
NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

The Working Paper Series was initiated to promote the sharing of the valuable work experience and knowledge reflected in these preliminary reports. These reports are viewed as works in progress, and have not undergone a rigorous review for consistency with NCES Statistical Standards prior to inclusion in the Working Paper Series.

NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

Feasibility Report: School-Level Finance Pretest, Private School Questionnaire

Working Paper No. 2000–15

July 2000

Contact: Stephen Broughman
Elementary/Secondary and Libraries Studies Division
E-mail: stephen_broughman@ed.gov

U. S. Department of Education
Office of Educational Research and Improvement

U.S. Department of Education

Richard W. Riley

Secretary

Office of Educational Research and Improvement

C. Kent McGuire

Assistant Secretary

National Center for Education Statistics

Gary W. Phillips

Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

The NCES World Wide Web Home Page is

<http://nces.ed.gov>

Suggested Citation

U.S. Department of Education. National Center for Education Statistics. *Feasibility Report: School-Level Finance Pretest, Private School Questionnaire*, Working Paper No. 2000-15, by Frantzeskos A. Lavdas, Joel D. Sherman, Stephen P. Broughman, and Lawrence R. MacDonald. Project Officer, Stephen Broughman. Washington, DC: 2000.

July 2000

Foreword

In addition to official NCES publications, NCES staff and individuals commissioned by NCES produce preliminary research reports that include analyses of survey results, and presentations of technical, methodological, and statistical evaluation issues.

The *Working Paper Series* was initiated to promote the sharing of the valuable work experience and knowledge reflected in these preliminary reports. These reports are viewed as works in progress, and have not undergone a rigorous review for consistency with NCES Statistical Standards prior to inclusion in the Working Paper Series.

Copies of Working Papers can be downloaded as pdf files from the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch/>), or contact Sheilah Jupiter at (202) 502–7444, e-mail: sheilah_jupiter@ed.gov, or mail: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1990 K Street NW, Room 9048, Washington, DC 20006–5651.

Marilyn M. McMillen
Chief Mathematical Statistician
Statistical Standards Program

Ralph Lee
Mathematical Statistician
Statistical Standards Program

This page intentionally left blank.

**Feasibility Report:
School-Level Finance Pretest,
Private School Questionnaire**

Prepared by:

Frantzeskos A. Lavdas
U.S. Bureau of the Census

Joel D. Sherman
American Institutes for Research

Stephen P. Broughman
National Center for Education Statistics

Lawrence R. MacDonald
U.S. Bureau of the Census

Prepared for:

U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics

July 2000

This page intentionally left blank.

TABLE OF CONTENTS

	PAGE
FOREWORD	iii
INTRODUCTION	1
RATIONALE FOR A PRIVATE SCHOOL FINANCE SURVEY	1
Finance Information Needed to Address These Questions	1
Potential Problems Collecting Private School Finance Data	3
Measuring Total Expenditures for Elementary and Secondary Education	3
Measuring Current and Capital Expenditures	3
Measuring Total Expenditures Per Student	3
Measuring Current Expenditures Per Student	4
Measuring Total Expenditures and Expenditures Per Student for Student Instruction...	4
Measuring the Use of Resources for Different Functions	4
METHODS AND PROCEDURES	5
Questionnaire Development	5
Sample Selection	5
Data Collection	5
Mail Questionnaire	5
Nonresponse Follow-Up	5
Questionnaire Review	6
FINDINGS	6
Unit Response	6
Who Responded and Who Did Not	8
Census Region	8
Affiliation and Typology	8
Grade Level	8
Number of Students	11
Refusal Reasons	11
Time of Year	14
Response Times	15
Who Filled Out the Questionnaire	16
Item Response	17
Pages 3, 4, 5, 6 of the Questionnaire	18
Equipment	20
Facilities	21
Noncash Contributions	21
Edit Checks	21

TABLE OF CONTENTS (CONTINUED)

	PAGE
Responses Regarding Expenditures	23
Expenditures for Pre-School Programs	23
Expenditures for Non-Regular School Programs	23
Expenditures for Plant Maintenance	23
Expenditures for Food Services	27
Expenditures for Transportation Services	27
Expenditures for Fringe Benefits	27
Expenditures for Equipment	31
Expenditures for Instruction and Instructional Support Services	31
How Well Can the Private School Finance Collection	
Address Key Finance Questions?	31
Total Spending for Elementary and Secondary Schools	31
Current and Capital Expenditures	34
Total and Current Expenditures Per Student	34
Use of Resources for Different Functions	35
CONCLUSIONS	35
RECOMMENDATIONS	36
Unit Response	36
Item Response	37
APPENDIX: Private School Questionnaire	

LIST OF TABLES

	PAGE
Table 1	6
Table 2	7
Table 3	12
Table 4	16
Table 5	16
Table 6	17
Table 7	18
Table 8	18
Table 9	19
Table 10	19
Table 11	20
Table 12	22
Table 13	24
Table 14	25
Table 15	26
Table 16	26
Table 17	28
Table 18	28
Table 19	29
Table 20	29
Table 21	30
Table 22	30
Table 23	32
Table 24	33

LIST OF CHARTS

	PAGE
Chart 1: Unit Response.....	7
Chart 2: Response Rate by Census Region	9
Chart 3: Response Rate by Affiliation.....	10
Chart 4: Response Rate by Typology	10
Chart 5: Response Rate by Grade Level.....	11
Chart 6: Median Number of Students for Response Status	12
Chart 7: Refusal Reasons.....	13
Chart 8: Better Time of Year for Questionnaire.....	14
Chart 9: Response Times and Percentage of Respondents.....	15

INTRODUCTION

The U.S. Census Bureau conducted the School-Level Finance Pretest for the National Center for Education Statistics (NCES) during the spring and summer of 1999. Two separate questionnaires comprised the School-Level Finance Pretest: one for private schools and one for public schools. This report focuses on the private school questionnaire that is included as an appendix. This report describes the rationale, methodology, procedures, and findings from a pre-test of private schools.

RATIONALE FOR A PRIVATE SCHOOL FINANCE SURVEY

The Private School Finance Survey is designed to answer numerous questions about school revenues and expenditures in private schools. Key questions include the following:

- What are the main sources of revenue in private elementary and secondary schools?
- What proportion of private school revenues are from tuition, other sources?
- How much does the nation spend on private elementary and secondary education?
- How much do private elementary and secondary schools spend for current operations? for capital outlay?
- How much, on average, do private schools spend per student? What are the differences between different types of private schools? between private elementary and secondary schools? between public and private schools?
- How do private schools use their resources? How much do they spend on instruction and other school functions? What are the differences between different types of private schools? between private elementary and secondary schools? between public and private schools?
- What is the variation in expenditures per student among private schools? among Catholic schools? among other religious schools? among nonsectarian schools?
- What is the variation in expenditures per student among private elementary schools? among private secondary schools?

FINANCE INFORMATION NEEDED TO ADDRESS THESE QUESTIONS

Answering these questions requires substantial information from participating schools. Some questions are relevant for all respondents. All schools must provide the following information in order to compute national estimates:

- Total income
- Income by major sources

-
- Total expenditures (current and capital combined)
 - Current expenditures and capital expenditures (separate)
 - Expenditures for instruction and other functions
 - Share of current expenditures for instruction and other selected functions
 - Schools with different characteristics: region, location, enrollment, school type, etc.

These statistics can then be summarized for all private schools and then separately for elementary schools and secondary schools.

National estimates of other data items should be disaggregated by type of private school (i.e., Catholic schools, other religious schools, and nonsectarian schools). These include the following:

- Total expenditures (current and capital combined)
- Current expenditures and capital expenditures (separate)
- Expenditures for instruction and other functions
- Total expenditures per student
- Current expenditures per student and capital expenditures per student (separate)
- Expenditures per student for instruction and other selected functions
- Share of current expenditures for instruction and other selected functions
- Variation in current expenditures per student and expenditures for instruction and selected functions
- Differences in expenditures per student in private schools with different characteristics: region, location, enrollment, etc.

These statistics should also be summarized for all private schools and then separately for elementary schools and secondary schools.

Finally, data should be collected to compare expenditures in public and private schools:

- Total expenditures per student
- Current expenditures per student and capital expenditures per student (separate)

-
- Expenditures per student for instruction and other selected functions
 - Share of current expenditures for instruction and other selected functions

POTENTIAL PROBLEMS COLLECTING PRIVATE SCHOOL FINANCE DATA

Collecting comparable data for participating schools was challenging. Potential problems can arise in measuring total expenditures for elementary and secondary education, current and capital expenditures, total expenditures per student, current expenditures per student, total expenditures and expenditures per student for student instruction, and the use of resources for different functions. Following are examples of problems associated with each of these issues.

MEASURING TOTAL EXPENDITURES FOR ELEMENTARY AND SECONDARY EDUCATION

- Inclusion of pre-school expenditures
- Inclusion of expenditures for non-regular programs
- Exclusion of expenditures for fringe benefits
- Exclusion of expenditures for services provided by other institutions
- Exclusion of the value of services contributed by school staff and parent volunteers

MEASURING CURRENT AND CAPITAL EXPENDITURES

- Inclusion of expenditures for equipment in operating expenditures
- Treatment of depreciation of plant facilities in expenditures
- Treatment of financial aid as reduction in revenues or addition to expenditures

MEASURING TOTAL EXPENDITURES PER STUDENT

- Inclusion of pre-school expenditures
- Inclusion of expenditures for non-regular programs
- Inclusion/exclusion of different functions and activities (e.g., administration, plant maintenance, food services, transportation)
- Exclusion of expenditures for fringe benefits
- Exclusion of expenditures for services provided by other institutions
- Exclusion of the value of services contributed by school staff and parent volunteers

MEASURING CURRENT EXPENDITURES PER STUDENT

- Inclusion of pre-school expenditures
- Inclusion of expenditures for non-regular programs
- Inclusion/exclusion of different functions and activities (e.g., administration, plant maintenance, food services, transportation)
- Exclusion of expenditures for fringe benefits
- Exclusion of expenditures for services provided by other institutions
- Exclusion of the value of services contributed by school staff and parent volunteers
- Inclusion of expenditures for equipment in operating expenditures
- Treatment of depreciation of plant facilities in expenditures
- Treatment of financial aid as reduction in revenues or addition to expenditures

MEASURING TOTAL EXPENDITURES AND EXPENDITURES PER STUDENT FOR STUDENT INSTRUCTION

- Inclusion of expenditures for student support services in instruction
- Inclusion of expenditures for administration or other functions in student instruction

MEASURING THE USE OF RESOURCES FOR DIFFERENT FUNCTIONS

- Inclusion of pre-school expenditures
- Inclusion of expenditures for non-regular programs
- Inclusion/exclusion of different functions and activities (e.g., administration, plant maintenance, food services, transportation)
- Exclusion of expenditures for services provided by other institutions
- Exclusion of the value of services contributed by school staff and parent volunteers

METHODS AND PROCEDURES

QUESTIONNAIRE DEVELOPMENT

The American Institutes for Research (AIR) developed the Private School Questionnaire. Please refer to NCES' *Collection of Private School Finance Data: Development of a Questionnaire*¹ for more information about questionnaire content and development. The Census Bureau designed and printed the actual form. Minor changes in wording took place during the forms design process, but the content remained unchanged.

SAMPLE SELECTION

The Census Bureau's Demographic Statistical Methods Division (DSMD) used stratified random sampling in drawing the sample. DSMD selected the sample from the 1997 Schools and Staffing Survey Pretest Private School Universe. The variables involved in the selection process included region, grade level, affiliation, typology, and total enrollment.

The sample consisted of 300 private schools from across the United States. Seventy-nine schools were in the Northeast, 79 in the Midwest, 86 in the South, and 56 in the West. Thirty-five were secondary education schools, 159 were elementary, and 106 were combined. Eighty-four were 'Nonsectarian', 104 were 'Catholic', and 112 were 'Other Religious'. The mean number of students was 261, and the median was 185. The maximum number of students was 1581, and the minimum was 7.

DATA COLLECTION

MAIL QUESTIONNAIRE

AIR designed the questionnaire as a mail survey to be completed by the private school principal or school head. The Census Bureau mailed the questionnaire to the principal/school head in a sample of 300 private schools. A cover letter explaining the purpose of the survey prepared by NCES accompanied the questionnaire. Seventeen private school associations provided endorsements, which appeared on the cover of the questionnaire (see Appendix). Census asked respondents to return the form within two weeks.

NONRESPONSE FOLLOW-UP

Schools that did not respond to the initial mailing received a reminder letter from the Census Bureau. Further follow-up efforts included calls and a second mailing of the questionnaire. While making the first follow-up call to a school, Census staff identified an appropriate person at the school, and the subsequent mailing and calls were addressed to that person. An additional copy of the reminder letter accompanied the second mailing of the questionnaire. Schools that did not refuse or complete a form continued to receive calls every few weeks through the end of July. Many

¹See Isaacs, J., Garet, M., and Sherman, J. *Collection of Private School Finance Data: Development of a Questionnaire*. NCES Working Paper No. 97-22, July 1997.

schools were called up to eight times. After the second mailing, forms were mailed at the respondent's request. In addition, the Census Bureau faxed the form to schools that gave permission to do so.

The timeline for these events is displayed in Table 1.

Table 1—

Initial Mailing	March 24, 1999
Reminder Letter	April 19, 1999
Telephone Calls and Second Mailing	Began May 7, 1999

In June, Census staff began asking respondents that refused to participate whether they could provide some key items over the phone. Only one respondent provided this information. Also in June, Census staff provided a list of nonrespondents to NCES. NCES attempted to obtain the assistance of the private school associations. However, this proved to be difficult at that time of year.

QUESTIONNAIRE REVIEW

Census staff reviewed questionnaires for item response and consistency. The results of these reviews are included in this report. The questionnaire review sometimes included phone calls to the respondent in an attempt to resolve questions.

FINDINGS

UNIT RESPONSE

Chart 1 shows the overall response rate for the Private School Questionnaire. Twenty-two schools of the 300 in the sample were considered out of scope because they were either closed, or they only offered preschool. Ninety-four of the remaining 278 schools or 33.8% of the questionnaires were completed and returned to the Census Bureau (this includes one respondent who did not complete a questionnaire, but did agree to provide some data over the phone). Eighty-eight private schools or 31.7% refused to participate either by sending or faxing a written communication or by phone during follow-up calls. Ninety-six schools or 34.5% did not respond to the survey. These schools either did not respond to our phone messages or the respondent said that she intends to complete the questionnaire when time is available.

Chart 1—

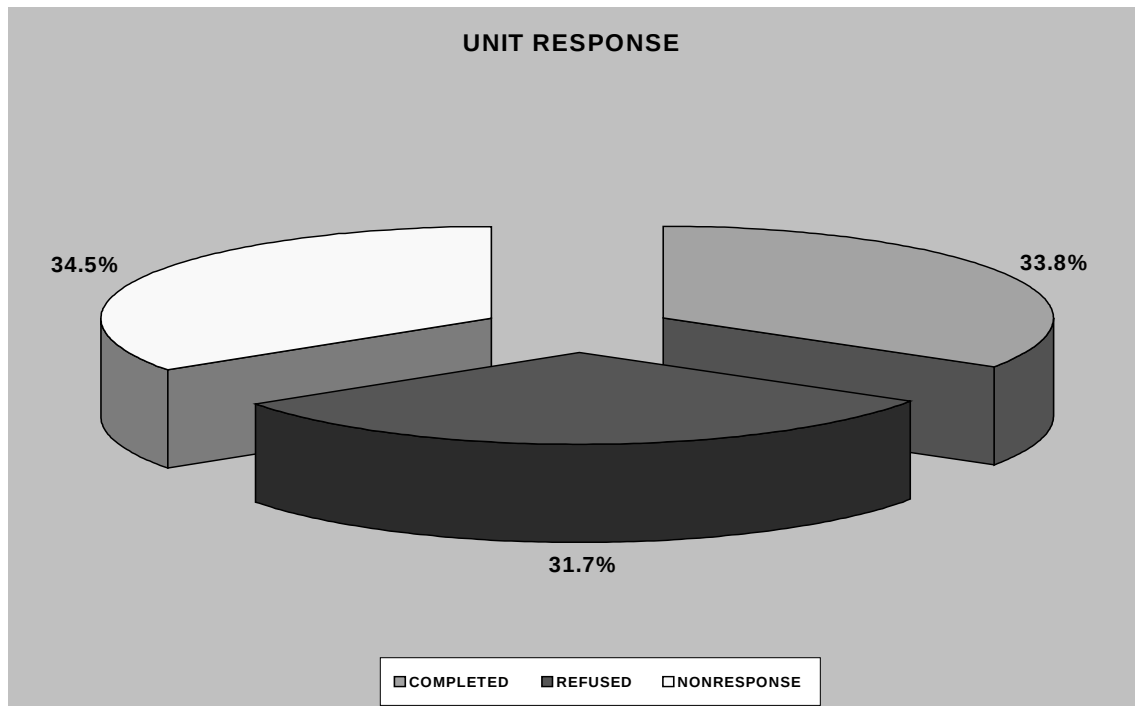


Table 2 shows the response rates on key dates during the survey schedule. When the reminder letter was mailed, 11.5% or 32 of the questionnaires had been completed. When nonresponse follow-up phone calls began, 13.3%, or 37 of the questionnaires, were completed. From the time follow-up efforts began, another 57 questionnaires were completed. More than half of the completed questionnaires were received after follow-up efforts began (almost two months after the initial mailing).

Table 2—

Initial Mailing	March 24, 1999	
Reminder Letter	April 19, 1999	11.5%
Telephone Calls and Second Mailing	Began May 7, 1999	13.3%
Closing Date	September 1, 1999	33.8%

Census staff's experience through follow-up efforts indicates the following as possible explanations for these late responses:

1. April and May are busy months for private schools and the questionnaire was put to the side for a later date.
2. The school office needed a reminder to fill out the questionnaire.

-
3. They needed someone to bring to their attention that this questionnaire was mailed to them.
 4. The original questionnaire was discarded.
 5. The calls identified an individual who could complete the form.
 6. Personal contact is needed to elicit a response.

Of the 57 questionnaires that were returned after follow-up efforts began on May 2, 35 were surveys from the second mailing. This may indicate that in these cases the initially mailed questionnaire was discarded before or after reaching the appropriate person. The other twenty-two surveys were from the initial mailing. This indicates that at least these twenty-two respondents had not discarded their original survey, and the respondent needed a reminder or more time to complete it.

WHO RESPONDED AND WHO DID NOT

This section provides characteristics of private schools that fall within four response status groups: Census region, school affiliation and typology, grade level of schools, and school size.

CENSUS REGION

Chart 2 shows the response rates by Census region. The Midwest had the highest response rate (42.3%) followed by the Northeast (37.3%) and the West (30.0%). The South had the lowest response rate (24.0%) and highest refusal rate (37.3%). The West had the highest nonresponse rate (40.0%).

AFFILIATION AND TYPOLOGY

Chart 3 shows response rates by school affiliation. 'Catholic' private schools had the highest response rate (42.2%) followed by 'Nonsectarian' (34.2%). 'Other Religious' private schools had the lowest response rate (25.0%) and the highest refusal rate (37.0%).

Chart 4 shows the response rate by typology. The 'Nonsectarian-Special Programs' schools had the highest response rate of all school types (53.3%). 'Catholic-Parochial' schools response rate was second highest (50.0%). 'Catholic-Diocesan' had a substantially lower response rate of 29.0%. 'Other Religious-Conservative' schools had the lowest response rate of all the types (15.8%). Of the 'Other Religious' schools the 'Not Affiliated' had the highest response rate (35.7%).

GRADE LEVEL

Chart 5 shows response rates by grade level of school. Elementary schools had a response rate of 33.1% and secondary education schools 41.2% while combined schools responded at a rate of 32.3%.

Chart 2—

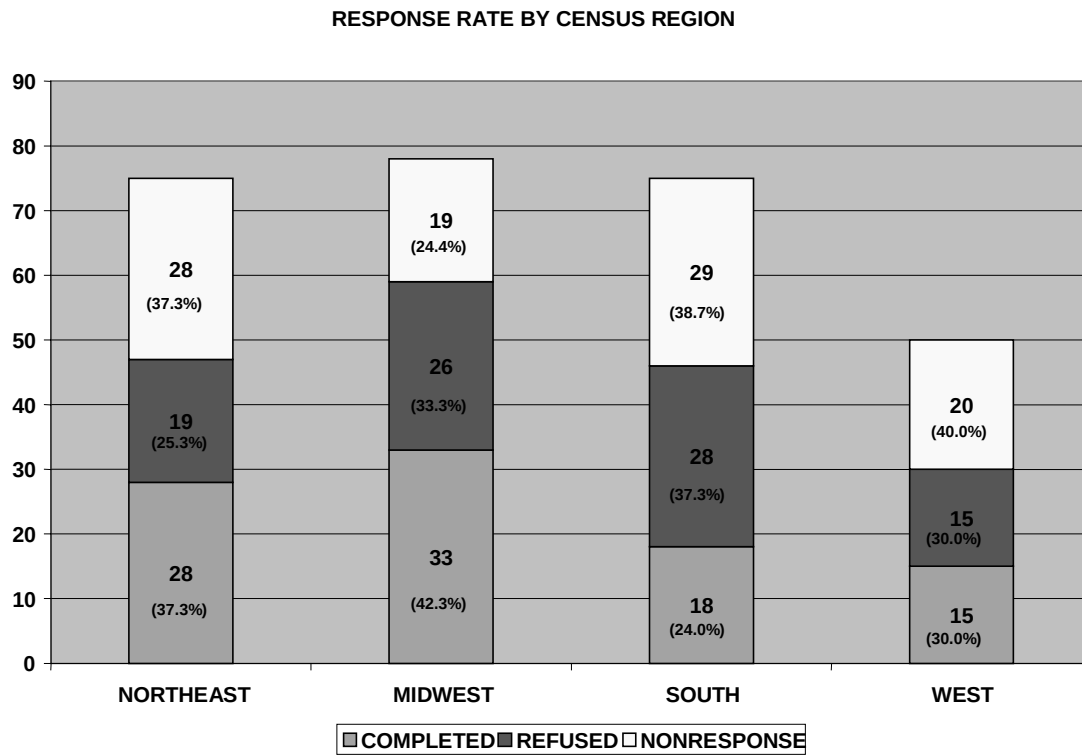


Chart 3—

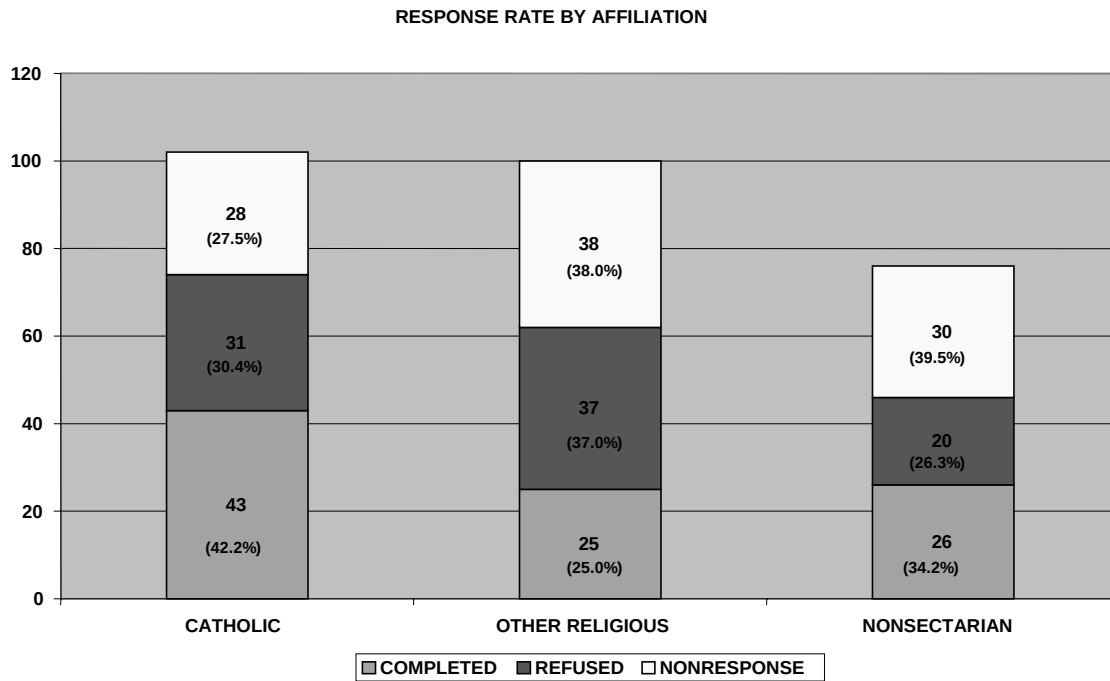
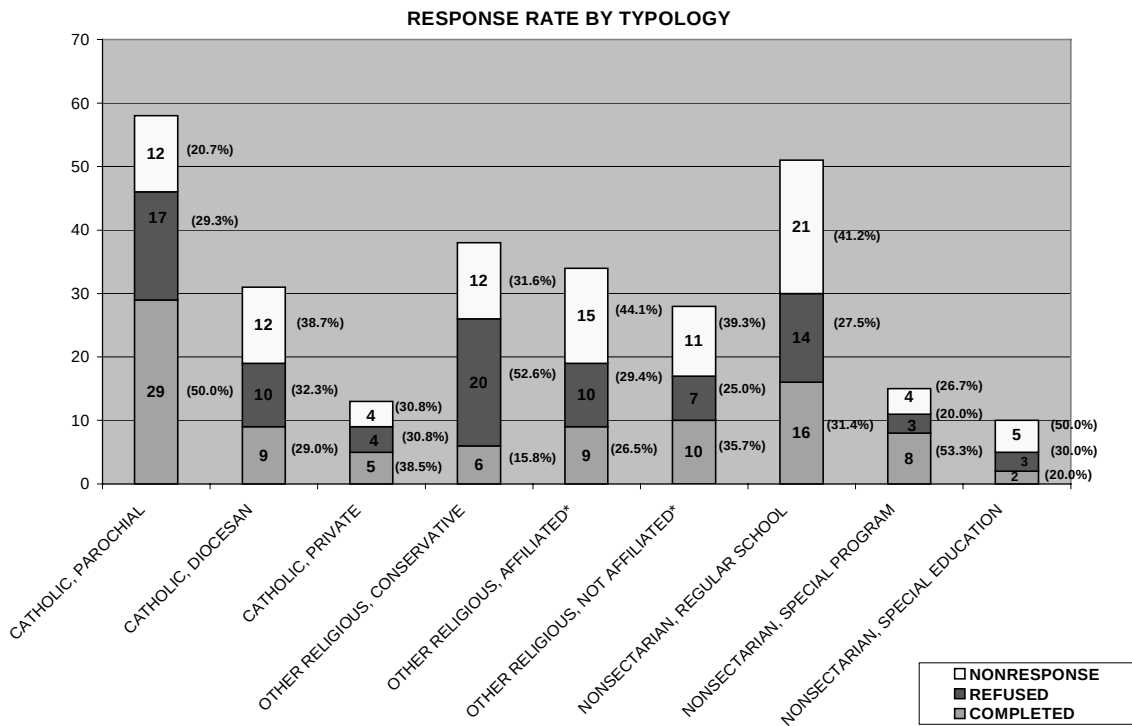
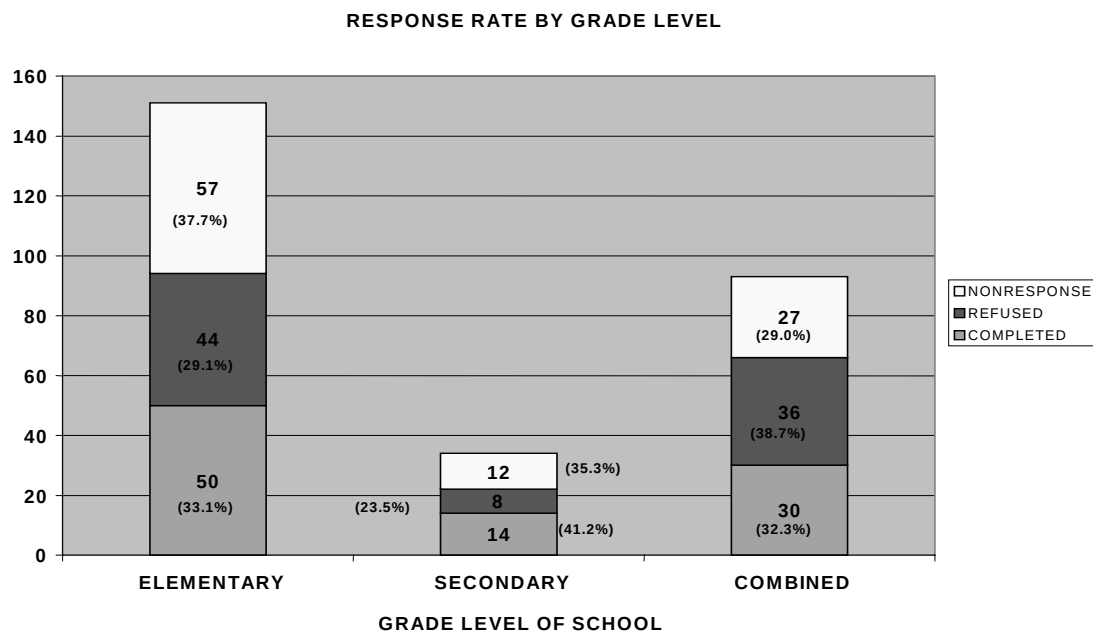


Chart 4—



*with denomination

Chart 5—



NUMBER OF STUDENTS

Chart 6 shows the median number of students in each response status category. Table 3 provides more statistical detail regarding the number of students in these groups.

Chart 6 shows that the larger schools were more likely to respond than smaller schools. The median number of students for schools that completed the survey is 205.5. The median number of students for nonresponse schools is 174.5 and for schools that refused the median is 171.5.

REFUSAL REASONS

When a respondent refused to participate, the Census Bureau attempted to document the reason for refusal. Chart 7 displays the reasons provided by respondents. Of the 88 refusals, 25 stated time constraints as their reason.

Closely related to time constraints, another eight school districts stated that the form would take too much effort to complete.

Twenty-six refusals did not want to share this type of information (privacy). Eight of these refusals were 'Catholic-Parochial' schools (which also had the highest response rate) and eight were 'Other Religious-Conservative' (which had the lowest response rate). The others were: 'Other Religious-Not Affiliated' (three schools), 'Nonsectarian-Regular School' (three schools), 'Other Religious-Not Affiliated' (two schools), 'Catholic-Diocesan' (one school), and 'Nonsectarian-

Special Education’ (one school). Nine of these refusals were in the ‘South’, seven in the ‘Midwest’, five in the ‘Northeast’, and five in the ‘West’.

Chart 6—

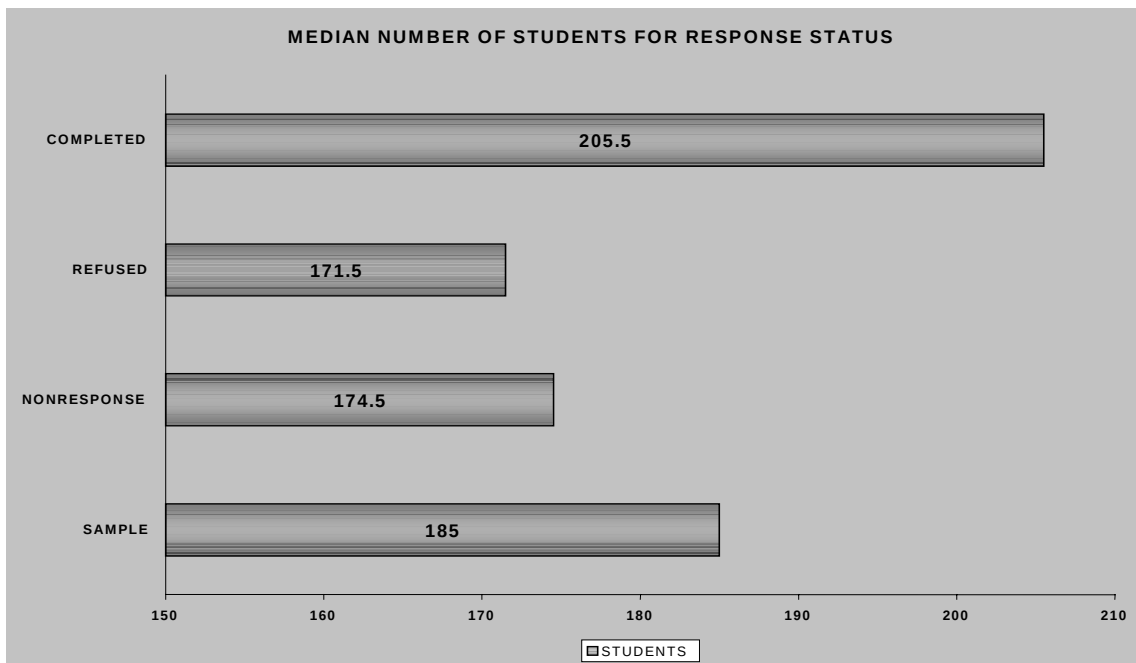
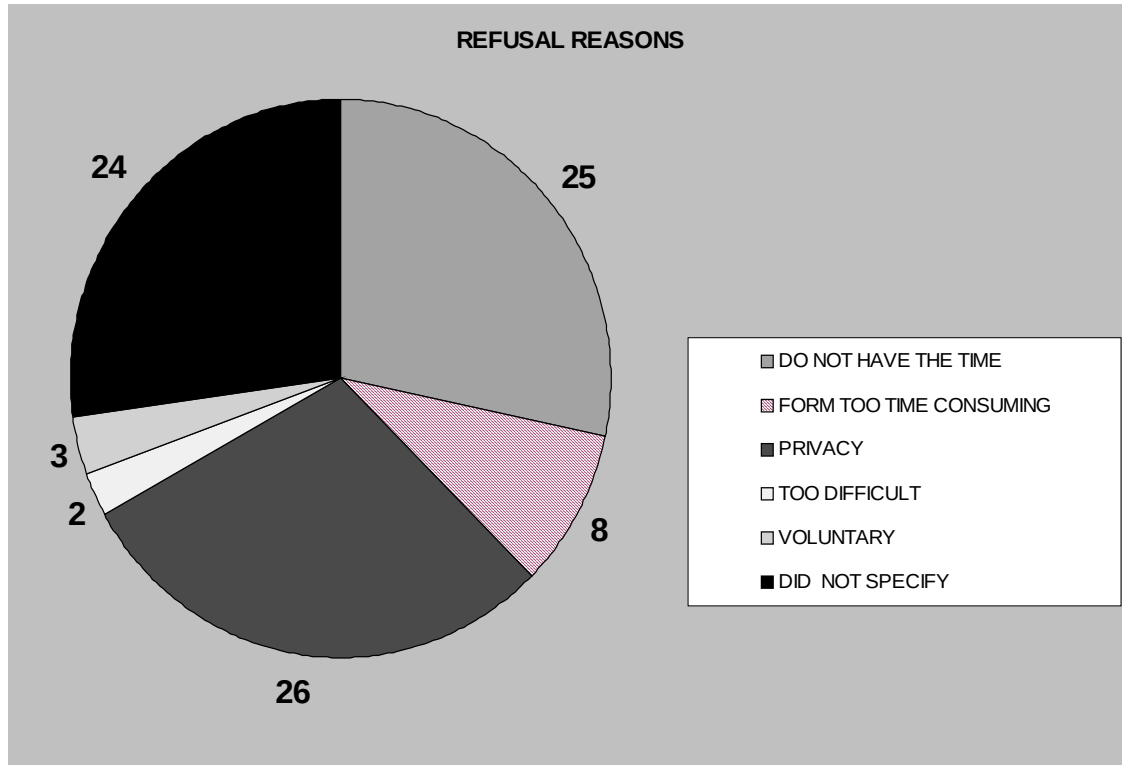


Table 3—

	Completed	Refused	Nonresponse	Sample
Mean	314.1276596	261.5681818	207.46875	260.6582734
Standard Error	31.31008973	25.29015422	14.85922208	14.42378819
Median	205.5	171.5	174.5	185
Mode	150	150	150	150
Standard Deviation	303.5625827	237.2426759	145.5900483	240.4926092
Sample Variance	92150.24159	56284.08725	21196.46217	57836.69508
Range	1549	1573	674	1581
Minimum	7	15	20	7
Maximum	1556	1588	694	1588
Sum	29528	23018	19917	72463
Count	94	88	96	278

Chart 7—



Two school officials refused because they thought the information was too difficult to get. Three refused because the survey was voluntary. Twenty-four did not specify why they refused.

The following comments are excerpts from written refusals the Census Bureau received:

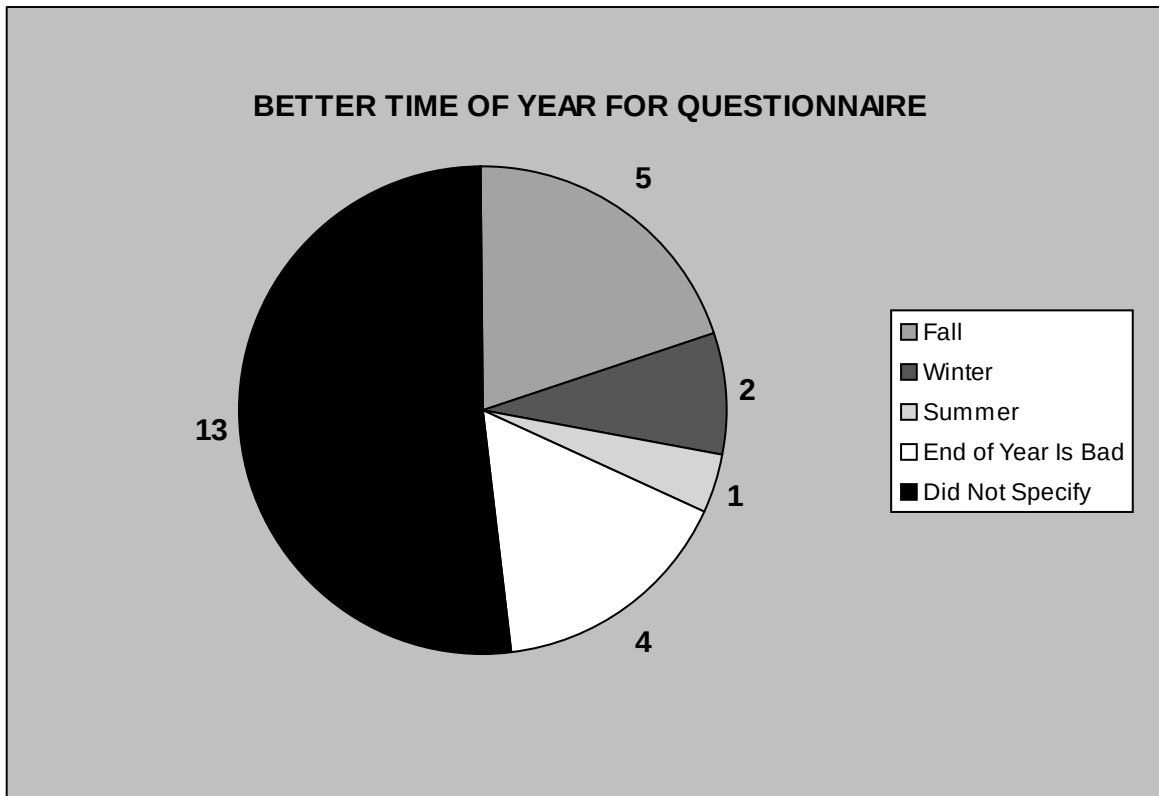
1. "We do not have the time to complete this survey, and object to releasing the enclosed information."
2. "...principal has decided to decline your invitation to complete this survey. We wish to keep this information private."
3. "...school has a policy of not participating in questionnaires or surveys."
4. "The number one reason I did not choose to reply was 'timing.' The survey hit us as we were trying to close out the school year, prepare for graduation, and get ready for a week of ... competition in ... Number two on the list is because we are a private ... school, we depend on 98.5% of our financial support to come from individuals and churches who are like-minded. We have never counted on any government subsidies or special programs from the government to assist us in our educational programs. This is because there is a general feeling that seeking government assistance may also allow outside influence into what we teach to our students. This is not an overly popular position

within our school. The only program, at this point in time we are interested in, is tax relief for families who choose to send their kids to a private school or the ability for families who choose to send their kids to a private school or the ability to redirect our property and real estate tax dollars to the school of our choice.”

TIME OF YEAR

The preceding information raises the issue of the timing of the mailing. Chart 8 shows the preferred time of year for schools that refused to participate. Five schools suggested the fall, and 4 schools suggested any other time but the end of the year. Thirteen did not specify.

Chart 8—



RESPONSE TIMES

Chart 9 shows the response times for this questionnaire. The Paperwork Burden Statement estimated the time required to complete the questionnaire as 1.5 hours. Fifty-two percent of the 94 respondents completed the survey in one hour or less. Seventy percent completed the questionnaire in 1.5 hours or less. For 14%, completing the survey took between one 1.5 and two hours. Ten percent of the respondents completed the survey in two hours or more. Ten percent of the respondents completed the survey in two hours or more.

Chart 9—

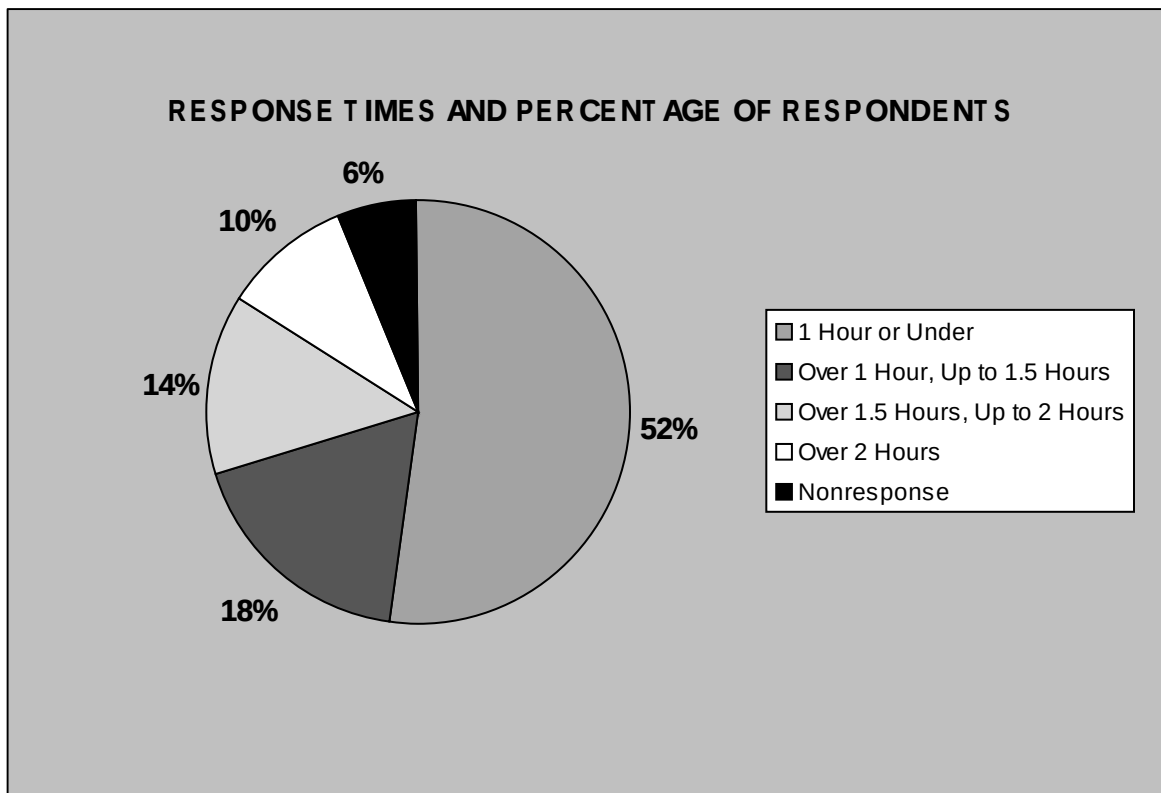


Table 4 lists the response times of all the completed questionnaires, and Table 5 provides additional detail about response time. The minimum response time was 15 minutes, the maximum was six hours, and the median was one hour.

WHO FILLED OUT THE QUESTIONNAIRE

Table 6 lists the titles of the respondents whose names are on the questionnaire. It is important to note that during follow-up phone calls to the individuals whose names were on the forms, we were sometimes directed to other staff members who had actually filled out all or part of the form.

Table 6 shows that the Principal/School Head, business officer, or someone of equivalent authority completed all but a few of the forms.

Table 4—

RESPONSE TIME IN MINUTES	NUMBER OF RESPONDENTS	PERCENT OF TOTAL NUMBER OF RESPONDENTS (94)
15	3	3.2%
20	4	4.3%
30	11	11.7%
37	1	1.1%
40	4	4.3%
45	10	10.6%
48	1	1.1%
50	1	1.1%
52	1	1.1%
55	1	1.1%
60	12	12.8%
63	1	1.1%
65	1	1.1%
70	1	1.1%
75	4	4.3%
80	1	1.1%
85	1	1.1%
90	8	8.5%
95	2	2.1%
100	1	1.1%
120	10	10.6%
125	1	1.1%
150	3	3.2%
180	1	1.1%
185	1	1.1%
250	1	1.1%
300	1	1.1%
360	1	1.1%
NONRESPONSE	6	6.4%

Table 5—

RESPONSE TIMES	
Mean	76.70454545
Standard Error	6.19782631
Median	60
Mode	60
Standard Deviation	58.1407644
Sample Variance	3380.348485
Range	345
Minimum	15
Maximum	360
Sum	6750
Count	88

Table 6—Title of person completing the form

TITLE	NUMBER OF RESPONDENTS	PERCENT OF TOTAL
ACCOUNTANT	2	2.1%
ADMINISTRATIVE ASSISTANT	3	3.2%
ADMINISTRATOR	2	2.1%
BOOKKEEPER	3	3.2%
BURSAR	1	1.1%
BUSINESS ADMINISTRATOR	1	1.1%
BUSINESS DIRECTOR	1	1.1%
BUSINESS MANAGER	8	8.5%
CHIEF FINANCIAL OFFICER	1	1.1%
COMPTROLLER	2	2.1%
CONTROLLER	4	4.3%
DEAN	1	1.1%
DIRECTOR OF OPERATIONS	1	1.1%
DIRECTOR	4	4.3%
DIRECTOR FINANCE AND OPERATIONS	2	2.1%
DIRECTOR OF FINANCE	1	1.1%
EXECUTIVE DIRECTOR	1	1.1%
EXECUTIVE SECRETARY	1	1.1%
FINANCE OFFICER	1	1.1%
FOUNDER	1	1.1%
HEADMASTER	1	1.1%
INTERIM HEAD	1	1.1%
PASTOR	1	1.1%
PASTOR-INTERIM PRINCIPAL	1	1.1%
PRESIDENT	1	1.1%
PRINCIPAL	31	33.0%
PRINCIPAL- HEAD ADMINISTRATOR	1	1.1%
PRINCIPAL/TEACHER	1	1.1%
PROJECT INSTRUCTOR	1	1.1%
SCHOOL COORDINATOR	1	1.1%
SCHOOL HEAD	1	1.1%
SUPERINTENDENT	1	1.1%
TREASURER	6	6.4%
VICE PRESIDENT	1	1.1%
NONRESPONSE	4	4.3%

ITEM RESPONSE

This section discusses item response for the Private School Finance Questionnaire. Tables 7-12 display item response rates for those who completed the questionnaire. These are the response rates after the Census Bureau review of the forms. Please note that at least three schools may have estimated their data (the dollar amounts are rounded). One of these schools indicated that their amounts are estimates based on their current year budget. At least two respondents provided data for their entire school system instead of the individual school.

PAGES 3, 4, 5, 6 OF THE QUESTIONNAIRE

Table 7 shows item response rates for page 3 of the Private School Finance Questionnaire. Table 8 shows item response rates for page 4. All but one respondent (the one that provided partial data over the phone) answered items 1-4. 5a (tuition income) and 5i (total income) had response rates of 98.9% and 100% respectively. Due in part because respondents habitually leave items blank instead of entering 0's, the rates for 5b-5h were lower than the rates for 5a and 5i.

Table 7—

NO.	PCT.	SCHOOL
93	98.9%	STATEMENT OF INCOME AND EXPENDITURES FOR A 12-MONTH PERIOD ENDING IN JULY, OR AUGUST OF BUDGETED INCOME AND EXPENDITURES FOR SCHOOL YEAR STATEMENT OF INCOME AND EXPENDITURES FOR CALENDAR YEAR OTHER
2. PRESCHOOL		
93	98.9%	THE SCHOOL DOES NOT OFFER PRESCHOOL THE PRESCHOOL PROGRAM OPERATES INDEPENDENTLY FROM THE REGULAR THE PRESCHOOL PROGRAM OPERATES AS PART OF THE REGULAR
NONREGULAR SCHOOL		
93	98.9%	3A. NO, THE SCHOOL DID NOT OFFER NONREGULAR SCHOOL YES, THE SCHOOL OFFERED SUCH

Table 8—

4. FINANCIAL AID			
93	98.9%	THE SCHOOL DID NOT PROVIDE ANY FINANCIAL AID.	
THE SCHOOL PROVIDED FINANCIAL AID.			
INCOME			
5A. TUITION AND FEES		93	98.9%
5B. INCOME FROM SPONSORING OR AFFILIATED ORGANIZATIONS		69	73.4%
5C. INCOME FROM FEDERAL, STATE, OR LOCAL GOVERNMENTS		66	70.2%
5D. ENDOWMENT AND INVESTMENT INCOME		63	67.0%
5E. NET INCOME CALCULATED IN ITEM 3D		64	68.1%
5F. INCOME FROM FUND-RAISING AND ANNUAL GIVING CAMPAIGNS		85	90.4%
5G. INCOME FROM AUXILIARY SERVICES AND AFFILIATED ENTERPRISES		56	59.6%
5H. OTHER INCOME		74	78.7%
5I. TOTAL INCOME		94	100.0%

Item response for Employee Wages and Salaries (page 5) is in Table 9. Ninety respondents answered 6a (instructional salaries), and 93 answered 6h (total salaries). The rates for 6b-6g were lower. Although 90 respondents answered 6i (further information on salaries), 21 of these left 6i blank on the form and had to be called for a response. Eighty seven schools provided data for employee benefits.

Almost all respondents completed items 8a (instructional supplies and contracts), Table 10, and 8h (total supplies and contracts), and a lesser percentage completed 8b-8g.

The drop in percentages in the b-h's in most cases can be attributed to schools that do not have expenses in those areas or do not keep financial records which detail expenses according to the functional categories. In some of these cases, those amounts are included elsewhere and some respondents indicated that on the form. In at least one case, these items were left blank because another organization (nonreligious) provides services such as administration, plant maintenance and food service.

Table 9—

EMPLOYEE WAGES AND SALARIES		
6A. INSTRUCTION	90	95.7%
6B. INSTRUCTIONAL SUPPORT AND STUDENT SERVICES	63	67.0%
6C. ADMINISTRATION	80	85.1%
6D. PLANT/MAINTENANCE	80	85.1%
6E. FOOD SERVICES	56	59.6%
6F. TRANSPORTATION	54	57.4%
6G. OTHER	50	53.2%
6H. TOTAL SALARIES	93	98.9%
6I. FURTHER INFORMATION ON SALARIES	90	95.7%
EMPLOYEE BENEFITS		
87	92.6%	PLEASE REPORT EXPENDITURES FOR EMPLOYEE BENEFITS...

Table 10—

SUPPLIES AND CONTRACTED SERVICES		
8A. INSTRUCTION	90	95.7%
8B. INSTRUCTIONAL SUPPORT AND STUDENT SERVICES	82	87.2%
8C. ADMINISTRATION	88	93.6%
8D. PLANT/MAINTENANCE	86	91.5%
8E. FOOD SERVICES	60	63.8%
8F. TRANSPORTATION	64	68.1%
8G. OTHER	68	72.3%
8H. TOTAL SUPPLIES AND CONTRACTED SERVICES	93	98.9%

EQUIPMENT

Item response for items 9a-9d are shown in Table 11. All but two respondents provided some information for “instruction related computers” or “other equipment.” One aspect of this section that warrants attention in the future is that seven respondents provided data in either or both columns in 9a, and then also filled in an item in 9c. Currently, 9c should only be filled in if 9a is a “0”. Also, seven respondents provided data in either or both columns in 9b and then also filled in an item in 9d.

Table 11—

EQUIPMENT				
		OPERATING FUND		EQUIPMENT OR CAPITAL FUND
9A. INSTRUCTION-RELATED COMPUTERS		60	63.8%	4042.6%
9B. OTHER EQUIPMENT		59	62.8%	3537.2%
9C. FURTHER INFORMATION ON COMPUTER EQUIPMENT- IF YOU REPORTED "0" IN 9A.				
56	59.6%	NO COMPUTER WERE PURCHASED IN SCHOOL YEAR 1997-1998		
COMPUTER PURCHASES WERE INCLUDED IN ITEM 8.				
COMPUTER PURCHASES WERER REPORTED IN ITEM 9B.				
9D. FURTHER INFORMATION ON OTHER EQUIPMENT- IF YOU REPORTED "0" IN 9B.				
53	56.4%	NO OTHER EQUIPMENT WAS PURCHASED IN SCHOOL YEAR 1997-1998.		
OTHER EQUIPMENT PURCHASES WERE INCLUDED IN ITEM 8.				
IT IS EASIER TO REPORT DEPRECIATION OF \$_____ THAN ACTUAL PURCHASES DEPRECIATION OF EQUIPMENT IS INCLUDED WITH DEPRECIATION OF FACILITIES IN 10D.				
FACILITIES				
57	60.6%	10A. RENT		
(1) DO RENTAL PAYMENTS COVER UTILITIES?			61	64.9%
(2) DO RENTAL PAYMENTS COVER CUSTODIAL SERVICES?			61	64.9%
		INTEREST		PRINCIPAL
B. LOAN PAYMENTS FOR FACILITIES AND VEHICLES		47	50.0%	5558.5%
C. RENOVATIONS AND TRANSFERS TO SPECIAL PLANT FUNDS			55	58.5%
D. DEPRECIATION OF FACILITIES			50	53.2%

FACILITIES

Item response for the section dealing with facilities is also in Table 11. Two other questions that deal with facilities appear on the “noncash contributions” page (Table 12).

In approximately ten cases, it was unclear how school facilities were acquired. These were schools that according to the questionnaire: did not pay rent, did not receive space from a religious institution, and did not make any loan payment on facilities. In one of these cases, a follow-up call revealed the respondent overlooked the appropriate item in “noncash contributions.” In most of these cases, the schools owned their building. In the future, it may be worth adding an item asking whether a school owns and has paid off their facilities.

NONCASH CONTRIBUTIONS

Table 12 shows item response rates for the noncash contribution detail requested on page 8. Although not reflected in this table, 11a(5), 11b(7), and 11c(3) were left blank in most cases. These items ask the respondent to specify any noncash contributions. If left blank, the Census Bureau assumed a “no” response.

In addition, 11b(2) (space provided at lower than market rates) was left blank in 21 cases. In 12 of those cases, 11b(1) was already filled indicating that “space was provided free by a religious institution.” In these cases, the Census Bureau assumed a “no” response for 11b(2).

EDIT CHECKS

This section discusses the edit checks that the Census Bureau performed on the completed questionnaires. Overall, most questionnaires passed a large percentage of the edit checks, and it is important to note that the analyst and/or respondent easily corrected or explained any edit check failure in most cases.

Fifteen questionnaires had zero edit check failures. Sixty-five of the questionnaires had three or less edit check failures. Eighty of the questionnaires had five or less edit check failures.

The edit checks that ten or more questionnaires failed are edit 15, edit 19, edit 28, edit 29, edit 31, edit 35, edit 38, edit 45, and edit 47. Edit 15 checks whether the nonregular school program net income value in 3d is equal to 5e. Edit 19 checks whether the private school income detail adds to the reported total income. Edit 28 checks whether there is a response in 6i (further information on salaries). Edit 29 checks whether the detail entered for supplies and contracted services adds to the reported total. Edit 31 checks whether there is a response in 9d (further information on other equipment) if 9b (other equipment expenses) is blank or has 0's.

Edit 35 checks whether income is between 70% and 130% of total operating expenses. Seventy-two schools passed this edit check, and twenty-one schools failed this edit. When income was higher than expenses, in some cases, respondents attributed this to successful fundraising campaigns. When expenses were higher than income, in most cases, the schools were receiving some type of financial support from another organization such as a church or congregation. Some schools did not view this as income for the school. One way this can be addressed in subsequent

efforts, although it may be viewed as intrusive, is to add an item that asks the respondent to place total income and total expenses next to each other, and then ask the respondent to explain any major difference.

Table 12—

NONCASH CONTRIBUTIONS		
11A. PUBLIC AGENCIES	NO.	PCT.
(1) TRANSPORTATION	94	100.0%
(2) REMEDIAL/ENRICHMENT INSTRUCTION	94	100.0%
(3) BOOK OF VOUCHERS, BOOKS, OR BOOK-RELATED GRANTS	94	100.0%
(4) HEALTH/TESTING/PSYCHOLOGICAL SERVICES	94	100.0%
(5) OTHER	94	100.0%
11B. RELIGIOUS INSTITUTIONS		
(1) SPACE PROVIDED FREE	94	100.0%
(2) SPACE PROVIDED AT LOWER THAN MARKET RATE	94	100.0%
(3) RELIGIOUS PERSONNEL ASSIST WITH TEACHING ETC...	94	100.0%
(4) PASTOR, BOOKKEEPER, CHURCH, TREASURER ASSIST IN SCHOOL OFFICE	94	100.0%
(5) CUSTODIAL SERVICES ARE SHARED WITH SPONSORING INSTITUTION	94	100.0%
(6) LUNCH ROOM IS STAFFED BY CONGREGATION MEMBERS...	94	100.0%
(7) OTHER	94	100.0%
11C. PARENTS AND OTHERS		
(1) DONATED SUPPLIES OR EQUIPMENT	94	100.0%
(2) VOLUNTEERS IN LUNCH-ROOM, LIBRARY, ETC...	94	100.0%
(3) OTHER	94	100.0%

Edit 38 checks whether there is a response in 11a(2)(remedial enrichment instruction). Edit 45 checks whether there is a response in 11b(1) (space provided free by religious institution). Edit 47 checks whether there is a response in 11b(2)(space provided at lower than market rates).

RESPONSES REGARDING EXPENDITURES

Responses from the pretest provided important information about responses to questions regarding school expenditures. Key findings are as follows.

EXPENDITURES FOR PRE-SCHOOL PROGRAMS

- About two-fifths of all private schools in the sample (38%) reported that expenditures for pre-school programs were integrated into expenditures for K-12 programs and could not be separated out. (See Table 13)
- The integration of pre-school expenditures with K-12 expenditures was least common in Catholic schools and most common in nonsectarian schools. About three of ten of Catholic schools (28%) reported integrated expenditures, compared with almost half of other religious schools (46%) and half of nonsectarian schools. (See Table 13)

EXPENDITURES FOR NON-REGULAR SCHOOL PROGRAMS

About three of ten private schools in the sample (29%) reported that expenditures for non-regular school programs were integrated into expenditures for K-12 programs and could not be separated out.

- The integration of expenditures for non-regular school programs with K-12 expenditures was less common in Catholic schools (21%) than in other religious schools (3%) and nonsectarian schools (32%). (See Table 14)

EXPENDITURES FOR PLANT MAINTENANCE

- About one-fourth of all private schools (25%) did not report expenditures for salaries for plant maintenance or reported expenditures of “0” for this function. Only 12% of Catholic schools did not report these expenditures, compared to 37% of other religious schools and 46% of nonsectarian schools. (See Table 15)
- About one-sixth of all private schools (16%) did not report expenditures for supplies and contracted services for plant maintenance. Again, the proportion was lower in Catholic schools (7%), compared to other religious schools (29%) and nonsectarian schools (19%). (See Table 16)

Table 13—

Pre-School Program								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Pre-school program	21	49%	9	38%	12	46%	42	45%
Integrated pre-school program: no separation of income and expenditures	9	21%	10	42%	13	50%	32	34%
Integrated pre-school program; separation of income, not expenditures	3	7%	1	4%	0	0%	4	4%
Pre-school program operates independently of regular school: income reported	3	7%	0	0%	0	0%	3	3%
Pre-school program operates independently of regular school: no transfers between program and school	6	14%	2	8%	1	4%	9	10%
No information about pre-school programs	1	2%	2	8%	0	0%	3	3%
Total	43	100%	24	100%	26	100%	93	99%

Table 14—

Non-Regular Programs								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No non-regular programs	22	51%	9	38%	8	31%	39	42%
Integrated non-regular programs: no separation of income and expenditures	5	12%	3	13%	7	27%	15	16%
Integrated non-regular programs; separation of income, not expenditures	4	9%	4	17%	4	15%	12	13%
Integrated non-regular programs; separation of income and expenditures	12	28%	8	33%	7	27%	27	29%
Non-regular programs operate independently of regular school: income reported	0	0%	0	0%	0	0%	0	0%
Non-regular programs operate independently of regular school: no transfers between program and school	0	0%	0	0%	0	0%	0	0%
No information about non-regular programs	0	0%	0	0%	0	0%	0	0%
Total	43	100%	24	101%	26	100%	93	100%

Table 15—

Plant Maintenance Expenditures – Salaries								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Expenditures reported (not “0”)	38	88%	15	63%	14	54%	67	72%
Expenditures not reported or “0”	5	12%	9	37%	12	46%	26	25%
Total	43	100%	24	100%	26	100%	93	100%

Table 16—

Plant Maintenance Expenditures – Supplies and Contracted Services								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Expenditures reported (not “0”)	40	93%	17	71%	21	81%	78	84%
Expenditures not reported or “0”	3	7%	7	29%	5	19%	15	16%
Total	43	100%	24	100%	26	100%	93	100%

EXPENDITURES FOR FOOD SERVICES

- About three-fourths of all private schools (75%) did not report expenditures for salaries for food services or reported expenditures of “0” for this function. The proportion was lower in Catholic schools (63%) than in other religious schools (87%) and nonsectarian schools (85%). (See Table 17)
- About 65% of all private schools did not report expenditures for supplies and contracted services for food services. The proportion was slightly lower in nonsectarian schools (58%) than in Catholic schools (65%) and other religious schools (71%). (See Table 18)

EXPENDITURES FOR TRANSPORTATION SERVICES

- Nearly nine of ten private schools (86%) did not report expenditures for salaries for transportation services or reported “0” expenditures for this function. The proportion of schools not reporting expenditures for transportation was similar in the three types of private schools – 88% for Catholic schools, 83% for other religious schools, and 85% for nonsectarian schools. (See Table 19)
- Just over three-fifths of all private schools (63%) did not report expenditures for supplies and contracted services for transportation or reported “0” expenditures for this function. The proportion of Catholic schools not reporting expenditures (70%) was slightly higher than the proportion of other religious schools (58%) and nonsectarian schools (58%). (See Table 20)

EXPENDITURES FOR FRINGE BENEFITS

- Only about one-tenth (11%) of all private schools did not report expenditures for fringe benefits. A higher proportion of other religious schools (21%) did not report expenditures for fringe benefits, compared to Catholic schools (5%) and other religious schools (12%). (See Table 21)
- Only 3% of private schools reported expenditures for fringe benefits as part of expenditures for salaries. All of these schools (3) were Catholic schools. (See Table 22)
- About 35% of private schools reported that expenditures for fringe benefits were between 20 and 25% of salaries. Another 23% of private schools reported that expenditures for fringe benefits were between 15 and 19% of salaries. (See Table 22)
- A relatively high proportion of Catholic schools and other religious schools also reported that expenditures for fringe benefits were between 20 and 25% of salaries – 47% and 32% respectively. Only about 17% of nonsectarian schools reported that expenditures for fringe benefits were in this range of salaries. (See Table 22)

Table 17—

Food Services Expenditures – Salaries								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Expenditures reported (not "0")	16	37%	3	13%	4	15%	23	25%
Expenditures not reported or "0"	27	63%	21	87%	22	85%	70	75%
Total	43	100%	24	100%	26	100%	93	100%

Table 18—

Food Services Expenditures – Supplies and Contracted Services								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Expenditures reported (not "0")	15	35%	7	29%	11	42%	33	35%
Expenditures not reported or "0"	28	65%	17	71%	15	58%	60	65%
Total	43	100%	24	100%	26	100%	93	100%

Table 19—

Transportation Expenditures – Salaries								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Expenditures reported (not “0”)	5	12%	4	17%	4	15%	13	14%
Expenditures not reported or “0”	38	88%	20	83%	22	85%	80	86%
Total	43	100%	24	100%	26	100%	93	100%

Table 20—

Transportation Expenditures – Other Operating Expenditures								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Expenditures reported (not “0”)	13	30%	10	42%	11	42%	34	37%
Expenditures not reported or “0”	30	70%	14	58%	15	58%	59	63%
Total	43	100%	24	100%	26	100%	93	100%

Table 21—

Fringe Benefits Expenditures								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Expenditures reported separately	38	88%	19	79%	23	88%	80	86%
Expenditures included in salaries	3	7%	0	0%	0	0%	3	3%
Expenditures not reported	2	5%	5	21%	3	12%	10	11%
Total	43	100%	24	100%	26	100%	93	100%

Table 22—

Fringe Benefits as a Percentage of Salaries								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
< 5% of salaries	0	0%	1	5%	2	9%	3	4%
5-9.9% of salaries	3	8%	5	26%	3	13%	11	14%
10-14.9% of salaries	1	3%	1	5%	6	26%	8	10%
15-19.9% of salaries	8	21%	5	26%	5	22%	18	23%
20-24.9% of salaries	18	47%	6	32%	4	17%	28	35%
25-29.9% of salaries	3	8%	0	0%	2	9%	5	6%
30% of salaries and over	5	13%	1	5%	1	4%	7	9%
Total	38	100%	19	99%	23	100%	80	101%

-
- About 18% of all private schools reported that expenditures for fringe benefits were less than 10% of salaries. The proportion of other religious schools reporting such low expenditures for fringe benefits was relatively high compared to other private schools—31%, compared to 8% in Catholic schools and 22% in nonsectarian schools. (See Table 22)
 - About 9% of all private schools reported that expenditures for fringe benefits were more than 30% of salaries. The proportion was highest in Catholic schools (13%), compared to other religious schools (5%) and nonsectarian schools (4%). (See Table 22)

EXPENDITURES FOR EQUIPMENT

- About 16% of all private schools did not report expenditures for equipment. A higher proportion of other private schools (25%) did not report expenditures for equipment, compared to Catholic schools (12%) and nonsectarian schools (15%). (See Table 23)
- About 13% of all private schools reported expenditures for equipment in expenditures for supplies. The proportion was higher in other religious schools (21%) than in Catholic schools (14%) and nonsectarian schools (4%). (See Table 23)

EXPENDITURES FOR INSTRUCTION AND INSTRUCTIONAL SUPPORT SERVICES

- Expenditures for instructional support services were included in instructional expenditures in about two-fifths (42%) of all private schools. This figure was similar in different types of private schools. Forty-four percent of Catholic schools, 42% of other religious schools and 38% of nonsectarian schools reported that expenditures for instruction and instructional support services were combined. (See Table 24)
- Four percent of all private schools reported a partial separation of expenditures for instruction and instructional support services. (See Table 24)
- About one-fifth of private schools (20%) did not report expenditures for instructional support services. Only a small percentage of Catholic schools (7%) did not report expenditures for instructional support services, compared to 29% of other religious schools and 35% of nonsectarian schools. (See Table 24)

HOW WELL CAN THE PRIVATE SCHOOL FINANCE COLLECTION ADDRESS KEY FINANCE QUESTIONS?

TOTAL SPENDING FOR ELEMENTARY AND SECONDARY SCHOOLS

- Estimates of total expenditures are generally good. However, but there may be some overestimation due to the inclusion of some expenditure for pre-school and non-regular school programs.

Table 23—

Expenditures for Equipment								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Expenditures reported in operating fund (not "0")	13	30%	4	17%	10	38%	27	29%
Expenditures reported in capital fund (not "0")	3	7%	2	8%	5	19%	10	11%
Expenditures reported in both operating and capital funds (not "0")	4	9%	2	8%	2	8%	8	9%
No expenditures reported – none purchased	10	23%	5	21%	4	15%	19	20%
No expenditures reported	5	12%	6	25%	4	15%	15	16%
Expenditures reported as depreciation	2	5%	0	0%	0	0%	2	2%
Expenditures included in supplies	6	14%	5	21%	1	4%	12	13%
Total	43	100%	24	100%	26	99%	93	100%

Table 24—

Instruction and Instructional Support								
	Catholic Schools		Other Religious Schools		Nonsectarian Schools		All Private Schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Separation of instruction and instructional support	18	42%	6	25%	7	27%	31	33%
No separation of instruction and instructional support	19	44%	10	42%	10	38%	39	42%
Partial separation of instruction and instructional support	3	7%	1	4%	0	0%	4	4%
Instructional support not reported	3	7%	7	29%	9	35%	19	20%
Total	43	100%	24	100%	26	100%	93	100%

-
- There may be some underestimation of total expenditures if schools do not report expenditures for fringe benefits at all or do not report complete expenditures for fringe benefits.
 - There may also be some underestimation of total expenditures if schools do not report expenditures for transportation and food services—and, to a lesser extent, plant maintenance.
 - Total expenditures may also be underestimated because expenditures by other institutions may not be captured in the questionnaire.

CURRENT AND CAPITAL EXPENDITURES

- Estimates of current expenditures are also generally good. However, if current expenditures are defined to include transportation, food services, and plant maintenance, there may be some underestimation if some schools do not report these expenditures at all or do not report them completely.
- There may also be some underestimation of current expenditures if schools do not report fringe benefits at all or do not report them completely.
- On the other hand, there may be some overestimation of current expenditures, because some schools report expenditures for equipment as part of supplies.

TOTAL AND CURRENT EXPENDITURES PER STUDENT

- Estimates of total expenditure per student and current expenditure per student can be made for all private schools. These figures can be calculated by dividing total expenditures and current expenditures by the total number of students. However, these figures may be problematic because different schools include different functions in their expenditures.
- Expenditures per student will be overestimated because expenditures for pre-school programs and non-regular programs are included by some schools. However, these may be offset if schools do not report complete expenditures for transportation, food services, plant maintenance, and fringe benefits. Expenditures per student may also be underestimated because some schools do not include expenditures for services provided by other institutions or by volunteer staff.
- Comparisons of expenditures per student between different types of private schools will be difficult because of the following types of comparability problems. Some schools include transportation, food services, and plant maintenance in expenditures, while others do not. If current and total expenditures are defined to include these services, it will be hard to make fair comparisons across different types of private schools.
- Comparisons of expenditures per student between public and private schools will also face the same types of comparability problems.

USE OF RESOURCES FOR DIFFERENT FUNCTIONS

- The share of resources expended for different functions can be calculated for all schools. However, comparison of resource use for different functions across private schools may be problematic. Comparability problems arise because schools do not consistently provide instructional support services, transportation, and food services. Schools that do not provide these services will show a higher proportion of expenditures for instruction than schools that provide them.
- Comparability problems arise in comparing the use of resources in different types of private schools and in comparing the use of resources in public and private schools.
- Estimates of expenditure for student instruction can be made, but a substantial proportion of schools includes some expenditure for instructional support services in instruction. As a result, caution is required in comparing expenditure per student and the share of total expenditures for instruction between different types of private schools and between public and private schools.
- Schools can be compared on their expenditures for instruction and instructional support services combined. However, caution is again required when comparisons are made since about 20% of private schools did not report expenditure for instructional support services.

CONCLUSIONS

- The private school finance collection can provide reasonably good estimates of total expenditures for K-12 education in the nation's private schools. These estimates can be used to provide a more complete picture of the country's total investment in elementary and secondary education.
- National estimates of expenditures by private elementary and secondary schools will include some programs and activities that should not be included in the totals (e.g., pre-school and non-regular school programs) and exclude others that should be included (transportation, food services, etc.).
- Additional information is needed about expenditures for fringe benefits to determine whether schools are treating these expenditures in comparable ways.
- National estimates of expenditure per student in private schools can be made, but these figures need to be considered with caution, since schools include different functions and activities in their expenditures. However, these differences make it difficult to compare expenditures per student across different types of private schools and between public and private schools.

-
- The use of resources for instruction and other functions by private schools can be determined from the survey data. However, comparisons of resource use by different types of schools must be made with caution, since private schools do not all provide auxiliary functions such as transportation and food services.

RECOMMENDATIONS

UNIT RESPONSE

This pretest had a low response rate of 33.8%. The rates for nonresponses and refusals were 34.5% and 31.7% respectively. Of the 88 refusals, 26 stated ‘privacy’ as the reason for not completing the questionnaire and 25 stated ‘time constraints’ as their reason. However, it should be noted that despite these numbers, many respondents were quite helpful and receptive during nonresponse follow-up calls and the questionnaire review process.

The results appear to indicate that ‘Catholic-Parochial’ schools and ‘Other Religious-Special Program-Emphasis’ are more likely to respond to the finance questionnaire. ‘Other Religious-Conservative-Christian’ schools may be less likely to respond. In addition, the median number of students of schools that completed surveys was slightly larger than the median number of students for the other groups. Geographically, response rates had slight differences. Response rates rose dramatically after the second mailing and telephone calls.

Future efforts should focus on convincing private school administrators to participate. The continued active participation by private school associations will be critical to this effort (a couple schools circled the endorsement on the cover of the questionnaire indicating they looked for their organization). Individualized endorsement letters for each school in the sample may also help increase response rates.

Another possibility for increasing unit response is to identify the appropriate person at the school before the initial mailing and then addressing the questionnaire and all follow-up efforts to that person.

In light of the increase in response rates after telephone follow-up calls began, response rates may increase further by visiting selected schools with large budgets before or during the survey period. Although this would increase the cost of collecting the data, the personal visits could serve the following functions:

1. Introduce the survey and its purpose to the appropriate person at the school.
2. Reassure privacy concerns and answer any questions or concerns the respondent may have.
3. In addition, during the personal visits Census staff could provide guidance in completing the survey, therefore increasing the quality of the data and item response rates and possibly decreasing response burden.

Offering options for completing the form may also increase response rates. Questionnaires online and on disk may prompt additional responses.

Another option is to further reduce response burden by shortening the questionnaire by decreasing the level of detail. Perhaps asking only for total salaries, total supplies, etc... Finally, there is some evidence that mailing the questionnaire at a different time of year could yield a higher response rate.

ITEM RESPONSE

In general, the completed questionnaires had few problems, and schools appear able to provide the data for the survey items. This held true across affiliation and typology.

Items that may need to be emphasized and/or clarified in future attempts are:

1. Ensure respondents fill in 6i, which provides insight on the distribution of expenses into the requested functional categories.
2. Ensure respondents understand and fill in equipment expenses items (9a-9d) correctly.
3. Add item asking whether a school owns and has paid off the facilities.
4. Explain major differences in income and expenditures.

These issues can be resolved with minimal changes to the questionnaire. In addition, questionnaires available online and on disk can correct some of these issues for respondents who choose that medium for submitting their questionnaire.

This page intentionally left blank.

APPENDIX
PRIVATE SCHOOL QUESTIONNAIRE

This page intentionally left blank.

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

Conducted by:
U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

PRIVATE SCHOOL QUESTIONNAIRE SCHOOL-LEVEL FINANCE PRETEST

Data supplied by

Name

Title

Telephone number

Area code

Number

Extension

The best time to reach you if we have questions about any of your responses is:

Days

Time

a.m.
p.m.

(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

Association of Christian Teachers and Schools
Association of Waldorf Schools of North America
Council for American Private Education
Council for Islamic Schools in North America
Christian Schools International
Jesuit Secondary Education Association
Lutheran Church – Missouri Synod
National Association of Episcopal Schools
National Association of Independent Schools
National Catholic Educational Association

National Christian School Association
National Coalition of Girls' Schools
Oral Roberts University Educational Fellowship
Seventh-Day Adventist Church – North American Division
Torah – Umesorah – National Society for Hebrew Day Schools
United States Catholic Conference
Wisconsin Evangelical Lutheran Synod

NOTICE

DEAR PRINCIPAL/SCHOOL HEAD:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Bureau of the Census is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain school-level financial data on such items as instructional expenditures and administration costs. We will report your data only in statistical summaries.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of schools. Therefore, the value of your individual contribution is greatly increased because it represents many other schools. Since this is a pretest survey, your response will be important in determining the content of future school-level finance surveys. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you lose your envelope and want another, please call 1-800-622-6193. Our address is:

Bureau of the Census
Governments Division, Room 508
Washington, DC 20233-6800

If you have any questions, please call Frank Lavdas at the above telephone number.

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

A handwritten signature in black ink that reads "Pascal D. Forgione, Jr." with a stylized flourish at the end.

PASCAL D. FORGIONE, JR., PH.D.
COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0753. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: School-Level Finance Pretest, National Center for Education Statistics, 555 New Jersey Avenue, NW, Washington, DC 20208-5651.

SCHOOL YEAR

- 1.** Most administrators find it easiest to consult their end-of-the-year financial statements when responding to this questionnaire. If your school's income and expenditures are included in the budget of another organization, please report income and expenditures only for the school.

Please mark (X) the records you have available.

- ☐ Statement of income and expenditures for a 12-month period ending in June, July, or August 1998 (that is, covering the school-year 1997–1998). *This is the preferred source.*
- ☐ Budgeted income and expenditures for school year 1997–1998.
- ☐ Statement of income and expenditures for calendar year 1998.
- ☐ Other _____

PRESCHOOL PROGRAMS

- 2.** Which of the following describes your school's preschool programs (e.g., prekindergarten, nursery school, child care for preschool children) in school year 1997–1998? If you have more than one preschool program, it may be necessary to mark (X) more than one response.

- ☐ This school does not offer preschool programs. → SKIP to item 3.
- ☐ The preschool program operates independently from the regular school. If you marked (X) this response, please specify financial relationship below. – Mark (X) appropriate box(es) below.
- ☐ No transfer of income between preschool and school.
- ☐ Preschool contributes \$ _____ to school budget. Please report any payment from the preschool under item 5h, "other income."
- ☐ School contributes \$ _____ to preschool budget. Please report payment to preschool under item 8g, "other expenditures."
- ☐ The preschool program operates as part of the regular school. If you marked (X) this response, please include preschool in reporting regular school income and expenditures.

NONREGULAR SCHOOL PROGRAMS

- 3a.** In school year 1997–1998, did your school offer any nonregular school programs (e.g., extended-day programs, evening programs, summer school, sports camps, computer camps, summer conferences and workshops, swimming pool memberships, child care programs for infants and toddlers, tennis clubs)?

- ☐ No, the school did not offer nonregular school programs. → SKIP to item 4.
- ☐ Yes, the school offered such programs.

b. Can you report income for nonregular school programs?

If no, include income with regular tuition in item 5a.

☐ No

☐ Yes →

\$

c. Can you report expenditures for nonregular school programs?

If no, include expenditures with regular expenditures in items 6–10.

☐ No

☐ Yes →

\$

- d.** Please subtract item 3c from item 3b to determine net income from nonregular school programs. Report net income here and in item 5e. (If you were able to report income, but not expenditures, item 3d will equal item 3b. If expenditures exceed income, item 3d will be a negative number.)

\$

FINANCIAL AID

4. Did your school offer any form of financial aid to students in school year 1997–1998? Please include tuition reductions or waivers for selected families, as well as scholarships, grants, and work-study. Do not include financial aid for nonregular school programs unless it is difficult to separate such aid from regular financial aid.

☐ The school did not provide any financial aid. →

SKIP to item 5.

☐ The school provided financial aid. Please report the total amount of financial aid provided.

\$ _____

INCOME

Please report income from each source for the 1997–1998 school year, or for your most recent fiscal year. Include only sources of income used to support current day-to-day operations, not income collected for building campaigns or other forms of capital budgets. Include fees and reimbursements for lunch and transportation services, if possible. Report "0," if there was no income from a category.

5a. Tuition and fees – Include actual collections of tuition, registration and application fees, instructional fees and materials, and fines and assessments. Include tuition paid by public school districts or income received through vouchers. *Do not include lunch or transportation fees (report in item 5h, below), unless they cannot be accounted for separately from tuition. Do not include income reported in item 3b.*

Income

\$ _____

b. Income from sponsoring or affiliated organizations – Include cash assistance from church, synagogue, mosque, parish, diocese, congregation, or national association.

c. Income from Federal, State, or local governments – Include grants and reimbursements, USDA meal or milk reimbursements, and State or local grants. Please report all associated expenditures in items 6–10. *Do not include assistance provided in the form of services or materials; such noncash contributions should be reported in item 11.*

d. Endowment and investment income – Include dividends and interest earned on short- and long-term investments that were applied to school operations.

e. Net income calculated in item 3d – Report net income from nonregular school programs. Report a negative number, if expenditures exceed income.

f. Income from fund-raising and annual giving campaigns – *Do not include gifts to capital campaigns. Do not include noncash gifts, which should be reported in item 11.*

g. Income from auxiliary services and affiliated enterprises – Include gross income from auxiliary services (bookstore or laundry) and net income from affiliated enterprises (inns or working farms).

h. Other income – All other sources, including lunch fees and student transportation fees, payments from contractors, rental income, and income from sale of equipment. *Do not include noncash gifts, which should be reported in item 11.*

i. Total income – Sum of items 5a through 5h →

\$ _____

EMPLOYEE WAGES AND SALARIES

For each of the following staff categories, please report total wages and salaries for all paid school employees in school year 1997–1998, or for your most recent fiscal year. Report "0" for any category without salaried personnel. Please also note that –

- wages and salaries paid to staff of nonregular school programs should be reported separately, if possible, in item 3;
- wages and salaries paid to contractors' employees should be reported in item 8;
- the value of services provided by volunteers and personnel not employed by the school should be reported in item 11; and
- if one individual holds responsibilities in more than one of the personnel categories below, we encourage you to apportion the salary among the categories. If apportionment is difficult, report the total salary according to area of primary responsibility.

	Wages
6a. Instruction – Include all teachers, including music and art teachers, coaches, teacher aides, substitute teachers, and special education teachers. Include paid days off and sabbatical expenses. Academic department heads may be regarded as teachers or administrators, as you deem appropriate. <i>Do not include librarians and other instructional support staff, unless you indicate you have done so in item 6i, below.</i>	\$
b. Instructional support and student services – Include librarians, technology coordinators, audiovisual staff, nurses, counselors, chaplains, staff providing psychological services, and so on.	
c. Administration – Include principals, school heads, department and divisional heads who are not included in item 6a, as well as staff of administrative departments, including business, admissions, financial aid, and development. Include individuals who provide secretarial or clerical services to administrators.	
d. Plant/Maintenance – Include custodians, engineers, and other plant and grounds maintenance personnel, including the plant supervisor if that function is performed by an individual not reported above as an administrator. <i>Do not include payments for contracted services, which should be reported in item 8d.</i>	
e. Food service – Include cafeteria and lunch-room staff. <i>Do not include payments for contracted services, which should be reported in item 8e.</i>	
f. Transportation – Include bus drivers or staff providing vehicle maintenance. <i>Do not include payments for contracted services, which should be reported in item 8f.</i>	
g. Other – Include all other staff not included above, such as housekeeping staff and dormitory parents, and staff in auxiliary enterprises, including the personnel staffing a student store. <i>Do not include payments for contracted services, which should be reported in item 8g.</i>	
h. Total salaries – Sum of items 6a through 6g →	\$
i. Further information on salaries – Please indicate below how you have split salaries between items 6a and 6b. <i>Mark (X) appropriate box.</i>	
☐ Reported "0" in item 6b, because no salaried staff in this category.	
☐ Reported "0" in item 6b, because instructional support staff were included in item 6a.	
☐ Split salaries between items 6a and 6b, as requested.	
☐ Reported some salaries of instructional support staff in item 6b, but some are in item 6a.	

EMPLOYEE BENEFITS

- 7.** Please report expenditures for employee benefits in school year 1997–1998, or your most recent fiscal year. Include payroll taxes, retirement, medical, dental, disability, unemployment, life insurance, cafeteria plans, "parsonage" benefits (i.e., cash paid in lieu of housing benefits), and tuition paid to another school through tuition exchanges. Benefits to staff of nonregular school programs should be reported separately, in item 3, if possible. *Do not include contributions paid by employees.*

\$

SUPPLIES AND CONTRACTED SERVICES

For each of the following staff categories, please report expenditures for supplies and contracted services in school year 1997–1998, or for your most recent fiscal year. If your records do not permit you to separate expenditures into the categories we have provided, please provide your best estimate. Report "0," if there were no expenditures in the category. Please also note that –

- ideally, we would like you to exclude computers and other equipment, which should be reported in item 9. However, if a separate accounting of equipment is difficult, include expenditures for equipment in item 8;
- rent should be reported in item 10;
- expenditures for nonregular school programs should be reported separately, if possible, in item 3; and
- the value of donated supplies should be reported in item 11.

	Expenditures
8a. Instruction – Include supplies and contracted services for academic departments and programs, including athletic and physical education programs. Include textbooks, instructional supplies and materials, computer software (unless reported with computers in item 9), and subscriptions. Include student-related activities, such as school newspaper, yearbook, school magazine, theater or student productions, assemblies, trips, and excursions.	\$
b. Instructional support and student services – Include professional development and conference attendance for teaching staff, as well as supplies and contracted services associated with the library, media center, counseling, student health services, testing services, chaplain, and psychological services.	
c. Administration – Include office supplies, telephone, stationery, printing, postage, advertising, office equipment rentals and service contracts, insurance other than plant-related insurance, legal services, accounting, audits, expenditures associated with governing board, fund-raising events, and travel by administrators.	
d. Plant operation/Maintenance – Include utilities, maintenance materials, custodial supplies, contracted custodial and maintenance services, security services, grounds-keeping, and plant-related insurance.	
e. Food service – Include food, paper supplies, and contracted food services.	
f. Transportation services – Include fuel, vehicle repairs, and contracted transportation services.	
g. Other expenditures – Include bad debts, taxes, membership fees, and other general expenditures. Include residential supplies and services, auxiliary enterprises (such as a bookstore), and all other supplies and contracted services not listed above. <i>Do not include equipment, rent, payments on principal or interest, and amounts spent on special maintenance or renovations.</i>	
h. Total supplies and contracted services – Sum of items 8a through 8g →	\$

EQUIPMENT

Please report expenditures for the acquisition and replacement of equipment in school year 1997–1998 or your most recent fiscal year. Report purchases from the operating/general fund separately from purchased from special equipment/plant/capital funds. Report "0" in any category with no expenditures, or any category for which it is easier to report depreciation (under item 9c or item 9d) than actual purchases. Please also note that **the value of donated equipment should be reported in item 11.**

	Operating fund	Equipment or capital fund
9a. Instruction-related computers – Include all computer equipment associated with classrooms, computer labs, or technology centers. Include software that is not reported in 8a. Report "0" if computers cannot be separated from other equipment.	\$	\$
b. Other equipment – Include classroom furniture, science laboratory equipment, playground equipment, photocopiers, administrative computers, and vehicles. <i>Do not include equipment already reported as "supplies" in item 8. Do not include major building renovations or remodeling projects; these should be reported in item 10c.</i>	\$	\$
c. Further information on computer equipment – If you reported "0" in item 9a, please explain: ☐ No computers were purchased in school year 1997–1998. ☐ Computer purchases were included in item 8 (supplies and contracted services). ☐ Computer purchases were reported in item 9b, with other equipment.		
d. Further information on other equipment. If you reported "0" in item 9b, please explain: ☐ No other equipment was purchased in school year 1997–1998. ☐ Other equipment purchases were included in item 8 (supplies and contracted services). ☐ It is easier to report depreciation of \$ than actual purchases. ☐ Depreciation of equipment is included with depreciation of facilities in 10d below.		

FACILITIES

Please report expenditures for facilities at all school sites in school year 1997–1998 or your most recent fiscal year. Report "0" for any category without expenditures.

10a. Rent – Include annual rent paid for land and buildings.

\$

(1) Do rental payments cover utilities? ☐ Yes ☐ No ☐ NA (No rent)

(2) Do rental payments cover custodial services? ☐ Yes ☐ No ☐ NA (No rent)

	Interest	Principal
b. Loan payments for facilities and vehicles – Include payments on long-term debt associated with school buildings, land, vehicles, or other major loans. Include bonds. Report interest and principal payments separately, if possible; otherwise report total payments under "principal."	\$	\$
c. Renovations and transfers to special plant funds – Please report any amounts spent on major building renovations (e.g., repair or replacement of roofs, furnace, air-conditioning), as well as any amounts transferred from the operating fund to a "provision for plant renewal, replacement, and special maintenance" fund (PPRRSM). <i>Do not report acquisition or construction of new facilities.</i>		\$
d. Depreciation of facilities – Please report depreciation of facilities if your school records such depreciation.		\$

NONCASH CONTRIBUTIONS

11a. PUBLIC AGENCIES – Were any of the following services provided by public school districts or other public agencies in school year 1997–1998? Do not include services provided under contracts if contract expenditures were reported in items 6–10. Mark (X).

	No	Yes	
(1) Transportation.	☐	☐	Number of students
(2) Remedial/enrichment instruction such as U.S. Department of Education Title I (report number in Full-Time Equivalents (FTE's), if possible).	☐	☐	Teachers
(3) Book vouchers, books, or book-related grants that were not reported under item 5c as income.	☐	☐	→ Please estimate value ☐ \$1,000 or less ☐ More than \$1,000 ☐ Unknown
(4) Health/testing/psychological services, such as vision and hearing screenings, diagnostic testing, etc.	☐	☐	
(5) Other – Specify	☐	☐	

b. RELIGIOUS INSTITUTIONS – Did your school receive any of the following supports from religious institutions or organizations?

	No	Yes	
(1) Space provided free by religious institution.	☐	☐	Sq. ft. or Number of rooms
(2) Space provided at lower than market rates.	☐	☐	Sq. ft. or Number of rooms
(3) Pastor, congregation members, or religious personnel assist with classroom teaching, library, computer lab, counselling, social work, health care, if not reported under item 6.	☐	☐	→ Please estimate ☐ Less than 4 hours/week ☐ 4–10 hours/week ☐ More than 10 hours/week
(4) Pastor, bookkeeper, church treasurer, congregation members prepare budget and track monthly expenditures, or assist in school office, if not reported under item 6.	☐	☐	→ Please estimate ☐ Less than 4 hours/week ☐ 4–10 hours/week ☐ More than 10 hours/week
(5) Custodial services are shared with sponsoring institution, if not reported under item 6.	☐	☐	→ Please estimate ☐ Less than 4 hours/week ☐ 4–10 hours/week ☐ More than 10 hours/week
(6) Lunch room is staffed by congregation members, religious personnel.	☐	☐	Number on average day
(7) Other – Specify	☐	☐	

c. PARENTS AND OTHERS – Did your school receive any of the following kinds of noncash contributions in 1997–1998 from parents, parent-teacher organizations, businesses, grandparents, alumni, or others?

	No	Yes	
(1) Donated supplies or equipment, such as books, computers, office equipment, playground equipment.	☐	☐	→ Please estimate ☐ \$1,000 or less ☐ More than \$1,000 ☐ Unknown
(2) Volunteers in lunch-room, library, fund-raisers, school clean-up (in addition to 11b).	☐	☐	→ Please estimate ☐ Less than 4 hours/week ☐ 4–10 hours/week ☐ More than 10 hours/week
(3) Other – Specify	☐	☐	

ESTIMATED TIME

Minutes

Not counting interruptions, how long did it take to complete this questionnaire? *(Please record the time spent in minutes.)*

Comments

For information on private schools, principals, and teachers, please visit the Schools and Staffing Survey website at <http://nces.ed.gov/surveys/sass.html> and the Private School Universe Survey at <http://nces.ed.gov/surveys/pss.html>.

THANK YOU FOR YOUR ASSISTANCE

TERMS AND DEFINITIONS

Most items requested are defined in the body of the form. The following items, however, may require additional explanation:

Items 6a and 8a

Instruction – Include activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location, and in other learning situations such as those involving cocurricular activities.

Items 6b and 8b

Instruction support and student services – Activities designed to assess and improve the well-being of students, to supplement the teaching process, and to assist the instructional staff with the content and process of learning experiences for students. These activities include attendance, guidance, health services, psychological services, speech pathology, audiology services, supervision of instructors, instruction and curriculum development, instructional staff training, educational media services, and school libraries.

Items 6c and 8c

Administration – Include activities concerned with establishing and administering policy of operating a school. Include expenditures for overall executive activities, expenditures for school principals, assistant principals, and other assistants while they supervise all operations of the school, evaluate the staff members of the school, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with other schools. These activities also include the work of clerical staff in the principal's office. Include business support activities for fiscal services (budgeting, receiving and disbursing funds, payroll, internal auditing, and accounting), purchasing, warehousing, supply distribution, printing, publishing, and duplicating services. Also include planning, research, development, evaluation, information staff, and data processing activities.

Items 8a–8h and 9a–9d

Equipment and supplies – Criteria for distinguishing equipment from supply items (must meet *all* criteria); equipment lasts for more than one year, is repaired rather than replaced, is an independent unit rather than being incorporated into another item, and the cost of tagging and inventory is a small percent of item cost.

An item should be classified as a supply if it does not meet *all* the stated equipment criteria.

Item 11a(2)

Full-Time Equivalent (FTE) – Describes the number of teaching positions in terms of an average full-time position. The FTE for an individual teacher is derived by dividing the amount of time he/she works as a teacher each week by the amount of time normally required for a full week. (Record all FTE counts to the nearest tenth.) For example, if a full-time teacher in a school is required to work 35 hours per week, count:

- a teacher working 35 hours as 1.0;
- a teacher working 21 hours as 0.6;
- a person who spends 28 hours as a high school English teacher and 7 hours as a guidance counselor as 0.8; do not include the time he/she spends as a guidance counselor
- a principal who spends 5 hours teaching and 30 hours on his/her duties as principal as 0.1.

Listing of NCES Working Papers to Date

Working papers can be downloaded as pdf files from the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch/>). You can also contact Sheilah Jupiter at (202) 502-7444 (sheilah_jupiter@ed.gov) if you are interested in any of the following papers.

Listing of NCES Working Papers by Program Area

No.	Title	NCES contact
Baccalaureate and Beyond (B&B)		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Beginning Postsecondary Students (BPS) Longitudinal Study		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
Common Core of Data (CCD)		
95-12	Rural Education Data User's Guide	Samuel Peng
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000-12	Coverage Evaluation of the 1994-95 Common Core of Data: Public Elementary/Secondary School Universe Survey	Beth Young
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
Decennial Census School District Project		
95-12	Rural Education Data User's Guide	Samuel Peng
96-04	Census Mapping Project/School District Data Book	Tai Phan
98-07	Decennial Census School District Project Planning Report	Tai Phan
Early Childhood Longitudinal Study (ECLS)		
96-08	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-18	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Education Finance Statistics Center (EDFIN)		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
High School and Beyond (HS&B)		
95-12	Rural Education Data User's Guide	Samuel Peng
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson

No.	Title	NCES contact
HS Transcript Studies		
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
International Adult Literacy Survey (IALS)		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley
Integrated Postsecondary Education Data System (IPEDS)		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
National Assessment of Adult Literacy (NAAL)		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
2000-05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000-06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000-07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000-09	Demographic Changes and Literacy Development in a Decade	Sheida White
National Assessment of Educational Progress (NAEP)		
95-12	Rural Education Data User's Guide	Samuel Peng
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
National Education Longitudinal Study of 1988 (NELS:88)		
95-04	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings
95-06	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings

No.	Title	NCES contact
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico

National Household Education Survey (NHES)

95-12	Rural Education Data User's Guide	Samuel Peng
96-13	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-29	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-02	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-08	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler
97-19	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-28	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-34	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-38	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler

No.	Title	NCES contact
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
National Longitudinal Study of the High School Class of 1972 (NLS-72)		
95-12	Rural Education Data User's Guide	Samuel Peng
National Postsecondary Student Aid Study (NPSAS)		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
National Study of Postsecondary Faculty (NSOPF)		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Postsecondary Education Descriptive Analysis Reports (PEDAR)		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Private School Universe Survey (PSS)		
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-26	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Recent College Graduates (RCG)		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Schools and Staffing Survey (SASS)		
94-01	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-06	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
95-01	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-08	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng

No.	Title	NCES contact
95-15	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-18	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk
96-02	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-05	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-09	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-15	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-23	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24	National Assessments of Teacher Quality	Dan Kasprzyk
96-25	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-28	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
97-01	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-14	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-18	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
97-23	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-41	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
98-05	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
98-12	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98-13	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman
98-14	Variance Estimation of Imputed Survey Data	Steven Kaufman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk

No.	Title	NCES contact
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results to Improve Item Construction	Dan Kasprzyk
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
1999-12	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume III: Public-Use Codebook	Kerry Gruber
1999-13	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
1999-14	1994-95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber

Listing of NCES Working Papers by Subject

No.	Title	NCES contact
Adult education		
96–14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96–20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96–22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
98–03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98–10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
1999–11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
Adult literacy—see Literacy of adults		
American Indian – education		
1999–13	1993–94 Schools and Staffing Survey: Data File User’s Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
Assessment/achievement		
95–12	Rural Education Data User’s Guide	Samuel Peng
95–13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
97–29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Larry Ogle
97–30	ACT’s NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Larry Ogle
97–31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Larry Ogle
97–32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questions)	Larry Ogle
97–37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Larry Ogle
97–44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Beginning students in postsecondary education		
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico
Civic participation		
97–25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Climate of schools		
95–14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
Cost of education indices		
94–05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
Course-taking		
95–12	Rural Education Data User’s Guide	Samuel Peng

No.	Title	NCES contact
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999–05	Procedures Guide for Transcript Studies	Dawn Nelson
1999–06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
Crime		
97–09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Curriculum		
95–11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Customer service		
1999–10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
2000–02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Data quality		
97–13	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
Data warehouse		
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Design effects		
2000–03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
Dropout rates, high school		
95–07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
Early childhood education		
96–20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96–22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
97–24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97–36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999–01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
Educational attainment		
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico
Educational research		
2000–02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
Employment		
96–03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico

No.	Title	NCES contact
Engineering		
2000–11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D’Amico
Faculty – higher education		
97–26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000–01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Finance – elementary and secondary schools		
94–05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96–19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
98–01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
1999–07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999–16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
Finance – postsecondary		
97–27	Pilot Test of IPEDS Finance Survey	Peter Stowe
2000–14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
Finance – private schools		
95–17	Estimates of Expenditures for Private K–12 Schools	Stephen Broughman
96–16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97–07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97–22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
1999–07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
2000–15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Geography		
98–04	Geographic Variations in Public Schools’ Costs	William J. Fowler, Jr.
Graduate students		
2000–11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D’Amico
Imputation		
2000–04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Inflation		
97–43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
Institution data		
2000–01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Instructional resources and practices		
95–11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
1999–08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
International comparisons		
97–11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97–16	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97–17	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns

No.	Title	NCES contact
Libraries		
94-07	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screeners/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Limited English Proficiency		
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
Literacy of adults		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000-05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000-06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000-07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000-09	Demographic Changes and Literacy Development in a Decade	Sheida White
Literacy of adults – international		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley
Mathematics		
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
Parental involvement in education		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screeners/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
Participation rates		
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
Postsecondary education		
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson

No.	Title	NCES contact
Postsecondary education – persistence and attainment		
98–11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico
1999–15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D’Amico
Postsecondary education – staff		
97–26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000–01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Principals		
2000–10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
Private schools		
96–16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97–07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97–22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
2000–13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
2000–15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Projections of education statistics		
1999–15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D’Amico
Public school finance		
1999–16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
Public schools		
97–43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98–01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98–04	Geographic Variations in Public Schools’ Costs	William J. Fowler, Jr.
1999–02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
2000–12	Coverage Evaluation of the 1994–95 Public Elementary/Secondary School Universe Survey	Beth Young
2000–13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
Public schools – secondary		
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Reform, educational		
96–03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
Response rates		
98–02	Response Variance in the 1993–94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
School districts		
2000–10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
School districts, public		
98–07	Decennial Census School District Project Planning Report	Tai Phan
1999–03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
School districts, public – demographics of		
96–04	Census Mapping Project/School District Data Book	Tai Phan

No.	Title	NCES contact
Schools		
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk
Schools – safety and discipline		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Science		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D’Amico
Software evaluation		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
Staff		
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
Staff – higher education institutions		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
Staff – nonprofessional		
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
State		
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
Statistical methodology		
97-21	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
Students with disabilities		
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
Survey methodology		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D’Amico
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-12	Coverage Evaluation of the 1994-95 Public Elementary/Secondary School Universe Survey	Beth Young

No.	Title	NCES contact
Teachers		
98-13	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman
1999-14	1994-95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk
Teachers – instructional practices of		
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
Teachers – opinions regarding safety		
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
Teachers – performance evaluations		
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
Teachers – qualifications of		
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
Teachers – salaries of		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
Variance estimation		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Violence		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Vocational education		
95-12	Rural Education Data User's Guide	Samuel Peng
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson