 | 0.01 |
| Private | 0.0 | 0.03 | 0.0 | 0.06 | 0.0 | 0.03 |
| Other religious | 77.4 | 0.97 | 1,242.1 | 1.20 | 103.5 | 0.64 |
| Conservative Christian | 20.1 | 0.34 | 222.4 | 0.26 | 12.7 | 0.11 |
| Affiliated | 15.0 | 0.25 | 250.4 | 0.29 | 15.0 | 0.12 |
| Unaffiliated | 68.4 | 0.91 | 1,059.7 | 0.99 | 94.7 | 0.60 |
| Nonsectarian | 83.3 | 0.95 | 2,382.0 | 1.23 | 161.8 | 0.64 |
| Regular | 76.5 | 0.86 | 2,352.2 | 1.43 | 137.8 | 0.70 |
| Special emphasis | 36.8 | 0.69 | 398.4 | 0.61 | 84.0 | 0.59 |
| Special education | 0.0 | 0.01 | 0.0 | 0.01 | 0.0 | 0.01 |
| School level | | | | | | |
| Elementary | 122.6 | 0.00 | 2,762.0 | 0.00 | 200.0 | 0.00 |
| Secondary | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 |
| Combined | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 |
| Program emphasis | | | | | | |
| Regular elementary/ secondary | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 |
| Montessori | 34.0 | 0.61 | 324.4 | 0.55 | 81.3 | 0.57 |
| Special program emphasis | 0.0 | 0.01 | 0.0 | 0.01 | 0.0 | 0.01 |
| Special education | 0.0 | 0.01 | 0.0 | 0.01 | 0.0 | 0.01 |
| Vocational/technical | 0.0 | 0.00 | 0.0 | 0.00 | 0.0 | 0.00 |
| Alternative | 14.5 | 0.26 | 251.7 | 0.28 | 21.5 | 0.17 |
| Early childhood | 121.2 | 0.71 | 2,754.9 | 0.65 | 181.5 | 0.60 |
| Size | | | | | | |
| Less than 50 | 117.5 | 0.56 | 1,710.4 | 2.04 | 173.0 | 0.71 |
| 50–149 | 33.1 | 0.56 | 2,150.8 | 2.10 | 99.2 | 0.72 |
| 150–299 | — | — | — | — | — | — |
| 300–499 | — | — | — | — | — | — |
| 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 | 43.6 | 0.80 | 650.6 | 1.00 | 67.0 | 0.56 |
| Midwest | 36.5 | 0.63 | 446.7 | 0.62 | 86.8 | 0.60 |
| South | 92.4 | 1.22 | 2,530.3 | 1.99 | 155.6 | 0.89 |
| West | 57.0 | 0.88 | 776.8 | 0.97 | 61.5 | 0.51 |
| Community type | | | | | | |
| Central city | 46.5 | 1.02 | 651.1 | 1.30 | 74.2 | 0.72 |
| Urban fringe/large town | 97.1 | 1.13 | 1,483.7 | 1.53 | 130.5 | 0.78 |
| Rural/small town | 66.2 | 1.04 | 2,256.8 | 2.24 | 134.0 | 0.94 |

— Too few sample cases for a reliable estimate.

* School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 3B.—Number and percentage distribution of traditional PSS and kindergarten-terminal* private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Schools | | Students | | FTE teachers | |
|----------------------------------|---------------|--------------|------------------|--------------|----------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 32,995 | 100.0 | 5,254,485 | 100.0 | 408,397 | 100.0 |
| NCES typology | | | | | | |
| Catholic | 8,236 | 25.0 | 2,514,690 | 47.9 | 150,026 | 36.7 |
| Parochial | 4,640 | 14.1 | 1,308,721 | 24.9 | 72,599 | 17.8 |
| Diocesan | 2,621 | 7.9 | 836,021 | 15.9 | 49,483 | 12.1 |
| Private | 975 | 3.0 | 369,948 | 7.0 | 27,944 | 6.8 |
| Other religious | 14,956 | 45.3 | 1,873,074 | 35.7 | 156,478 | 38.3 |
| Conservative Christian | 5,167 | 15.7 | 776,534 | 14.8 | 60,894 | 14.9 |
| Affiliated | 3,869 | 11.7 | 559,715 | 10.7 | 48,175 | 11.8 |
| Unaffiliated | 5,920 | 17.9 | 536,825 | 10.2 | 47,409 | 11.6 |
| Nonsectarian | 9,803 | 29.7 | 866,721 | 16.5 | 101,893 | 25.0 |
| Regular | 5,284 | 16.0 | 591,087 | 11.3 | 64,216 | 15.7 |
| Special emphasis | 3,239 | 9.8 | 189,180 | 3.6 | 23,085 | 5.7 |
| Special education | 1,280 | 3.9 | 86,454 | 1.7 | 14,592 | 3.6 |
| School level | | | | | | |
| Elementary | 22,302 | 67.6 | 2,923,173 | 55.6 | 200,914 | 49.2 |
| Secondary | 2,538 | 7.7 | 806,639 | 15.4 | 62,737 | 15.4 |
| Combined | 8,155 | 24.7 | 1,524,673 | 29.0 | 144,746 | 35.4 |
| Program emphasis | | | | | | |
| Regular elementary/ secondary | 22,263 | 67.5 | 4,751,634 | 90.4 | 346,300 | 84.8 |
| Montessori | 2,305 | 7.0 | 91,385 | 1.7 | 11,650 | 2.9 |
| Special program emphasis | 623 | 1.9 | 111,586 | 2.1 | 10,993 | 2.7 |
| Special education | 1,426 | 4.3 | 95,464 | 1.8 | 16,030 | 3.9 |
| Vocational/technical | — | — | — | — | — | — |
| Alternative | 1,691 | 5.1 | 121,450 | 2.3 | 13,199 | 3.2 |
| Early childhood | 4,681 | 14.2 | 81,428 | 1.6 | 10,129 | 2.5 |
| Size | | | | | | |
| Less than 50 | 13,177 | 39.9 | 275,698 | 5.3 | 38,578 | 9.5 |
| 50–149 | 7,889 | 23.9 | 726,014 | 13.8 | 72,389 | 17.7 |
| 150–299 | 6,576 | 19.9 | 1,424,982 | 27.1 | 102,495 | 25.1 |
| 300–499 | 3,224 | 9.8 | 1,230,195 | 23.4 | 84,166 | 20.6 |
| 500–749 | 1,352 | 4.1 | 805,490 | 15.3 | 54,078 | 13.2 |
| 750 or more | 778 | 2.4 | 792,106 | 15.1 | 56,691 | 13.9 |
| Region | | | | | | |
| Northeast | 8,165 | 24.8 | 1,322,073 | 25.2 | 107,724 | 26.4 |
| Midwest | 7,945 | 24.1 | 1,360,056 | 25.9 | 93,520 | 22.9 |
| South | 9,816 | 29.8 | 1,602,250 | 30.5 | 134,911 | 33.0 |
| West | 7,069 | 21.4 | 970,106 | 18.5 | 72,243 | 17.7 |
| Community type | | | | | | |
| Central city | 13,140 | 39.8 | 2,577,990 | 49.1 | 195,562 | 47.9 |
| Urban fringe/large town | 13,253 | 40.2 | 2,096,917 | 39.9 | 161,863 | 39.6 |
| Rural/small town | 6,603 | 20.0 | 579,578 | 11.0 | 50,973 | 12.5 |

— Too few sample cases for a reliable estimate.

* School in which the highest grade is kindergarten.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 4B.—Standard errors for number and percentage distribution of traditional PSS and kindergarten-terminal* private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

| Selected characteristics | Schools | | Students | | FTE teachers | |
|----------------------------------|--------------|---------|-----------------|---------|----------------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 301.4 | | 26,760.8 | | 2,976.9 | |
| NCES typology | | | | | | |
| Catholic | 24.7 | 0.25 | 4,787.5 | 0.26 | 210.0 | 0.28 |
| Parochial | 15.1 | 0.14 | 4,371.7 | 0.16 | 159.8 | 0.14 |
| Diocesan | 0.0 | 0.07 | 0.0 | 0.08 | 0.0 | 0.09 |
| Private | 19.5 | 0.06 | 1,945.1 | 0.05 | 134.8 | 0.06 |
| Other religious | 246.9 | 0.39 | 25,527.1 | 0.32 | 2,813.4 | 0.43 |
| Conservative Christian | 105.6 | 0.29 | 4,608.7 | 0.10 | 457.7 | 0.13 |
| Affiliated | 142.4 | 0.40 | 4,792.3 | 0.09 | 389.3 | 0.11 |
| Unaffiliated | 178.0 | 0.43 | 23,319.8 | 0.40 | 2,649.2 | 0.57 |
| Nonsectarian | 111.9 | 0.26 | 6,188.0 | 0.11 | 770.4 | 0.21 |
| Regular | 81.6 | 0.19 | 2,663.9 | 0.06 | 189.8 | 0.11 |
| Special emphasis | 60.0 | 0.18 | 4,967.1 | 0.09 | 675.0 | 0.16 |
| Special education | 22.0 | 0.07 | 1,332.0 | 0.03 | 152.4 | 0.04 |
| School level | | | | | | |
| Elementary | 242.4 | 0.43 | 8,263.1 | 0.24 | 735.1 | 0.31 |
| Secondary | 61.7 | 0.19 | 2,395.1 | 0.09 | 229.3 | 0.12 |
| Combined | 159.8 | 0.40 | 23,337.1 | 0.31 | 2,681.6 | 0.41 |
| Program emphasis | | | | | | |
| Regular elementary/ secondary | 204.5 | 0.29 | 24,067.0 | 0.11 | 2,718.1 | 0.18 |
| Montessori | 58.3 | 0.16 | 2,420.6 | 0.04 | 243.7 | 0.06 |
| Special program emphasis | 23.0 | 0.07 | 4,474.1 | 0.08 | 607.0 | 0.15 |
| Special education | 22.1 | 0.07 | 1,379.7 | 0.03 | 154.6 | 0.05 |
| Vocational/technical | — | — | — | — | — | — |
| Alternative | 56.0 | 0.17 | 2,051.1 | 0.04 | 288.8 | 0.07 |
| Early childhood | 124.7 | 0.31 | 2,784.4 | 0.05 | 187.2 | 0.04 |
| Size | | | | | | |
| Less than 50 | 224.9 | 0.38 | 4,749.7 | 0.08 | 509.5 | 0.11 |
| 50–149 | 116.1 | 0.27 | 7,991.8 | 0.14 | 949.9 | 0.21 |
| 150–299 | 47.7 | 0.20 | 12,408.5 | 0.22 | 1,237.2 | 0.28 |
| 300–499 | 17.1 | 0.09 | 6,214.5 | 0.13 | 648.6 | 0.18 |
| 500–749 | 3.3 | 0.04 | 2,330.1 | 0.08 | 79.4 | 0.10 |
| 750 or more | 19.8 | 0.06 | 18,232.3 | 0.30 | 2,143.0 | 0.46 |
| Region | | | | | | |
| Northeast | 116.2 | 0.34 | 6,170.1 | 0.15 | 333.7 | 0.20 |
| Midwest | 110.6 | 0.33 | 8,192.9 | 0.17 | 910.6 | 0.23 |
| South | 236.2 | 0.53 | 24,324.9 | 0.33 | 2,789.5 | 0.47 |
| West | 96.6 | 0.30 | 4,387.5 | 0.12 | 374.2 | 0.15 |
| Community type | | | | | | |
| Central city | 121.7 | 0.40 | 24,612.6 | 0.26 | 2,710.2 | 0.36 |
| Urban fringe/large town | 191.7 | 0.53 | 9,339.2 | 0.23 | 822.0 | 0.30 |
| Rural/small town | 246.9 | 0.64 | 7,135.9 | 0.13 | 803.8 | 0.19 |

— Too few sample cases for a reliable estimate.

* School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 5B.—Number and percentage distribution of traditional PSS and kindergarten-terminal* private schools, students, and FTE teachers, by religious orientation of school: United States, 1999–2000

| Religious or nonsectarian category | Schools | | Students | | FTE teachers | |
|--|---------------|--------------|------------------|--------------|----------------|--------------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 32,995 | 100.0 | 5,254,485 | 100.0 | 408,397 | 100.0 |
| Religious orientation | | | | | | |
| Roman Catholic | 8,236 | 25.0 | 2,514,689 | 47.9 | 150,026 | 36.7 |
| Amish | 709 | 2.2 | 20,473 | 0.4 | 1,021 | 0.3 |
| Assembly of God | 547 | 1.7 | 76,527 | 1.5 | 5,958 | 1.5 |
| Baptist | 2,410 | 7.3 | 322,115 | 6.1 | 25,676 | 6.3 |
| Brethren | 59 | 0.2 | 8,467 | 0.2 | 598 | 0.2 |
| Calvinist | 151 | 0.5 | 40,806 | 0.8 | 2,601 | 0.6 |
| Christian (unspecified) | 3,987 | 12.1 | 539,059 | 10.3 | 44,892 | 11.0 |
| Church of Christ | 196 | 0.6 | 49,265 | 0.9 | 3,624 | 0.9 |
| Church of God | 162 | 0.5 | 15,470 | 0.3 | 1,297 | 0.3 |
| Church of God in Christ | 37 | 0.1 | 2,763 | 0.1 | 225 | 0.1 |
| Episcopal | 483 | 1.5 | 115,673 | 2.2 | 12,583 | 3.1 |
| Friends | 96 | 0.3 | 16,871 | 0.3 | 2,047 | 0.5 |
| Greek Orthodox | 30 | 0.1 | 4,679 | 0.1 | 461 | 0.1 |
| Islamic | 152 | 0.5 | 18,262 | 0.4 | 1,990 | 0.5 |
| Jewish | 798 | 2.4 | 172,818 | 3.3 | 17,112 | 4.2 |
| Lutheran Church—Missouri Synod | 1,257 | 3.8 | 168,240 | 3.2 | 10,777 | 2.6 |
| Evangelical Lutheran Church In America | 223 | 0.7 | 19,926 | 0.4 | 1,425 | 0.4 |
| Wisconsin Evangelical Lutheran Synod | 362 | 1.1 | 33,842 | 0.6 | 2,216 | 0.5 |
| Other Lutheran | 74 | 0.2 | 4,421 | 0.1 | 334 | 0.1 |
| Mennonite | 420 | 1.3 | 24,323 | 0.5 | 1,940 | 0.5 |
| Methodist | 318 | 1.0 | 19,306 | 0.4 | 2,012 | 0.5 |
| Pentecostal | 492 | 1.5 | 33,516 | 0.6 | 3,269 | 0.8 |
| Presbyterian | 260 | 0.8 | 36,446 | 0.7 | 3,190 | 0.8 |
| Seventh-Day Adventist | 962 | 2.9 | 61,257 | 1.2 | 4,507 | 1.1 |
| Other | 772 | 2.3 | 68,491 | 1.3 | 6,715 | 1.6 |
| Nonsectarian | 9,805 | 29.7 | 866,780 | 16.5 | 101,903 | 25.0 |

* School in which the highest grade is kindergarten.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 6B.—Standard errors for number and percentage distribution of traditional PSS and kindergarten-terminal¹ private schools, students, and FTE teachers, by religious orientation of school: United States, 1999–2000

| Religious or nonsectarian category | Schools | | Students | | FTE teachers | |
|--|--------------|------------------|-----------------|------------------|----------------|------------------|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 301.4 | | 26,760.8 | | 2,976.9 | |
| Religious orientation | | | | | | |
| Roman Catholic | 24.7 | 0.25 | 4,787.5 | 0.26 | 210.0 | 0.28 |
| Amish | 78.7 | 0.23 | 1,482.7 | 0.03 | 106.6 | 0.03 |
| Assembly of God | 3.8 | 0.02 | 605.3 | 0.01 | 49.7 | 0.02 |
| Baptist | 64.6 | 0.17 | 4,694.9 | 0.08 | 333.6 | 0.08 |
| Brethren | 0.0 | (²) | 0.0 | (²) | 0.0 | (²) |
| Calvinist | 0.0 | (²) | 0.0 | (²) | 0.0 | (²) |
| Christian (unspecified) | 172.3 | 0.47 | 12,711.3 | 0.22 | 1,393.2 | 0.31 |
| Church of Christ | 0.0 | 0.01 | 0.0 | (²) | 0.0 | 0.01 |
| Church of God | 12.5 | 0.04 | 923.6 | 0.02 | 102.3 | 0.02 |
| Church of God in Christ | 7.3 | 0.02 | 320.6 | 0.01 | 37.3 | 0.01 |
| Episcopal | 26.0 | 0.08 | 16,970.6 | 0.32 | 1,918.7 | 0.46 |
| Friends | 13.1 | 0.04 | 143.8 | (²) | 26.1 | 0.01 |
| Greek Orthodox | 0.0 | (²) | 0.0 | (²) | 0.0 | (²) |
| Islamic | 16.4 | 0.05 | 851.8 | 0.02 | 124.1 | 0.03 |
| Jewish | 4.5 | 0.03 | 464.8 | 0.02 | 51.6 | 0.03 |
| Lutheran Church—Missouri Synod | 17.4 | 0.06 | 797.0 | 0.02 | 43.2 | 0.02 |
| Evangelical Lutheran Church In America | 8.7 | 0.03 | 113.1 | (²) | 8.7 | (²) |
| Wisconsin Evangelical Lutheran Synod | 0.0 | 0.01 | 0.0 | (²) | 0.0 | (²) |
| Other Lutheran | 11.7 | 0.04 | 69.9 | (²) | 30.6 | 0.01 |
| Mennonite | 48.9 | 0.14 | 1,336.7 | 0.03 | 132.3 | 0.03 |
| Methodist | 21.3 | 0.06 | 380.6 | 0.01 | 29.6 | 0.01 |
| Pentecostal | 22.7 | 0.07 | 599.2 | 0.01 | 106.4 | 0.03 |
| Presbyterian | 0.0 | 0.01 | 0.0 | (²) | 0.0 | 0.01 |
| Seventh-Day Adventist | 26.1 | 0.08 | 239.8 | 0.01 | 29.6 | 0.01 |
| Other | 111.1 | 0.31 | 8,549.3 | 0.16 | 1,135.1 | 0.27 |
| Nonsectarian | 111.9 | 0.26 | 6,188.0 | 0.11 | 770.4 | 0.21 |

¹ School in which the highest grade is kindergarten.² Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Appendix C

Item Reponse Rate Tables

Table 1C.—Private School Survey unweighted item response rates for kindergarten-terminal* schools: United States, 1999–2000

| Item number | Response rate | Number of responses | Number in universe |
|-------------|---------------|---------------------|--------------------|
| 5a | 0.0 % | 0 | 0 |
| 5b | 98.4 | 4,160 | 4,229 |
| 5c | 98.2 | 4,842 | 4,933 |
| 5d | 97.2 | 385 | 396 |
| 5e | 92.2 | 71 | 77 |
| 5f | 0.0 | 0 | 0 |
| 5g | 0.0 | 0 | 0 |
| 5h | 0.0 | 0 | 0 |
| 5i | 0.0 | 0 | 0 |
| 5j | 0.0 | 0 | 0 |
| 5k | 0.0 | 0 | 0 |
| 5l | 0.0 | 0 | 0 |
| 5m | 0.0 | 0 | 0 |
| 5n | 0.0 | 0 | 0 |
| 5o | 0.0 | 0 | 0 |
| 5p | 0.0 | 0 | 0 |
| 5q | 0.0 | 0 | 0 |
| 6 | 98.7 | 4,932 | 4,996 |
| 7a | 88.2 | 4,406 | 4,996 |
| 7b | 87.7 | 4,381 | 4,996 |
| 7c | 87.6 | 4,378 | 4,996 |
| 7d | 87.3 | 4,360 | 4,996 |
| 7e | 87.7 | 4,383 | 4,996 |
| 8a | 97.2 | 4,857 | 4,996 |
| 8b | 76.0 | 3,784 | 4,980 |
| 9a | 99.4 | 4,967 | 4,996 |
| 9b | 71.4 | 5 | 7 |
| 9c | 71.4 | 5 | 7 |
| 9d (1) | 28.6 | 2 | 7 |
| 9d (2) | 28.6 | 2 | 7 |
| 9d (3) | 28.6 | 2 | 7 |
| 10a | 98.3 | 4,912 | 4,996 |
| 10b | 98.3 | 4,910 | 4,996 |
| 11a | 97.6 | 4,874 | 4,996 |
| 11b | 95.5 | 4,771 | 4,996 |
| 11c | 95.8 | 4,787 | 4,996 |
| 11d | 95.1 | 4,749 | 4,996 |
| 11e | 95.1 | 4,753 | 4,996 |
| 11f | 96.2 | 4,804 | 4,996 |
| 12a | 99.8 | 4,985 | 4,996 |
| 12b | 98.1 | 4,903 | 4,996 |
| 13 | 99.7 | 4,979 | 4,996 |
| 14a | 99.2 | 4,958 | 4,996 |
| 14b | 95.5 | 1,492 | 1,563 |
| 14c | 97.1 | 1,516 | 1,562 |
| 14d | 87.4 | 111 | 127 |
| 15 | 94.8 | 4,737 | 4,996 |
| 16 | 90.5 | 4,520 | 4,996 |
| 17a | 97.1 | 4,853 | 4,996 |
| 17b | 97.1 | 4,853 | 4,996 |
| 18 | 99.0 | 4,945 | 4,996 |

* School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 2C.—Private School Survey unweighted item response rates for traditional schools: United States, 1999–2000

| Item number | Response rate | Number of responses | Number in universe |
|-------------|---------------|---------------------|--------------------|
| 5a | 94.9 % | 1,585 | 1,671 |
| 5b | 98.3 | 10,814 | 11,005 |
| 5c | 98.2 | 17,334 | 17,651 |
| 5d | 92.3 | 514 | 557 |
| 5e | 91.3 | 565 | 619 |
| 5f | 97.8 | 18,848 | 19,265 |
| 5g | 97.8 | 18,566 | 18,991 |
| 5h | 97.8 | 18,389 | 18,802 |
| 5i | 97.7 | 18,118 | 18,537 |
| 5j | 97.7 | 17,849 | 18,274 |
| 5k | 97.6 | 17,473 | 17,903 |
| 5l | 97.6 | 16,059 | 16,448 |
| 5m | 97.6 | 15,825 | 16,222 |
| 5n | 96.2 | 7,462 | 7,760 |
| 5o | 96.3 | 7,078 | 7,348 |
| 5p | 96.2 | 6,626 | 6,888 |
| 5q | 96.2 | 6,405 | 6,655 |
| 6 | 98.6 | 23,828 | 24,163 |
| 7a | 92.6 | 22,375 | 24,163 |
| 7b | 92.2 | 22,279 | 24,163 |
| 7c | 92.3 | 22,308 | 24,163 |
| 7d | 91.8 | 22,174 | 24,163 |
| 7e | 92.4 | 22,319 | 24,163 |
| 8a | 99.6 | 24,056 | 24,163 |
| 8b | 90.4 | 20,878 | 23,091 |
| 9a | 99.4 | 24,021 | 24,163 |
| 9b | 95.0 | 6,344 | 6,679 |
| 9c | 93.1 | 6,219 | 6,679 |
| 9d (1) | 82.8 | 5,376 | 6,495 |
| 9d (2) | 79.8 | 5,182 | 6,495 |
| 9d (3) | 76.1 | 4,943 | 6,495 |
| 10a | 98.9 | 23,890 | 24,163 |
| 10b | 98.3 | 17,473 | 17,780 |
| 11a | 98.8 | 23,863 | 24,163 |
| 11b | 97.9 | 23,646 | 24,163 |
| 11c | 98.0 | 23,686 | 24,163 |
| 11d | 97.9 | 23,645 | 24,163 |
| 11e | 97.7 | 23,608 | 24,163 |
| 11f | 98.6 | 23,827 | 24,163 |
| 12a | 97.8 | 23,637 | 24,163 |
| 12b | 98.6 | 23,824 | 24,163 |
| 13 | 99.7 | 24,097 | 24,163 |
| 14a | 99.6 | 24,064 | 24,163 |
| 14b | 93.1 | 17,654 | 18,957 |
| 14c | 98.8 | 18,737 | 18,957 |
| 14d | 92.4 | 7,217 | 7,807 |
| 15 | 95.5 | 23,086 | 24,163 |
| 16 | 97.0 | 23,430 | 24,163 |
| 17a | 98.6 | 23,829 | 24,163 |
| 17b | 98.6 | 23,829 | 24,163 |
| 18 | 99.4 | 24,030 | 24,163 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Appendix D
Private School Survey Questionnaire
1999–2000

PRIVATE SCHOOL SURVEY

1999–2000 SCHOOL YEAR



PLEASE NOTE:

The 1999–2000 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.

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 the appropriate box in item 2.

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 1999-2000 Private School Survey. The U.S. Census Bureau is conducting the survey for NCES by the authority of Sections 406(b) and (c) of the General Education Provisions Act, as amended (20 USC 1221e-1).

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 1999-2000 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.

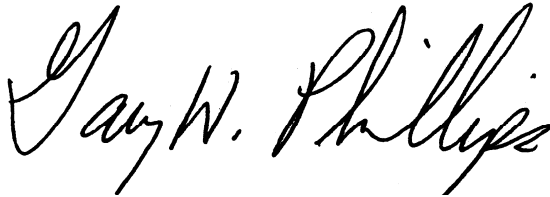
WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

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, D.C. 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, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

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).

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, 1999 | Enrollment around October 1, 1999 |
|--|--|---|
| a. Ungraded (including ungraded special education students) | 135 1 <input type="checkbox"/> | 140 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| b. Nursery and prekindergarten | 145 1 <input type="checkbox"/> | 150 <input type="text"/> <input type="text"/> <input type="text"/> <input 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 type="text"/> <input type="text"/> <input type="text"/> <input 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 type="text"/> <input type="text"/> <input type="text"/> <input 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 type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |

5. Continued -

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

| Grade levels | Grades with students enrolled around October 1, 1999 | Enrollment around October 1, 1999 |
|--------------|--|--|
| f. 1st | 185 1 <input type="checkbox"/> | 190 <input type="text"/> <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"/> <input type="text"/> |
| h. 3rd | 205 1 <input type="checkbox"/> | 210 <input type="text"/> <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"/> <input type="text"/> |
| j. 5th | 225 1 <input type="checkbox"/> | 230 <input type="text"/> <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"/> <input type="text"/> |
| l. 7th | 245 1 <input type="checkbox"/> | 250 <input type="text"/> <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"/> <input type="text"/> |
| n. 9th | 265 1 <input type="checkbox"/> | 270 <input type="text"/> <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"/> <input type="text"/> |
| p. 11th | 285 1 <input type="checkbox"/> | 290 <input type="text"/> <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"/> <input type="text"/> |

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).

305
Students

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

o None

b. White, not of Hispanic origin?

330 Students

o None

c. Black, not of Hispanic origin?

325 Students

o None

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

310 Students

o None

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

315 Students

o 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

o None

9a. Last school year (1998–1999), 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, 1998?

350 12th graders

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

• *Include 1999 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.

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:

Full-time teachers

None

Teach at least $\frac{3}{4}$ time but less than full time

None

Teach at least $\frac{1}{2}$ time but less than $\frac{3}{4}$ time

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

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

None

Teach at least $\frac{1}{4}$ time but less than $\frac{1}{2}$ time

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

None

Teach less than $\frac{1}{4}$ time

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

None

TOTAL TEACHERS

11. Around October 1, 1999, 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

o None

390 Teach at least $\frac{3}{4}$ time but less than full time

o None

395 Teach at least $\frac{1}{2}$ time but less than $\frac{3}{4}$ time

o None

400 Teach at least $\frac{1}{4}$ time but less than $\frac{1}{2}$ time

o None

405 Teach less than $\frac{1}{4}$ time

o 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 Roman Catholic

2 African Methodist Episcopal

3 Amish

4 Assembly of God

5 Baptist

6 Brethren

7 Calvinist

8 Christian (no specific denomination)

9 Church of Christ

10 Church of God

11 Church of God in Christ

12 Disciples of Christ

13 Episcopal

14 Friends

15 Greek Orthodox

16 Islamic

17 Jewish

18 Latter Day Saints

19 Lutheran Church -- Missouri Synod

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

21 Wisconsin Evangelical Lutheran Synod

22 Other Lutheran

23 Mennonite

24 Methodist

25 Pentecostal

26 Presbyterian

27 Seventh-Day Adventist

28 Other -Specify ↘

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 of 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 School 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

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, 1997-98" (NCES 1999-319).

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>