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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 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 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.

Data collected included enrollment by grade, enrollment by student race/ethnicity and sex, number of high school graduates, number of teachers, program emphasis, existence and type of kindergarten program, school religious orientation or affiliation, association membership, 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 2019–20 PSS questionnaire is contained in appendix A.

Content of the Manual

This Manual contains sections covering frame creation, data collection procedures and response rates, data preparation, guide to the public-use data file and codebook, and user notes and cautions.

Information in the chapters is supported by material in the appendices. Appendix A contains a copy of the 2019–20 PSS questionnaire, appendix B contains the list of variables and record layout of the public-use tab-delimited ASCII file, and appendix C contains the 2019–20 PSS public-use codebook.
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 2019–20 PSS.

List Frame

The list-building component was the primary means for improving coverage of private schools. The base for the 2019–20 PSS list frame was the private schools from both the 2017–18 PSS list and area frames. To provide coverage of private schools founded since 2017 and to improve coverage of private schools existing in 2017, membership lists from 30 private school associations and religious denominations were received and processed. 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 (a list was not received from Michigan). Additional private schools that submitted requests to NCES to be included in PSS were added to the list frame.

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 private school universe list. The total number of private schools added by the 2019–20 list-building operation was 6,896 resulting in a total list frame of 40,682 schools.

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 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 2010 American Community Survey were included in the 2019–20 PSS area frame with certainty. One hundred and sixteen PSUs were selected by stratified random sampling from the 2,054 noncertainty PSUs.1

A total of 124 distinct PSUs (165 counties) were in the 2019–20 PSS area frame sample. Within each of these PSUs, the Census Bureau attempted to find all eligible private schools. A block-by-block listing of all private schools in a sample of PSUs was not attempted. Rather, National Processing Center staff created the frame by using such sources as online yellow pages (https://www.yellowpages.com/?re=yp), local Catholic dioceses, local education agencies, and local government offices. The Census Bureau also obtained a list of eligible private schools for area frame sample PSUs from the Data Axle USA database, formally known as the InfoUSA database.2 Once the area search lists were constructed, they were matched with the NCES private school universe list. Schools already on the universe list were deleted from the area frame. A total of 2,154 schools were added to the universe from the area frame.

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1 The PSS sample PSUs were selected systematically with probabilities proportional to the square root of the 2010 American Community Survey PSU private school enrollment.

II. Frame Creation

Weighting

The final weights are needed to have the estimates reflect the population of private schools when analyzing the data. 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 basic weight is equal to the inverse of the probability of selecting the PSU in which the school resides.

**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 (up to 20 categories). The nonresponse adjustment cells for area-frame schools were defined by three-level typology (3 categories) and grade level (4 categories).

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, Census region, 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.

Variance Estimation

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.

Producing Replicate Weights

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:

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

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](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/en_us/home.html](http://www.sas.com/en_us/home.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](http://www.stata.com).

- **SUDAAN.** The user needs to specify the sample design as a “Balanced Repeated replication” design as well as specifying the replicate weight variables. Specifying the sample design (DESIGN = BRR) is done in the procedure call statement (i.e., PROC DESCRIPT DESIGN = BRR:). The specification of the replicate weights is done with the REPWTGT statement (i.e., to produce the sampling errors for estimates use the statement: REPWTGT REPW1-REPW88;). For more information, visit [www.rti.org/sudaan/](http://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 https://www.westat.com/our-work/.

Approximate Sampling Errors

Although the preferred method of calculating sampling errors to reflect the aspects of the complex sample design of PSS is using Balanced Repeated Replication (BRR), it is also possible to obtain approximate standard errors by simpler methods. One such method uses design effects of some key estimates obtained from the survey. The design effect (DEFF) of a survey estimate is defined as the ratio of the variance of the estimate under the sampling design used for the survey to the variance of the estimate under simple random sampling.

In stratified sampling designs like the one used for the 2019–20 PSS, cases within a particular stratum tend to have responses that are more similar than if the cases were chosen completely at random from the population. The appropriate value of DEFF depends on the domain being analyzed (e.g., the DEFF for secondary/high schools is different than that for elementary/middle schools). Since each estimate has a different design effect and these may be unstable, an average DEFF was computed over different variables for each domain. Table 1 gives average values of DEFF for selected subgroups.

A simple method of obtaining the approximate standard error of an estimate from the survey is to first compute the standard error of the estimate under simple random sampling and multiply the standard error by the square root of the design effect (DEFT). An example of how to approximate the standard error of a survey mean is as follows. First, the mean should be estimated using the full sample weight and any standard statistical package like SAS or SPSS. Second, the standard error of the estimate should be obtained under simple random sampling without using weights. These simple random sample standard errors should not include any finite population correction. This unweighted standard error should then be multiplied by the square root of the average design effect to get the approximate standard error of the mean under the design. For example, suppose that the simple random sampling standard error (unweighted) is 2.65 students in elementary/middle schools. The approximate standard error for the estimate would then be 1.60 (i.e., 2.65 students times 0.6029, the DEFT for elementary/middle schools [table 1]).
Table 1.  Average PSS Design Effects (DEFF) and Square Root of the Average Design Effects (DEFT) by Selected School Characteristics: 2019–20

<table>
<thead>
<tr>
<th>Selected school characteristic</th>
<th>DEFF</th>
<th>DEFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0.2695</td>
<td>0.5192</td>
</tr>
<tr>
<td>Private school type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic</td>
<td>0.3100</td>
<td>0.5568</td>
</tr>
<tr>
<td>Other religious</td>
<td>0.3158</td>
<td>0.5620</td>
</tr>
<tr>
<td>Nonsectarian</td>
<td>0.1954</td>
<td>0.4421</td>
</tr>
<tr>
<td>School level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary/middle</td>
<td>0.3635</td>
<td>0.6029</td>
</tr>
<tr>
<td>Secondary/high</td>
<td>0.1889</td>
<td>0.4346</td>
</tr>
<tr>
<td>Combined/other</td>
<td>0.2619</td>
<td>0.5118</td>
</tr>
<tr>
<td>Enrollment size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 50</td>
<td>0.2736</td>
<td>0.5231</td>
</tr>
<tr>
<td>50–149</td>
<td>0.5486</td>
<td>0.7407</td>
</tr>
<tr>
<td>150–299</td>
<td>0.3068</td>
<td>0.5539</td>
</tr>
<tr>
<td>300–499</td>
<td>0.4270</td>
<td>0.6535</td>
</tr>
<tr>
<td>500–749</td>
<td>0.6622</td>
<td>0.8138</td>
</tr>
<tr>
<td>750 or more</td>
<td>0.3820</td>
<td>0.6181</td>
</tr>
<tr>
<td>Urbanicity type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>0.4551</td>
<td>0.6746</td>
</tr>
<tr>
<td>Suburban</td>
<td>0.4175</td>
<td>0.6461</td>
</tr>
<tr>
<td>Town</td>
<td>0.6152</td>
<td>0.7843</td>
</tr>
<tr>
<td>Rural</td>
<td>0.3127</td>
<td>0.5592</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>0.2237</td>
<td>0.4730</td>
</tr>
<tr>
<td>Midwest</td>
<td>0.3991</td>
<td>0.6317</td>
</tr>
<tr>
<td>South</td>
<td>0.2409</td>
<td>0.4908</td>
</tr>
<tr>
<td>West</td>
<td>0.4155</td>
<td>0.6446</td>
</tr>
</tbody>
</table>

III. Data Collection

The 2019–20 PSS data were collected during the 2019–20 school year. The 2019–20 PSS used a mailout/mailback and internet data collection methodology. Follow-up of nonresponding cases was conducted first by computer-assisted telephone interviewing (CATI), then by Census Bureau field representatives, and finally by email. Table 2 shows the specific data collection activities and the time frame when each occurred.

Table 2. PSS data collection time schedule: 2019–20

<table>
<thead>
<tr>
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<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Mailing: Internet Letter (non-Amish cases) and PSS questionnaire</td>
<td>10/1/2019</td>
</tr>
<tr>
<td>(Amish cases)</td>
<td></td>
</tr>
<tr>
<td>Production deployment of Internet data collection</td>
<td>10/1/2019–7/6/2020</td>
</tr>
<tr>
<td>Mailing reminder postcard (Amish cases)</td>
<td>10/28/2019</td>
</tr>
<tr>
<td>Mailing reminder postcard (non-Amish cases)</td>
<td>11/12/2019</td>
</tr>
<tr>
<td>2nd mailing of the questionnaires to Amish cases, and 1st mailing to</td>
<td>10/15/2019</td>
</tr>
<tr>
<td>non-Amish cases</td>
<td></td>
</tr>
<tr>
<td>Mailing reminder Internet letter (non-Amish cases)</td>
<td>10/28/2019</td>
</tr>
<tr>
<td>CATI data collection</td>
<td>1/13/2020–3/13/2020</td>
</tr>
<tr>
<td>Conducting no-telephone field followup</td>
<td>1/13/2020–3/13/2020</td>
</tr>
<tr>
<td>Initial email to schools (first group)</td>
<td>4/15/2020</td>
</tr>
<tr>
<td>Initial email to schools (second group)</td>
<td>5/6/2020</td>
</tr>
<tr>
<td>Initial email to schools (third group)</td>
<td>5/20/2020</td>
</tr>
<tr>
<td>First reminder email to schools (first group)</td>
<td>5/6/2020</td>
</tr>
<tr>
<td>First reminder email to schools (second group)</td>
<td>5/20/2020</td>
</tr>
<tr>
<td>Second reminder email to schools (first group)</td>
<td>5/20/2020</td>
</tr>
<tr>
<td>Final reminder email (all groups)</td>
<td>6/17/2020</td>
</tr>
<tr>
<td>Data collection closeout</td>
<td>7/6/2020</td>
</tr>
</tbody>
</table>

NOTE: Amish cases include Mennonite cases and non-Amish cases include non-Mennonite cases.

Data Collection Procedures

Mailings

The 2019–20 Private School Universe Survey (PSS) data collection began on October 1, 2019, with the mailout of a letter to most private schools describing how to respond to the 2019–20 PSS online, and including a UserID and password for the online option. Additionally, Amish and Mennonite schools were mailed their first paper questionnaire (table 2).

The second mailing of survey material was sent out on October 15, 2019. Amish and Mennonite schools that did not respond to the first mailing received their second paper questionnaire. Additionally, non-Amish schools that were nonresponsive to the invitation to complete the interview via the internet, received their first paper questionnaire (table 2).

On October 28, 2019, reminder/thank you postcards were sent to all Amish and Mennonite schools that were included in the second mailout while non-Amish schools that had not responded to the October 16 mailing received their second mailing of the PSS questionnaire along with a letter (table 2).
On November 12, 2019, the non-Amish schools that received the second mailing of the PSS questionnaire were all sent the same reminder/thank you postcard that Amish and Mennonite schools received. The PSS (mail and Internet) return rate before the start of CATI (January 13, 2020) was 44 percent.¹

Nonresponse Follow-up

Telephone Follow-up

Telephone follow-up began on January 13, 2020, and targeted PSS schools that had not responded by mail but for which phone numbers were available as well as area frame cases that were identified in the area frame creation. Telephone interviewing took place at the Census Bureau’s CATI facilities located in Tucson, Arizona and Jeffersonville, Indiana. CATI follow-up continued through March 13, 2020.

Field Follow-up

On January 13, 2020, the Census Bureau’s 6 Regional Field Offices began in-person no-phone follow-up on PSS cases that did not have a telephone number listed. Follow-up of these schools continued through March 13, 2020. Following CATI closeout schools in mid-March, additional follow-up of telephone nonresponse cases is generally conducted by Census Bureau field representatives. However, due to the global COVID-19 pandemic, field follow-up of CATI nonresponse cases did not occur in the 2019–20 cycle.

Email Follow-up

As a response to the cancelled CATI nonresponse field follow-up, an email follow-up operation was conducted on these cases instead—as well as additional nonresponding cases that would not have been included in the field workload due to resources and time. Schools were individually researched online to identify a viable email address. The initial email was first sent out on April 15, 2020. Three reminder emails were sent after the initial email, with the final notice sent out on June 17, 2020.

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 2019–20 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 had 45 staff attendees and the Jeffersonville training had 23 attendees.

Training for field representatives consisted of 2 hours of self-study. Four hundred and thirteen field representatives completed training and took part in the 9-week no-phone field follow-up operation that started on January 13, 2020.

Efforts to Increase Response Rates

Several steps were taken to maximize response rates during data collection. A prepaid business reply envelope was included in the questionnaire mailings for respondents to use when returning the completed questionnaires.

¹ 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.
The second questionnaire mailing was followed one week later with reminder postcards. In addition, a toll-free number and an e-mail address were provided for respondents to contact with inquiries regarding the survey. Multiple follow-up contacts were made to nonrespondents by telephone, in person, and by email.

### Response Rates

#### Unit Response Rate

The 2019–20 PSS uses two measures to evaluate response, the unweighted unit response rate and the weighted unit response rate. While unweighted unit response rates generally measure the proportion of cases that produce usable information for analysis, weighted unit response rates can be used to estimate the proportion of the population covered by the units that responded. For the 2019–20 PSS, the unweighted unit response rate was 74.5 percent, while the weighted response rate was 73.3 percent (table 3). Because the weighted unit response rate for schools was less than 85 percent, a unit nonresponse bias analysis was performed.

<table>
<thead>
<tr>
<th>Response status</th>
<th>List frame</th>
<th>Area frame</th>
<th>Total frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base-weighted</td>
<td>40,682</td>
<td>12,413</td>
<td>53,095</td>
</tr>
<tr>
<td>Unweighted</td>
<td>40,682</td>
<td>2,154</td>
<td>42,836</td>
</tr>
<tr>
<td>Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base-weighted</td>
<td>21,350</td>
<td>985</td>
<td>22,335</td>
</tr>
<tr>
<td>Unweighted</td>
<td>21,350</td>
<td>222</td>
<td>21,572</td>
</tr>
<tr>
<td>Nonresponse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base-weighted</td>
<td>7,157</td>
<td>1,000</td>
<td>8,157</td>
</tr>
<tr>
<td>Unweighted</td>
<td>7,157</td>
<td>212</td>
<td>7,369</td>
</tr>
<tr>
<td>Out-of-scope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base-weighted</td>
<td>12,175</td>
<td>10,428</td>
<td>22,603</td>
</tr>
<tr>
<td>Unweighted</td>
<td>12,175</td>
<td>1,720</td>
<td>13,895</td>
</tr>
<tr>
<td>Response rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base-weighted</td>
<td>74.9%</td>
<td>49.6%</td>
<td>73.3%</td>
</tr>
<tr>
<td>Unweighted</td>
<td>74.9%</td>
<td>51.2%</td>
<td>74.5%</td>
</tr>
</tbody>
</table>

1 The base weight is equal to the inverse of the probability of selection of the school.
2 Not eligible for the PSS.


#### Unit nonresponse bias analysis

Because NCES Statistical Standard 4–4 requires analysis of unit nonresponse bias for any survey stage with a weighted response rate of less than 85 percent, the 2019–20 PSS data file was evaluated for potential bias. Comparisons between the frame and respondent populations were made before and after the nonresponse weighting adjustments were applied to evaluate the extent to which the adjustments reduced or eliminated nonresponse bias. The following section explains the methodology and summarizes the conclusions.

As outlined in Appendix B of the NCES Statistical Standards, the degree of nonresponse bias is a function of two factors: the nonresponse rate and how much the respondents and nonrespondents differ on survey variables of interest. The mathematical formulation to estimate bias for a sample mean of variable $y$ is as follows:

$$B(\bar{y}_R) = \bar{y}_R - \bar{y}_T = \left(\frac{n_M}{n_T}\right)(\bar{y}_R - \bar{y}_M)$$

where
\( \bar{y}_T \) = the estimated mean based on all eligible sample cases
\( \bar{y}_R \) = the estimated mean based only on respondent cases
\( \bar{y}_M \) = the estimated mean based only on nonrespondent cases
\( n_T \) = the estimated number of cases (i.e., \( n_T = n_R + n_M \))
\( n_M \) = the estimated number of nonrespondents
\( n_R \) = the estimated number of respondents

A variable-free estimate of the bias, referred to as a relative bias, was used to compare biases across all variables included in the analysis. The relative bias for an estimated mean \( \bar{y}_R \), is calculated using the following formula:

\[
\text{RelB}(\bar{y}_R) = \frac{B(\bar{y}_R)}{\bar{y}_R}
\]

Relative bias was estimated for variables known for respondents and nonrespondents. The variables used were affiliation, grade level of school, enrollment, community type, region, and source of school (list or area frame). There is a very limited amount of information available about nonresponding private schools.

The following steps were followed to compute the relative bias. First, the nonresponse bias was estimated and tested to determine if the bias is significant at the 5 percent level. Second, nonresponse adjustments were applied. The nonresponse adjustments, which are included in the weights, were designed to significantly reduce or eliminate unit nonresponse bias for variables included in the models. Third, after the weights were computed, any remaining bias was estimated for the variables listed above and statistical tests were performed to check the remaining significant nonresponse bias. For this comparison, nonresponse bias was calculated as the difference between the base-weighted sample proportion and the nonresponse-adjusted respondent proportion, which evaluates the effectiveness of each nonresponse adjustment in mitigating nonresponse bias. Schools found to be ineligible for the PSS were excluded from the analysis.

As shown in table 4, the weighting adjustments eliminated some significant bias. For all respondents, approximately 88 percent of the variable categories were significantly biased before nonresponse weighting adjustments, and approximately 41 percent were significantly biased after adjustments. The average bias was reduced by 70 percent, from 10 percent to 3 percent. Detailed data by affiliation and reporting characteristics are presented in tables 5 and 6.
III. Data Collection

<table>
<thead>
<tr>
<th>Nonresponse bias statistic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before nonresponse adjustment</strong>¹</td>
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</tr>
<tr>
<td>Mean estimated absolute percent relative bias</td>
<td>10.31</td>
</tr>
<tr>
<td>Median estimated absolute percent relative bias</td>
<td>5.78</td>
</tr>
<tr>
<td>Percent of variable categories significantly biased</td>
<td>87.50</td>
</tr>
<tr>
<td><strong>After nonresponse adjustment</strong>²</td>
<td></td>
</tr>
<tr>
<td>Mean estimated absolute percent relative bias</td>
<td>2.58</td>
</tr>
<tr>
<td>Median estimated absolute percent relative bias</td>
<td>1.45</td>
</tr>
<tr>
<td>Percent of variable categories significantly biased</td>
<td>40.63</td>
</tr>
</tbody>
</table>

¹The difference between the base-weighted respondents and the base-weighted sample.
²The difference between the nonresponse adjusted respondents and the base-weighted sample.

NOTE: Thirty-one variable categories were used in the nonresponse bias analysis.

Table 5.  Base-weighted PSS school frame distribution, interviewed distribution, estimated bias, percent relative bias, standard errors, and t statistic, by affiliation membership and reporting characteristics: 2019–20

<table>
<thead>
<tr>
<th>Selected characteristics</th>
<th>Weighted respondent proportions</th>
<th>Weighted eligible sample proportions</th>
<th>Estimated bias</th>
<th>Percent relative bias</th>
<th>Standard error of difference of proportions</th>
<th>t test of significance for the difference in proportions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation membership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List Frame</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic, parochial</td>
<td>7.72</td>
<td>6.93</td>
<td>0.79</td>
<td>10.23</td>
<td>0.03</td>
<td>28.17</td>
</tr>
<tr>
<td>Catholic, diocesan</td>
<td>10.77</td>
<td>9.95</td>
<td>0.81</td>
<td>7.56</td>
<td>0.04</td>
<td>20.37</td>
</tr>
<tr>
<td>Catholic, private</td>
<td>3.52</td>
<td>3.94</td>
<td>-0.42</td>
<td>-11.83</td>
<td>0.02</td>
<td>-26.92</td>
</tr>
<tr>
<td>Amish</td>
<td>4.85</td>
<td>4.53</td>
<td>0.32</td>
<td>6.68</td>
<td>0.02</td>
<td>17.86</td>
</tr>
<tr>
<td>Assembly of God</td>
<td>0.76</td>
<td>0.69</td>
<td>0.08</td>
<td>9.95</td>
<td>0.00</td>
<td>27.32</td>
</tr>
<tr>
<td>Baptist</td>
<td>5.36</td>
<td>4.95</td>
<td>0.41</td>
<td>7.72</td>
<td>0.02</td>
<td>20.82</td>
</tr>
<tr>
<td>Episcopalian</td>
<td>1.23</td>
<td>1.09</td>
<td>0.15</td>
<td>11.83</td>
<td>0.00</td>
<td>32.99</td>
</tr>
<tr>
<td>Jewish</td>
<td>2.61</td>
<td>3.23</td>
<td>-0.62</td>
<td>-23.88</td>
<td>0.01</td>
<td>-48.87</td>
</tr>
<tr>
<td>Lutheran Church, Missouri Synod</td>
<td>3.19</td>
<td>2.62</td>
<td>0.57</td>
<td>17.91</td>
<td>0.01</td>
<td>52.27</td>
</tr>
<tr>
<td>Wisconsin Evangelical Lutheran Synod</td>
<td>1.24</td>
<td>0.97</td>
<td>0.26</td>
<td>21.18</td>
<td>0.00</td>
<td>63.18</td>
</tr>
<tr>
<td>Mennonite</td>
<td>1.56</td>
<td>1.51</td>
<td>0.05</td>
<td>3.18</td>
<td>0.01</td>
<td>8.24</td>
</tr>
<tr>
<td>Pentecostal</td>
<td>0.77</td>
<td>0.77</td>
<td>0.00</td>
<td>0.35</td>
<td>0.00</td>
<td>0.88</td>
</tr>
<tr>
<td>Seventh-Day Adventist</td>
<td>2.38</td>
<td>2.16</td>
<td>0.22</td>
<td>9.40</td>
<td>0.01</td>
<td>25.71</td>
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<tr>
<td>Other religious</td>
<td>19.35</td>
<td>19.11</td>
<td>0.25</td>
<td>1.28</td>
<td>0.08</td>
<td>3.28</td>
</tr>
<tr>
<td>Nonsectarian, regular</td>
<td>11.98</td>
<td>14.04</td>
<td>-2.06</td>
<td>-17.16</td>
<td>0.06</td>
<td>-37.23</td>
</tr>
<tr>
<td>Nonsectarian, special emphasis</td>
<td>12.84</td>
<td>11.79</td>
<td>1.05</td>
<td>8.18</td>
<td>0.05</td>
<td>22.13</td>
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<tr>
<td>Nonsectarian, special education</td>
<td>5.45</td>
<td>5.23</td>
<td>0.22</td>
<td>4.08</td>
<td>0.02</td>
<td>10.67</td>
</tr>
<tr>
<td>Area frame only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic</td>
<td>0.53</td>
<td>0.83</td>
<td>-0.30</td>
<td>-55.72</td>
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<td>-3.01</td>
</tr>
<tr>
<td>Other religious</td>
<td>2.03</td>
<td>2.61</td>
<td>-0.58</td>
<td>-28.67</td>
<td>0.29</td>
<td>-1.99</td>
</tr>
<tr>
<td>Nonsectarian</td>
<td>1.85</td>
<td>3.07</td>
<td>-1.22</td>
<td>-65.94</td>
<td>0.28</td>
<td>-4.31</td>
</tr>
<tr>
<td>School level</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K–Terminal</td>
<td>13.98</td>
<td>15.78</td>
<td>-1.80</td>
<td>-12.88</td>
<td>0.21</td>
<td>-8.65</td>
</tr>
<tr>
<td>Elementary</td>
<td>49.11</td>
<td>46.08</td>
<td>3.03</td>
<td>6.16</td>
<td>0.16</td>
<td>19.13</td>
</tr>
<tr>
<td>Secondary</td>
<td>8.83</td>
<td>9.04</td>
<td>-0.21</td>
<td>-2.43</td>
<td>0.09</td>
<td>-2.45</td>
</tr>
<tr>
<td>Combined</td>
<td>28.08</td>
<td>29.10</td>
<td>-1.01</td>
<td>-3.60</td>
<td>0.15</td>
<td>-6.83</td>
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<tr>
<td>Enrollment—list frame only2</td>
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</tr>
<tr>
<td>Less than 50</td>
<td>38.93</td>
<td>40.15</td>
<td>-1.22</td>
<td>-3.13</td>
<td>†</td>
<td>†</td>
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<td>50–149</td>
<td>27.43</td>
<td>26.38</td>
<td>1.05</td>
<td>3.84</td>
<td>†</td>
<td>†</td>
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<tr>
<td>150–299</td>
<td>18.69</td>
<td>18.21</td>
<td>0.49</td>
<td>2.61</td>
<td>†</td>
<td>†</td>
</tr>
<tr>
<td>300–499</td>
<td>8.75</td>
<td>8.66</td>
<td>0.09</td>
<td>1.02</td>
<td>†</td>
<td>†</td>
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<tr>
<td>500–749</td>
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<td>3.73</td>
<td>-0.19</td>
<td>-5.41</td>
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<td>†</td>
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<td>750 or more</td>
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<td>2.87</td>
<td>-0.22</td>
<td>-8.30</td>
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<td>†</td>
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<tr>
<td>Region2</td>
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</tr>
<tr>
<td>Northeast</td>
<td>21.69</td>
<td>22.80</td>
<td>-1.11</td>
<td>-5.13</td>
<td>0.14</td>
<td>-8.06</td>
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<tr>
<td>Midwest</td>
<td>24.13</td>
<td>23.08</td>
<td>1.04</td>
<td>4.32</td>
<td>0.13</td>
<td>7.87</td>
</tr>
<tr>
<td>South</td>
<td>34.36</td>
<td>34.62</td>
<td>-0.26</td>
<td>-0.76</td>
<td>0.23</td>
<td>-1.13</td>
</tr>
<tr>
<td>West</td>
<td>19.82</td>
<td>19.49</td>
<td>0.33</td>
<td>1.67</td>
<td>0.10</td>
<td>3.32</td>
</tr>
</tbody>
</table>

See notes at end of table.
### Table 5. Base-weighted PSS school frame distribution, interviewed distribution, estimated bias, percent relative bias, standard errors, and t statistic, by affiliation membership and reporting characteristics: 2019–20—Continued

<table>
<thead>
<tr>
<th>Selected characteristics</th>
<th>Weighted respondent proportions&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Weighted eligible sample proportions&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Estimated bias</th>
<th>Percent relative bias</th>
<th>Standard error of difference of proportions</th>
<th>t test of significance for the difference in proportions</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>33.65</td>
<td>34.66</td>
<td>-1.01</td>
<td>-3.01</td>
<td>0.18</td>
<td>-5.60</td>
</tr>
<tr>
<td>Suburban</td>
<td>37.88</td>
<td>37.67</td>
<td>0.20</td>
<td>0.54</td>
<td>0.19</td>
<td>1.09</td>
</tr>
<tr>
<td>Town</td>
<td>8.65</td>
<td>8.62</td>
<td>0.04</td>
<td>0.42</td>
<td>0.26</td>
<td>0.14</td>
</tr>
<tr>
<td>Rural</td>
<td>19.82</td>
<td>19.05</td>
<td>0.77</td>
<td>3.89</td>
<td>0.14</td>
<td>5.50</td>
</tr>
</tbody>
</table>

<sup>†</sup> Not applicable.

<sup>1</sup> Weighted using the base weights.

<sup>2</sup> The enrollment size bias is calculated for list frame only, because the enrollment size is not assigned for area frame nonrespondents.

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

### Table 6. Final weighted PA1:G28SS school frame distribution, interviewed distribution, estimated bias, percent relative bias, standard errors, and \( t \) statistic, by affiliation membership and reporting characteristics: 2019–20

<table>
<thead>
<tr>
<th>Selected characteristics</th>
<th>Weighted respondent proportions(^1)</th>
<th>Weighted eligible sample proportions(^2)</th>
<th>Estimated bias</th>
<th>Percent relative bias of proportions</th>
<th>Standard error of difference of proportions</th>
<th>( t ) test of significance for the difference in proportions</th>
</tr>
</thead>
</table>
Table 6. Final weighted PA1:G28SS school frame distribution, interviewed distribution, estimated bias, percent relative bias, standard errors, and $t$ statistic, by affiliation membership and reporting characteristics: 2019–20—Continued

<table>
<thead>
<tr>
<th>Selected characteristics</th>
<th>Weighted respondent proportions(^1)</th>
<th>Weighted eligible sample proportions(^2)</th>
<th>Estimated bias</th>
<th>Percent relative bias</th>
<th>Standard error of difference of proportions</th>
<th>$t$ test of significance for the difference in proportions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community type</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>34.25</td>
<td>34.66</td>
<td>-0.41</td>
<td>-1.19</td>
<td>0.27</td>
<td>-1.51</td>
</tr>
<tr>
<td>Suburban</td>
<td>38.27</td>
<td>37.67</td>
<td>0.60</td>
<td>1.57</td>
<td>0.24</td>
<td>2.54</td>
</tr>
<tr>
<td>Town</td>
<td>8.12</td>
<td>8.62</td>
<td>-0.50</td>
<td>-6.13</td>
<td>0.27</td>
<td>-1.82</td>
</tr>
<tr>
<td>Rural</td>
<td>19.35</td>
<td>19.05</td>
<td>0.30</td>
<td>1.57</td>
<td>0.21</td>
<td>1.45</td>
</tr>
</tbody>
</table>

† Not applicable.
\(^1\) Weighted using the nonresponse adjusted (final) weights.
\(^2\) Weighted using the base weights.
\(^3\) The enrollment size bias is calculated for list frame only, because the enrollment size is not assigned for area frame nonrespondents.

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


### Item Response Rates

Just as schools sometimes chose not to respond to the 2019–20 PSS survey request, those that did respond occasionally chose not to answer all the survey questions. Unweighted item response rates are calculated by dividing the number of schools responding to an item by the number of schools asked to reply to an item. Weighted item-level response rates in the 2019–20 PSS were generally high, ranging from 94.4 to 100 percent (table 7). Because the weighted item response rates were all greater than 85 percent, no item-level bias analyses were performed.
Table 7. PSS item response rates for private schools: 2019–20

<table>
<thead>
<tr>
<th>Item number</th>
<th>Unweighted response rate</th>
<th>Final weighted response rate</th>
<th>Item number</th>
<th>Unweighted response rate</th>
<th>Final weighted response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4A_GRD</td>
<td>100.0</td>
<td>100.0</td>
<td>Q6A</td>
<td>96.0</td>
<td>94.8</td>
</tr>
<tr>
<td>Q4A_ENRL</td>
<td>100.0</td>
<td>100.0</td>
<td>Q6B</td>
<td>95.9</td>
<td>94.7</td>
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NOTE: The final weight is equal to the product of the base weight and a nonresponse adjustment factor for the school.
IV. Data Preparation

Questionnaire Check-in and Data Capture

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, or out-of-scope). Then the questionnaires were grouped into batches for data capture.

The 2019–20 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 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.

After the PSS questionnaire data were captured, the output files from the different sources (keyed, Internet, and CATI) were merged into one file. Corrections to the name, address, and telephone numbers supplied by the respondents were then applied to the PSS file. 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.

Computer Pre-Edit

After data capture, the data were processed through a pre-edit designed to identify respondent errors in variables needed for determining interview status or 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. All the pre-edit conditions are listed in appendix F of Broughman et al., 2021. Whenever possible, unacceptable entries were corrected by the analyst 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. These procedures are referred to as “pre edits” because staff, rather than computer algorithms, handled computer-identified problems.

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 8a, 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 4c and the response to item 9a 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 assigned the “not answered” code to items that should have been answered but were not and deleted entries to items that should not have been answered.

In the logic edit, data from the 2017–18 PSS were used to fill the items with missing values whenever possible. For example, if the type of school was not reported in item 11 and it had been reported on the 2017–18 PSS, the 2017–18 response was copied to the 2019–20 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 6 (students by race) did not equal the enrollment in item 5 (total enrollment), excluding prekindergarten, the item 6 entries were adjusted to be consistent with item 5; that is, each entry in item 6 was multiplied by the ratio of the student count in item 6 to the enrollment in item 5, excluding prekindergarten.

**Imputation**

After the edit processing was complete, there were missing values within some records classified as interviews. These were cases where the respondent had not answered some applicable questionnaire items (and data for these items were not added in the pre-edit, consistency, or logic 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 (donor) 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 incomplete records to those with complete data, “imputation” variables that identify certain characteristics of the school that were deemed to be important to the reporting of the data in each item (e.g., religious affiliation, enrollment, school level of instruction) were used. Items were grouped according to the perceived relevance of the imputation variables to the data collected by the item. For example, school level of instruction was used for matching incomplete records and donors to fill item 15 (length of school year) but was not used for item 6 (students by race).

Items 12b (located in a private home that is used primarily as a family residence), 13a and 13c (religious orientation or purpose, and religious orientation or affiliation), and 14 (association membership) did not go through the donor imputation program. If, after the logic edit, item 12b or 14 was still incomplete, the assumption was made for item 12b that the school was not located in a private home and for item 14 that the school did not belong to any associations. If values were still missing for items 13a and 13c 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 60 items. These were cases where the imputation failed to create a value because there was no suitable record to use as a donor, or the value imputed was deleted because it was outside the acceptable range for the item or was inconsistent with other data on the same record, or the religious orientation or purpose, or the religious orientation or affiliation, was not reported (items 13a and 13c) 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.

**Imputation Flags**

The imputation flags indicate the imputation method used, such as donor imputation or analyst imputation. The codes used for imputation flags are described in section V.
V. Guide to the Public-Use Data File and Code Book

The 2019–20 PSS public-use data file contains data from all 21,572 completed interviews. The public-use data are available in SAS, SPSS, and in tab-delimited ASCII (text) format. The public-use materials include SAS and SPSS syntax files, and survey documentation for public-use data users in Adobe Portable Document Format (PDF), which includes the 2019–20 PSS questionnaire, an ASCII file layout, and a codebook with the public-use variables in appendices A, B, and C of this report, respectively.

Categories of Variables

Variables on the public-use PSS data files fall into one of five categories: frame, survey, weighting, imputation flag, and composite variables. The purpose of these categories is to help the user better understand what types of variables are included on the files and what the sources were for the variables.

Variables were classified as frame variables if they were drawn from the 2017–18 PSS file or based on the 2019–20 PSS frame update. Examples of frame variables include the school’s permanent identification number (PPIN) or the ZIP code of the school’s mailing address (PZIP).

Survey variables are the actual variables drawn from the questionnaire responses. Each item on the questionnaire has a small number printed to the left. This number is the source code. A single letter “P” was added to the beginning of the source code to create the corresponding variable name. For example, item 5 has a source code of 305. On the data file, the variable name for this item is P305.

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

The imputation flags identify whether a survey item was imputed for missing data. All survey variables have a corresponding imputation flag that indicates whether a value was imputed and, if so, what method was used. All survey imputation flags begin with “F_” and are followed by the name of the variable. For example, the imputation flag for P135 is F_P135. The flag values represent the type of imputation method used and are as follows:

- 0 = Value not imputed
- 4 = Imputed by using a donor value
- 5 = Data adjusted by analyst during review

Composite variables are based on survey variables, frame variables, or other created variables. These variables are frequently used in NCES publications and have been added to the files to facilitate data analysis. A list of the composite variables included in the file is presented in the next section with an explanation of how they were derived.
Composite Variables

DIOCESE—Diocese of Catholic school:
*Purpose:* To provide the Diocese in which a Catholic school is located.
*General explanation:* Based on the Catholic school’s physical location (PCNTY).
*Values:*
  - See codebook in appendix C.

HIGR2020—Highest grade level in school:
*Purpose:* To provide a measure of the highest grade level in the school.
*Values:*
  1 = All Ungraded (P135 = 1 and P145-P295 = 2)
  2 = Highest grade in school is prekindergarten (P145 = 1 and P155-P295 = 2)
  3 = Highest grade in school is kindergarten (P155 = 1 and P165-P295 = 2)
  4 = Highest grade in school is transitional kindergarten (P165 = 1 and P175-P295 = 2)
  5 = Highest grade in school is transitional 1st grade (P175 = 1 and P185-P295 = 2)
  6 = Highest grade in school is 1st grade (P185 = 1 and P195-P295 = 2)
  7 = Highest grade in school is 2nd grade (P195 = 1 and P205-P295 = 2)
  8 = Highest grade in school is 3rd grade (P205 = 1 and P215-P295 = 2)
  9 = Highest grade in school is 4th grade (P215 = 1 and P225-P295 = 2)
  10 = Highest grade in school is 5th grade (P225 = 1 and P235-P295 = 2)
  11 = Highest grade in school is 6th grade (P235 = 1 and P245-P295 = 2)
  12 = Highest grade in school is 7th grade (P245 = 1 and P255-P295 = 2)
  13 = Highest grade in school is 8th grade (P255 = 1 and P265-P295 = 2)
  14 = Highest grade in school is 9th grade (P265 = 1 and P275-P295 = 2)
  15 = Highest grade in school is 10th grade (P275 = 1 and P285-P295 = 2)
  16 = Highest grade in school is 11th grade (P285 = 1 and P295 = 2)
  17 = Highest grade in school is 12th grade (P295 = 1)

LEVEL—Grade level of school:
*Purpose:* To provide a summary measure of the grades provided by the school.

- 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.
- 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.
- 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.
Values:
1 = Elementary
2 = Secondary
3 = Combined

LEVEL2—Grade level of school (new variable):

Purpose: To provide a summary measure of the grades provided by the school.


Private schools are first classified using respondent-provided school grades into one of six instructional levels:

- **Elementary**: Grade Ungraded, Kindergarten, 1, 2, 3, or 4 offered, number of elementary grades greater than number of middle grades. If a school has the same number of grades offered at the elementary and middle level the assignment is Elementary.
- **Middle**: Grade 5, 6, 7, or 8 offered, number of middle grades greater than number of elementary or secondary grades.
- **Secondary**: Grade 9, 10, or 11 offered, number of secondary grades greater than number of middle grades, no grade 12 offered. If a school has the same number of grades offered at the middle and high or middle and secondary levels, the level assignment is High or Secondary, respectively.
- **High**: Grade 12 offered, if other secondary grades offered, number of secondary grades greater than number of middle grades
- **Ungraded**: Only ungraded offered.
- **Other**: Both elementary and secondary grades or grades in all 3 levels offered.

Schools that offer instruction in grades 9, 10, 11, and/or 12 that also offer grade PK or K (but instruction in no other grades) will be classified as Secondary or High.

Then the six instructional levels are combined to form three instructional levels:

- Elementary and Middle are aggregated to form Elementary/middle.
- Secondary and High are aggregated to form Secondary/high.
- Ungraded and Other are aggregated to form Combined/other.

Values:
1 = Elementary/middle
2 = Secondary/high
3 = Ungraded/other
LATITUDE20—Latitude:
*Purpose:* To provide a measure of a school’s location.
*General explanation:* Based on the school’s physical location.
*Values:*  
The 3 digits to the left of the decimal represent the number of degrees from the equator; the 6 digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places.

LOGR2020—Lowest grade level in school:
*Purpose:* To provide a measure of the lowest grade level in the school.
*Values:*  
1 = All Ungraded (P135 = 1 and P145-P295 = 2)  
2 = Lowest grade in school is prekindergarten (P145 = 1)  
3 = Lowest grade in school is kindergarten (P155 = 1 and P145 = 2)  
4 = Lowest grade in school is transitional kindergarten (P165 = 1 and P145-P155 = 2)  
5 = Lowest grade in school is transitional 1st grade (P175 = 1 and P145-P165 = 2)  
6 = Lowest grade in school is 1st grade (P185 = 1 and P145-P175 = 2)  
7 = Lowest grade in school is 2nd grade (P195 = 1 and P145-P185 = 2)  
8 = Lowest grade in school is 3rd grade (P205 = 1 and P145-P195 = 2)  
9 = Lowest grade in school is 4th grade (P215 = 1 and P145-P205 = 2)  
10 = Lowest grade in school is 5th grade (P225 = 1 and P145-P215 = 2)  
11 = Lowest grade in school is 6th grade (P235 = 1 and P145-P225 = 2)  
12 = Lowest grade in school is 7th grade (P245 = 1 and P145-P235 = 2)  
13 = Lowest grade in school is 8th grade (P255 = 1 and P145-P245 = 2)  
14 = Lowest grade in school is 9th grade (P265 = 1 and P145-P255 = 2)  
15 = Lowest grade in school is 10th grade (P275 = 1 and P145-P265 = 2)  
16 = Lowest grade in school is 11th grade (P285 = 1 and P145-P275 = 2)  
17 = Lowest grade in school is 12th grade (P295 = 1 and P145-P285 = 2)

LONGITUDE20—Longitude:
*Purpose:* To provide a measure of a school’s location.
*General explanation:* Based on the school’s physical location.
*Values:*  
The 3 digits to the left of the decimal represent the number of degrees from the prime meridian; the 6 digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places.

MALES—Number of K–12 and ungraded male students in the school:
*Purpose:* To provide a measure for the total number of male students in the school.
*General explanation:* Based on the coeducational status of the school (P335), the number of male students in coeducational schools (P340), and NUMSTUDS.
*Values:*  
MALES = P340 (if P335 = 1),  
0 (if P335 = 2) or  
NUMSTUDS (if P335 = 3)
NUMSTUDS—Number of K–12 and ungraded students in the school:
Purpose: To provide a summary measure of the non-prekindergarten enrollment in the school.
Values:

\[
\text{NUMSTUDS} = P140 + P160 + P170 + P180 + P190 + P200 + P210 + P220 + P230 + P240 + P250 + P260 + P270 + P280 + P290 + P300
\]

NUMTEACH—Number of Full-Time-Equivalent (FTE) teachers in the school:
Purpose: To provide a measure of the number of FTE teachers in the school.
General explanation: Based on the number of teachers in each full-time and part-time work status category (P385, P390, P395, P400, and P405)
Values:

\[
\text{NUMTEACH} = P385 + (.875 \times P390) + (.625 \times P395) + (.375 \times P400) + (.125 \times P405)
\]

ORIENT—School’s religious or nonsectarian orientation:
Purpose: To provide a detailed religious and nonsectarian classification of private schools.
General explanation: Based on the school’s religious orientation (P430) or affiliation (P440):
Values:

1 = Roman Catholic (P440 = 1)
2 = African Methodist Episcopal (P440 = 2)
3 = Amish (P440 = 3)
4 = Assembly of God (P440 = 4)
5 = Baptist (P440 = 5)
6 = Brethren (P440 = 6)
7 = Calvinst (P440 = 7)
8 = Christian, no specific denomination (P440 = 8)
9 = Church of Christ (P440 = 9)
10 = Church of God (P440 = 10)
11 = Church of God in Christ (P440 = 11)
12 = Church of the Nazarene (P440 = 12)
13 = Disciples of Christ (P440 = 13)
14 = Episcopal (P440 = 14)
15 = Friends (P440 = 15)
16 = Greek Orthodox (P440 = 16)
17 = Islamic (P440 = 17)
18 = Jewish (P440 = 18)
19 = Latter Day Saints (P440 = 19)
20 = Lutheran Church - Missouri Synod (P440 = 20)
21 = Evangelical Lutheran Church in America (P440 = 21)
22 = Wisconsin Evangelical Lutheran Synod (P440 = 22)
23 = Other Lutheran (P440 = 23)
24 = Mennonite (P440 = 24)
25 = Methodist (P440 = 25)
26 = Pentecostal (P440 = 26)
27 = Presbyterian (P440 = 27)
28 = Seventh-day Adventist (P440 = 28)
29 = Other (P440 = 29)
30 = Nonsectarian (P440 = 2)
P_ASIAN—Percentage of K–12 and ungraded students who are Asian, not of Hispanic or Latino origin:
Purpose: To provide a measure of the percentage of the school’s students who are Asian.
General explanation: Based the number of Asian students (P316) and total K–12 and ungraded enrollment (NUMSTUDS).
Values:
\[ P_{\text{ASIAN}} = \frac{P316}{\text{NUMSTUDS}} \]

P_BLACK—Percentage of K–12 and ungraded students who are Black or African American, not of Hispanic or Latino origin:
Purpose: To provide a measure of the percentage of the school’s students who are Black or African American.
General explanation: Based the number of Black or African American students (P325) and total K–12 and ungraded enrollment (NUMSTUDS).
Values:
\[ P_{\text{BLACK}} = \frac{P325}{\text{NUMSTUDS}} \]

P_HISP—Percentage of K–12 and ungraded students who are Hispanic or Latino, regardless of race:
Purpose: To provide a measure of the percentage of the school’s students who are Hispanic or Latino.
General explanation: Based the number of Hispanic or Latino students (P320) and total K–12 and ungraded enrollment (NUMSTUDS).
Values:
\[ P_{\text{HISP}} = \frac{P320}{\text{NUMSTUDS}} \]

P_INDIAN—Percentage of K–12 and ungraded students who are American Indian or Alaska Native, not of Hispanic or Latino origin:
Purpose: To provide a measure of the percentage of the school’s students who are American Indian or Alaska Native.
General explanation: Based the number of American Indian or Alaska Native students (P310) and total K–12 and ungraded enrollment (NUMSTUDS).
Values:
\[ P_{\text{INDIAN}} = \frac{P310}{\text{NUMSTUDS}} \]

P_PACIFIC—Percentage of K–12 and ungraded students who are Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin:
Purpose: To provide a measure of the percentage of the school’s students who are Native Hawaiian or other Pacific Islander.
General explanation: Based the number of Native Hawaiian or other Pacific Islander students (P318) and total K–12 and ungraded enrollment (NUMSTUDS).
Values:
\[ P_{\text{PACIFIC}} = \frac{P318}{\text{NUMSTUDS}} \]

P_TR—Percentage of K–12 and ungraded students who are Two or more races, not of Hispanic or Latino origin:
Purpose: To provide a measure of the percentage of the school’s students who are Two or more races.
General explanation: Based the number of students who are Two or more races (P332) and total K–12 and ungraded enrollment (NUMSTUDS).
Values:
\[ P_{\text{TR}} = \frac{P332}{\text{NUMSTUDS}} \]
**P_WHITE**—Percentage of K–12 and ungraded students who are White, not of Hispanic or Latino origin:

*Purpose:* To provide a measure of the percentage of the school’s students who are White.

*General explanation:* Based the number of White students (P330) and total K–12 and ungraded enrollment (NUMSTUDS).

*Values:*

\[ P\_WHITE = \frac{P330}{NUMSTUDS} \]

**REGION**—Geographic region of school:

*Purpose:* To provide a summary measure of the school’s physical location.

*General explanation:* Based on the state of the school’s physical location (PSTANSI).

*Values:*

2 = Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas;
3 = South: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas; and

**RELIG**—School’s religious affiliation:

*Purpose:* To provide a summary classification for private schools.

*General explanation:* Based on the school’s religious orientation and affiliation (P430 and P440)

*Values:*

1 = Catholic (P430 = 1 and P440 = 1)
2 = Other religious (P430 = 1 and P440 ne 1)
3 = Nonsectarian (P430 = 2)

**SIZE**—Categorized number of K–12 and ungraded students in the school:

*Purpose:* To provide a summary classification for private school enrollment.

*General explanation:* Based on the school’s K–12 and ungraded enrollment (NUMSTUDS)

*Values:*

1 = Less than 50 students (NUMSTUDS = 1–49)
2 = 50-149 students (NUMSTUDS = 50–149)
3 = 150-299 students (NUMSTUDS = 150–299)
4 = 300-499 students (NUMSTUDS = 300–499)
5 = 500-749 students (NUMSTUDS = 500–749)
6 = 750 students or more (NUMSTUDS greater than 749)

**S_KG**—Total number of kindergarten students in the school:

*Purpose:* To provide a total count of number of kindergarten students in the school.

*General explanation:* Based on the school’s kindergarten (P160), transitional kindergarten (P170) and transitional first grade enrollment (P180).

*Values:*

\[ S\_KG = P160 + P170 + P180 \]
**STTCH_RT**—Student/teacher ratio:

*Purpose:* To provide a measure of the student/teacher ratio for K–12 and ungraded levels.

*General explanation:* Based on the school’s FTE teachers (NUMTEACH) and total K–12 and ungraded enrollment (NUMSTUDS).

*Values:*

\[ \text{STTCH\_RT} = \frac{\text{NUMSTUDS}}{\text{NUMTEACH}} \]

**TABFLAG**—Tabulation flag:

*Purpose:* To allow selection of schools meeting the pre-1995 PSS definition of a private school (schools with ungraded students or students in grade 1 or above).

*General explanation:* Based on students in reported grade levels (P135, P185, P195, P205, P215, P225, P235, P245, P255, P265, P275, P285, and P295)

*Values:*

1 = Schools with ungraded or grade 1 or above students (P135 = 1 or P185 = 1 or P195 = 1 or P205 = 1 or P215 = 1 or P225 = 1 or P235 = 1 or P245 = 1 or P255 = 1 or P265 = 1 or P275 = 1 or P285 = 1 or P295 = 1)

2 = Schools with no ungraded or grade 1 or above students (P135 = 2 and P185 = 2 and P195 = 2 and P205 = 2 and P215 = 2 and P225 = 2 and P235 = 2 and P245 = 2 and P255 = 2 and P265 = 2 and P275 = 2 and P285 = 2 and P295 = 2)

**TOTHRS**—Length of school day in hours:

*Purpose:* To provide a measure for the total length of the school day.

*General explanation:* Based on the length of the school day in hours (P650) and minutes (P655)

*Values:*

\[ \text{TOTHRS} = \text{P650} + \frac{\text{P655}}{60} \]

**TYPOLOGY**—NCES 9-category typology:

*Purpose:* To provide a summary classification for private schools.

*General explanation:* Based on the school’s religious affiliation (RELIG and P445), association membership (P450-P640), and program emphasis (P415)

*Values:*

1 = Catholic, parochial—Catholic schools with a parochial or inter-parochial governance structure (RELIG = 1 and P445 = 1)

2 = Catholic, diocesan—Catholic schools with a diocesan governance structure (RELIG = 1 and P445 = 2)

3 = Catholic, private—Catholic schools with a private governance structure (RELIG = 1 and P445 = 3)

4 = Other religious, Conservative Christian—Other religious schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship (RELIG = 2 and P455, P460, P465, or P520 = 1)

5 = Other religious, affiliated—Other religious schools not classified as Conservative Christian with membership in at least one of twelve associations: Association of Christian Teachers and Schools, Association of Classical and Christian 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.” (RELIG = 2, TYPOLOGY ne 4, and P467, P468, P470, P480, P485, P490, P492, P500, P510, P515, P525, P530, or P535 = 1)
6 = Other religious, unaffiliated—Other religious schools not classified as Conservative Christian or affiliated (RELIG = 2 and TYPOLOGY ne 4 or 5)
7 = Nonsectarian, regular—Nonsectarian schools with a regular or early childhood program emphasis (RELIG = 3 and P415 = 1 or 7)
8 = Nonsectarian, special emphasis—Nonsectarian schools with a Montessori, career/technical/vocational, alternative, or special program emphasis (RELIG = 3 and P415 = 2, 3, 5, or 6)
9 = Nonsectarian, special education—Nonsectarian schools with a special education program emphasis (RELIG = 3 and P415 = 4)

**UCOMMTYP**—Urban-centric community type:
*Purpose:* To provide a measure of a school’s community type relative to populous areas.
*General explanation:* Based on the urban-centric local code (ULOCALE18).
*Values:*

- 1 = City (ULOCALE18 = 11, 12, or 13)
- 2 = Suburb (ULOCALE18 = 21, 22, or 23)
- 3 = Town (ULOCALE18 = 31, 32, or 33)
- 4 = Rural (ULOCALE18 = 41, 42, or 43)

**ULOCALE20**—Urban-centric locale code:
*Purpose:* To provide a measure of a school’s location relative to populous areas.
*General explanation:* Based on the school’s physical address or the mailing address, if the physical address is not reported.
*Values:*

- 11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
- 12 = City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
- 13 = City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.
- 21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
- 22 = Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
- 23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.
- 31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
- 32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
- 33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.
- 41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
- 42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
- 43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.
The variable names, descriptions, and descriptive statistics for all variables on the public-use file are contained in appendix C.

**Unique School Identifier**

Each school record on the 2019–20 PSS file contains a unique school identifier, the permanent identification number (PPIN). PPIN is a unique 8-character code assigned when a private school is first included in PSS. PPIN can be used to match a school’s 2019–20 PSS record to those of other years.
VI. User Notes and Cautions

This section provides some caveats and considerations that analysts should consider when using the 2019–20 PSS data.

Locale Code (Urbanicity)


Race/Ethnicity

Beginning with the 2009–10 PSS, race/ethnicity data (Item 6) 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 2019–20 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.

Restricted-Use Data File

The 2019 PSS restricted-use data contains one variable that is not on the PSS public-use data file. That is the number of students graduating last school year (Item 8c – P355). If your analyses require this variable, you will need to use the restricted-use data.
References


Appendix A. 2019–20 Private School Universe Survey Questionnaire
Private School Survey
2019-20 School Year

Please Note:
The 2019-20 Private School Survey is intended to include all private -

► Schools that teach ANY of the following -
- At least one grade from 1 to 12
- Ungraded students from 5 to 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 kindergarten. You would mark box 2 in item 2b.

Please continue with item 1 on page 3.
DEAR ADMINISTRATOR:


WHY IS MY SCHOOL’S RESPONSE IMPORTANT?

Private education is a critical part of the U.S. education system. Without accurate information about the nation’s private schools, policy makers have an incomplete picture of education more broadly and cannot make effective decisions on a range of important issues including those around the topic of school choice. A response to this survey ensures that YOUR school is represented in key data and reports produced by the National Center for Education Statistics about private education and school choice. The National Center for Education Statistics is the primary source of statistical information on education for the country. Your school’s response is needed to provide a complete picture of U.S. educational institutions.

HOW DOES THIS HELP MY SCHOOL?

The Private School Survey is used to generate an NCES ID number for your school which many private and federal grants require as part of their application process. NCES also uses the survey to update the private school search tool on our web site: https://nces.ed.gov/surveys/pss/privateSchoolSearch/. This resource is used by parents looking to find a private school for their children. Importantly, your response to this survey ensures that your school’s voice will be heard in policy decisions.

WHAT ARE RESULTS FROM PREVIOUS SURVEYS?

NCES produces summaries of the data that help parents, educators and policy makers understand the current state of education in the United States. For example, results from previous Private School Surveys show that approximately 25 percent of all elementary and secondary schools in the United States are private institutions; these schools enroll approximately 10 percent of the nation’s children and employ 13 percent of the nation’s teachers. In addition to the reports that NCES produces, researchers use the data in their own studies of private schools and policy makers use the data to inform decisions.

WHAT HAPPENS IF I DO NOT RESPOND?

There is no penalty for not responding. However, if you do not respond, your share of the education picture will be blank. A high response rate is very important to make sure the data represent the private education sector accurately. Accurate representation of the private education sector is critical to the design and interpretation of education research for governmental, university based, and private research. 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, please mail your questionnaire to:

U.S. CENSUS BUREAU
ATTN: DCB 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

JAMES L. WOODWORTH
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 it displays a valid OMB control number. The valid OMB control number for this voluntary 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, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: pss@census.gov, or write directly to: Private School Survey (PSS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Room #4012, Washington, DC 20202.
1. Please print your name, title, and school telephone number.

YOUR NAME  

TITLE  

SCHOOL TELEPHONE NUMBER  

2a. Is this institution or organization still in operation?

☐ Yes  

☐ No - Please record the date when closed.  

[Calendar fields for Month, Day, Year]  

GO TO item 3 below.

2b. Are any of grades K to 12 or comparable ungraded levels taught by this institution or organization?

☐ Yes  

☐ No  

Which grades?

☐ Kindergarten  

☐ 1st  

☐ 2nd  

☐ 3rd  

☐ 4th  

☐ 5th  

☐ 6th  

☐ 7th  

☐ 8th  

☐ 9th  

☐ 10th  

☐ 11th  

☐ 12th  

☐ Ungraded  

(1) Which of the following describes the reason(s) this institution or organization does NOT teach any of grades K-12 or comparable ungraded levels?

☐ Adult education or postsecondary education  

☐ Tutoring program or before and after school program  

☐ Prekindergarten, nursery school, early childhood center, or day care center  

☐ Other - Please describe.  

2c. Is this a private school or program? For this survey, all non-public elementary or secondary schools are considered private schools. For example, 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, private schools that receive tuition for some students from public school districts.

☐ Yes  

☐ No  

Which of the following best describes your school or program?

☐ Public school, including public charter, state-run, Bureau of Indian Education, or Department of Defense school  

☐ Other - Please describe the type of school or program.  

3. If you marked "No" for any of items 2a-c, 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 60A  

1201 E. 10TH STREET  

JEFFERSONVILLE, IN 47132-0001  

If you marked "Yes" for all of items 2a-c above, continue with item 4 on page 4.
Appendix A. 2019–20 Private School Universe Survey Questionnaire  

**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.)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**INCORRECT marking example –**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**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 1-888-329-5890. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time).

**Ungraded levels.** The term "ungraded levels" refers to schools that classify students by an alternative means other than particular grade levels (e.g., Kindergarten, 1st grade, 2nd grade, etc.)

4. 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.
- Do NOT include 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).

<table>
<thead>
<tr>
<th>Grade levels</th>
<th>(1) Does this school or program have students in this grade?</th>
<th>(2) Number of students in this grade</th>
</tr>
</thead>
</table>
| a. Ungraded (including ungraded special education students) | 135  
1. Yes  
2. No | 140 |
| b. Nursery and prekindergarten | 145  
1. Yes  
2. No | 150 |
| c. Kindergarten (traditional year of school primarily for 5-year-olds prior to first grade) | 155  
1. Yes  
2. No | 160 |
| d. Transitional (or readiness) kindergarten (extra year of school for kindergarten-age children who are judged not ready for kindergarten) | 165  
1. Yes  
2. No | 170 |
| e. Transitional first (or prefirst) grade (extra year of school for children who have attended kindergarten but have been judged not ready for first grade) | 175  
1. Yes  
2. No | 180 |
4. **Continued – How many students were enrolled in each of the following grade levels around the first of October?**

<table>
<thead>
<tr>
<th>Grade levels</th>
<th>Does this school or program have students in this grade?</th>
<th>Number of students in this grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. 1st</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>190</td>
</tr>
<tr>
<td>g. 2nd</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>200</td>
</tr>
<tr>
<td>h. 3rd</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>210</td>
</tr>
<tr>
<td>i. 4th</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>220</td>
</tr>
<tr>
<td>j. 5th</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>230</td>
</tr>
<tr>
<td>k. 6th</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>240</td>
</tr>
<tr>
<td>l. 7th</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>250</td>
</tr>
<tr>
<td>m. 8th</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>260</td>
</tr>
<tr>
<td>n. 9th</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>270</td>
</tr>
<tr>
<td>o. 10th</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>280</td>
</tr>
<tr>
<td>p. 11th</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>290</td>
</tr>
<tr>
<td>q. 12th</td>
<td>1 Yes ☐ 2 No ☐</td>
<td>300</td>
</tr>
</tbody>
</table>

5. **What was the total number of students enrolled in this school or program around the first of October?**
   - Please sum lines 4(a) through 4(q).
6. 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.
Do NOT include 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 □ None or □ Students

b. White, not of Hispanic or Latino origin?

   330 □ None or □ Students

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

   325 □ None or □ Students

d. Asian, not of Hispanic or Latino origin?

   316 □ None or □ Students

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

   318 □ None or □ Students

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

   310 □ None or □ Students

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

   332 □ None or □ Students

7a. Is this school or program coeducational?

   336 □ Yes

   □ No, it is an all-female school

   □ No, it is an all-male school

   □ GO TO Item 8a 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.
Do NOT include children who are enrolled only in day care at this school or program.
If none, please mark (X) the box.

   340 □ None or □ Male students
8a. LAST school year (2018-19), were any students enrolled in 12th grade?

Yes

No ➔ GO TO item 9a below.

b. How many students were enrolled in 12th grade around October 1, 2018?

12th graders

c. How many students graduated from the 12th grade with a diploma LAST school year (2018-19)?

Include 2019 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.

None ➔ GO TO item 9a below.

Graduates

d. Of those who graduated with a diploma LAST school year (2018-19), approximately what percentage went to four-year colleges?

If none, please mark (X) the box.

Round to the nearest whole percent.

None or

9a. How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?

Mark (X) only one box.

School or program does not offer kindergarten, transitional kindergarten, or transitional first grade ➔ GO TO instructions for Item 10 at top of page 8.

Full day (4 hours or more per day)

Half day (less than 4 hours per day)

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.
INSTRUCTIONS AND AN EXAMPLE FOR ITEM 10

In item 10, 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 ½ time and prekindergarten ½ 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 10 as follows:

0 None or 8

Full-time teachers

0 None or

Teach at least ¼ time but less than full time

0 None or 2

Teach at least ½ time but less than ¾ time

This number includes the one full-time teacher who teaches kindergarten ½ time and prekindergarten ½ time. The time he or she spends teaching prekindergarten is not counted in item 10.

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

0 None or 1

Teach at least ¼ time but less than ½ time

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

0 None or 1

Teach less than ¼ 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 10.

1 2

TOTAL TEACHERS
### 10. 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?

- **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.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>385</td>
<td>None or Full-time teachers</td>
</tr>
<tr>
<td>390</td>
<td>None or Teach at least ¾ time but less than full time</td>
</tr>
<tr>
<td>395</td>
<td>None or Teach at least ½ time but less than ¾ time</td>
</tr>
<tr>
<td>400</td>
<td>None or Teach at least ¼ time but less than ½ time</td>
</tr>
<tr>
<td>405</td>
<td>None or Teach less than ¼ time</td>
</tr>
</tbody>
</table>

**TOTAL TEACHERS**
11. Which of the following best describes this school or program?  
   Mark (X) only one box.
   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
   6. □ 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.
   7. □ 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:  

12a. Is a major role of this school or program to support homeschooling?
   1. □ Yes
   2. □ No

b. Is this school or program located in a private home that is used primarily as a family residence?
   1. □ Yes
   2. □ No

13a. Does this school or program have a religious orientation or purpose?
   1. □ Yes
   2. □ No ➔ GO TO Item 14 on page 12

b. Is this school or program affiliated with a religious organization or institution?
   1. □ Yes
   2. □ No
13c. What is this school's or program's religious orientation or affiliation?

Mark (X) only one box.

- Roman Catholic
- African Methodist Episcopal
- Amish
- Assembly of God
- Baptist
- Brethren
- Calvinist
- Christian (no specific denomination)
- Church of Christ
- Church of God
- Church of God in Christ
- Church of the Nazarene
- Disciples of Christ
- Episcopal
- Friends
- Greek Orthodox
- Islamic
- Jewish
- Latter Day Saints
- Lutheran Church – Missouri Synod
- Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)
- Wisconsin Evangelical Lutheran Synod
- Other Lutheran
- Mennonite
- Methodist
- Pentecostal
- Presbyterian
- Seventh-Day Adventist
- Other – Specify

Is this school –
Mark (X) only one box.

- Parochial (or inter-parochial)
- Diocesan
- Private
14. To which of the following associations or organizations does this school or program belong? Mark (X) all that apply.

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

**RELIGIOUS**

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

☐ American Association of Christian Schools (AACS)

☐ Association of Christian Schools International (ACSI)

☐ Association of Christian Teachers and Schools (ACTS)

☐ Association of Classical and Christian Schools (ACCS)

☐ Christian Schools International (CSI)

☐ Council of Islamic Schools in North America (CISNA)

☐ Evangelical Lutheran Education Association (ELEA)

☐ Friends Council on Education (FCE)

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

☐ Islamic School League of America (ISLA)

☐ Jesuit Secondary Education Association (JSEA)

☐ National Association of Episcopal Schools (NAES)

☐ National Catholic Educational Association (NCEA)

☐ National Christian School Association (NCSA)

☐ National Society for Hebrew Day Schools (Torah Umorah)

☐ Oral Roberts University Educational Fellowship (ORUEF)

☐ Prizmah: Center for Jewish Day Schools (PRIZMAH)

☐ Southern Baptist Association of Christian Schools (SBACS)

☐ Other religious school association(s) – Specify

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

Mark (X) all that apply.

### SPECIAL EMPHASIS

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### OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS

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FORM PSS-1
Appendix A. 2019–20 Private School Universe Survey Questionnaire

15. How many days are in the school YEAR for students in this school or program?
   Days per school YEAR

16. 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.
   Hours AND Minutes

17. 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.)
   Yes
   No

18. Please enter the date you completed this questionnaire.
   Report month as a number, i.e., 01 for January, 02 for February, etc.
   Month Day Year
19. Please verify this school’s or program’s name and mailing address that are printed 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
   
   Mailing address
   
   City
   
   State    ZIP Code
   
20a. Is the physical or street address of this school or program the same as the mailing address?

   1    ☐ Yes
   2 ☐ No

b. Please print this school’s or program’s physical or street address.

   Street
   
   City
   
   State    ZIP Code

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: DC8 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001
To learn more about the Private School Survey (PSS) and to access reports from earlier collections, see the PSS website at: https://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: https://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at: https://www.fedstats.gov
Appendix B. List of Variables and Record Layout of the Tab-Delimited ASCII File of the 2019–20 PSS Public-Use Data
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Appendix B. List of Variables and Record Layout of the Tab-Delimited ASCII File of the 2017–18 PSS Public-Use Data

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Survey Public-Use Codebook
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**Variable**
- CSOURCE

**Label**
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### A-21

**Variable**
- P135

**Label**
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**Variable**
- P140

**Label**
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**Variable**
- P145

**Label**
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<td>Question Wording</td>
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<tr>
<td>P150</td>
<td>4B Nursery/Prekindergarten Enrollment</td>
<td>Q4B_ENRL</td>
<td>Number of students enrolled in nursery or prekindergarten around the first of October?</td>
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<tr>
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<th>Question Wording</th>
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<td>4C Kindergarten Offered</td>
<td>Q4C_GRD</td>
<td>Does this school or program have students enrolled in kindergarten?</td>
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<td></td>
<td>Category</td>
<td>Label</td>
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<th>Question Number</th>
<th>Question Wording</th>
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<tbody>
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<td>4C Kindergarten Enrollment</td>
<td>Q4C_ENRL</td>
<td>Number of students enrolled in kindergarten around the first of October?</td>
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</thead>
<tbody>
<tr>
<td>P165</td>
<td>4D Transitional Kindergarten Offered</td>
<td>Q4D_GRD</td>
<td>Does this school or program have students enrolled in transitional kindergarten?</td>
</tr>
<tr>
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<td></td>
<td>Category</td>
<td>Label</td>
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<tr>
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<td>P170</td>
<td>4D Transitional Kindergarten Enrollment</td>
<td>Q4D_ENRL</td>
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</tr>
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### Variable: transitional first grade offered

- **P175 4E Transitional First Grade Offered**

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<th>Percent</th>
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<tbody>
<tr>
<td>1</td>
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<td>398</td>
<td>1.8</td>
<td>556</td>
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<td>29,396</td>
<td>98.2</td>
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</table>

### Question Number: transitional first grade enrollment

- **P180 4E Transitional First Grade Enrollment**

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<tr>
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<tr>
<td>1.00</td>
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<td>44.05</td>
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</table>

### Variable: first grade offered

- **P185 4F First Grade Offered**

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<th>Percent</th>
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<th>Weighted Percent</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
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<td>66.9</td>
</tr>
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<td>2</td>
<td>No</td>
<td>6,603</td>
<td>30.6</td>
<td>10,087</td>
<td>33.1</td>
</tr>
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<td>Total</td>
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<td>21,572</td>
<td>100.0</td>
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</table>

### Question Number: first grade enrollment

- **P190 4F First Grade Enrollment**

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<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>764.00</td>
<td>16.61</td>
<td>16.62</td>
<td>18.16</td>
<td>21.95</td>
<td>14,969</td>
<td>6,603</td>
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</tbody>
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### Appendix C. 2019–20 Private School Universe Survey Public-Use Codebook

#### Variable Label

P195  
**Question Number**  
Q4G_GRD  
**Question Wording**  
Does this school or program have students enrolled in second grade?

<table>
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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<tr>
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<td>66.6</td>
</tr>
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<td>No</td>
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<td>10,185</td>
<td>33.4</td>
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#### Variable Label

P200  
**Question Number**  
Q4G_ENRL  
**Question Wording**  
Number of students enrolled in second grade around the first of October?

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<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
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<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>773.00</td>
<td>16.31</td>
<td>16.29</td>
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<td>21.97</td>
<td>14,897</td>
<td>6,675</td>
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#### Variable Label

P205  
**Question Number**  
Q4H_GRD  
**Question Wording**  
Does this school or program have students enrolled in third grade?

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<th>Label</th>
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<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<tbody>
<tr>
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<td>14,860</td>
<td>68.9</td>
<td>20,160</td>
<td>66.1</td>
</tr>
<tr>
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<td>No</td>
<td>6,712</td>
<td>31.1</td>
<td>10,332</td>
<td>33.9</td>
</tr>
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#### Variable Label

P210  
**Question Number**  
Q4H_ENRL  
**Question Wording**  
Number of students enrolled in third grade around the first of October?

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<th>Weighted Std Deviation</th>
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<tr>
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<td>773.00</td>
<td>16.45</td>
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<td>22.18</td>
<td>14,860</td>
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### Variable P215
**Label**: 4I Fourth Grade Offered

**Question Number**: Q4I_GRD

**Question Wording**: Does this school or program have students enrolled in fourth grade?

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<th>Label</th>
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<th>Unweighted Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>14,796</td>
<td>68.6</td>
<td>20,147</td>
<td>66.1</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>6,776</td>
<td>31.4</td>
<td>10,345</td>
<td>33.9</td>
</tr>
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### Variable P220
**Label**: 4I Fourth Grade Enrollment

**Question Number**: Q4I_ENRL

**Question Wording**: Number of students enrolled in fourth grade around the first of October?

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<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
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<tr>
<td>1.00</td>
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<td>22.48</td>
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### Variable P225
**Label**: 4J Fifth Grade Offered

**Question Number**: Q4J_GRD

**Question Wording**: Does this school or program have students enrolled in fifth grade?

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<th>Percent</th>
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<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
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<td>Yes</td>
<td>14,764</td>
<td>68.4</td>
<td>20,152</td>
<td>66.1</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>6,808</td>
<td>31.6</td>
<td>10,340</td>
<td>33.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>21,572</td>
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### Variable P230
**Label**: 4J Fifth Grade Enrollment

**Question Number**: Q4J_ENRL

**Question Wording**: Number of students enrolled in fifth grade around the first of October?

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<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
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<th>Valid Skip</th>
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</thead>
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<tr>
<td>1.00</td>
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<td>19.34</td>
<td>23.29</td>
<td>14,764</td>
<td>6,808</td>
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### Variable: P235 4K Sixth Grade Offered

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<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>14,438</td>
<td>66.9</td>
<td>19,771</td>
<td>64.8</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>7,134</td>
<td>33.1</td>
<td>10,721</td>
<td>35.2</td>
</tr>
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<td><strong>Total</strong></td>
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<td>30,492</td>
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**Question Number:** Q4K_GRD

**Question Wording:** Does this school or program have students enrolled in sixth grade?

### Variable: P240 4K Sixth Grade Enrollment

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<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
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<th>Valid Skip</th>
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### Variable: P245 4L Seventh Grade Offered

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<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
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<td>1</td>
<td>Yes</td>
<td>13,770</td>
<td>63.8</td>
<td>18,831</td>
<td>61.8</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>7,802</td>
<td>36.2</td>
<td>11,662</td>
<td>38.2</td>
</tr>
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<td>100.0</td>
<td>30,492</td>
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**Question Number:** Q4L_GRD

**Question Wording:** Does this school or program have students enrolled in seventh grade?

### Variable: P250 4L Seventh Grade Enrollment

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<th>Maximum</th>
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<th>Weighted Mean</th>
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<th>Weighted Std Deviation</th>
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<th>Valid Skip</th>
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</thead>
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<td>18.84</td>
<td>19.06</td>
<td>23.77</td>
<td>28.65</td>
<td>13,770</td>
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### Variable: P255 4M Eighth Grade Offered

**Question Number**: Q4M_GRD  
**Question Wording**: Does this school or program have students enrolled in eighth grade?

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<th>Label</th>
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<th>Unweighted Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Yes</td>
<td>13,672</td>
<td>63.4</td>
<td>18,828</td>
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</tr>
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<td>2</td>
<td>No</td>
<td>7,900</td>
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<td>11,664</td>
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</tr>
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<td><strong>Total</strong></td>
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<td>21,572</td>
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<td>30,492</td>
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### Variable: P260 4M Eighth Grade Enrollment

**Question Number**: Q4M_ENRL  
**Question Wording**: Number of students enrolled in eighth grade around the first of October?

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<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
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</thead>
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<td>683.00</td>
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### Variable: P265 4N Ninth Grade Offered

**Question Number**: Q4N_GRD  
**Question Wording**: Does this school or program have students enrolled in ninth grade?

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<th>Category</th>
<th>Label</th>
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<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<td>34.4</td>
<td>10,706</td>
<td>35.1</td>
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<td>No</td>
<td>14,158</td>
<td>65.6</td>
<td>19,786</td>
<td>64.9</td>
</tr>
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### Variable: P270 4N Ninth Grade Enrollment

**Question Number**: Q4N_ENRL  
**Question Wording**: Number of students enrolled in ninth grade around the first of October?

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<th>Maximum</th>
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<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
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<th>Valid Skip</th>
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</thead>
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### Variable P275 4O Tenth Grade Offered

**Question Number** Q4O_GRD  
**Question Wording** Does this school or program have students enrolled in tenth grade?

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<th>Label</th>
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<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>7,171</td>
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<td>10,253</td>
<td>33.6</td>
</tr>
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<td>66.8</td>
<td>20,239</td>
<td>66.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Variable P280 4O Tenth Grade Enrollment

**Question Number** Q4O_ENRL  
**Question Wording** Number of students enrolled in tenth grade around the first of October?

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>700.00</td>
<td>34.96</td>
<td>34.84</td>
<td>56.75</td>
<td>67.58</td>
<td>7,171</td>
<td>14,401</td>
</tr>
</tbody>
</table>

### Variable P285 4P Eleventh Grade Offered

**Question Number** Q4P_GRD  
**Question Wording** Does this school or program have students enrolled in eleventh grade?

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td></td>
<td>6,879</td>
<td>31.9</td>
<td>10,001</td>
<td>32.8</td>
</tr>
<tr>
<td>2 No</td>
<td></td>
<td>14,693</td>
<td>68.1</td>
<td>20,491</td>
<td>67.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Variable P290 4P Eleventh Grade Enrollment

**Question Number** Q4P_ENRL  
**Question Wording** Number of students enrolled in eleventh grade around the first of October?

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>800.00</td>
<td>35.97</td>
<td>35.30</td>
<td>56.84</td>
<td>67.97</td>
<td>6,879</td>
<td>14,693</td>
</tr>
</tbody>
</table>
### Variable Label
P295 4Q Twelfth Grade Offered

#### Question Number
Q4Q_GRD

#### Question Wording
Does this school or program have students enrolled in twelfth grade?

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td></td>
<td>6,731</td>
<td>31.2</td>
<td>9,767</td>
<td>32.0</td>
</tr>
<tr>
<td>2 No</td>
<td></td>
<td>14,841</td>
<td>68.8</td>
<td>20,725</td>
<td>68.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Variable Label
P300 4Q Twelfth Grade Enrollment

#### Question Number
Q4Q_ENRL

#### Question Wording
Number of students enrolled in twelfth grade around the first of October?

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>800.00</td>
<td>36.14</td>
<td>35.56</td>
<td>57.34</td>
<td>68.50</td>
<td>6,731</td>
<td>14,841</td>
</tr>
</tbody>
</table>

### Variable Label
P305 5 Total Student Enrollment

#### Question Number
Q5_TOTAL

#### Question Wording
What was the total number of students enrolled in this school or program around the first of October?

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>9,640.00</td>
<td>182.11</td>
<td>179.91</td>
<td>240.22</td>
<td>290.10</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable Label
P320 6A Hispanic or Latino Students

#### Question Number
Q6A

#### Question Wording
Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were: Hispanic or Latino, regardless of race?

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>1,497.00</td>
<td>18.68</td>
<td>18.01</td>
<td>51.43</td>
<td>60.80</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable Label
P330 6B White Students

#### Question Number
Q6B

#### Question Wording
Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were: White, not of Hispanic or Latino origin?

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>7,902.00</td>
<td>101.25</td>
<td>100.11</td>
<td>171.18</td>
<td>208.24</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>
### 6C Black Students
- **Question Number**: Q6C
- **Question Wording**: Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were: Black, not of Hispanic or Latino origin?
- **Minimum**: 0.00
- **Maximum**: 1,076.00
- **Unweighted Mean**: 14.67
- **Weighted Mean**: 14.41
- **Unweighted Std Deviation**: 40.00
- **Weighted Std Deviation**: 46.96
- **N**: 21,569
- **Valid Skip**: 3

### 6D Asian Students
- **Question Number**: Q6D
- **Question Wording**: Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were: Asian, not of Hispanic or Latino origin? Asian, not of Hispanic or Latino origin?
- **Minimum**: 0.00
- **Maximum**: 2,171.00
- **Unweighted Mean**: 10.33
- **Weighted Mean**: 10.09
- **Unweighted Std Deviation**: 39.99
- **Weighted Std Deviation**: 47.65
- **N**: 21,572
- **Valid Skip**: 0

### 6E Native Hawaiian/Pacific Islander Students
- **Question Number**: Q6E
- **Question Wording**: Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were: Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin?
- **Minimum**: 0.00
- **Maximum**: 1,593.00
- **Unweighted Mean**: 1.10
- **Weighted Mean**: 1.07
- **Unweighted Std Deviation**: 16.87
- **Weighted Std Deviation**: 19.37
- **N**: 21,572
- **Valid Skip**: 0

### 6F American Indian/Alaska Native Students
- **Question Number**: Q6F
- **Question Wording**: Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were: American Indian or Alaska Native, not of Hispanic or Latino origin?
- **Minimum**: 0.00
- **Maximum**: 587.00
- **Unweighted Mean**: 0.89
- **Weighted Mean**: 0.85
- **Unweighted Std Deviation**: 8.23
- **Weighted Std Deviation**: 9.52
- **N**: 21,572
- **Valid Skip**: 0
### Variable Label

**P332 6G Students of Two or More Races**

**Question Number**

**Q6G**

**Question Wording**

Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were: two or more races, not of Hispanic or Latino origin?

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>1,593.00</td>
<td>8.23</td>
<td>8.05</td>
<td>27.67</td>
<td>32.71</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable Label

**P335 7A Is School Coeducational**

**Question Number**

**Q7A**

**Question Wording**

Is this school or program coeducational?

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>20,650</td>
<td>95.7</td>
<td>29,071</td>
<td>95.3</td>
</tr>
<tr>
<td>2</td>
<td>No, it is an all-female</td>
<td>410</td>
<td>1.9</td>
<td>626</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td>school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>No, it is an all-male</td>
<td>512</td>
<td>2.4</td>
<td>796</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Variable Label

**P340 7B Number of Male Students**

**Question Number**

**Q7B**

**Question Wording**

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

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>3,846.00</td>
<td>76.70</td>
<td>75.01</td>
<td>113.06</td>
<td>135.65</td>
<td>20,650</td>
<td>922</td>
</tr>
</tbody>
</table>

### Variable Label

**P345 8A Students in 12th Grade Last Year**

**Question Number**

**Q8A**

**Question Wording**

LAST school year (2014-15), were any students enrolled in 12th grade?

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>6,706</td>
<td>31.1</td>
<td>9,701</td>
<td>31.8</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>14,866</td>
<td>68.9</td>
<td>20,791</td>
<td>68.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Variable P350 8B Number of 12th Graders Last Year

**Question Number** Q8B

**Question Wording** How many students were enrolled in 12th grade around October 1, 2014?

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>750.00</td>
<td>36.88</td>
<td>36.43</td>
<td>58.25</td>
<td>69.71</td>
<td>6,706</td>
<td>14,866</td>
</tr>
</tbody>
</table>

### Variable P360 8D Percent to 4-Year College

**Question Number** Q8D

**Question Wording** Of those who graduated with a diploma LAST school year (2014-15), approximately what percentage went to four-year colleges?

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>100.00</td>
<td>63.81</td>
<td>64.49</td>
<td>37.82</td>
<td>45.43</td>
<td>6,421</td>
<td>15,151</td>
</tr>
</tbody>
</table>

### Variable P365 9A Length of School Day for Kindergarten

**Question Number** Q9A

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>N/A</td>
<td>5,660</td>
<td>26.2</td>
<td>8,129</td>
<td>26.7</td>
</tr>
<tr>
<td>1</td>
<td>Full day</td>
<td>13,988</td>
<td>64.8</td>
<td>19,742</td>
<td>64.7</td>
</tr>
<tr>
<td>2</td>
<td>Half day</td>
<td>474</td>
<td>2.2</td>
<td>664</td>
<td>2.2</td>
</tr>
<tr>
<td>3</td>
<td>Both offered</td>
<td>1,450</td>
<td>6.7</td>
<td>1,958</td>
<td>6.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Variable P370 9B Days Per Week for Kindergarten

**Question Number** Q9B

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

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>5.00</td>
<td>4.92</td>
<td>4.92</td>
<td>0.39</td>
<td>0.47</td>
<td>15,912</td>
<td>5,660</td>
</tr>
</tbody>
</table>
### Variable P385
**Label**: 10 Full-Time Teachers

**Question Number**: Q10_FT

**Question Wording**: 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?
Teachers who worked full-time

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>346.00</td>
<td>13.93</td>
<td>13.81</td>
<td>20.69</td>
<td>25.00</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable P390
**Label**: 10 More Than 3/4 Time Teachers

**Question Number**: Q10_>3/4

**Question Wording**: 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?
Teachers who taught at least 3/4 time but less than full time.

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>223.00</td>
<td>0.83</td>
<td>0.83</td>
<td>3.31</td>
<td>3.97</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable P395
**Label**: 10 More Than 1/2 Time Teachers

**Question Number**: Q10_>1/2

**Question Wording**: 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?
Teachers who taught at least 1/2 time but less than 3/4 time.

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>309.00</td>
<td>1.40</td>
<td>1.42</td>
<td>5.13</td>
<td>6.47</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable P400
**Label**: 10 More Than 1/4 Time Teachers

**Question Number**: Q10_>1/4

**Question Wording**: 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?
Teachers who taught at least 1/4 time but less than 1/2 time.

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>203.00</td>
<td>0.72</td>
<td>0.73</td>
<td>2.94</td>
<td>3.67</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>
### Variable Label: P405 10 Less Than 1/4 Time Teachers

**Question Number**: Q10_<1/4

**Question Wording**: 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? Teachers who worked less than ¼ time.

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>188.00</td>
<td>0.58</td>
<td>0.57</td>
<td>2.56</td>
<td>3.07</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable Label: P410 10 Total Number of Teachers

**Question Number**: Q10_TOTAL

**Question Wording**: 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? Total K–12 teachers.

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>940.00</td>
<td>17.46</td>
<td>17.37</td>
<td>24.36</td>
<td>29.59</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable Label: P415 11 Type of School

**Question Number**: Q11

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regular elementary or secondary</td>
<td>15,277</td>
<td>70.8</td>
<td>21,083</td>
<td>69.1</td>
</tr>
<tr>
<td>2</td>
<td>Montessori</td>
<td>1,817</td>
<td>8.4</td>
<td>2,566</td>
<td>8.4</td>
</tr>
<tr>
<td>3</td>
<td>Special program emphasis</td>
<td>687</td>
<td>3.2</td>
<td>929</td>
<td>3.0</td>
</tr>
<tr>
<td>4</td>
<td>Special education</td>
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<td>5</td>
<td>Career/technical/vocational</td>
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<td>6</td>
<td>Alternative/other</td>
<td>588</td>
<td>2.7</td>
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<td>Early childhood program/child care center</td>
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### Variable Label: P420 12A School Supports Home Schooling

**Question Number**: Q12A

**Question Wording**: Is a major role of this school or program to support homeschooling?

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<tr>
<td>P425</td>
<td>12B School Located in Private Home</td>
<td>Q12B</td>
<td>Is this school or program located in a private home that is used primarily as a family residence?</td>
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<td>13A Does School Have Religious Orientation</td>
<td>Q13A</td>
<td>Does this school or program have a religious orientation or purpose?</td>
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</table>

<table>
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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<td>10,249</td>
<td>33.6</td>
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<th>Question Wording</th>
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<tr>
<td>P435</td>
<td>13B School Affiliation</td>
<td>Q13B</td>
<td>Is this school or program affiliated with a religious organization or institution?</td>
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<table>
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</table>
### Appendix C. 2019–20 Private School Universe Survey Public-Use Codebook

#### Variable Label
P440  
13C Religious Orientation

#### Question Number Question Wording
Q13C  
What is this school’s or program’s religious orientation or affiliation?

#### Variable Label
P445  
13C Type of Catholic School

#### Question Number Question Wording
Q13C_CATHOLIC  
Type of Catholic school

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<td>4,906</td>
<td>22.7</td>
<td>6,449</td>
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<td>3 Amish</td>
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<td>1,080</td>
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<td>1,239</td>
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<td>1,763</td>
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<td>6 Brethren</td>
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<td>49</td>
<td>0.2</td>
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<td>108</td>
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<td>41</td>
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<td>17 Islamic</td>
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<td>18 Jewish</td>
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<td>607</td>
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<td>1,067</td>
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<td>19 Latter Day Saints</td>
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<td>7</td>
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<td>23 Other Lutheran</td>
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<td>71</td>
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<td>24 Mennonite</td>
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<td>25 Methodist</td>
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<td>306</td>
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<td>207</td>
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<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<td>3,081</td>
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<td>795</td>
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<td>1,172</td>
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</table>
**Variable** | **Label** | **Question Number** | **Question Wording**
---|---|---|---
P450 | 14 No Associations | Q14_0 | To which of the following associations or organizations does this school or program belong? This school or program does NOT belong to ANY associations or organizations.

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<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Does belong to an organization/association</td>
<td>14,485</td>
<td>67.1</td>
<td>20,032</td>
<td>65.7</td>
</tr>
<tr>
<td>1</td>
<td>Does not belong to an organization/association</td>
<td>7,087</td>
<td>32.9</td>
<td>10,460</td>
<td>34.3</td>
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<td>30,492</td>
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</tbody>
</table>

P455 | 14 Accelerated Christian Education | Q14_1 | To which of the following associations or organizations does this school or program belong? Accelerated Christian Education

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<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<td>29,720</td>
<td>97.5</td>
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<tr>
<td>1</td>
<td>Member</td>
<td>492</td>
<td>2.3</td>
<td>772</td>
<td>2.5</td>
</tr>
<tr>
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<td>21,572</td>
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<td>30,492</td>
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</table>

P460 | 14 American Association of Christian Schools | Q14_2 | To which of the following associations or organizations does this school or program belong? American Association of Christian Schools

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<tr>
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<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<td>Member</td>
<td>546</td>
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<td>711</td>
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<td>30,492</td>
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</tbody>
</table>

P465 | 14 Association of Christian Schools International | Q14_3 | To which of the following associations or organizations does this school or program belong? Association of Christian Schools International

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<tbody>
<tr>
<td>0</td>
<td>Not member</td>
<td>19,872</td>
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### Variable P467 14 Association of Christian Teachers and Schools

**Question Number** Q14_4

**Question Wording** To which of the following associations or organizations does this school or program belong? Association of Christian Teachers and Schools

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<th>Category</th>
<th>Label</th>
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<th>Percent</th>
<th>Weighted Frequency</th>
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<tr>
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<td>99.4</td>
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<td>Member</td>
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<td>164</td>
<td>0.5</td>
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### Variable P468 14 Association of Classical and Christian Schools

**Question Number** Q14_5

**Question Wording** To which of the following associations or organizations does this school or program belong? Association of Classical and Christian Schools

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<th>Category</th>
<th>Label</th>
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<th>Percent</th>
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<th>Weighted Percent</th>
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<td>30,232</td>
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### Variable P470 14 Christian Schools International

**Question Number** Q14_6

**Question Wording** To which of the following associations or organizations does this school or program belong? Christian Schools International

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<th>Percent</th>
<th>Weighted Frequency</th>
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<td>Member</td>
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### Variable P475 14 Council of Islamic Schools in North America

**Question Number** Q14_7

**Question Wording** To which of the following associations or organizations does this school or program belong? Council of Islamic Schools in North America

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</table>
### Evangelical Lutheran Education Association

**Variable**

P480

**Question Number**

Q14_8

**Question Wording**

To which of the following associations or organizations does this school or program belong? Evangelical Lutheran Education Association

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<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
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### Friends Council on Education

**Variable**

P485

**Question Number**

Q14_9

**Question Wording**

To which of the following associations or organizations does this school or program belong? Friends Council on Education

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### General Conference of SDA Church

**Variable**

P490

**Question Number**

Q14_10

**Question Wording**

To which of the following associations or organizations does this school or program belong? General Conference of SDA Church

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### Islamic School League of America

**Variable**

P492

**Question Number**

Q14_11

**Question Wording**

To which of the following associations or organizations does this school or program belong? Islamic School League of America

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### Appendix C. 2019–20 Private School Universe Survey Public-Use Codebook

#### Variable Label
P495 14 Jesuit Secondary Education Association

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P500 14 National Association of Episcopal Schools

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P505 14 National Catholic Educational Association

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<td>14 Other Associations for Exceptional Children</td>
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<tr>
<td>Q14_27</td>
<td>Question Wording: To which of the following associations or organizations does this school or program belong? Other Association(s) for Exceptional Children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>21,486</td>
<td>99.6</td>
<td>30,375</td>
<td>99.6</td>
</tr>
<tr>
<td>1</td>
<td>Member</td>
<td>86</td>
<td>0.4</td>
<td>117</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
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<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
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</tr>
</tbody>
</table>
### Variable: P585 14 European Council for International Schools

**Question Number:** Q14_28

**Question Wording:** To which of the following associations or organizations does this school or program belong?

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<tr>
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<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<td>100.0</td>
<td>30,484</td>
<td>100.0</td>
</tr>
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<td>Member</td>
<td>6</td>
<td>0.0</td>
<td>8</td>
<td>0.0</td>
</tr>
<tr>
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<td></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
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</tr>
</tbody>
</table>

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### Variable: P590 14 National Association for the Education of Young Children

**Question Number:** Q14_29

**Question Wording:** To which of the following associations or organizations does this school or program belong?

<table>
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<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
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<td>97.3</td>
<td>29,671</td>
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<tr>
<td>1</td>
<td>Member</td>
<td>585</td>
<td>2.7</td>
<td>821</td>
<td>2.7</td>
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</table>

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### Variable: P600 14 National Association of Laboratory Schools

**Question Number:** Q14_30

**Question Wording:** To which of the following associations or organizations does this school or program belong?

<table>
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<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not member</td>
<td>21,560</td>
<td>99.9</td>
<td>30,468</td>
<td>99.9</td>
</tr>
<tr>
<td>1</td>
<td>Member</td>
<td>12</td>
<td>0.1</td>
<td>24</td>
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</tr>
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<td>30,492</td>
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</tr>
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</table>

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### Variable: P602 14 National Coalition of Girls' Schools

**Question Number:** Q14_31

**Question Wording:** To which of the following associations or organizations does this school or program belong?

<table>
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<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
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<tr>
<td>0</td>
<td>Not member</td>
<td>21,485</td>
<td>99.6</td>
<td>30,368</td>
<td>99.6</td>
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<td>1</td>
<td>Member</td>
<td>87</td>
<td>0.4</td>
<td>124</td>
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</tr>
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<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
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<td>Label</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>----------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P605</td>
<td>14 Other Special Emphasis Associations</td>
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</table>

**Question Number**

**Question Wording**

Q14_32  
To which of the following associations or organizations does this school or program belong?  
Other Special Emphasis Associations

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<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<tr>
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<td>20,997</td>
<td>97.3</td>
<td>29,710</td>
<td>97.4</td>
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<tr>
<td>1</td>
<td>Member</td>
<td>575</td>
<td>2.7</td>
<td>782</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
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<td>21,572</td>
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<td>30,492</td>
<td>100.0</td>
</tr>
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<table>
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<tr>
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<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>P610</td>
<td>14 Alternative School Network</td>
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</tbody>
</table>

**Question Number**

**Question Wording**

Q14_33  
To which of the following associations or organizations does this school or program belong?  
Alternative School Network

<table>
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<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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</thead>
<tbody>
<tr>
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<td>Not member</td>
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<td>99.9</td>
<td>30,461</td>
<td>99.9</td>
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<tr>
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<td>31</td>
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<table>
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<tr>
<th>Variable</th>
<th>Label</th>
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</thead>
<tbody>
<tr>
<td>P620</td>
<td>14 National Association of Independent Schools</td>
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</tbody>
</table>

**Question Number**

**Question Wording**

Q14_34  
To which of the following associations or organizations does this school or program belong?  
National Association of Independent Schools

<table>
<thead>
<tr>
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<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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</thead>
<tbody>
<tr>
<td>0</td>
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<td>94.7</td>
<td>28,878</td>
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</tr>
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<td>1</td>
<td>Member</td>
<td>1,135</td>
<td>5.3</td>
<td>1,614</td>
<td>5.3</td>
</tr>
<tr>
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<td></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
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</tr>
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<thead>
<tr>
<th>Variable</th>
<th>Label</th>
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</thead>
<tbody>
<tr>
<td>P622</td>
<td>14 State/Regional Independent School Association</td>
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</table>

**Question Number**

**Question Wording**

Q14_35  
To which of the following associations or organizations does this school or program belong?  
State/Regional Independent School Association

<table>
<thead>
<tr>
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<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>20,195</td>
<td>93.6</td>
<td>28,546</td>
<td>93.6</td>
</tr>
<tr>
<td>1</td>
<td>Member</td>
<td>1,377</td>
<td>6.4</td>
<td>1,946</td>
<td>6.4</td>
</tr>
<tr>
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<td>21,572</td>
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</table>
### Variable Label P630 14 National Independent Private Schools Association

**Question Number** Q14_36

**Question Wording** To which of the following associations or organizations does this school or program belong? National Independent Private Schools Association

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<th>Label</th>
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<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<tbody>
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<td>30,294</td>
<td>99.4</td>
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<td>1</td>
<td>Member</td>
<td>143</td>
<td>0.7</td>
<td>198</td>
<td>0.6</td>
</tr>
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</table>

### Variable Label P635 14 The Association of Boarding Schools

**Question Number** Q14_37

**Question Wording** To which of the following associations or organizations does this school or program belong? The Association of Boarding Schools

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<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Not member</td>
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<td>99.2</td>
<td>30,242</td>
<td>99.2</td>
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<tr>
<td>1</td>
<td>Member</td>
<td>176</td>
<td>0.8</td>
<td>250</td>
<td>0.8</td>
</tr>
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<td><strong>Total</strong></td>
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<td>21,572</td>
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<td>30,492</td>
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</tr>
</tbody>
</table>

### Variable Label P640 14 Other School Associations

**Question Number** Q14_38

**Question Wording** To which of the following associations or organizations does this school or program belong? Other School Associations

<table>
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<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not member</td>
<td>18,351</td>
<td>85.1</td>
<td>26,038</td>
<td>85.4</td>
</tr>
<tr>
<td>1</td>
<td>Member</td>
<td>3,221</td>
<td>14.9</td>
<td>4,454</td>
<td>14.6</td>
</tr>
<tr>
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<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
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### Variable Label P645 15 Days in School Year

**Question Number** Q15

**Question Wording** How many days are in the school YEAR for students in this school or program?

<table>
<thead>
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<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.00</td>
<td>261.00</td>
<td>179.57</td>
<td>179.65</td>
<td>16.22</td>
<td>20.02</td>
<td>21,572</td>
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</tr>
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</table>
### Variable P650
**Label**: 16 Hours in School Day for Students

<table>
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<th>Question Wording</th>
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</thead>
<tbody>
<tr>
<td>Q16_HRS</td>
<td>How long is the school DAY for students in this school or program?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted</th>
<th>Weighted</th>
<th>Unweighted</th>
<th>Weighted</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>10.00</td>
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<td>6.56</td>
<td>0.95</td>
<td>1.19</td>
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### Variable P655
**Label**: 16 Minutes in School Day for Students

<table>
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<th>Question Wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q16_MIN</td>
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</table>

<table>
<thead>
<tr>
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<th>Weighted</th>
<th>Unweighted</th>
<th>Weighted</th>
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<th>Valid Skip</th>
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<tr>
<td>0.00</td>
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</table>

### Variable P660
**Label**: 17 Library or Library Media Center

<table>
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<tr>
<th>Question Number</th>
<th>Question Wording</th>
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<tbody>
<tr>
<td>Q17</td>
<td>Does this school or program have a library media center?</td>
</tr>
</tbody>
</table>

<table>
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<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>15,271</td>
<td>70.8</td>
<td>21,390</td>
<td>70.2</td>
</tr>
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<td>2</td>
<td>No</td>
<td>6,301</td>
<td>29.2</td>
<td>9,102</td>
<td>29.8</td>
</tr>
<tr>
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<td>21,572</td>
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<td>30,492</td>
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</table>

### Variable PPIN
**Label**: Permanent Identification Number

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</tr>
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<td>Permanent Identification Number</td>
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### Variable PINST
**Label**: School Name

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<th>Question Wording</th>
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<td>School name</td>
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<td>Label</td>
<td>Question Wording</td>
</tr>
<tr>
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<td>-------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>PADDRS</td>
<td>Mailing Address</td>
<td>Mailing address</td>
</tr>
<tr>
<td>PCITY</td>
<td>Mailing City</td>
<td>City of mailing address</td>
</tr>
<tr>
<td>PSTABB</td>
<td>Mailing State Postal Code</td>
<td>State postal code of mailing address</td>
</tr>
<tr>
<td>PZIP</td>
<td>Mailing Zip Code</td>
<td>Zip code of mailing address</td>
</tr>
<tr>
<td>PZIP4</td>
<td>Mailing Zip4 Code</td>
<td>Zip4 code of mailing address</td>
</tr>
<tr>
<td>Variable</td>
<td>Label</td>
<td>Question Number</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>PPHONE</td>
<td>School phone number</td>
<td>Frame Variable</td>
</tr>
<tr>
<td>PCNTY</td>
<td>ANSI County Code</td>
<td>Frame Variable</td>
</tr>
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<td>PCNTY20</td>
<td>ANSI County Code + State Code</td>
<td>Created Variable</td>
</tr>
<tr>
<td>PCNTNM</td>
<td>County Name</td>
<td>Frame Variable</td>
</tr>
<tr>
<td>PL_ADD</td>
<td>Location Address</td>
<td>Frame Variable</td>
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<table>
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<tbody>
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<tr>
<td>PL_ADD</td>
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<td>18,101</td>
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</table>
Variable | Label | Question Number | Question Wording
---|---|---|---
PL_CIT | Location City | Frame Variable | City for school's physical location

<table>
<thead>
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<th>N</th>
<th>Missing</th>
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</thead>
<tbody>
<tr>
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</tr>
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</table>

Variable | Label | Question Number | Question Wording
---|---|---|---
PL_STABB | Location State Postal Code | Frame Variable | State for school's physical location

<table>
<thead>
<tr>
<th>Variable Name</th>
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</tr>
</thead>
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<tr>
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<td>3,461</td>
<td>18,111</td>
</tr>
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</table>

Variable | Label | Question Number | Question Wording
---|---|---|---
PL_ZIP | Location Zip Code | Frame Variable | Zip code for school's physical location

<table>
<thead>
<tr>
<th>Variable Name</th>
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<tbody>
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</table>

Variable | Label | Question Number | Question Wording
---|---|---|---
PL_ZIP4 | Location Zip4 Code | Frame Variable | Zip4 code for school's physical location

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Variable | Label | Question Number | Question Wording
---|---|---|---
REGION | Census Region | Created Variable | Census Region

<table>
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<th>Label</th>
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<th>Percent</th>
<th>Weighted Frequency</th>
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### Urban-centric Locale Code

**Created Variable**

**Question Wording**

Urban-centric community type (based on 2010 Census geography)

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### Latitude

**Created Variable**

**Question Wording**

The 3 digits to the left of the decimal represent the number of degrees from the equator; the 6 digits to the right of the decimal represent the fraction of the next degree carried out to six

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### Longitude

**Created Variable**

**Question Wording**

The 3 digits to the left of the decimal represent the number of degrees from the equator; the 6 digits to the right of the decimal represent the fraction of the next degree carried out to six

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**Created Variable**

**Question Wording**

State Legislative District - Lower
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### Variable FRAME Label Universe frame to which school belongs

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**Question Number**

**Question Wording**

**Created Variable**

**School Typology**

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**Question Wording**

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ORIENT School Orientation

**Question Number**

**Question Wording**
Created Variable

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2. African Methodist Episcopal 7 0.0 10 0.0
3. Amish 1,080 5.0 1,408 4.6
4. Assembly of God 156 0.7 198 0.7
5. Baptist 1,239 5.7 1,763 5.8
6. Brethren 35 0.2 49 0.2
7. Calvinist 83 0.4 108 0.4
9. Church of Christ 88 0.4 121 0.4
10. Church of God 41 0.2 57 0.2
11. Church of God in Christ 12 0.1 17 0.1
12. Church of the Nazarene 34 0.2 49 0.2
13. Disciples of Christ 6 0.0 9 0.0
14. Episcopal 279 1.3 386 1.3
15. Friends 60 0.3 79 0.3
16. Greek Orthodox 21 0.1 41 0.1
17. Islamic 207 1.0 284 0.9
18. Jewish 607 2.8 1,067 3.5
19. Latter Day Saints 5 0.0 7 0.0
20. Lutheran Church - Missouri Synod 772 3.6 942 3.1
21. Evangelical Lutheran Church in America 74 0.3 102 0.3
22. Wisconsin Evangelical Lutheran Synod 290 1.3 318 1.0
23. Other Lutheran 52 0.2 71 0.2
24. Mennonite 345 1.6 474 1.6
25. Methodist 162 0.8 306 1.0
26. Pentecostal 194 0.9 314 1.0
27. Presbyterian 152 0.7 207 0.7
28. Seventh-Day Adventist 548 2.5 724 2.4
29. Other 160 0.7 232 0.8
30. Nonsectarian 6,904 32.0 10,251 33.6

**Total**
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# Variable Label
DIocese or archdiocese for Catholic schools

# Question Number Question Wording
Created Variable Diocese or archdiocese for Catholic schools

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<td>9</td>
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<tr>
<td>Diocese of Wheeling-Charleston, WV</td>
<td>23</td>
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<td>0.1</td>
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</tr>
<tr>
<td>Archdiocese of Milwaukee, WI</td>
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<td>115</td>
<td>0.4</td>
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</tr>
<tr>
<td>Diocese of Green Bay, WI</td>
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<td>51</td>
<td>0.2</td>
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<tr>
<td>Diocese of La Crosse, WI</td>
<td>56</td>
<td>0.3</td>
<td>68</td>
<td>0.2</td>
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</tr>
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<td>Diocese of Madison, WI</td>
<td>41</td>
<td>0.2</td>
<td>49</td>
<td>0.2</td>
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</tr>
<tr>
<td>Diocese of Superior, WI</td>
<td>12</td>
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<tr>
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<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
<td><strong>30,492</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Variable Label**
- **LEVEL**: Level of Instruction
- **Created Variable**: Level of Instruction

**Question Number**
- **Question Wording**: Created Variable

**Category**
- **1 Elementary**
- **2 Secondary**
- **3 Combined elementary and secondary**

**Frequency**
- 13,404
- 1,942
- 6,226

**Percent**
- 62.1
- 9.0
- 28.9

**Weighted Frequency**
- 18,677
- 2,830
- 8,985

**Weighted Percent**
- 61.3
- 9.3
- 29.5
### Variable: LEVEL2
**Label**: Level of Instruction

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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Elementary/Middle</td>
<td>13,558</td>
<td>62.9</td>
<td>18,890</td>
<td>61.9</td>
</tr>
<tr>
<td>2</td>
<td>Secondary/High</td>
<td>2,344</td>
<td>10.9</td>
<td>3,479</td>
<td>11.4</td>
</tr>
<tr>
<td>3</td>
<td>Combined/Other</td>
<td>5,670</td>
<td>26.3</td>
<td>8,124</td>
<td>26.6</td>
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<td><strong>Total</strong></td>
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<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
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</tbody>
</table>

### Variable: NUMSTUDS
**Label**: Total Number of Students (K–12, UG)

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>7,902.00</td>
<td>155.16</td>
<td>152.59</td>
<td>229.42</td>
<td>277.04</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable: SIZE
**Label**: Size of School (K–12, UG)

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less than 50 students</td>
<td>8,451</td>
<td>39.2</td>
<td>12,636</td>
<td>41.4</td>
</tr>
<tr>
<td>2</td>
<td>50-149 students</td>
<td>6,056</td>
<td>28.1</td>
<td>8,223</td>
<td>27.0</td>
</tr>
<tr>
<td>3</td>
<td>150-299 students</td>
<td>3,945</td>
<td>18.3</td>
<td>5,271</td>
<td>17.3</td>
</tr>
<tr>
<td>4</td>
<td>300-499 students</td>
<td>1,809</td>
<td>8.4</td>
<td>2,460</td>
<td>8.1</td>
</tr>
<tr>
<td>5</td>
<td>500-749 students</td>
<td>738</td>
<td>3.4</td>
<td>1,064</td>
<td>3.5</td>
</tr>
<tr>
<td>6</td>
<td>750 students or more</td>
<td>573</td>
<td>2.7</td>
<td>838</td>
<td>2.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Variable: NUMTEACH
**Label**: Number of K–12 Teachers (FTE)

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.10</td>
<td>564.00</td>
<td>15.88</td>
<td>15.78</td>
<td>22.44</td>
<td>27.19</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>
### Variable: UCOMMTYP
**Label:** Urban-centric Community Type

**Question Number:**
**Question Wording:** Urban-centric community type (NCES assigned, based on 2010 Census geography)

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 City (ULOCALE20 = 11, 12, 13)</td>
<td>7,260</td>
<td>33.7</td>
<td>10,445</td>
<td>34.3</td>
<td></td>
</tr>
<tr>
<td>2 Suburb (ULOCALE20= 21, 22, 23)</td>
<td>8,155</td>
<td>37.8</td>
<td>11,670</td>
<td>38.3</td>
<td></td>
</tr>
<tr>
<td>3 Town (ULOCALE20= 31, 32, 33)</td>
<td>1,875</td>
<td>8.7</td>
<td>2,476</td>
<td>8.1</td>
<td></td>
</tr>
<tr>
<td>4 Rural (ULOCALE20 = 41, 42, 43)</td>
<td>4,282</td>
<td>19.8</td>
<td>5,901</td>
<td>19.4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### Variable: TOTHRS
**Label:** Length of School Day in Hours

**Question Number:**
**Question Wording:** Length of school day in hours

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>10.98</td>
<td>6.82</td>
<td>6.82</td>
<td>0.92</td>
<td>1.15</td>
<td>21,572</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable: MALES
**Label:** Number of Male Students (K–12, UG)

**Question Number:**
**Question Wording:** Number of male students (K–12, UG)

<table>
<thead>
<tr>
<th>Minimum</th>
<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
<th>N</th>
<th>Valid Skip</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>3,846.00</td>
<td>80.18</td>
<td>79.01</td>
<td>128.82</td>
<td>156.60</td>
<td>21,572</td>
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</tbody>
</table>

### Variable: F_P135
**Label:** Imputation Flag for P135

**Question Number:** Imputation Flag
**Question Wording:** Imputation Flag for P135

<table>
<thead>
<tr>
<th>Category</th>
<th>Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,563</td>
<td>100.0</td>
<td>30,479</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>4 Imputed by using a donor value</td>
<td>4</td>
<td>0.0</td>
<td>6</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
<td></td>
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</table>
### F_P140 Imputation Flag for P140

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,563</td>
<td>100.0</td>
<td>30,479</td>
<td>100.0</td>
</tr>
<tr>
<td>4 Imputed by using a donor value</td>
<td>4</td>
<td>0.0</td>
<td>6</td>
<td>0.0</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
<td><strong>30,492</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### F_P145 Imputation Flag for P145

<table>
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<th>Category Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
</tr>
<tr>
<td>4 Imputed by using a donor value</td>
<td>3</td>
<td>0.0</td>
<td>4</td>
<td>0.0</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
<td><strong>30,492</strong></td>
<td><strong>100.0</strong></td>
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### F_P150 Imputation Flag for P150

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,548</td>
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<td>30,452</td>
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<td>18</td>
<td>0.1</td>
<td>32</td>
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<td>5 Data adjusted by analyst during review</td>
<td>6</td>
<td>0.0</td>
<td>8</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
<td><strong>30,492</strong></td>
<td><strong>100.0</strong></td>
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### F_P155 Imputation Flag for P155

<table>
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<th>Frequency</th>
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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
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<td>21,561</td>
<td>99.9</td>
<td>30,477</td>
<td>100.0</td>
</tr>
<tr>
<td>4 Imputed by using a donor value</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
<td>6</td>
<td>0.0</td>
<td>8</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
<td><strong>30,492</strong></td>
<td><strong>100.0</strong></td>
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### Variable F_P160 Imputation Flag for P160

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed (original data)</td>
<td>21,545</td>
<td>99.9</td>
<td>30,447</td>
<td>99.9</td>
</tr>
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<td>Imputed by using a donor value</td>
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<td>0.1</td>
<td>36</td>
<td>0.1</td>
</tr>
<tr>
<td>Data adjusted by analyst during review</td>
<td>6</td>
<td>0.0</td>
<td>8</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,572</td>
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<td>30,492</td>
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### Variable F_P165 Imputation Flag for P165

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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed (original data)</td>
<td>21,562</td>
<td>100.0</td>
<td>30,478</td>
<td>100.0</td>
</tr>
<tr>
<td>Imputed by using a donor value</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td>Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
</tr>
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### Variable F_P170 Imputation Flag for P170

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
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<td>99.9</td>
<td>30,474</td>
<td>99.9</td>
</tr>
<tr>
<td>Imputed by using a donor value</td>
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<td>11</td>
<td>0.0</td>
</tr>
<tr>
<td>Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
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### Variable F_P175 Imputation Flag for P175

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed (original data)</td>
<td>21,563</td>
<td>100.0</td>
<td>30,479</td>
<td>100.0</td>
</tr>
<tr>
<td>Imputed by using a donor value</td>
<td>4</td>
<td>0.0</td>
<td>6</td>
<td>0.0</td>
</tr>
<tr>
<td>Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Appendix C. 2019–20 Private School Universe Survey Public-Use Codebook

#### Variable Label

<table>
<thead>
<tr>
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<th>Question Wording</th>
<th>Imputation Flag</th>
<th>Imputation Flag for P180</th>
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<tbody>
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<td>F_P180</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F_P185</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F_P190</td>
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<tr>
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#### Table

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,562</td>
<td>100.0</td>
<td>30,478</td>
<td>100.0</td>
</tr>
<tr>
<td>4 Imputed by using a donor value</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
<td><strong>30,492</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
</tr>
<tr>
<td>4 Imputed by using a donor value</td>
<td>3</td>
<td>0.0</td>
<td>4</td>
<td>0.0</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
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<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
<td><strong>30,492</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Label</th>
<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>21,553</td>
<td>99.9</td>
<td>30,447</td>
<td>99.9</td>
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<td>4 Imputed by using a donor value</td>
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</tr>
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<td><strong>Total</strong></td>
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<td><strong>30,492</strong></td>
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<table>
<thead>
<tr>
<th>Category Label</th>
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<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<tr>
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<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
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<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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### Variable Label
**F_P200** Imputation Flag for P200

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</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,550</td>
<td>99.9</td>
<td>30,443</td>
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</tr>
<tr>
<td>4 Imputed by using a donor value</td>
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<td>5 Data adjusted by analyst during review</td>
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<td>7</td>
<td>0.0</td>
</tr>
<tr>
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<td><strong>100.0</strong></td>
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### Variable Label
**F_P205** Imputation Flag for P205

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<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
</tr>
<tr>
<td>4 Imputed by using a donor value</td>
<td>3</td>
<td>0.0</td>
<td>4</td>
<td>0.0</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
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<tr>
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**F_P210** Imputation Flag for P210

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<tbody>
<tr>
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<td>21,550</td>
<td>99.9</td>
<td>30,443</td>
<td>99.8</td>
</tr>
<tr>
<td>4 Imputed by using a donor value</td>
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<td>42</td>
<td>0.1</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
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**F_P215** Imputation Flag for P215

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<th>Frequency</th>
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<th>Weighted Percent</th>
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<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
</tr>
<tr>
<td>4 Imputed by using a donor value</td>
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<tr>
<td>5 Data adjusted by analyst during review</td>
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</tr>
<tr>
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<th>Frequency</th>
<th>Percent</th>
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<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed (original data)</td>
<td>21,550</td>
<td>99.9</td>
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<td>99.7</td>
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<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Variable Label: F_P225 Imputation Flag for P225

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<th>Frequency</th>
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<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
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<td>100.0</td>
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<tr>
<td>Imputed by using a donor value</td>
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<td>4</td>
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<td>Data adjusted by analyst during review</td>
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<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>30,492</td>
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<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed (original data)</td>
<td>21,548</td>
<td>99.9</td>
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<td>99.7</td>
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<td><strong>Total</strong></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
<td>100.0</td>
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### Variable Label: F_P235 Imputation Flag for P235

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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
</tr>
<tr>
<td>Imputed by using a donor value</td>
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<td>0.0</td>
<td>4</td>
<td>0.0</td>
</tr>
<tr>
<td>Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
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</table>
### Variable F_P240
#### Question Number
Imputation Flag
#### Question Wording
Imputation Flag for P240

<table>
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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<tbody>
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<td>0 Not imputed (original data)</td>
<td>21,546</td>
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<td>99.7</td>
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<td>5 Data adjusted by analyst during review</td>
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<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100.0</strong></td>
<td><strong>30,492</strong></td>
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### Variable F_P245
#### Question Number
Imputation Flag
#### Question Wording
Imputation Flag for P245

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<th>Frequency</th>
<th>Percent</th>
<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
</tr>
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<td>4 Imputed by using a donor value</td>
<td>3</td>
<td>0.0</td>
<td>4</td>
<td>0.0</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
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<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
<td><strong>30,492</strong></td>
<td><strong>100.0</strong></td>
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</tbody>
</table>

### Variable F_P250
#### Question Number
Imputation Flag
#### Question Wording
Imputation Flag for P250

<table>
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<th>Frequency</th>
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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,547</td>
<td>99.9</td>
<td>30,438</td>
<td>99.8</td>
</tr>
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<td>48</td>
<td>0.2</td>
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<td><strong>30,492</strong></td>
<td><strong>100.0</strong></td>
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</table>

### Variable F_P255
#### Question Number
Imputation Flag
#### Question Wording
Imputation Flag for P255

<table>
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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
</tr>
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<td>4 Imputed by using a donor value</td>
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<td>0.0</td>
<td>4</td>
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<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
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<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100.0</strong></td>
<td><strong>30,492</strong></td>
<td><strong>100.0</strong></td>
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</tbody>
</table>
### Appendix C. 2019–20 Private School Universe Survey Public-Use Codebook

#### Variable Label
- **F_P260** Imputation Flag for P260

#### Question Number
- **Imputation Flag**

#### Question Wording
- **Imputation Flag for P260**

<table>
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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
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<tbody>
<tr>
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<td>21,548</td>
<td>99.9</td>
<td>30,440</td>
<td>99.8</td>
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<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
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#### Variable Label
- **F_P265** Imputation Flag for P265

#### Question Number
- **Imputation Flag**

#### Question Wording
- **Imputation Flag for P265**

<table>
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<th>Weighted Frequency</th>
<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
</tr>
<tr>
<td>4 Imputed by using a donor value</td>
<td>3</td>
<td>0.0</td>
<td>4</td>
<td>0.0</td>
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<tr>
<td>5 Data adjusted by analyst during review</td>
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<td><strong>Total</strong></td>
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#### Variable Label
- **F_P270** Imputation Flag for P270

#### Question Number
- **Imputation Flag**

#### Question Wording
- **Imputation Flag for P270**

<table>
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<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5 Data adjusted by analyst during review</td>
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<tr>
<td><strong>Total</strong></td>
<td>21,572</td>
<td>100.0</td>
<td>30,492</td>
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</tr>
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#### Variable Label
- **F_P275** Imputation Flag for P275

#### Question Number
- **Imputation Flag**

#### Question Wording
- **Imputation Flag for P275**

<table>
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<th>Weighted Percent</th>
</tr>
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<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
</tr>
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<td>4 Imputed by using a donor value</td>
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<td>0.0</td>
<td>4</td>
<td>0.0</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,572</td>
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<td>30,492</td>
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<th>Weighted Percent</th>
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<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
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<th>Weighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed (original data)</td>
<td>21,564</td>
<td>100.0</td>
<td>30,481</td>
<td>100.0</td>
</tr>
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<td>3</td>
<td>0.0</td>
<td>4</td>
<td>0.0</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Variable Label: F_P290 Imputation Flag for P290

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<th>Weighted Percent</th>
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<td>0.1</td>
</tr>
<tr>
<td>5 Data adjusted by analyst during review</td>
<td>5</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>21,572</strong></td>
<td><strong>100.0</strong></td>
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### Appendix C. 2019–20 Private School Universe Survey Public-Use Codebook

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F_P385 Imputation Flag for P385

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Imputation Flag Imputation Flag for P385

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# Variable Label
F_P390 Imputation Flag for P390

## Question Number Question Wording
Imputation Flag Imputation Flag for P390

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F_P395 Imputation Flag for P395

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Imputation Flag Imputation Flag for P395

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# Variable Label
F_P400 Imputation Flag for P400

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Imputation Flag Imputation Flag for P400

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F_P465

### Question Number
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### Question Number
Imputation Flag

### Question Wording
Imputation Flag for P467

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F_P468

### Question Number
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Imputation Flag for P468

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F_P470

### Question Number
Imputation Flag

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### Variable Label: F_P480 Imputation Flag for P480

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### F_P575 Imputation Flag for P575

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#### Question Wording Imputation Flag for P580

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<td>Weighted Frequency</td>
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<tr>
<td>P_INDIAN</td>
<td>Percentage of American Indian or Alaskan Native Students</td>
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<td>Percentage of American Indian or Alaska Native students (K–12, UG)</td>
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<td>P_ASIAN</td>
<td>Percentage of Asian Students</td>
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<td>Percentage of Asian students (K–12, UG)</td>
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<td>Percentage of Native Hawaiian or Pacific Islander students</td>
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<td>Percentage of Native Hawaiian or Pacific Islander students (K–12, UG)</td>
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<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
<th>Weighted Std Deviation</th>
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<tr>
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<td>Percentage of Students of Two or More Races</td>
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<th>Maximum</th>
<th>Unweighted Mean</th>
<th>Weighted Mean</th>
<th>Unweighted Std Deviation</th>
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