

Private School Universe Survey (PSS): Survey Documentation for School Year 2013–14

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Stephen Broughman
National Center for Education Statistics
U.S. Department of Education

Jennifer Peterson
Randall Parmer
Allison Zotti
U.S. Census Bureau

U.S. Department of Education

Betsy DeVos
Secretary

Institute of Education Sciences

Thomas Brock
Commissioner of the National Center for Education Research
Delegated Duties of the Director

National Center for Education Statistics

Peggy G. Carr
Acting Commissioner

Sample Surveys Division

Christopher Chapman
Associate Commissioner

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Content Contact

Stephen Broughman
(202) 245-8338
Stephen.Broughman@ed.gov

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I. Overview

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

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

Purpose and Content of the Survey

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

The 2013–14 PSS consisted of a single school questionnaire designed to be filled out by school administrators. Data collected included enrollment by grade, enrollment by race/ethnicity and sex, number of high school graduates, number of teachers, program emphasis, school religious orientation or affiliation, association membership, existence and type of kindergarten program, number of days in the school year and length of the school day, and whether the school had a library media center. A copy of the 2013–14 PSS questionnaire is contained in appendix B. The 2013–14 PSS questionnaire content is unchanged from that of 2011–12.

Content of the Documentation

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

Information in the chapters is supported by material in the appendices. Appendix A contains the key terms for the 2013–14 PSS, appendix B contains a copy of the 2013–14 PSS questionnaire, appendix C lists the private school lists that were received and processed, appendix D lists the 2013–14 area frame counties, appendix E contains selected unit and item response rates, appendix F contains the counts of pre-edit rejections of PSS data and counts of changes made during the pre-edit, appendix G contains the donor imputation variables and counts of changes made during editing and imputation, and appendix H contains the variable categories used in developing adjustment factor cells for weighting.

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II. Frame Creation

Because 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 2013–14 PSS.

List Frame

The list-building component was the primary means for improving coverage of private schools. The basis for the 2013–14 PSS list frame was the 29,338 private schools from the 2011–12 PSS list frame (table 1). Additionally, 4,132 programs identified in the 2011–12 PSS as prekindergarten only were included in case any of these programs included at least a kindergarten in the 2013–14 school year; 44 programs temporarily without students in 2011–12 were also included in case they had students in 2013–14. In order to provide coverage of private schools founded since 2011 and to improve coverage of private schools existing in 2011, the Census Bureau requested membership lists from 32 private school associations and religious denominations; 30 lists were received and processed. (See table C-1 in appendix C.) The departments of education from each of the 50 states and the District of Columbia were asked to provide lists of private schools, and 49 lists were received and processed. Additional private schools that submitted requests to NCES to be included in PSS were added to the list frame.

Table 1. Number and percentage of PSS cases, by source: 2013–14

Source	Number	Percent
Total	40,298	100.0
List frame	38,584	95.7
2011–12 PSS	33,514	83.2
Base list	29,338	72.1
Prekindergarten only cases	4,132	10.3
Temporarily without students only cases	44	0.1
2013 lists	5,070	12.6
Traditional lists ¹	3,438	8.5
Early-childhood lists	1,632	4.0
Area frame	1,714	4.3

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Beginning in 1995, the PSS private school definition was expanded to include schools for which kindergarten is the highest grade (kindergarten terminal or k-terminal schools). In 2013, a separate list-building operation (early childhood operation) was conducted to identify k-terminal schools. Requests for lists of programs that might include a kindergarten were made to sources other than state departments of education in all 50 states and the District of Columbia, including state departments of health or recreation, state child care licensing agencies, and child care referral agencies. Although early childhood lists were

requested for all states and the District of Columbia, 19 states were selected¹ in advance for processing and follow-up in the event that they did not respond to the initial request for lists. If the remaining 32 states did not respond to the initial early childhood list request, no additional effort was made to obtain the lists. In 2013, lists from 18 of the selected states were received and processed. (See table C-2 in appendix C.)

Schools on private school association membership lists, the state lists, and the early childhood lists were compared to the base list, and any school that did not match a school on the base list was added to the NCES private school universe list. The total number of private schools added by the 2013–14 list frame operation was 5,070, including 3,438 from the traditional operation and 1,632 from the early childhood operation (table 1).

Area Frame

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

Certainty PSUs

The eight PSUs (Los Angeles and Orange Counties, California; Harris County, Texas; Cook County, Illinois; Queens and Kings Counties, New York; Miami-Dade County, Florida; and Philadelphia County, Pennsylvania) with the highest private school enrollment in the 2010 American Community Survey were included in the 2013–14 PSS area frame with certainty.

Noncertainty PSUs

From the 2,054 noncertainty PSUs, 116 PSUs were selected independently of the 2011–13 PSU sample. The strata for selecting the PSUs were defined the same way as in the 2011–12 PSS area frame design. Initially, 16 strata were created: region (Northeast, Midwest, South, and West), metro/nonmetro status within region, and high/low percentage of private enrollment within metro/nonmetro status (i.e., above or below the median private school enrollment within each metro/nonmetro status). The high/low cutoffs were then adjusted so as to more nearly equalize the expected variance between the two strata. The purpose of this was to try to lower the overall standard errors resulting from the sample of PSUs.

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

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

² The PSS sample PSUs were selected systematically with probabilities proportional to the square root of the 2010 American Community Survey PSU private school enrollment.

Total Area Frame Sample

A total of 124 PSUs (165 counties) were in the area sample. The 2013–14 PSS area frame counties are listed in table D-1 of appendix D. Within each of these PSUs, the Census Bureau attempted to find all eligible private schools. A block-by-block listing of all private schools in a sample of PSUs was not attempted. Rather, regional office field staff created the frame by using such sources as yellow pages, local Catholic dioceses, local education agencies, and local government offices. The Census Bureau also obtained a list of eligible private schools for area frame sample PSUs from the InfoUSA database created by infogroup®.

Once the area search lists were constructed, they were matched with the list frame. Schools already on the list frame were deleted from the area frame. Schools that did not match the list frame were considered part of the area frame. A total of 1,714 schools were added to the universe from the area frame resulting in a total frame of 40,298 schools (table 1).

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III. Data Collection

Time Frame of the Survey

The 2013–14 PSS data were collected during the 2013–14 school year. Table 2 shows the specific data collection activities and the time frame when each occurred.

Table 2. PSS data collection time schedule: 2013–14

Activity	Date(s)
Initial mailing offering Internet option	September 30, 2013
US Government shutdown	October 1 - 16, 2013
Internet data collection	October 17, 2013 - June 6, 2014
Post US Government Shutdown letter offering Internet option	November 1, 2013
First mailing of PSS questionnaires	November 27, 2013
First mailing of reminder postcards	December 4, 2013
Second mailing of PSS questionnaires	January 8, 2014
Second mailing of PSS reminder postcards	January 15, 2014
Mailing offering Internet option to cases added after mailout	January 15, 2014
Telephone follow-up for PSS nonresponse cases	February 3 - March 14, 2014
Field follow-up for cases with no phone numbers	March 3 - May 22, 2014
Field follow-up for mail and telephone nonresponse cases	April 10 - May 29, 2014
Final mailing offering Internet option to selected nonresponse cases	April 18, 2014
Receipt of last questionnaire included	September 16, 2014

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Data Collection Procedures

The 2013–14 PSS used a mailout/mailback and Internet data collection methodology. Follow-up of nonresponding cases was conducted first by computer-assisted telephone interviewing (CATI), by Census Bureau field representatives, and then an Internet reminder letter to all schools not followed-up by field representatives.

Initial Mailing

The 2013–14 Private School Universe Survey (PSS) data collection began on September 30, 2013 with the mailout³ of a letter to most private schools describing how to respond to the 2013–14 PSS online, and including a userid and password for the online option (table 2). Amish and Mennonite schools were excluded from this mailout because they do not use the Internet.

Beginning October 1, 2013, the Federal government shutdown through October 16, 2013. During the shutdown, the online instrument was not available for respondents. A post shutdown letter was mailed to all respondents that were mailed the initial letter on November 1, 2013.

Questionnaire Mailings and Reminder Postcards

The first mailout of the PSS hardcopy questionnaires (to all private schools) occurred on November 27, 2013. A second mailout of questionnaires (to nonresponding schools only) occurred on January 8, 2014. A reminder postcard was sent 1 week after each questionnaire mailout (table 2).

³ The first mailout excluded 3,389 cases that were coded out-of-scope prior to mailout.

The PSS (Internet only) return rate at the end of the Internet only data collection period (November 27, 2014) was 23 percent. The PSS (mail and Internet) return rate for the end of the first mailout period (January 8, 2014) was 43 percent (18 percent from mail and 24 percent from Internet) while the cumulative return rate at the end of the second PSS mailout period (February 3, 2014) was 49 percent (25 percent from mail and 24 percent from Internet).⁴ An additional 1,141 schools from the area frame operation and 78 new list frame schools were added in early January 2014 following the second questionnaire mailing.⁵ Of the 1,219 schools added in early January, 1,212 were mailed a letter offering the Internet option (January 15, 2014) and 65 cases (5.3 percent) responded online.

Nonresponse Follow-up

Telephone Follow-up

Telephone interviewing for 18,681 PSS schools that had not responded by mail but for which phone numbers were available began on February 3, 2014. Telephone interviewing took place at the Census Bureau's CATI facilities located in Tucson, Arizona, and Jeffersonville, Indiana. CATI follow-up for PSS cases continued through March 14, 2014. On February 24, 2014, 1,108 cases that were sent a letter offering the Internet option in mid-January were added to the CATI workload. Initially, there were 19,789 cases selected for telephone follow-up, but 3,123 (16 percent) were late mail returns⁶ prior to the start of CATI and were not assigned to a telephone center. Of the 16,666 remaining telephone follow-up cases, 31 percent were completed by CATI interviews, 13 percent were out-of-scope (i.e., were not eligible schools), 49 percent were noninterviews (i.e., cases that refused to participate or did not respond), and 7 percent were late mail returns (table 3).

Table 3. Number and percentage of PSS cases in telephone follow-up, by response status and telephone center: 2013–14

Telephone center	Total workload	Completed interview		Out-of-scope		Noninterview		Late mail return	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	19,789	5,188	26.2	2,162	10.9	8,229	41.6	4,210	21.3
Telephone center assigned	16,666	5,188	31.1	2,162	13.0	8,229	49.4	1,087	6.5
Jeffersonville, Indiana	8,100	2,374	29.3	1,099	13.6	4,054	50.0	573	7.1
Tucson, Arizona	8,566	2,814	32.9	1,063	12.4	4,175	48.7	514	6.0
Telephone center not assigned (LMR)	3,123	0	0.0	0	0.0	0	0.0	3,123	100.0

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Assigning Field Follow-up Priority

Prior to field and telephone follow-up, all nonresponding cases were assigned a field follow-up priority. This priority was intended to determine which cases should be sent for field follow-up and to assist field

⁴ 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.

⁵ Most area-frame cases were not ready in time for the mailout, and the new list-frame schools were schools that contacted NCES to be included in the PSS between the time the mailout file was produced and the time the rest of the area frame was ready.

⁶ Late mail returns were questionnaires returned after the closeout of the second mailout period.

representatives to prioritize cases during field follow-up. Nonresponding cases were assigned to one of the following priority categories:

Priority = 1 (Always followed-up) if

- the school was Amish or Mennonite; or
- the school was from the previous PSS and had no phone number;

Priority = 2 (Most likely to be followed-up) if

- the school was from the area frame operation and had a phone number; or
- the school was an interview from the previous PSS; or
- The school was a new list frame case added after the mailout

Priority = 3 (Less likely to be followed-up) if

- the school was from the area frame operation and had a phone number; or
- the school was a noninterview from the previous PSS, excluding unable to contact cases; or
- the school was included in the mailout, had a phone number and was a list frame add or an area frame case

Priority = 4 (Least likely to be followed-up) if

- the school was a list frame add or area frame case and had no phone number; or
- the school was a noninterview from the previous PSS, that was an unable to contact case; or
- the school was an out-of-scope from the previous PSS

Field Follow-up

On March 3, 2014, the Census Bureau's 6 Regional Offices began field or in-person follow-up on 865⁷ PSS cases that did not have a telephone number listed. Field follow-up of these schools continued through May 22, 2014. Of the 865 schools, approximately 78 percent were completed interviews, 2 percent were out-of-scope, 10 percent were noninterviews, and the remaining 10 percent were late mail returns (table 4).

⁷ The 865 cases were schools with no telephone numbers and had been assigned priority = 1.

Table 4. Number and percentage of PSS cases in field follow-up, by response status: 2013–14

Activity	Field workload	Completed interview		Out-of-scope		Noninterview		Late mail return	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total field	2,493	1,815	72.8	240	9.6	231	9.3	207	8.3
Schools with no phone number	865	675	78.0	20	2.3	82	9.5	88	10.2
Mail and computer-assisted telephone interviewing (CATI) nonresponse	1,628	1,140	70.0	220	13.5	149	9.2	119	7.3

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Following CATI closeout in mid-March, additional follow-up of 1,428 telephone and 200 mail nonresponse cases⁸ was conducted by Census Bureau field representatives. Field follow-up continued through May 29, 2014. Of the 1,628 mail and telephone nonresponse cases sent to field follow-up, approximately 70 percent were completed interviews, 14 percent were out-of-scope, 9 percent were noninterviews, and the remaining 7 percent were late mail returns (table 4).

Internet Letter Follow-up

On April 18, 2014, 2,566 nonresponding cases that were not refusals and not included in the field mail and telephone nonresponse follow-up were sent a final letter offering the Internet option. Internet data collection continued until June 6, 2014. Of the 2,566 cases sent a final letter offering the Internet option, 126 (5 percent) were late mail returns and none responded online.

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 2013-14 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 36 staff attend and the Jeffersonville training had 43 attendees. Training for field representatives consisted of 2 hours of self-study. Four hundred and eighty-three field representatives completed training.

Status at the End of Data Collection

By the end of data collection, Census Bureau staff was able to reconcile the status (interview, noninterview, or out-of-scope case) for 93 percent of PSS cases. At the end of data collection, 68 percent (24,963) of the 36,909 cases were interviews, 19 percent (6,873) were out-of-scope, and 14 percent (5,083) were noninterviews (table 5). The 5,083 noninterviews consisted of 2,374 refusals and 2,709 nonrespondents (schools that never responded). Of the 24,963 completed interviews, 56 percent were completed during the mailout period (24 percent by mail and 32 percent by Internet), 20 percent were completed during telephone follow-up, 7 percent were completed during field follow-up, and 17 percent were late mail returns (table 6).

⁸ Of the 8,229 cases that were noninterviews at the end of telephone follow-up 2,124 were ineligible for field follow-up because they were refusals. An additional 2,035 of the noninterview cases that were out-of-scope in the 2011–12 PSS were declared out-of-scope for the 2013–14 PSS. An additional 2,671 cases were declared ineligible for field follow-up because they were cases that were interviews from the previous PSS and had received more than 5 telephone calls (priority = 2) or were new list frame cases and area frame cases (priority = 3 or 4).

Table 5. Number and percentage of PSS cases, by interview status at end of data collection: 2013–14

Interview status	Number	Percent
Total	36,909	100.0
Completed interview	24,963	67.6
Out-of-scope	6,873	18.6
Noninterview	5,083	13.8
Refusal	2,374	6.4
Other noninterviews	2,709	7.3

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table 6. Number and percentage of completed PSS interviews at end of data collection, by mode of data collection: 2013–14

Mode of data collection	Number	Percent
Total	24,963	100.0
First mailout	5,930	23.8
Second mailout	104	0.4
Late mail returns	4,175	16.7
Internet	8,012	32.1
Computer-assisted telephone interviewing (CATI)	4,927	19.7
Field staff	1,815	7.3

NOTE: The late mail returns include the 125 nonresponding SASS cases that returned a completed PSS questionnaire. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Changes in Data Collection Procedures From 2011–12 to 2013–14

Below is a summary of the changes to the 2013–14 PSS data collection procedures as compared to the 2011–12 PSS:

- In 2011–12 PSS coincided with the data collection phase of the private school component of the 2011–12 SASS, while SASS data were not collected in 2013–14.
- In 2013–14, cases were prioritized for follow-up. Factors considered were whether a case was Amish or Mennonite, an area frame case, new list frame case, a case with a phone number, or a previous PSS case. In 2011–12, cases were not prioritized for follow-up.
- In 2013–14, cases added from the area frame operation were sent a letter asking them to respond online before being included to the telephone nonresponse follow-up. Cases were added to telephone nonresponse follow-up several weeks after the telephone nonresponse follow-up began. In 2011–12, cases from the area frame operation were immediately added to the telephone nonresponse follow-up.
- In 2013–14, the Internet option was available during the entire data collection period. In 2011–12, the Internet option was available for from the beginning of data collection until a few weeks into the telephone nonresponse follow-up.
- In 2013–14, nonresponse cases that were not out-of-scoped after the telephone nonresponse follow-up or included in the field mail and telephone nonresponse follow-up were mailed a letter asking them to respond online. In 2011–12, all nonresponding cases that were not refusals or out-of-scoped after CATI were included in the field mail and telephone nonresponse follow-up.

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IV. Response Rates

Survey Response Rates

The weighted survey response rates by frame for the 2013–14 PSS are presented in table 7. The weighted survey response rates by frame for traditional and kindergarten-terminal schools are presented in tables 8 and 9, respectively. The weighted response rates were calculated by dividing the number of interview cases weighted by the base weight by the total number of eligible cases weighted by the base weight. The base weight for each sample case is the inverse of the probability of selection.

Overall there were 27,110 interviews and 6,509 noninterviews, resulting in a response rate of 80.6 percent (table 7). The response rate for list-frame schools was 84 percent, while that for area-frame schools was 59.9 percent. The response rate for traditional schools was 78.7 percent—82.7 percent for list-frame schools and 54.9 percent for area-frame schools (table 8). The response rate for kindergarten-terminal schools was 93.5 percent—92.6 percent for list-frame schools and 100 percent for area-frame schools (table 9). Because the unit response rate for schools was less than 85 percent, a bias analysis was performed. See appendix tables E-1 and E-2 for the number of interviews and noninterviews, and weighted response rates, by private school typology and by the religious and nonsectarian orientation of the school.

Table 7. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by frame: 2013–14

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	24,566	27,110	5,073	6,509	80.6
List frame	24,305	24,305	4,631	4,631	84.0
Area frame	261	2,805	442	1,878	59.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2013–14.

Table 8. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates for traditional private schools, by frame: 2013–14

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	20,904	23,002	4,788	6,224	78.7
List frame	20,716	20,716	4,346	4,346	82.7
Area frame	188	2,286	442	1,878	54.9

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2013–14.

Table 9. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates for kindergarten-terminal private schools, by frame: 2013–14

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	3,662	4,108	285	285	93.5
List frame	3,589	3,589	285	285	92.6
Area frame ¹	73	519	0	0	100.0

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Documentation Data File,” 2013–14.

Unit nonresponse bias analysis

Because NCES Statistical Standard 4-4 requires analysis of unit nonresponse bias for any survey stage with a base-weighted response rate of less than 85 percent, the 2013–14 PSS data file was evaluated for potential bias. Comparisons between the frame and respondent populations were made before and after the noninterview weighting adjustments were applied in order 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

Relative bias was used to provide a measure of the magnitude of the bias. The relative bias for an estimate is calculated using the following formula:

$$RelB(\bar{y}_R) = \frac{B(\bar{y}_R)}{\bar{y}_R}$$

Relative bias was estimated for variables known for respondents and nonrespondents. There is a very limited amount of information available about nonresponding private schools. The variables used in the PSS unit nonresponse bias analysis were affiliation (20 categories), community type (4 categories), enrollment (6 categories), and grade level of the school (4 categories).

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, noninterview adjustments were applied, with the variables listed above included in the nonresponse models. The noninterview 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 noninterview adjustment in mitigating nonresponse bias. Schools found to be ineligible for the PSS were excluded from the analysis.

As shown in table 10, the weighting adjustments eliminated most, but not all, significant bias. For all respondents, approximately 75 percent of the variable categories (21 of 28) were significantly biased before nonresponse weighting adjustments, and approximately 11 percent (2 of 28) were significantly biased after adjustments. The average bias was reduced by 64%, from around ten percent to around four percent. Detailed data by affiliation and reporting characteristics are presented in tables 11 and 12.

Table 10. Summary of 2013–14 PSS nonresponse bias statistics

Nonresponse bias statistic	Total
Before nonresponse adjustment ¹	
Mean estimated percent relative bias	10.23
Median estimated percent relative bias	6.04
Percent of variable categories significantly biased	75.00
After nonresponse adjustment ²	
Mean estimated percent relative bias	3.65
Median estimated percent relative bias	0.14
Percent of variable categories significantly biased	10.71

¹ Refers to the difference between the base-weighted respondent mean and the sample mean.

² Difference between the nonresponse adjusted respondents mean and the base-weighted sample mean.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Private School Survey (PSS) Data File," 2013–14.

Table 11. Base-weighted PSS school frame distribution, interviewed distribution, estimated bias, percent relative bias, standard errors, and *t* statistic, by affiliation membership and reporting characteristics: 2013–14

Selected characteristics	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions
Affiliation membership						
List Frame						
Catholic, parochial	8.93	8.14	0.80	8.90	0.10	8.26*
Catholic, Diocesan	9.14	8.23	0.91	9.99	0.10	9.04*
Catholic, private	3.00	2.85	0.15	4.96	0.03	5.05*
Amish	3.12	3.36	-0.23	-7.49	0.02	-10.32*
Assembly of God	0.87	0.79	0.08	9.49	0.01	8.69*
Baptist	5.47	5.30	0.17	3.05	0.05	3.25*
Episcopal	1.21	1.07	0.14	11.22	0.01	9.87*
Jewish	2.46	2.60	-0.14	-5.63	0.02	-7.43*
Lutheran Church, Missouri Synod	3.25	2.80	0.45	13.87	0.04	11.51*
Wisconsin Evangelical Lutheran Synod	1.16	0.98	0.19	16.03	0.01	12.71*
Mennonite	1.38	1.26	0.11	8.12	0.01	7.67*
Pentecostal	0.83	0.78	0.05	5.68	0.01	5.69*
Seventh-Day Adventist	2.59	2.30	0.29	11.33	0.03	9.95*
Other religious	17.31	17.15	0.16	0.90	0.15	1.02
Nonsectarian, regular	13.77	14.52	-0.75	-5.43	0.10	-7.14*
Nonsectarian, special emphasis	10.19	9.46	0.73	7.16	0.11	6.92*
Nonsectarian, special education	4.96	4.48	0.49	9.78	0.05	8.89*
Area frame only						
Catholic	0.52	0.71	-0.19	-37.22	0.06	-3.07*
Other religious	7.53	8.27	-0.74	-9.76	0.73	-1.01
Nonsectarian	2.30	4.95	-2.65	-115.64	0.35	-7.65*
School level						
K–Terminal	15.73	16.17	-0.44	-2.82	0.25	-1.74
Elementary	51.60	48.30	3.30	6.39	0.33	10.06*
Secondary	8.24	7.88	0.36	4.34	0.09	3.82*
Combined	24.43	27.65	-3.21	-13.15	0.31	-10.49*
Enrollment—list frame only¹						
Less than 50	40.79	41.56	-0.77	-1.88	†	†
50–149	25.68	25.22	0.46	1.81	†	†
150–299	18.75	18.67	0.07	0.39	†	†
300–499	8.63	8.60	0.03	0.34	†	†
500–749	3.72	3.59	0.13	3.57	†	†
750 or more	2.43	2.36	0.07	2.76	†	†
Community type						
City	32.23	32.80	-0.57	-1.78	0.38	-1.50
Suburban	36.85	37.13	-0.28	-0.77	0.37	-0.77
Town	8.93	8.60	0.32	3.62	0.17	1.88
Rural	22.00	21.46	0.53	2.42	0.60	0.88

* $p < .05$.

† Not applicable.

¹ 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2013–2014.

Table 12. Final weighted PSS school frame distribution, interviewed distribution, estimated bias, percent relative bias, standard errors, and *t* statistic, by affiliation membership and reporting characteristics: 2013–14

Selected characteristics	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions
Affiliation membership						
List Frame						
Catholic, parochial	8.13	8.14	0.00	-0.02	0.17	-0.01
Catholic, Diocesan	8.23	8.23	0.00	0.02	0.17	0.01
Catholic, private	2.85	2.85	0.00	0.00	0.06	0.00
Amish	3.36	3.36	0.00	0.00	0.07	0.00
Assembly of God	0.79	0.79	0.00	0.00	0.02	0.00
Baptist	5.30	5.30	0.00	0.00	0.11	0.00
Episcopal	1.07	1.07	0.00	0.00	0.02	0.00
Jewish	2.60	2.60	0.00	0.00	0.05	0.00
Lutheran Church, Missouri Synod	2.80	2.80	0.00	0.00	0.06	0.00
Wisconsin Evangelical Lutheran Synod	0.98	0.98	0.00	0.13	0.02	0.06
Mennonite	1.27	1.26	0.00	0.13	0.03	0.06
Pentecostal	0.78	0.78	0.00	0.16	0.02	0.08
Seventh-Day Adventist	2.30	2.30	0.00	-0.19	0.05	-0.09
Other religious	17.15	17.15	0.00	0.00	0.35	0.00
Nonsectarian, regular	14.52	14.52	0.00	0.00	0.30	0.00
Nonsectarian, special emphasis	9.46	9.46	0.00	0.00	0.20	0.00
Nonsectarian, special education	4.48	4.48	0.00	0.00	0.09	0.00
Area frame only						
Catholic	0.70	0.71	-0.01	-1.93	0.12	-0.11
Other religious	10.14	8.27	1.87	18.47	1.76	1.06
Nonsectarian	3.09	4.95	-1.86	-60.18	0.35	-5.29*
School level						
K–terminal	16.28	16.17	0.10	0.63	0.44	0.23
Elementary	50.61	48.30	2.31	4.56	0.95	2.44*
Secondary	7.99	7.88	0.11	1.38	0.18	0.60
Combined	25.12	27.65	-2.52	-10.04	0.53	-4.76*
Enrollment-list frame only¹						
Less than 50	41.47	41.56	-0.09	-0.21	†	†
50–149	25.24	25.22	0.02	0.09	†	†
150–299	18.65	18.67	-0.03	-0.14	†	†
300–499	8.45	8.60	-0.15	-1.78	†	†
500–749	3.75	3.59	0.16	4.26	†	†
750 or more	2.44	2.36	0.08	3.31	†	†
Community type						
City	31.62	32.80	-1.18	-3.73	0.67	-1.75
Suburban	36.02	37.13	-1.11	-3.09	0.73	-1.52
Town	8.60	8.60	0.00	-0.02	0.25	-0.01
Rural	23.76	21.46	2.29	9.66	1.50	1.53

* $p < .05$.

† Not applicable.

¹ 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2013–2014.

Item Response Rates

The unweighted and weighted item response rates are presented in table 13. The unweighted item response rates are the number of sample cases responding to an item divided by the number of sample cases eligible to answer the item, excluding the survey nonrespondents. The weighted item response rates are the number of sample cases weighted by the final weight divided by the number of sample cases eligible to answer the item, excluding the survey nonrespondents, weighted by the final weight. Because all items had weighted response rates greater than 85 percent, no item bias analysis was performed.

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

Table 13. PSS item response rates for private schools: 2013–14

Item number	Unweighted response rate	Final weighted response rate	Item number	Unweighted response rate	Final weighted response rate
Q4A_GRD	100.0	100.0	Q5_TOTAL	99.7	99.7
Q4A_ENRL	99.8	99.9	Q6A	97.9	96.8
Q4B_GRD	99.9	100.0	Q6B	97.8	96.7
Q4B_ENRL	99.9	99.8	Q6C	97.8	96.8
Q4C_GRD	100.0	100.0	Q6D	97.8	96.7
Q4C_ENRL	99.9	99.8	Q6E	97.8	96.7
Q4D_GRD	100.0	100.0	Q6F	97.8	96.7
Q4D_ENRL	99.9	99.9	Q6G	97.8	96.7
Q4E_GRD	100.0	100.0	Q7A	99.8	99.7
Q4E_ENRL	99.8	99.8	Q7B	98.5	97.7
Q4F_GRD	100.0	100.0	Q8A	100.0	100.0
Q4F_ENRL	99.9	99.9	Q8B	99.3	98.9
Q4G_GRD	100.0	100.0	Q8C	99.2	99.1
Q4G_ENRL	99.9	99.9	Q8D	94.6	94.6
Q4H_GRD	99.9	100.0	Q9A	99.7	99.5
Q4H_ENRL	99.9	99.9	Q9B	99.8	99.5
Q4I_GRD	99.9	99.9	Q10_FT	99.7	99.7
Q4I_ENRL	99.9	99.9	Q10_>3/4	99.8	99.8
Q4J_GRD	99.9	99.9	Q10_>1/2	100.0	100.0
Q4J_ENRL	99.9	99.9	Q10_>1/4	100.0	100.0
Q4K_GRD	99.9	100.0	Q10_<1/4	100.0	100.0
Q4K_ENRL	99.9	99.9	Q10_TOTAL	100.0	100.0
Q4L_GRD	99.9	99.9	Q11	98.9	98.7
Q4L_ENRL	99.9	99.8	Q12A	100.0	100.0
Q4M_GRD	99.9	99.9	Q12B	100.0	100.0
Q4M_ENRL	99.9	99.8	Q13A	99.9	99.8
Q4N_GRD	99.9	100.0	Q13B	99.6	99.1
Q4N_ENRL	99.8	99.7	Q13C	99.8	99.9
Q4O_GRD	99.9	100.0	Q13C_CATHOLIC	99.9	99.9
Q4O_ENRL	99.8	99.7	Q14	100.0	100.0
Q4P_GRD	99.9	100.0	Q15	98.5	97.6
Q4P_ENRL	99.8	99.7	Q16	99.3	99.1
Q4Q_GRD	99.9	100.0	Q17	99.8	99.4
Q4Q_ENRL	99.8	99.7			

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2013–14.

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V. Data Preparation and Imputation

Questionnaire Check-in

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

Data Capture

The 2013–14 PSS data were captured using a combination of manual data keying and imaging technology, using the Integrated Computer Assisted Data Entry (iCADE) system. The questionnaires were disassembled and each duplex page was scanned. Clerical staff reviewed and resolved data issues due to system errors such as the inability to read a barcode, inability to recognize a page corner point, or checkbox ambiguities (e.g., marks outside checkbox, scratch outs, random marks on a page). Each imaged response was presented to a keying operator and all fields except the checkboxes were keyed from image (KFI). The checkboxes were captured using Optical Mark Recognition (OMR). All non-blank data fields were 100 percent KFI verified.

Reformatting

Merging Data Files

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

Name and Address Updates

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

Preliminary Interview Status

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

Computer Pre-Edit

After the preliminary ISR classification, interview records (ISR = 1) on the data file were processed through a computer pre-edit designed to identify respondent errors in variables needed for imputation. This pre-edit program generated lists of cases where there were potential data problems. Census Bureau

staff reviewed the computer record of cases that met each pre-edit rejection condition. Whenever possible, unacceptable entries were corrected by using information reported in other questionnaire items or information from other sources. Unacceptable entries that could not be corrected were blanked in the data record. The procedures described above are referred to as “pre-edits” because staff, rather than computer algorithms, handled computer-identified problems. (See appendix table F-1 for the number of records rejected by pre-edit rejection reason.) The changes made during the pre-edit are summarized in table 14. (See appendix table F-2 for the number of changes made to PSS variables during the pre-edit.)

Computer Edit

After pre-edit corrections were made, the file was submitted to a completely automated computer edit. This edit consisted of a consistency edit, a blanking edit, and a logic edit. The consistency edit identified inconsistent entries within each record. The fields compared could be within items (e.g., if the response in item 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 deleted inappropriate entries and assigned the “not answered” (.N) code to items that should have been answered but were not. Only records classified as interviews in the preliminary ISR were edited. The changes made during the edit are summarized in table 14.

Table 14. Summary of changes made to PSS questionnaire variables during the pre-edit and edit: 2013–14

Source of change	Number of variables where changes were made ¹	Range of numbers of records affected	Range of percent of number of records affected
Pre-edit	87	0–1,063	0–4.33
Edit	100	0–12,802	0–52.11

¹ There are 107 total variables in the 2013–14 PSS.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

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

- Other items on the 2013–14 PSS questionnaire.** Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items 4c–e (number of kindergarten, transitional kindergarten, and transitional first grade students) and 9a (length of school day for kindergarten, transitional kindergarten, and transitional first grade) with missing values. The source item used for imputing items 4c–e was item 9a. The source items used for imputing item 9a were items 4c–e. For example, if the respondent did not answer item 9a (length of school day for kindergarten, transitional kindergarten, and transitional first grade) and item 4 indicated that the school did not have students enrolled in any of those grades, then zero (school does not offer kindergarten) was imputed to item 9a.
- Data from the 2011–12 PSS.** Data from the 2011–12 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 2011–12 PSS, the 2011–12 response was copied to the 2013–14 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, 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.

Final Interview Status

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

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

- the school was prekindergarten only (item 4); or
- any of the three screening questions was marked “No” (item 2); or
- the school was located in a private home that was used primarily as a family residence (item 12b) and had fewer than six students (item 5); or
- the school was located in a private home that was used primarily as a family residence (item 12b) and had all ungraded students (item 4).

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

- none of the conditions for out-of-scope case was met; and
- there were valid entries for either total number of students enrolled (item 5) or total number of teachers (item 10); and
- there were valid entries in at least two of the following items—
 - whether the school had any students enrolled in 12th grade in the last school year (item 8a),
 - type of school (item 11a),
 - whether the school had religious orientation or purpose (item 13a), or
 - number of days in the school year (item 15).

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

The preliminary ISR and final ISR counts and the percentage of change between the preliminary and final ISR counts are presented in table 15.

Table 15. Number of PSS cases, by preliminary and final interview status and the percentage change between preliminary and final interview status: 2013–14

Interview status	Preliminary ISR	Final ISR	Percent change
Total	36,909	36,909	†
Interview	24,871	24,566	-1.2
Noninterview	5,067	5,073	0.1
Out-of-scope	6,971	7,270	4.1

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Imputation

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

Donor Imputation

In donor imputation, values were created by extracting data from the record for a sample case with similar characteristics, using a procedure known as the “sequential nearest neighbor hot deck” (Kalton and Kasprzyk 1982, 1986; Kalton 1983; Little and Rubin 1987; Madow, Olkin, and Rubin 1983). In order to match records with missing data values (donors), “imputation” variables were selected at the end of the logic edit. These variables identified certain characteristics that were deemed to be relevant to the data in each item (e.g., religious affiliation, enrollment, school level). Items were grouped according to the relevance of the imputation variables to the data collected by the item. For example, school level (LEVEL) was used for matching incomplete records and donors to fill item 15 (length of school year) but was not used for item 6 (students by race). See appendix tables G-1 and G-2 for a list of the imputation matching variables and the collapsing order.

Items 12b (located in a private home that is used primarily as a family residence), 14a and 14c (religious orientation or purpose, and religious orientation or affiliation), and 15 (association membership) did not go through the donor imputation program. If, after the logic edit, item 13b was still incomplete, the assumption was made that the school was not located in a private home and for item 15 that the school did not belong to any associations. If values were still missing for items 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 some items. These were cases where (1) the imputation failed to create a value because there was no suitable record to use as a donor, or (2) the value imputed was deleted in the post imputation edits because it was outside the acceptable range for the item or was inconsistent with other data on the same record, or (3) the religious orientation or purpose, or the religious orientation or affiliation, was not reported (items 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.

Changes to PSS Variables During Imputation

The changes made during imputation are summarized in table 16 below. The number of changes made to the PSS variables during imputation are listed in table G-3 in appendix G.

Table 16. Summary of changes made to PSS questionnaire variables during imputation, by type of change: 2013–14

Type of change	Number of variables where changes were made ¹	Range of numbers of records affected	Percent of number of records affected
Imputed from a donor record	46	0–539	0–2.19
Analyst imputation	60	0–368	0–1.50

¹ There are 107 total variables in the 2013–14 PSS.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

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VI. Weighting and Variance Estimation

This chapter describes the weighting procedure used for the 2013–14 PSS. The final weights are needed to have the estimates reflect the population of private schools when analyzing the data. The method of estimating sampling errors for weighted estimates in PSS using the replicate weights is also discussed. Weighting is presented first, followed by variance estimation.

Weighting

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

Base Weight is the inverse of the probability of selection of the school. The base weight is equal to one for all list frame schools. For area frame schools, the base weight is equal to the inverse of the probability of selecting the PSU in which the school resides.⁹

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

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

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

⁸ See the “Area Frame” section of chapter II.

Variance Estimation

This section describes the variance estimation used for the 2013–14 PSS, how the replicates were assigned, and how to use the replicate weights to compute variances.

Producing Replicate Weights

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

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

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

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

n = the number of replicates

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

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

Applying Replicate Weights

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

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

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

- **SAS.** Standard errors based on BRR can be generated in SAS version 9.2 or higher using the survey procedures (SURVEYMEANS, SURVEYFREQ, SURVEYREG, and SURVEYLOGISTIC) available in the SAS/STAT module. (This module is an addition to the Base SAS software). The BRR method is specified in the PROC statement using the VARMETHOD option parameter (VARMETHOD=BRR). The replicate weight variables are specified using the REPWEIGHT statement (REPWEIGHTS variables;). For more information, see http://www.sas.com/news/newsletter/stats/208_10_14.html.
- **Stata.** Standard errors based on BRR can be generated in Stata using the ‘svy’ commands. The data must first be declared as complex survey data using the ‘svyset’ command. This command also designates variables that contain information about the survey design, and specifies the default method for variance estimation. The ‘vce’ option to this command should be set for “brr” (“vce(brr)”) for balanced repeated replication; the weight variables are specified with the option ‘brrweight(varlist)’. For more information, see the Stata website at <http://www.stata.com/capabilities/svy.html>.
- **SUDAAN.** The user needs to specify the sample design as a “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 REPWGT statement (i.e., to produce the sampling errors for estimates use the statement: REPWGT REPW1-REPW88;). For more information, visit www.rti.org/sudaan/.
- **WesVar.** The user needs to create a new WesVar data file by specifying the full sample weight variable and the replicate weight variables as defined above, and the replication method, BRR. The replicate weights and the full sample weight can be highlighted and dragged to their appropriate place on the “New WesVar Data File” window. For more information, visit http://www.westat.com/westat/statistical_software/wesvar/index.cfm.

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VII. Quality of PSS Data

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

Reviewing the Quality of PSS Data

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

1. **Unit nonresponse.** Response rates were calculated for traditional and k-terminal schools. (See chapter IV for unit response rate information.) Because the total unit response rate was less than 85 percent, bias analysis was performed.
2. **Item nonresponse.** Item response rates were calculated for each item. (See chapter IV for item response rate information.) Because the item response rates were all greater than 85 percent, no bias analysis was performed.
3. **Edits.** The validity of the skip patterns in the questionnaire was established during the processing of the data; that is, Census Bureau analysts verified that each item had the number of responses it should have if skip instructions were followed correctly.
4. **Reasonableness of data.** Multivariate tabulations of key survey variables were obtained and compared to estimates from the 2011–12 PSS survey. Tabulations were reviewed to determine whether the estimates were within reasonable bounds, allowing for elements of change (such as random fluctuations in variance, or secular growth).

Area-Frame Contribution to Estimates

The standard error of an estimate is an indicator of the precision of that estimate for a given sample size. Because all list-frame cases are included in PSS, the list-frame component of the standard error is always zero. Since only the area frame contributes to the standard error for PSS, the contribution of the area frame to an estimate is a measure of the precision of that estimate. For the 2013–14 PSS, approximately 14 percent of traditional private schools (table 17), 4 percent of traditional private school enrollment and teachers (headcount) (tables 18 and 19) were from the area frame. Approximately 17 percent of k-terminal private schools, 21 percent of k-terminal private school enrollment, and 13 percent of the number of k-terminal private school teachers (headcount) were from the area frame (table 20).

Table 17. Weighted number of traditional private schools by frame and percentage of total schools from the area frame, by private school typology: 2013–14

Private school typology	Total	List frame	Area frame	Area frame as percent of total
Total	28,364	24,547	3,817	13.5
Catholic	6,558	6,374	184.7	2.8
Parochial	2,652	2,583	69.4	2.6
Diocesan	2,953	2,874	79.2	2.7
Private	953.3	917.2	36.1	3.8
Other religious	14,983	11,851	3,133	20.9
Conservative Christian	4,123	3,954	169	4.1
Affiliated	2,843	2,708	135.3	4.8
Unaffiliated	8,018	5,189	2,829	35.3
Nonsectarian	6,823	6,323	499.5	7.3
Regular	2,802	2,638	163.9	5.9
Special emphasis	2,422	2,244	177.5	7.3
Special education	1,599	1,441	158	9.9

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table 18. Weighted number of traditional private school students by frame and percentage of total students from the area frame, by private school typology: 2013–14

Private school typology	Total	List frame	Area frame	Area frame as percent of total
Total	4,503,926	4,309,539	194,387	4.3
Catholic	1,887,501	1,814,984	72,517	3.8
Parochial	661,518	642,871	18,647	2.8
Diocesan	862,474	812,263	50,211	5.8
Private	363,509	359,850	3,659	1.0
Other religious	1,691,027	1,601,605	89,422	5.3
Conservative Christian	611,076	596,916	14,159	2.3
Affiliated	486,473	470,545	15,929	3.3
Unaffiliated	593,478	534,143	59,334	10.0
Nonsectarian	925,399	892,950	32,448	3.5
Regular	634,268	617,835	16,434	2.6
Special emphasis	191,981	180,575	11,406	5.9
Special education	99,149	94,540	4,609	4.6

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table 19. Weighted number of traditional private school teachers (headcount) by frame and percentage of total teachers from the area frame, by private school typology: 2013–14

Private school typology	Total	List frame	Area frame	Area frame as percent of total
Total	472,013	452,371	19,642	4.2
Catholic	148,838	143,330	5,508	3.7
Parochial	50,004	48,768	1,236	2.5
Diocesan	66,238	62,463	3,776	5.7
Private	32,597	32,100	497	1.5
Other religious	190,903	181,340	9,563	5.0
Conservative Christian	65,454	63,760	1,695	2.6
Affiliated	59,866	58,084	1,783	3.0
Unaffiliated	65,583	59,497	6,086	9.3
Nonsectarian	132,271	127,701	4,570	3.5
Regular	83,780	81,320	2,460	2.9
Special emphasis	29,520	28,286	1,234	4.2
Special education	18,972	18,095	876	4.6

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table 20. Weighted number of kindergarten-terminal private schools, students, and teachers (headcount) by frame and the percentage of schools, students, and teachers from the area frame, by private school three-level typology: 2013–14

Private school typology	Total	List frame	Area frame	Area frame as percent of total
Schools				
Total	5,255	4,389	866	16.5
Catholic	137.2	87.5	49.7	36.2
Other religious	1,404	1,127	276.9	19.7
Nonsectarian	3,714	3,175	539.6	14.5
Students				
Total	72,484	57,058	15,426	21.3
Catholic	3,886	1,562	2,324.3	59.8
Other religious	20,321	16,660	3,661	18.0
Nonsectarian	48,277	38,836	9,441	19.6
Teachers				
Total	15,500	13,507	1,993	12.9
Catholic	408.7	311.3	97.4	23.8
Other religious	4,192	3,676	516.2	12.3
Nonsectarian	10,899	9,520	1,379	12.7

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Capture-Recapture Estimate of PSS Coverage

Because PSS uses a dual frame approach, it is possible to estimate the coverage or completeness of PSS. A capture-recapture methodology (Sekar and Deming 1949) was used to estimate the number of traditional private schools in the United States and to estimate the coverage of traditional private schools in the 2013–14 PSS. The list frame “captured” 27,430 schools. In the subsequent area frame, 25,907 schools (weighted) were “captured,” of which 22,255 were “recaptured” (i.e., already on the list frame). Solution for x in the equation $25,907 * (27,430 / x) = 22,255$ reveals an estimated population (capture-recapture estimate) of 31,931 private schools. The coverage of the traditional PSS estimate is the ratio of the PSS estimate (31,082) to the traditional capture-recapture estimate (31,931) and is equal to 97.3 percent.

The capture-recapture estimate of 31,931 traditional private schools is based on the assumption that the probability of observing a school from a frame has the same expected value for all units. Violation of this assumption tends to underestimate the undercoverage. Using poststratification cells to compute the capture-recapture estimate can alleviate concerns about this. Separate traditional private school capture-recapture estimates were computed for four different sets of poststratification cells: nine-level typology (32,260), grade level (31,898), three-level typology—Catholic, other religious, nonsectarian (32,079), and three-level typology within grade level (32,150). Using the highest estimate makes it least likely that the above-mentioned assumption would be violated. The largest traditional private school capture-recapture estimate is produced using the nine-level typology poststratification cells (32,260). The most conservative traditional private school coverage rate, then, is equal to 96.3 percent.

The same capture-recapture methodology was used to estimate the number of k-terminal private schools in the United States and to estimate the coverage of k-terminal private schools in the 2013–14 PSS. The list frame “captured” 4,630 schools. In the subsequent area frame, 3,533 schools (weighted) were “captured,” of which 2,667 were “recaptured” (i.e., already on the list frame). Solution for x in the equation $3,533 * (4,630/x) = 2,667$ reveals an estimated population (capture-recapture estimate) of 6,134 private schools. The coverage of the k-terminal private school PSS estimate is the ratio of the PSS estimate (5,496) to the k-terminal private school capture-recapture estimate (6,134) and is equal to 89.6 percent.

The capture-recapture estimate of 6,134 k-terminal private schools is also based on the assumption that the probability of observing a school from a frame has the same expected value for all units. Separate k-terminal private school capture-recapture estimates were computed for two different sets of poststratification cells: nine-level typology (6,140) and three-level typology—Catholic, other religious, nonsectarian (6,138). The higher k-terminal private school capture-recapture estimate is produced using the nine-level typology poststratification cells (6,140). The more conservative k-terminal private school coverage rate, then, is equal to 89.5 percent.

Comparability With Other Estimates

One way to verify the external validity of the 2013–14 PSS data is to make comparisons to estimates computed from other sources. The 2013–14 PSS estimates were compared to those produced using 2013 Current Population Survey, 2013–14 National Catholic Educational Association (NCEA), and prior PSS data.

Current Population Survey Data

A comparison of the PSS estimate of K–12 students enrolled in all private schools (traditional and k-terminal) with the household survey estimate from the 2013 October Supplement of the Current

Population Survey (CPS) (U.S. Census Bureau 2014) shows that the PSS estimate of 4,576,410 does statistically differ from the CPS estimate of the number of private school students in grades K–12 in October 2013 of 4,500,000.

National Catholic Educational Association Data

Comparisons of the PSS estimates for Catholic schools, students, and full-time equivalent (FTE) teachers (traditional schools) with NCEA 2014 data for the 2013–14 school year show differences in the FTE teacher counts (154,316 versus 138,992) between the two data sources (table 21).

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

Table 21. Weighted number of PSS Catholic schools, students, and teachers compared to those of the National Catholic Educational Association, by level: 2013–14

School level	NCEA	PSS
Schools		
Total	7,094	6,695
Elementary	5,889	5,290
Secondary	1,205	994
Combined	—	412
Students		
Total	1,969,079	1,891,387
Elementary	1,375,982	1,197,698
Secondary	593,097	526,557
Combined	—	167,133
Teachers		
Total	154,316	138,992
Elementary	103,460	84,576
Secondary	50,856	39,457
Combined	—	14,959

— Not available.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14; United States Catholic Elementary and Secondary Schools, 2013–14: *Annual Statistical Report on Schools, Enrollment, and Staffing*, National Catholic Educational Association (NCEA).

Prior PSS Data

The numbers of schools, students, and FTE teachers for each PSS collection since 1999–2000 are presented in table 21. The estimated number of schools and students in 2013–14 was not statistically different from that of 2011–12. The estimated number of private FTE teachers increased between 2011–12 and 2013–14.

Table 22. Weighted number of private schools, students, and teachers, by level: 1999–2000, 2001–02, 2003–04, 2005–06, 2007–08, 2009–10, 2011–12 and 2013–14

Level	1999–2000	2001–02	2003–04	2005–06	2007–08	2009–10	2011–12	2013–14
Schools								
Total	32,995	35,895	34,681	35,054	33,740	33,366	30,861	33,619
Elementary	22,302	24,049	23,494	22,870	21,870	21,425	19,697	22,509
Secondary	2,538	2,704	2,694	2,927	2,932	2,776	2,677	2,701
Combined	8,155	9,142	8,494	9,257	8,938	9,165	8,488	8,409
Students								
Total	5,254,485	5,439,925	5,212,991	5,146,814	5,072,451	4,700,119	4,494,845	4,576,410
Elementary	2,923,174	2,981,423	2,784,714	2,640,490	2,513,099	2,269,301	2,124,106	2,154,815
Secondary	806,639	835,328	845,083	859,453	826,905	785,500	757,448	737,863
Combined	1,524,673	1,623,175	1,583,195	1,646,871	1,732,447	1,645,318	1,613,291	1,683,732
Teachers								
Total	408,397	440,804	440,850	449,811	456,266	437,414	420,880	441,496
Elementary	200,914	217,469	214,677	209,508	207,229	194,482	184,134	193,578
Secondary	62,737	67,318	68,344	70,676	69,241	67,526	65,178	64,769
Combined	144,746	156,017	157,830	169,626	179,797	175,406	171,568	183,150

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1999–00, 2001–02, 2003–04, 2005–06, 2007–08, 2009–10, 2011–12, 2013–14.

VIII. Information on Data Files

Availability of Data

The 2013–14 PSS data are available in restricted-use and public-use formats. Access to the restricted-use data file is limited to individuals associated with organizations that have received a license to use PSS data. The public-use data file is available to the public. The PSS restricted-use and public-use data files are exactly the same except the restricted-use file contains one variable (P355—the number of students who graduated from the 12th grade in school year 2012–13) that is not on the public-use file. This variable is not available on the public-use file because of the possibility of using this variable to disclose individually identifiable information, which is confidential and protected by law.

Restricted-Use Data File

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

How to Get a Restricted-Use Data File

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

Public-Use Data File

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

How to Access Public-Use Data

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

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IX. User Notes and Cautions

This section provides some caveats and considerations that analysts should take into account when using the 2013–14 PSS data.

Locale Code (Urbanicity)

The 2013–14 PSS file does not contain the 8-category locale code (LOCALE) that was included on the 2005–06 and earlier PSS files. The 2013–14 file does contain the new (2003) 12-category locale code (ULocale), which is also included on the 2003–04, 2005–06, 2007–08, 2009–10, and 2011–12 PSS data files.

Race/Ethnicity

Beginning with the 2009–10 PSS, race/ethnicity data (Item 7) were collected following the Department of Education’s October 2007 guidance on collecting and reporting race and ethnicity data. The seven race/ethnicity categories used in 2013–14 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 2007–08 and earlier PSS collections, race/ethnicity data were collected using five categories; Asians and Pacific Islanders were combined in one category—Asian or Pacific Islander, and there was no category for those of two or more races.

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Appendix A. Key Terms for PSS

Full-time equivalent (FTE)

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

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

Kindergarten-terminal school

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

Private school

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

Program emphasis

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

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

Region

Private schools are assigned to one of four geographic regions.

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

School level

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

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

Teacher

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

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

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

Traditional private school

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

Typology

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

- **Catholic.** Catholic schools are categorized according to governance, provided by Catholic school respondents, into parochial, diocesan, and private schools.
- **Other religious.** Other religious schools have a religious orientation or purpose, but are not Roman Catholic. Other religious schools are categorized according to religious association membership, provided by respondents, into conservative Christian, affiliated, and unaffiliated schools.

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

Ungraded students

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

Urban-centric community type

Urban-centric community type is derived from the 12-category, urban-centric locale code (ULOCAL12). The urban-centric locale code is based on the school’s physical address (or mailing address if the physical address is not reported) and is a measure of a school’s location relative to populous areas. For this documentation, the urban-centric locale codes were aggregated into four urban-centric community types:

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


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Appendix B. 2013–14 PSS Questionnaire

15113012

<p>U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS</p>	<p>OMB No. 1850-0541; Approval Expires 6/30/2016 Conducted by: U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. CENSUS BUREAU</p>
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PRIVATE SCHOOL SURVEY 2013-14 SCHOOL YEAR



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PLEASE NOTE:
The 2013-14 Private School Survey is intended to include all private -

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

- ▶ **EARLY CHILDHOOD PROGRAMS AND DAY CARE CENTERS that have ANY of the following -**
 - Kindergarten
 - Transitional (or readiness) kindergarten
 - Transitional first (or prefirst) grade

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

PLEASE CONTINUE WITH ITEM 1 ON PAGE 3.

Form **PSS-1**
05-12-2013; Draft 4



15113020

DEAR ADMINISTRATOR:

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the 2013-14 Private School Survey, a national data collection that is very valuable to private schools across the country. NCES is authorized to conduct this survey under the Education Sciences Reform Act of 2002 (ESRA: 20 U.S.C., § 8543).

WHY IS NCES SPONSORING THIS SURVEY?

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

WHO SHOULD PARTICIPATE IN THIS SURVEY?

The 2013-14 Private School Survey includes all private schools and early childhood programs that provide educational instruction to students in kindergarten or at least one of grades 1-12.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

Private schools are a significant segment of the nation's educational system. Results from previous surveys show that approximately 25 percent of all elementary and secondary schools in the United States are private; these schools enroll approximately 10 percent of the nation's children and employ 13 percent of the nation's teachers. NCES has instituted this survey in recognition of the importance of private education in the United States. While there is no penalty for not responding, a high response rate is very important to the success of the survey. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

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

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

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,



JACK BUCKLEY
COMMISSIONER FOR EDUCATION STATISTICS
NATIONAL CENTER FOR EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0641. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns about the contents of this questionnaire, write directly to: Private School Survey, National Center for Education Statistics, 1990 K Street, N.W., #9012, Washington, DC 20006-5651.



1. Please print your name, title, and school telephone number.

YOUR NAME ⁰⁵⁰ TITLE ⁰⁵¹

SCHOOL TELEPHONE NUMBER ⁰⁵² - -

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

¹⁰⁰ 1 Yes

² No - Please record the date when closed. → ¹⁰¹ / ¹⁰² / ¹⁰³ → **GO TO item 3 below**

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

¹¹⁵ 1 Yes → **Which grades?**
 ● Mark (X) all that apply, then GO TO item 2c below.

⁰⁵⁵ 1 <input type="checkbox"/> Kindergarten	⁰⁵⁶ 1 <input type="checkbox"/> 4th	⁰⁵⁷ 1 <input type="checkbox"/> 8th	⁰⁵⁸ 1 <input type="checkbox"/> 12th
⁰⁵⁹ 1 <input type="checkbox"/> 1st	⁰⁶⁰ 1 <input type="checkbox"/> 5th	⁰⁶¹ 1 <input type="checkbox"/> 9th	⁰⁶² 1 <input type="checkbox"/> Ungraded
⁰⁶³ 1 <input type="checkbox"/> 2nd	⁰⁶⁴ 1 <input type="checkbox"/> 6th	⁰⁶⁵ 1 <input type="checkbox"/> 10th	
⁰⁶⁶ 1 <input type="checkbox"/> 3rd	⁰⁶⁷ 1 <input type="checkbox"/> 7th	⁰⁶⁸ 1 <input type="checkbox"/> 11th	

² No

(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?
 ● Mark (X) all that apply, then GO TO item 3 below.

⁰⁷⁵ 1 Adult education or postsecondary education

⁰⁷⁶ 1 Tutoring program or before and after school program

⁰⁷⁷ 1 Prekindergarten, nursery school, early childhood center, or day care center

⁰⁷⁸ 1 Other - Please describe. → ⁰⁷⁹

c. 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.

¹³⁰ 1 Yes

² No → **Which of the following best describes your school or program?**
 ● Mark (X) only one box, then GO TO item 3 below.

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

² Other → Please describe the type of school or program. → ¹³¹

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.



15113046

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.

<p>CORRECT marking example – <i>(Use care to keep characters in their designated spaces.)</i></p> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">3</div> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">5</div> </div> <p>1 <input checked="" type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>	<p>INCORRECT marking example –</p> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px; font-size: 2em;">35</div> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">3</div> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">5</div> </div> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input checked="" type="checkbox"/> No</p> <p style="margin: 0 20px;">OR</p> <p>1 <input checked="" type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
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- 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).

Grade levels	(1) Does this school or program have students in this grade?	(2) Number of students in this grade
a. Ungraded (including ungraded special education students)	130 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	140 <input style="width: 60px; height: 20px;" type="text"/>
b. Nursery and prekindergarten	145 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	150 <input style="width: 60px; height: 20px;" type="text"/>
c. Kindergarten (traditional year of school primarily for 5-year-olds prior to first grade)	155 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	160 <input style="width: 60px; height: 20px;" type="text"/>
d. Transitional (or readiness) kindergarten (extra year of school for kindergarten-age children who are judged not ready for kindergarten)	160 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	170 <input style="width: 60px; height: 20px;" type="text"/>
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 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	180 <input style="width: 60px; height: 20px;" type="text"/>



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

Grade levels	(1) Does this school or program have students in this grade?	(2) Number of students in this grade
f. 1st	185 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	100
g. 2nd	195 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	200
h. 3rd	205 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	210
i. 4th	215 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	220
j. 5th	225 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	230
k. 6th	235 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	240
l. 7th	245 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	250
m. 8th	255 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	260
n. 9th	265 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	270
o. 10th	275 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	280
p. 11th	285 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	290
q. 12th	295 1 <input type="checkbox"/> Yes → 2 <input type="checkbox"/> No	300
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).		305 Students



15113061

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?

335 None or Students

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

338 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?

335

1 Yes

2 No, it is an all-female school

3 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



345

8a. LAST school year (2012-13), were any students enrolled in 12th grade?

1 Yes

2 No → [GO TO Item 9a below.](#)

350

b. How many students were enrolled in 12th grade around October 1, 2012?

12th graders

c. How many students graduated from the 12th grade with a diploma LAST school year (2012-13)?
 • Include 2013 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.
 • If none, please mark (X) the box.

355

o None → [GO TO Item 9a below.](#)

Graduates

d. Of those who graduated with a diploma LAST school year (2012-13), approximately what percentage went to four-year colleges?
 • If none, please mark (X) the box.
 • Round to the nearest whole percent.

360

o None or Percent

9a. How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?
 • Mark (X) only one box.

365

o School or program does not offer kindergarten, transitional kindergarten, or transitional first grade → [GO TO instructions for Item 10 at top of page 8.](#)

1 Full day (4 hours or more per day)

2 Half day (less than 4 hours per day)

3 Both offered

b. How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend?
 • If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.

370

Days per week



15113087

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 $\frac{1}{2}$ time and prekindergarten $\frac{1}{2}$ time, a music teacher who teaches two days each week, a physical education teacher who teaches three days each week, and a teaching principal who teaches one 30-minute class each day, you would complete item 10 as follows:

None or Full-time teachers

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

None or Teach at least $\frac{1}{4}$ time but less than $\frac{1}{2}$ time
 This number includes the one full-time teacher who teaches kindergarten $\frac{1}{2}$ time and prekindergarten $\frac{1}{2}$ time. The time he or she spends teaching prekindergarten is not counted in item 10.
 This number also includes the physical education teacher who teaches three days a week.

None or Teach at least $\frac{1}{4}$ time but less than $\frac{1}{2}$ time
 This includes the music teacher who teaches two days a week.

None or Teach less than $\frac{1}{4}$ time
 This includes the principal who teaches one 30-minute class each day. The time he or she spends working as a principal is not included in item 10.

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

• **Include:**

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

• **Do NOT include:**

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

• If none, please mark (X) the box.

385 None or Full-time teachers

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

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

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

405 None or Teach less than ¼ time

410 TOTAL TEACHERS



15113103

11. Which of the following best describes this school or program?
 Mark (X) only one box.

415

1 REGULAR school – elementary or secondary

2 MONTESSORI school

3 SPECIAL PROGRAM EMPHASIS school – such as a science or math school, performing arts school, talented or gifted school, foreign language immersion school, etc.

4 SPECIAL EDUCATION school – primarily serves students with disabilities

5 CAREER/TECHNICAL/VOCATIONAL school – primarily serves students being trained for occupations

7 EARLY CHILDHOOD PROGRAM OR DAY CARE CENTER – such as kindergarten only, prekindergarten and kindergarten only, kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.

6 ALTERNATIVE/OTHER school – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program emphasis, special education, or vocational school – Please describe. ↘

416

12a. Is a major role of this school or program to support homeschooling?

420

1 Yes

2 No

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

425

1 Yes

2 No

13a. Does this school or program have a religious orientation or purpose?

430

1 Yes

2 No → [GO TO item 14 on page 12.](#)

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

435


1 Yes

2 No



13c. What is this school's or program's religious orientation or affiliation?
 ● Mark (X) only one box.

440

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

441



15113129

14. To which of the following associations or organizations does this school or program belong?
 • Mark (X) all that apply.

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

RELIGIOUS

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

460 | American Association of Christian Schools (AACCS)

465 | Association of Christian Schools International (ACSI)

467 | Association of Christian Teachers and Schools (ACTS)

469 | Association of Classical and Christian Schools (ACCS)

470 | Christian Schools International (CSI)

480 | Evangelical Lutheran Education Association (ELEA)

485 | Friends Council on Education (FCE)

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

492 | Islamic School League of America (ISLA)

495 | Jesuit Secondary Education Association (JSEA)

500 | National Association of Episcopal Schools (NAES)

505 | National Catholic Educational Association (NCEA)

510 | National Christian School Association (NCSA)

515 | National Society for Hebrew Day Schools (Torah Umesorah)

520 | Oral Roberts University Educational Fellowship (ORUEF)

522 | The Jewish Community Day School Network (RAVSAK)

525 | Solomon Schechter Day School Association (SSDSA)

530 | Southern Baptist Association of Christian Schools (SBACS)

535 | Other religious school association(s) – Specify

536 |



14. Continued – To which of the following associations or organizations does this school or program belong?
☛ Mark (X) all that apply.

SPECIAL EMPHASIS

540 | American Montessori Society (AMS)

542 | Association Montessori International (AMI)

546 | Other Montessori association(s)

550 | Association of Military Colleges and Schools (AMCS)

556 | Association of Waldorf Schools of North America (AWSNA)

576 | National Association of Private Special Education Centers (NAPSEC)

580 | Other association(s) for exceptional children

586 | European Council for International Schools (ECIS)

590 | National Association for the Education of Young Children (NAEYC)

600 | National Association of Laboratory Schools (NALS)

602 | National Coalition of Girls Schools (NCGS)

606 | Other special emphasis association(s) – Specify

608 |

OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS

610 | Alternative School Network (ASN)

620 | National Association of Independent Schools (NAIS)

622 | State or regional independent school association

626 | National Coalition of Alternative Community Schools (NCACS)

630 | National Independent Private Schools Association (NIPSA)

636 | The Association of Boarding Schools (TABS)

640 | Other school association(s) – Specify

642 |



15113145

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

645 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.

650 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.)

660 1 Yes
 2 No

18. Please enter the date you completed this questionnaire.
 ● Report month as a number, i.e., 01 for January, 02 for February, etc.

670 Month 671 Day 672 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
700

Mailing address
701

City
702

State
703

ZIP Code + 4
704 -

20a. Is the physical or street address of this school or program the same as the mailing address?
705 1 Yes
2 No

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

Street
706

City
707

State
708

ZIP Code
709

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

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

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



Appendix C. Private School Lists Received and Processed

Table C-1. Private school association lists whether received or processed: 2013–14

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table C-2. State agency early childhood center lists, by state, selection for follow-up, and whether received or processed: 2013–14

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

¹ State or jurisdiction was selected in advance for follow-up in the event that there was no response to the initial request.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

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Appendix D. 2013-14 PSS Area Frame Counties

Table D-1. PSS area frame counties, by PSS county number, state, and certainty/sample status: 2013–14

PSS PSU number	State	County	Certainty/sample status
509	Alabama	Etowah County	Sample
478	Alabama	Talladega County	Sample
531	Alaska	Matanuska-Susitna Borough	Sample
536	Arizona	Santa Cruz County	Sample
510	Arkansas	Pulaski County	Sample
549	California	Contra Costa County	Sample
090	California	Los Angeles County	Certainty
092	California	Orange County	Certainty
550	California	Sacramento County	Sample
547	California	San Mateo County	Sample
551	California	Santa Clara County	Sample
537	Colorado	Boulder County	Sample
538	Colorado	Broomfield County	Sample
539	Colorado	Gilpin County	Sample
552	Colorado	Adams County	Sample
461	Connecticut	Fairfield County	Sample
507	District of Columbia	District of Columbia	Sample
479	Florida	Glades County	Sample
480	Florida	Highlands County	Sample
015	Florida	Miami-Dade County	Certainty
511	Florida	Duval County	Sample
512	Florida	Orange County	Sample
513	Florida	Seminole County	Sample
471	Georgia	Habersham County	Sample
472	Georgia	Rabun County	Sample
473	Georgia	Towns County	Sample
482	Georgia	Glascock County	Sample
483	Georgia	Hancock County	Sample
484	Georgia	Taliaferro County	Sample
485	Georgia	Warren County	Sample
481	Georgia	Colquitt County	Sample
514	Georgia	Columbia County	Sample
515	Georgia	Richmond County	Sample
548	Hawaii	Honolulu County	Sample
540	Idaho	Blaine County	Sample

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS county number, state, and certainty/sample status: 2013–14—
Continued**

PSS PSU number	State	County	Certainty/sample status
541	Idaho	Camas County	Sample
542	Idaho	Lincoln County	Sample
553	Idaho	Ada County	Sample
407	Illinois	Bond County	Sample
408	Illinois	Montgomery County	Sample
023	Illinois	Cook County	Certainty
436	Illinois	Kane County	Sample
437	Illinois	Will County	Sample
409	Indiana	Fulton County	Sample
410	Indiana	Marshall County	Sample
430	Indiana	Allen County	Sample
400	Indiana	LaGrange County	Sample
438	Indiana	Lake County	Sample
411	Iowa	Mitchell County	Sample
412	Iowa	Worth County	Sample
439	Iowa	Linn County	Sample
413	Kansas	Reno County	Sample
414	Kansas	Rice County	Sample
440	Kansas	Wyandotte County	Sample
486	Kentucky	Nelson County	Sample
487	Kentucky	Spencer County	Sample
516	Kentucky	Scott County	Sample
488	Louisiana	Cameron Parish	Sample
489	Louisiana	Jefferson Davis Parish	Sample
508	Louisiana	Orleans Parish	Sample
474	Louisiana	Plaquemines Parish	Sample
517	Louisiana	Terrebonne Parish	Sample
450	Maine	Hancock County	Sample
518	Maryland	Montgomery County	Sample
462	Massachusetts	Bristol County	Sample
463	Massachusetts	Plymouth County	Sample
415	Michigan	Chippewa County	Sample
416	Michigan	Mackinac County	Sample
431	Michigan	Kent County	Sample
441	Michigan	Midland County	Sample

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS county number, state, and certainty/sample status: 2013–14—
Continued**

PSS PSU number	State	County	Certainty/sample status
417	Minnesota	Hubbard County	Sample
418	Minnesota	Wadena County	Sample
401	Minnesota	Brown County	Sample
402	Minnesota	Cottonwood County	Sample
442	Minnesota	Chisago County	Sample
490	Mississippi	Leake County	Sample
491	Mississippi	Scott County	Sample
420	Missouri	Gentry County	Sample
421	Missouri	Harrison County	Sample
422	Missouri	Mercer County	Sample
424	Missouri	Worth County	Sample
419	Missouri	Bollinger County	Sample
423	Missouri	Perry County	Sample
443	Missouri	Cass County	Sample
432	Missouri	St. Louis County	Sample
532	Montana	Broadwater County	Sample
533	Montana	Jefferson County	Sample
534	Montana	Lewis and Clark County	Sample
535	Montana	Meagher County	Sample
403	Nebraska	Butler County	Sample
404	Nebraska	Polk County	Sample
405	Nebraska	Saunders County	Sample
425	Nebraska	Hall County	Sample
451	New Hampshire	Carroll County	Sample
464	New Jersey	Cape May County	Sample
465	New Jersey	Morris County	Sample
457	New Jersey	Ocean County	Sample
543	New Mexico	Catron County	Sample
544	New Mexico	Grant County	Sample
466	New York	Chemung County	Sample
452	New York	Clinton County	Sample
008	New York	Kings County	Certainty
467	New York	Oneida County	Sample
009	New York	Queens County	Certainty
458	New York	Richmond County	Sample

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS county number, state, and certainty/sample status: 2013–14—
Continued**

PSS PSU number	State	County	Certainty/sample status
448	New York	Tompkins County	Sample
468	New York	Westchester County	Sample
453	New York	Wyoming County	Sample
449	New York	Yates County	Sample
493	North Carolina	Jackson County	Sample
494	North Carolina	Swain County	Sample
519	North Carolina	Alexander County	Sample
492	North Carolina	Henderson County	Sample
520	North Carolina	New Hanover County	Sample
444	North Dakota	Burleigh County	Sample
433	Ohio	Cuyahoga County	Sample
434	Ohio	Hamilton County	Sample
426	Ohio	Huron County	Sample
445	Ohio	Lake County	Sample
446	Ohio	Trumbull County	Sample
495	Oklahoma	Cotton County	Sample
496	Oklahoma	Jefferson County	Sample
497	Oklahoma	Stephens County	Sample
521	Oklahoma	Sequoyah County	Sample
545	Oregon	Linn County	Sample
554	Oregon	Multnomah County	Sample
469	Pennsylvania	Centre County	Sample
454	Pennsylvania	Crawford County	Sample
459	Pennsylvania	Delaware County	Sample
470	Pennsylvania	Mercer County	Sample
460	Pennsylvania	Montgomery County	Sample
054	Pennsylvania	Philadelphia County	Certainty
475	South Carolina	Calhoun County	Sample
476	South Carolina	Orangeburg County	Sample
498	South Carolina	Horry County	Sample
522	South Carolina	Spartanburg County	Sample
427	South Dakota	Clay County	Sample
428	South Dakota	Union County	Sample
499	Tennessee	Giles County	Sample
477	Tennessee	Maury County	Sample

See notes at end of table.

Table D-1. PSS area frame counties, by PSS county number, state, and certainty/sample status: 2013–14—Continued

PSS PSU number	State	County	Certainty/sample status
523	Tennessee	Shelby County	Sample
500	Texas	Aransas County	Sample
502	Texas	Refugio County	Sample
524	Texas	Comal County	Sample
525	Texas	Hidalgo County	Sample
501	Texas	Jim Wells County	Sample
526	Texas	Tarrant County	Sample
069	Texas	Harris County	Certainty
455	Vermont	Caledonia County	Sample
456	Vermont	Essex County	Sample
503	Virginia	Culpeper County	Sample
504	Virginia	Madison County	Sample
505	Virginia	Rappahannock County	Sample
527	Virginia	Prince William County	Sample
528	Virginia	Manassas City	Sample
529	Virginia	Manassas Park City	Sample
530	Virginia	Norfolk City	Sample
555	Washington	King County	Sample
546	Washington	Skagit County	Sample
556	Washington	Yakima County	Sample
506	West Virginia	Monongalia County	Sample
406	Wisconsin	Clark County	Sample
429	Wisconsin	Juneau County	Sample
435	Wisconsin	Milwaukee County	Sample
447	Wisconsin	Outagamie County	Sample

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Appendix E. Selected Weighted Response Rate Tables

Table E-1. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by private school typology: 2013–14

Private school typology	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	24,566	27,110	5,073	6,509	80.6
Catholic	5,468	5,468	527	527	91.2
Parochial	2,350	2,350	228	228	91.2
Diocesan	2,374	2,374	216	216	91.7
Private	744	744	83	83	90.0
Other religious	9,533	9,533	1,045	1,045	90.1
Conservative Christian	3,149	3,149	366	366	89.6
Affiliated	2,302	2,302	224	224	91.1
Unaffiliated	4,082	4,082	455	455	90.0
Nonsectarian	6,690	6,690	674	674	90.8
Regular	3,116	3,116	350	350	89.9
Special emphasis	2,374	2,374	214	214	91.7
Special education	1,200	1,200	110	110	91.6
Unknown	2,875	5,419	2,827	4,263	56.0

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table E-2. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by religious or nonsectarian orientation of school: 2013–14

Religious or nonsectarian category	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	24,566	27,110	5,073	6,509	80.6
Religious orientation	15,001	15,001	1,572	1,572	90.5
Roman Catholic	5,468	5,468	527	527	91.2
African Methodist Episcopal	11	11	0	0	100.0
Amish	675	675	45	45	93.8
Assembly of God	222	222	20	20	91.7
Baptist	1,332	1,332	181	181	88.0
Brethren	56	56	3	3	94.9
Calvinist	81	81	12	12	87.1
Christian (unspecified)	2,862	2,862	392	392	88.0
Church of Christ	101	101	9	9	91.8
Church of God	68	68	10	10	87.2
Church of God in Christ	12	12	2	2	85.7
Church of the Nazarene	52	52	3	3	94.5
Disciples of Christ	10	10	0	0	100.0
Episcopal	297	297	25	25	92.2
Friends	66	66	7	7	90.4
Greek Orthodox	26	26	0	0	100.0
Islamic	167	167	21	21	88.8
Jewish	592	592	110	110	84.3
Latter Day Saints	4	4	1	1	80.0
Lutheran Church—Missouri Synod	840	840	48	48	94.6
Evangelical Lutheran Church In America	91	91	7	7	92.9
Wisconsin Evangelical Lutheran Synod	301	301	11	11	96.5
Other Lutheran	72	72	1	1	98.6
Mennonite	322	322	31	31	91.2
Methodist	183	183	8	8	95.8
Pentecostal	182	182	28	28	86.7
Presbyterian	174	174	13	13	93.0
Seventh-Day Adventist	652	652	48	48	93.1
Other	82	82	9	9	90.1
Nonsectarian	6,690	6,690	674	674	90.8
Unknown	2,875	5,419	2,827	4,263	56.0

† Not applicable.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table E-3. PSS item response rates for traditional private schools: 2013–14

Item number	Unweighted response rate	Final weighted response rate	Item number	Unweighted response rate	Final weighted response rate
Q4A_GRD	100.0	100.0	Q5_TOTAL	99.7	99.7
Q4A_ENRL	99.8	99.9	Q6A	98.1	97.6
Q4B_GRD	99.9	99.9	Q6B	98.1	97.5
Q4B_ENRL	99.9	99.9	Q6C	98.1	97.5
Q4C_GRD	99.9	100.0	Q6D	98.1	97.5
Q4C_ENRL	99.9	99.9	Q6E	98.1	97.5
Q4D_GRD	99.9	100.0	Q6F	98.1	97.5
Q4D_ENRL	99.9	99.9	Q6G	98.1	97.5
Q4E_GRD	100.0	100.0	Q7A	99.9	99.9
Q4E_ENRL	99.8	99.8	Q7B	98.7	97.9
Q4F_GRD	99.9	100.0	Q8A	100.0	100.0
Q4F_ENRL	99.9	99.9	Q8B	99.3	98.9
Q4G_GRD	99.9	100.0	Q8C	99.2	99.1
Q4G_ENRL	99.9	99.9	Q8D	94.6	94.6
Q4H_GRD	99.9	99.9	Q9A	99.8	99.7
Q4H_ENRL	99.9	99.9	Q9B	99.8	99.7
Q4I_GRD	99.9	99.9	Q10_FT	99.7	99.7
Q4I_ENRL	99.9	99.9	Q10_>3/4	99.9	99.9
Q4J_GRD	99.9	99.9	Q10_>1/2	100.0	100.0
Q4J_ENRL	99.9	99.9	Q10_>1/4	100.0	100.0
Q4K_GRD	99.9	99.9	Q10_<1/4	100.0	100.0
Q4K_ENRL	99.9	99.9	Q10_TOTAL	100.0	100.0
Q4L_GRD	99.9	99.9	Q11	98.7	98.5
Q4L_ENRL	99.9	99.8	Q12A	100.0	100.0
Q4M_GRD	99.9	99.9	Q12B	100.0	100.0
Q4M_ENRL	99.9	99.8	Q13A	99.9	99.9
Q4N_GRD	99.9	100.0	Q13B	99.6	99.3
Q4N_ENRL	99.8	99.7	Q13C	99.9	99.9
Q4O_GRD	99.9	99.9	Q13C_CATHOLIC	100.0	100.0
Q4O_ENRL	99.8	99.7	Q14	100.0	100.0
Q4P_GRD	99.9	100.0	Q15	99.1	98.9
Q4P_ENRL	99.8	99.7	Q16	99.6	99.6
Q4Q_GRD	99.9	99.9	Q17	99.9	99.6
Q4Q_ENRL	99.8	99.7			

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2013–14.

Table E-4. PSS item response rates for kindergarten-terminal private schools: 2013–14

Item number	Unweighted response rate	Final weighted response rate	Item number	Unweighted response rate	Final weighted response rate
Q4A_GRD	99.9	100.0	Q5_TOTAL	99.5	99.3
Q4A_ENRL	0.0	0.0	Q6A	96.2	92.5
Q4B_GRD	100.0	100.0	Q6B	96.2	92.4
Q4B_ENRL	99.7	99.3	Q6C	96.2	92.6
Q4C_GRD	100.0	100.0	Q6D	96.3	92.6
Q4C_ENRL	99.7	99.3	Q6E	96.0	92.2
Q4D_GRD	100.0	100.0	Q6F	96.1	92.4
Q4D_ENRL	100.0	100.0	Q6G	96.1	92.5
Q4E_GRD	100.0	100.0	Q7A	96.1	98.9
Q4E_ENRL	100.0	100.0	Q7B	96.1	96.4
Q4F_GRD	100.0	100.0	Q8A	99.9	99.8
Q4F_ENRL	0.0	0.0	Q8B	0.0	0.0
Q4G_GRD	100.0	100.0	Q8C	0.0	0.0
Q4G_ENRL	0.0	0.0	Q8D	0.0	0.0
Q4H_GRD	100.0	100.0	Q9A	99.2	98.5
Q4H_ENRL	0.0	0.0	Q9B	99.5	98.8
Q4I_GRD	100.0	100.0	Q10_FT	99.7	99.7
Q4I_ENRL	0.0	0.0	Q10_>3/4	99.7	99.7
Q4J_GRD	100.0	100.0	Q10_>1/2	100.0	100.0
Q4J_ENRL	0.0	0.0	Q10_>1/4	100.0	100.0
Q4K_GRD	100.0	100.0	Q10_<1/4	100.0	100.0
Q4K_ENRL	0.0	0.0	Q10_TOTAL	100.0	100.0
Q4L_GRD	100.0	100.0	Q11	99.8	99.9
Q4L_ENRL	0.0	0.0	Q12A	100.0	100.0
Q4M_GRD	100.0	100.0	Q12B	100.0	100.0
Q4M_ENRL	0.0	0.0	Q13A	99.6	99.3
Q4N_GRD	99.9	100.0	Q13B	98.7	96.3
Q4N_ENRL	0.0	0.0	Q13C	99.7	99.8
Q4O_GRD	100.0	100.0	Q13C_CATHOLIC	98.7	99.1
Q4O_ENRL	0.0	0.0	Q14	100.0	100.0
Q4P_GRD	99.9	100.0	Q15	95.1	90.7
Q4P_ENRL	0.0	0.0	Q16	97.8	96.2
Q4Q_GRD	100.0	100.0	Q17	99.6	98.6
Q4Q_ENRL	0.0	0.0			

† Not applicable.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), "Documentation Data File," 2013–14.

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

Table F-1. Number and percentage of pre-edit rejections of PSS data, by rejection reason: 2013–14

Pre-edit number	Pre-edit rejection reason	Records rejected	
		Number	Percent
1.1	School has 50 percent more students than last PSS	986	4.0
1.2	School has 50 percent fewer students than last PSS	466	1.9
1.3	Total students reported for most of all lines in item 5	7	0.0
2.1	Total number of teachers is 0	153	0.6
2.2	More teachers than students	50	0.2
2.3	School has 50 percent more teachers than last PSS	424	1.7
2.4	School has 50 percent fewer teachers than last PSS	146	0.6
2.5	Student-teacher ratio is more than 40 to 1	123	0.5
2.6	Sum of teachers is greater than reported total	198	0.8
2.7	Teacher counts are reported but sum is less than reported total	175	0.7
3.1	“No” is marked in item 2d but one or more of grades K–12 expected but missing	0	0.0
3.2	All students are nursery/pre-K	60	0.2
3.3	Grade levels marked but two or more different from last PSS	677	2.7
3.4	Students are clustered in two or three grades (e.g., many students are reported in grades 1 and 4, but none are reported in grades 2 and 3)	482	1.9
3.5	More than 100 students are reported for a grade and that count is twice as large (or more) than count for previous grade or next grade	58	0.2
3.6	Sum of enrollments by grade is 10 percent greater than reported total	702	2.8
3.7	Enrollments are reported for some grades and the sum of those enrollments is less than 90 percent of the reported total	234	0.9
3.8	Zero is reported for all marked grades in item 5	8	0.0
3.9	School has more than 30 K–12 students, all parts of race item have entries, and sum is 50 percent or less of K–12 students	355	1.4
3.10	Sum of race item is greater than 30 and more than 150 percent of K–12 enrollment	848	3.4
3.11	Number of students in item 6 is greater than 0, number of ungraded students equals entry in item 6, and students have been reported for any of grades pre-K–12	50	0.2
3.12	Total is not reported in item 6 and entry for ungraded appears to be total enrollment	1	0.0
3.13	Ungraded enrollment is greater than 100 and twice as big as next grade	24	0.1
3.14	Number of 12th grade enrollment is greater than 100 and twice as big as 11th grade	1	0.0
3.16	School has not indicated any kindergarten grades in item 4, item 9a is 1, 2, or 3, and responded to item 9b	1	0.0
4.1	School has changed from religious to not religious, or vice versa since last PSS	459	1.8
4.2	School has changed from one religion to another since last PSS, except other	596	2.4
4.3	School reported other religious affiliation but did not specify affiliation	49	0.2
4.4	School has reported that it is not religious but name includes “Christ” or “God”	199	0.8
4.5	School has reported that it is not religious but belongs to a religious association	108	0.4

See notes at end of table.

Table F-1. Number and percentage of pre-edit rejections of PSS data, by rejection reason: 2013–14—Continued

Pre-edit number	Pre-edit rejection reason	Records rejected	
		Number	Percent
4.6	“Other” is marked for religious affiliation (may need to be recoded)	613	2.5
4.7	Other is marked but respondent did not mark Other and reported in last PSS	57	0.2
4.8	Other is marked but respondent did not mark other and did not report in last PSS	15	0.1
5.1	Type of school is different from previous PSS	623	2.5
5.2	Type of school is alternative (entry may need to be recoded into one of the other categories)	1,305	5.2
5.3	School is not early childhood center, has any of grades 1–12, school day is less than 4 hours per day, and entry is different from value in last PSS	67	0.3
5.4	School day is greater than 10 hours per day, and school is not a daycare center or Montessori school, and entry is different from value from last PSS	67	0.3
5.5	Type of school is vocational	12	0.0
5.6	Number of students is greater than 30, school is not an early childhood center, and item 13 indicates school is located in a private home	34	0.1
5.7	Any students are reported in item 5, item 10 indicates school has kindergarten, and no kindergarten students are reported in item 5	1,099	4.4
5.8	School type is unknown and was not in last PSS	352	1.4
5.9	School type is unknown but type of school specified and not in last PSS	106	0.4
6.1	School is not in South Dakota, North Dakota, Oklahoma, Arizona, New Mexico, or Alaska and more than 30 percent of students are American Indian or Alaska Native	69	0.3
6.2	Entries for students by race may be percentages (sum of entries is 99, 100, or 101)	86	0.3
6.3	School with more than 30 students is in Hawaii but less than half of students are Asian or Pacific Islander	28	0.1
6.4	School is not in South Dakota, North Dakota, Oklahoma, Arizona, New Mexico, or Alaska and more than 100 students are American Indian or Alaska Native	5	0.0
6.5	School is not in Hawaii or California and more than 50 percent of K–12 students are Asian or Pacific Islander	225	0.9
6.6	School is not in Hawaii or California and more than 100 students are Asian or Pacific Islander	145	0.6
6.7	School is Jewish and more than half the K–12 students are not White	15	0.1
6.8	School is Jewish and number of White students is 0	16	0.1
6.9	Entry for Hispanic students appears to be sum of other categories	139	0.6
7.1	School is all male but was not in last PSS	18	0.1
7.2	School is not all male but was in last PSS	23	0.1
7.3	School is all female but was not in last PSS	41	0.2
7.4	School is not all female but was in last PSS	23	0.1

See notes at end of table.

Table F-1. Number and percentage of pre-edit rejections of PSS data, by rejection reason: 2013–14—Continued

Pre-edit number	Pre-edit rejection reason	Records rejected	
		Number	Percent
7.5	Coed is marked, but all students are male or no students are male	574	2.3
8.1	Total number of students is 10 or less and school is in a private home or supports homeschooling	148	0.6
8.2	Number of teachers greater than or equal to number of students and school supports homeschooling or is in a private home	28	0.1
8.3	School has more than 30 students, is not special ed or alternative, is not located in a private home, and student-teacher ratio is less than 5 to 1	1,082	4.4
8.4	School supports homeschool and is located in a private home	87	0.3
8.5	School located in private home and does not support homeschooling	89	0.4
9.1	School had more graduates than 12th graders last year	234	0.9
9.2	Number of 12th graders this year is 30 percent more than number reported for last year	103	0.4
9.3	Number of 12th graders this year is 30 percent less than number reported for last year	61	0.2
9.4	Entries in item 9d appear to be counts instead of percentages	142	0.6
9.5	Highest grade in school is 8th or lower, but 12th graders or graduates are reported for last year	60	0.2
10.1	Days in school year are less than 150 and entry is different from value from last PSS	273	1.1
10.2	School is not Montessori, special ed, alternative, or early childhood, and days in school year are more than 220, and entry is different from value from last PSS	269	1.1
10.3	Days in school year are less than the numbers of days in a week	11	0.0
10.4	Day in school year are less than or equal to the number of days in a month but more than two weeks	8	0.0
14.1	“No” is marked for orientation but association is religious	108	0.4
14.2	Affiliation is Catholic but association is some other religion	6	0.0
14.4	Association is Islamic, Quaker, SDA, Catholic, Episcopal, Jewish, or Baptist but affiliation is some other religion	7	0.0
14.5	Affiliation is "Christian, no specific denomination" but association is Islamic or Jewish	0	0.0
14.6	Affiliation is Episcopal but association is some other religion	1	0.0
14.7	Affiliation is Quaker but association is AMCS or is some other religion	0	0.0
14.8	Affiliation is Islamic but association is some other religion	0	0.0
14.9	Affiliation is Jewish but association is some other religion	0	0.0
14.10	Affiliation is SDA but association is some other religion	1	0.0
14.11	Affiliation is Baptist but association is some other religion	0	0.0
14.12	Affiliation is Lutheran but association is some other religion	1	0.0
14.13	Affiliation is Amish but association is AMCS	1	0.0

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table F-2. Number of changes made to PSS variables during the pre-edit: 2013–14

Item	Records where Variable values changed	Percent of total records	Item	Records where Variable values changed	Percent of total records
Q4A_GRD	135	3 #	Q4P_GRD	285	4 #
Q4A_ENRL	140	7 #	Q4P_ENRL	290	3 #
Q4B_GRD	145	2 #	Q4Q_GRD	295	3 #
Q4B_ENRL	150	1 #	Q4Q_ENRL	300	3 #
Q4C_GRD	155	1 #	Q5_TOTAL	305	1,063 4.3
Q4C_ENRL	160	2 #	Q6A	320	3 #
Q4D_GRD	165	1 #	Q6B	330	3 #
Q4D_ENRL	170	1 #	Q6C	325	3 #
Q4E_GRD	175	† †	Q6D	316	3 #
Q4E_ENRL	180	1 #	Q6E	318	1 #
Q4F_GRD	185	1 #	Q6F	310	3 #
Q4F_ENRL	190	1 #	Q6G	332	1 #
Q4G_GRD	195	1 #	Q7A	335	1 #
Q4G_ENRL	200	2 #	Q7B	340	4 #
Q4H_GRD	205	2 #	Q8A	345	3 #
Q4H_ENRL	210	2 #	Q8B	350	3 #
Q4I_GRD	215	2 #	Q8C	355	3 #
Q4I_ENRL	220	3 #	Q8D	360	3 #
Q4J_GRD	225	2 #	Q9A	365	1 #
Q4J_ENRL	230	5 #	Q9B	370	16 0.1
Q4K_GRD	235	3 #	Q10_FT	385	41 0.2
Q4K_ENRL	240	3 #	Q10_>3/4	390	26 0.1
Q4L_GRD	245	3 #	Q10_>1/2	395	30 0.1
Q4L_ENRL	250	3 #	Q10_>1/4	400	24 0.1
Q4M_GRD	255	3 #	Q10_<1/4	405	21 0.1
Q4M_ENRL	260	3 #	Q10_TOTAL	410	39 0.2
Q4N_GRD	265	3 #	Q11	415	686 2.8
Q4N_ENRL	270	3 #	Q12A	420	57 0.2
Q4O_GRD	275	3 #	Q12B	425	† †
Q4O_ENRL	280	3 #	Q13A	430	206 0.8

See notes at end of table.

Table F-2. Number of changes made to PSS variables during pre-edit: 2013–14—Continued

Item	Records where Variable values changed	Percent of total records	Item	Records where Variable values changed	Percent of total records		
Q13B	435	344	1.4	Q14—Cont.	542	97	0.4
Q13C	440	481	1.9		545	103	0.4
Q13C_CATHOLIC	445	40	0.2		550	†	†
Q14	450	†	†		555	1	#
	455	8	#		575	1	#
	460	2	#		580	†	†
	465	3	#		585	†	†
	467	4	#		590	1	#
	468	7	#		600	†	†
	470	1	#		602	†	†
	480	2	#		605	70	0.3
	485	3	#		610	†	†
	490	†	†		620	2	#
	492	20	0.1		622	63	0.3
	495	†	†		625	†	†
	500	2	#		630	†	†
	505	7	#		635	4	#
	510	1	#		640	291	1.2
	515	†	†	Q15	645	†	†
	520	†	†	Q16_HR	650	†	†
	522	3	#	Q16_MIN	655	†	†
	525	†	†	Q17	660	22	0.1
	530	†	†				
	535	629	2.5				
	540	10	#				

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table F-3. Number of changes made to PSS variables during the edit: 2013–14

Item	Records where Variable values changed	Percent of total records	Item	Records where Variable values changed	Percent of total records		
Q4A_GRD	135	9,446	38.5	Q4P_GRD	285	8,624	35.1
Q4A_ENRL	140	1,022	4.2	Q4P_ENRL	290	859	3.5
Q4B_GRD	145	3,761	15.3	Q4Q_GRD	295	8,713	35.5
Q4B_ENRL	150	570	2.3	Q4Q_ENRL	300	867	3.5
Q4C_GRD	155	2,788	11.3	Q5_TOTAL	305	170	0.7
Q4C_ENRL	160	539	2.2	Q6A	320	11,692	47.6
Q4D_GRD	165	8,827	35.9	Q6B	330	12,802	52.1
Q4D_ENRL	170	1,121	4.6	Q6C	325	11,915	48.5
Q4E_GRD	175	9,346	38.0	Q6D	316	11,339	46.2
Q4E_ENRL	180	1,104	4.5	Q6E	318	7,654	31.2
Q4F_GRD	185	3,971	16.2	Q6F	310	7,665	31.2
Q4F_ENRL	190	613	2.5	Q6G	332	10,744	43.7
Q4G_GRD	195	4,235	17.2	Q7A	335	367	1.5
Q4G_ENRL	200	625	2.5	Q7B	340	2,257	9.2
Q4H_GRD	205	4,317	17.6	Q8A	345	64	0.3
Q4H_ENRL	210	600	2.4	Q8B	350	291	1.2
Q4I_GRD	215	4,465	18.2	Q8C	355	452	1.8
Q4I_ENRL	220	610	2.5	Q8D	360	555	2.3
Q4J_GRD	225	4,562	18.6	Q9A	365	1,906	7.8
Q4J_ENRL	230	643	2.6	Q9B	370	377	1.5
Q4K_GRD	235	4,830	19.7	Q10_FT	385	684	2.8
Q4K_ENRL	240	662	2.7	Q10_>3/4	390	7,052	28.7
Q4L_GRD	245	5,268	21.4	Q10_>1/2	395	5,713	23.3
Q4L_ENRL	250	694	2.8	Q10_>1/4	400	7,175	29.2
Q4M_GRD	255	5,377	21.9	Q10_<1/4	405	7,602	30.9
Q4M_ENRL	260	692	2.8	Q10_TOTAL	410	892	3.6
Q4N_GRD	265	8,310	33.8	Q11	415	794	3.2
Q4N_ENRL	270	800	3.3	Q12A	420	322	1.3
Q4O_GRD	275	8,473	34.5	Q12B	425	418	1.7
Q4O_ENRL	280	801	3.3	Q13A	430	498	2.0

See notes at end of table.

Table F-3. Number of changes made to PSS variables during edit: 2013–14—Continued

Item	Records where Variable values changed	Percent of total records	Item	Records where Variable values changed	Percent of total records		
Q13B	435	684	2.8	Q14—Cont.	542	20	0.1
Q13C	440	395	1.6		545	17	0.1
Q13C_CATHOLIC	445	359	1.5		550	3	#
Q14	450	7,613	31.0		555	2	#
	455	12	#		575	19	0.1
	460	32	0.1		580	11	#
	465	76	0.3		585	†	†
	467	6	#		590	37	0.2
	468	1	#		600	1	#
	470	6	#		602	3	#
	480	6	#		605	†	†
	485	†	†		610	†	†
	490	27	0.1		620	32	0.1
	492	16	0.1		622	58	0.2
	495	1	#		625	1	#
	500	10	#		630	11	#
	505	236	1.0		635	4	#
	510	8	#		640	†	†
	515	26	0.1	Q15	645	1,467	6.0
	520	†	†	Q16_HR	650	625	2.5
	522	3	#	Q16_MIN	655	3,476	14.1
	525	2	#	Q17	660	396	1.6
	530	14	0.1				
	535	†	†				
	540	21	0.1				

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Appendix G. Changes Made During Imputation

Table G-1. PSS imputation variables: 2013–14

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table G-2. PSS imputation matching variables and collapsing order: 2013–14

Item	Matching variables	Order of collapse
4, 5	LEVEL, TYP_3, ENR, URB	URB, ENR
6	TYP_3, URB, ENR	ENR, URB,
7	TYP_3, LEVEL, URB, TYP_9	TYP_9, URB, LEVEL
8, 9	TYP_3, LEVEL, ENR, URB	URB, ENR, LEVEL
10	TYP_3, LEVEL, TYPE, ENR	ENR, TYPE, LEVEL
11, 12a	TYP_3, UNGRADED, LEVEL, TYP_9	TYP_9, LEVEL, UNGRADED
13b	TYP_3, TYP_9	TYP_9
15, 16, 17	TYP_3, TYP_9, LEVEL, TYPE	TYPE, LEVEL, TYP_9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013–14.

Table G-3. Number of changes made to PSS variables during imputation: 2013–14

Item	Records where Variable values changed	Percent of total records	Item	Records where Variable values changed	Percent of total records
Q4A_GRD	135	10 #	Q4P_GRD	285	13 0.1
Q4A_ENRL	140	12 #	Q4P_ENRL	290	27 0.1
Q4B_GRD	145	13 0.1	Q4Q_GRD	295	13 0.1
Q4B_ENRL	150	29 0.1	Q4Q_ENRL	300	26 0.1
Q4C_GRD	155	12 #	Q5_TOTAL	305	75 0.3
Q4C_ENRL	160	31 0.1	Q6A	320	525 2.1
Q4D_GRD	165	12 #	Q6B	330	536 2.2
Q4D_ENRL	170	14 0.1	Q6C	325	531 2.2
Q4E_GRD	175	10 #	Q6D	316	529 2.2
Q4E_ENRL	180	11 #	Q6E	318	542 2.2
Q4F_GRD	185	12 #	Q6F	310	542 2.2
Q4F_ENRL	190	26 0.1	Q6G	332	537 2.2
Q4G_GRD	195	12 #	Q7A	335	43 0.2
Q4G_ENRL	200	27 0.1	Q7B	340	357 1.5
Q4H_GRD	205	13 0.1	Q8A	345	8 #
Q4H_ENRL	210	28 0.1	Q8B	350	49 0.2
Q4I_GRD	215	14 0.1	Q8C	355	58 0.2
Q4I_ENRL	220	31 0.1	Q8D	360	357 1.5
Q4J_GRD	225	15 0.1	Q9A	365	75 0.3
Q4J_ENRL	230	33 0.1	Q9B	370	64 0.3
Q4K_GRD	235	13 0.1	Q10_FT	385	65 0.3
Q4K_ENRL	240	30 0.1	Q10_>3/4	390	65 0.3
Q4L_GRD	245	14 0.1	Q10_>1/2	395	37 0.2
Q4L_ENRL	250	34 0.1	Q10_>1/4	400	38 0.2
Q4M_GRD	255	14 0.1	Q10_<1/4	405	38 0.2
Q4M_ENRL	260	31 0.1	Q10_TOTAL	410	36 0.1
Q4N_GRD	265	13 0.1	Q11	415	286 1.2
Q4N_ENRL	270	29 0.1	Q12A	420	† †
Q4O_GRD	275	13 0.1	Q12B	425	† †
Q4O_ENRL	280	26 0.1	Q13A	430	28 0.1

See notes at end of table.

Table G-3. Number of edit changes made to PSS variables during imputation: 2013–14—Continued

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records	
Q13B		435	74	0.3	Q14—Cont.	542	†	†
Q13C		440	66	0.3		545	†	†
Q13C_CATHOLIC		445	3	#		550	†	†
Q14		450	†	†		555	†	†
		455	†	†		575	†	†
		460	1	#		580	†	†
		465	†	†		585	†	†
		467	†	†		590	†	†
		468	†	†		600	†	†
		470	†	†		602	†	†
		480	2	#		605	†	†
		485	1	#		610	†	†
		490	2	#		620	†	†
		492	†	†		622	†	†
		495	1	#		625	†	†
		500	†	†		630	†	†
		505	1	#		635	†	†
		510	†	†		640	†	†
		515	†	†	Q15	645	368	1.5
		520	†	†	Q16_HR	650	162	0.7
		522	†	†	Q16_MIN	655	†	†
		525	3	#	Q17	660	37	0.2
		530	1	#				
		535	3	#				
		540	†	†				

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2013-14.

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

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

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

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

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

Catholic—Parochial Schools: Grade Level by Enrollment

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

Catholic—Diocesan: Grade Level by Enrollment

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

¹ Grade level is not divided into urbanicity types.

Catholic—Private: Grade Level by Enrollment

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

Amish: Grade Level by Enrollment

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

Assembly of God: Grade Level by Enrollment

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

Baptist: Grade Level by Enrollment

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

Episcopal: Grade Level by Enrollment

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

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

Jewish: Grade Level by Enrollment

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

Lutheran Church—Missouri Synod: Grade Level by Enrollment

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

Evangelical Lutheran Church—Wisconsin Synod: Grade Level by Enrollment

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

Mennonite: Grade Level by Enrollment

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

Pentacostal: Grade Level by Enrollment

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

Seventh-Day Adventist: Grade Level by Enrollment

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

Other Religious: Grade Level by Enrollment

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

Nonsectarian—Regular: Grade Level by Enrollment

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

Nonsectarian—Special Emphasis: Grade Level by Enrollment

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

Nonsectarian—Special Education: Grade Level by Enrollment

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

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

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

Certainty/Noncertainty PSU: Three-Level Typology by Grade Level

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