

Private School Universe Survey (PSS): Survey Documentation for School Year 2009–10

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I. Overview

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

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

Purpose and Content of the Survey

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

The 2009–10 PSS consisted of a single school questionnaire designed to be filled out by school administrators. Data collected included enrollment by grade, enrollment by race/ethnicity and sex, number of high school graduates, number of teachers, program emphasis, school religious orientation or affiliation, association membership, existence and type of kindergarten program, number of days in the school year and length of the school day, and whether the school had a library media center. A copy of the 2009–10 PSS questionnaire is contained in appendix B. The 2009–10 PSS questionnaire content is relatively unchanged from that of 2007–08. Three race categories—Asian, Native Hawaiian and other Pacific Islander, and Two or more races—were added to item 7, and one race category—Asian or Pacific Islander—was deleted from item 7. Four associations—Bilingual School Association (BSA), Council of Bilingual Education (CBE), Council for Exceptional Children (CEC), and National Association of Bilingual Education (NABE)—were deleted from the private school association list.

Content of the Manual

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

Information in the chapters is supported by material in the appendices. Appendix A contains the key terms for the 2009–10 PSS, appendix B contains a copy of the 2009–10 PSS questionnaire, appendix C lists the private school lists that were received and processed, appendix D lists the 2009–10 area frame counties, appendix E contains selected unit and item response rates, appendix F contains the counts of pre-edit rejections of PSS data and counts of changes made during the pre-edit, appendix G contains the donor imputation variables and counts of changes made during editing and imputation, and appendix H contains the variable categories used in developing adjustment factor cells for weighting.

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II. Frame Creation

Since PSS attempts to include every private school in the United States, a universe list of private schools meeting the PSS definition (i.e., not supported primarily by public funds, providing classroom instruction for one or more of grades kindergarten through 12—or comparable ungraded levels, and having one or more teachers) must be created. Since 1983, NCES has used a dual frame approach for building the private school universe (Beller 1984). The dual frame consists of a list frame and an area frame. The combination of the list frame schools and additional schools identified in the area search comprised the schools included in the 2009–10 PSS.

List Frame

The list-building component was the primary means for improving coverage of private schools. The basis for the 2009–10 PSS list frame was the 30,515 private schools from the 2007–08 PSS list frame (table 1). Additionally, 2,354 programs identified in the 2007–08 PSS as prekindergarten only were included in case any of these programs included at least a kindergarten in the 2009–10 school year; 45 programs temporarily without students in 2007–08 were also included in case they had students in 2009–10. In order to provide coverage of private schools founded since 2007 and to improve coverage of private schools existing in 2007, the Census Bureau requested membership lists from 31 private school associations and religious denominations; all 31 lists were received, but the list submitted by one association was identical to that submitted in 2007 and was not processed. (See table C-1 in appendix C.) The departments of education from each of the 50 states and the District of Columbia were asked to provide lists of private schools, and 50 lists were received and processed (NCES did not receive a list from Wyoming). Additional private schools that submitted requests to NCES to be included in PSS were added to the list frame.

Table 1. Number and percentage of PSS cases, by source: 2009–10

Source	Number	Percent
Total	40,302	100.0
List frame	38,689	96.0
2007–08 PSS	32,914	81.7
Base list	30,515	75.7
Prekindergarten only cases	2,354	5.8
Temporarily without students cases	45	0.1
2009 lists	5,775	14.3
Traditional lists ¹	3,887	9.6
Early-childhood lists	1,888	4.7
Area frame	1,613	4.0

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Beginning in 1995, the PSS private school definition was expanded to include schools for which kindergarten is the highest grade (kindergarten terminal or k-terminal schools). In 2009, a separate list-

building operation (early childhood operation) was conducted to identify k-terminal schools. Requests for lists of programs that might include a kindergarten were made to sources other than state departments of education in all 50 states and the District of Columbia, including state departments of health or recreation, state child care licensing agencies, and child care referral agencies. Although early childhood lists were requested for all states and the District of Columbia, 19 states were selected¹ in advance for processing and follow-up in the event that they did not respond to the initial request for lists. If the remaining 32 states did not respond to the initial early childhood list request, no additional effort was made to obtain the lists. In 2009, lists from 16 of the selected states were received and processed. Lists from three substitute states were also processed. (See table C-2 in appendix C.)

Schools on private school association membership lists, the state lists, and the early childhood lists were compared to the base list, and any school that did not match a school on the base list was added to the NCES private school universe list. The total number of private schools added by the 2009–10 list frame operation was 5,775, including 3,887 from the traditional operation and 1,888 from the early childhood operation (table 1).

Area Frame

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

Certainty PSUs

The eight PSUs (Los Angeles and Orange Counties, California; Harris County, Texas; Cook County, Illinois; Queens and Kings Counties, New York; Miami-Dade County, Florida; and Philadelphia County, Pennsylvania) with the highest private school enrollment in the 2000 decennial census were included in the 2009–10 PSS area frame with certainty.

Noncertainty PSUs

One hundred sixteen PSUs were selected independently of the 2007–08 PSU sample from the 2,054 noncertainty PSUs. The strata for selecting the PSUs were defined the same way as in the 2007–08 PSS area frame design. Initially, 16 strata were created: region (Northeast, Midwest, South, and West), metro/nonmetro status within region, and high/low percentage of private enrollment within metro/nonmetro status (i.e., above or below the median private school enrollment within each metro/nonmetro status). The high/low cutoffs were then adjusted so as to more nearly equalize the expected variance between the two strata. The purpose of this was to try to lower the overall standard errors resulting from the sample of PSUs.

Sample sizes were determined for each metropolitan statistical area status within each region, proportional to the measure of size.² Some adjustments were made so that each sample size was an even number and sample size was evenly distributed between the high and low groups. This was done in order

¹ Nineteen states are selected for early-childhood processing during each PSS survey. States are selected to ensure that a state is included at least once every three PSS collections and that there is a distribution of large and small population states each PSS collection.

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

to have an even number of cases in each stratum (with a minimum of two) for pairing purposes for calculating the PSS variances.

Total Area-Frame Sample

A total of 124 PSUs (159 counties) were in the area sample. The 2009–10 PSS area frame counties are listed in table D-1 of appendix D. Within each of these PSUs, the Census Bureau attempted to find all eligible private schools. A block-by-block listing of all private schools in a sample of PSUs was not attempted. Rather, regional office field staff created the frame by using such sources as yellow pages, local Catholic dioceses, local education agencies, and local government offices.

Once the area search lists were constructed, they were matched with the list frame. Schools already on the list frame were deleted from the area frame. Schools that did not match the list frame were considered part of the area frame. A total of 1,613 schools were added to the universe from the area frame resulting in a total frame of 40,302 schools (table 1).

Changes in Frame Creation Methodology From 2007–08 to 2009–10

There was one change in PSS frame creation methodology between 2007–08 and 2009–10:

- In 2007–08, half of the noncertainty PSUs in the area frame were selected independently from the 2005–06 area frame PSUs and half were overlapped with the 2005–06. This overlapping was not done for 2009–10 since it was determined the overlapping did not serve to reduce the variance of change estimates appreciably. Therefore, in the 2009–10 survey, all 116 noncertainty PSUs were sampled independently from the 2007–08 survey PSUs.

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III. Data Collection

Time Frame of the Survey

The 2009–10 PSS data were collected during the 2009–10 school year. Table 2 shows the specific data collection activities and the time frame when each occurred.

Table 2. PSS data collection time schedule: 2009–10

Activity	Date(s)
Initial mailing offering on-line option	September 30, 2009
First mailing of PSS questionnaires	October 16, 2009
First mailing of reminder postcards	October 23, 2009
Second mailing of PSS questionnaires	December 1, 2009
Second mailing of PSS reminder postcards	December 8, 2009
Internet data collection	September 30, 2009-May 11, 2010
Field follow-up for cases with no phone numbers	January 8-February 22, 2010
Telephone follow-up for PSS nonresponse cases	January 11-March 6, 2010
Field follow-up for mail and telephone nonresponse cases	April 11-May 10, 2010
Receipt of last questionnaire included	August 24, 2010

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Data Collection Procedures

The 2009–10 PSS used a mailout/mailback and internet data collection methodology. Follow-up of nonresponding cases was conducted first by computer-assisted telephone interviewing (CATI) and then by Census Bureau field representatives.

Initial Mailing

The 2009–10 PSS data collection began on September 30, 2009 with the mailout of a letter to most private schools describing how to respond to the 2009–10 PSS online, and including a userid and password for the online option (Amish and Mennonite schools were excluded from this mailout) (table 2).

Questionnaire Mailings and Reminder Postcards

The first mailout of the PSS hardcopy questionnaires (to all private schools) occurred on October 16, 2009 and a second mailout of questionnaires (to nonresponding schools only) occurred on December 1, 2009. Each of these mailings also included the instructions, userid, and password for the online option. A reminder postcard was sent 1 week after each questionnaire mailout (table 2).

The PSS (mail and Internet) return rate for the end of the first mailout period (December 1, 2009) was 50 percent (31 percent from mail and 19 percent from Internet), while the cumulative return rate at the end of

the second PSS mailout period (January 11, 2010) was 57 percent (37 percent from mail and 20 percent from Internet).³

Nonresponse Follow-up

Telephone Follow-up

Telephone interviewing for PSS schools that had not responded by mail but for which phone numbers were available began on January 11, 2010. An additional 1,613 schools from the area frame operation and 67 new list frame schools were added to the workload at this time.⁴ Telephone interviewing took place at the Census Bureau's CATI facilities located in Tucson, Arizona, and Jeffersonville, Indiana. CATI follow-up for PSS cases continued through March 6, 2010. Of the 17,207 telephone follow-up cases, 47 percent were completed by CATI interviews, 24 percent were out-of-scope (i.e., were not eligible schools), 19 percent were noninterviews (i.e., cases that refused to participate or did not respond), and 10 percent were late mail returns⁵ (table 3).

Table 3. Number and percentage of PSS cases in telephone follow-up, by response status and telephone center: 2009–10

Telephone center	Total workload	Completed interview		Out-of-scope		Noninterview		Late mail return	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	17,207	8,105	47.1	4,160	24.2	3,248	18.9	1,694	9.8
Jeffersonville, Indiana	9,810	4,010	40.9	2,397	24.4	1,985	20.2	1,418	14.5
Tucson, Arizona	7,397	4,095	55.4	1,763	23.8	1,263	17.1	276	3.7

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Field Follow-up

On January 8, 2010, the Census Bureau's 12 Regional Offices began field or in-person follow-up on 894 PSS cases that did not have a telephone number listed. Field follow-up of these schools continued through February 22, 2010. Of the 894 schools, approximately 83 percent were completed interviews, 11 percent were out-of-scope, 3 percent were noninterviews, and the remaining 3 percent were late mail returns (table 4).

³ The return rates cited in the data collection portion of the documentation are unweighted return rates calculated by dividing the total number of returns (interviews, refusals, and out-of-scopes) less undeliverable as addressed/blank questionnaires by the total number of schools.

⁴ The area-frame cases were not ready in time for the mailout, and the new list-frame schools were schools that contacted NCES to be included in the PSS between the time the mailout file was produced and the time the area frame was ready.

⁵ Late mail returns were questionnaires returned after the closeout of the second mailout period.

Table 4. Number and percentage of PSS cases in field follow-up, by response status: 2009–10

Activity	Field workload	Completed interview		Out-of-scope		Noninterview		Late mail return	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total field	2,224	1,253	56.3	775	34.8	111	5.0	85	3.8
Schools with no phone number	894	740	82.8	97	10.9	28	3.1	29	3.2
Mail and computer-assisted telephone interviewing (CATI) nonresponse	1,330	513	38.6	678	51.0	83	6.2	56	4.2

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Following CATI closeout in early March, additional follow-up of 1,330 mail and telephone nonresponse cases⁶ was conducted by Census Bureau field representatives. Field follow-up continued through May 10, 2010. Of the 1,330 mail, internet, and telephone nonresponse cases sent to field follow-up, approximately 39 percent were completed interviews, 51 percent were out-of-scope, 6 percent were noninterviews, and the remaining 4 percent were late mail returns (table 4).

Interviewer Training

CATI interviewers and Census Bureau regional office representatives conducting the PSS field follow-up received training on the content and data collection procedures for the 2009–10 PSS. CATI operator training consisted of 1 hour of self study and 3 hours of classroom instruction conducted at the Census Bureau's CATI facilities in Tucson, Arizona, and Jeffersonville, Indiana. The Tucson training was attended by 51 staff and the Jeffersonville training had 28 attendees. Training for field representatives consisted of 2 hours of self study. One hundred and fifty field representatives completed training.

Status at the End of Data Collection

By the end of data collection, Census Bureau staff was able to reconcile the status (interview, noninterview, or out-of-scope case) for virtually all PSS cases. At the end of data collection, 72 percent (28,908) of the 40,302 cases were interviews, 23 percent (9,104) were out-of-scope, and 6 percent (2,290) were noninterviews (table 5). The 2,290 noninterviews consisted of 1,749 refusals and 541 nonrespondents (schools that never responded). Of the 28,908 completed interviews, 63 percent were completed during the mailout period (37 percent by mail and 26 percent by Internet), 27 percent were completed during telephone follow-up, 4 percent were completed during field follow-up, and 6 percent were late mail returns (table 6).

⁶ Of the 3,248 cases that were noninterviews at the end of telephone follow-up, 1,524 were ineligible for field follow-up because they were refusals. An additional 394 of the noninterview cases that were out-of-scope in the 2007–08 PSS were declared out-of-scope for the 2009–10 PSS.

Table 5. Number and percentage of PSS cases, by interview status at end of data collection: 2009–10

Interview status	Number	Percent
Total	40,302	100.0
Completed interview	28,908	71.7
Out-of-scope	9,104	22.6
Noninterview	2,290	5.7
Refusal	1,749	4.3
Other noninterviews	541	1.3

NOTE: After the end of data collection, another 691 interviews were determined to be out-of-scope or noninterviews. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table 6. Number and percentage of completed PSS interviews at end of data collection, by mode of data collection: 2009–10

Mode of data collection	Number	Percent
Total	28,908	100.0
First mailout	9,348	32.3
Second mailout	1,423	4.9
Late mail returns	1,741	6.0
Internet	7,382	25.5
Computer-assisted telephone interviewing (CATI)	7,759	26.8
Field staff	1,254	4.3

NOTE: After the end of data collection, another 691 interviews were determined to be out-of-scope or noninterviews. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Changes in Data Collection Procedures From 2007–08 to 2009–10

Below is a summary of the changes to the 2009–10 PSS data collection procedures as compared to the 2007–08 PSS:

- In 2007–08, telephone follow-up was conducted from one Census Bureau CATI facility (Tucson, Arizona). In 2009–10, telephone follow-up was conducted from two Census Bureau CATI facilities (Tucson, Arizona, and Jeffersonville, Indiana).
- The 2007–08 PSS did not offer the online version of the questionnaire. For the 2009–10 PSS, respondents were given the option during the mailout period and telephone follow-up of completing the questionnaire online instead of completing the paper questionnaire.
- In 2007–08, PSS coincided with the data collection phase of the private school component of the 2007–08 SASS, while SASS data were not collected in 2009–10.

IV. Response Rates

Survey Response Rates

The weighted survey response rates by frame for the 2009–10 PSS are presented in table 7. The weighted survey response rates by frame for traditional and kindergarten-terminal schools are presented in tables 8 and 9, respectively. The weighted response rates were calculated by dividing the number of interview cases weighted by the base weight by the total number of eligible cases weighted by the base weight. The base weight for each sample case is the inverse of the probability of selection.

Overall there were 31,221 interviews and 2,148 noninterviews, resulting in a response rate of 93.6 percent (table 7). The response rate for list-frame schools was 94.0 percent, while that for area-frame schools was 90.3 percent. The response rate for traditional schools was 92.8 percent—93.4 percent for list-frame schools and 87.9 percent for area-frame schools (table 8). The response rate for kindergarten-terminal schools was 97.7 percent—97.3 percent for list-frame schools and 100 percent for area-frame schools (table 9). Because the unit response rate for schools was greater than 85 percent, no bias analysis was performed. See appendix tables E-1 and E-2 for the number of interviews and noninterviews, and weighted response rates, by private school typology and by the religious and nonsectarian orientation of the school.

Table 7. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by frame: 2009–10

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	28,217	31,221	1,856	2,148	93.6
List frame	27,784	27,784	1,778	1,778	94.0
Area frame	433	3,437	78	370	90.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Documentation Data File,” 2009–10.

Table 8. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates for traditional private schools, by frame: 2009–10

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	23,914	26,304	1,739	2,031	92.8
List frame	23,612	23,612	1,661	1,661	93.4
Area frame	302	2,692	78	370	87.9

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Documentation Data File,” 2009–10.

Table 9. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates for kindergarten-terminal private schools, by frame: 2009–10

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	4,303	4,917	117	117	97.7
List frame	4,172	4,172	117	117	97.3
Area frame ¹	131	745	0	0	100.0

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Documentation Data File,” 2009–10.

Item Response Rates

The unweighted and weighted item response rates are presented in table 10. The unweighted item response rate is the number of sample cases responding to an item divided by the number of sample cases eligible to answer the item, excluding the survey nonrespondents. The weighted item response rates are the number of sample cases weighted by the final weight divided by the number of sample cases eligible to answer the item, excluding the survey nonrespondents, weighted by the final weight. Because all items had weighted response rates greater than 85 percent, no item bias analysis was performed.

The unweighted and weighted item response rates for traditional and kindergarten-terminal schools are presented in appendix tables E-3 and E-4. See chapter V for a description of the imputation procedures used to compensate for item nonresponse.

Table 10. PSS item response rates for private schools: 2009–10

Item number	Unweighted response rate	Final weighted response rate	Item number	Unweighted response rate	Final weighted response rate
5a_1	100.0	100.0	6	100.0	100.0
5a_2	99.9	99.9	7a	96.8	95.8
5b_1	100.0	100.0	7b	96.7	95.7
5b_2	99.8	99.8	7c	96.8	95.7
5c_1	100.0	100.0	7d	96.7	95.7
5c_2	99.9	99.8	7e	96.4	95.4
5d_1	100.0	100.0	7f	96.7	95.7
5d_2	99.7	99.7	7g	96.4	95.4
5e_1	100.0	100.0	8a	99.9	99.9
5e_2	99.8	99.8	8b	98.3	97.3
5f_1	100.0	100.0	9a	100.0	100.0
5f_2	99.7	99.0	9b	99.2	99.1
5g_1	100.0	100.0	9c	99.1	99.1
5g_2	99.7	99.0	9d	96.1	95.9
5h_1	100.0	100.0	10a	99.8	99.8
5h_2	99.7	99.0	10b	99.5	99.4
5i_1	100.0	100.0	11 - ft	99.3	99.1
5i_2	99.7	99.0	11 - 3/4	99.7	99.7
5j_1	100.0	100.0	11 - 1/2	99.7	99.7
5j_2	99.7	99.0	11 - 1/4	99.7	99.7
5k_1	100.0	100.0	11 - lt 1/4	99.7	99.7
5k_2	99.7	99.0	11 - total	99.8	99.8
5l_1	100.0	100.0	12	99.8	99.7
5l_2	99.7	99.0	13a	99.8	99.7
5m_1	100.0	100.0	13b	100.0	100.0
5m_2	99.7	98.9	14a	100.0	100.0
5n_1	100.0	100.0	14b	99.6	99.5
5n_2	99.7	99.7	14c	100.0	100.0
5o_1	100.0	100.0	14c_445	99.9	99.9
5o_2	99.7	99.7	15	100.0	100.0
5p_1	100.0	100.0	16	97.7	97.1
5p_2	99.7	99.6	17	99.0	98.7
5q_1	100.0	100.0	18	99.8	99.8
5q_2	99.7	99.6			

NOTE: See the PSS Questionnaire in appendix B for the wording of the items.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2009–10.

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V. Data Preparation

Questionnaire Check-in

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

Data Capture

The 2009–10 PSS data were captured using a combination of manual data keying and imaging technology, using the Integrated Computer Assisted Data Entry (iCADE) system. The questionnaires were disassembled and each duplex page was scanned. Clerical staff reviewed and resolved data issues due to system errors such as the inability to read a barcode, inability to recognize a page corner point, or checkbox ambiguities (e.g., marks outside checkbox, scratch outs, random marks on a page). Each imaged response was presented to a keying operator and all fields except the checkboxes were keyed from image (KFI). The checkboxes were captured using Optical Mark Recognition (OMR). All nonblank data fields were 100 percent KFI verified.

Reformatting

Merging Data Files

After the PSS questionnaire data were captured, the output files from the different sources (keyed, Internet, and CATI) were reformatted into SAS datasets and then merged into one file. Some variables on the CATI output files (e.g., ungraded enrollment, nursery and prekindergarten enrollment, association membership) had to be recoded to be consistent with those from the PSS paper questionnaire output file.

Name and Address Updates

Corrections to the name, address, and telephone numbers supplied by the respondents were applied to the PSS file during the reformatting phase. These corrections were keyed, either by NPC or during the CATI interviews. All addresses were then checked with National Change of Address (NCOA) software, a commercial software package that corrects and standardizes addresses.

Preliminary Interview Status

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

Computer Pre-Edit

After the preliminary ISR classification, interview records (ISR = 1) on the data file were processed through a computer pre-edit designed to identify respondent errors in variables needed for imputation. This pre-edit program generated lists of cases where there were potential data problems. Census Bureau staff reviewed the computer record of cases that met each pre-edit rejection condition. Whenever possible, unacceptable entries were corrected by using information reported in other questionnaire items or information from other sources. Unacceptable entries that could not be corrected were blanked in the data record. The procedures described above are referred to as “pre-edits” because staff, rather than computer algorithms, handled computer-identified problems. (See appendix table F-1 for the number of records rejected by pre-edit rejection reason.) The changes made during the pre-edit are summarized in table 11. (See appendix table F-2 for the number of changes made to PSS variables during the pre-edit.)

Computer Edit

After pre-edit corrections were made, the file was submitted to a completely automated computer edit. This edit consisted of a consistency edit, a blanking edit, and a logic edit. The consistency edit identified inconsistent entries within each record. The fields compared could be within items (e.g., if the response in item 9a, whether any students were enrolled in 12th grade last year, was “No,” but the second part of the question reported 12th-graders enrolled the previous year) or between items (e.g., if kindergarten was reported in item 5c and the response to item 10a indicated that the school did not offer kindergarten). Entries were corrected for those inconsistencies that could be resolved; for those that could not be resolved, the entries were deleted. The blanking edit deleted inappropriate entries and assigned the “not answered” (.N) code to items that should have been answered but were not. Only records classified as interviews in the preliminary ISR were edited. The changes made during the edit are summarized in table 11.

Table 11. Summary of changes made to PSS questionnaire variables during the pre-edit and edit: 2009–10

Source of change	Number of variables where changes were made ¹	Range of numbers of records affected	Percent of number of records affected
Pre-edit	42	1-1,168	#-4.14
Edit	101	1-13,893	#-49.2

Rounds to zero.

¹ There are 107 total variables in the 2009–10 PSS.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

In the logic edit, the following sources were used to create entries for items with missing data:

- Other items on the 2009–10 PSS questionnaire.** Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items 5c–e (number of kindergarten, transitional kindergarten, and transitional first-grade students) and 10a (length of school day for kindergarten, transitional kindergarten, and transitional first grade) with missing values. The source item used for imputing items 5c–e was item 10a. The source items used for imputing item 10a were items 5c–e and 17. For example, if the respondent did not answer item 10a (length of school day for kindergarten, transitional kindergarten, and transitional

first grade) and item 5 indicated that the school did not have students enrolled in any of those grades, then zero (school does not offer kindergarten) was imputed to item 10a.

- **Data from the 2007–08 PSS.** Data from the 2007–08 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 2007–08 PSS, the 2007–08 response was copied to the 2009–10 record.

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

Final Interview Status

After the range check, consistency edit, and blanking edit were complete, a final determination (final ISR) of whether the case was in-scope and, if so, whether sufficient data had been collected for the case to be classified as an interview was made.

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

- the school was prekindergarten only (item 5); or
- any of the five screening questions was marked “No” (item 2); or
- the school was located in a private home that was used primarily as a family residence (item 13) and had fewer than six students (item 6); or
- the school was located in a private home that was used primarily as a family residence (item 13) and had all ungraded students (item 5).

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

- none of the conditions for out-of-scope case was met; and
- there were valid entries for either total number of students enrolled (item 6) or total number of teachers (item 11); and
- there were valid entries in at least two of the following items—
 - whether the school had any students enrolled in 12th grade in the last school year (item 9a),
 - type of school (item 12a),
 - whether the school had religious orientation or purpose (item 14a), or
 - number of days in the school year (item 16).

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

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

Table 12. Number of PSS cases, by preliminary and final interview status and the percentage change between preliminary and final interview status: 2009–10

Interview status	Preliminary ISR	Final ISR	Percent change
Total	40,302	40,302	†
Interview	29,242	28,217	3.6
Noninterview	1,634	1,856	12.0
Out-of-scope	9,426	10,229	7.9

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Imputation

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

Donor Imputation

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

Items 13b (located in a private home that is used primarily as a family residence), 14a and 14c (religious orientation or purpose, and religious orientation or affiliation), and 15 (association membership) did not go through the donor imputation program. If, after the logic edit, item 13b was still incomplete, the assumption was made that the school was not located in a private home and for item 15 that the school did not belong to any associations. If values were still missing for items 14a and 14c after the logic edit, the records were reviewed and imputed by an analyst.

Analyst Imputation

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

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

Changes to PSS Variables During Imputation

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

Table 13. Summary of changes made to PSS questionnaire variables during imputation, by type of change: 2009–10

Type of change	Number of variables where changes were made ¹	Range of numbers of records affected	Percent of number of records affected
Imputed from a donor record	62	1-1,013	#-3.59
Analyst imputation	64	1-135	#-.50

Rounds to zero.

¹ There are 107 total variables in the 2009–10 PSS.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

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VI. Weighting and Variance Estimation

This chapter describes the weighting procedure used for the 2009–10 PSS. The final weights are needed to have the estimates reflect the population of private schools when analyzing the data. The method of estimating sampling errors for weighted estimates in PSS using the replicate weights is also discussed. Weighting is presented first, followed by variance estimation.

Weighting

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

Base Weight is the inverse of the probability of selection of the school. The base weight is equal to one for all list-frame schools. For area-frame schools, the base weight is equal to the inverse of the probability of selecting the PSU in which the school resides.⁷

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

The cells used to compute the nonresponse adjustment were defined differently for list-frame and area-frame schools. For schools in the list frame, the cells were defined by affiliation (17 categories), locale type (4 categories), grade level (4 categories), Census region (4 categories), and enrollment (3 categories). (See appendix H.) The nonresponse adjustment cells for area-frame schools were defined by three-level typology (3 categories) and grade level (4 categories). (See appendix H.)

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

⁷ See the “Area Frame” section of chapter II.

Variance Estimation

This section describes the variance estimation used for the 2009–10 PSS, how the replicates were assigned, and how to use the replicate weights to compute variances.

Producing Replicate Weights

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

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

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

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

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

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

Applying Replicate Weights

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

The computation of sampling errors using these replicate weights can be done easily using one of the following software: AM Statistical Software, SAS, STATA, SUDAAN, or WesVar Complex Sample Software.

- **AM.** The user needs to set the replicate weights along with the replication method using the right-click context menu in the variable list window. Once the “Set Replicate Weights” window is displayed, the replicate weights as identified above can be highlighted and dragged into the window. At the bottom of the window are four options for replication method; BRR should be selected. For more information, visit <http://am.air.org>.

- **SAS.** Standard errors based on BRR can be generated in SAS version 9.2 or higher using the survey procedures (SURVEYMEANS, SURVEYFREQ, SURVEYREG, and SURVEYLOGISTIC) available in the SAS/STAT module. (This module is an addition to the Base SAS software.) The BRR method is specified in the PROC statement using the VARMETHOD option parameter (VARMETHOD=BRR). The replicate weight variables are specified using the REPWEIGHT statement (REPWEIGHTS variables;). For more information, see http://www.sas.com/news/newsletter/stats/2008_10_14.html.
- **STATA.** Standard errors based on BRR can be generated in STATA using the ‘svy’ commands. The data must first be declared as complex survey data using the ‘svyset’ command. This command also designates variables that contain information about the survey design, and specifies the default method for variance estimation. The ‘vce’ option to this command should be set for “brr” (“vce(brr)”) for balanced repeated replication; the weight variables are specified with the option ‘brrweight(varlist)’. For more information, see the STATA website at <http://www.stata.com/capabilities/svy.html>.
- **SUDAAN.** The user needs to specify the sample design as a BRR design as well as specifying the replicate weight variables. Specifying the sample design (DESIGN = BRR) is done in the procedure call statement (i.e., PROC DESCRIPT DESIGN = BRR;). The specification of the replicate weights is done with the REPWGT statement (i.e., to produce the sampling errors for estimates use the statement: REPWGT REPW1-REPW88;). For more information, visit www.rti.org/sudaan/.
- **WesVar.** The user needs to create a new WesVar data file by specifying the full sample weight variable and the replicate weight variables as defined above, and the replication method, BRR. The replicate weights and the full sample weight can be highlighted and dragged to their appropriate place on the “New WesVar Data File” window. For more information, visit http://www.westat.com/westat/statistical_software/wesvar/index.cfm.

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VII. Quality of PSS Data

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

Reviewing the Quality of PSS Data

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

1. **Unit nonresponse.** Response rates were calculated for traditional and k-terminal schools. (See chapter IV for unit response rate information.) Because the unit response rates were all greater than 85 percent, no bias analysis was performed.
2. **Item nonresponse.** Item response rates were calculated for each item. (See chapter IV for item response rate information.) Because the item response rates were all greater than 85 percent, no bias analysis was performed.
3. **Edits.** The validity of the skip patterns in the questionnaire was established during the processing of the data; that is, Census Bureau analysts verified that each item had the number of responses it should have if skip instructions were followed correctly.
4. **Reasonableness of data.** Multivariate tabulations of key survey variables were obtained and compared to estimates from the 2007–08 PSS survey. Tabulations were reviewed to determine whether the estimates were within reasonable bounds, allowing for elements of change (such as random fluctuations in variance, or secular growth).

Area-Frame Contribution to Estimates

The standard error of an estimate is an indicator of the precision of that estimate for a given sample size. Because all list-frame cases are included in PSS, the list-frame component of the standard error is always zero. Since only the area frame contributes to the standard error for PSS, the contribution of the area frame to an estimate is a measure of the precision of that estimate. For the 2009–10 PSS, approximately 11 percent of traditional private schools (table 14), 4 percent of traditional private school enrollment (table 15), and 4 percent of the number of traditional private school teachers (headcount) (table 16) were from the area frame. Approximately 16 percent of k-terminal private schools and enrollment, and 11 percent of the number of k-terminal private school teachers (headcount) were from the area frame (table 17).

Table 14. Weighted number of traditional private schools by frame and percentage of total schools from the area frame, by private school typology: 2009–10

Private school typology	Total	List frame	Area frame	Area frame as percent of total
Total	28,090	25,116	2,975	10.6
Catholic	7,017	6,919	98	1.4
Parochial	3,092	3,069	24	0.8
Diocesan	2,946	2,914	32	1.1
Private	978.3	936.2	42	4.3
Other religious	14,209	12,063	2,146	15.1
Conservative Christian	4,436	4,342	95	2.1
Affiliated	2,680	2,541	139	5.2
Unaffiliated	7,092	5,181	1,912	27.0
Nonsectarian	6,865	6,133	732	10.7
Regular	2,642	2,490	152	5.8
Special emphasis	2,672	2,238	434	16.2
Special education	1,551	1,405	145	9.4

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table 15. Weighted number of traditional private school students by frame and percentage of total students from the area frame, by private school typology: 2009–10

Private school typology	Total	List frame	Area frame	Area frame as percent of total
Total	4,626,609	4,466,703	159,906	3.5
Catholic	2,007,640	1,993,842	13,798	0.7
Parochial	783,368	778,216	5,153	0.7
Diocesan	844,379	839,020	5,358	0.6
Private	379,893	376,606	3,287	0.9
Other religious	1,730,551	1,619,799	110,752	6.4
Conservative Christian	634,321	631,108	3,213	0.5
Affiliated	442,641	432,868	9,773	2.2
Unaffiliated	653,589	555,823	97,766	15.0
Nonsectarian	888,418	853,062	35,356	4.0
Regular	593,646	584,725	8,921	1.5
Special emphasis	194,118	174,764	19,354	10.0
Special education	100,653	93,573	7,080	7.0

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table 16. Weighted number of traditional private school teachers (headcount) by frame and percentage of total teachers from the area frame, by private school typology: 2009–10

Private school typology	Total	List frame	Area frame	Area frame as percent of total
Total	467,604	448,121	19,483	4.2
Catholic	153,162	151,599	1,562	1.0
Parochial	56,805	56,463	342	0.6
Diocesan	62,875	62,311	563	0.9
Private	33,482	32,825	657	2.0
Other religious	190,969	177,444	13,525	7.1
Conservative Christian	66,315	65,917	398	0.6
Affiliated	51,563	50,102	1,462	2.8
Unaffiliated	73,091	61,425	11,666	16.0
Nonsectarian	123,474	119,078	4,396	3.6
Regular	75,495	74,371	1,124	1.5
Special emphasis	29,050	26,699	2,351	8.1
Special education	18,930	18,009	921	4.9

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table 17. Weighted number of kindergarten-terminal private schools, students, and teachers (headcount) by frame and the percentage of schools, students, and teachers from the area frame, by private school three-level typology: 2009–10

Private school typology	Total	List frame	Area frame	Area frame as percent of total
Schools				
Total	5,276	4,446	829	15.7
Catholic	99	89	10	9.8
Other religious	1,407	1,168	239	17.0
Nonsectarian	3,770	3,190	581	15.4
Students				
Total	73,510	61,602	11,909	16.2
Catholic	2,000	1,925	76	3.8
Other religious	21,460	17,853	3,607	16.8
Nonsectarian	50,050	41,824	8,226	16.4
Teachers				
Total	15,342	13,641	1,702	11.1
Catholic	411	392	20	4.8
Other religious	4,388	3,775	612	14.0
Nonsectarian	10,544	9,474	1,070	10.1

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Capture-Recapture Estimate of PSS Coverage

Because PSS uses a dual frame approach, it is possible to estimate the coverage or completeness of PSS. A capture-recapture methodology (Sekar and Deming 1949) was used to estimate the number of traditional private schools in the United States and to estimate the coverage of traditional private schools in the 2009–10 PSS. The list frame “captured” 25,116 schools. In the subsequent area frame, 22,154 schools (weighted) were “captured,” of which 19,179 were “recaptured” (i.e., already on the list frame). Solution for x in the equation $22,154 \times (25,116/x) = 19,179$ reveals an estimated population (capture-recapture estimate) of 29,011 private schools. The coverage of the traditional PSS estimate is the ratio of the PSS estimate (28,090) to the traditional capture-recapture estimate (29,011) and is equal to 96.8 percent.

The capture-recapture estimate of 29,011 traditional private schools is based on the assumption that the probability of observing a school from a frame has the same expected value for all units. Violation of this assumption tends to underestimate the undercoverage. Using poststratification cells to compute the capture-recapture estimate can alleviate concerns about this. Separate traditional private school capture-recapture estimates were computed for four different sets of poststratification cells: nine-level typology (29,305), grade level (29,012), three-level typology—Catholic, other religious, nonsectarian (29,029), and three-level typology within grade level (29,078). Using the highest estimate makes it least likely that the above-mentioned assumption would be violated. The largest traditional private school capture-recapture estimate is produced using the nine-level typology poststratification cells (29,305). The most conservative traditional private school coverage rate, then, is equal to 95.8 percent.

The same capture-recapture methodology was used to estimate the number of k-terminal private schools in the United States and to estimate the coverage of k-terminal private schools in the 2009–10 PSS. The list frame “captured” 4,446 schools. In the subsequent area frame, 3,084 schools (weighted) were “captured,” of which 2,255 were “recaptured” (i.e., already on the list frame). Solution for x in the equation $3,084 \times (4,446/x) = 2,255$ reveals an estimated population (capture-recapture estimate) of 6,081 private schools. The coverage of the k-terminal private school PSS estimate is the ratio of the PSS estimate (5,275) to the k-terminal private school capture-recapture estimate (6,081) and is equal to 86.8 percent.

The capture-recapture estimate of 6,081 k-terminal private schools is also based on the assumption that the probability of observing a school from a frame has the same expected value for all units. Separate k-terminal private school capture-recapture estimates were computed for two different sets of poststratification cells: nine-level typology (6,168) and three-level typology—Catholic, other religious, nonsectarian (6,088). The higher k-terminal private school capture-recapture estimate is produced using the nine-level typology poststratification cells (6,168). The more conservative k-terminal private school coverage rate, then, is equal to 85.5 percent.

Comparability With Other Estimates

One way to verify the external validity of the 2009–10 PSS data is to make comparisons to estimates computed from other sources. The 2009–10 PSS estimates were compared to those produced using 2009 Current Population Survey, 2009–10 National Catholic Educational Association (NCEA), and prior PSS data.

Current Population Survey Data

A comparison of the PSS estimate of K–12 students enrolled in all private schools (traditional and k-terminal) with the household survey estimate from the 2009 October Supplement of the Current Population Survey (CPS) (U.S. Census Bureau 2009) shows that the PSS estimate of 4,700,119 does statistically differ from the CPS estimate of the number of private school students in grades K–12 in October 2009 of 4,500,000.

National Catholic Educational Association Data

Comparisons of the PSS estimates for Catholic schools, students, and full-time equivalent (FTE) teachers (traditional schools) with NCEA 2010 data for the 2009–10 school year show differences in the student (1,969,079 versus 2,009,641) and FTE teacher counts (154,316 versus 142,620) between the two data sources (table 18).

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

Table 18. Weighted number of PSS Catholic schools, students, and teachers compared to those of the National Catholic Educational Association, by level: 2009–10

School level	NCEA	PSS
Schools		
Total	7,094	7,115
Elementary	5,889	5,679
Secondary	1,205	1,097
Combined	—	339
Students		
Total	1,969,079	2,009,641
Elementary	1,375,982	1,310,294
Secondary	593,097	587,163
Combined	—	112,184
Teachers		
Total	154,316	142,620
Elementary	103,460	88,762
Secondary	50,856	43,380
Combined	—	10,478

— Not available.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10; *United States Catholic Elementary and Secondary Schools, 2009–10: Annual Statistical Report on Schools, Enrollment, and Staffing*, National Catholic Educational Association (NCEA).

Prior PSS Data

The numbers of schools, students, and FTE teachers for each PSS collection since 1995–96 are presented in table 19. The estimated number of schools in 2009–10 was not statistically different from that of 2007–08. The estimated number of private students and FTE teachers decreased between 2007–08 and 2009–10.

Table 19. Weighted number of private schools, students, and teachers, by level: 1995–96, 1997–98, 1999–2000, 2001–02, 2003–04, 2005–06, 2007–08 and 2009–10

Level	1995–96	1997–98	1999–2000	2001–02	2003–04	2005–06	2007–08	2009–10
Schools								
Total	34,934	33,895	32,995	35,895	34,681	35,054	33,740	33,366
Elementary	23,992	23,116	22,302	24,049	23,494	22,870	21,870	21,425
Secondary	2,533	2,487	2,538	2,704	2,694	2,927	2,932	2,776
Combined	8,409	8,292	8,155	9,142	8,494	9,257	8,938	9,165
Students								
Total	5,146,753	5,179,181	5,254,485	5,439,925	5,212,991	5,146,814	5,072,451	4,700,119
Elementary	2,949,801	2,927,905	2,923,174	2,981,423	2,784,714	2,640,490	2,513,099	2,269,301
Secondary	811,422	798,339	806,639	835,328	845,083	859,453	826,905	785,500
Combined	1,385,531	1,452,937	1,524,673	1,623,175	1,583,195	1,646,871	1,732,447	1,645,318
Teachers								
Total	376,239	391,360	408,397	440,804	440,850	449,811	456,266	437,414
Elementary	190,479	195,268	200,914	217,469	214,677	209,508	207,229	194,482
Secondary	59,880	60,885	62,737	67,318	68,344	70,676	69,241	67,526
Combined	125,881	135,207	144,746	156,017	157,830	169,626	179,797	175,406

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1995–96, 1997–98, 1999–2000, 2001–02, 2003–04, 2005–06, 2007–08, 2009–10.

VIII. Information on Data Files

Availability of Data

The 2009–10 PSS data are available in restricted-use and public-use formats. Access to the restricted-use data file is limited to individuals associated with organizations that have received a license to use PSS data, while the public-use data file is available to the public. The PSS restricted-use and public-use data files are exactly the same except the restricted-use file contains one variable (P355—the number of students who graduated from the 12th grade in school year 2008–09) that is not on the public-use file. This variable is not available on the public-use file because of the possibility of using this variable to disclose individually identifiable information, which is confidential and protected by law.

Restricted-Use Data File

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

How to Get a Restricted-Use Data File

Researchers who can demonstrate a need for more detailed information may request a license to use the restricted-use dataset for statistical research purposes. The restricted-use data procedures and license documents are available at http://nces.ed.gov/statprog/instruct_gettingstarted.asp.

Public-Use Data File

Public-use data are, as the name implies, available to the public.

How to Access Public-Use Data

The public-use data file is available online in SAS, SPSS, and text format and can be accessed at <http://nces.ed.gov/surveys/pss/pssdata.asp>.

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IX. User Notes and Cautions

This section provides some caveats and considerations that analysts should take into account when using the 2009–10 PSS data.

Locale Code (Urbanicity)

The 2009–10 PSS file does not contain the 8-category locale code (LOCALE) that was included on the 2005–06 and earlier PSS files. The 2009–10 file does contain the new (2003) 12-category locale code (ULOCALE), which is also included on the 2003–04, 2005–06, and 2007–08 PSS data files.

Race/Ethnicity

Beginning with the 2009–10 PSS, race/ethnicity data (Item 7) were collected following the Department of Education's October 2007 guidance on collecting and reporting race and ethnicity data. The seven race/ethnicity categories used in 2009–10 were Hispanic or Latino, regardless of race (P320); and for those not of Hispanic or Latino origin, American Indian or Alaska Native (P310), Asian (P316), Black or African American (P325), Native Hawaiian or other Pacific Islander (P318), White (P330), and Two or more races (P332). In earlier PSS collections, race/ethnicity data were collected using five categories; Asians and Pacific Islanders were combined in one category—Asian or Pacific Islander, and there was no category for those of two or more races.

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Appendix A. Key Terms for PSS

Full-time equivalent (FTE)

Full-time equivalent (FTE) quantifies private school teacher positions in proportion to a full-time position. Private school teacher positions are assigned an FTE based on respondent-provided information on full-time and part-time work status:

- **FTE = 1.000.** A teacher works full time.
- **FTE = .875.** A teacher works at least 3/4 time but less than full time.
- **FTE = .625.** A teacher works at least 1/2 time but less than 3/4 time.
- **FTE = .375.** A teacher works at least 1/4 time but less than 1/2 time.
- **FTE = .125.** A teacher works less than 1/4 time.

Kindergarten-terminal school

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

Private school

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

Program emphasis

Private schools are classified according to one of seven types of program emphasis that best describes the school:

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

Region

Private schools are assigned to one of four geographic regions.

- **Northeast.** Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.
- **Midwest.** Kansas, Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.
- **South.** Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.
- **West.** Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

School level

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

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

Teacher

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

- regular classroom teachers;
- teachers who teach subjects such as music, art, physical education, and special education; and
- teaching principals or administrators who teach a regularly scheduled class.

Short-term substitute teachers, student teachers, and teacher aides are not included.

Traditional private school

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

Typology

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

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

Ungraded students

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

Urbanicity type

Urbanicity type is derived from the 12-category, urban-centric locale code (ULOCAL). The urban-centric locale code is based on the school’s physical address (or mailing address if the physical address is not reported) and is a measure of a school’s location relative to populous areas. For this documentation, the urban-centric locale codes were aggregated into four urbanicity types:

- **City.** The territory inside an urbanized area and inside a principal city;
- **Suburb.** The territory outside a principal city and inside an urbanized area;
- **Town.** Territory inside an urban cluster; and
- **Rural.** Census defined rural territory.

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Appendix B. 2009–10 PSS Questionnaire

15119019

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

OMB No. 1850-0641: Approval Expires 06/30/2010

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

PRIVATE SCHOOL SURVEY 2009-10 SCHOOL YEAR



PLEASE NOTE:

The 2009-10 Private School Survey is intended to include all private -

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

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

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

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

For example:

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

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

FORM **PSS-1**
(08-14-09) Draft 8

PLEASE CONTINUE WITH ITEM 1 ON PAGE 3.



15119027

DEAR ADMINISTRATOR:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the 2009-10 Private School Survey, a national data collection that is very valuable to private schools across the country. The U.S. Census Bureau is conducting the survey for NCES; the survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002.

WHY IS NCES SPONSORING THIS SURVEY?

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

WHO SHOULD PARTICIPATE IN THIS SURVEY?

The 2009-10 Private School Survey includes all private schools and early childhood programs that provide educational instruction to students in kindergarten or *at least* one 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 25 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 13 percent of the nation's teachers. NCES 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
ATTN: DCB 61G
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,



STUART KERACHSKY
ACTING COMMISSIONER FOR EDUCATION STATISTICS
NATIONAL CENTER FOR 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 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Private School Survey, National Center for Education Statistics, 1990 K Street, N.W., #9012, Washington, DC 20006-5651.



15119035

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

YOUR NAME ⁰⁵⁰

TITLE ⁰⁵¹

SCHOOL TELEPHONE NUMBER ⁰⁵² Area code Number

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

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

¹⁰⁵ 1 ☐ Yes

2 ☐ No - Please explain → ¹⁰⁶ → [GO TO item 3 below.](#)

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

¹³⁰ 1 ☐ Yes

2 ☐ No - Please describe the type of school, (e.g., public school, Bureau of Indian Affairs school, state school, charter school, etc.) ↗

¹³¹ → [GO TO item 3 below.](#)

c. Is this school still in operation?

¹⁰⁰ 1 ☐ Yes

2 ☐ No - Please record the date when the school closed. → ¹⁰¹ Month ¹⁰² Day ¹⁰³ Year → [GO TO item 3 below.](#)

d. Does this school teach any students in AT LEAST one of grades K to 12, or comparable ungraded levels (e.g., K to 6, 9 to 12, PK to 12, PK to K, etc.)?

¹¹⁵ 1 ☐ Yes

2 ☐ No - Please record the grade level(s) taught in this school (e.g., nursery and prekindergarten, adult education, postsecondary). ↗

¹¹⁶ → [GO TO item 3 below.](#)

e. Is this school located in the United States?

¹²⁵ 1 ☐ Yes

2 ☐ No - Please specify the country in which this school is located. ↗

¹²⁶

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

U.S. CENSUS BUREAU
ATTN: DCB 61G
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001

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

FORM PSS-1



15119043

INSTRUCTIONS

The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters, using a black ballpoint pen.

CORRECT marking example –
(Use care to keep characters
in their designated spaces.)

3	5
---	---

1 ☒ Yes2 ☐ No

INCORRECT marking example –

35

1 ☐ Yes2 ☐ No

OR

3	5
---	---

1 ☒ Yes2 ☐ No

- a. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.
- b. If you have any questions, call the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

4. At the end of this questionnaire, you will be asked how long it took to complete this questionnaire. To help you with this, please record the time you begin.






--

--

Time started

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

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

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



15119050

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

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



15119068

7. Around the first of October, how many students enrolled in grades K-12 and comparable ungraded levels were –

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

● If none, please mark (X) the box.

a. Hispanic or Latino, regardless of race?

320 0 ☐ None or Students

b. White, not of Hispanic or Latino origin?

330 0 ☐ None or Students

c. Black or African American, not of Hispanic or Latino origin?

325 0 ☐ None or Students

d. Asian, not of Hispanic or Latino origin?

316 0 ☐ None or Students

e. Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin?

318 0 ☐ None or Students

f. American Indian or Alaska Native, not of Hispanic or Latino origin?

310 0 ☐ None or Students

g. Two or more races, not of Hispanic or Latino origin?

332 0 ☐ None or Students

8a. Is this school or program coeducational?

335 1 ☐ Yes
 2 ☐ No, it is an all-female school
 3 ☐ No, it is an all-male school } [GO TO item 9a on page 7.](#)

b. Around the first of October, how many MALE students in grades K-12 and comparable ungraded levels were enrolled in this school or program?

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

● If none, please mark (X) the box.

340 0 ☐ None or Male students



15119076

9a. LAST school year (2008-09), 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, 2008?

350 12th graders

c. How many students graduated from the 12th grade with a diploma last school year (2008-09)?
 ● Include 2009 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.
 ● If none, please mark (X) the box.

355 0 ☐ None → [GO TO item 10a below.](#)

Graduates

d. Of those who graduated with a diploma last school year, approximately what percentage went to four-year colleges?
 ● If none, please mark (X) the box.
 ● Round to the nearest whole percent.

360 0 ☐ None or Percent

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 or program 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



15119084

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 or program.

Example:

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

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

- ☐ None or Full-time teachers
- ☒ None or Teach at least $\frac{3}{4}$ time but less than full time
- ☐ None or 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 or she spends teaching prekindergarten is not counted in item 11.
This number also includes the physical education teacher who teaches three days a week.
- ☐ None or Teach at least $\frac{1}{4}$ time but less than $\frac{1}{2}$ time
This includes the music teacher who teaches two days a week.
- ☐ None or Teach less than $\frac{1}{4}$ time
This includes the principal who teaches one 30-minute class each day. The time he or she spends working as a principal is not included in item 11.
- TOTAL TEACHERS**



15119092

11. Around the first of October, how many persons were teaching in grades K-12 and/or COMPARABLE ungraded levels at this school or 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 or program.

● Include:

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

● Do NOT include:

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

● If none, please mark (X) the box.

385 ☐ None or ☐ Full-time teachers

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

395 ☐ None or ☐ Teach at least $\frac{1}{2}$ time but less than $\frac{3}{4}$ time

400 ☐ None or ☐ Teach at least $\frac{1}{4}$ time but less than $\frac{1}{2}$ time

405 ☐ None or ☐ Teach less than $\frac{1}{4}$ time

410 ☐ TOTAL TEACHERS



15119100

12. Which of the following best describes this school or program?

● Mark (X) only one box.

- 415
- 1 ☐ REGULAR school – elementary or secondary
- 2 ☐ MONTESSORI school
- 3 ☐ SPECIAL PROGRAM EMPHASIS school – such as a science or math school, performing arts school, talented or gifted school, foreign language immersion school, etc.
- 4 ☐ SPECIAL EDUCATION school – primarily serves students with disabilities
- 5 ☐ CAREER/TECHNICAL/VOCATIONAL school – primarily serves students being trained for occupations
- 7 ☐ EARLY CHILDHOOD PROGRAM OR DAY CARE CENTER – such as kindergarten only, prekindergarten and kindergarten only, kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.
- 6 ☐ ALTERNATIVE/OTHER school – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program emphasis, special education, or vocational school – *Please describe.* ↗

416

13a. Is a major role of this school or program to support homeschooling?

- 420
- 1 ☐ Yes
- 2 ☐ No

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

- 425
- 1 ☐ Yes
- 2 ☐ No

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

- 430
- 1 ☐ Yes
- 2 ☐ No → [GO TO item 15 on page 12.](#)

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


- 435
- 1 ☐ Yes
- 2 ☐ No



15119118

14c. What is this school's or program's religious orientation or affiliation?
 ● Mark (X) only one box.

440

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

441

FORM PSS-1



15119126

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

● Mark (X) all that apply.

450 1 ☐ This school or program does NOT belong to ANY associations or organizations

RELIGIOUS

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

460 1 ☐ American Association of Christian Schools (AACS)

465 1 ☐ Association of Christian Schools International (ACSI)

467 1 ☐ Association of Christian Teachers and Schools (ACTS)

468 1 ☐ Association of Classical and Christian Schools (ACCS)

470 1 ☐ Christian Schools International (CSI)

480 1 ☐ Evangelical Lutheran Education Association (ELEA)

485 1 ☐ Friends Council on Education (FCE)

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

492 1 ☐ Islamic School League of America (ISLA)

495 1 ☐ Jesuit Secondary Education Association (JSEA)

500 1 ☐ National Association of Episcopal Schools (NAES)

505 1 ☐ National Catholic Educational Association (NCEA)

510 1 ☐ National Christian School Association (NCSA)


515 1 ☐ National Society for Hebrew Day Schools (Torah U'Mesorah)

520 1 ☐ Oral Roberts University Educational Fellowship (ORUEF)

522 1 ☐ The Jewish Community Day School Network (RAVSAK)

525 1 ☐ Solomon Schechter Day School Association (SSDSA)

530 1 ☐ Southern Baptist Association of Christian Schools (SBACS)

535 1 ☐ Other religious school association(s) – Specify 

536



15119134

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

☛ Mark (X) all that apply.

SPECIAL EMPHASIS

- 540 1 ☐ American Montessori Society (AMS)
- 542 1 ☐ Association Montessori International (AMI)
- 545 1 ☐ Other Montessori association(s)
- 550 1 ☐ Association of Military Colleges and Schools (AMCS)
- 555 1 ☐ Association of Waldorf Schools of North America (AWSNA)
- 575 1 ☐ National Association of Private Special Education Centers (NAPSEC)
- 580 1 ☐ Other association(s) for exceptional children
- 585 1 ☐ European Council for International Schools (ECIS)
- 590 1 ☐ National Association for the Education of Young Children (NAEYC)
- 600 1 ☐ National Association of Laboratory Schools (NALS)
- 602 1 ☐ National Coalition of Girls Schools (NCGS)
- 605 1 ☐ Other special emphasis association(s) – Specify ➤

606

OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS

- 610 1 ☐ Alternative School Network (ASN)
- 620 1 ☐ National Association of Independent Schools (NAIS)
- 622 1 ☐ State or regional independent school association
- 625 1 ☐ National Coalition of Alternative Community Schools (NCACS)
- 630 1 ☐ National Independent Private Schools Association (NIPSA)
- 635 1 ☐ The Association of Boarding Schools (TABS)
- 640 1 ☐ Other school association(s) – Specify ➤

641



15119142

16. How many days are in the school year for students in this school or program? 645 <input type="text"/> Days per school year		
17. How long is the school day for students in this school or program? ● Report BOTH hours and minutes, e.g., 06 hours and 00 minutes, 05 hours and 45 minutes, etc. ● If the length of day varies by grade level, record the longest day.		
650	<input type="text"/>	Hours AND <input type="text"/> Minutes
18. Does this school or program have a 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 school library, media center, resource center, information center, instructional materials center, learning resource center, or any other similar name.)		
660	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
19. Please print the school e-mail address and website.		
a. SCHOOL e-mail address 710 <input type="text"/>		
b. SCHOOL website 712 <input type="text"/>		
20. Not counting interruptions, how many minutes did it take to complete this questionnaire? 665 <input type="text"/> Minutes		
21. Please enter the date you completed this questionnaire. ● Report month as a number, i.e., 01 for January, 02 for February, etc.		
670	671	672
Month <input type="text"/>	Day <input type="text"/>	Year <input type="text"/>



15119159

22. Please verify this school's or program's name and mailing address that are preprinted below.

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

School or program name

700

Mailing address

701

City

702

State

703

ZIP Code + 4

704

 -
23a. Is the physical or street address of this school or program the same as the mailing address?

705

1 ☐ Yes2 ☐ No**b. Please print this school's or program's physical or street address.****Street**

706

City

707

State

708

ZIP Code

709

**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
ATTN: DCB 61G
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001



15119167

To learn more about the Private School Survey (PSS) and to access reports from earlier collections, see the PSS website at:
<http://nces.ed.gov/surveys/pss>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at:
<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at:
<http://www.fedstats.gov>



Appendix C. Private School Lists Received and Processed

Table C-1. Private school association lists whether received or processed: 2009–10

Association name	Received	Processed
American Association of Christian Schools	Yes	Yes
American Montessori Society	Yes	Yes
Association Montessori International	Yes	Yes
Association of Boarding Schools	Yes	Yes
Association of Christian Schools International	Yes	Yes
Association of Christian Teachers and Schools	Yes	Yes
Association of Military Colleges and Schools of the United States	Yes	Yes
Association of Waldorf Schools of North America	Yes	Yes
Christian Schools International	Yes	Yes
Conference of Seventh-Day Adventists	Yes	Yes
Evangelical Lutheran Church in America	Yes	Yes
General Council Agudath Israel of America	No	No
Friends Council on Education	Yes	Yes
International Christian Accrediting Association	Yes	Yes
Islamic School League of America	Yes	Yes
Jesuit Secondary Education Association	Yes	Yes
Lutheran Church—Missouri Synod (LCMS) Lutheran Schools	Yes	Yes
National Association of Episcopal Schools	Yes	Yes
National Association of Independent Schools	Yes	Yes
National Association of Laboratory Schools	Yes	Yes
National Association of Private Special Education Centers	Yes	Yes
National Catholic Educational Association	Yes	Yes
National Christian School Association	Yes	Yes
National Coalition of Alternative Community Schools	Yes	No
National Coalition of Girls' Schools	Yes	Yes
National Independent Private School Association	Yes	Yes
Solomon Schechter Day School Association	Yes	Yes
Southern Baptist Association of Christian Schools	Yes	Yes
Southern Association of Colleges and Schools	Yes	Yes
Torah U'Mesora—National Society for Hebrew Day Schools	Yes	Yes
Wisconsin Evangelical Lutheran Synod	Yes	Yes

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table C-2. State agency early childhood center lists, by state, selection for follow-up, and whether received or processed: 2009–10

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Appendix D. 2009–10 PSS Area-Frame Counties

Table D-1. PSS area-frame counties, by PSS county number, state, and certainty/sample status: 2009–10

PSS county number	State	County	Certainty/sample status
144	Alabama	Barbour County	Sample
244	Alabama	Choctaw County	Sample
145	Alabama	Henry County	Sample
238	Alabama	Jefferson County	Sample
134	Alabama	Madison County	Sample
245	Alabama	Sumter County	Sample
169	Alaska	Juneau City and Borough	Sample
252	Arkansas	Garland County	Sample
151	Arkansas	Little River County	Sample
253	Arkansas	Montgomery County	Sample
152	Arkansas	Sevier County	Sample
163	California	Alameda County	Sample
165	California	Butte County	Sample
090	California	Los Angeles County	Certainty
172	California	Madera County	Sample
092	California	Orange County	Certainty
269	California	Riverside County	Sample
166	California	San Diego County	Sample
270	California	Tulare County	Sample
268	Colorado	Denver County	Sample
164	Colorado	Douglas County	Sample
167	Colorado	El Paso County	Sample
225	Connecticut	Hartford County	Sample
229	Connecticut	Litchfield County	Sample
234	Florida	Alachua County	Sample
138	Florida	Manatee County	Sample
015	Florida	Miami-Dade County	Certainty
135	Florida	Pinellas County	Sample
239	Georgia	Cobb County	Sample
153	Georgia	Floyd County	Sample
235	Georgia	Fulton County	Sample
254	Georgia	Long County	Sample
255	Georgia	McIntosh County	Sample
139	Georgia	Rockdale County	Sample
256	Georgia	Wayne County	Sample

See notes at end of table.

Table D-1. PSS area-frame counties, by PSS county number, state, and certainty/sample status: 2009–10—Continued

PSS county number	State	County	Certainty/sample status
275	Idaho	Bonneville County	Sample
273	Idaho	Canyon County	Sample
276	Idaho	Teton County	Sample
214	Illinois	Calhoun County	Sample
023	Illinois	Cook County	Certainty
215	Illinois	Greene County	Sample
104	Illinois	Henry County	Sample
204	Illinois	Kane County	Sample
200	Illinois	Madison County	Sample
100	Illinois	Winnebago County	Sample
208	Indiana	Jasper County	Sample
209	Indiana	Newton County	Sample
114	Indiana	Putnam County	Sample
105	Indiana	Shelby County	Sample
205	Indiana	Vigo County	Sample
216	Iowa	Buchanan County	Sample
108	Iowa	Hamilton County	Sample
109	Iowa	Webster County	Sample
210	Kansas	Harvey County	Sample
246	Kentucky	Nelson County	Sample
247	Kentucky	Spencer County	Sample
146	Louisiana	Franklin Parish	Sample
136	Louisiana	Orleans Parish	Sample
147	Louisiana	Tensas Parish	Sample
232	Maine	Kennebec County	Sample
132	Maine	Oxford County	Sample
236	Maryland	Baltimore County	Sample
130	Massachusetts	Franklin County	Sample
221	Massachusetts	Norfolk County	Sample
226	Massachusetts	Plymouth County	Sample
122	Massachusetts	Suffolk County	Sample
115	Michigan	Hillsdale County	Sample
201	Michigan	Kent County	Sample
101	Michigan	Oakland County	Sample
106	Michigan	Saginaw County	Sample

See notes at end of table.

Table D-1. PSS area-frame counties, by PSS county number, state, and certainty/sample status: 2009–10—Continued

PSS county number	State	County	Certainty/sample status
206	Michigan	St. Clair County	Sample
110	Minnesota	Blue Earth County	Sample
217	Minnesota	Clearwater County	Sample
218	Minnesota	Mahnomen County	Sample
219	Minnesota	Norman County	Sample
111	Minnesota	Watonwan County	Sample
148	Mississippi	Choctaw County	Sample
248	Mississippi	Forrest County	Sample
154	Mississippi	Itawamba County	Sample
257	Mississippi	Jasper County	Sample
149	Mississippi	Oktibbeha County	Sample
249	Mississippi	Perry County	Sample
240	Mississippi	Rankin County	Sample
258	Mississippi	Smith County	Sample
211	Missouri	Cole County	Sample
116	Missouri	Stoddard County	Sample
170	Montana	Flathead County	Sample
171	Montana	Lincoln County	Sample
202	Nebraska	Lancaster County	Sample
107	Nebraska	Sarpy County	Sample
222	New Jersey	Morris County	Sample
123	New Jersey	Ocean County	Sample
271	New Mexico	Dona Ana County	Sample
128	New York	Greene County	Sample
008	New York	Kings County	Certainty
227	New York	Madison County	Sample
223	New York	New York County	Sample
009	New York	Queens County	Certainty
124	New York	Richmond County	Sample
233	New York	Steuben County	Sample
133	New York	Sullivan County	Sample
129	New York	Wayne County	Sample
140	North Carolina	Rowan County	Sample
137	North Carolina	Wake County	Sample
207	North Dakota	Cass County	Sample

See notes at end of table.

Table D-1. PSS area-frame counties, by PSS county number, state, and certainty/sample status: 2009–10—Continued

PSS county number	State	County	Certainty/sample status
220	Ohio	Adams County	Sample
102	Ohio	Clermont County	Sample
112	Ohio	Holmes County	Sample
203	Ohio	Summit County	Sample
155	Oklahoma	Adair County	Sample
259	Oklahoma	Carter County	Sample
156	Oklahoma	Cherokee County	Sample
260	Oklahoma	Love County	Sample
173	Oregon	Baker County	Sample
174	Oregon	Union County	Sample
175	Oregon	Wallowa County	Sample
228	Pennsylvania	Adams County	Sample
224	Pennsylvania	Erie County	Sample
125	Pennsylvania	Lackawanna County	Sample
131	Pennsylvania	Mifflin County	Sample
230	Pennsylvania	Montour County	Sample
231	Pennsylvania	Northumberland County	Sample
054	Pennsylvania	Philadelphia County	Certainty
250	South Carolina	Hampton County	Sample
251	South Carolina	Jasper County	Sample
241	South Carolina	Pickens County	Sample
150	South Carolina	Sumter County	Sample
117	South Carolina	Aurora County	Sample
118	South Dakota	Brule County	Sample
119	South Dakota	Buffalo County	Sample
120	South Dakota	Douglas County	Sample
121	South Dakota	Jerauld County	Sample
237	Tennessee	Knox County	Sample
157	Texas	Andrews County	Sample
141	Texas	Bexar County	Sample
242	Texas	El Paso County	Sample
158	Texas	Gaines County	Sample
069	Texas	Harris County	Certainty
261	Texas	Hemphill County	Sample
262	Texas	Lipscomb County	Sample

See notes at end of table.

Table D-1. PSS area-frame counties, by PSS county number, state, and certainty/sample status: 2009–10—Continued

PSS county number	State	County	Certainty/sample status
142	Texas	Lubbock County	Sample
263	Texas	Ochiltree County	Sample
264	Texas	Roberts County	Sample
243	Texas	Waller County	Sample
168	Utah	Weber County	Sample
159	Virginia	Alleghany County	Sample
161	Virginia	Craig County	Sample
143	Virginia	Roanoke County	Sample
265	Virginia	Wise County	Sample
162	Virginia	Covington City	Sample
266	Virginia	Norton City	Sample
277	Washington	Klickitat County	Sample
278	Washington	Skamania County	Sample
272	Washington	Thurston County	Sample
212	Wisconsin	Adams County	Sample
103	Wisconsin	Calumet County	Sample
113	Wisconsin	Walworth County	Sample
213	Wisconsin	Wood County	Sample
274	Wyoming	Laramie County	Sample

NOTE: All certainty counties were part of the overlap sample in 2009–10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

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Appendix E. Selected Weighted Response Rate Tables

Tables E-1 and E-2 of this section present the number of interviews and noninterviews, and weighted response rates by private school typology and by the religious and nonsectarian orientation of the school. Tables E-3 and E-4 of this section present the item response rates for traditional and kindergarten-terminal schools.

Item wording can be found in the 2009–10 PSS questionnaire contained in appendix B of this report or online at <http://nces.ed.gov/surveys/pss/pssdata.asp>, where the questionnaire is available as a downloadable portable document format (PDF) file.

Table E-1. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by private school typology: 2009–10

Private school typology	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	28,217	31,221	1,856	2,148	93.6
Catholic	6,420	6,420	136	136	97.9
Parochial	2,921	2,921	60	60	98.0
Diocesan	2,651	2,651	56	56	97.9
Private	848	848	20	20	97.7
Other religious	10,693	10,693	464	464	95.8
Conservative Christian	3,691	3,691	139	139	96.4
Affiliated	2,223	2,223	50	50	97.8
Unaffiliated	4,779	4,779	275	275	94.6
Nonsectarian	6,804	6,804	302	302	95.8
Regular	3,292	3,292	149	149	95.7
Special emphasis	2,385	2,385	89	89	96.4
Special education	1,127	1,127	64	64	94.6
Unknown	4,300	7,304	954	1,246	85.4

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table E-2. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by religious or nonsectarian orientation of school: 2009–10

Religious or nonsectarian category	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	28,217	31,221	1,856	2,148	93.6
Religious orientation	17,113	17,113	600	600	96.6
Roman Catholic	6,420	6,420	136	136	97.9
African Methodist Episcopal	13	13	†	†	100.0
Amish	653	653	36	36	94.8
Assembly of God	292	292	9	9	97.0
Baptist	1,574	1,574	92	92	94.5
Brethren	59	59	1	1	98.3
Calvinist	113	113	2	2	98.3
Christian (unspecified)	2,969	2,969	135	135	95.7
Church of Christ	130	130	3	3	97.7
Church of God	88	88	3	3	96.7
Church of God in Christ	19	19	1	1	95.0
Church of the Nazarene	61	61	†	†	100.0
Disciples of Christ	7	7	†	†	100.0
Episcopal	345	345	7	7	98.0
Friends	74	74	1	1	98.7
Greek Orthodox	26	26	†	†	100.0
Islamic	170	170	8	8	95.5
Jewish	647	647	52	52	92.6
Latter Day Saints	6	6	0	0	100.0
Lutheran Church—Missouri Synod	1,001	1,001	14	14	98.6
Evangelical Lutheran Church In America	127	127	2	2	98.4
Wisconsin Evangelical Lutheran Synod	321	321	2	2	99.4
Other Lutheran	65	65	†	†	100.0
Mennonite	260	260	58	58	81.8
Methodist	198	198	2	2	99.0
Pentecostal	233	233	10	10	95.9
Presbyterian	199	199	4	4	98.0
Seventh-Day Adventist	741	741	11	11	98.5
Other	302	302	11	11	96.5
Nonsectarian	6,804	6,804	302	302	95.8
Unknown	4,300	7,304	954	1,246	85.4

† Not applicable.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table E-3. PSS item response rates for traditional private schools: 2009–10

Item number	Unweighted response rate	Final weighted response rate	Item number	Unweighted response rate	Final weighted response rate
5a_1	100.0	100.0	6	100.0	100.0
5a_2	99.9	99.9	7a	97.3	96.4
5b_1	100.0	100.0	7b	97.2	96.3
5b_2	99.8	99.8	7c	97.3	96.4
5c_1	100.0	100.0	7d	97.2	96.3
5c_2	99.9	99.8	7e	96.7	96.0
5d_1	100.0	100.0	7f	97.2	96.3
5d_2	99.8	99.8	7g	96.7	95.9
5e_1	100.0	100.0	8a	99.9	99.9
5e_2	100.0	100.0	8b	98.4	97.2
5f_1	100.0	100.0	9a	100.0	100.0
5f_2	99.7	99.0	9b	99.2	99.1
5g_1	100.0	100.0	9c	99.1	99.1
5g_2	99.7	99.0	9d	96.1	95.9
5h_1	100.0	100.0	10a	99.8	99.9
5h_2	99.7	99.0	10b	99.6	99.4
5i_1	100.0	100.0	11 - ft	99.6	99.3
5i_2	99.7	99.0	11 - 3/4	99.7	99.7
5j_1	100.0	100.0	11 - 1/2	99.7	99.7
5j_2	99.7	99.0	11 - 1/4	99.7	99.7
5k_1	100.0	100.0	11 - lt 1/4	99.7	99.7
5k_2	99.7	99.0	11 - total	99.8	99.8
5l_1	100.0	100.0	12	99.9	99.7
5l_2	99.7	99.0	13a	99.9	99.8
5m_1	100.0	100.0	13b	100.0	100.0
5m_2	99.7	98.9	14a	100.0	100.0
5n_1	100.0	100.0	14b	99.7	99.6
5n_2	99.7	99.7	14c	100.0	100.0
5o_1	100.0	100.0	14c_445	99.9	99.9
5o_2	99.7	99.7	15	100.0	100.0
5p_1	100.0	100.0	16	98.7	98.4
5p_2	99.7	99.6	17	99.5	99.3
5q_1	100.0	100.0	18	99.9	99.9
5q_2	99.7	99.6			

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2009–10.

Table E-4. PSS item response rates for kindergarten-terminal private schools: 2009–10

Item number	Unweighted response rate	Final weighted response rate	Item number	Unweighted response rate	Final weighted response rate
5a_1	†	†	6	†	†
5a_2	†	†	7a	94.3	92.5
5b_1	100.0	100.0	7b	94.2	92.5
5b_2	99.8	99.7	7c	94.2	92.4
5c_1	100.0	100.0	7d	94.2	92.4
5c_2	99.8	99.8	7e	94.4	92.6
5d_1	100.0	100.0	7f	94.0	92.3
5d_2	99.6	99.5	7g	94.4	92.6
5e_1	100.0	100.0	8a	99.7	99.6
5e_2	99.1	99.0	8b	98.0	97.7
5f_1	†	†	9a	100.0	100.0
5f_2	†	†	9b	†	†
5g_1	†	†	9c	†	†
5g_2	†	†	9d	†	†
5h_1	†	†	10a	99.3	99.4
5h_2	†	†	10b	99.1	99.2
5i_1	†	†	11 - ft	97.4	97.7
5i_2	†	†	11 - 3/4	99.7	99.7
5j_1	†	†	11 - 1/2	99.7	99.7
5j_2	†	†	11 - 1/4	99.7	99.7
5k_1	†	†	11 - lt 1/4	99.7	99.7
5k_2	†	†	11 - total	99.7	99.7
5l_1	†	†	12	99.7	99.7
5l_2	†	†	13a	99.6	99.3
5m_1	†	†	13b	100.0	100.0
5m_2	†	†	14a	100.0	100.0
5n_1	†	†	14b	98.4	97.7
5n_2	†	†	14c	99.9	99.9
5o_1	†	†	14c_445	100.0	100.0
5o_2	†	†	15	100.0	100.0
5p_1	†	†	16	92.6	90.1
5p_2	†	†	17	96.3	95.7
5q_1	†	†	18	99.6	99.6
5q_2	†	†			

† Not applicable.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2009–10.

Appendix F. Pre-Edit Rejections of PSS Data and Changes Made During the Pre-Edit and Edit

Table F-1. Number and percentage of pre-edit rejections of PSS data, by rejection reason: 2009–10

Pre-edit number	Pre-edit rejection reason	Records rejected	
		Number	Percent
1.1	School has at least 50 percent more students than last PSS	991	3.4
1.2	School has at least 50 percent fewer students than last PSS	715	2.4
1.3	Total students reported for most of all lines in item 5	19	0.1
2.1	Total number of teachers is 0	244	0.8
2.2	School has more teachers than students	62	0.2
2.3	School has at least 50 percent more teachers than last PSS	408	1.4
2.4	School has at least 50 percent fewer teachers than last PSS	175	0.6
2.5	Student-teacher ratio is more than 40 to 1	144	0.5
2.6	Sum of teachers is greater than the reported total	216	0.7
2.7	Teacher counts are reported but sum is less than reported total	184	0.6
3.1	“No” is marked in item 2d ,but one or more of grades K–12 is expected but missing	8	#
3.2	All students are nursery/pre-K	62	0.2
3.3	Grade levels marked, but two or more different from last PSS	832	2.8
3.4	Students are clustered in two or three grades (e.g., many students are reported in grades 1 and 4, but none are reported in grades 2 and 3)	522	1.8
3.5	More than 100 students are reported for a grade and that count is twice as large (or more) than count for previous grade or next grade	67	0.2
3.6	Sum of enrollments by grade is at least 10 percent greater than reported total	1,348	4.6
3.7	Enrollments are reported for some grades and the sum of those enrollments is less than 90 percent of the reported total	194	0.7
3.8	Zero is reported for all marked grades in item 5	20	0.1
3.9	School has more than 30 K–12 students, all parts of race item have entries, and sum is 50 percent or less of K–12 students	527	1.8
3.10	Sum of race item is greater than 30 and more than 150 percent of K–12 enrollment	1,268	4.3
3.11	Number of students in item 6 is greater than 0, number of ungraded students equals entry in item 6, and students have been reported for any of grades pre-K–12	139	0.5
3.12	Total is not reported in item 6 and entry for ungraded appears to be total enrollment	28	0.1
3.13	Ungraded enrollment is greater than 100 and twice as big as next grade	27	0.1
3.14	12th grade enrollment is greater than 100 and twice as big as 11th grade	4	#
4.1	School has changed from religious to not religious, or vice versa since last PSS	552	1.9
4.2	School has changed from one religion to another since last PSS, except other	1,344	4.6
4.3	School reported other religious affiliation but did not specify affiliation	18	0.1
4.4	School has reported that it is not religious but name includes “Christ” or “God”	225	0.8
4.5	School has reported that it is not religious but belongs to a religious association	144	0.5
4.6	“Other” is marked for religious affiliation (may need to be recoded)	919	3.1

See notes at end of table.

Table F-1. Number and percentage of pre-edit rejections of PSS data, by rejection reason:
2009–10—Continued

Pre-edit number	Pre-edit rejection reason	Records rejected	
		Number	Percent
4.7	“Other” is marked, but respondent did not specify and reported in last PSS	145	0.5
4.8	“Other” is marked but respondent did not specify and did not report in last PSS	43	0.1
5.1	Type of school is different from previous PSS	829	2.8
5.2	Type of school is alternative (entry may need to be recoded into one of the other categories)	1,789	6.1
5.3	School is not early childhood center, has any of grades 1–12, school day is less than 4 hours per day, and entry is different from value in last PSS	134	0.5
5.4	School day is greater than 10 hours per day, school is not a daycare center or Montessori school, and entry is different from value from last PSS	95	0.3
5.5	Type of school is vocational	15	0.1
5.6	Number of students is greater than 30, school is not an early childhood center, and item 13 indicates school is located in a private home	57	0.2
5.7	Students are reported in item 5, item 10 indicates school has kindergarten, and no kindergarten students are reported in item 5	1,060	3.6
5.8	School type is unknown and was not in last PSS	108	0.4
5.9	School type is unknown but type of school is specified and not in last PSS	21	0.1
6.1	School is not in South Dakota, North Dakota, Oklahoma, Arizona, New Mexico, or Alaska and more than 30 percent of students are American Indian or Alaska Native	61	0.2
6.2	Entries for students by race may be percents (sum of entries is 99, 100, or 101)	75	0.3
6.3	School with more than 30 students is in Hawaii but less than half of students are Asian or Pacific Islander	44	0.2
6.4	School is not in South Dakota, North Dakota, Oklahoma, Arizona, New Mexico, or Alaska and more than 100 students are American Indian or Alaska Native	5	#
6.5	School is not in Hawaii or California and more than 50 percent of K–12 students are Asian or Pacific Islander	1,526	5.2
6.6	School is not in Hawaii or California and more than 100 students are Asian or Pacific Islander	1,513	5.2
6.7	School is Jewish and more than half the K–12 students are not White	65	0.2
6.8	School is Jewish and number of White students is 0	28	0.1
6.9	Entry for Hispanic students appears to be sum of other categories	152	0.5
7.1	School is all male, but was not in last PSS	36	0.1
7.2	School is not all male, but was in last PSS	42	0.1
7.3	School is all female, but was not in last PSS	39	0.1
7.4	School is not all female, but was in last PSS	35	0.1
7.5	School is coed, but all students are male or no students are male	851	2.9

See notes at end of table.

Table F-1. Number and percentage of pre-edit rejections of PSS data, by rejection reason: 2009–10—Continued

Pre-edit number	Pre-edit rejection reason	Records rejected	
		Number	Percent
8.1	Total number of students is 10 or less and school is in a private home or supports homeschooling	227	0.8
8.2	Number of teachers greater than or equal to number of students and school supports homeschooling or is in a private home	29	0.1
8.3	School has more than 30 students, is not special ed or alternative, is not located in a private home, and student-teacher ratio is less than 5 to 1	1,235	4.2
8.4	School supports homeschooling and is located in a private home	181	0.6
8.5	School located in private home and does not support homeschooling	139	0.5
9.1	School had more graduates than 12th-graders last year	244	0.8
9.2	Number of 12th-graders this year is at least 30 percent more than number reported for last year	124	0.4
9.3	Number of 12th-graders this year is at least 30 percent less than number reported for last year	78	0.3
9.4	Entries in item 9d appear to be counts instead of percentages	166	0.6
9.5	Highest grade in school is 8th or lower, but 12th-graders or graduates are reported for last year	65	0.2
10.1	Days in school year are less than 150 and entry is different from value from last PSS	411	1.4
10.2	School is not Montessori, special ed, alternative, or early childhood, and days in school year are more than 220, and entry is different from value from last PSS	331	1.1
15.1	“No” is marked for orientation, but association is religious	144	0.5
15.2	Affiliation is Catholic, but association is some other religion	3	#
15.4	Association is Islamic, Quaker, SDA, Catholic, Episcopal, Jewish, or Baptist, but affiliation is some other religion	3	#
15.5	Affiliation is “Christian, no specific denomination”, but association is Islamic or Jewish	1	#
15.6	Affiliation is Episcopal, but association is some other religion	0	0.0
15.7	Affiliation is Quaker, but association is AMCS or is some other religion	1	#
15.8	Affiliation is Islamic, but association is some other religion	0	0.0
15.9	Affiliation is Jewish, but association is some other religion	4	#
15.10	Affiliation is SDA, but association is some other religion	2	#
15.11	Affiliation is Baptist, but association is some other religion	0	0.0
15.12	Affiliation is Lutheran, but association is some other religion	1	#
15.13	Affiliation is Amish, but association is AMCS	0	0.0

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table F-2. Number of changes made to PSS variables during the pre-edit: 2009–10

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records
5a_1	135	71	0.2	5p_1	285	18	0.1
5a_2	140	18	0.1	5p_2	290	0	0
5b_1	145	7	#	5q_1	295	20	0.1
5b_2	150	2	#	5q_2	300	0	0
5c_1	155	7	#	6	305	1,168	4.0
5c_2	160	0	0	7a	320	1	#
5d_1	165	1	#	7b	330	1	#
5d_2	170	0	†0	7c	325	2	#
5e_1	175	2	#	7d	316	1	#
5e_2	180	†	†	7e	318	1	#
5f_1	185	16	0.1	7f	310	0	0
5f_2	190	0	0	7g	332	0	0
5g_1	195	22	0.1	8a	335	10	#
5g_2	200	1	#	8b	340	0	0
5h_1	205	21	0.1	9a	345	0	0
5h_2	210	1	#	9b	350	0	0
5i_1	215	21	0.1	9c	355	0	0
5i_2	220	2	#	9d	360	0	0
5j_1	225	20	0.1	10a	365	0	0
5j_2	230	0	0	10b	370	0	0
5k_1	235	22	0.1	11 - ft	385	4	#
5k_2	240	0	0	11 - 3/4	390	1	#
5l_1	245	17	0.1	11 - 1/2	395	0	0
5l_2	250	0	0	11 - 1/4	400	1	#
5m_1	255	17	0.1	11 - lt 1/4	405	2	#
5m_2	260	0	0	11 - total	410	10	#
5n_1	265	17	0.1	12a	415	28	0.1
5n_2	270	4	#	12b	420	0	0
5o_1	275	17	0.1	13	425	4	#
5o_2	280	0	0	14a	430	11	#

See notes at end of table.

Table F-2. Number of changes made to PSS variables during pre-edit: 2009–10—Continued

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records
14b	435	1	#	15—Cont.	542	†	†
14c	440	1,139	3.9		545	†	†
14c_445	445	1	#		550	†	†
15	450	†	†		555	†	†
	455	†	†		575	†	†
	460	†	†		580	†	†
	465	†	†		585	†	†
	467	†	†		590	†	†
	468	†	†		600	†	†
	470	†	†		602	†	†
	480	†	†		605	†	†
	485	†	†		610	†	†
	490	†	†		620	†	†
	492	†	†		622	†	†
	495	†	†		625	†	†
	500	†	†		630	†	†
	505	†	†		635	†	†
	510	†	†		640	†	†
	515	†	†	16	645	22	0.1
	520	†	†	17 - hr	650	†	†
	522	†	†	17 - min	655	†	†
	525	†	†	18	660	†	†
	530	†	†				
	535	†	†				
	540	†	†				

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table F-3. Number of changes made to PSS variables during the edit: 2009–10

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records
5a_1	135	9,755	34.6	5p_1	285	7,877	27.9
5a_2	140	1,120	4.0	5p_2	290	1,052	3.7
5b_1	145	4,128	14.6	5q_1	295	8,021	28.4
5b_2	150	545	1.9	5q_2	300	1,065	3.8
5c_1	155	3,221	11.4	6	305	5,184	18.4
5c_2	160	603	2.1	7a	320	12,199	43.2
5d_1	165	9,431	33.4	7b	330	13,893	49.2
5d_2	170	1,280	4.5	7c	325	2,434	8.6
5e_1	175	9,828	34.8	7d	316	11,814	41.9
5e_2	180	1,292	4.6	7e	318	7,563	26.8
5f_1	185	4,257	15.1	7f	310	7,691	27.3
5f_2	190	771	2.7	7g	332	10,717	38.0
5g_1	195	4,496	15.9	8a	335	172	0.6
5g_2	200	794	2.8	8b	340	2,218	7.9
5h_1	205	4,577	16.2	9a	345	29	0.1
5h_2	210	772	2.7	9b	350	288	1.0
5i_1	215	4,639	16.4	9c	355	396	1.4
5i_2	220	763	2.7	9d	360	654	2.3
5j_1	225	4,686	16.6	10a	365	2,056	7.3
5j_2	230	784	2.8	10b	370	218	0.8
5k_1	235	4,949	17.5	11 - ft	385	512	1.8
5k_2	240	848	3.0	11 - 3/4	390	6,937	24.6
5l_1	245	5,273	18.7	11 - 1/2	395	5,447	19.3
5l_2	250	832	2.9	11 - 1/4	400	6,942	24.6
5m_1	255	5,342	18.9	11 - lt 1/4	405	7,390	26.2
5m_2	260	833	3.0	11 - total	410	1,697	6.0
5n_1	265	7,546	26.7	12a	415	728	2.6
5n_2	270	995	3.5	12b	420	137	0.5
5o_1	275	7,722	27.4	13	425	270	1.0
5o_2	280	1,030	3.7	14a	430	522	1.8

See notes at end of table.

Table F-3. Number of changes made to PSS variables during edit: 2009–10—Continued

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records
14b	435	1,960	6.9	15—Cont.	542	13	#
14c	440	338	1.2		545	12	#
14c_445	445	250	0.9		550	1	#
15	450	303	1.1		555	0	0
	455	11	#		575	8	#
	460	21	0.1		580	5	#
	465	54	0.2		585	2	#
	467	10	#		590	42	0.1
	468	2	#		600	0	0
	470	4	#		602	0	0
0							
	480	10	#		605	0	0
	485	2	#		610	1	#
	490	26	0.1		620	16	0.1
	492	8	#		622	33	0.1
	495	1	#		625	2	#
	500	9	#		630	4	#
	505	156	0.6		635	6	#
	510	1	#		640	0	0
	515	27	0.1	16	645	1,637	5.8
	520	1	#	17 - hr	650	548	1.9
	522	1	#	17 - min	655	3,322	11.8
	525	1	#	18	660	156	0.6
	530	9	#				
	535	0	0				
	540	13	#				

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

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Appendix G. Changes Made During Imputation

Table G-1. PSS donor imputation variables: 2009–10

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table G-2. PSS donor imputation matching variables and collapsing order: 2009–10

Item	Matching variables	Order of collapse
5, 6	LEVEL, TYP_3, ENR, URB	URB, ENR
7	TYP_3, TYP_9, URB, ENR	ENR, URB, TYP_9
8	TYP_3, LEVEL, URB, TYP_9	TYP_9, URB, LEVEL
9, 10	TYP_3, LEVEL, ENR, URB	URB, ENR, LEVEL
11	TYP_3, LEVEL, TYPE, ENR	ENR, TYPE, LEVEL
12, 13a	TYP_3, UNGRADED, LEVEL, TYP_9	TYP_9, LEVEL, UNGRADED
14b	TYP_3, TYP_9	TYP_9
16, 17, 18	TYP_3, TYP_9, LEVEL, TYPE	TYPE, LEVEL, TYP_9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

Table G-3. Number of changes made to PSS variables during imputation: 2009–10

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records
5a_1	135	3	#	5p_1	285	2	#
5a_2	140	4	#	5p_2	290	24	0.1
5b_1	145	3	#	5q_1	295	3	#
5b_2	150	30	0.1	5q_2	300	25	0.1
5c_1	155	3	#	6	305	0	0
5c_2	160	31	0.1	7a	320	902	3.2
5d_1	165	4	#	7b	330	918	3.3
5d_2	170	9	#	7c	325	905	3.2
5e_1	175	3	#	7d	316	928	3.3
5e_2	180	4	#	7e	318	1,022	3.6
5f_1	185	4	#	7f	310	923	3.3
5f_2	190	55	0.2	7g	332	1,024	3.6
5g_1	195	5	#	8a	335	25	0.1
5g_2	200	61	0.2	8b	340	453	1.6
5h_1	205	6	#	9a	345	†	†
5h_2	210	59	0.2	9b	350	60	0.2
5i_1	215	5	#	9c	355	66	0.2
5i_2	220	62	0.2	9d	360	288	1.0
5j_1	225	4	#	10a	365	67	0.2
5j_2	230	58	0.2	10b	370	113	0.4
5k_1	235	4	#	11 - ft	385	201	0.7
5k_2	240	60	0.2	11 - 3/4	390	82	0.3
5l_1	245	2	#	11 - 1/2	395	80	0.3
5l_2	250	54	0.2	11 - 1/4	400	82	0.3
5m_1	255	2	#	11 - lt 1/4	405	82	0.3
5m_2	260	53	0.2	11 - total	410	51	0.2
5n_1	265	2	#	12a	415	43	0.2
5n_2	270	22	0.1	12b	420	50	0.2
5o_1	275	2	#	13	425	†	†
5o_2	280	23	0.1	14a	430	8	#

See notes at end of table.

Table G-3. Number of edit changes made to PSS variables during imputation: 2009–10—Continued

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records
14b	435	75	0.3	15—Cont.	542	†	†
14c	440	8	#		545	†	†
14c_445	445	9	#		550	†	†
15	450	5	#		555	†	†
	455	†	†		575	†	†
	460	†	†		580	†	†
	465	†	†		585	†	†
	467	†	†		590	†	†
	468	†	†		600	†	†
	470	†	†		602	†	†
	480	†	†		605	†	†
	485	†	†		610	†	†
	490	†	†		620	†	†
	492	†	†		622	†	†
	495	†	†		625	†	†
	500	†	†		630	†	†
	505	†	†		635	†	†
	510	†	†		640	4	#
	515	†	†	16	645	638	2.3
	520	†	†	17 - hr	650	279	1.0
	522	†	†	17 - min	655	279	1.0
	525	†	†	18	660	47	0.2
	530	†	†				
	535	†	†				
	540	†	†				

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2009–10.

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

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

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

Affiliation is also divided into four urbanicity types (city, suburb, town, and rural). These divisions are not shown.

Grade level has four categories: K-terminal schools, elementary schools, secondary schools, and combined schools.

Catholic—Parochial Schools: Grade Level by Enrollment

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

Catholic—Diocesan: Grade Level by Enrollment

K-terminal:	No enrollment categories
Elementary:	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–449, 450–549, 550–599, 600–649, 650–699, 700–749, 750–849, 850–949, 950–1,149, 1,150 or more
Secondary ¹ :	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–449, 450–549, 550–599, 600–649, 650–699, 700–749, 750–849, 850–949, 950–1,149, 1,150 or more
Combined ¹ :	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–449, 450–549, 550–599, 600–649, 650–699, 700–749, 750–849, 850–949, 950–1,149, 1,150 or more

¹ Grade level is not divided into urbanicity types.

Catholic—Private: Grade Level by Enrollment

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

Amish: Grade Level by Enrollment

K-terminal:	No enrollment categories
Elementary ² :	Less than 25, 25 or more
Secondary ² :	No enrollment categories
Combined ² :	Less than 25, 25 or more

Assembly of God: Grade Level by Enrollment

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

Baptist: Grade Level by Enrollment

K-terminal:	Less than 15, 15 or more
Elementary:	Less than 25, 25–49, 50–99, 100–149, 150–224, 225 or more
Secondary:	No enrollment categories
Combined:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–299, 300–349, 350–449, 450–549, 550 or more

Episcopal: Grade Level by Enrollment

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

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

Jewish: Grade Level by Enrollment

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

Lutheran Church—Missouri Synod: Grade Level by Enrollment

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

Evangelical Lutheran Church—Wisconsin Synod: Grade Level by Enrollment

K-terminal:	No enrollment categories
Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–149, 150 or more
Secondary:	No enrollment categories
Combined:	No enrollment categories

Mennonite: Grade Level by Enrollment

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

Pentacostal: Grade Level by Enrollment

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

Seventh-Day Adventist: Grade Level by Enrollment

K-terminal:	No enrollment categories
Elementary:	Less than 25, 25–49, 50–99, 100 or more
Secondary:	Less than 125, 125 or more
Combined:	Less than 27, 27–49, 50–124, 125 or more

Other Religious: Grade Level by Enrollment

K-terminal ³ :	Less than 10, 10–19, 20 or more
Elementary:	Less than 25, 25–49, 50–99, 100–124, 125–149, 150–174, 175–199, 200–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more
Secondary:	Less than 25, 25–49, 50–99, 100–124, 125–149, 150–174, 175–199, 200–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more
Combined:	Less than 25, 25–49, 50–99, 100–124, 125–149, 150–174, 175–199, 200–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more

Nonsectarian—Regular: Grade Level by Enrollment

K-terminal ³ :	Less than 6, 6–9, 10–14, 15–19, 20–22, 23 or more
Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–184, 185–224, 225–274, 275–349, 350 or more
Secondary:	Less than 25, 25–49, 50–74, 75–124, 125–274, 275 or more
Combined:	Less than 25, 25–49, 50–84, 85–144, 145–274, 275–449, 450–649, 650–849, 850 or more

Nonsectarian—Special Emphasis: Grade Level by Enrollment

K-terminal ³ :	Less than 10, 10–19, 20 or more
Elementary ³ :	Less than 25, 25–34, 35–49, 50–74, 75–99, 100–124, 125–149, 150–199, 200 or more
Secondary ³ :	Less than 42, 42 or more
Combined ³ :	Less than 25, 25–49, 50–99, 100–199, 200 or more

Nonsectarian—Special Education: Grade Level by Enrollment

K-terminal:	No enrollment categories
Elementary:	Less than 25, 25 or more
Secondary:	Less than 25, 25 or more
Combined:	Less than 16, 16–24, 25–34, 35–44, 45–59, 60–69, 70–89, 90–119, 120–149, 150 or more

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

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

Certainty PSU: Three-Level Typology by Grade Level

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

Noncertainty PSU: Three-Level Typology by Grade Level

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