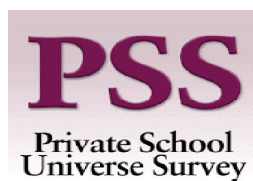




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2003–2004 Private School Universe Survey (PSS) Data File User's Manual and Survey Documentation



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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 United States 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 irregular 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.

Target Population

The target population for PSS is all schools in the United States that are not supported primarily by public funds, provide 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 the NCES sample surveys. Key terms for PSS are defined in appendix A.

The 2003–2004 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 2003–2004 PSS questionnaire is contained in appendix B. The 2003–2004 PSS questionnaire content is relatively unchanged from that of 2001–2002. The percentage of students that went on to attend technical or other specialized schools was dropped from item 9. One association, Islamic School League of America (ISLA), was added to the list of private school associations in item 15.

Content of the Manual

The Manual contains nine more chapters, covering frame creation, data collection procedures, response rates, data processing, imputation procedures, 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 2003–2004 PSS, appendix B contains a copy of the 2003–2004 PSS questionnaire, appendix C lists the private school lists that were received and processed, appendix D lists the 2003–2004 area frame counties, appendix E contains selected unit and item response rates, appendix F contains the counts of pre-edit rejections of PSS data, appendix G contains the counts of changes made during editing and imputation, appendix H contains the variable categories used in developing adjustment factor cells for weighting, appendix I contains the 2003–2004 PSS public-use codebook, and appendix J contains the variable list for the 2003–2004 PSS address file.

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II. Frame Creation

Since PSS attempts to include every private school in the United States, a universe list of private schools meeting the PSS definition (i.e., not supported primarily by public funds, providing 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 schools included in the 2003–2004 PSS.

List Frame

The list-building component was the primary means for improving coverage of private schools. The basis for the 2003–2004 PSS list frame was the 31,748 private schools from the 2001–2002 PSS list frame (table 1). Additionally, 3,181 programs identified in the 2001–2002 PSS as prekindergarten-only were included in case any of these programs included at least a kindergarten in the 2003–2004 school year. In order to provide coverage of private schools founded since 2001 and to improve coverage of private schools existing in 2001, the Census Bureau requested membership lists from 26 private school associations and religious denominations; all 26 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 all 51 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: 2003–04

Source	Number	Percent
Total	41,184	100.0
List frame	39,391	95.6
2001–2002 PSS	34,929	84.8
Base list	31,748	77.1
Prekindergarten only cases	3,181	7.7
2003 lists	4,462	10.8
Traditional lists ¹	3,270	7.9
Early-childhood lists	1,192	2.9
Area frame	1,793	4.4

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), 2003–2004.

Beginning in 1995, the PSS private school definition was expanded to include schools for which kindergarten is the highest grade. In 2003, a separate list-building operation (early childhood operation) was conducted to identify schools for which kindergarten was the highest grade (kindergarten terminal or 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, 15 states and the District of Columbia were selected in advance for follow-up in the event that they did not respond to the initial request for lists. If the remaining 35 states did not respond to the initial early childhood list request, no additional effort was made to obtain the lists. In 2003, 26 lists were received and 17 lists were 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 2003–2004 list frame operation was 4,462; including 3,270 from the traditional operation and 1,192 from the early childhood operation (table 1).

Area Frame

To identify private schools that may have been overlooked in the list-building component, a group of geographic areas were selected to be searched for private schools. The United States is divided by the Census Bureau into 2,062 primary sampling units (PSUs), each PSU consisting of a single county, independent city, or group of contiguous counties. The area frame consists of a sample of these 2,062 PSUs. The 2003–2004 PSS area frame was designed to produce an approximately 50 percent overlap with the 2001–2002 PSS area frame to maintain the reliability of estimates of change at a reasonable level.

Certainty PSUs

Ten PSUs were included in the 2003–2004 PSS area frame with certainty. Eight of these PSUs were originally designated as “certainty PSUs” for the 1983 National Private School Survey based on their large population size (these being the eight PSUs whose populations exceeded 1.7 million in the 1980 Census of Population) and have been included in every PSS area sample with certainty since the 1989–90 PSS.¹ The other two of these PSUs (Miami-Dade County, Florida, and Philadelphia County, Pennsylvania) were included with certainty for the first time in the 2003–2004 PSS area frame.

The inclusion of ten certainty PSUs in the 2003–2004 PSS area frame resulted from a revision in the set of eight certainty PSUs. Prior to the selection of the 2003–2004 PSS area frame sample, an evaluation of the set of eight certainty PSUs was conducted. Using PSU private school enrollment counts from the 2000 decennial census, the eight PSUs with the highest private school enrollment were selected to be the new “certainty PSUs.” This revised set of certainty PSUs contains two new certainty PSUs (Miami-Dade County, Florida, and Philadelphia County, Pennsylvania) that were not members of the eight original certainty PSUs and drops two of the original eight certainty PSUs (San Diego County, California, and Wayne County, Michigan) as certainty PSUs. In order to maintain the reliability of estimates of change during the transition from the original (2001–2002 PSS) set of eight certainty PSUs to the revised set of eight certainty PSUs, all of the original eight and the two new PSUs were included with certainty for 2003–2004.

Noncertainty PSUs

All 58 noncertainty PSUs that had been selected for the 2001–2002 PSS area frame as nonoverlap sample PSUs were selected again for the 2003–2004 PSS.

¹ The PSUs designated as “certainty PSUs” for the 1983 National Private School Survey include the counties of Los Angeles, Orange, and San Diego, California; Harris County, Texas; Cook County, Illinois; Wayne County, Michigan; and Queens and Kings Counties, New York.

An additional 56 PSUs were selected independently² of the overlap sample from the 2,052 noncertainty PSUs. The strata for selecting the nonoverlap PSUs were defined the same way as in the 2001–2002 PSS area frame design. Initially, 16 strata were created: region (Northeast, Midwest, South, West), metro/nonmetro status, and high/low percent private enrollment within metro/nonmetro status (i.e., above or below the median private school enrollment within each metro/nonmetro status). The high/low cutoffs were then adjusted so as to more nearly equalize the expected variance between the two strata. The purpose of this was to try to lower the overall standard errors resulting from the sample of PSUs.

Sample sizes were determined for each metropolitan statistical area status within each region, proportional to the measure of size.³ Some adjustments were made so that each sample size was an even number and that sample size was evenly distributed between the high and low groups. This was done in order to have an even number of cases in each stratum (with a minimum of two) for pairing purposes for calculating the PSS variances.

Total Area-frame Sample

A total of 124 distinct PSUs (161 counties) were in the area sample. The 2003–2004 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, non-Catholic religious institutions, local education agencies, and local government offices.

Once the area search lists were constructed, they were matched with the list frame. Schools that did not match the list frame were considered part of the area frame. The number of schools added to the universe by the 2003–2004 area-frame operation was 1,793 (table 1).

Changes in Frame Creation Methodology From 2001–2002 to 2003–2004

There was one change in the 2003–2004 PSS frame creation methodology. For the 2001–2002 PSS area frame, eight PSUs were selected with certainty. These eight PSUs were originally designated as “certainty PSUs” for the 1983 National Private School Survey based on their large population size; these were the eight PSUs whose populations exceeded 1.7 million in the 1980 Census of Population. Prior to the selection of the 2003–2004 area frame, an evaluation of the set of eight certainty PSUs was conducted using PSU private school enrollment counts from the 2000 decennial census. The eight PSUs with the highest private school enrollment were selected to be the new “certainty PSUs.” This revised set of certainty PSUs contains two new certainty PSUs (Miami-Dade County, Florida, and Philadelphia County, Pennsylvania) that were not members of the eight original certainty PSUs. Two of the original eight certainty PSUs (San Diego County, California, and Wayne County, Michigan) were dropped as certainty PSUs. In order to maintain the reliability of estimates of change during the transition from the original (2001–2002 PSS) set of eight certainty PSUs to the revised set of eight certainty PSUs, all of the original eight and the two new PSUs were included with certainty for 2003–2004.

² The nonoverlap PSUs are selected independently of the overlap sample to avoid the complicated calculation of conditional probabilities of selection that a dependent selection would entail. If an overlap sample PSU is selected for the nonoverlap sample, that PSU would be considered as part of the overlap sample and the number of PSUs in the nonoverlap sample would be reduced by one.

³ The PSS sample PSUs were selected systematically with probabilities proportional to the square root of the Census 2000 PSU population.

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III. Data Collection

Time Frame of the Survey

The 2003–2004 PSS data were collected during the 2003–04 school year. Table 2 shows the specific data collection activities and the time frame when each occurred.

Table 2. PSS data collection time schedule: 2003–04

Activity	Month of activity
Initial mailing	Nov. 2003
Initial mailing of reminder postcards	Nov. 2003
Second mailing of PSS questionnaires	Dec.–Jan. 2004
Second mailing of PSS reminder postcards	Jan. 2004
Field follow-up for cases with no phone numbers	Feb.–Mar. 2004
Telephone follow-up for PSS nonresponse cases	Feb.–Mar. 2004
Mailing of PSS questionnaires to Schools and Staffing Survey (SASS) Private School Questionnaire (SASS-3B) nonrespondents	Mar. 2004
Field follow-up for mail and telephone nonresponse cases	Mar.–May 2004

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Data Collection Procedures

The 2003–2004 PSS utilized a mailout/mailback collection methodology. Follow-up of nonresponding cases was conducted first by computer-assisted telephone interviewing (CATI), and then by Census Bureau field representatives.

Data collection for the 2003–2004 PSS coincided with the data collection phase of the private school component of the 2003–04 Schools and Staffing Survey (SASS). In order to reduce respondent burden during data collection, the 3,443 list-frame private schools selected for SASS were initially excluded from PSS. Schools selected for SASS initially received a SASS private school questionnaire (SASS-3B) only. The remaining 35,948 list-frame schools were sent a PSS questionnaire. The PSS questionnaire items were imbedded in the longer SASS questionnaire. After data collection, the data for the SASS cases were merged into the PSS universe.

Questionnaire Mailings and Reminder Postcards

The Census Bureau began mailing PSS questionnaires to a total of 35,944⁴ private schools on November 7, 2003. Beginning on December 29, 2003, and finishing on January 5, 2004, a second PSS questionnaire was sent to schools not responding to the first. A reminder postcard was sent 1 week after each mailout.

The 2003–04 SASS used a field data collection methodology, with Census Bureau field representatives leaving a blank questionnaire at the school and returning at a later date to collect the completed questionnaires. SASS school questionnaires began to be distributed to 3,622 private schools⁵ by Census

⁴ Four list-frame cases were not included in the initial PSS mailing but were subsequently mailed a PSS questionnaire.

⁵ The SASS sample included 179 additional SASS area frame cases (2001–2002 PSS area frame cases) that were excluded from PSS.

Bureau field representatives on September 29, 2003. The combined PSS/SASS return rate for the end of the first PSS mailout period (December 30, 2003) was 47 percent while the return rate at the end of the second PSS mailout period (February 3, 2004) was 59 percent.⁶

Nonresponse Follow-up

Telephone Follow-up

Telephone interviewing for PSS schools that had not responded to the mail questionnaire but for which phone numbers were available began on February 3, 2004. An additional 1,793 schools from the area frame operation were also added to the workload at this time. Telephone interviewing took place at the Census Bureau's computer-assisted telephone interview (CATI) facilities located in Jeffersonville, Indiana; Tucson, Arizona; and Hagerstown, Maryland. CATI follow-up for PSS cases with phone numbers continued through March 15, 2004. Of the 16,004 telephone follow-up cases, 52 percent were completed CATI interviews, 17 percent were out-of-scope (i.e., were not eligible schools), 21 percent were noninterviews (i.e., cases that refused to participate or did not respond), and 9 percent were late mail returns⁷ (table 3).

Table 3. Number and percentage of PSS cases in telephone follow-up, by response status and telephone center: 2003–04

Telephone center	Total workload	Completed interview		Out-of-scope		Noninterview		Late mail return	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	16,004	8,364	52.3	2,764	17.3	3,379	21.1	1,497	9.4
Hagerstown, Maryland	5,336	2,559	48.0	878	16.5	1,373	25.7	526	9.9
Jeffersonville, Indiana	5,334	3,048	57.1	1,069	20.0	781	14.6	436	8.2
Tucson, Arizona	5,334	2,757	51.7	817	15.3	1,225	23.0	535	10.0

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), 2003–2004.

Field Follow-up

On February 5, 2004, the Census Bureau's 12 Regional Offices began follow-up on 850 PSS cases that did not have a telephone number listed. Field follow-up of PSS cases without phone numbers continued through March 31, 2004. Of the 850 nonresponse cases with no phone numbers, approximately 73 percent were completed interviews, 20 percent were out-of-scope, and 3 percent were noninterviews; the remaining 4 percent were late mail returns (table 4).

⁶ The return rates cited in the data collection portion of the documentation are unweighted return rates calculated by dividing the total number of returns (interviews, refusals, and out-of-scopes) less undeliverable as addressed/blank questionnaires by the total number of schools in the private school universe.

⁷ Late mail returns were questionnaires returned after the closeout of the second mailout period.

Table 4. Number and percentage of PSS cases in field follow-up, by response status: 2003–04

Activity	Field workload	Completed interview		Out-of-scope		Noninterview		Late mail return	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total field	1,844	1,114	60.4	584	31.7	90	4.9	56	3.0
Schools with no phone number	850	622	73.2	171	20.1	22	2.6	35	4.1
Mail and computer-assisted telephone interviewing (CATI) nonresponse	994	492	49.5	413	41.5	68	6.8	21	2.1

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Following CATI closeout in mid-March, additional follow-up of 994 mail and telephone nonresponse cases⁸ was conducted by Census Bureau field representatives. Field follow-up continued through June 2, 2004. Of the 994 mail and telephone nonresponse cases sent to field follow-up, approximately 49 percent were completed interviews, 42 percent were out-of-scope, 7 percent were noninterviews, and the remaining 2 percent were late mail returns (table 4).

PSS Follow-up of SASS Sample Cases

On March 18, 2004, 74 SASS private school nonresponse cases were mailed a PSS questionnaire and on April 1, 2004, 638 SASS private school refusals were also mailed a PSS questionnaire. Of these 712 SASS noninterviews, 166 returned a completed PSS questionnaire.

Status at the End of Data Collection

By the end of data collection, Census Bureau staff were able to reconcile the status (interview, noninterview, or out-of-scope case) for virtually 100 percent of PSS cases. At the end of data collection, 76 percent (31,086) of the 41,184 cases were interviews, 20 percent (8,281) were out-of-scope, and 4 percent (1,817) were noninterviews (table 5). The 1,817 noninterviews were comprised of 1,625 refusals and 192 nonrespondents. Of the 31,086 completed interviews, 64 percent were completed during the mailout period, 27 percent were completed during telephone follow-up, 4 percent were completed during field follow-up, and 5 percent were late mail returns (table 6).

⁸ Of the 3,379 cases that were noninterviews at the end of telephone follow-up, 1,049 were ineligible for field follow-up because they were refusals. An additional 1,341 of the noninterview cases that were out-of-scope in the 2001–2002 PSS were declared out-of-scope for the 2003–2004 PSS. Five cases that were not included in telephone follow-up were added to the field follow-up.

Table 5. Number and percentage of PSS cases, by interview status at end of data collection: 2003–04

Interview status	Number	Percent
Total	41,184	100.0
Completed interview	31,086	75.5
Out-of-scope	8,281	20.1
Noninterview	1,817	4.4
Refusal	1,625	3.9
Nonrespondent	192	0.5

NOTE: After the end of data collection, another 1,055 cases (1,015 interviews and 40 noninterviews) were determined to be out-of-scope. 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), 2003–2004.

Table 6. Number and percentage of completed PSS interviews at end of data collection, by mode of data collection: 2003–04

Mode of data collection	Number	Percent
Total	31,086	100.0
First mailout	17,083	55.0
Second mailout	2,927	9.4
Late mail returns	1,598	5.1
Computer-assisted telephone interviewing (CATI)	8,364	26.9
Field staff	1,114	3.6

NOTE: After the end of data collection, another 1,015 interviews were determined to be out-of-scope. The late mail returns included 166 SASS nonresponding 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), 2003–2004.

Changes in Data Collection Procedures From 2001–2002 to 2003–2004

Below is a summary of the changes to the 2003–2004 PSS data collection procedures.

- Data for SASS were not collected in 2001–02, while data collection for the 2003–2004 PSS coincided with the data collection phase of the private school component of the 2003–04 SASS. In order to reduce respondent burden during data collection, the 3,443 list-frame private schools selected for SASS were initially excluded from PSS. Schools selected for SASS initially received a SASS private school questionnaire only. After the closeout of the SASS data collection, 712 nonresponding SASS private schools were mailed PSS questionnaires, giving them one opportunity to respond to PSS. The PSS questionnaire items were imbedded in the longer SASS questionnaire. After data collection, the data for the SASS cases were merged into the PSS universe.
- Data collection on the 2003–2004 PSS began later than for the 2001–2002 PSS. The 2003–2004 PSS questionnaires were mailed out on November 7, 2003, compared to October 9, 2001, for the 2001–2002 PSS. The delay was not by design, but was needed to allow time for OMB clearance.

- In 2001–02, telephone follow-up was conducted from two Census Bureau CATI facilities (Jeffersonville, Indiana, and Tucson, Arizona). In 2003–04, telephone follow-up was conducted from three Census Bureau CATI facilities (Tucson, Arizona; Jeffersonville, Indiana; and Hagerstown, Maryland).
- For the 2001–2002 PSS, nonresponse follow-up of cases without phone numbers was conducted by Census Bureau field representatives after the closeout of telephone follow-up. For the 2003–2004 PSS, follow-up for cases without phone numbers by a Census Bureau field representative began earlier; follow-up for cases without phone numbers began at the same time as telephone follow-up began for cases with phone numbers.

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IV. Response Rates

Survey Response Rates

The weighted survey response rates by frame for the 2003–2004 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 32,641 interviews and 2,075 noninterviews, resulting in a response rate of 94.0 percent (table 7). The response rate for list-frame schools was 94.6 percent, while that for area-frame schools was 88.9 percent. The response rate for traditional schools was 93.7 percent—94.5 percent for list-frame schools and 85.3 percent for area-frame schools (table 8). The response rate for kindergarten-terminal schools was 95.5 percent—95.2 percent for list-frame schools and 96.8 percent for area-frame schools (table 9). Because the response rates for traditional and kindergarten-terminal schools by frame were all greater than 85 percent, no bias analysis was performed. See appendix tables E-1 and E-2 for the number of interviews and noninterviews, and weighted response rates by NCES 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: 2003–04

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	30,071	32,641	1,777	2,075	94.0
List frame	29,516	29,516	1,686	1,686	94.6
Area frame	555	3,125	91	389	88.9

NOTE: Weighted using the inverse of the probability of selection. After the end of data collection, another 1,055 cases (1,015 interviews and 40 noninterviews) were determined to be out-of-scope, lowering the number of completed interviews from 31,086 to 30,071, and the number of noninterviews from 1,817 to 1,777. 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," 2003–2004.

Table 8. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates for traditional private schools, by frame: 2003–04

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	24,979	26,710	1,523	1,795	93.7
List frame	24,654	24,654	1,442	1,442	94.5
Area frame	325	2,056	81	353	85.3

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," 2003–2004.

Table 9. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates for kindergarten-terminal private schools, by frame: 2003–04

Frame type	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	5,092	5,931	254	280	95.5
List frame	4,862	4,862	244	244	95.2
Area frame ¹	230	1,069	10	36	96.8

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," 2003–2004.

Item Response Rates

The unweighted and weighted item response rates are presented in tables 10 (traditional schools) and 11 (kindergarten-terminal schools). 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.

For traditional schools, one item had a weighted response weight of less than 85 percent. The item response rate for item 9d (the percentage of graduates that went to 2-year colleges) was 83.6 percent. For kindergarten-terminal schools, four items had a weighted item response rate of less than 85 percent. The weighted item response rates for items 7d (number of Asian or Pacific Islander students), 7e (number of American Indian or Alaska Native students), 8b (number of male students), and 16 (days in the school year) were 84.8, 82.6, 77.9, and 81.2 percent, respectively. See appendix tables E-3 through E-7 for a breakdown of weighted item response rates for the five items that had rates below 85 percent by NCES typology, school level, size, and community type. See chapter VI for a description of the imputation procedures used to compensate for item nonresponse.

Table 10. PSS item response rates for traditional private schools: 2003–04

Item number	Unweighted response rate	Final weighted response rate	Item number	Unweighted response rate	Final weighted response rate
5a	96.4	96.7	9a	99.9	99.9
5b	97.3	96.9	9b	96.3	96.3
5c	97.2	96.4	9c	97.0	97.1
5d	96.2	96.1	9d - 4yr	85.7	86.1
5e	96.9	96.9	9d - 2yr	83.0	83.6
5f	96.7	95.8	10a	98.9	98.9
5g	96.5	95.7	10b	97.6	97.6
5h	96.4	95.7	11a	98.8	98.8
5i	96.4	95.6	11b	97.8	97.8
5j	96.4	95.6	11c	97.8	97.8
5k	96.2	95.3	11d	97.7	97.6
5l	96.1	95.1	11e	97.5	97.5
5m	96.0	95.0	11f	98.3	98.4
5n	94.1	92.6	12a	98.6	98.6
5o	94.0	92.5	12b	98.5	98.6
5p	93.9	92.3	13	99.6	99.6
5q	94.0	92.2	14a	99.8	99.8
6	98.6	98.7	14b	96.9	97.0
7a	90.3	89.4	14c	99.7	99.7
7b	90.2	89.3	14d	96.2	96.3
7c	90.1	89.2	15	95.4	95.3
7d	89.6	88.8	16	94.5	94.2
7e	86.4	85.7	17	97.8	97.7
8a	99.3	99.4	18	99.2	99.2
8b	89.7	89.7			

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," 2003–2004.

Table 11. PSS item response rates for kindergarten-terminal private schools: 2003–04

Item number	Unweighted response rate	Final weighted response rate	Item number	Unweighted response rate	Final weighted response rate
5a	†	†	9a	100.0	100.0
5b	98.1	98.0	9b	100.0	100.0
5c	98.6	98.5	9c	100.0	100.0
5d	98.0	97.6	9d - 4yr	100.0	100.0
5e	96.5	96.8	9d - 2yr	100.0	100.0
5f	†	†	10a	98.7	98.8
5g	†	†	10b	98.3	97.8
5h	†	†	11a	97.1	97.4
5i	†	†	11b	95.0	95.7
5j	†	†	11c	95.0	95.7
5k	†	†	11d	94.7	95.5
5l	†	†	11e	94.9	95.6
5m	†	†	11f	95.1	95.8
5n	†	†	12a	99.5	99.4
5o	†	†	12b	98.1	98.3
5p	†	†	13	99.3	99.3
5q	†	†	14a	99.5	99.6
6	99.0	99.2	14b	97.1	97.6
7a	85.0	85.4	14c	99.3	99.4
7b	85.1	85.4	14d	94.9	95.1
7c	84.4	85.2	15	94.6	94.4
7d	83.9	84.8	16	82.1	81.2
7e	81.6	82.6	17	86.3	86.1
8a	97.9	98.2	18	98.6	98.7
8b	78.2	77.9			

† 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," 2003–2004.

V. Data Processing

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, school closed). Then the questionnaires were grouped into batches for data capture.

Data Capture

The 2003–2004 PSS used imaging technology to capture the data. The questionnaires were disassembled and each page was scanned. Each imaged response was presented to a keying operator and all fields except the checkboxes were keyed from image. The checkboxes were captured using Optical Mark Recognition software. All non-blank data fields were 100 percent verified. After all the batches had been processed, the output file was sent to the Census Bureau's Demographic Surveys Division (DSD) for review. Any problems with the data were reported to NPC for correction and resubmission of the output file to DSD.

Reformatting

Merging Data Files

After the PSS questionnaire data were captured, the output files from the different sources (imaged/keyed, CATI, and SASS private school questionnaire) were reformatted into SAS data sets and then merged into one file. Some variables on the CATI and SASS private school questionnaire files 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. Name, address, or telephone number corrections were made only to records where the respondent indicated that a change was necessary. To minimize the introduction of address errors to the PSS file, the address corrections were checked with Postalsoft 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 inconsistencies and invalid entries. 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. Wrong entries that could not be corrected were blanked in the data record. The procedures described above are referred to as “pre-edits” because they took place before the regular PSS editing and imputation. (See table F-1 in appendix F for the number of records rejected by pre-edit rejection reason.)

Computer Edit

After pre-edit corrections were made, the file was submitted to a computer edit. This edit consisted of a range check, a consistency edit, and a blanking edit. The range check deleted entries that were outside the range of acceptable values. 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 5c and item 10a reported 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.

Final Interview Status

After the range check, consistency edit, and blanking edit were complete, the records were put through an edit to make a final determination 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. A final ISR value was assigned to each case as a result of the edit.

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

- the school was prekindergarten only (item 5); or
- any of the five screening questions was marked “No” (item 3); or
- the school was located in a private home that was used primarily as a family residence (item 13) and had less than six students (item 6); or
- the school was located in a private home that was used primarily as a family residence (item 13) and had all ungraded students (item 5).

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

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

Number of days in the school year (item 16)

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

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

Table 12. Number of PSS cases, by preliminary and final interview status and the percentage change between preliminary and final interview status: 2003–04

Interview status	Preliminary ISR	Final ISR	Percent change
Total	41,363 ¹	41,363 ^{1, 2}	†
Interview	31,402	30,460	-3.1
Noninterview	1,561	1,917	18.6
Out-of-scope	8,400	8,986	6.5

† Not applicable.

¹ Includes 179 SASS private school questionnaire area-frame cases that were not included in the 2003–2004 PSS.

² Some interviews were subsequently reclassified as out-of-scope due to the post-final ISR discovery of duplicate cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–04.

Imputation

After the final ISR edit, there were variables with missing values on the file. Values were created for these variables during imputation, which will be described in chapter VI.

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VI. Imputation Procedures

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 in three stages, which are described below.

First-Stage Imputation

In the first stage of imputation, the following sources were used to create entries for items with missing data:

- **Other items on the 2003–2004 PSS questionnaire.** Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items 5c–e (number of kindergarten, transitional kindergarten, transitional 1st grade students) and 10a (length of school day for kindergarten, transitional kindergarten, transitional 1st grade) with missing values. The source item used for items 5c–d was item 10a. The source items used for imputing item 10a were items 5c–d and 17. For example, if the respondent did not answer item 10a (length of school day for kindergarten, transitional kindergarten, transitional 1st grade) and item 5 indicated that the school did not have students enrolled in any of those grades, then zero (school does not offer kindergarten) was imputed to item 10a.
- **Data from the 2001–2002 PSS.** Data from the 2001–2002 PSS were used to fill the items with missing values whenever possible. For example, if the type of school was not reported in item 12a and it had been reported on the 2001–2002 PSS, the 2001–2002 response was copied to the 2003–2004 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 first stage of imputation. For records where the number of students in item 7 (students by race) did not equal the enrollment in item 6, excluding prekindergarten, the item 7 entries were adjusted to be consistent with item 6; that is, each entry in item 7 was multiplied by the ratio of the student count in item 7 to the enrollment in item 6, excluding prekindergarten.

Second-Stage Imputation

In the second stage of 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 stage 1 imputation. These variables identified certain characteristics that were deemed to be relevant to the data in each item (e.g., religious affiliation, size, instructional level). Items were grouped according to the relevance of the imputation variables to the data collected by the item. For example, instructional level (LEVEL) was used for matching incomplete records and donors to fill item 16 (length of school year) but was not used for item 7 (students by race). See tables G-1 and G-2 in appendix G for a list of the second-stage matching variables and the collapsing order.

Items 13 (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 first stage, item 13 or 15 was still incomplete, the assumption was made for item 13 that the school was not located in a private home and for item 15 that the school did not belong to any associations. If values were still missing for items 14a and 14c after the first-stage imputation, the records were reviewed and imputed clerically.

Clerical Imputation

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

For these cases, values were clerically imputed 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

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

Table 13. Summary of changes made to PSS questionnaire variables during imputation, by type of change: 2003–04

Type of change	Number of variables where changes were made	Range of numbers of records affected	Percent of number of records affected
Ratio adjustment	5	2,602–11,536	8.29–36.74
Imputed from same record or previous PSS record	109	20–3,413	0.06–10.87
Imputed from a donor record	62	3–952	0.01–3.03
Imputed clerically	49	1–169	<0.01–0.54

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

VII. Weighting and Variance Estimation

This chapter describes the weighting procedure used for the 2003–2004 PSS. The final weights are needed to have the estimates reflect the population of private schools when analyzing the data. In addition, the method of estimating sampling errors for weighted estimates in PSS using the replicate weights is discussed. Weighting is presented first, followed by the 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 and a subsampling factor. The subsampling factor is equal to the inverse of the probability of a school being named by a subsampled non-Catholic religious institution for those schools that were named solely on non-Roman Catholic religious institution lists and equal to one for all other area-frame schools.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), community type (3 categories), grade level (5 categories), region (varying number of categories), and enrollment (varying number of categories). (See appendix H.) The nonresponse adjustment cells for area frame schools were defined by certainty/noncertainty PSU status (2 categories), three-level typology (3 categories), and grade level (4 categories). (See appendix H.)

If the number of schools in a cell was less 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, community type, grade level, and census region. Cells for k-terminal schools from the list frame were collapsed within enrollment category, community 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.

⁹ See the “Area Frame” section of chapter II.

Variance Estimation

This section describes the variance estimation used for the 2003–2004 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–REPW88.

The computation of sampling errors using these replicate weights can be done easily using one of the following software: WesVar Complex Sample Software, SUDAAN (Research Triangle Institute 2001), or AM Statistical Software.

- **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 www.westat.com/wesvar/.

- **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/.
- **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>.

Changes in Weighting Procedures From 2001–02 to 2003–04

Below is a summary of the changes to the 2003–2004 PSS weighting procedures.

- The 2001–2002 PSS base weight for area-frame schools is equal to the inverse of the probability of selecting the PSU in which the school resided. For the 2003–2004 PSS, the base weight for area-frame schools also contained a nonunitary subsampling factor for schools named solely on non-Roman Catholic religious institution lists.
- The cells used to compute the nonresponse adjustment for list-frame schools were defined differently for the 2003–2004 PSS than for the 2001–2002 PSS. The affiliation variable was redefined and different enrollment categories were used for 2003–2004. See table B-5 of Broughman and Pugh (2004) for the 2001–2002 PSS nonresponse adjustment cell definitions.

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VIII. 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 by frame. (See chapter IV for unit response rate information.) Because these response rates were all greater than 85 percent, no bias analysis was performed.
2. **Item nonresponse.** Item response rates were calculated separately for traditional and k-terminal schools for each item. (See chapter IV for item response rate information.)
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 2001–2002 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 2003–2004 PSS, approximately 8 percent of traditional private schools (table 14), 4 percent of traditional private school enrollment (table 15), and 5 percent of the number of traditional private school teachers (headcount) (table 16) were from the area frame. Approximately 20 percent of k-terminal private schools, 17 percent of k-terminal private school enrollment, and 17 percent of the number of k-terminal private school teachers (headcount) were from the area frame (table 17).

Table 14. Weighted number of traditional private schools by frame and percentage of total schools from the area frame, by NCES typology: 2003–04

NCES typology	Total	List frame	Area frame	Area frame as percent of total
Total	28,384	26,145	2,240	7.9
Catholic	7,919	7,803	115	1.5
Parochial	4,074	4,005	69	1.7
Diocesan	2,947	2,929	18	0.6
Private	897	869	28	3.1
Other religious	13,659	12,400	1,259	9.2
Conservative Christian	5,060	4,805	255	5.0
Affiliated	3,398	3,155	243	7.2
Unaffiliated	5,201	4,440	761	14.6
Nonsectarian	6,806	5,941	865	12.7
Regular	2,963	2,473	490	16.5
Special emphasis	2,392	2,116	277	11.6
Special education	1,451	1,352	99	6.8

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Table 15. Weighted number of traditional private school students by frame and percentage of total students from area-frame schools, by NCES typology: 2003–04

NCES typology	Total	List frame	Area frame	Area frame as percent of total
Total	5,122,772	4,918,272	204,500	4.0
Catholic	2,365,220	2,335,494	29,725	1.3
Parochial	1,097,417	1,080,131	17,286	1.6
Diocesan	908,583	902,085	6,499	0.7
Private	359,220	353,279	5,941	1.7
Other religious	1,835,559	1,735,579	99,979	5.5
Conservative Christian	773,847	747,122	26,725	3.5
Affiliated	553,305	534,944	18,361	3.3
Unaffiliated	508,407	453,513	54,893	10.8
Nonsectarian	921,993	847,198	74,795	8.1
Regular	603,442	551,871	51,571	8.6
Special emphasis	213,986	195,809	18,177	8.5
Special education	104,566	99,519	5,047	4.8

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Table 16. Weighted number of traditional private school teachers (headcount) by frame and percentage of total teachers from area-frame schools, by NCES typology: 2003–04

NCES typology	Total	List frame	Area frame	Area frame as percent of total
Total	470,104	448,683	21,421	4.6
Catholic	164,928	163,112	1,816	1.1
Parochial	72,575	71,494	1,082	1.5
Diocesan	61,867	61,618	249	0.4
Private	30,846	30,000	486	1.6
Other religious	185,241	174,730	10,511	5.7
Conservative Christian	73,483	70,785	2,699	3.7
Affiliated	58,642	56,654	1,988	3.4
Unaffiliated	53,116	47,292	5,824	11.0
Nonsectarian	119,935	110,841	9,094	7.6
Regular	72,378	66,364	6,014	8.3
Special emphasis	28,669	26,652	2,017	7.0
Special education	18,888	17,825	1,063	5.6

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), 2003–2004.

Table 17. Weighted number of kindergarten-terminal private schools, students, and teachers (headcount) by frame and the percentage of schools, students, and teachers from the area frame, by NCES three-level typology: 2003–04

NCES three-level typology	Total	List frame	Area frame	Area frame as percent of total
Schools				
Total	6,297	5,054	1,243	19.7
Catholic	122	116	6	4.9
Other religious	1,848	1,457	391	21.2
Nonsectarian	4,327	3,481	845	19.5
Students				
Total	90,220	75,145	15,075	16.7
Catholic	3,284	3,159	125	3.8
Other religious	27,876	23,993	3,883	13.9
Nonsectarian	59,060	47,992	11,068	18.7
Teachers				
Total	18,297	15,228	3,069	16.8
Catholic	482	468	14	2.9
Other religious	5,216	4,422	795	15.2
Nonsectarian	12,599	10,339	2,260	17.9

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), 2003–2004.

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 2003–2004 PSS. The list frame “captured” 26,145 schools. In the subsequent area frame, 21,377 schools (weighted) were “captured,” of which 19,137 were “recaptured” (i.e., already on the list frame). Solution for x in the equation $21,377 * (26,145/x) = 19,137$ reveals an estimated population (capture-recapture estimate) of 29,205 private schools. The coverage of the traditional PSS estimate is the ratio of the PSS estimate (28,384) to the traditional capture-recapture estimate (29,205) and is equal to 97.2 percent.

The capture-recapture estimate of 29,205 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: typology (29,424), grade level (29,376), three-level typology—Catholic, other religious, nonsectarian (29,404), and three-level typology within grade level (29,499). 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 three-level typology within grade level poststratification cells (29,499). The most conservative traditional private school coverage rate, then, is equal to 96.2 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 2003–2004 PSS. The list frame “captured” 5,054 schools. In the subsequent area frame, 3,996 schools (weighted) were “captured,” of which 2,753 were “recaptured” (i.e., already on the list frame). Solution for x in the equation $3,996 * (5,054/x) = 2,753$ reveals an estimated population (capture-recapture estimate) of 7,336 private schools. The coverage of the k-terminal private school PSS estimate is the ratio of the PSS estimate (6,297) to the k-terminal private school capture-recapture estimate (7,336) and is equal to 85.8 percent.

The capture-recapture estimate of 7,336 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 (7,454) and three-level typology—Catholic, other religious, nonsectarian (7,387). The higher k-terminal private school capture-recapture estimate is produced using the nine-level typology poststratification cells (7,454). The more conservative k-terminal private school coverage rate, then, is equal to 84.5 percent.

Comparability With Other Estimates

One way to verify the external validity of the 2003–2004 PSS data is to make comparisons to estimates computed from other sources. The 2003–2004 PSS estimates were compared to those produced using the 2003–04 Current Population Survey and National Catholic Educational Association data 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 2003 October Supplement of the Current Population Survey (CPS) (U.S. Census Bureau 2005) shows that the PSS estimate of 5,212,992 does not statistically differ from the CPS estimate of the number of private school students in grades kindergarten through 12 in October 2003 of 5,259,000.

National Catholic Educational Association Data

Comparisons of the PSS estimates for Catholic schools, students, and FTE teachers with the National Catholic Educational Association (NCEA) data for the 2003–04 school year show differences in the student (2,365,220 versus 2,484,252) and FTE teacher counts (152,611 versus 162,337) between the two data sources (table 18). The difference between the PSS estimate of 7,919 Catholic schools and the NCEA count of 7,955 schools is not statistically significant.

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 full-time equivalents differ in the weight assigned to part-time teachers, thus the FTE teacher counts are not strictly comparable between PSS and NCEA.

Table 18. Weighted number of PSS Catholic schools, students, and teachers compared to those of the National Catholic Educational Association, by level: 2003–04

School level	NCEA	PSS
Schools		
Total	7,955	7,919
Elementary	6,727	6,539
Secondary	1,228	1,096
Combined	—	284
Students		
Total	2,484,252	2,365,220
Elementary	1,842,918	1,658,769
Secondary	641,334	609,601
Combined	—	96,850
Teachers		
Total	162,337	152,611
Elementary	112,303	101,182
Secondary	50,034	42,728
Combined	—	8,700

— 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), 2003–2004; *United States Catholic Elementary and Secondary Schools, 2003–04: Annual Statistical Report on Schools, Enrollment, and Staffing*, National Catholic Educational Association (NCEA).

Prior PSS Data

The number of schools, students, and FTE teachers for each PSS collection are presented in table 19. The estimated number of private schools and students decreased between 2001–02 and 2003–04 (by 889 schools and 218,741 students). The estimated number of FTE teachers in 2003–04 was not statistically different from that of 2001–02.

Table 19. Weighted number of private schools, students, and teachers, by level: 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, 2001–02, and 2003–04

Level	1989–90	1991–92	1993–94	1995–96	1997–98	1999–2000	2001–02	2003–04
Schools								
Total	26,712	25,998	26,093	27,686	27,402	27,223	29,273	28,384
Elementary	16,514	15,716	15,571	16,744	16,623	16,530	17,427	17,197
Secondary	2,490	2,475	2,506	2,533	2,487	2,538	2,704	2,694
Combined	7,707	7,807	8,016	8,409	8,292	8,155	9,142	8,494
Students								
Total	4,838,497	4,889,545	4,836,442	5,032,200	5,076,119	5,162,684	5,341,513	5,122,772
Elementary	2,764,118	2,766,059	2,759,771	2,835,247	2,824,844	2,831,372	2,883,010	2,694,494
Secondary	842,040	818,570	791,235	811,422	798,339	806,639	835,328	845,083
Combined	1,232,339	1,304,917	1,285,437	1,385,531	1,452,937	1,524,673	1,623,175	1,583,194
Teachers								
Total	331,533	339,267	338,162	361,909	376,544	395,317	425,406	425,238
Elementary	158,025	160,125	163,641	176,148	180,452	187,833	202,071	199,064
Secondary	62,971	62,198	58,497	59,880	60,885	62,737	67,318	68,344
Combined	110,537	116,944	116,025	125,881	135,207	144,746	156,017	157,830

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), 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, 2001–2002, 2003–2004.

IX. Information on Data Files

Availability of Data

The 2003–2004 PSS data are available as restricted-use, public-use, and address data. Access to the restricted-use data file is limited to individuals associated with organizations that have received a license to use PSS data, while the public-use data file is available to the public. The address file is a public-use file containing the contact information for the schools and a select subset of PSS variables.

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 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. Applicants should review the *Restricted-Use Data Procedures Manual* (available at <http://nces.ed.gov/statprog/rudman>) before submitting their application. The manual specifies required procedures and details the security requirements.

Researchers requesting access to the restricted-use dataset must supply the following information through the Electronic Application System:

- the name, title, and contact information of the Principal Project Officer(s) at the institution who will be heading up the research effort;
- the name, title, and contact information of the Senior Official who has the legal authority to sign a contract;
- the name, title, and contact information of the Systems Security Official;
- the exact year and name of the data to which access is desired;
- project title;
- a detailed description of the statistical research project and objectives for which the restricted-use data are needed;
- an explanation and justification of why the restricted-use data are needed (e.g., instead of the public data version);
- a description of what other data may be linked to the restricted-use data;
- an explanation of who will be serviced by conducting this statistical research project;
- the estimated loan period (not to exceed 5 years); and
- the name(s), and title(s) of professional and technical staff, including graduate students, who will be accessing the restricted-use dataset.

Additional Electronic Application System instructions are at <http://nces.ed.gov/statprog/instruct.asp>.

Applicants must also submit hard copies of the following three items to the IES Data Security Program to complete the application process:

- a signed IES License Document (http://nces.ed.gov/statprog/rudman/pdf/IES_License_Document.pdf);
- signed and notarized Affidavit(s) of Nondisclosure (<http://nces.ed.gov/statprog/rudman/pdf/g.pdf>); and
- a completed and signed Security Plan Form (<http://nces.ed.gov/statprog/rudman/pdf/j.pdf>).

Send these documents to

IES Data Security Office
Department of Education/NCES/ODC/SSP
1990 K Street NW, Room 9060
Washington, DC 20006
IESData.Security@ed.gov

After the online request and the documents have been reviewed, the applicants will be informed whether the license application has been approved.

Applicants and/or institutions that violate the license agreement are subject to a class E felony and can be imprisoned up to five years, and/or fined up to \$250,000, or both (under the provisions of 18 U.S.C. 3559 and 3571). The confidentiality provisions that NCES must follow by law can be found at <http://nces.ed.gov/statprog/confproc.asp>.

Public-Use Data File

Public-use data are, as the name implies, 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 2002–03) 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.

How to Access Public-Use Data

The public-use data file is available online in SAS, SPSS, and text format. At the time of publication, the website was in development. It will be accessible on the NCES website for PSS at <http://nces.ed.gov/surveys/pss/>.

Address File

The PSS address data is the version of the public-use data used to populate the private school search tools on the NCES website. The address file is intended for users who want the school contact information for the 2003–2004 PSS schools. Since the address file does not contain the weighting variables, it is not possible to produce weighted estimates with this file. Also, the data in the address file do not contain the imputations for item nonresponse. See appendix J for the list of variables contained in the address file.

How to Access the Address Data

The address file is available online in Excel and text format. At the time of publication, the website was in development. It will be accessible on the NCES website for PSS at <http://nces.ed.gov/surveys/pss/>.

Understanding the Data Files

Categories of Variables

Variables on the restricted-use and public-use PSS data files were organized into the following five categories on each record layout: frame, survey, created, weighting, and imputation flag variables. The purpose of these categories is to help the user better understand what types of variables are included on the files and what the sources were for the variables.

Variables were classified as frame variables if they were drawn from the 2001–2002 PSS file or based on the 2003–2004 PSS frame update. Examples of frame variables include the school’s permanent identification number (PPIN) or the ZIP code of the school’s mailing address (PZIP).

Survey variables are the actual variables drawn from the questionnaire responses. Each item on the questionnaire has a small number printed to the left. This series of numbers is the source code. A single letter “P” was added to the beginning of the series to create the corresponding variable name. For example, item 6a has the source code 305 printed to the left. On the data file, the variable name for this item is P305.

Created variables are based on survey variables, frame variables, or other created variables. These variables are frequently used in NCES publications and have been added to the files to facilitate data analysis.

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

The imputation flags identify whether or not a survey item was imputed for missing data. (See chapter VI for details.) All survey variables have a corresponding imputation flag that indicates whether a value was imputed and, if so, what method was used. All survey imputation flags begin with “F_” and are followed by the name of the variable. For example, the imputation flag for P135 is F_P135.

The variable names, descriptions, and weighted and weighted frequencies for all variables on the public-use file are contained in appendix I. The variables contained in the address file are listed in appendix J.

Linking to PSS Files for Other Years

The 2003–2004 PSS school records can be matched to those of other years by using the school’s permanent identification number (PPIN). PPIN is a unique 8-character code assigned when a private school is first included in PSS.

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X. User Notes and Cautions

Although the definition of the eight-category locale code (LOCALE) remains unchanged from the 2001–2002 PSS, caution should be used when comparing the 2003–2004 geographic classifications of schools to those of previous years. The eight-digit locale code (LOCALE) that exists on the 2003–2004 PSS data files is based on Consolidated Statistical Area (CSA)/Core-Based Statistical Area (CBSA) rather than the Standard Metropolitan Statistical Area (SMSA)/Metropolitan Statistical Area (MSA) that was used prior to the 2003–2004 PSS. Also, the 2003–2004 LOCALE is based on 2000 Census data; for the 2001–2002 PSS, LOCALE was based on 1990 Census information.

The 2003–2004 PSS restricted-use and public-use data files also contain a 12-category locale code (ULOCAL). ULOCAL is based on a new (2003) geographic classification of schools and will replace LOCALE on future PSS files. LOCALE and ULOCAL are both included on the 2003–2004 PSS files (and will be included on the 2005–2006 PSS files), so that users may evaluate the effects of the change during the transition period.

Caution should also be used when comparing the 2003–2004 community type classification of schools to those of previous years. Community type is derived from the eight-category locale code, so any changes over time in the assignment of locale codes could induce changes in the community type. In addition, the definition of community type changed for the 1999–2000 PSS. Beginning with the 1999–2000 PSS, schools that were “rural within a CBSA” were included in the “rural/small town” community type, while prior to the 1999–2000 PSS they were included in the “urban fringe/large town” community type. Two community type variables are on the 2003–2004 PSS file: one corresponding to the current definition of community type (COMMTYPE) and one corresponding to the pre-1999–2000 definition (COMMTYP2).

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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. For example, if a full-time teacher works 35 hours per week in school X, then a teacher who works 21 hours would have an FTE of 0.6 in that school.

Kindergarten-terminal school

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

Private school

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

- **Regular.** The PSS questionnaire does not provide a definition of this term. Regular schools do not specialize in special, vocational/technical, or alternative education; or in having a Montessori or special program emphasis, although they may offer these programs in addition to the regular curriculum.
- **Montessori.** The PSS questionnaire does not provide a definition of this term. Montessori schools provide instruction using Montessori teaching methods.
- **Special program emphasis.** A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools that offer a special program emphasis.
- **Special education.** Special education schools primarily serve students with disabilities.
- **Vocational.** Vocation 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 1st (or pre-1st) grade.

Region

Private schools are assigned to one of four geographic regions.

- **Northeast.** Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania;
- **Midwest.** Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas;

- **South.** Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas;
- **West.** Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii.

School level

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

- **Elementary.** A school is elementary if it has one or more of grades K–6 and does not have any grade higher than grade 8; for example, schools with grades K–6, 1–3, or 6–8 are classified as elementary schools.
- **Secondary.** A school is secondary if it has one or more of grades 7–12 and does not have any grade lower than grade 7; for example, schools with grades 9–12, 7–8, 10–12, or 7–9 are classified as secondary schools.
- **Combined.** A 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 were 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:

1. itinerant teachers,
2. long-term substitutes who fill the role of a regular teacher on a long-term basis,
3. administrators, counselors, librarians, and other professional or support staff who teach any teach any regularly scheduled classes, and
4. other part-time teachers.

Short-term substitute teachers and student teachers 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, 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 Education Fellowship.
- **Affiliated** schools are those “Other Religious” schools, not classified as Conservative Christian with membership in at least 1 of 11 associations: Association of Christian Teachers and Schools, Christian Schools International, Council of Islamic Schools in North America, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day Schools, Southern Baptist Association of Christian Schools—or indicating membership in “other religious school associations.”
- **Unaffiliated** schools those “Other Religious” schools that have a religious orientation or purpose, but are not classified as Conservative Christian or affiliated.
- **Nonsectarian.** Nonsectarian schools do not have a religious orientation or purpose and are categorized according to program emphasis, provided by respondents in item, 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, vocation/technical, alternative, or special program emphasis. Special education schools are those that have a special education program emphasis.

Ungraded students

Ungraded students are those who are not assigned to a particular grade level (kindergarten, 1st grade, 2nd 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.

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Appendix B. Questionnaire

The PSS questionnaire for the 2003–04 school year appears on the following pages.

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

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

PRIVATE SCHOOL SURVEY

2003-2004 SCHOOL YEAR



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PLEASE NOTE:

The 2003-2004 Private School Survey is intended to include all private -

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

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

► **EARLY CHILDHOOD PROGRAMS AND CHILD 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 3d.

PLEASE CONTINUE WITH ITEM 1 ON PAGE 3.



DEAR ADMINISTRATOR:

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

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the 2003-2004 Private School Survey. The U.S. Census Bureau is conducting the survey for NCES as authorized by Public Law 107-279, Title I, Part E, Sections 151(b) and 153(a) of the Education Sciences Reform Act of 2002.

WHY IS NCES SPONSORING THIS SURVEY?

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

WHO SHOULD PARTICIPATE IN THIS SURVEY?

The 2003-04 Private School Survey includes all private schools and early childhood programs that provide educational instruction to students in kindergarten or *any* of grades 1-12.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

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

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

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

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

U.S. Census Bureau
Current Surveys Check-in Unit 60A
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,



JEFFREY A. OWINGS
ASSOCIATE COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS
ELEMENTARY/SECONDARY AND LIBRARY STUDIES DIVISION

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0641. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Private School Survey, National Center for Education Statistics, 1990 K Street, N.W., #9012, Washington, DC 20006-5651.



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 ball point pen.

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

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

- a.** Please do not write any comments near the answer boxes.
- b.** If you are unsure about how to answer a question, please give the best answer you can rather than leave it blank.
- c.** If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

1. At the end of the survey, you will be asked how long it took to complete this questionnaire. Please record the time you begin.

Time started

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

YOUR NAME

050

TITLE

051

AREA CODE

TELEPHONE NUMBER

052

NOTES



3a. Is the institution or organization named on the front of this questionnaire a school?

- 105 1 ☐ Yes 106
- 2 ☐ No - Please explain. → → GO TO item 4 below.

b. Is this school a private school?

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

- 130 1 ☐ Yes
- 2 ☐ No - Please describe the type of school (e.g., public school, Bureau of Indian Affairs school, state school, charter school, etc.). ↴
- 131 → GO TO item 4 below.

c. Is this school still in operation?

- 100 1 ☐ Yes
- 2 ☐ No - Please record the date when the school closed. ↴
- | | Month | Day | Year | |
|-----|----------------------|----------------------|--------------------------|--------------------------|
| 101 | <input type="text"/> | <input type="text"/> | 102 <input type="text"/> | 103 <input type="text"/> |
- GO TO item 4 below.

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

- 115 1 ☐ Yes
- 2 ☐ No - Please record the grade level(s) taught in this school (e.g., nursery and prekindergarten, adult education, postsecondary). ↴
- 116 → GO TO item 4 below.

e. Is this school located in the United States?

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

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

U.S. Census Bureau
Current Surveys Check-in Unit 60A
1201 East 10th Street
Jeffersonville, IN 47132-0001

If you marked "Yes" for all of items 3a-e above, continue with item 5.



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

🍏 Report only for the school/program named on the front of this questionnaire.

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

🍏 In column (1), mark (X) Yes or (X) 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/ program have students in this grade?	(2) Number of students in this grade
a. Ungraded (including ungraded special education students)	135 1 ☐ Yes → 2 ☐ No	140
b. Nursery and prekindergarten	145 1 ☐ Yes → 2 ☐ No	150
c. Kindergarten (traditional year of school primarily for 5-year-olds prior to first grade)	155 1 ☐ Yes → 2 ☐ No	160
d. Transitional (or readiness) kindergarten (extra year of school for kindergarten-age children who are judged not ready for kindergarten)	165 1 ☐ Yes → 2 ☐ No	170
e. Transitional first (or prefirst) grade (extra year of school for children who have attended kindergarten but have been judged not ready for first grade)	175 1 ☐ Yes → 2 ☐ No	180



5. Continued -

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

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



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

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

🍏 If none, please mark (X) the box.

a. Hispanic, regardless of race?

320

0 ☐ None or ☐ ☐ ☐ ☐ ☐ Students

b. White, not of Hispanic origin?

330

0 ☐ None or ☐ ☐ ☐ ☐ ☐ Students

c. Black, not of Hispanic origin?

325

0 ☐ None or ☐ ☐ ☐ ☐ ☐ Students

d. Asian or Pacific Islander?

315

0 ☐ None or ☐ ☐ ☐ ☐ ☐ Students

e. American Indian or Alaska Native?

310

0 ☐ None or ☐ ☐ ☐ ☐ ☐ Students

8a. Is this school/program coeducational?

335

- 1 ☐ Yes
2 ☐ No, it is an all-female school
3 ☐ No, it is an all-male school
- } → GO TO item 9a on page 8.

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

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

🍏 If none, please mark (X) the box.

340

0 ☐ None or ☐ ☐ ☐ ☐ ☐ Male students



9a. Last school year (2002-2003), were any students enrolled in 12th grade?

345

1 ☐ Yes

2 ☐ No →

GO TO item 10a on page 9.

b. How many students were enrolled in 12th grade around October 1, 2002?

350

12th graders

c. How many students graduated from the 12th grade last school year (2002-2003)?

🍏 Include 2003 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

Graduates

0 ☐ None →

GO TO item 10a on page 9.

d. Of those who graduated with a diploma last year, what percentage went to:

360

Percent **Four-year colleges?**

361

Percent **Two-year colleges?**

NOTES



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

🍏 *Mark (X) only one box.*

365

0 ☐ School/program does not offer kindergarten, transitional kindergarten, or transitional first grade. → *GO TO instructions for item 11 at top of page 10.*

- 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

NOTES



INSTRUCTIONS AND AN EXAMPLE FOR ITEM 11

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

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

0 ☐ None **or** ☐ ☐ ☐ 8 Full-time teachers

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

0 ☐ None **or** ☐ ☐ 2 Teach at least $\frac{1}{2}$ time but less than $\frac{3}{4}$ time
This number includes the one full-time teacher who teaches kindergarten $\frac{1}{2}$ time and prekindergarten $\frac{1}{2}$ time. The time he/she spends teaching prekindergarten is not counted in item 11.
This number also includes the physical education teacher who teaches three days a week.

0 ☐ 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.

0 ☐ None **or** ☐ ☐ / Teach less than $\frac{1}{4}$ time
This includes the principal who teaches one 30-minute class each day. The time he/she spends working as a principal is not included in item 11.

☐ ☐ / 2 **TOTAL TEACHERS**



11. Around October 1, 2003, how many persons were teaching in grades K-12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

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

🍏 If none, please mark (X) the box.

🍏 INCLUDE:

- Regular classroom teachers;
- Teachers who teach subjects such as music, art, physical education, and special education;
- Teaching principals/administrators who teach a regularly scheduled class at this school/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/librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school/program.

385

0 ☐ None or ☐ ☐ ☐ Full-time teachers

390

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

395

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

400

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

405

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

410

☐ ☐ ☐ **TOTAL TEACHERS**



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

🐼 Mark (X) only one box.

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

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

- 420
- 1 ☐ Yes
- 2 ☐ No

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

- 425
- 1 ☐ Yes
- 2 ☐ No



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

430

1 ☐ Yes

2 ☐ No → *GO TO item 15 on page 14.*

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

435

1 ☐ Yes

2 ☐ No

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

🍏 *Mark (X) only one box.*

440

1 ☐ Roman Catholic →

2 ☐ African Methodist Episcopal

3 ☐ Amish

4 ☐ Assembly of God

5 ☐ Baptist

6 ☐ Brethren

7 ☐ Calvinist

8 ☐ Christian (no specific denomination)

9 ☐ Church of Christ

10 ☐ Church of God

11 ☐ Church of God in Christ

12 ☐ Disciples of Christ

13 ☐ Episcopal

14 ☐ Friends

15 ☐ Greek Orthodox

16 ☐ Islamic

17 ☐ Jewish

18 ☐ Latter Day Saints

19 ☐ Lutheran Church - - Missouri Synod

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

21 ☐ Wisconsin Evangelical Lutheran Synod

22 ☐ Other Lutheran

23 ☐ Mennonite

24 ☐ Methodist

25 ☐ Pentecostal

26 ☐ Presbyterian

27 ☐ Seventh-Day Adventist

28 ☐ Other - *Specify.* ↴

🍏 *Mark (X) only one box.*

Is this school -

445

1 ☐ Parochial (or inter-parochial)

2 ☐ Diocesan

3 ☐ Private



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

 *Mark (X) all that apply.*

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

RELIGIOUS

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

460 1 ☐ American Association of Christian Schools (AACS)

465 1 ☐ Association of Christian Schools International (ACSI)

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

470 1 ☐ Christian Schools International (CSI)

475 1 ☐ Council of Islamic Schools in North America (CISNA)

480 1 ☐ Evangelical Lutheran Education Association (ELEA)

485 1 ☐ Friends Council on Education (FCE)

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

492 1 ☐ Islamic School League of America (ISLA)

495 1 ☐ Jesuit Secondary Education Association (JSEA)

500 1 ☐ National Association of Episcopal Schools (NAES)

505 1 ☐ National Catholic Educational Association (NCEA)

510 1 ☐ National Christian School Association (NCSA)

515 1 ☐ National Society of Hebrew Day Schools (NSHDS)

520 1 ☐ Oral Roberts University Educational Fellowship (ORUEF)

525 1 ☐ Solomon Schechter Day Schools (SSDS)

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

535 1 ☐ Other religious school association(s) - *Specify.* 

536



15. Continued -

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

 **Mark (X) all that apply.**

SPECIAL EMPHASIS

- 540 1 ☐ American Montessori Society (AMS)
- 545 1 ☐ Other Montessori association(s)
- 550 1 ☐ Association of Military Colleges and Schools (AMCS)
- 555 1 ☐ Association of Waldorf Schools of North America (AWSNA)
- 560 1 ☐ Bilingual School Association (BSA)
- 565 1 ☐ Council of Bilingual Education (CBE)
- 570 1 ☐ Council for Exceptional Children (CEC)
- 575 1 ☐ National Association of Private Special Education Centers (NAPSEC)
- 580 1 ☐ Other associations(s) for exceptional children
- 585 1 ☐ European Council for International Schools (ECIS)
- 590 1 ☐ National Association for the Education of Young Children (NAEYC)
- 595 1 ☐ National Association of Bilingual Education (NABE)
- 600 1 ☐ National Association of Laboratory Schools (NALS)
- 602 1 ☐ National Coalition of Girls' Schools (NCGS)
- 605 1 ☐ Other special emphasis associations(s) - *Specify.* ↴

606

OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS

- 610 1 ☐ Alternative School Network (ASN)
- 615 1 ☐ Institute for Independent Education (IIE)
- 620 1 ☐ National Association of Independent Schools (NAIS)
- 622 1 ☐ State or regional independent school association
- 625 1 ☐ National Coalition of Alternative Community Schools (NCACS)
- 630 1 ☐ National Independent Private Schools Association (NIPSA)
- 635 1 ☐ The Association of Boarding Schools (TABS)
- 640 1 ☐ Other school association(s) - *Specify.* ↴

641



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

645

Days per school year

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

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

650

Hours

AND

655

Minutes

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

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

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

660

1 ☐ Yes

2 ☐ No

NOTES



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

20. Please record the date you completed this form.

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

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

17

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

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

**U.S. Census Bureau
Current Surveys Check-in Unit 60A
1201 East 10th Street
Jeffersonville, IN 47132-0001**

To learn more about the Private School Survey
(PSS) and to access reports from earlier
collections, see the PSS web site at:

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

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

<http://nces.ed.gov>

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

<http://www.fedstats.gov>







Appendix C. Private School Lists Received and Processed

Table C-1. Private school association lists received and processed: 2003–04

Association name
American Association of Christian Schools
American Montessori Society
Association of Christian Schools International
Association of Military Colleges and Schools of the United States
Association of Waldorf Schools of North America
Christian Schools International
Conference of Seventh Day Adventists
Evangelical Lutheran Church in America
Friends Council on Education
General Council of Assemblies of God
International Christian Accrediting Association
Islamic School League of America
Jesuit Secondary Education Association
Lutheran Church—Missouri Synod (LCMS) Lutheran Schools
National Association of Episcopal Schools
National Association of Independent Schools
National Association of Private Special Education Centers
National Catholic Educational Association
National Christian School Association
National Coalition of Alternative Community Schools
National Coalition of Girls' Schools
National Independent Private School Association
Solomon Schechter Day School Association
Southern Baptist Association of Christian Schools
Torah U'Mesora - National Society for Hebrew Day Schools
Wisconsin Evangelical Lutheran Synod

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Table C-2. State agency early childhood center lists, by state, selection for follow-up, and whether received or processed: 2003–04

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Appendix D. 2003–2004 PSS Area Frame Counties

**Table D-1. PSS area frame counties, by PSS PSU number, state, and overlap/nonoverlap status:
2003–04**

PSS PSU number	State	County	Overlap/nonoverlap status
736	Alabama	Barbour County	Overlap
844	Alabama	Bullock County	Nonoverlap
832	Alabama	Elmore County	Nonoverlap
851	Alabama	Fayette County	Nonoverlap
737	Alabama	Henry County	Overlap
760	Alabama	Madison County	Overlap
852	Alabama	Marion County	Nonoverlap
845	Alabama	Pike County	Nonoverlap
867	Alaska	Kenai Peninsula Borough	Nonoverlap
779	Arizona	Maricopa County	Overlap
870	Arizona	Navajo County	Nonoverlap
772	Arizona	Yavapai County	Overlap
836	Arkansas	Saline County	Nonoverlap
863	California	Butte County	Nonoverlap
778	California	Contra Costa County	Overlap
090	California	Los Angeles County	Overlap (certainty)
780	California	Monterey County	Overlap
092	California	Orange County	Overlap (certainty)
864	California	San Diego County	Overlap (certainty)
777	California	Santa Clara County	Overlap
861	California	Sonoma County	Nonoverlap
865	Colorado	Larimer County	Nonoverlap
824	Connecticut	New London County	Nonoverlap
733	Delaware	Kent County	Overlap
757	District of Columbia	District of Columbia	Overlap
755	Florida	Broward County	Overlap
015	Florida	Miami-Dade County	Nonoverlap (certainty)
853	Florida	Monroe County	Nonoverlap
833	Florida	Palm Beach County	Nonoverlap
753	Georgia	Bacon County	Overlap
744	Georgia	Baker County	Overlap
742	Georgia	Calhoun County	Overlap
743	Georgia	Early County	Overlap
739	Georgia	Echols County	Overlap
766	Georgia	Effingham County	Overlap

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS PSU number, state, and overlap/nonoverlap status:
2003–04—Continued**

PSS PSU number	State	County	Overlap/nonoverlap status
837	Georgia	Gwinnett County	Nonoverlap
740	Georgia	Lowndes County	Overlap
738	Georgia	Meriwether County	Overlap
745	Georgia	Miller County	Overlap
754	Georgia	Pierce County	Overlap
761	Georgia	Richmond County	Overlap
763	Georgia	Walton County	Overlap
023	Illinois	Cook County	Overlap (certainty)
804	Illinois	Macon County	Nonoverlap
718	Illinois	Madison County	Overlap
705	Indiana	Bartholomew County	Overlap
808	Indiana	Franklin County	Nonoverlap
814	Indiana	Greene County	Nonoverlap
815	Indiana	Owen County	Nonoverlap
809	Indiana	Union County	Nonoverlap
706	Indiana	Wayne County	Overlap
800	Iowa	Dubuque County	Nonoverlap
805	Iowa	Woodbury County	Nonoverlap
816	Kansas	Cherokee County	Nonoverlap
810	Kansas	Harvey County	Nonoverlap
854	Kentucky	Estill County	Nonoverlap
752	Kentucky	Knox County	Overlap
855	Kentucky	Powell County	Nonoverlap
834	Louisiana	Lafayette Parish	Nonoverlap
758	Louisiana	Lafourche Parish	Overlap
846	Louisiana	Madison Parish	Nonoverlap
756	Louisiana	Orleans Parish	Overlap
762	Louisiana	Ouachita Parish	Overlap
847	Louisiana	Richland Parish	Nonoverlap
731	Maine	Cumberland County	Overlap
732	Maine	Penobscot County	Overlap
830	Maine	Piscataquis County	Nonoverlap
729	Massachusetts	Essex County	Overlap
828	Massachusetts	Franklin County	Nonoverlap
728	Massachusetts	Hampden County	Overlap
820	Massachusetts	Suffolk County	
708	Michigan	Barry County	Overlap
722	Michigan	Midland County	Overlap
792	Michigan	Wayne County	Overlap (certainty)
806	Minnesota	Clay County	Nonoverlap

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS PSU number, state, and overlap/nonoverlap status:
2003–04—Continued**

PSS PSU number	State	County	Overlap/nonoverlap status
717	Minnesota	Hennepin County	Overlap
721	Minnesota	St. Louis County	Overlap
734	Mississippi	Clay County	Overlap
848	Mississippi	Noxubee County	Nonoverlap
735	Mississippi	Webster County	Overlap
849	Mississippi	Winston County	Nonoverlap
811	Missouri	Cole County	Nonoverlap
711	Missouri	Iron County	Overlap
720	Missouri	Jefferson County	Overlap
707	Missouri	Pettis County	Overlap
710	Missouri	Reynolds County	Overlap
801	Missouri	St. Louis County	Nonoverlap
712	Missouri	Washington County	Overlap
817	Missouri	Webster County	Nonoverlap
818	Missouri	Wright County	Nonoverlap
770	Montana	Chouteau County	Overlap
868	Montana	Gallatin County	Nonoverlap
775	Montana	Glacier County	Overlap
769	Montana	Hill County	Overlap
771	Montana	Liberty County	Overlap
869	Montana	Park County	Nonoverlap
773	Montana	Pondera County	Overlap
774	Montana	Teton County	Overlap
776	Montana	Toole County	Overlap
703	Nebraska	Cedar County	Overlap
702	Nebraska	Dixon County	Overlap
704	Nebraska	Wayne County	Overlap
825	New Jersey	Atlantic County	Nonoverlap
727	New Jersey	Essex County	Overlap
821	New Jersey	Ocean County	Nonoverlap
730	New Jersey	Somerset County	Overlap
871	New Mexico	Chaves County	Nonoverlap
872	New Mexico	Roosevelt County	Nonoverlap
008	New York	Kings County	Overlap (certainty)
826	New York	Oneida County	Nonoverlap
009	New York	Queens County	Overlap (certainty)
822	New York	Richmond County	Nonoverlap
831	New York	Tompkins County	Nonoverlap
856	North Carolina	Edgecombe County	Nonoverlap
838	North Carolina	Gaston County	Nonoverlap

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS PSU number, state, and overlap/nonoverlap status:
2003–04—Continued**

PSS PSU number	State	County	Overlap/nonoverlap status
741	North Carolina	Henderson County	Overlap
835	North Carolina	Mecklenburg County	Nonoverlap
719	Ohio	Butler County	Overlap
807	Ohio	Franklin County	Nonoverlap
709	Ohio	Guernsey County	Overlap
802	Ohio	Lorain County	Nonoverlap
714	Ohio	Montgomery County	Overlap
819	Ohio	Paulding County	Nonoverlap
759	Oklahoma	Oklahoma County	Overlap
827	Pennsylvania	Centre County	Nonoverlap
823	Pennsylvania	Lackawanna County	Nonoverlap
725	Pennsylvania	Lawrence County	Overlap
054	Pennsylvania	Philadelphia County	Nonoverlap (certainty)
829	Pennsylvania	Schuylkill County	Nonoverlap
726	Pennsylvania	Wayne County	Overlap
850	South Carolina	Laurens County	Nonoverlap
857	Tennessee	Carter County	Nonoverlap
858	Tennessee	Johnson County	Nonoverlap
839	Tennessee	Montgomery County	Nonoverlap
750	Texas	Briscoe County	Overlap
746	Texas	Childress County	Overlap
747	Texas	Cottle County	Overlap
764	Texas	Ellis County	Overlap
748	Texas	Floyd County	Overlap
749	Texas	Hall County	Overlap
069	Texas	Harris County	Overlap (certainty)
840	Texas	Hays County	Nonoverlap
751	Texas	Motley County	Overlap
859	Texas	Newton County	Nonoverlap
860	Texas	Sabine County	Nonoverlap
765	Texas	Taylor County	Overlap
724	Vermont	Windham County	Overlap
842	Virginia	Manassas (city)	Nonoverlap
843	Virginia	Manassas Park (city)	Nonoverlap
841	Virginia	Prince William County	Nonoverlap
866	Washington	Benton County	Nonoverlap
767	Washington	Columbia County	Overlap
862	Washington	King County	Nonoverlap
768	Washington	Walla Walla County	Overlap
812	Wisconsin	Adams County	Nonoverlap

See notes at end of table.

**Table D-1. PSS area frame counties, by PSS PSU number, state, and overlap/nonoverlap status:
2003–04—Continued**

PSS PSU number	State	County	Overlap/nonoverlap status
715	Wisconsin	Brown County	Overlap
713	Wisconsin	Milwaukee County	Overlap
716	Wisconsin	Ozaukee County	Overlap
701	Wisconsin	Walworth County	Overlap
803	Wisconsin	Waukesha County	Nonoverlap
813	Wisconsin	Wood County	Nonoverlap

NOTE: All certainty counties except for Miami-Dade County, Florida, and Philadelphia County, Pennsylvania, were part of the overlap sample in 2003–2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

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Appendix E. Selected Weighted Response Rate Tables

Tables E-1 and E-2 of this section present the number of interviews and noninterviews, and weighted response rates by NCES typology and by the religious and nonsectarian orientation of the school.

Tables E-3 through E-7 of this section provide a breakdown of the weighted item response rates for the five PSS items that had weighted item response rates of below 85 percent by NCES typology, school level, size, and community type. The weighted response rates presented in this section are provided for the purpose of ascertaining the quality of the data of these five items.

Item wording can be found in the 2003–2004 PSS questionnaire contained in appendix B of this report or online at <http://nces.ed.gov/surveys/pss/questionnaire.asp>, where the questionnaire is available as a downloadable PDF file.

Table E-1. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by NCES typology: 2003–04

NCES typology	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	30,071	32,641	1,777	2,075	94.0
Catholic	7,424	7,424	229	229	97.0
Parochial	3,925	3,925	118	118	97.1
Diocesan	2,652	2,652	85	85	96.9
Private	847	847	26	26	97.0
Other religious	11,476	11,476	530	530	95.6
Conservative Christian	4,125	4,125	191	191	95.6
Affiliated	2,991	2,991	123	123	96.1
Unaffiliated	4,360	4,360	216	216	95.3
Nonsectarian	7,365	7,365	298	298	96.1
Regular	3,935	3,935	178	178	95.7
Special emphasis	2,411	2,411	88	88	96.5
Special education	1,019	1,019	32	32	97.0
Unknown	3,806	6,376	720	1,018	86.2

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), 2003–2004.

Table E-2. Weighted and unweighted number of PSS interviews and noninterviews, and weighted response rates, by religious or nonsectarian orientation of school: 2003–04

Religious or nonsectarian category	Interviews		Noninterviews		Weighted response rate (percent)
	Unweighted	Weighted	Unweighted	Weighted	
Total	30,071	32,641	1,777	2,075	94.0
Religious orientation	18,900	18,900	759	759	96.1
Roman Catholic	7,424	7,424	229	229	97.0
African Methodist Episcopal	14	14	0	0	100.0
Amish	525	525	19	19	95.5
Assembly of God	355	355	28	28	92.7
Baptist	1,810	1,810	107	107	94.4
Brethren	53	53	1	1	98.1
Calvinist	120	120	3	3	97.6
Christian (unspecified)	3,052	3,052	132	132	95.9
Church of Christ	166	166	4	4	97.6
Church of God	111	111	1	1	99.1
Church of God in Christ	32	32	2	2	94.1
Disciples of Christ	13	13	0	0	100.0
Episcopal	378	378	22	22	94.5
Friends	65	65	6	6	91.5
Greek Orthodox	24	24	1	1	96.0
Islamic	124	124	4	4	96.9
Jewish	647	647	70	70	90.2
Latter Day Saints	6	6	2	2	75.0
Lutheran Church—Missouri Synod	1,145	1,145	11	11	99.0
Evangelical Lutheran Church In America	188	188	1	1	99.5
Wisconsin Evangelical Lutheran Synod	348	348	12	12	96.7
Other Lutheran	55	55	0	0	100.0
Mennonite	286	286	20	20	93.5
Methodist	240	240	2	2	99.2
Pentecostal	293	293	32	32	90.2
Presbyterian	236	236	9	9	96.3
Seventh-Day Adventist	814	814	25	25	97.0
Other	376	376	16	16	95.9
Nonsectarian	7,365	7,365	298	298	96.1
Unknown	3,806	6,376	720	1,018	86.2

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), 2003–2004.

Table E-3. Final weighted item response rates for traditional private schools for item 9d-2yr (percentage of last-years graduates that went to 2-year colleges), by selected characteristics: 2003–04

Selected characteristic	Number in universe	Number of responses	Final weighted item response rate (percent)
Total	7,887	6,596	83.6
NCES typology			
Catholic			
Parochial	198	174	87.9
Diocesan	543	489	90.1
Private	528	475	90.0
Other religious			
Conservative Christian	2,431	1,963	80.7
Affiliated	901	762	84.5
Unaffiliated	1,203	987	82.0
Nonsectarian			
Regular	1,019	896	88.0
Special emphasis	491	391	79.7
Special education	574	461	80.3
School level			
Elementary	45	31	69.8
Secondary	2,368	2,044	86.3
Combined	5,475	4,521	82.6
Size (number of students)			
Less than 50	1,692	1,409	83.3
50–149	2,140	1,722	80.4
150–299	1,563	1,300	83.2
300–499	1,088	944	86.8
500–749	701	609	86.9
750 or more	703	612	87.1
Community type			
Central city	2,507	2,110	84.2
Urban fringe/large town	3,277	2,726	83.2
Rural/small town	2,103	1,760	83.7

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," 2003–2004.

Table E-4. Final weighted item response rates for kindergarten-terminal private schools for item 7d (number of Asian or Pacific Islander students), by selected characteristics: 2003–04

Selected characteristic	Number in universe	Number of responses	Final weighted item response rate (percent)
Total	6,297	5,339	84.8
NCES typology			
Catholic			
Parochial	23	18	78.0
Diocesan	32	27	87.1
Private	68	56	83.5
Other religious			
Conservative Christian	239	205	85.8
Affiliated	350	299	85.4
Unaffiliated	1,258	1,098	87.2
Nonsectarian			
Regular	3,180	2,658	83.6
Special emphasis	1,134	970	85.5
Special education	13	7	58.4
School level			
Elementary	6,297	5,339	84.8
Secondary	†	†	†
Combined	†	†	†
Size (number of students)			
Less than 50	6,171	5,250	85.1
50–149	123	88	71.5
150–299	3	1	33.5
300–499	0	0	†
500–749	0	0	†
750 or more	0	0	†
Community type			
Central city	2,182	1,855	85.0
Urban fringe/large town	3,525	2,953	83.8
Rural/small town	590	532	90.1

† Not applicable.

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," 2003–2004.

Table E-5. Final weighted item response rates for kindergarten-terminal private schools for item 7e (number of American Indian or Alaska Native students), by selected characteristics: 2003–04

Selected characteristic	Number in universe	Number of responses	Final weighted item response rate (percent)
Total	6,297	5,201	82.6
NCES typology			
Catholic			
Parochial	23	17	73.6
Diocesan	32	25	80.7
Private	68	54	79.2
Other religious			
Conservative Christian	239	201	84.1
Affiliated	350	288	82.2
Unaffiliated	1,258	1,087	86.4
Nonsectarian			
Regular	3,180	2,601	81.8
Special emphasis	1,134	920	81.1
Special education	13	7	58.4
School level			
Elementary	6,297	5,201	82.6
Secondary	†	†	†
Combined	†	†	†
Size (number of students)			
Less than 50	6,171	5,114	82.9
50–149	123	86	70.0
150–299	3	1	33.5
300–499	0	0	†
500–749	0	0	†
750 or more	0	0	†
Community type			
Central city	2,182	1,791	82.1
Urban fringe/large town	3,525	2,889	82.0
Rural/small town	590	521	88.3

† Not applicable.

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," 2003–2004.

Table E-6. Final weighted item response rates for kindergarten-terminal private schools for item 8b (number of male students), by selected characteristics: 2003–04

Selected characteristic	Number in universe	Number of responses	Final weighted item response rate (percent)
Total	6,252	4,870	77.9
NCES typology			
Catholic			
Parochial	23	20	86.8
Diocesan	32	24	77.5
Private	67	58	86.5
Other religious			
Conservative Christian	239	181	75.9
Affiliated	345	270	78.4
Unaffiliated	1,251	934	74.7
Nonsectarian			
Regular	3,158	2,556	81.0
Special emphasis	1,125	819	72.8
Special education	13	6	50.2
School level			
Elementary	6,252	4,870	77.9
Secondary	†	†	†
Combined	†	†	†
Size (number of students)			
Less than 50	6,127	4,770	77.9
50–149	122	97	80.0
150–299	3	2	68.4
300–499	0	0	†
500–749	0	0	†
750 or more	0	0	†
Community type			
Central city	2,165	1,635	75.5
Urban fringe/large town	3,497	2,810	80.4
Rural/small town	590	425	72.0

† Not applicable.

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," 2003–2004.

Table E-7. Final weighted item response rates for kindergarten-terminal private schools for item 16 (number of days in the school year), by selected characteristics: 2003–04

Selected characteristic	Number in universe	Number of responses	Final weighted item response rate (percent)
Total	6,297	5,112	81.2
NCES typology			
Catholic			
Parochial	23	22	95.6
Diocesan	32	30	93.7
Private	68	54	80.5
Other religious			
Conservative Christian	239	209	87.6
Affiliated	350	280	80.0
Unaffiliated	1,258	1,074	85.4
Nonsectarian			
Regular	3,180	2,484	78.1
Special emphasis	1,134	948	83.6
Special education	13	9	75.0
School level			
Elementary	6,297	5,112	81.2
Secondary	†	†	†
Combined	†	†	†
Size (number of students)			
Less than 50	6,171	4,997	81.0
50–149	123	112	90.8
150–299	3	3	100.0
300–499	0	0	†
500–749	0	0	†
750 or more	0	0	†
Community type			
Central city	2,182	1,769	81.1
Urban fringe/large town	3,525	2,823	80.1
Rural/small town	590	520	88.1

† Not applicable.

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," 2003–2004.

Appendix F. Pre-Edit Rejections of PSS Data

Table F-1. Number and percentage of pre-edit rejections of PSS data, by rejection reason: 2003–04

Pre-edit rejection reason	Records rejected	
	Number	Percent
“No” is marked in item 3d but one or more of grades K–12 expected and K–12 = missing	27	0.1
“No” is marked in item 3d but one or more of grades K–12 expected and K–12 not equal to 0	133	0.4
All students are nursery/pre-K	78	0.3
Grade levels marked but two or more different from 2001–2002	1,212	3.9
Total number of students is 10 or less and school is in a private home or supports homeschooling	206	0.7
Total number of teachers is 0	205	0.7
More teachers than students	69	0.2
Number of teachers greater than or equal to number of students and school supports homeschooling or is in a private home	41	0.1
Religious to not religious, or vice versa	644	2.1
One religion to another	1,844	5.9
Association does not agree with affiliation (e.g., affiliation is Quaker but association is military school)	316	1.0
Coed is marked, but all students are male or no students are male	699	2.2
School is all male but was not in 2001–02	34	0.1
School is not all male but was in 2001–02	68	0.2
School is all female but was not in 2001–02	41	0.1
School is not all female but was in 2001–02	42	0.1
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)	501	1.6
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	81	0.3
School has 50 percent more students than last PSS	1,589	5.1
School has 50 percent more teachers than last PSS	502	1.6
School has 50 percent fewer students than last PSS	742	2.4
School has 50 percent fewer teachers than last PSS	157	0.5
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	100	0.3
Student-teacher ratio is more than 40 to 1	153	0.5
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	982	3.1
Type of school is different from previous PSS	999	3.2
Type of school is alternative (entry may need to be recoded into one of the other categories)	1,885	6.0
School supports homeschool and is located in a private home	162	0.5
School located in private home and does not support homeschooling	202	0.6
Days in school year are less than 150 and entry is different from value from last PSS	355	1.1
School is not Montessori, special ed, alternative, or early childhood, and days in school year are more than 200, and entry is different from value from last PSS	407	1.3

See notes at end of table.

Table F-1. Number and percentage of pre-edit rejections of PSS data, by rejection reason: 2003–04—Continued

Pre-edit rejection reason	Records rejected	
	Number	Percent
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	149	0.5
School day is greater than 20 hours per day, and school is not a daycare center or Montessori school, and entry is different from value from last PSS	46	0.2
School had more graduates than 12 th graders last year	238	0.8
Number of 12 th graders this year is 30 percent more than number reported for last year	105	0.3
Number of 12 th graders this year is 30 percent less than number reported for last year	66	0.2
Entries in item 9d appear to be counts instead of percentages	319	1.0
Sum of enrollments by grade is 10 percent greater than reported total	3,415	10.9
Enrollments are reported for some grades, and the sum of those enrollments is less than 90 percent of the reported total	93	0.3
Zero is reported for all marked grades in item 5	18	0.1
Sum of teachers is greater than reported total	281	0.9
Teacher counts are reported but sum is less than reported total	210	0.7
Entries for students by race may be percents (sum of entries is 99, 100, or 101)	101	0.3
School with more than 30 students is in Hawaii but less than half of students are Asian or Pacific Islander	45	0.1
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	811	2.6
Sum of entries in race item is greater than 30 and more than 150 percent of K–12 enrollment	1,202	3.8
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	35	0.1
School is not in Hawaii or California and more than 50 percent of K–12 students are Asian or Pacific Islander	165	0.5
School is not in Hawaii or California and more than 100 students are Asian or Pacific Islander	103	0.3
Type of school is vocational	17	0.1
School has reported that it is not religious but name includes “Christ” or “God”	163	0.5
School has reported that it is not religious but belongs to a religious association	318	1.0
“Other” is marked for religious affiliation (may need to be recoded)	1,505	4.8
Highest grade in school is 8 th or lower, but 12 th graders or graduates are reported for last year	103	0.3
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	308	1.0
Total is not reported in item 6 and entry for ungraded appears to be total enrollment	37	0.1
Number of students is greater than 30, school is not an early childhood center, and item 12 indicates school is located in a private home	92	0.3
Any students are reported in item 5, item 10 indicates school has kindergarten, and no kindergarten students are reported in item 5	773	2.5
School is Jewish and more than half the K–12 students are not White	17	0.1
School is Jewish and number of White students is 0	34	0.1
Entry for Hispanic students appears to be sum of other categories	124	0.4
Total students reported for most of all lines in item 5	36	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Appendix G. Count of Changes Made During Editing and Imputation

Table G-1. PSS second-stage imputation variables: 2003–04

Matching variables: name and description		Values
TYP_9	Nine-level NCES 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 NCES 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 = Combined or ungraded 3 = Secondary
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 = Central city 2 = Urban fringe/large town 3 = Rural/small town

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Table G-2. PSS second-stage imputation matching variables and collapsing order: 2003–04

Item	Matching variables	Order of collapse
5, 6	LEVEL, TYP_3, ENR, URB	URB, ENR
7	TYP_3, TYP_9, URB, ENR	ENR, URB, TYP_9
8	TYP_3, LEVEL, URB, TYP_9	TYP_9, URB, LEVEL
9, 10	TYP_3, LEVEL, ENR, URB	URB, ENR, LEVEL
11	TYP_3, LEVEL, TYPE, ENR	ENR, TYPE, LEVEL
12a, 12b	TYP_3, UNGRADED, LEVEL, TYP_9	TYP_9, LEVEL, UNGRADED
14b	TYP_3, TYP_9	TYPE_9
16, 17, 18	TYP_3, TYP_9, LEVEL, TYPE	TYPE, LEVEL, TYPE_9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

Table G-3. Number of changes made to PSS variables during editing and imputation: 2003–04

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records
5a	135	835	2.78	5k	235	311	1.03
	140	866	2.88		240	947	3.15
5b	145	520	1.73	5l	245	358	1.19
	150	870	2.89		250	953	3.17
5c	155	306	1.02	5m	255	352	1.17
	160	834	2.77		260	964	3.21
5d	165	853	2.84	5n	265	494	1.64
	170	873	2.90		270	951	3.16
5e	175	853	2.84	5o	275	511	1.70
	180	868	2.89		280	952	3.17
5f	185	305	1.01	5p	285	527	1.75
	190	914	3.04		290	952	3.17
5g	195	307	1.02	5q	295	539	1.79
	200	929	3.09		300	950	3.16
5h	205	309	1.03	6	305	407	1.35
	210	940	3.13	7a	320	12,641	42.04
5i	215	302	1.00	7b	330	14,724	48.96
	220	941	3.13	7c	325	13,049	43.39
5j	225	313	1.04	7d	315	11,929	39.67
	230	942	3.13	7e	310	6,929	23.04

See notes at end of table.

**Table G-3. Number of changes made to PSS variables during editing and imputation: 2003–04—
Continued**

Item	Variable	Records where values changed	Percent of total records	Item	Variable	Records where values changed	Percent of total records
8a	335	278	0.92	15—Cont.	505	1,391	4.63
8b	340	3,558	11.83		510	1,387	4.61
9a	345	28	0.09		515	1,387	4.61
9b	350	271	0.90		520	1,387	4.61
9c	355	223	0.74		525	1,388	4.62
9d	360	995	3.31		530	1,387	4.61
	361	1,181	3.93		535	1,404	4.67
10a	365	352	1.17		540	1,388	4.62
10b	370	590	1.96		545	1,387	4.61
11	385	452	1.50		550	1,387	4.61
	390	811	2.70		555	1,387	4.61
	395	792	2.63		560	1,387	4.61
	400	852	2.83		565	1,387	4.61
	405	889	2.96		570	1,387	4.61
	410	678	2.25		575	1,387	4.61
12a	415	385	1.28		580	1,387	4.61
12b	420	466	1.55		585	1,386	4.61
13	425	130	0.43		590	1,387	4.61
14a	430	67	0.22		595	1,388	4.62
14b	435	691	2.30		600	1,387	4.61
14c	440	111	0.37		602	1,387	4.61
	445	376	1.25		605	1,391	4.63
15	450	1,389	4.62		610	1,387	4.61
	455	1,388	4.62		615	1,387	4.61
	460	1,387	4.61		620	1,388	4.62
	465	1,389	4.62		622	1,389	4.62
	467	1,389	4.62		625	1,387	4.61
	470	1,387	4.61		630	1,387	4.61
	475	1,388	4.62		635	1,387	4.61
	480	1,387	4.61		640	1,393	4.63
	485	1,387	4.61	16	645	2,286	7.60
	490	1,387	4.61	17	650	1,245	4.14
	492	1,387	4.61		655	1,243	4.13
	495	1,388	4.62	18	660	274	0.91
	500	1,390	4.62				

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2003–2004.

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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 VII 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 three community types (central city, urban fringe, and rural). These divisions are not shown.

Grade level has five categories: K-terminal schools, elementary schools, secondary schools, combined schools with a regular program emphasis (combined—regular), and combined schools with some other program emphasis (combined—other).

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—Regular 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—Other 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, 350–399, 400–449, 450–499, 500–549, 550–649, 650–749, 750–849, 850–949, 950–1,149, 1,150 or more
Secondary ¹ :	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–399, 400–449, 450–499, 500–549, 550–649, 650–749, 750–849, 850–949, 950–1,149, 1,150 or more
Combined—Regular ¹ :	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–399, 400–449, 450–499, 500–549, 550–649, 650–749, 750–849, 850–949, 950–1,149, 1,150 or more
Combined—Other ¹ :	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–399, 400–449, 450–499,

¹ Grade level is not divided into community types.

500–549, 550–649, 650–749, 750–849, 850–949, 950–1,149, 1,150 or more

Catholic—Private: Grade Level by Enrollment

K-terminal:	Less than 20, 20 or more
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—Regular:	Less than 200, 200–549, 550 or more
Combined—Other:	No enrollment categories

Amish: Grade Level by Enrollment

K-terminal:	No enrollment categories
Elementary ² :	Less than 25, 25–49, 50 or more
Secondary ² :	No enrollment categories
Combined—Regular ² :	Less than 25, 25 or more
Combined—Other ² :	No enrollment categories

Assembly of God: Grade Level by Enrollment

K-terminal:	Less than 20, 20 or more
Elementary:	Less than 75, 75–124, 125–199, 200 or more
Secondary:	No enrollment categories
Combined—Regular:	Less than 35, 35–99, 100–249, 250 or more
Combined—Other:	No enrollment categories

Baptist: Grade Level by Enrollment

K-terminal:	Less than 10, 10–19, 20 or more
Elementary:	Less than 25, 25–49, 50–99, 100–149, 150–224, 225 or more
Secondary:	No enrollment categories
Combined—Regular:	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
Combined—Other:	No enrollment categories

Episcopal: Grade Level by Enrollment

K-terminal:	Less than 10, 10–19, 20 or more
Elementary:	Less than 50, 50–99, 100–149, 150–224, 225–299, 300–374, 375 or more
Secondary:	No enrollment categories
Combined—Regular:	Less than 650, 650 or more
Combined—Other:	No enrollment categories

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

Jewish: Grade Level by Enrollment

K-terminal:	Less than 15, 15 or more
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—Regular:	Less than 225, 225–349, 350–649, 650 or more
Combined—Other:	No enrollment categories

Lutheran Church—Missouri Synod: Grade Level by Enrollment

K-terminal:	Less than 10, 10–19, 20 or more
Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–249, 250–299, 300 or more
Secondary:	Less than 200, 200 or more
Combined—Regular:	No enrollment categories
Combined—Other:	No enrollment categories

Evangelical Lutheran Church—Wisconsin Synod: Grade Level by Enrollment

K-terminal:	No enrollment categories
Elementary:	Less than 35, 35–69, 70–99, 100–149, 150 or more
Secondary:	No enrollment categories
Combined—Regular:	No enrollment categories
Combined—Other:	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—Regular:	Less than 25, 25–49, 50–74, 75 or more
Combined—Other:	No enrollment categories

Pentacostal: Grade Level by Enrollment

K-terminal:	No enrollment categories
Elementary:	Less than 75, 75 or more
Secondary:	No enrollment categories
Combined—Regular:	Less than 25, 25–49, 50–99, 100 or more
Combined—Other:	No enrollment categories

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—Regular:	Less than 25, 25–49, 50–124, 125 or more
Combined—Other:	No enrollment categories

Other Religious: Grade Level by Enrollment

K-terminal ³ :	Less than 10, 10–19, 20 or more
Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more
Secondary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more
Combined—Regular:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more
Combined—Other:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more

Nonsectarian—Regular: Grade Level by Enrollment

K-terminal ³ :	Less than 10, 10–19, 20 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—Regular:	Less than 25, 25–49, 50–74, 75–124, 125–274, 275–449, 450–649, 650–849, 850 or more
Combined—Other:	No enrollment categories

Nonsectarian—Special Emphasis: Grade Level by Enrollment

K-terminal ³ :	Less than 10, 10–19, 20 or more
Elementary ³ :	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–199, 200 or more
Secondary ³ :	No enrollment categories
Combined—Regular ³ :	Less than 25, 25–49, 50–199, 200 or more
Combined—Other ³ :	Less than 25, 25–49, 50–74, 75–124, 125 or more

Nonsectarian—Special Education: Grade Level by Enrollment

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

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

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

Certainty PSU: Three-Level Typology by Grade Level

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

Noncertainty PSU: Three-Level Typology by Grade Level

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

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Appendix I. 2003–2004 PSS Public-Use Codebook

Variable:	PPIN		Question:	Frame Variable
Position:	1		Length:	8
Description:	Permanent Identification Number			
Question Wording:	PSS Permanent Identification Number			
			Frequency	
Category		Label	Unweighted	Weighted
A		Alphanumeric	30,071	34,681.350

Variable:	PCITY		Question:	Frame Variable
Position:	9		Length:	30
Description:	City of Mailing Address			
Question Wording:	City of Mailing Address			
			Frequency	
Category		Label	Unweighted	Weighted
A		Alphanumeric	30,071	34,681.350

Variable:	PSTABB		Question:	Frame Variable
Position:	39		Length:	2
Description:	State Postal Code of Mailing Address			
Question Wording:	State Postal Code of Mailing Address			
			Frequency	
Category		Label	Unweighted	Weighted
AK		Alaska	65	96.735
AL		Alabama	406	585.549
AR		Arkansas	174	184.841
AZ		Arizona	361	617.336
CA		California	3,886	4,243.745
CO		Colorado	399	428.794
CT		Connecticut	392	443.471
DC		District of Columbia	95	144.570
DE		Delaware	138	176.940
FL		Florida	1,734	1,998.249
GA		Georgia	593	895.456
HI		Hawaii	128	134.467
IA		Iowa	249	277.879
ID		Idaho	112	117.746
IL		Illinois	1,497	1,617.833
IN		Indiana	743	859.754
KS		Kansas	213	319.125
KY		Kentucky	381	465.472
LA		Louisiana	419	475.555

Variable:		PSTABB—Continued	Frequency	
Category		Label	Unweighted	Weighted
MA		Massachusetts	878	1,067.223
MD		Maryland	814	863.845
ME		Maine	152	237.165
MI		Michigan	988	1,037.005
MN		Minnesota	550	627.230
MO		Missouri	611	812.908
MS		Mississippi	234	315.601
MT		Montana	100	168.313
NC		North Carolina	585	745.725
ND		North Dakota	51	52.653
NE		Nebraska	226	233.599
NH		New Hampshire	306	321.768
NJ		New Jersey	1,307	1,452.893
NM		New Mexico	183	210.623
NV		Nevada	131	138.379
NY		New York	1,998	2,227.740
OH		Ohio	1,054	1,174.084
OK		Oklahoma	169	201.520
OR		Oregon	392	412.464
PA		Pennsylvania	2,248	2,510.594
RI		Rhode Island	183	192.984
SC		South Carolina	398	419.830
SD		South Dakota	86	89.797
TN		Tennessee	494	528.797
TX		Texas	1,303	1,538.744
UT		Utah	118	124.404
VA		Virginia	644	733.331
VT		Vermont	124	131.028
WA		Washington	614	740.228
WI		Wisconsin	965	1,095.878
WV		West Virginia	143	153.099
WY		Wyoming	37	38.384

Variable: PSTFIP **Question:** **Frame Variable**

Position: 41 **Length:** 2

Description: FIPS State Code

Question Wording: FIPS State Code

		Frequency	
Category	Label	Unweighted	Weighted
1	Alabama	406	585.549
2	Alaska	65	96.735
4	Arizona	360	616.311
5	Arkansas	174	184.841
6	California	3,886	4,243.745
8	Colorado	399	428.794
9	Connecticut	392	443.471
10	Delaware	138	176.940
11	District of Columbia	95	144.570
12	Florida	1,734	1,998.249
13	Georgia	593	895.456
15	Hawaii	128	134.467
16	Idaho	112	117.746
17	Illinois	1,497	1,617.833
18	Indiana	743	859.755
19	Iowa	249	277.879
20	Kansas	213	319.125
21	Kentucky	381	465.473
22	Louisiana	419	475.555
23	Maine	152	237.165
24	Maryland	813	862.796
25	Massachusetts	878	1,067.223
26	Michigan	988	1,037.005
27	Minnesota	550	627.230
28	Mississippi	234	315.601
29	Missouri	611	812.908
30	Montana	100	168.313
31	Nebraska	226	233.599
32	Nevada	131	138.379
33	New Hampshire	306	321.768
34	New Jersey	1,307	1,452.893
35	New Mexico	184	211.648
36	New York	1,998	2,227.740
37	North Carolina	585	745.725
38	North Dakota	51	52.653
39	Ohio	1,054	1,174.084
40	Oklahoma	169	201.520
41	Oregon	392	412.464
42	Pennsylvania	2,249	2,511.643
44	Rhode Island	183	192.984
45	South Carolina	398	419.830
46	South Dakota	86	89.797
47	Tennessee	494	528.797

Variable:		PSTFIP—Continued	Frequency	
Category		Label	Unweighted	Weighted
48		Texas	1,303	1,538.744
49		Utah	118	124.404
50		Vermont	124	733.331
51		Virginia	644	131.028
53		Washington	614	740.228
54		West Virginia	143	153.099
55		Wisconsin	965	1,095.878
56		Wyoming	37	38.384

Variable: PCNTY Question: Frame Variable

Position: 43 Length: 3

Description: FIPS County Code

Question Wording: FIPS County Code

			Frequency	
Category		Label	Unweighted	Weighted
A		Alphanumeric—The Federal Information Processing Standards county codes are available on the National Institute of Standards and Technology at www.itl.nist.gov/fipspubs/index.htm	30,071	34,681.350

Variable: PCNTNM Question: Frame Variable

Position: 46 Length: 30

Description: County Name

Question Wording: County Name

			Frequency	
Category		Label	Unweighted	Weighted
A		Alphanumeric	30,071	34,681.350

Variable: PZIP Question: Frame Variable

Position: 76 Length: 10

Description: ZIP Code of Mailing Address (Zip + 4)

Question Wording: ZIP Code of Mailing Address (last 4 digits are for Zip+4)

			Frequency	
Category		Label	Unweighted	Weighted
A		Alphanumeric	30,071	34,681.350

Variable:	SCHOOL	Question:	Created Variable
Position:	86	Length:	1
Description:	School Counter		
Question Wording:	School Counter (each record has a value of 1)		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	1.000	1.000	1.000 0.000

Variable:	P135	Question:	Q5A_GRD
Position:	87	Length:	1
Description:	5A Ungraded Offered		
Question Wording:	Does this school/program have ungraded students?		
			Frequency
Category	Label	Unweighted	Weighted
1	Yes	1,664	1,970.015
2	No	28,407	32,711.340

Variable:	P140	Question:	Q5A_ENR
Position:	88	Length:	3
Description:	5A Ungraded Enrollment		
Question Wording:	How many students were enrolled as ungraded around October 1?		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	1	1,800.000	43.524 79.377

Variable:	P145	Question:	Q5B_GRD
Position:	92	Length:	1
Description:	5B Nursery/Prekindergarten Offered		
Question Wording:	Does this school/program have nursery and prekindergarten students?		
			Frequency
Category	Label	Unweighted	Weighted
1	Yes	16,963	19,261.800
2	No	13,108	15,419.560

Variable:	P150	Question:	Q5B_ENR	
Position:	93	Length:	3	
Description:	5B Nursery/Prekindergarten Enrollment			
Question Wording:	How many students were enrolled in nursery and prekindergarten around October 1?			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	1,000.000	44.915	48.956

Variable:	P155	Question:	Q5C_GRD
Position:	96	Length:	1
Description:	5C Kindergarten Offered		
Question Wording:	Does this school/program have kindergarten students?		
	Frequency		
Category	Label	Unweighted	Weighted
1	Yes	22,917	26,268.860
2	No	7,154	8,412.499

Variable:	P160	Question:	Q5C_ENR	
Position:	97	Length:	3	
Description:	5C Kindergarten Enrollment			
Question Wording:	How many students were enrolled in kindergarten around October 1?			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	396.000	20.284	19.707

Variable:	P165	Question:	Q5D_GRD
Position:	100	Length:	1
Description:	5D Transitional Kindergarten Offered		
Question Wording:	Does this school/program have transitional kindergarten students?		
	Frequency		
Category	Label	Unweighted	Weighted
1	Yes	1,220	1,331.483
2	No	28,851	33,349.870

Variable: P170 **Question:** Q5D_ENR

Position: 101 **Length:** 3

Description: 5D Transitional Kindergarten Enrollment

Question Wording: How many students were enrolled in transitional kindergarten around October 1?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	118.000	10.820	11.406

Variable: P175 **Question:** Q5E_GRD

Position: 104 **Length:** 1

Description: 5E Transitional First Grade Offered

Question Wording: Does this school/program have transitional first grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	692	777.078
2		No	29,379	33,904.280

Variable: P180 **Question:** Q5E_ENR

Position: 105 **Length:** 3

Description: 5E Transitional First Grade Enrollment

Question Wording: How many students were enrolled in transitional first grade around October 1?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	221.000	10.662	20.080

Variable: S_KG **Question:** Created Variable

Position: 108 **Length:** 3

Description: Total Kindergarten Enrollment (Sum of Kindergarten, Transitional Kindergarten, and Transitional First Grade Students)

Question Wording: Total Kindergarten Enrollment

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	396.000	20.934	20.868

Variable: P185 **Question:** Q5F_GRD

Position: 111 **Length:** 1

Description: 5F First Grade Offered

Question Wording: Does this school/program have 1st grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	19,740	22,215.900
2		No	10,331	12,465.450

Variable: P190 **Question:** Q5F_ENR

Position: 112 **Length:** 3

Description: 5F First Grade Enrollment

Question Wording: How many students were enrolled in 1st grade around October 1?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	322.000	19.784	20.239

Variable: P195 **Question:** Q5G_GRD

Position: 115 **Length:** 1

Description: 5G Second Grade Offered

Question Wording: Does this school/program have 2nd grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	19,464	21,827.160
2		No	10,607	12,854.200

Variable: P200 **Question:** Q5G_ENR

Position: 116 **Length:** 3

Description: 5G Second Grade Enrollment

Question Wording: How many students were enrolled in 2nd grade around October 1?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	248.000	19.387	19.874

Variable: P205 **Question:** Q5H_GRD

Position: 119 **Length:** 1

Description: 5H Third Grade Offered

Question Wording: Does this school/program have 3rd grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	19,358	21,696.840
2		No	10,713	12,984.510

Variable: P210 **Question:** Q5H_ENR

Position: 120 **Length:** 3

Description: 5H Third Grade Enrollment

Question Wording: How many students were enrolled in 3rd grade around October 1?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	208.000	19.102	19.806

Variable: P215 **Question:** Q5I_GRD

Position: 123 **Length:** 1

Description: 5I Fourth Grade Offered

Question Wording: Does this school/program have 4th grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	19,105	21,352.190
2		No	10,966	13,329.160

Variable: P220 **Question:** Q5I_ENR

Position: 124 **Length:** 3

Description: 5I Fourth Grade Enrollment

Question Wording: How many students were enrolled in 4th grade around October 1?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	297.000	18.882	19.944

Variable: P225 **Question:** Q5J_GRD

Position: 127 **Length:** 1

Description: 5J Fifth Grade Offered

Question Wording: Does this school/program have 5th grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	18,985	21,217.380
2		No	11,086	13,463.970

Variable: P230 **Question:** Q5J_ENR

Position: 128 **Length:** 3

Description: 5J Fifth Grade Enrollment

Question Wording: How many students were enrolled in 5th grade around October 1?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	251.000	18.785	20.094

Variable: P235 **Question:** Q5K_GRD

Position: 132 **Length:** 1

Description: 5K Sixth Grade Offered

Question Wording: Does this school/program have 6th grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	18,429	20,647.480
2		No	11,642	14,033.880

Variable: P240 **Question:** Q5K_ENR

Position: 133 **Length:** 4

Description: 5K Sixth Enrollment

Question Wording: How many students were enrolled in 6th grade around October 1?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	1037.000	19.448	22.931

Variable: P245 **Question:** Q5L_GRD

Position: 137 **Length:** 1

Description: 5L Seventh Grade Offered

Question Wording: Does this school/program have 7th grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	17,092	19,173.650
2		No	12,979	15,507.700

Variable: P250 **Question:** Q5L_ENR

Position: 138 **Length:** 4

Description: 5L Seventh Grade Enrollment

Question Wording: How many students were enrolled in 7th grade around October 1?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	1004.000	20.586	25.079

Variable: P255 **Question:** Q5M_GRD

Position: 142 **Length:** 1

Description: 5M Eighth Grade Offered

Question Wording: Does this school/program have 8th grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	16,875	18,950.340
2		No	13,196	15,731.010

Variable: P260 **Question:** Q5M_ENR

Position: 143 **Length:** 4

Description: 5M Eighth Grade Enrollment

Question Wording: How many students were enrolled in 8th grade around October 1?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	958.000	20.607	25.604

Variable:	P265	Question:	Q5N_GRD
Position:	147	Length:	1
Description:	5N Ninth Grade Offered		
Question Wording:	Does this school/program have 9 th grade students?		
			Frequency
Category	Label	Unweighted	Weighted
1	Yes	8,412	9,955.185
2	No	21,659	24,726.170

Variable:	P270	Question:	Q5N_ENR	
Position:	148	Length:	4	
Description:	5N Ninth Grade Enrollment			
Question Wording:	How many students were enrolled in 9 th grade around October 1?			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	726.000	35.308	67.825

Variable:	P275	Question:	Q5O_GRD
Position:	152	Length:	1
Description:	5O Tenth Grade Offered		
Question Wording:	Does this school/program have 10 th grade students?		
			Frequency
Category	Label	Unweighted	Weighted
1	Yes	8,005	9,504.720
2	No	22,066	25,176.630

Variable:	P280	Question:	Q5O_ENR	
Position:	153	Length:	4	
Description:	5O Tenth Grade Enrollment			
Question Wording:	How many students were enrolled in 10 th grade around October 1?			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	685.000	35.158	66.525

Variable: P285 **Question:** Q5P_GRD

Position: 157 **Length:** 1

Description: 5P Eleventh Grade Offered

Question Wording: Does this school/program have 11th grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	7,615	8,983.728
2		No	22,456	25,697.630

Variable: P290 **Question:** Q5P_ENR

Position: 158 **Length:** 4

Description: 5P Eleventh Grade Enrollment

Question Wording: How many students were enrolled in 11th grade on October 1?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	680.000	35.319	64.096

Variable: P295 **Question:** Q5Q_GRD

Position: 162 **Length:** 1

Description: 5Q Twelfth Grade Offered

Question Wording: Does this school/program have 12th grade students?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	7,366	8,589.626
2		No	22,705	26,091.730

Variable: P300 **Question:** Q5Q_ENR

Position: 163 **Length:** 4

Description: 5Q Twelfth Grade Enrollment

Question Wording: How many students were enrolled in 12th grade around October 1?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	639.000	35.354	63.176

Variable:	P305	Question:	Q6_TOTAL
Position:	167	Length:	4
Description:	6 Total Student Enrollment		
Question Wording:	What was the total number of students who were enrolled in this school around October 1?		

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	1.000	3752.000		175.865	230.117

Variable:	P310	Question:	Q7D	
Position:	171	Length:	3	
Description:	7E Am Indian/Alaska Native Students			
Question Wording:	Around the first of October, how many students (excluding prekindergarten) were: American Indian or Alaska Native?			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	514.000	0.935	8.675

Variable:	P315	Question:	Q7E	
Position:	174	Length:	6	
Description:	7D Asian or Pacific Islander Students			
Question Wording:	Around the first of October, how many students (excluding prekindergarten) were: Asian or Pacific Islander?			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	3192.000	7.460	40.001

Variable:	P320	Question:	Q7A	
Position:	180	Length:	6	
Description:	7A Hispanic Students			
Question Wording:	Around the first of October, how many students (excluding prekindergarten) were: Hispanic, regardless of race?			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	1722.000	13.267	48.219

Variable: P325 **Question:** Q7B

Position: 186 **Length:** 3

Description: 7C Black Students

Question Wording: Around the first of October, how many students (excluding prekindergarten) were:
Black, not of Hispanic origin?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	916.000	14.344	42.866

Variable: P330 **Question:** Q7A

Position: 189 **Length:** 4

Description: 7B White Students

Question Wording: Around the first of October, how many students (excluding prekindergarten) were:
White, not of Hispanic origin?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	2582.000	114.304	193.131

Variable: P335 **Question:** Q8A

Position: 193 **Length:** 1

Description: 8A Is School Coeducational

Question Wording: Is this school/program coeducational?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	28,857	33,295.240
2		No, it is an all-female school	536	591.992
3		No, it is an all-male school	678	794.126

Variable: P340 **Question:** Q8B

Position: 194 **Length:** 4

Description: 8B Number of Male Students

Question Wording: How many MALE students (excluding prekindergarten) attended this school/program
around the first of October?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	1842.000	72.623	108.962

Variable:	P345	Question:	Q9A
Position:	198	Length:	1
Description:	9A Students in 12 th Grade Last Year		
Question Wording:	Last school year (2002–2003), were any students enrolled in 12 th grade?		
			Frequency
Category	Label	Unweighted	Weighted
1	Yes	7,054	8,119.567
2	No	2,3017	26,561.790

Variable:	P350	Question:	Q9B	
Position:	199	Length:	3	
Description:	9B How Many in 12 th Grade Last Year			
Question Wording:	How many students were enrolled in 12 th grade around October 1, 2002?			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	678.000	37.117	64.173

Variable:	P360	Question:	Q9D_%4_YR	
Position:	205	Length:	3	
Description:	9D Percent to 4 Year College			
Question Wording:	Of those who graduated with a diploma last year, what percentage went to four-year colleges?			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	100.000	58.126	40.687

Variable:	P361	Question:	Q9D_%2_YR	
Position:	208	Length:	3	
Description:	9D Percent to 2 Year College			
Question Wording:	Of those who graduated with a diploma last year, what percentage went to two-year colleges?			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	100.000	18.507	27.731

Variable: P365 **Question:** Q10A

Position: 211 **Length:** 1

Description: 10A Half Day or Full Day

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

			Frequency	
Category		Label	Unweighted	Weighted
0		School does not offer kindergarten, transitional kindergarten, or transitional first grade	6,942	8,144.745
1		Full day	16,964	19,377.780
2		Half day	3,655	4,329.241
3		Both offered	2,510	2,829.590

Variable: P370 **Question:** Q10B

Position: 212 **Length:** 1

Description: 10B Days Per Week

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

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		1.000	5.000	4.907	0.451

Variable: P385 **Question:** Q11_FT

Position: 213 **Length:** 3

Description: 11 Full-Time Teachers

Question Wording: Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Teachers who taught full time?

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		0.000	269.000	11.079	16.823

Variable:	P390	Question:	Q11_>3/4
Position:	216	Length:	2
Description:	11 More Than 3/4 Time Teachers		
Question Wording:	Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?		

Teachers who taught at least 3/4 time but less than full time?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	250.000	0.642	2.741

Variable:	P395	Question:	Q11_>1/2
Position:	218	Length:	3
Description:	11 More Than 1/2 Time Teachers		
Question Wording:	Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?		

Teachers who taught at least 1/2 time but less than 3/4 time?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	190.000	1.213	3.719

Variable:	P400	Question:	Q11_>1/4
Position:	221	Length:	2
Description:	11 More Than 1/4 Time Teachers		
Question Wording:	Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?		

Teachers who taught at least 1/4 time but less than 1/2 time?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	69.000	0.646	1.847

Variable: P405 **Question:** Q11_<1/4

Position: 223 **Length:** 2

Description: 11 Less Than 1/4 Time Teachers

Question Wording: Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Teachers who taught less than 1/4 time?

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	36.000	0.503	1.535

Variable: P410 **Question:** Q11_TOTAL

Position: 225 **Length:** 3

Description: 11 Total Number of Teachers

Question Wording: Around October 1, 2003, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

Total K–12 teachers

Category	Descriptives (Unweighted)		Descriptives (Weighted)	
	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	316.000	14.083	19.487

Variable: P415 **Question:** Q12A

Position: 228 **Length:** 1

Description: 12A Type of School

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

Category	Label	Frequency	
		Unweighted	Weighted
1	Regular Elementary or Secondary	20,280	22,896.480
2	Montessori	2,125	2,480.880
3	Elementary or Secondary with a Special Program Emphasis	817	1,006.910
4	Special Education	1,473	1,647.308
5	Vocational/technical	5	5.181
6	Alternative	1,222	1,508.550
7	Early Childhood Program/Day Care Center	4,149	5,136.045

Variable:	P420	Question:	Q12B
Position:	229	Length:	1
Description:	12B School Support Home Schooling		
Question Wording:	Is a major role of this school/program to support home schooling?		
			Frequency
Category		Label	Unweighted
1		Yes	974
2		No	29,097
			33,356.630

Variable:	P425	Question:	Q13
Position:	230	Length:	1
Description:	13 Is School Located in Private Home		
Question Wording:	Is this school/program located in a private home that is used primarily as a family residence?		
			Frequency
Category		Label	Unweighted
1		Yes	176
2		No	29,895
			34,390.170

Variable:	P430	Question:	Q14A
Position:	231	Length:	1
Description:	14A Does School Have Relig Orientation		
Question Wording:	Does this school/program have a religious orientation or purpose?		
			Frequency
Category		Label	Unweighted
1		Yes	20,887
2		No	9,184
			11,133.170

Variable:	P435	Question:	Q14B
Position:	232	Length:	1
Description:	14B School Affiliated W/Religious institution		
Question Wording:	Is this school/program affiliated with a religious institution or organization?		
			Frequency
Category		Label	Unweighted
.		{Valid Skip}	9,184
1		Yes	18,293
2		No	2,594
			3,123.805

Variable: P440 **Question:** Q14C

Position: 233 **Length:** 2

Description: 14C Religious Orientation/Affiliation

Question Wording: What is this school's/program's religious orientation or affiliation?

		Frequency	
Category	Label	Unweighted	Weighted
.	{Valid Skip}	9,184	11,133.169
1	Roman Catholic	7,677	8,040.948
2	African Methodist Episcopal	13	13.607
3	Amish	617	735.741
4	Assembly of God	416	492.283
5	Baptist	2,059	2,491.073
6	Brethren	68	73.977
7	Calvinist	137	145.418
8	Christian (no specific denomination)	3,673	4,402.921
9	Church of Christ	180	227.470
10	Church of God	121	130.326
11	Church of God in Christ	26	27.878
12	Disciples of Christ	11	11.330
13	Episcopal	414	455.298
14	Friends	73	78.008
15	Greek Orthodox	26	27.921
16	Islamic	171	183.786
17	Jewish	796	925.915
18	Latter Day Saints	8	8.625
19	Lutheran Church -- Missouri Synod	1,202	1,262.827
20	Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)	200	224.518
21	Wisconsin Evangelical Lutheran Synod	359	370.814
22	Other Lutheran	84	91.710
23	Mennonite	343	463.383
24	Methodist	281	383.348
25	Pentecostal	340	404.875
26	Presbyterian	263	303.220
27	Seventh-Day Adventist	872	976.098
28	Other	457	594.867

Variable: P445 **Question:** Q14C

Position: 235 **Length:** 1

Description: 14C What Type of Catholic School

Question Wording: Type of Catholic School

		Frequency	
Category	Label	Unweighted	Weighted
.	{Valid Skip}	22,394	26,640.406
1	Parochial (or inter-parochial)	3,916	4,097.365
2	Diocesan	2,860	2,978.866
3	Private	901	964.716

Variable:	P450	Question:	Q15_0
Position:	236	Length:	1
Description:	15 No Associations		
Question Wording:	To which associations or organizations does this school belong? 1 = This school/program does not belong to any associations or organizations.		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	21,655	24,127.370
1	No Membership Association	8,416	10,553.980

Variable:	P455	Question:	Q15_1
Position:	237	Length:	1
Description:	15 Accelerated Christian Education		
Question Wording:	To which associations or organizations does this school belong? 1 = Accelerated Christian Education (or School of Tomorrow)		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	2,9118	33,547.190
1	Accelerated Christian Education (ACE) or (School of Tomorrow)	953	1,134.166

Variable:	P460	Question:	Q15_2
Position:	238	Length:	1
Description:	15 American Assn of Christian Schools		
Question Wording:	To which associations or organizations does this school belong? 1 = American Association of Christian Schools		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,249	33,751.900
1	American Association of Christian Schools (AACS)	822	929.450

Variable:	P465	Question:	Q15_3
Position:	239	Length:	1
Description:	15 Assn of Christian Schools Internatl		
Question Wording:	To which associations or organizations does this school belong? 1 = Association of Christian Schools International		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	26,929	31,185.450
1	Association of Christian Schools International (ACSI)	3,142	3,495.906

Variable: P467 **Question:** Q15_4

Position: 240 **Length:** 1

Description: 15 Assn of Christian Teachers and School

Question Wording: To which associations or organizations does this school belong?
1 = Association of Christian Teachers and Schools

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,863	34,431.350
1		Association of Christian Teachers and Schools (ACTS)	208	249.999

Variable: P470 **Question:** Q15_5

Position: 241 **Length:** 1

Description: 15 Christian Schools International

Question Wording: To which associations or organizations does this school belong?
1 = Christian Schools International

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,717	34,304.940
1		Christian Schools International (CSI)	354	376.411

Variable: P475 **Question:** Q15_6

Position: 242 **Length:** 1

Description: 15 Council Islamic Schls in N. America

Question Wording: To which associations or organizations does this school belong?
1 = Council of Islamic Schools in North America

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	30,038	34,646.090
1		Council of Islamic Schools in North America (CISNA)	33	35.266

Variable: P480 **Question:** Q15_7

Position: 243 **Length:** 1

Description: 15 Evangelical Lutheran Education Assn

Question Wording: To which associations or organizations does this school belong?
1 = Evangelical Lutheran Education Association

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,789	34,374.810
1		Evangelical Lutheran Education Association (ELEA)	282	306.540

Variable:	P485	Question:	Q15_8
Position:	244	Length:	1
Description:	15 Friends Council on Education		
Question Wording:	To which associations or organizations does this school belong? 1 = Friends Council on Education		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,021	34,627.600
1	Friends Council on Education (FCE)	50	53.749

Variable:	P490	Question:	Q15_9
Position:	245	Length:	1
Description:	15 Gen Conference of SDA Church		
Question Wording:	To which associations or organizations does this school belong? 1 = General Conference of the Seventh-Day Adventist Church		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,446	33,987.220
1	General Conference of the Seventh-Day Adventist Church (GCSDAC)	625	694.132

Variable:	P492	Question:	Q15_10
Position:	246	Length:	1
Description:	15 Islamic School League of America		
Question Wording:	To which associations or organizations does this school belong? 1 = Islamic School League of America (ISLA)		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,043	34,651.340
1	Islamic School League of America (ISLA)	28	30.018

Variable:	P495	Question:	Q15_10
Position:	247	Length:	1
Description:	15 Jesuit Secondary Education Assn		
Question Wording:	To which associations or organizations does this school belong? 1 = Jesuit Secondary Education Association		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,030	34,638.190
1	Jesuit Secondary Education Association (JSEA)	41	43.161

Variable: P500 **Question:** Q15_11

Position: 248 **Length:** 1

Description: 15 National Assn of Episcopal Schools

Question Wording: To which associations or organizations does this school belong?
1 = National Association of Episcopal Schools

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,772	34,348.200
1		National Association of Episcopal Schools (NAES)	299	333.155

Variable: P505 **Question:** Q15_12

Position: 249 **Length:** 1

Description: 15 National Catholic Educational Assn

Question Wording: To which associations or organizations does this school belong?
1 = National Catholic Educational Association

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	23,455	27,788.660
1		National Catholic Educational Association (NCEA)	6,616	6,892.695

Variable: P510 **Question:** Q15_13

Position: 250 **Length:** 1

Description: 15 National Christian School Assn

Question Wording: To which associations or organizations does this school belong?
1 = National Christian School Association

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,916	34,501.220
1		National Christian School Association (NCSA)	155	180.135

Variable: P515 **Question:** Q15_14

Position: 251 **Length:** 1

Description: 15 Natl Society of Hebrew Day Schools

Question Wording: To which associations or organizations does this school belong?
1 = National Society of Hebrew Day Schools

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,909	34,497.090
1		National Society of Hebrew Day Schools (NSHDS)	162	184.268

Variable: P520 **Question:** Q15_15

Position: 252 **Length:** 1

Description: 15 Oral Roberts Univ Edu Fellowship

Question Wording: To which associations or organizations does this school belong?
1 = Oral Roberts University Educational Fellowship

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,985	34,584.190
1		Oral Roberts University Educational Fellowship (ORUEF)	86	97.164

Variable: P525 **Question:** Q15_16

Position: 253 **Length:** 1

Description: 15 Solomon Schechter Day Schools

Question Wording: To which associations or organizations does this school belong?
1 = Solomon Schechter Day Schools

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	30,017	34,619.180
1		Solomon Schechter Day Schools (SSDS)	54	62.176

Variable: P530 **Question:** Q15_17

Position: 254 **Length:** 1

Description: 15 So Baptist Assn of Christian Schools

Question Wording: To which associations or organizations does this school belong?
1 = Southern Baptist Association of Christian Schools

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,935	34,528.710
1		Southern Baptist Association of Christian Schools (SBACS)	136	152.641

Variable: P535 **Question:** Q15_18

Position: 255 **Length:** 1

Description: 15 Other Religious School Associations

Question Wording: To which associations or organizations does this school belong?
1 = Other religious school associations

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	27,685	32,003.370
1		Other religious school association(s)	2,386	2,677.983

Variable: P540 **Question:** Q15_19

Position: 256 **Length:** 1

Description: 15 American Montessori Society

Question Wording: To which associations or organizations does this school belong?
1 = American Montessori Society

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	28,969	33,422.020
1		American Montessori Society (AMS)	1,102	1,259.336

Variable: P545 **Question:** Q15_20

Position: 257 **Length:** 1

Description: 15 Other Montessori Associations

Question Wording: To which associations or organizations does this school belong?
1 = Other Montessori associations

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,117	33,643.030
1		Other Montessori association(s)	954	1,038.323

Variable: P550 **Question:** Q15_21

Position: 258 **Length:** 1

Description: 15 Assn Military Colleges and Schools

Question Wording: To which associations or organizations does this school belong?
1 = Association of Military Colleges and Schools

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	30,781	34,658.800
1		Association of Military Colleges and Schools (AMCS)	31	22.552

Variable: P555 **Question:** Q15_22

Position: 259 **Length:** 1

Description: 15 Assn Waldorf Schools of N. America

Question Wording: To which associations or organizations does this school belong?
1 = Association of Waldorf Schools of North America

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,970	34,573.510
1		Association of Waldorf Schools of North America (AWSNA)	101	107.839

Variable: P560 **Question:** Q15_23

Position: 260 **Length:** 1

Description: 15 Bilingual School Association

Question Wording: To which associations or organizations does this school belong?
1 = Bilingual School Association

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	30,057	34,665.900
1		Bilingual School Association (BSA)	14	15.452

Variable: P565 **Question:** Q15_24

Position: 261 **Length:** 1

Description: 15 Council of Bilingual Education

Question Wording: To which associations or organizations does this school belong?
1 = Council of Bilingual Education

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	30,065	34,674.860
1		Council of Bilingual Education (CBE)	6	6.497

Variable: P570 **Question:** Q15_25

Position: 262 **Length:** 1

Description: 15 Council for Exceptional Children

Question Wording: To which associations or organizations does this school belong?
1 = Council for Exceptional Children

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,657	34,248.670
1		Council for Exceptional Children (CEC)	414	432.684

Variable: P575 **Question:** Q15_26

Position: 263 **Length:** 1

Description: 15 Natl Assn of Private Sp/ED centers

Question Wording: To which associations or organizations does this school belong?
1 = National Association of Private Special Education Centers

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,733	34,326.340
1		National Association of Private Special Education Centers (NAPSEC)	338	355.015

Variable: P580 **Question:** Q15_27

Position: 264 **Length:** 1

Description: 15 Other Assns for Exceptional Children

Question Wording: To which associations or organizations does this school belong?
1 = Other association(s) for exceptional

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,785	34,381.910
1		Other association(s) for exceptional children	286	299.443

Variable: P585 **Question:** Q15_28

Position: 265 **Length:** 1

Description: 15 European Council for Intnatl School

Question Wording: To which associations or organizations does this school belong?
1 = European Council for International Schools

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	30,058	34,667.240
1		European Council for International Schools (ECIS)	13	14.110

Variable: P590 **Question:** Q15_29

Position: 266 **Length:** 1

Description: 15 Natl Assn for the Ed of Young Child

Question Wording: To which associations or organizations does this school belong?
1 = National Association for the Education of Young Children

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	27,647	32,024.200
1		National Association for the Education of Young Children (NAEYC)	2,424	2,657.152

Variable: P595 **Question:** Q15_30

Position: 267 **Length:** 1

Description: 15 Natl Assn of Bilingual Education

Question Wording: To which associations or organizations does this school belong?
1 = National Association of Bilingual Education

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	30,063	34,672.900
1		National Association of Bilingual Education (NABE)	8	8.454

Variable:	P600	Question:	Q15_31
Position:	268	Length:	1
Description:	15 National Assn of Laboratory Schools		
Question Wording:	To which associations or organizations does this school belong? 1 = National Association of Laboratory Schools		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,050	34,659.350
1	National Association of Laboratory Schools (NALS)	21	22.006

Variable:	P602	Question:	Q15_32	
Position:	269	Length:	1	
Description:	15 National Coalition of Girls Schools			
Question Wording:	To which associations or organizations does this school belong? 1 = National Coalition of Girls' Schools			
			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,992	34,595.310
1		National Coalition of Girls' Schools (NCGS)	79	86.039

Variable:	P605	Question:	Q15_33
Position:	270	Length:	1
Description:	15 Other Special Emphasis Associations		
Question Wording:	To which associations or organizations does this school belong? 1 = Other special emphasis association(s)		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	28,804	33,219.210
1	Other special emphasis association(s)	1,267	1,462.140

Variable:	P610	Question:	Q15_34
Position:	271	Length:	1
Description:	15 Alternative School Network		
Question Wording:	To which associations or organizations does this school belong? 1 = Alternative School Network		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	30,031	34,631.770
1	Alternative School Network (ASN)	40	49.584

Variable: P615 **Question:** Q15_35

Position: 272 **Length:** 1

Description: 15 Institute for Independent Education

Question Wording: To which associations or organizations does this school belong?
1 = Institute for Independent Education

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	30,042	34,650.040
1		Institute for Independent Education (IIE)	29	31.312

Variable: P620 **Question:** Q15_36

Position: 273 **Length:** 1

Description: 15 National Assn of Independent Schools

Question Wording: To which associations or organizations does this school belong?
1 = National Association of Independent Schools

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	29,100	33,621.710
1		National Association of Independent Schools (NAIS)	971	1,059.643

Variable: P622 **Question:** Q15_37

Position: 274 **Length:** 1

Description: 15 State or Regional Independent School

Question Wording: To which associations or organizations does this school belong?
1 = State or regional independent school association

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	28,418	32,868.850
1		State or regional independent school association	1,653	1,812.500

Variable: P625 **Question:** Q15_38

Position: 2752 **Length:** 1

Description: 15 Natl Coalition of Alt Community Sch

Question Wording: To which associations or organizations does this school belong?
1 = National Coalition of Alternative Community Schools

			Frequency	
Category		Label	Unweighted	Weighted
0		{Valid Skip}	30,013	34,619.200
1		National Coalition of Alternative Community Schools (NCACS)	58	62.153

Variable:	P630	Question:	Q15_39
Position:	276	Length:	1
Description:	15 Natl Independent Private School Assn		
Question Wording:	To which associations or organizations does this school belong? 1 = National Independent Private School Association		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,822	34,409.640
1	National Independent Private School Association (NIPSA)	249	271.713

Variable:	P635	Question:	Q15_40
Position:	277	Length:	1
Description:	15 Assn of Boarding Schools		
Question Wording:	To which associations or organizations does this school belong? 1 = The Association of Boarding Schools		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	29,894	34,490.670
1	The Association of Boarding Schools (TABS)	177	190.686

Variable:	P640	Question:	Q15_41
Position:	278	Length:	1
Description:	15 Other School Associations		
Question Wording:	To which associations or organizations does this school belong? 1 = (specify) Other school association		
			Frequency
Category	Label	Unweighted	Weighted
0	{Valid Skip}	27,242	31,341.220
1	Other school association(s)	2,829	3,340.138

Variable:	P645	Question:	Q16
Position:	279	Length:	3
Description:	16 Days in School Year		
Question Wording:	How many days are in the school year for students in this school/program?		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	99.000	261.000	181.994 18.211

Variable: P650 **Question:** Q17_HRS

Position: 282 **Length:** 2

Description: 17 Hours in School Day for Students

Question Wording: How long is the school day for students in this school/program?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	10.000	6.223	1.253

Variable: P655 **Question:** Q17_MIN

Position: 284 **Length:** 2

Description: 17 Minutes in School Day for Students

Question Wording: How long is the school day for students in this school/program?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	59.000	17.273	18.778

Variable: P660 **Question:** Q18

Position: 286 **Length:** 1

Description: 18 Library

Question Wording: Does this school have a library or library media center?

			Frequency	
Category		Label	Unweighted	Weighted
1		Yes	23,796	27,271.540
2		No	6,275	7,409.812

Variable: P665 **Question:** Q19

Position: 287 **Length:** 3

Description: 19 Minutes to Complete Questionnaire

Question Wording: Not counting interruptions, how many minutes did it take to complete this questionnaire?

	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	1.000	480.000	20.096	21.059

Variable:	COMMTYP2	Question:	Sample Variable
Position:	290	Length:	1
Description:	Community Type Recode		
Question Wording:	Community Type (Recode)		
		Frequency	
Category	Label	Unweighted	Weighted
1	Central city (Locale = 1 or 2)	10,469	11,773.140
2	Urban fringe, large town, rural-inside MSA (Locale = 3, 4, 5, or 8)	15,615	18,127.240
3	Rural-outside MSA or small town (Locale = 6 or 7)	3,987	4,780.976

Variable:	COMMTYPE	Question:	Sample Variable
Position:	291	Length:	1
Description:	Community Type		
Question Wording:	Community Type (Recode)		
		Frequency	
Category	Label	Unweighted	Weighted
1	Central city (Locale = 1 or 2)	10,469	11,773.140
2	Urban fringe, large town (Locale = 3, 4, or 5)	13,402	15,342.750
3	Rural-outside MSA or small town (Locale = 6, 7, or 8)	6,200	7,565.466

Variable:	DIOCESE	Question:	Sample Variable
Position:	292	Length:	4
Description:	Diocese or Archdiocese - Catholic Schls		
Question Wording:	Diocese or Archdiocese - Catholic Schls		
		Frequency	
Category	Label	Unweighted	Weighted
blank	{Valid Skip}	22,394	26,640.406
101	Diocese of Birmingham, AL	24	24.751
102	Diocese of Mobile, AL	23	23.494
201	Archdiocese of Anchorage, AK	4	4.158
202	Diocese of Fairbanks, AK	1	1.034
203	Diocese of Juneau, AK	1	1.010
401	Diocese of Phoenix, AZ	37	48.456
402	Diocese of Tucson, AZ	21	21.656
501	Diocese of Little Rock, AR	33	34.108
601	Archdiocese of Los Angeles, CA	272	281.823
602	Archdiocese of San Francisco, CA	78	80.839
603	Diocese of Fresno, CA	25	25.885
604	Diocese of Monterey, CA	15	15.484
605	Diocese of Oakland, CA	61	63.407
606	Diocese of Orange, CA	43	44.794
607	Diocese of Sacramento, CA	55	57.075
608	Diocese of San Bernardino, CA	32	33.403

Variable:		DIOCESE—Continued		Frequency	
Category		Label	Unweighted	Weighted	
609		Diocese of San Diego, CA	52	54.003	
610		Diocese of San Jose, CA	39	40.777	
611		Diocese of Santa Rosa, CA	22	22.794	
612		Diocese of Stockton, CA	16	16.955	
801		Archdiocese of Denver, CO	42	43.867	
802		Diocese of Colorado Springs, CO	6	6.211	
803		Diocese of Pueblo, CO	5	5.054	
901		Archdiocese of Hartford, CT	76	78.808	
902		Diocese of Bridgeport, CT	42	43.635	
903		Diocese of Norwich, CT	28	29.087	
1001		Diocese of Wilmington, DE	36	37.439	
1101		Archdiocese of Washington, DC	93	101.045	
1201		Archdiocese of Miami, FL	73	76.287	
1202		Diocese of Pensacola-Tallahassee, FL	10	10.341	
1203		Diocese of Orlando, FL	38	39.445	
1204		Diocese of Palm Beach, FL	19	25.133	
1205		Diocese of St. Augustine, FL	26	27.002	
1206		Diocese of St. Petersburg, FL	38	39.465	
1207		Diocese of Venice, FL	15	15.791	
1301		Archdiocese of Atlanta, GA	20	20.776	
1302		Diocese of Savannah, GA	21	21.672	
1501		Diocese of Honolulu, HI	33	34.330	
1601		Diocese of Boise, ID	16	16.544	
1701		Archdiocese of Chicago, IL	280	290.854	
1702		Diocese of Belleville, IL	39	40.037	
1703		Diocese of Joliet, IL	68	70.456	
1704		Diocese of Peoria, IL	53	54.349	
1705		Diocese of Rockford, IL	49	50.774	
1706		Diocese of Springfield, IL	55	56.509	
1801		Archdiocese of Indianapolis, IN	73	75.346	
1802		Diocese of Evansville, IN	28	28.918	
1803		Diocese of Ft. Wayne-South Bend, IN	43	44.569	
1804		Diocese of Gary, IN	29	30.008	
1805		Diocese of Lafayette, IN	20	20.602	
1901		Archdiocese of Dubuque, IA	58	69.331	
1902		Diocese of Davenport, IA	24	24.602	
1903		Diocese of Des Moines, IA	20	20.726	
1904		Diocese of Sioux City, IA	33	33.485	
2001		Archdiocese of Kansas City, KS	47	48.531	
2002		Diocese of Dodge City, KS	9	9.180	
2003		Diocese of Salina, KS	16	16.409	
2004		Diocese of Wichita, KS	35	36.124	
2101		Archdiocese of Louisville, KY	64	66.557	
2102		Diocese of Covington, KY	36	37.152	
2103		Diocese of Lexington, KY	17	17.437	
2104		Diocese of Owensboro, KY	19	19.520	
2201		Archdiocese of New Orleans, LA	101	112.357	
2202		Diocese of Alexandria, LA	9	9.254	
2203		Diocese of Baton Rouge, LA	31	32.116	
2204		Diocese of Houma-Thibodaux, LA	13	13.465	

Variable:		DIOCESE—Continued		Frequency	
Category		Label	Unweighted	Weighted	
2205		Diocese of Lafayette, LA	33	34.012	
2206		Diocese of Lake Charles, LA	8	8.425	
2207		Diocese of Shreveport, LA	8	8.463	
2301		Diocese of Portland, ME	21	21.849	
2401		Archdiocese of Baltimore, MD	96	99.828	
2501		Archdiocese of Boston, MA	157	166.440	
2502		Diocese of Fall River, MA	30	30.871	
2503		Diocese of Springfield, MA	28	28.854	
2504		Diocese of Worcester, MA	34	35.304	
2601		Archdiocese of Detroit, MI	137	142.011	
2602		Diocese of Grand Rapids, MI	41	42.451	
2603		Diocese of Gaylord, MI	19	19.514	
2604		Diocese of Kalamazoo, MI	26	27.206	
2605		Diocese of Lansing, MI	45	46.716	
2606		Diocese of Marquette, MI	12	12.299	
2607		Diocese of Saginaw, MI	23	23.537	
2701		Archdiocese of St. Paul-Minneapolis, MN	104	108.010	
2702		Diocese of Crookston, MN	10	10.261	
2703		Diocese of Duluth, MN	11	11.346	
2704		Diocese of New Ulm, MN	18	18.510	
2705		Diocese of St. Cloud, MN	36	37.123	
2706		Diocese of Winona, MN	29	29.850	
2801		Diocese of Biloxi, MS	19	19.709	
2802		Diocese of Jackson, MS	17	17.414	
2901		Archdiocese of St. Louis, MO	158	166.394	
2902		Diocese of Jefferson City, MO	39	46.369	
2903		Diocese of Kansas City-St. Joseph, MO	39	40.779	
2904		Diocese of Springfield-Cape Girardeau, MO	25	25.385	
3001		Diocese of Great Falls-Billings, MT	14	14.248	
3002		Diocese of Helena, MT	7	7.321	
3101		Archdiocese of Omaha, NE	77	79.467	
3102		Diocese of Grand Island, NE	9	9.041	
3103		Diocese of Lincoln, NE	30	30.903	
3201		Diocese of Las Vegas, NV	9	9.304	
3202		Diocese of Reno, NV	5	5.191	
3301		Diocese of Manchester, NH	38	39.230	
3401		Archdiocese of Newark, NJ	156	161.458	
3402		Diocese of Camden, NJ	60	61.973	
3403		Diocese of Metuchen, NJ	49	50.737	
3404		Diocese of Paterson, NJ	65	67.248	
3405		Diocese of Trenton, NJ	59	61.288	
3501		Archdiocese of Santa Fe, NM	18	18.580	
3502		Diocese of Gallup, NM	11	11.171	
3503		Diocese of Las Cruces, NM	7	7.132	
3601		Archdiocese of New York, NY	264	285.095	
3602		Diocese of Albany, NY	40	41.494	
3603		Diocese of Brooklyn, NY	167	173.031	
3604		Diocese of Buffalo, NY	99	102.600	
3605		Diocese of Ogdensburg, NY	21	21.541	
3606		Diocese of Rochester, NY	58	60.280	

Variable:		DIOCESE—Continued	Frequency	
Category	Label		Unweighted	Weighted
3607	Diocese of Rockville, NY		72	74.691
3608	Diocese of Syracuse, NY		37	38.407
3701	Diocese of Charlotte, NC		20	27.617
3702	Diocese of Raleigh, NC		23	23.665
3801	Diocese of Bismarck, ND		13	13.314
3802	Diocese of Fargo, ND		13	13.301
3901	Archdiocese of Cincinnati, OH		134	139.670
3902	Diocese of Cleveland, OH		147	151.910
3903	Diocese of Columbus, OH		58	60.153
3904	Diocese of Steubenville, OH		18	18.748
3905	Diocese of Toledo, OH		95	97.694
3906	Diocese of Youngstown, OH		50	51.865
4001	Archdiocese of Oklahoma City, OK		21	21.810
4002	Diocese of Tulsa, OK		13	13.596
4101	Archdiocese of Portland, OR		53	54.569
4102	Diocese of Baker, OR		2	2.010
4201	Archdiocese of Philadelphia, PA		254	264.476
4202	Diocese of Allentown, PA		64	66.006
4203	Diocese of Altoona-Johnstown, PA		30	31.158
4204	Diocese of Erie, PA		43	44.387
4205	Diocese of Greensburg, PA		25	26.020
4206	Diocese of Harrisburg, PA		48	49.819
4207	Diocese of Pittsburgh, PA		105	109.095
4208	Diocese of Scranton, PA		57	58.717
4401	Diocese of Providence, RI		60	62.502
4501	Diocese of Charleston, SC		29	30.038
4601	Diocese of Rapid City, SD		6	6.150
4602	Diocese of Sioux Falls, SD		24	24.511
4701	Diocese of Knoxville, TN		9	9.335
4702	Diocese of Memphis, TN		24	25.108
4703	Diocese of Nashville, TN		18	18.492
4801	Archdiocese of San Antonio, TX		45	46.838
4802	Diocese of Amarillo, TX		7	7.133
4803	Diocese of Austin, TX		18	18.656
4804	Diocese of Beaumont, TX		7	7.254
4805	Diocese of Brownsville, TX		11	11.394
4806	Diocese of Corpus Christi, TX		14	14.574
4807	Diocese of Dallas, TX		36	37.480
4808	Diocese of El Paso, TX		13	13.661
4809	Diocese of Ft. Worth, TX		18	18.518
4810	Diocese of Galveston-Houston, TX		60	62.176
4811	Diocese of Lubbock, TX		2	2.136
4812	Diocese of San Angelo, TX		3	3.014
4813	Diocese of Tyler, TX		3	3.079
4814	Diocese of Victoria, TX		14	14.288
4815	Diocese of Laredo, TX		7	7.351
4901	Diocese of Salt Lake, UT		15	15.489
5001	Diocese of Burlington, VT		17	17.400
5101	Diocese of Arlington, VA		42	43.498
5102	Diocese of Richmond, VA		29	29.958

Variable:		DIOCESE—Continued	Frequency	
Category		Label	Unweighted	Weighted
5301		Archdiocese of Seattle, WA	66	68.218
5302		Diocese of Spokane, WA	20	21.051
5303		Diocese of Yakima, WA	6	6.147
5401		Diocese of Wheeling-Charleston, WV	33	33.930
5501		Archdiocese of Milwaukee, WI	153	182.123
5502		Diocese of Green Bay, WI	80	82.676
5503		Diocese of La Crosse, WI	77	78.756
5504		Diocese of Madison, WI	47	47.986
5505		Diocese of Superior, WI	17	17.418
5601		Diocese of Cheyenne, WY	6	6.151

Variable:	FRAME	Question:	Frame Variable
Position:	296	Length:	4
Description:	Universe Frame to Which School Belongs		
Question Wording:	Universe Frame to Which School Belongs		
		Frequency	
Category	Label	Unweighted	Weighted
area	School is part of area frame	555	3,482.354
list	School is part of list frame	29,516	31,199.000

Variable:	HIGR2004	Question:	Created Variable
Position:	300	Length:	2
Description:	2003–2004 Highest Grade Level (Recode)		
Question Wording:	2003–2004 Highest Grade Level (Recode)		
		Frequency	
Category	Label	Unweighted	Weighted
1	All Ungraded	643	737.934
2	Highest grade in school is prekindergarten	75	88.431
3	Highest grade in school is kindergarten	4,674	5,907.088
4	Highest grade in school is transitional kindergarten	534	598.110
5	Highest grade in school is transitional first grade	95	117.924
6	Highest grade in school is 1 st grade	377	519.613
7	Highest grade in school is 2 nd grade	308	399.226
8	Highest grade in school is 3 rd grade	416	524.789
9	Highest grade in school is 4 th grade	386	453.184
10	Highest grade in school is 5 th grade	1,122	1,274.882
11	Highest grade in school is 6 th grade	1,865	2,080.132
12	Highest grade in school is 7 th grade	606	650.130
13	Highest grade in school is 8 th grade	10,152	10,915.100
14	Highest grade in school is 9 th grade	445	492.591
15	Highest grade in school is 10 th grade	437	521.894
16	Highest grade in school is 11 th grade	570	810.700
17	Highest grade in school is 12 th grade	7,366	8,589.626

Variable: LEVEL **Question:** Created Variable

Position: 302 **Length:** 1

Description: Level of Instruction

Question Wording: Level of Instruction

			Frequency	
Category		Label	Unweighted	Weighted
1		Elementary	20,577	23,493.990
2		Secondary	2,428	2,693.576
3		Combined (Elementary and Secondary)	7,066	8,493.784

Variable: LOCALE **Question:** Created Variable

Position: 303 **Length:** 1

Description: Urbanicity

Question Wording: Urbanicity

			Frequency	
Category		Label	Unweighted	Weighted
1		Large city: A principal city of a Metropolitan Core Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.	5,670	6,281.005
2		Mid-Size City: A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.	4,799	5,492.130
3		Urban Fringe of a Large City: Any incorporated place, Census-designated place, or non-place territory within a Metropolitan CBSA of a Large City and defined as urban by the Census Bureau.	9,184	10,444.750
4		Urban fringe of a Mid-Size City: Any incorporated place, Census-designated place, or non-place territory within a CBSA of a Mid-Size City and defined as urban by the Census Bureau.	3,693	4,239.669
5		Large town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.	525	658.337
6		Small town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.	1,752	2,118.962
7		Rural, outside CBSA: Any incorporated place, Census-designated place, or non-place territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau.	2,235	2,662.014
8		Rural, inside CBSA: Any incorporated place, Census-designated place, or non-place territory within a Metropolitan CBSA and defined as rural by the Census Bureau.	2,213	2,784.490

Variable:	ULOCAL	Question:	Created Variable	
Position:	304	Length:	2	
Description:	Urban-Centric Locale Code			
Question Wording:	Urban-Centric Locale Code			
			Frequency	
Category		Label	Unweighted	Weighted
11		City: Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more	5,622	6,228.083
12		City: Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000	2,253	2,621.899
13		City: Small: Territory inside an urbanized area and inside a principal city with population less than 100,000	2,869	3,246.110
21		Suburb: Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more	9,627	10,831.570
22		Suburb: Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000	862	1,046.735
23		Suburb: Small: Territory outside a principal city and inside an urbanized area with population less than 100,000	590	654.555
31		Town: Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area	789	992.018
32		Town: Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area	1,182	1,277.072
33		Town: Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area	961	1,097.668
41		Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster	2,886	3,724.275
42		Rural: Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster	1,747	2,191.358
43		Rural: Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster	683	770.005

Variable:	LOGR2004	Question:	Created Variable
Position:	306	Length:	2
Description:	2003–2004 Lowest Grade Level (Recode)		
Question Wording:	2003–2004 Lowest Grade Level (Recode)		
		Frequency	
Category	Label	Unweighted	Weighted
1	All Ungraded	643	737.934
2	Lowest grade in school is prekindergarten	16,963	19,261.800
3	Lowest grade in school is kindergarten	6,363	7,461.192
4	Lowest grade in school is transitional kindergarten	42	47.718
5	Lowest grade in school is transitional first grade	44	84.267
6	Lowest grade in school is 1 st grade	2,054	2,492.147
7	Lowest grade in school is 2 nd grade	342	412.880
8	Lowest grade in school is 3 rd grade	243	362.304
9	Lowest grade in school is 4 th grade	207	223.596
10	Lowest grade in school is 5 th grade	226	284.825
11	Lowest grade in school is 6 th grade	516	619.116
12	Lowest grade in school is 7 th grade	498	593.990
13	Lowest grade in school is 8 th grade	207	226.791
14	Lowest grade in school is 9 th grade	1,640	1,782.776
15	Lowest grade in school is 10 th grade	46	49.852
16	Lowest grade in school is 11 th grade	18	19.724
17	Lowest grade in school is 12 th grade	19	20.443

Variable:	MALES	Question:	Created Variable
Position:	308	Length:	4
Description:	Number of Male Students		
Question Wording:	Number of Male Students		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	1,842.000	76.021 125.076

Variable:	MINOR	Question:	Created Variable	
Position:	312	Length:	4	
Description:	Total Minority Students			
Question Wording:	Total Minority Students			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	3,192.000	36.007	86.194

Variable:	NUMSTUDS	Question:	Created Variable
Position:	316	Length:	4
Description:	Total No. of Students in Schl (K–12, Ug)		
Question Wording:	Total No. of Students in Schl (K–12, Ug)		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	1.000	3,752.000	150.311 225.658

Variable:	NUMTEACH	Question:	Created Variable
Position:	320	Length:	5
Description:	Total No. of FTE Teachers		
Question Wording:	Total No. of FTE Teachers		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.100	292.000	12.711 18.258

Variable: ORIENT **Question:** Created Variable

Position: 325 **Length:** 2

Description: School Orientation

Question Wording: School Orientation

		Frequency	
Category	Label	Unweighted	Weighted
1	Roman Catholic	7,677	8,040.948
2	African Methodist Episcopal	13	13.607
3	Amish	617	735.741
4	Assembly of God	416	492.283
5	Baptist	2,059	2,491.073
6	Brethren	68	73.977
7	Calvinist	137	145.418
8	Christian (no specific denomination)	3,673	4,402.921
9	Church of Christ	180	227.470
10	Church of God	121	130.326
11	Church of God in Christ	26	27.878
12	Disciples of Christ	11	11.330
13	Episcopal	414	455.298
14	Friends	73	78.008
15	Greek Orthodox	26	27.921
16	Islamic	171	183.786
17	Jewish	796	925.915
18	Latter Day Saints	8	8.625
19	Lutheran Church -- Missouri Synod	1,202	1,262.827
20	Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)	200	224.518
21	Wisconsin Evangelical Lutheran Synod	359	370.814
22	Other Lutheran	84	91.710
23	Mennonite	343	463.383
24	Methodist	281	383.348
25	Pentecostal	340	404.875
26	Presbyterian	263	303.220
27	Seventh-Day Adventist	872	976.098
28	Other	457	594.867
29	Nonsectarian	9,184	11,133.170

Variable: P_INDIAN **Question:** Created Variable

Position: 327 **Length:** 14

Description: Percent Am Indian/Alaska Native Students

Question Wording: Percent Am Indian/Alaska Native Students

Category	Descriptives (Unweighted)			Descriptives (Weighted)	
	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	100.000		0.920	6.559

Variable:	P_ASIAN	Question:	Created Variable
Position:	341	Length:	14
Description:	Percent Asian or Pacific Islander Stdts		
Question Wording:	Percent Asian or Pacific Islander Stdts		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	100.000	4.593 12.117

Variable:	P_HISP	Question:	Created Variable
Position:	355	Length:	14
Description:	Percent Hispanic Students		
Question Wording:	Percent Hispanic Students		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	100.000	8.684 18.452

Variable:	P_BLACK	Question:	Created Variable
Position:	369	Length:	14
Description:	Percent Black Students		
Question Wording:	Percent Black Students		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	100.000	13.089 26.814

Variable:	P_WHITE	Question:	Created Variable
Position:	383	Length:	14
Description:	Percent White Students		
Question Wording:	Percent White Students		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	100.000	72.715 34.266

Variable:	PERMINOR	Question:	Created Variable
Position:	397	Length:	1
Description:	Percent Minority Students (Recode)		
Question Wording:	Percent Minority Students (Recode)		
		Frequency	
Category	Label	Unweighted	Weighted
1	None	4,404	5,805.327
2	1–9 percent	8,333	9,163.941
3	10–29 percent	7,602	8,807.118
4	30–49 percent	3,065	3,457.537
5	50 percent or more	6,667	7,447.431

Variable:	PMINOR	Question:	Created Variable
Position:	398	Length:	14
Description:	Percent Minority Students		
Question Wording:	Percent Minority Students		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	100.000	27.285 34.266

Variable:	REGION	Question:	Created Variable
Position:	412	Length:	1
Description:	Census Region		
Question Wording:	Census Region		
		Frequency	
Category	Label	Unweighted	Weighted
1	Northeast	7,589	8,585.914
2	Midwest	7,233	8,197.746
3	South	8,723	10,426.080
4	West	6,526	7,471.618

Variable:	RELIG	Question:	Created Variable
Position:	413	Length:	1
Description:	School Religious Affiliation		
Question Wording:	School Religious Affiliation		
		Frequency	
Category	Label	Unweighted	Weighted
1	Catholic	7,677	8,040.948
2	Other religious	13,210	15,507.240
3	Nonsectarian	9,184	11,133.170

Variable:	SIZE	Question:	Created Variable
Position:	414	Length:	1
Description:	Size of School (Recode)		
Question Wording:	Size of School (Recode)		
			Frequency
Category	Label	Unweighted	Weighted
1	Less than 50 students	11,967	14,911.450
2	50–149 students	7,534	8,329.194
3	150–299 students	5,874	6,327.260
4	300–499 students	2,782	2,999.817
5	500–749 students	1,186	1,298.055
6	750 students or more	728	815.574

Variable:	STTCH_RT	Question:	Created Variable
Position:	415	Length:	15
Description:	Student/Teacher Ratio		
Question Wording:	Student/Teacher Ratio = (Numstuds/ Numteach)		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.128	800.000	11.583 10.417

Variable:	TABFLAG	Question:	Created Variable
Position:	430	Length:	1
Description:	Tabulation Flag		
Question Wording:	Tabulation Flag		
			Frequency
Category	Label	Unweighted	Weighted
1	Schools offering ungraded or grade 1 or above	24,979	28,384.330
2	Schools offering no grade higher than kindergarten	5,092	6,297.027

Variable:	TOTHRS	Question:	Created Variable
Position:	431	Length:	13
Description:	Length of School Day in Hours		
Question Wording:	Length of School Day in Hours		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	1.000	10.833	6.511 1.232

Variable: **TYPOLOGY** **Question:** **Created Variable**

Position: 444 **Length:** 1

Description: School Typology

Question Wording: School Typology

			Frequency	
Category		Label	Unweighted	Weighted
1		Catholic, parochial	3,916	4,097.365
2		Catholic, diocesan	2,860	2,978.866
3		Catholic, private	901	964.716
4		Other religious, conservative Christian	4,677	5,298.890
5		Other religious, unaffiliated	3,309	3,748.521
6		Other religious, affiliated	5,224	6,459.826
7		Nonsectarian, regular school	4,894	6,143.294
8		Nonsectarian, special emphasis	2,971	3,526.392
9		Nonsectarian, special education	1,319	1,463.484

Variable: **PFNLWT** **Question:** **Weighting Variable**

Position: 445 **Length:** 13

Description: Final Weight for School

Question Wording: Final Weight for School

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		0.678	81.350	2.735	8.328

Variable: **REPW1** **Question:** **Weighting Variable**

Position: 458 **Length:** 14

Description: Replicate Weight 1

Question Wording: Replicate Weight 1

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		0.000	127.072	2.637	9.993

Variable: **REPW2** **Question:** **Weighting Variable**

Position: 472 **Length:** 14

Description: Replicate Weight 2

Question Wording: Replicate Weight 2

		Descriptives (Unweighted)		Descriptives (Weighted)	
Category		Minimum	Maximum	Mean	Std. Deviation
Continuous		0.000	162.700	2.899	13.836

Variable:	REPW3	Question:	Weighting Variable	
Position:	486	Length:	14	
Description:	Replicate Weight 3			
Question Wording:	Replicate Weight 3			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.885	11.450

Variable:	REPW4	Question:	Weighting Variable	
Position:	500	Length:	14	
Description:	Replicate Weight 4			
Question Wording:	Replicate Weight 4			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.898	13.041

Variable:	REPW5	Question:	Weighting Variable	
Position:	514	Length:	14	
Description:	Replicate Weight 5			
Question Wording:	Replicate Weight 5			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.539	15.190

Variable:	REPW6	Question:	Weighting Variable	
Position:	528	Length:	14	
Description:	Replicate Weight 6			
Question Wording:	Replicate Weight 6			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	80.675	2.402	8.691

Variable: **REPW7** **Question:** **Weighting Variable**

Position: 542 **Length:** 14

Description: Replicate Weight 7

Question Wording: Replicate Weight 7

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		2.772	12.765

Variable: **REPW8** **Question:** **Weighting Variable**

Position: 556 **Length:** 14

Description: Replicate Weight 8

Question Wording: Replicate Weight 8

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		3.100	14.339

Variable: **REPW9** **Question:** **Weighting Variable**

Position: 570 **Length:** 14

Description: Replicate Weight 9

Question Wording: Replicate Weight 9

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	133.578		2.303	9.055

Variable: **REPW10** **Question:** **Weighting Variable**

Position: 584 **Length:** 14

Description: Replicate Weight 10

Question Wording: Replicate Weight 10

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	80.675		2.092	7.191

Variable:	REPW11	Question:	Weighting Variable		
Position:	598	Length:	14		
Description:	Replicate Weight 11				
Question Wording:	Replicate Weight 11				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		3.165	14.297

Variable:	REPW12	Question:	Weighting Variable		
Position:	612	Length:	14		
Description:	Replicate Weight 12				
Question Wording:	Replicate Weight 12				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	127.072		2.460	9.603

Variable:	REPW13	Question:	Weighting Variable	
Position:	626	Length:	14	
Description:	Replicate Weight 13			
Question Wording:	Replicate Weight 13			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.078	14.577

Variable:	REPW14	Question:	Weighting Variable	
Position:	640	Length:	14	
Description:	Replicate Weight 14			
Question Wording:	Replicate Weight 14			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.432	10.488

Variable:	REPW15	Question:	Weighting Variable	
Position:	654	Length:	14	
Description:	Replicate Weight 15			
Question Wording:	Replicate Weight 15			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	78.486	1.810	5.502

Variable:	REPW16	Question:	Weighting Variable	
Position:	668	Length:	14	
Description:	Replicate Weight 16			
Question Wording:	Replicate Weight 16			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.514	15.594

Variable:	REPW17	Question:	Weighting Variable		
Position:	682	Length:	14		
Description:	Replicate Weight 17				
Question Wording:	Replicate Weight 17				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		3.009	14.034

Variable:	REPW18	Question:	Weighting Variable		
Position:	696	Length:	14		
Description:	Replicate Weight 18				
Question Wording:	Replicate Weight 18				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		3.181	14.324

Variable:	REPW19	Question:	Weighting Variable	
Position:	710	Length:	14	
Description:	Replicate Weight 19			
Question Wording:	Replicate Weight 19			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	1.951	8.167

Variable:	REPW20	Question:	Weighting Variable	
Position:	724	Length:	14	
Description:	Replicate Weight 20			
Question Wording:	Replicate Weight 20			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.938	13.276

Variable:	REPW21	Question:	Weighting Variable	
Position:	738	Length:	14	
Description:	Replicate Weight 21			
Question Wording:	Replicate Weight 21			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.325	15.434

Variable:	REPW22	Question:	Weighting Variable	
Position:	752	Length:	14	
Description:	Replicate Weight 22			
Question Wording:	Replicate Weight 22			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.881	13.835

Variable:	REPW23	Question:	Weighting Variable	
Position:	766	Length:	14	
Description:	Replicate Weight 23			
Question Wording:	Replicate Weight 23			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.652	12.514

Variable:	REPW24	Question:	Weighting Variable
Position:	780	Length:	14
Description:	Replicate Weight 24		
Question Wording:	Replicate Weight 24		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	162.700	3.006 13.613

Variable:	REPW25	Question:	Weighting Variable	
Position:	794	Length:	14	
Description:	Replicate Weight 25			
Question Wording:	Replicate Weight 25			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.631	10.251

Variable:	REPW26	Question:	Weighting Variable
Position:	808	Length:	14
Description:	Replicate Weight 26		
Question Wording:	Replicate Weight 26		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	78.486	2.196 7.243

Variable:	REPW27	Question:	Weighting Variable		
Position:	822	Length:	14		
Description:	Replicate Weight 27				
Question Wording:	Replicate Weight 27				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	133.578		2.614	11.505

Variable:	REPW28	Question:	Weighting Variable		
Position:	836	Length:	14		
Description:	Replicate Weight 28				
Question Wording:	Replicate Weight 28				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		2.819	13.755

Variable:	REPW29	Question:	Weighting Variable	
Position:	850	Length:	14	
Description:	Replicate Weight 29			
Question Wording:	Replicate Weight 29			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.541	9.881

Variable:	REPW30	Question:	Weighting Variable	
Position:	864	Length:	14	
Description:	Replicate Weight 30			
Question Wording:	Replicate Weight 30			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.546	15.128

Variable:	REPW31	Question:	Weighting Variable	
Position:	878	Length:	14	
Description:	Replicate Weight 31			
Question Wording:	Replicate Weight 31			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.276	15.122

Variable:	REPW32	Question:	Weighting Variable
Position:	892	Length:	14
Description:	Replicate Weight 32		
Question Wording:	Replicate Weight 32		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	162.700	3.223 14.561

Variable:	REPW33	Question:	Weighting Variable
Position:	906	Length:	14
Description:	Replicate Weight 33		
Question Wording:	Replicate Weight 33		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	80.675	2.285 7.547

Variable:	REPW34	Question:	Weighting Variable		
Position:	920	Length:	14		
Description:	Replicate Weight 34				
Question Wording:	Replicate Weight 34				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	133.578		2.262	9.061

Variable:	REPW35	Question:	Weighting Variable	
Position:	934	Length:	14	
Description:	Replicate Weight 35			
Question Wording:	Replicate Weight 35			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.415	10.310

Variable:	REPW36	Question:	Weighting Variable	
Position:	948	Length:	14	
Description:	Replicate Weight 36			
Question Wording:	Replicate Weight 36			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.395	10.513

Variable:	REPW37	Question:	Weighting Variable		
Position:	962	Length:	14		
Description:	Replicate Weight 37				
Question Wording:	Replicate Weight 37				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	133.578		2.522	10.486

Variable:	REPW38	Question:	Weighting Variable	
Position:	976	Length:	14	
Description:	Replicate Weight 38			
Question Wording:	Replicate Weight 38			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.101	15.026

Variable:	REPW39	Question:	Weighting Variable	
Position:	990	Length:	14	
Description:	Replicate Weight 39			
Question Wording:	Replicate Weight 39			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.192	8.323

Variable:	REPW40	Question:	Weighting Variable
Position:	1004	Length:	14
Description:	Replicate Weight 40		
Question Wording:	Replicate Weight 40		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	78.486	2.288 7.915

Variable:	REPW41	Question:	Weighting Variable	
Position:	1018	Length:	14	
Description:	Replicate Weight 41			
Question Wording:	Replicate Weight 41			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.473	9.826

Variable:	REPW42	Question:	Weighting Variable		
Position:	1032	Length:	14		
Description:	Replicate Weight 42				
Question Wording:	Replicate Weight 42				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		3.386	15.540

Variable:	REPW43	Question:	Weighting Variable
Position:	1046	Length:	14
Description:	Replicate Weight 43		
Question Wording:	Replicate Weight 43		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	162.700	3.248 14.676

Variable:	REPW44	Question:	Weighting Variable
Position:	1060	Length:	14
Description:	Replicate Weight 44		
Question Wording:	Replicate Weight 44		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	162.700	2.411 9.733

Variable:	REPW45	Question:	Weighting Variable
Position:	1074	Length:	14
Description:	Replicate Weight 45		
Question Wording:	Replicate Weight 45		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	162.700	2.943 13.489

Variable:	REPW46	Question:	Weighting Variable
Position:	1088	Length:	14
Description:	Replicate Weight 46		
Question Wording:	Replicate Weight 46		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	133.578	2.400 10.408

Variable:	REPW47	Question:	Weighting Variable	
Position:	1102	Length:	14	
Description:	Replicate Weight 47			
Question Wording:	Replicate Weight 47			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.115	14.388

Variable:	REPW48	Question:	Weighting Variable		
Position:	1116	Length:	14		
Description:	Replicate Weight 48				
Question Wording:	Replicate Weight 48				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	127.072		2.515	9.548

Variable:	REPW49	Question:	Weighting Variable	
Position:	1130	Length:	14	
Description:	Replicate Weight 49			
Question Wording:	Replicate Weight 49			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	80.675	2.592	8.895

Variable:	REPW50	Question:	Weighting Variable	
Position:	1144	Length:	14	
Description:	Replicate Weight 50			
Question Wording:	Replicate Weight 50			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.237	14.754

Variable:	REPW51	Question:	Weighting Variable		
Position:	1158	Length:	14		
Description:	Replicate Weight 51				
Question Wording:	Replicate Weight 51				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	127.072		2.286	9.041

Variable:	REPW52	Question:	Weighting Variable	
Position:	1172	Length:	14	
Description:	Replicate Weight 52			
Question Wording:	Replicate Weight 52			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	78.486	2.125	7.082

Variable:	REPW53	Question:	Weighting Variable		
Position:	1186	Length:	14		
Description:	Replicate Weight 53				
Question Wording:	Replicate Weight 53				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		2.952	14.917

Variable:	REPW54	Question:	Weighting Variable	
Position:	1200	Length:	14	
Description:	Replicate Weight 54			
Question Wording:	Replicate Weight 54			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.217	14.499

Variable: **REPW55** **Question:** **Weighting Variable**

Position: 1214 **Length:** 14

Description: Replicate Weight 55

Question Wording: Replicate Weight 55

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	78.486		2.219	7.209

Variable: **REPW56** **Question:** **Weighting Variable**

Position: 1228 **Length:** 14

Description: Replicate Weight 56

Question Wording: Replicate Weight 56

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		2.757	13.176

Variable: **REPW57** **Question:** **Weighting Variable**

Position: 1242 **Length:** 14

Description: Replicate Weight 57

Question Wording: Replicate Weight 57

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	133.578		2.898	11.727

Variable: **REPW58** **Question:** **Weighting Variable**

Position: 1256 **Length:** 14

Description: Replicate Weight 58

Question Wording: Replicate Weight 58

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		2.898	11.727

Variable:	REPW59	Question:	Weighting Variable	
Position:	1270	Length:	14	
Description:	Replicate Weight 59			
Question Wording:	Replicate Weight 59			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.747	13.618

Variable:	REPW60	Question:	Weighting Variable	
Position:	1284	Length:	14	
Description:	Replicate Weight 60			
Question Wording:	Replicate Weight 60			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.540	9.737

Variable:	REPW61	Question:	Weighting Variable	
Position:	1298	Length:	14	
Description:	Replicate Weight 61			
Question Wording:	Replicate Weight 61			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	78.486	2.176	6.931

Variable:	REPW62	Question:	Weighting Variable	
Position:	1312	Length:	14	
Description:	Replicate Weight 62			
Question Wording:	Replicate Weight 62			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.802	11.214

Variable:	REPW63	Question:	Weighting Variable	
Position:	1326	Length:	14	
Description:	Replicate Weight 63			
Question Wording:	Replicate Weight 63			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.032	14.792

Variable:	REPW64	Question:	Weighting Variable	
Position:	1340	Length:	14	
Description:	Replicate Weight 64			
Question Wording:	Replicate Weight 64			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.493	9.707

Variable:	REPW65	Question:	Weighting Variable	
Position:	1354	Length:	14	
Description:	Replicate Weight 65			
Question Wording:	Replicate Weight 65			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.232	9.204

Variable:	REPW66	Question:	Weighting Variable		
Position:	1368	Length:	14		
Description:	Replicate Weight 66				
Question Wording:	Replicate Weight 66				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	133.578		2.295	9.891

Variable:	REPW67	Question:	Weighting Variable		
Position:	1382	Length:	14		
Description:	Replicate Weight 67				
Question Wording:	Replicate Weight 67				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	127.072		2.089	8.200

Variable:	REPW68	Question:	Weighting Variable	
Position:	1396	Length:	14	
Description:	Replicate Weight 68			
Question Wording:	Replicate Weight 68			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	127.072	2.639	10.081

Variable:	REPW69	Question:	Weighting Variable	
Position:	1410	Length:	14	
Description:	Replicate Weight 69			
Question Wording:	Replicate Weight 69			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.365	15.734

Variable:	REPW70	Question:	Weighting Variable	
Position:	1424	Length:	14	
Description:	Replicate Weight 70			
Question Wording:	Replicate Weight 70			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.044	14.120

Variable:	REPW71	Question:	Weighting Variable	
Position:	1438	Length:	14	
Description:	Replicate Weight 71			
Question Wording:	Replicate Weight 71			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.345	15.042

Variable:	REPW72	Question:	Weighting Variable
Position:	1452	Length:	14
Description:	Replicate Weight 72		
Question Wording:	Replicate Weight 72		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	78.486	2.180 7.112

Variable:	REPW73	Question:	Weighting Variable	
Position:	1466	Length:	14	
Description:	Replicate Weight 73			
Question Wording:	Replicate Weight 73			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	2.975	13.290

Variable:	REPW74	Question:	Weighting Variable	
Position:	1480	Length:	14	
Description:	Replicate Weight 74			
Question Wording:	Replicate Weight 74			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.924	11.811

Variable:	REPW75	Question:	Weighting Variable		
Position:	1494	Length:	14		
Description:	Replicate Weight 75				
Question Wording:	Replicate Weight 75				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	133.578		2.133	8.533

Variable:	REPW76	Question:	Weighting Variable	
Position:	1508	Length:	14	
Description:	Replicate Weight 76			
Question Wording:	Replicate Weight 76			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	133.578	2.554	11.049

Variable:	REPW77	Question:	Weighting Variable		
Position:	1522	Length:	14		
Description:	Replicate Weight 77				
Question Wording:	Replicate Weight 77				
	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		2.999	14.165

Variable:	REPW78	Question:	Weighting Variable	
Position:	1536	Length:	14	
Description:	Replicate Weight 78			
Question Wording:	Replicate Weight 78			
	Descriptives (Unweighted)		Descriptives (Weighted)	
Category	Minimum	Maximum	Mean	Std. Deviation
Continuous	0.000	162.700	3.381	15.478

Variable: **REPW79** **Question:** **Weighting Variable**

Position: 1550 **Length:** 14

Description: Replicate Weight 79

Question Wording: Replicate Weight 79

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		2.990	14.083

Variable: **REPW80** **Question:** **Weighting Variable**

Position: 1564 **Length:** 14

Description: Replicate Weight 80

Question Wording: Replicate Weight 80

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		2.742	13.795

Variable: **REPW81** **Question:** **Weighting Variable**

Position: 1578 **Length:** 14

Description: Replicate Weight 81

Question Wording: Replicate Weight 81

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		2.882	13.771

Variable: **REPW82** **Question:** **Weighting Variable**

Position: 1592 **Length:** 14

Description: Replicate Weight 82

Question Wording: Replicate Weight 82

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	133.578		2.256	8.979

Variable:	REPW83	Question:	Weighting Variable
Position:	1606	Length:	14
Description:	Replicate Weight 83		
Question Wording:	Replicate Weight 83		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	162.700	2.676 12.430

Variable:	REPW84	Question:	Weighting Variable
Position:	1620	Length:	14
Description:	Replicate Weight 84		
Question Wording:	Replicate Weight 84		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	162.700	3.053 14.493

Variable:	REPW85	Question:	Weighting Variable
Position:	1634	Length:	14
Description:	Replicate Weight 85		
Question Wording:	Replicate Weight 85		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	162.700	2.866 13.474

Variable:	REPW86	Question:	Weighting Variable
Position:	1648	Length:	14
Description:	Replicate Weight 86		
Question Wording:	Replicate Weight 86		
	Descriptives (Unweighted)		Descriptives (Weighted)
Category	Minimum	Maximum	Mean Std. Deviation
Continuous	0.000	133.578	2.599 10.115

Variable: REPW87 **Question:** Weighting Variable

Position: 1662 **Length:** 14

Description: Replicate Weight 87

Question Wording: Replicate Weight 87

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	80.675		2.266	8.007

Variable: REPW88 **Question:** Weighting Variable

Position: 1676 **Length:** 14

Description: Replicate Weight 88

Question Wording: Replicate Weight 88

	Descriptives (Unweighted)			Descriptives (Weighted)	
Category	Minimum	Maximum		Mean	Std. Deviation
Continuous	0.000	162.700		3.473	15.673

Variable: F_P135 **Question:** Imputation Flag

Position: 1690 **Length:** 1

Description: Imputation Flag for F_P135

Question Wording: Imputation Flag for F_P135

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,236	33,470.340
2		Internal Imputation	828	1,203.534
3		Donor Imputation	5	5.345
4		Clerical Imputation	2	2.133

Variable: F_P140 **Question:** Imputation Flag

Position: 1691 **Length:** 1

Description: Imputation Flag for F_P140

Question Wording: Imputation Flag for F_P140

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,205	33,436.670
2		Internal Imputation	858	1,236.148
3		Donor Imputation	6	6.450
4		Clerical Imputation	2	2.083

Variable:	F_P145	Question:	Imputation Flag
Position:	1692	Length:	1
Description:	Imputation Flag for F_P145		
Question Wording:	Imputation Flag for F_P145		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,551	33,914.010
2	Internal Imputation	509	756.009
3	Donor Imputation	10	10.295
4	Clerical Imputation	1	1.036

Variable:	F_P150	Question:	Imputation Flag
Position:	1693	Length:	1
Description:	Imputation Flag for F_P150		
Question Wording:	Imputation Flag for F_P150		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,201	33,454.440
2	Internal Imputation	817	1,146.578
3	Donor Imputation	51	78.220
4	Clerical Imputation	2	2.116

Variable:	F_P155	Question:	Imputation Flag
Position:	1694	Length:	1
Description:	Imputation Flag for F_P155		
Question Wording:	Imputation Flag for F_P155		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,765	34,264.570
2	Internal Imputation	302	412.555
3	Donor Imputation	3	3.198
4	Clerical Imputation	1	1.0369

Variable:	F_P160	Question:	Imputation Flag
Position:	1695	Length:	1
Description:	Imputation Flag for F_P160		
Question Wording:	Imputation Flag for F_P160		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,237	33,505.690
2	Internal Imputation	775	1,082.557
3	Donor Imputation	57	90.988
4	Clerical Imputation	2	2.116

Variable:	F_P165	Question:	Imputation Flag
Position:	1696	Length:	1
Description:	Imputation Flag for F_P165		
Question Wording:	Imputation Flag for F_P165		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,218	33,454.130
2	Internal Imputation	843	1,216.836
3	Donor Imputation	10	10.385

Variable:	F_P170	Question:	Imputation Flag
Position:	1697	Length:	1
Description:	Imputation Flag for F_P170		
Question Wording:	Imputation Flag for F_P170		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,198	33,429.840
2	Internal Imputation	863	1,241.127
3	Donor Imputation	10	10.385

Variable:	F_P175	Question:	Imputation Flag
Position:	1698	Length:	1
Description:	Imputation Flag for F_P175		
Question Wording:	Imputation Flag for F_P175		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,218	33,451.010
2	Internal Imputation	849	1226.143
3	Donor Imputation	4	4.200

Variable:	F_P180	Question:	Imputation Flag
Position:	1699	Length:	1
Description:	Imputation Flag for F_P180		
Question Wording:	Imputation Flag for F_P180		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,203	33,434.600
2	Internal Imputation	864	1242.557
3	Donor Imputation	4	4.200

Variable:	F_P185	Question:	Imputation Flag
Position:	1700	Length:	1
Description:	Imputation Flag for F_P185		
Question Wording:	Imputation Flag for F_P185		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,766	34,278.510
2	Internal Imputation	301	398.694
3	Donor Imputation	3	3.150
4	Clerical Imputation	1	1.000

Variable:	F_P190	Question:	Imputation Flag
Position:	1701	Length:	1
Description:	Imputation Flag for F_P190		
Question Wording:	Imputation Flag for F_P190		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,157	33,411.450
2	Internal Imputation	858	1,182.460
3	Donor Imputation	55	86.444
4	Clerical Imputation	1	1.000

Variable:	F_P195	Question:	Imputation Flag
Position:	1702	Length:	1
Description:	Imputation Flag for F_P195		
Question Wording:	Imputation Flag for F_P195		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,764	34,248.590
2	Internal Imputation	303	428.531
3	Donor Imputation	4	4.236

Variable: F_P200 **Question:** Imputation Flag

Position: 1703 **Length:** 1

Description: Imputation Flag for F_P200

Question Wording: Imputation Flag for F_P200

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,142	33,372.950
2		Internal Imputation	875	1,225.353
3		Donor Imputation	54	83.050

Variable: F_P205 **Question:** Imputation Flag

Position: 1704 **Length:** 1

Description: Imputation Flag for F_P205

Question Wording: Imputation Flag for F_P205

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,762	34,239.340
2		Internal Imputation	306	438.866
3		Donor Imputation	3	3.150

Variable: F_P210 **Question:** Imputation Flag

Position: 1705 **Length:** 1

Description: Imputation Flag for F_P210

Question Wording: Imputation Flag for F_P210

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,131	33,359.300
2		Internal Imputation	888	1,238.966
3		Donor Imputation	52	83.084

Variable: F_P215 **Question:** Imputation Flag

Position: 1706 **Length:** 1

Description: Imputation Flag for F_P215

Question Wording: Imputation Flag for F_P215

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,769	34,240.920
2		Internal Imputation	299	437.282
3		Donor Imputation	3	3.150

Variable:	F_P220	Question:	Imputation Flag
Position:	1707	Length:	1
Description:	Imputation Flag for F_P220		
Question Wording:	Imputation Flag for F_P220		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,130	33,357.610
2	Internal Imputation	886	1,237.191
3	Donor Imputation	55	86.556

Variable:	F_P225	Question:	Imputation Flag
Position:	1708	Length:	1
Description:	Imputation Flag for F_P225		
Question Wording:	Imputation Flag for F_P225		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,758	34,243.200
2	Internal Imputation	309	433.939
3	Donor Imputation	4	4.214

Variable:	F_P230	Question:	Imputation Flag
Position:	1709	Length:	1
Description:	Imputation Flag for F_P230		
Question Wording:	Imputation Flag for F_P230		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,129	33,356.620
2	Internal Imputation	888	1,244.788
3	Donor Imputation	54	79.948

Variable:	F_P235	Question:	Imputation Flag
Position:	1710	Length:	1
Description:	Imputation Flag for F_P235		
Question Wording:	Imputation Flag for F_P235		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,760	34,249.660
2	Internal Imputation	307	427.520
3	Donor Imputation	3	3.150
4	Clerical Imputation	1	1.029

Variable: F_P240 **Question:** Imputation Flag

Position: 1711 **Length:** 1

Description: Imputation Flag for F_P240

Question Wording: Imputation Flag for F_P240

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,124	33,350.770
2		Internal Imputation	888	1,241.752
3		Donor Imputation	58	87.806
4		Clerical Imputation	1	1.029

Variable: F_P245 **Question:** Imputation Flag

Position: 1712 **Length:** 1

Description: Imputation Flag for F_P245

Question Wording: Imputation Flag for F_P245

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	2,9713	3,4213.150
2		Internal Imputation	353	463.034
3		Donor Imputation	5	5.171

Variable: F_P250 **Question:** Imputation Flag

Position: 1713 **Length:** 1

Description: Imputation Flag for F_P250

Question Wording: Imputation Flag for F_P250

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,118	33,351.690
2		Internal Imputation	890	1,238.732
3		Donor Imputation	63	90.933

Variable: F_P255 **Question:** Imputation Flag

Position: 1714 **Length:** 1

Description: Imputation Flag for F_P255

Question Wording: Imputation Flag for F_P255

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,719	34,219.410
2		Internal Imputation	348	457.771
3		Donor Imputation	4	4.171

Variable:	F_P260	Question:	Imputation Flag
Position:	1715	Length:	1
Description:	Imputation Flag for F_P260		
Question Wording:	Imputation Flag for F_P260		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,114	33,341.860
2	Internal Imputation	890	1,243.779
3	Donor Imputation	67	95.715

Variable:	F_P265	Question:	Imputation Flag
Position:	1716	Length:	1
Description:	Imputation Flag for F_P265		
Question Wording:	Imputation Flag for F_P265		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,577	34,037.390
2	Internal Imputation	490	639.562
3	Donor Imputation	4	4.400

Variable:	F_P270	Question:	Imputation Flag
Position:	1717	Length:	1
Description:	Imputation Flag for F_P270		
Question Wording:	Imputation Flag for F_P270		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,120	33,345.860
2	Internal Imputation	890	1,249.510
3	Donor Imputation	61	85.982

Variable:	F_P275	Question:	Imputation Flag
Position:	1718	Length:	1
Description:	Imputation Flag for F_P275		
Question Wording:	Imputation Flag for F_P275		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,560	34,016.760
2	Internal Imputation	508	661.255
3	Donor Imputation	3	3.341

Variable: F_P280 **Question:** Imputation Flag

Position: 1719 **Length:** 1

Description: Imputation Flag for F_P280

Question Wording: Imputation Flag for F_P280

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,119	33,345.110
2		Internal Imputation	892	1,253.349
3		Donor Imputation	60	82.892

Variable: F_P285 **Question:** Imputation Flag

Position: 1720 **Length:** 1

Description: Imputation Flag for F_P285

Question Wording: Imputation Flag for F_P285

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,544	33,999.540
2		Internal Imputation	524	678.475
3		Donor Imputation	3	3.341

Variable: F_P290 **Question:** Imputation Flag

Position: 1721 **Length:** 1

Description: Imputation Flag for F_P290

Question Wording: Imputation Flag for F_P290

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,119	33,345.140
2		Internal Imputation	899	1,260.890
3		Donor Imputation	53	75.321

Variable: F_P295 **Question:** Imputation Flag

Position: 1722 **Length:** 1

Description: Imputation Flag for F_P295

Question Wording: Imputation Flag for F_P295

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,532	33,985.650
2		Internal Imputation	535	691.322
3		Donor Imputation	4	4.381

Variable:	F_P300	Question:	Imputation Flag
Position:	1723	Length:	2
Description:	Imputation Flag for F_P300		
Question Wording:	Imputation Flag for F_P300		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,121	33,346.900
2	Internal Imputation	889	1,250.830
3	Donor Imputation	61	83.627

Variable:	F_P305	Question:	Imputation Flag
Position:	1724	Length:	1
Description:	Imputation Flag for F_P305		
Question Wording:	Imputation Flag for F_P305		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,664	34,248.820
2	Internal Imputation	350	371.595
3	Donor Imputation	52	55.628
4	Clerical Imputation	5	5.309

Variable:	F_P310	Question:	Imputation Flag
Position:	1725	Length:	1
Description:	Imputation Flag for F_P310		
Question Wording:	Imputation Flag for F_P310		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	23,142	26,738.070
1	Ratio adjustment of original data	2,594	2,785.011
2	Internal Imputation	3,398	3,686.937
3	Donor Imputation	935	1,469.251
4	Clerical Imputation	2	2.080

Variable: F_P315 **Question:** Imputation Flag

Position: 1726 **Length:** 1

Description: Imputation Flag for F_P315

Question Wording: Imputation Flag for F_P315

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	18,142	21,331.160
1		Ratio adjustment of original data	8,519	9,207.795
2		Internal Imputation	2,460	2,657.117
3		Donor Imputation	947	1,482.113
4		Clerical Imputation	3	3.166

Variable: F_P320 **Question:** Imputation Flag

Position: 1727 **Length:** 1

Description: Imputation Flag for F_P320

Question Wording: Imputation Flag for F_P320

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	17,430	20,514.780
1		Ratio adjustment of original data	9,453	10,250.020
2		Internal Imputation	2,260	2,461.313
3		Donor Imputation	926	1,453.161
4		Clerical Imputation	2	2.086

Variable: F_P325 **Question:** Imputation Flag

Position: 1728 **Length:** 1

Description: Imputation Flag for F_P325

Question Wording: Imputation Flag for F_P325

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	17,022	19,986.130
1		Ratio adjustment of original data	9,780	10,711.600
2		Internal Imputation	2,326	2,508.889
3		Donor Imputation	940	1,471.653
4		Clerical Imputation	3	3.086

Variable:	F_P330	Question:	Imputation Flag
Position:	1729	Length:	1
Description:	Imputation Flag for F_P330		
Question Wording:	Imputation Flag for F_P330		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	15,347	18,133.700
1	Ratio adjustment of original data	11,508	12,591.310
2	Internal Imputation	2,267	2,472.869
3	Donor Imputation	941	1,475.253
4	Clerical Imputation	8	8.218

Variable:	F_P335	Question:	Imputation Flag
Position:	1730	Length:	1
Description:	Imputation Flag for F_P335		
Question Wording:	Imputation Flag for F_P335		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,793	34,385.120
2	Internal Imputation	221	233.566
3	Donor Imputation	55	60.484
4	Clerical Imputation	2	2.179

Variable:	F_P340	Question:	Imputation Flag
Position:	1731	Length:	1
Description:	Imputation Flag for F_P340		
Question Wording:	Imputation Flag for F_P340		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	26,513	30,494.290
2	Internal Imputation	2,987	3,348.081
3	Donor Imputation	564	831.473
4	Clerical Imputation	7	7.509

Variable: F_P345 **Question:** Imputation Flag

Position: 1732 **Length:** 1

Description: Imputation Flag for F_P345

Question Wording: Imputation Flag for F_P345

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	30,043	34,650.230
2		Internal Imputation	20	22.443
4		Clerical Imputation	8	8.678

Variable: F_P350 **Question:** Imputation Flag

Position: 1733 **Length:** 1

Description: Imputation Flag for F_P350

Question Wording: Imputation Flag for F_P350

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,800	34,363.430
2		Internal Imputation	188	205.675
3		Donor Imputation	67	94.889
4		Clerical Imputation	16	17.362

Variable: F_P360 **Question:** Imputation Flag

Position: 1735 **Length:** 1

Description: Imputation Flag for F_P360

Question Wording: Imputation Flag for F_P360

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,076	33,567.200
2		Internal Imputation	631	708.162
3		Donor Imputation	359	400.053
4		Clerical Imputation	5	5.941

Variable:	F_P361	Question:	Imputation Flag
Position:	1736	Length:	1
Description:	Imputation Flag for F_P361		
Question Wording:	Imputation Flag for F_P361		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,890	33,375.740
2	Internal Imputation	815	897.251
3	Donor Imputation	361	402.422
4	Clerical Imputation	5	5.941

Variable:	F_P365	Question:	Imputation Flag
Position:	1737	Length:	1
Description:	Imputation Flag for F_P365		
Question Wording:	Imputation Flag for F_P365		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,719	34,284.090
2	Internal Imputation	274	299.484
3	Donor Imputation	68	87.418
4	Clerical Imputation	10	10.363

Variable:	F_P370	Question:	Imputation Flag
Position:	1738	Length:	1
Description:	Imputation Flag for F_P370		
Question Wording:	Imputation Flag for F_P370		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,481	33,985.130
2	Internal Imputation	458	495.349
3	Donor Imputation	131	199.837
4	Clerical Imputation	1	1.036

Variable: F_P385 **Question:** Imputation Flag

Position: 1739 **Length:** 1

Description: Imputation Flag for F_P385

Question Wording: Imputation Flag for F_P385

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,619	34,167.360
2		Internal Imputation	363	401.466
3		Donor Imputation	89	112.528

Variable: F_P390 **Question:** Imputation Flag

Position: 1740 **Length:** 1

Description: Imputation Flag for F_P390

Question Wording: Imputation Flag for F_P390

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,260	33,773.710
2		Internal Imputation	703	753.106
3		Donor Imputation	108	154.538

Variable: F_P395 **Question:** Imputation Flag

Position: 1741 **Length:** 1

Description: Imputation Flag for F_P395

Question Wording: Imputation Flag for F_P395

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,279	33,794.330
2		Internal Imputation	686	734.645
3		Donor Imputation	106	152.374

Variable: F_P400 **Question:** Imputation Flag

Position: 1742 **Length:** 1

Description: Imputation Flag for F_P400

Question Wording: Imputation Flag for F_P400

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,219	33,728.350
2		Internal Imputation	747	801.652
3		Donor Imputation	105	151.351

Variable:	F_P405	Question:	Imputation Flag
Position:	1743	Length:	1
Description:	Imputation Flag for F_P405		
Question Wording:	Imputation Flag for F_P405		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,182	33,690.420
2	Internal Imputation	782	837.514
3	Donor Imputation	107	153.415

Variable:	F_P410	Question:	Imputation Flag
Position:	1744	Length:	1
Description:	Imputation Flag for F_P410		
Question Wording:	Imputation Flag for F_P410		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,393	33,954.590
2	Internal Imputation	633	676.339
3	Donor Imputation	45	50.422

Variable:	F_P415	Question:	Imputation Flag
Position:	1745	Length:	1
Description:	Imputation Flag for F_P415		
Question Wording:	Imputation Flag for F_P415		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,686	34,257.270
2	Internal Imputation	351	372.564
3	Donor Imputation	31	48.344
4	Clerical Imputation	3	3.171

Variable:	F_P420	Question:	Imputation Flag
Position:	1746	Length:	1
Description:	Imputation Flag for F_P420		
Question Wording:	Imputation Flag for F_P420		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,605	34,168.630
2	Internal Imputation	394	416.905
3	Donor Imputation	72	95.820

Variable: F_P425 **Question:** Imputation Flag

Position: 1747 **Length:** 1

Description: Imputation Flag for F_P425

Question Wording: Imputation Flag for F_P425

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,941	34,524.870
2		Internal Imputation	130	156.482

Variable: F_P430 **Question:** Imputation Flag

Position: 1748 **Length:** 1

Description: Imputation Flag for F_P430

Question Wording: Imputation Flag for F_430

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	30,004	34,610.210
2		Internal Imputation	53	56.055
4		Clerical Imputation	14	15.084

Variable: F_P435 **Question:** Imputation Flag

Position: 1749 **Length:** 1

Description: Imputation Flag for F_P435

Question Wording: Imputation Flag for F_P435

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,380	33,940.040
2		Internal Imputation	612	644.620
3		Donor Imputation	62	78.608
4		Clerical Imputation	17	18.084

Variable: F_P440 **Question:** Imputation Flag

Position: 1750 **Length:** 1

Description: Imputation Flag for F_P440

Question Wording: Imputation Flag for F_P440

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,960	34,563.730
2		Internal Imputation	96	101.470
4		Clerical Imputation	15	16.158

Variable:	F_P445	Question:	Imputation Flag
Position:	1751	Length:	1
Description:	Imputation Flag for F_P445		
Question Wording:	Imputation Flag for F_P445		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	29,695	34,290.310
2	Internal Imputation	357	371.206
3	Donor Imputation	14	14.398
4	Clerical Imputation	5	5.438

Variable:	F_P450	Question:	Imputation Flag
Position:	1752	Length:	1
Description:	Imputation Flag for F_P450		
Question Wording:	Imputation Flag for F_P450		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,682	33,026.120
2	Internal Imputation	1,385	1,650.845
4	Clerical Imputation	4	4.385

Variable:	F_P455	Question:	Imputation Flag
Position:	1753	Length:	1
Description:	Imputation Flag for F_P455		
Question Wording:	Imputation Flag for F_P455		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,683	33,027.070
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	1	1.000

Variable:	F_P460	Question:	Imputation Flag
Position:	1754	Length:	1
Description:	Imputation Flag for F_P460		
Question Wording:	Imputation Flag for F_P460		
		Frequency	
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable: F_P465 **Question:** Imputation Flag

Position: 1755 **Length:** 1

Description: Imputation Flag for F_P465

Question Wording: Imputation Flag for F_P465

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,682	33,025.890
2		Internal Imputation	1,387	1,653.284
4		Clerical Imputation	2	2.183

Variable: F_P467 **Question:** Imputation Flag

Position: 1756 **Length:** 1

Description: Imputation Flag for F_P467

Question Wording: Imputation Flag for F_P467

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,682	33,025.890
2		Internal Imputation	1,387	1,653.284
4		Clerical Imputation	2	2.177

Variable: F_P470 **Question:** Imputation Flag

Position: 1757 **Length:** 1

Description: Imputation Flag for F_P470

Question Wording: Imputation Flag for F_P470

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,684	33,028.070
2		Internal Imputation	1,387	1,653.284

Variable: F_P475 **Question:** Imputation Flag

Position: 1758 **Length:** 1

Description: Imputation Flag for F_P475

Question Wording: Imputation Flag for F_P475

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,683	33,027.000
2		Internal Imputation	1,387	1,653.284
4		Clerical Imputation	1	1.075

Variable:	F_P480	Question:	Imputation Flag
Position:	1759	Length:	1
Description:	Imputation Flag for F_P480		
Question Wording:	Imputation Flag for F_P480		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P485	Question:	Imputation Flag
Position:	1760	Length:	1
Description:	Imputation Flag for F_P485		
Question Wording:	Imputation Flag for F_P485		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P490	Question:	Imputation Flag
Position:	1761	Length:	1
Description:	Imputation Flag for F_P490		
Question Wording:	Imputation Flag for F_P490		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P492	Question:	Imputation Flag	
Position:	1762	Length:	1	
Description:	Imputation Flag for F_P492			
Question Wording:	Imputation Flag for F_P492			
			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,684	33,028.070
2		Internal Imputation	1,387	1,653.284

Variable: F_P495 **Question:** Imputation Flag

Position: 1763 **Length:** 1

Description: Imputation Flag for F_P495

Question Wording: Imputation Flag for F_P495

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,683	33,026.830
2		Internal Imputation	1,387	1,653.284
4		Clerical Imputation	1	1.238

Variable: F_P500 **Question:** Imputation Flag

Position: 1764 **Length:** 1

Description: Imputation Flag for F_P500

Question Wording: Imputation Flag for F_P500

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,681	33,025.010
2		Internal Imputation	1,387	1,653.284
4		Clerical Imputation	3	3.063

Variable: F_P505 **Question:** Imputation Flag

Position: 1765 **Length:** 1

Description: Imputation Flag for F_P505

Question Wording: Imputation Flag for F_P505

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,680	33,023.750
2		Internal Imputation	1,387	1,653.284
4		Clerical Imputation	4	4.323

Variable: F_P510 **Question:** Imputation Flag

Position: 1766 **Length:** 1

Description: Imputation Flag for F_P510

Question Wording: Imputation Flag for F_P510

			Frequency	
Category		Label	Unweighted	Weighted
1		Not Imputed (Original data)	28,684	33,028.070
2		Internal Imputation	1,387	1,653.284

Variable:	F_P515	Question:	Imputation Flag	
Position:	1767	Length:	1	
Description:	Imputation Flag for F_P515			
Question Wording:	Imputation Flag for F_P515			
			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,684	33,028.070
2		Internal Imputation	1,387	1,653.284

Variable:	F_P520	Question:	Imputation Flag
Position:	1768	Length:	1
Description:	Imputation Flag for F_P520		
Question Wording:	Imputation Flag for F_P520		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P525	Question:	Imputation Flag	
Position:	1769	Length:	1	
Description:	Imputation Flag for F_P525			
Question Wording:	Imputation Flag for F_P525			
			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,683	33,026.830
2		Internal Imputation	1,387	1,653.284
4		Clerical Imputation	1	1.238

Variable:	F_P530	Question:	Imputation Flag
Position:	1770	Length:	1
Description:	Imputation Flag for F_P530		
Question Wording:	Imputation Flag for F_P530		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable: F_P535 **Question:** Imputation Flag

Position: 1771 **Length:** 1

Description: Imputation Flag for F_P535

Question Wording: Imputation Flag for F_P535

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,667	32,999.390
2		Internal Imputation	1,386	1,651.973
4		Clerical Imputation	18	29.986

Variable: F_P540 **Question:** Imputation Flag

Position: 1772 **Length:** 1

Description: Imputation Flag for F_P540

Question Wording: Imputation Flag for F_P540

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,683	33,027.010
2		Internal Imputation	1,387	1,653.284
4		Clerical Imputation	1	1.059

Variable: F_P545 **Question:** Imputation Flag

Position: 1773 **Length:** 1

Description: Imputation Flag for F_P545

Question Wording: Imputation Flag for F_P545

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,684	33,028.070
2		Internal Imputation	1,387	1,653.284

Variable: F_P550 **Question:** Imputation Flag

Position: 1774 **Length:** 1

Description: Imputation Flag for F_P550

Question Wording: Imputation Flag for F_P550

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,684	33,028.070
2		Internal Imputation	1,387	1,653.284

Variable:	F_P555	Question:	Imputation Flag
Position:	1775	Length:	1
Description:	Imputation Flag for F_P555		
Question Wording:	Imputation Flag for F_P555		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P560	Question:	Imputation Flag
Position:	1776	Length:	1
Description:	Imputation Flag for F_P560		
Question Wording:	Imputation Flag for F_P560		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P565	Question:	Imputation Flag
Position:	1777	Length:	1
Description:	Imputation Flag for F_P565		
Question Wording:	Imputation Flag for F_P565		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P570	Question:	Imputation Flag
Position:	1778	Length:	1
Description:	Imputation Flag for F_P570		
Question Wording:	Imputation Flag for F_P570		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P575	Question:	Imputation Flag
Position:	1779	Length:	1
Description:	Imputation Flag for F_P575		
Question Wording:	Imputation Flag for F_P575		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P580	Question:	Imputation Flag
Position:	1780	Length:	1
Description:	Imputation Flag for F_P580		
Question Wording:	Imputation Flag for F_P580		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P585	Question:	Imputation Flag
Position:	1781	Length:	1
Description:	Imputation Flag for F_P585		
Question Wording:	Imputation Flag for F_P585		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,685	33,029.070
2	Internal Imputation	1,386	1,652.284

Variable:	F_P590	Question:	Imputation Flag	
Position:	1782	Length:	1	
Description:	Imputation Flag for F_P590			
Question Wording:	Imputation Flag for F_P590			
			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,684	33,028.070
2		Internal Imputation	1,387	1,653.284

Variable:	F_P595	Question:	Imputation Flag
Position:	1783	Length:	1
Description:	Imputation Flag for F_P595		
Question Wording:	Imputation Flag for F_P595		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,683	33,027.050
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	1	1.018

Variable:	F_P600	Question:	Imputation Flag
Position:	1784	Length:	1
Description:	Imputation Flag for F_P600		
Question Wording:	Imputation Flag for F_P600		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P602	Question:	Imputation Flag
Position:	1785	Length:	1
Description:	Imputation Flag for F_P602		
Question Wording:	Imputation Flag for F_P602		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P605	Question:	Imputation Flag
Position:	1786	Length:	1
Description:	Imputation Flag for F_P605		
Question Wording:	Imputation Flag for F_P605		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,680	33,023.400
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	4	4.667

Variable:	F_P610	Question:	Imputation Flag	
Position:	1787	Length:	1	
Description:	Imputation Flag for F_P610			
Question Wording:	Imputation Flag for F_P610			
			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,684	33,028.070
2		Internal Imputation	1,387	1,653.284

Variable:	F_P615	Question:	Imputation Flag	
Position:	1788	Length:	1	
Description:	Imputation Flag for F_P615			
Question Wording:	Imputation Flag for F_P615			
			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,684	33,028.070
2		Internal Imputation	1,387	1,653.284

Variable:	F_P620	Question:	Imputation Flag	
Position:	1789	Length:	1	
Description:	Imputation Flag for F_P620			
Question Wording:	Imputation Flag for F_P620			
			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,683	33,027.070
2		Internal Imputation	1,387	1,653.284
4		Clerical Imputation	1	1.000

Variable:	F_P622	Question:	Imputation Flag	
Position:	1790	Length:	1	
Description:	Imputation Flag for F_P622			
Question Wording:	Imputation Flag for F_P622			
			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,682	33,025.930
2		Internal Imputation	1,387	1,653.284
4		Clerical Imputation	2	2.140

Variable:	F_P625	Question:	Imputation Flag
Position:	1791	Length:	1
Description:	Imputation Flag for F_P625		
Question Wording:	Imputation Flag for F_P625		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P630	Question:	Imputation Flag
Position:	1792	Length:	1
Description:	Imputation Flag for F_P630		
Question Wording:	Imputation Flag for F_P630		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,684	33,028.070
2	Internal Imputation	1,387	1,653.284

Variable:	F_P635	Question:	Imputation Flag	
Position:	1793	Length:	1	
Description:	Imputation Flag for F_P635			
Question Wording:	Imputation Flag for F_P635			
			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,684	33,028.070
2		Internal Imputation	1,387	1,653.284

Variable:	F_P640	Question:	Imputation Flag
Position:	1794	Length:	1
Description:	Imputation Flag for F_P640		
Question Wording:	Imputation Flag for F_P640		
			Frequency
Category	Label	Unweighted	Weighted
0	Not Imputed (Original data)	28,678	33,011.000
2	Internal Imputation	1,387	1,653.284
4	Clerical Imputation	6	17.071

Variable: F_P645 **Question:** Imputation Flag

Position: 1795 **Length:** 1

Description: Imputation Flag for F_P645

Question Wording: Imputation Flag for F_P645

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	27,785	31,844.580
2		Internal Imputation	1,534	1,619.004
3		Donor Imputation	726	1,190.168
4		Clerical Imputation	26	27.602

Variable: F_P650 **Question:** Imputation Flag

Position: 1796 **Length:** 1

Description: Imputation Flag for F_P650

Question Wording: Imputation Flag for F_P650

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,826	33,163.620
2		Internal Imputation	678	714.606
3		Donor Imputation	526	760.721
4		Clerical Imputation	41	42.404

Variable: F_P655 **Question:** Imputation Flag

Position: 1797 **Length:** 1

Description: Imputation Flag for F_P655

Question Wording: Imputation Flag for F_P655

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	28,828	33,165.690
2		Internal Imputation	678	714.606
3		Donor Imputation	399	570.723
4		Clerical Imputation	166	230.331

Variable:	F_P660	Question:	Imputation Flag
Position:	1798	Length:	1
Description:	Imputation Flag for F_P660		
Question Wording:	Imputation Flag for F_P660		

			Frequency	
Category		Label	Unweighted	Weighted
0		Not Imputed (Original data)	29,797	34,371.010
2		Internal Imputation	223	236.639
3		Donor Imputation	51	73.706

Appendix J. Variable List for the 2003–2004 PSS Address File

Variable name	Description
PSS_SCHOOL_ID	Unique school ID
PSS_INST	Name of the private school
PSS_LOGRADE	Lowest grade taught
PSS_HIGRADE	Highest grade taught
PSS_ADDRESS	Mailing address
PSS_CITY	City name (mailing address)
PSS_COUNTY_NO	FIPS county number
PSS_COUNTY_FIPS	FIPS state code/FIPS county code
PSS_COUNTY_NAME	County name
PSS_STABB	USPS state abbreviation
PSS_FIPS	FIPS state number
PSS_ZIP5	5-digit ZIP code
PSS_PHONE	Telephone number of school
PSS_ENROLL_UG	Count of ungraded students
PSS_ENROLL_PK	Count of prekindergarten students
PSS_ENROLL_K	Count of kindergarten students
PSS_ENROLL_1	Count of 1 st -grade students
PSS_ENROLL_2	Count of 2 nd -grade students
PSS_ENROLL_3	Count of 3 rd -grade students
PSS_ENROLL_4	Count of 4 th -grade students
PSS_ENROLL_5	Count of 5 th -grade students
PSS_ENROLL_6	Count of 6 th -grade students
PSS_ENROLL_7	Count of 7 th -grade students
PSS_ENROLL_8	Count of 8 th -grade students
PSS_ENROLL_9	Count of 9 th -grade students
PSS_ENROLL_10	Count of 10 th -grade students
PSS_ENROLL_11	Count of 11 th -grade students
PSS_ENROLL_12	Count of 12 th -grade students
PSS_ENROLL_T	Total students
PSS_ENROLL_TK12	Total students (grades K–12)
PSS_RACE_AI	Count of American Indian/Alaska Native students
PSS_INDIAN_PCT	Percentage of American Indian/Alaska Native students
PSS_RACE_AS	Count of Asian/Pacific Islander students
PSS_ASIAN_PCT	Percentage of Asian/Pacific Islander students
PSS_RACE_H	Count of Hispanic students
PSS_HISP_PCT	Percentage of Hispanic students
PSS_RACE_B	Count of Black students
PSS_BLACK_PCT	Percentage of Black students
PSS_RACE_W	Count of White students
PSS_WHITE_PCT	Percentage of White students
PSS_FTE_TEACH	Count of full-time equivalent teachers
PSS_STDTCR_RT	Student/teacher ratio
PSS_LOCALE	Urbanicity (Census assigned based on 2000 Census geography)
PSS_COED	Whether school is all-male, all-female, or coed
PSS_TYPE	School program type/emphasis
PSS_LEVEL	School level (elementary, secondary, or combined)

Variable name	Description
PSS_RELIG	School's religious affiliation (Catholic, other religious, or nonsectarian)
PSS_COMM_TYPE	Community type (LOCALE) recode
PSS_ORIENT	School's religious orientation or affiliation
PSS_SCH_DAYS	Number of days in a school year
PSS_STU_DAY_HRS	Length of school day in hours
PSS_LIBRARY	Whether school has a library or library media center
PSS_ASSOC1–PSS_ASSOC7	School's association membership(s)