

5

SCHOOL SURVEY SERIES

EXPLORING NEBRASKA'S PRIVATE EDUCATION SECTOR

Andrew D. **Catt**

MARCH **2016**

Friedman
Foundation

*For
Educational
Choice*

Charter Member
AAPOR
**Transparency
Initiative**
AMERICAN ASSOCIATION FOR
PUBLIC OPINION RESEARCH

About the Friedman Foundation for Educational Choice

The Friedman Foundation for Educational Choice is a 501(c)(3) nonprofit and nonpartisan organization, solely dedicated to advancing Milton and Rose Friedman's vision of school choice for all children. First established as the Milton and Rose D. Friedman Foundation in 1996, the Foundation promotes school choice as the most effective and equitable way to improve the quality of K-12 education in America. The Friedman Foundation is dedicated to research, education, and outreach on the vital issues and implications related to school choice.

edchoice.org

EXPLORING NEBRASKA'S PRIVATE EDUCATION SECTOR

Andrew D. **Catt**

MARCH **2016**

TABLE OF CONTENTS

Friedman Foundation Survey Project and Profile	1
Executive Summary	2
Overview	4
Survey Methodology and Data Sources	4
PART I: Friedman Foundation Survey (2014–15)	6
Do Nebraska’s private schools have available seats for new students?	7
If enacted, would schools participate in an education savings account (ESA) program?	7
If enacted, would schools participate in a tax-credit scholarship program?	8
If enacted, would schools participate in a voucher program?	8
Which private school choice program rules and regulations would concern schools most?	9
Which geographic areas have the most open seats in Nebraska’s private schools?	11
Which geographic areas have the most respondent private schools?	12
What is the cost of tuition among private schools?	13
What do private schools charge in fees?	15
What proportion of Nebraska private schools offers some form of financial assistance, and how much do they offer? ...	16
What proportion of Nebraska private schools educate students with special needs?	17
What proportion of the state’s private schools enrolls students with special needs?	18
Do respondent schools test their students annually?	19
PART II: U.S. Department of Education: PSS Datasets (1989–90 to 2013–14)	20
Which geographic areas have the most private schools?	21
What types of communities have the most private schools?	22
Which cities have the most private schools?	23
How many Nebraska private school graduates went to four-year colleges?	24
How many of Nebraska’s students attend private school?	25
What is the state’s average and median private school size (enrollment)?	26
What are the enrollment sizes of the state’s private schools?	27
What are the most common grade spans for Nebraska’s private schools?	28
What proportion of the state’s private schools also offer prekindergarten? How many schools?	29
What is the gender makeup of the state’s private schools?	30
What is the racial makeup of the state’s private schools?	31
How long is each year and day for students attending the state’s private schools?	33
Do the state’s private schools offer full-day kindergarten, half-day kindergarten, or both?	35
What is the average Nebraska private and public school class size?	36
How many schools are religious and which denominations are represented?	37
How many schools belong to an association, and to what associations do they belong?	39
Appendix A: Response Rates Using AAPOR RR2:	41
Appendix B: PSS Respondent K-Terminal Schools	42
Notes	43
About the Author	45

FRIEDMAN FOUNDATION SURVEY PROJECT AND PROFILE

TITLE: *Exploring Nebraska's Private Education Sector*

SURVEY SPONSOR AND DEVELOPER: The Friedman Foundation for Educational Choice

SURVEY DATA COLLECTION AND QUALITY CONTROL: The Friedman Foundation for Educational Choice

INTERVIEW DATES: May 7 to July 21, 2015

INTERVIEW METHOD: Web; SurveyMonkey

LANGUAGE(S): English only

SAMPLE FRAME: Non-Probability Sampling of Establishments

SAMPLE PROVIDER: Nebraska Department of Education

POPULATION SAMPLE: Attempted census of all K–12 private schools in Nebraska

SAMPLE SIZE: Nebraska Private School Principals/Administrators = 217

MARGINS OF ERROR: N/A

RESPONSE RATES (RR) USING AAPOR RR2: ≤48.4% (see Appendix A)

WEIGHTING? None

OVERSAMPLING? None

The survey's sponsor and sole funder was the Friedman Foundation for Educational Choice. For more information, contact: Drew Catt at dcatt@edchoice.org.

The author is responsible for overall survey design; question wording and ordering (see separate Nebraska Private School Survey Questionnaire at www.edchoice.org/NESchoolSurvey); this paper's analysis, charts, and writing; and any unintentional errors or misrepresentations.

EXECUTIVE SUMMARY

Exploring Nebraska's Private Education Sector is the fifth entry in the Friedman Foundation for Educational Choice's *School Survey Series*, which includes previous reports on Indiana, Ohio, Nevada, and Colorado. This report synthesizes information about Nebraska's private schools from two separate surveys conducted by the U.S. Department of Education (USDOE) and the Friedman Foundation.

If one were to assume the Friedman Foundation survey data are representative of the state's private schools, then Nebraska's private schools have enough empty seats to increase current private school enrollment (33,768 students) by approximately 26 percent. Thus, total enrollment capacity could be reasonably estimated to exceed 42,700 seats, including those currently filled by students.

When it comes to school choice programs, 83 percent of respondent Nebraska private schools said they would participate in an education savings account (ESA) program; 78 percent said they would participate in a tax-credit scholarship program; and 86 percent said they would participate in a voucher program.

Additional findings from the Friedman Foundation survey include:

- 89 percent of respondent Nebraska private schools enroll at least one student with special needs
 - o Half of the respondent schools said 5 percent or more of their enrollments are students with special needs
 - o Two respondent schools exclusively enroll students with special needs
- More than half of respondent schools charge tuition rates less than \$2,500 for students in prekindergarten through middle school
- 8 percent of respondent schools charge \$10,000 or more for high school
- Half of the respondent schools provide an average of \$1,150 or less in tuition assistance per student
- Half of the respondent schools provide tuition assistance to up to 25 percent of their students
- 94 percent of respondent schools require their students to take a nationally norm-referenced test or the state assessment to measure academic performance
 - o 21 percent of those schools administer the test to "all" grade levels
 - o 62 percent of those schools administer the test to "most" grade levels
 - o 27 percent—the majority—of respondent schools administer the Measures of Academic Progress (MAP)
 - o 4 percent of respondent schools administer state assessments
- 59 percent of respondent schools reported high or very high concern with rules and regulations relating to testing and accountability
- 52 percent of respondent schools reported high or very high concern with rules and regulations relating to accommodations for students with special needs
- 52 percent of respondent schools reported high or very high concern with rules and regulations relating to paperwork and reporting

Findings from the USDOE's survey include:

- Nebraska private schools enroll an average of 195 students
 - 16 percent of Nebraska's private school students belong to at least one racial minority group, whereas approximately 28 percent of all Nebraska school-aged children belong to at least one racial minority group
 - 59 percent of Nebraska private school graduates continue their education at a four-year college
 - 32 percent of Nebraska private schools serve grades PK–8
 - 11 percent of Nebraska private schools serve grades K–8
 - 59 percent of Nebraska private schools offer prekindergarten, compared with 56 percent of Nebraska public schools
 - Nebraska private schools' average K–12 student/ full-time K–12 teacher ratio is 11.1:1
 - Nebraska private schools operate 7.0 hours per day, on average
 - Nebraska private schools operate 174 days per year, on average
 - 24 percent of Nebraska's private schools are in Omaha
 - 13 percent of Nebraska's private schools are in Lincoln
 - 57 percent of Nebraska's private schools are in a town or rural area
 - 65 percent of Nebraska's private schools belong to at least one association
- The largest private school associations in Nebraska are the National Catholic Educational Association (NCEA) and the Association of Christian Schools International (ACSI)

OVERVIEW

School choice in Nebraska is on the move this year as state legislators are considering a proposal for a tax-credit scholarship program.

Tax-credit scholarships allow taxpayers to receive full or partial tax credits when they donate to nonprofits that provide private school scholarships. Eligible taxpayers can include both individuals and businesses. In some states, scholarship-giving nonprofits also provide innovation grants to public schools and/or transportation assistance to students choosing alternative public schools.¹ A series of public information sessions are taking place this spring across the state of Nebraska to explain how tax-credit scholarships work and the benefits to students and the state economy.²

Nebraska's Department of Education (NDE) provides useful information for those interested in private schools, including a current directory and reports on enrollment and administration. However, NDE does not disseminate capacity data, so there is not a comprehensive state-level resource for data on "open" seats available to students. For more than 20 years, the USDOE has conducted its own biennial survey of private schools across the country. Additionally, the Friedman Foundation conducted its own survey of Nebraska private schools in 2015. This report synthesizes information collected by both surveys, starting with a short overview of the data sources followed by the key findings from the surveys.

Each survey offers key profile and demographic characteristics of Nebraska's private schools and should aid future policy decisions and any addition to Nebraska's private school choice environment.

Survey Methodology and Data Sources

Friedman Foundation. From May 7 to July 21, 2015, the Friedman Foundation administered a first-of-its-kind survey of Nebraska's private K–12 schools. The purpose of that assessment was seven-fold: (1) forecast a count of currently available seats and capacities to enroll additional students, (2) measure the potential interest in various private school choice programs, (3) determine the rules and regulations that concern schools the most, (4) estimate the average and median private school tuition, (5) document how many schools provide tuition assistance, (6) determine the current testing programs, if any, in effect for those schools, and (7) document how many schools serve students with special needs.

According to the NDE, there were 231 private schools serving 33,768 K–12 and ungraded students in the fall of 2014.³ The Friedman Foundation survey received responses from 105 private schools operating in Nebraska serving at least 23,520 K–12 and ungraded students.⁴ Based on the NDE's total number of Nebraska private school students, this represents more than an estimated two-thirds (70 percent) of the state's private school population; based on the NDE's total number of Nebraska K–12 private schools, this represents more than an estimated two-fifths (45 percent) of the state's private schools. There were 217 private schools on the survey contact list that met at least two conditions:

- (1) the school had a working email address or phone number; and
- (2) the school was not part of a residential treatment facility, such as an in-patient mental health hospital.

Therefore, the Friedman Foundation survey had a 46 percent school-level response rate for enrollment and

capacity and equal or lower response rates for the other data points, except for contact information. Complete responses were received from 93 private schools, which equates to a 43 percent complete response rate.⁵

To minimize coverage bias, the author took the following steps:

- compiled private school email list from association membership searches and NDE and added schools from PSS;
- called schools to collect missing email addresses;
- contacted all 217 schools at least three times directing them to the SurveyMonkey link containing the survey;
- obtained the endorsement of four school associations and one accrediting organization;
 - o four of these entities sent e-mails to their member schools encouraging participation
- verified school email addresses through school websites, where possible; and
- called remaining non-respondents to ensure email was received and to further encourage participation.

The Friedman Foundation's survey sample should provide a meaningful representation of the state's private school sector.

U.S. Department of Education. The federal government has conducted biennial surveys of private schools in each state for more than two decades. USDOE's National Center for Education Statistics (NCES) started collecting data every other school year to generate information on the number of private schools, students, and teachers and to build a list of private schools starting with the 1989–90 school year through its Private School Universe Survey (PSS).⁶ The

most recent survey—with data publicly available—was conducted in the 2013–14 school year.⁷

Each year the USDOE has asked for information about certain school qualities, such as address and primary contact information, school district and county of residence, grade span, number of teachers, number of students, website, and any school association membership. According to the USDOE's most recent survey report, there are 222 private schools in Nebraska serving 36,163 students overall.⁸ Of those, the USDOE received survey responses from 197 schools serving 32,241 K–12 and ungraded students.⁹ However, those numbers include 13 kindergarten-terminal (PK–K, or K only) schools serving 65 kindergarteners.¹⁰ Excluding those schools, the USDOE received survey responses from 184 schools serving 32,176 K–12 and ungraded students. Therefore, excluding kindergarten-terminal schools, the USDOE had an 83 percent response rate. Appendix B shows what some of the data look like for kindergarten-terminal schools.

PART I

Friedman Foundation (2014–15)

Do Nebraska's private schools have available seats for new students?

Of the schools taking part in the Friedman Foundation survey, it can be cautiously estimated 6,225 open seats—across K–12—are available in the state's private school sector. Note that this is an estimate provided directly by the 99 private schools in this survey. The projected estimate for Nebraska's total private school sector is closer to 8,900 open seats for K–12 students.

Open Seats in Respondent Private Schools (2014–15)

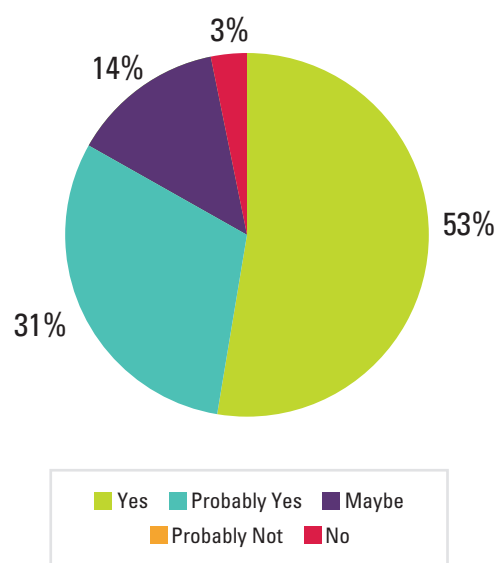
Private School Grade Level	Number of Open Seats
TOTAL	6,225
Kindergarten	559
Elementary School	2,721
Middle School	1,630
High School	1,262
Ungraded	53

number of schools responding = 99; item response rate = 48%

If enacted, would schools participate in an education savings account (ESA) program?

When asked if they would participate in an ESA program, more than four out of five respondent private schools (83 percent; 79 of 95 schools) said “yes” or “probably yes.” Another 14 percent of schools said “maybe”; in other words, they would consider participation. No school said it would probably not participate, and only seven schools (7 percent) said “no” when asked if they would participate. In the comments section, some of the schools that said “probably yes” or “maybe” indicated their participation would depend on whether or not they are mandated to take the state assessment instead of a nationally norm-referenced test of their choosing.¹¹

Private School Responses to Potential ESA Program Participation

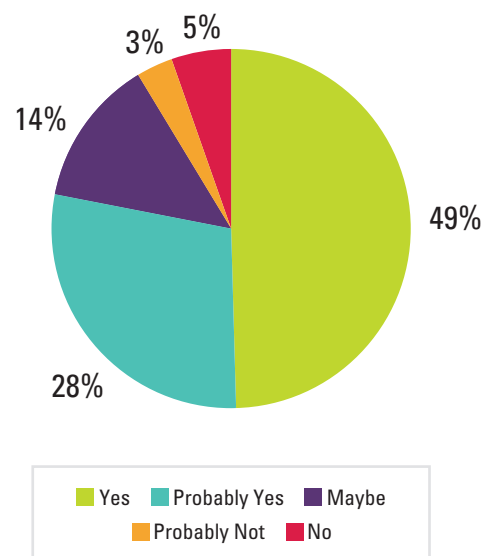


number of schools responding = 95; item response rate = 44%

If enacted, would schools participate in a tax-credit scholarship program?

When asked if they would participate in a tax-credit scholarship (TCS) program, more than three-quarters of respondent private schools (78 percent; 74 of 95 schools) said “yes” or “probably yes.” Another 14 percent of schools said “maybe.” In other words, they would consider participation. Seven schools (3 percent) said they would probably not participate, and 11 schools (5 percent) said “no” when asked if they would participate.

Private School Responses to Potential TCS Program Participation

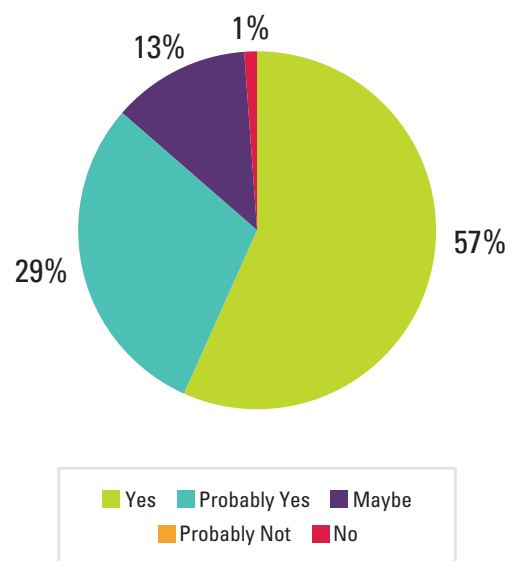


number of schools responding = 95; item response rate = 44%

If enacted, would schools participate in a voucher program?

When asked if they would participate in a voucher program, more than four out of five respondent private schools (86 percent; 82 of 95 schools) said “yes” or “probably yes.” Another 13 percent of schools said “maybe.” In other words, they would consider participation. No school said it would probably not participate, and only two schools (1 percent) said “no” when asked if they would participate.

Private School Responses to Potential Voucher Program Participation



number of schools responding = 95; item response rate = 44%

Which private school choice program rules and regulations would concern schools most?

Nearly nine out of 10 schools (89 percent; 93 of 105 schools) that responded to the Foundation's survey shared their concerns about potential rules and regulations from state government for at least one of the categories. On average, respondent schools were most concerned with rules pertaining to:

- testing and accountability,
- accommodations for students with special needs
- paperwork and reporting,
- setting of curriculum and instruction, and
- school admissions and enrollment guidelines.

Nearly three-fifths of the schools that responded to that question (59 percent) said they would have "very high" or "somewhat high" concerns with regulations concerning testing and accountability. In the comments section, most schools expressed apprehension about how a school choice program might affect their curriculum.

Average Concern Level for Specific Rules and Regulations (1 = Very Low, 5 = Very High)

Rule/Regulation	Average Concern Level
Testing and Accountability	3.6
Accommodations for Students with Special Needs	3.5
Paperwork and Reporting	3.5
Curriculum and Instruction	3.5
School Admissions and Enrollment Guidelines	3.4
Tuition and Fees	3.2
Financial Reporting and Disclosure	3.1
School Eligibility for Program (e.g. register with state)	3.1
Building Safety and Security	2.9
Student Eligibility for Program (e.g. income limit)	2.8
Teacher/Staff Certification and Licensure	2.7

number of schools responding = 93; item response rate = 43%

Continued

Number of Private Schools with Somewhat High or Very High Concern for Specific Rules and Regulations

Rule/Regulation	Number of Private Schools
Testing and Accountability	55
Accommodations for Students with Special Needs	48
Paperwork and Reporting	48
Curriculum and Instruction	47
School Admissions and Enrollment Guidelines	45
Tuition and Fees	36
Financial Reporting and Disclosure	35
School Eligibility for Program (e.g. register with state)	32
Building Safety and Security	27
Teacher/Staff Certification and Licensure	27
Student Eligibility for Program (e.g. income limit)	26

number of schools responding = 93; item response rate = 45%

Which geographic areas have the most open seats in Nebraska's private schools?

Of the private schools that responded to the Friedman Foundation survey, Douglas County had the most open K–12 private school seats during the 2014–15 school year.

- Lincoln had a little less than four-fifths (78 percent) the number of open seats Omaha had. Norfolk had a little less than half (47 percent) the number of open seats Omaha had.
- Lancaster County had a little more than three-fifths the number of open seats (61 percent) Douglas County had.

Top 10 Nebraska Cities Having Largest Number of Open Seats in Respondent Private Schools (2014–15)

City	Number of Open Seats
Omaha	1,323
Lincoln	1,027
Norfolk	622
North Platte	339
Hastings	251
Fremont	247
David City	229
Lindsay	217
Bellevue	185
Ralston	158

number of schools responding = 99; item response rate = 46%

Top 10 Nebraska Counties Having Largest Number of Open Seats in Respondent Private Schools (2014–15)

County	Number of Open Seats
Douglas	1,695
Lancaster	1,027
Madison	737
Lincoln	339
Adams	289
Platte	267
Dodge	247
Butler	229
Sarpy	221
Saline	136

number of schools responding = 99; item response rate = 46%

Which geographic areas have the most respondent private schools?

More than half (51 percent) of the Nebraska private schools that responded to the Friedman Foundation survey are situated in Omaha, Lincoln, or Norfolk (50 of 99 schools).

More than half (51 percent) of the state's respondent private schools are located in Douglas or Lancaster counties (50 of 99 schools).

Top Seven Nebraska Cities Having Largest Number of Respondent Private Schools (2014–15)

City	Number of Private Schools
Omaha	27
Lincoln	18
Norfolk	5
North Platte	4
Bellevue	3
Grand Island	3
Kearney	3

number of schools responding = 99; item response rate = 46%

Top Eight Nebraska Counties Having Largest Number of Respondent Private Schools (2014–15)

County	Number of Private Schools
Douglas	32
Lancaster	18
Madison	8
Lincoln	4
Sarpy	4
Buffalo	3
Hall	3
Platte	3

number of schools responding = 99; item response rate = 46%

What is the cost of tuition among private schools?

Half of private schools for which tuition data are available charge \$2,260 or less for elementary and \$2,455 or less for middle school grades. Half of private schools for which tuition data are available charge less than \$4,940 for high school grades.

At all levels there are some especially expensive schools that create the gaps between “average” and “median” private school tuition rates seen in the first accompanying table. The minimum tuition charged at any level is \$73, and the maximum tuition charged at any level is \$11,800.¹²

More than four-fifths of Nebraska private schools (85 percent) charge less than \$2,500 for prekindergarten, whereas more than half charge the same range for kindergarten, elementary school grades, and middle school grades (58 percent, 54 percent, and 51 percent, respectively). Nearly one-fifth of Nebraska private schools (17 percent) charge the same range for high school grades.

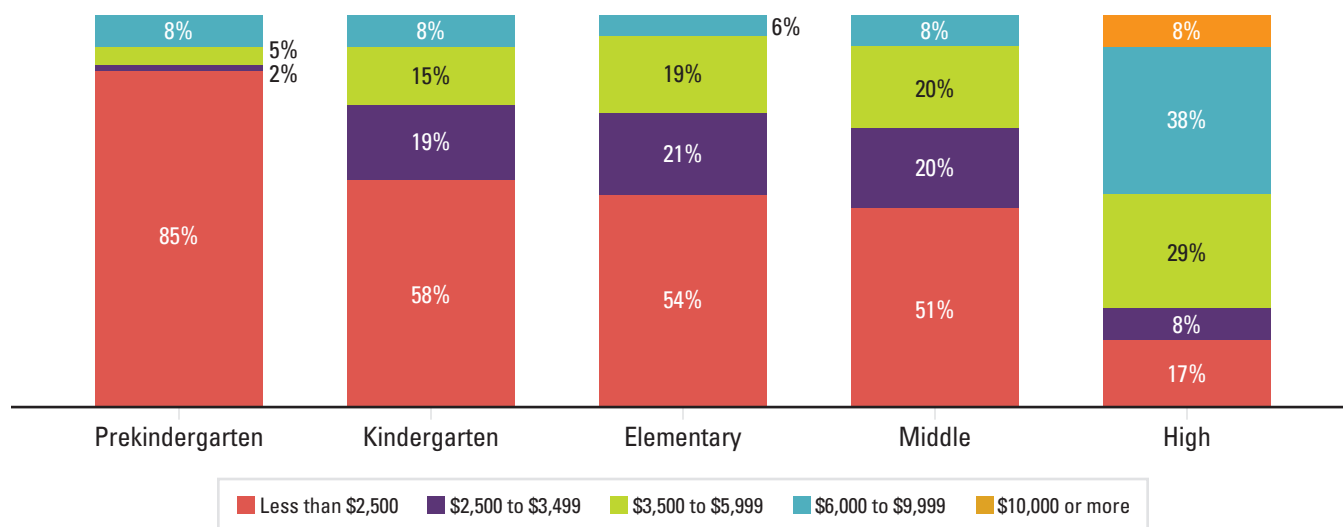
Tuition Amounts for Nebraska Private Schools (2014–15)

Grade(s)	Average Tuition	Median Tuition	Minimum Tuition	Maximum Tuition
OVERALL	\$2,705	\$2,000	\$73	\$11,800
Prekindergarten	\$1,949	\$1,178	\$73	\$9,400
Kindergarten	\$2,508	\$2,125	\$100	\$9,200
Elementary School	\$2,489	\$2,260	\$90	\$8,700
Middle School	\$2,713	\$2,455	\$100	\$9,000
High School	\$5,881	\$4,940	\$1,200	\$11,800

number of schools responding = 92; item response rate = 42%

Continued

Nebraska Private School Tuition Ranges by Grade Level (2014–15)



What do private schools charge in fees?

Half of schools for which fee data are available charge \$205 or less, and the Nebraska private schools for which fee data are available charge \$25 to \$1,800 in total fees. Those fees are in addition to the tuition that schools charge students. The fee category in which Nebraska schools charge the most, on average, is “Textbooks.” Fees under the “Other” category included those for art supplies, athletics, field trips, and general student activities.

Fee Amounts for Nebraska Private Schools (2014–15)

Fee Category	Average Fee	Median Fee	Minimum Fee	Maximum Fee
TOTAL	\$262	\$205	\$25	\$1,800
Registration/Application	\$152	\$100	\$25	\$600
Textbooks	\$214	\$150	\$50	\$1,000
Technology	\$91	\$68	\$5	\$600
Transportation	\$148	\$100	\$10	\$400
Uniforms	\$135	\$150	\$15	\$250
Other	\$111	\$50	\$5	\$500

number of schools responding = 81; item response rate = 37%

What proportion of Nebraska private schools offers some form of financial assistance, and how much do they offer?

More than nine out of 10 of the state’s private schools for which tuition data are available (92 percent) provide some form of tuition assistance. Half of those schools provide financial assistance to approximately one-fourth of their students (25 percent), and half of those schools provide \$1,150 or more in financial assistance. Seven schools provide assistant to all enrolled students.

Tuition Assistance Provided by Nebraska Private Schools (2014–15)

	Average	Median
Percentage of Students Receiving Financial Assistance (Including Discounts)	36%	25%
Tuition Assistance Per Student	\$7,602	\$1,150

number of schools responding = 92; item response rate = 42%

What proportion of Nebraska private schools educates students with special needs?

For the schools that responded to this question, it is estimated more than one out of 10 students attending Nebraska private schools (11 percent) had special needs in 2014–15, on average.¹³ Comparatively, nearly one-sixth (15 percent) of Nebraska public school students had special needs in 2013–14.¹⁴

However, it is important to note that, in two of the respondent schools, students with special needs made up the entire student body, so the median proportion of students (5 percent) may be more important for comparisons. A median of that data point could not be found for Nebraska public schools.

Nebraska Private Schools’ Percentage of Students with Special Needs (2014–15)

Student Profile	Average Percent of Private School's Students	Median Percent of Private School's Students
With Special Needs	11%	5%
Without Special Needs	89%	95%

number of schools responding = 83; item response rate = 38%

What proportion of the state’s private schools enrolls students with special needs?

Of those schools that responded to the question, nearly nine out of 10 (89 percent; 84 of 94 schools) enrolled at least one student with special needs in 2014–15.

Nebraska Private Schools Enrolling Students with Special Needs (2014–15)

Enrolled Student(s) with Special Needs	Number of Private Schools	Percent of State's Private Schools
Yes	84	89%
No	10	11%

number of schools responding = 94; item response rate = 43%

Do respondent schools test their students annually?

More than nine out of 10 Nebraska private schools (94 percent) require their students to take a nationally norm-referenced test or the state assessment to measure student academic performance. Of those schools, nearly two-thirds (62 percent) reported they administer the test to “most” grade levels. Only four schools that responded to this question said they require the state’s criterion-referenced assessments (4 percent). Half of these schools also give at least one nationally norm-referenced assessment.¹⁵

More than one-fourth of the schools that require a standardized test (27 percent) administer the Measures of Academic Progress (MAP). Approximately one-fourth of Nebraska’s testing schools (25 percent) require the TerraNova. Nearly one out of 10 Nebraska private schools that require a standardized test administer the Iowa Test of Basic Skills (ITBS) or ACT Aspire (7 percent and 7 percent, respectively).

Grade Levels Tested in Nebraska Private Schools (2014–15)

Grades Tested	Number of Testing Schools	Percentage of State's Private Schools
TOTAL	89	94%
All	20	21%
Most	59	62%
Few	9	9%

number of schools responding = 95; item response rate = 44%

Most Common Nationally Norm-Referenced Standardized Tests Used by Nebraska Private Schools (2014–15)

Standardized Test	Number of Testing Schools	Percentage of State's Testing Schools
MAP	24	27%
TerraNova	22	25%
ACT Aspire	6	7%
ITBS	6	7%
ACT	5	6%
Stanford 10	4	4%
PSAT	3	2%

number of schools responding = 88; item response rate = 41%

PART II

U.S. Department of Education:
PSS datasets 1989–1990 to 2013–14

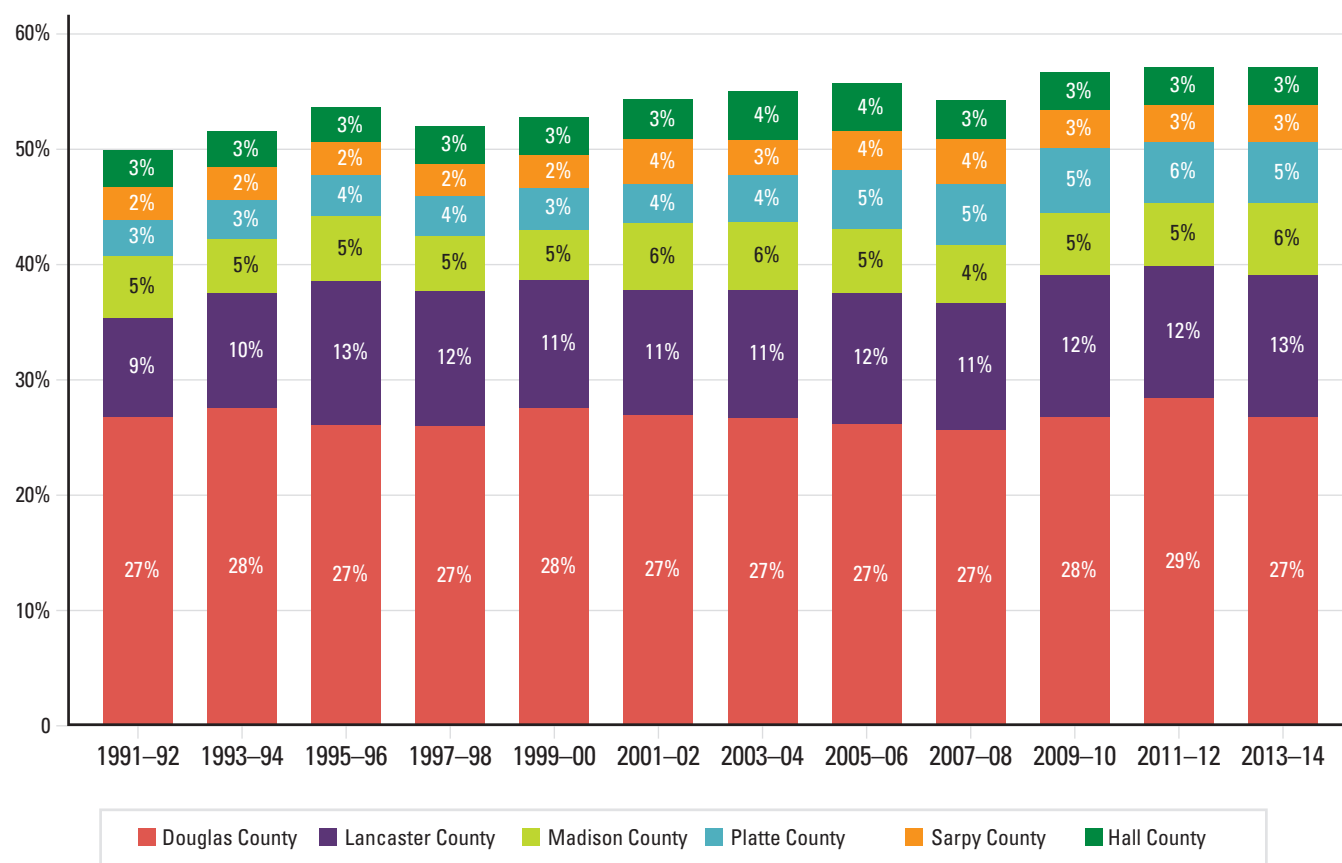
Which geographic areas have the most private schools?

Generally speaking, the following two areas represent the cradles of private schools in Nebraska: Douglas County, which has more than one out of four of the state's private schools (27 percent; 50 of 184 schools), and Lancaster County, which has approximately 13 percent (24 of 184 schools). Both counties' proportion of the state's private schools has remained relatively the same since 1995–96.¹⁶

Top 11 Nebraska Counties Having Private Schools (2013–14)

County	Number of Private Schools	Number of Private School Students
Douglas	50	13,467
Lancaster	24	5,949
Madison	11	1,705
Platte	9	1,215
Sarpy	6	1,698
Hall	5	447
Dodge	4	584
Adams	4	562
Cedar	4	431
York	4	343
Seward	4	329

Proportion of Nebraska Private Schools by County (1991–92 to 2013–14)



What types of communities have the most private schools?

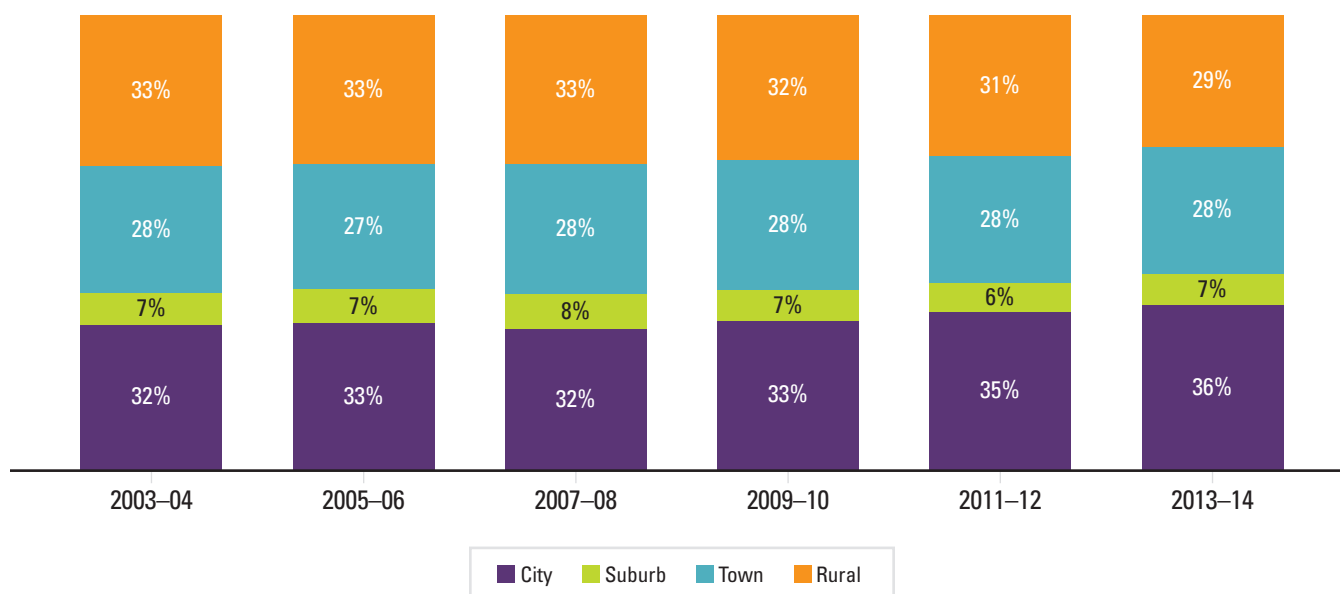
More than one out of three of Nebraska's private schools (36 percent) are in a city (67 of 184 schools), whereas more than half (57 percent) are in a town or rural area (104 of 184 schools). However, 47 percent of Nebraska's private school *students* attend school in a city, compared with 12 percent in suburban areas, 21 percent in towns, and 10 percent in rural areas.

The distribution of Nebraska's private schools by community type has changed little over time. However, there has been a slight increase in the share of schools in cities and a small drop in the share of schools in rural areas.

Nebraska Private Schools and Students by Community Type (2013–14)

Community Type	Number of Private Schools	Percent of State's Private Schools	Number of Private School Students	Percent of State's Private School Students
City	67	36%	17,018	47%
Suburb	13	7%	4,234	12%
Town	51	28%	7,493	21%
Rural	53	29%	3,431	10%

Proportion of Nebraska Private Schools by Community Type (2003–04 to 2013–14)



Which cities have the most private schools?

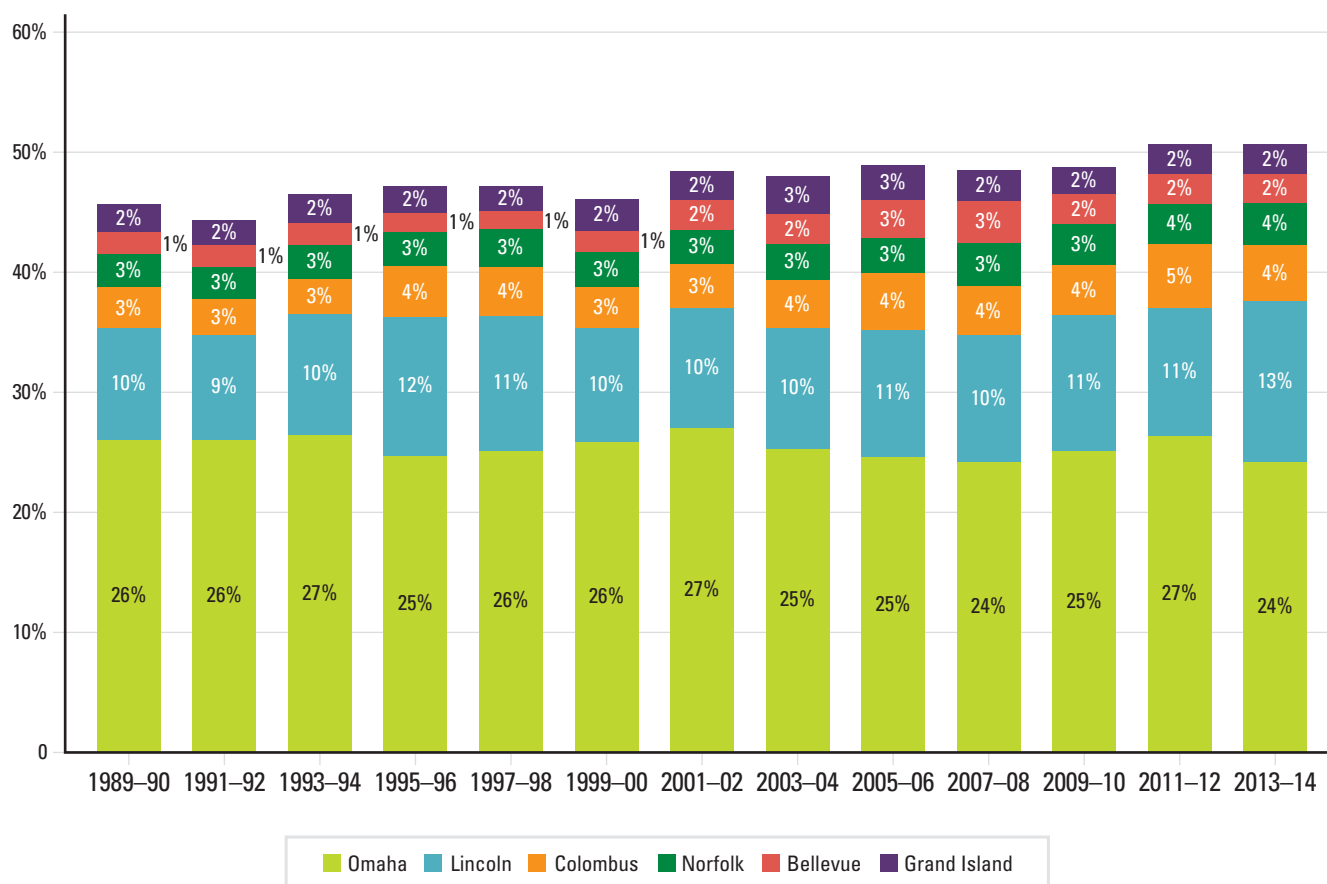
Nearly two-fifths of the state's private schools (38 percent) are in Omaha or Lincoln (69 of 184 schools).

The percentage of the state's private schools in Omaha has fluctuated slightly over time but has remained fairly consistent overall, and the concentration of the schools in Lincoln has increased. Those two areas have accounted for anywhere from slightly more than one-third (35 percent in numerous years) to nearly two out of five (38 percent in 2013–14) of the state's private schools over time.

Top 12 Nebraska Cities Having Largest Number of Private Schools (2013–14)

City	Number of Private Schools	Number of Private School Students
Omaha	45	12,412
Lincoln	24	5,949
Columbus	8	1,007
Norfolk	7	1,485
Bellevue	4	938
Grand Island	4	429
Fremont	3	550
Hastings	3	514
Kearney	3	513
Hartington	3	407
Boys Town	3	387
Scottsbluff	3	259

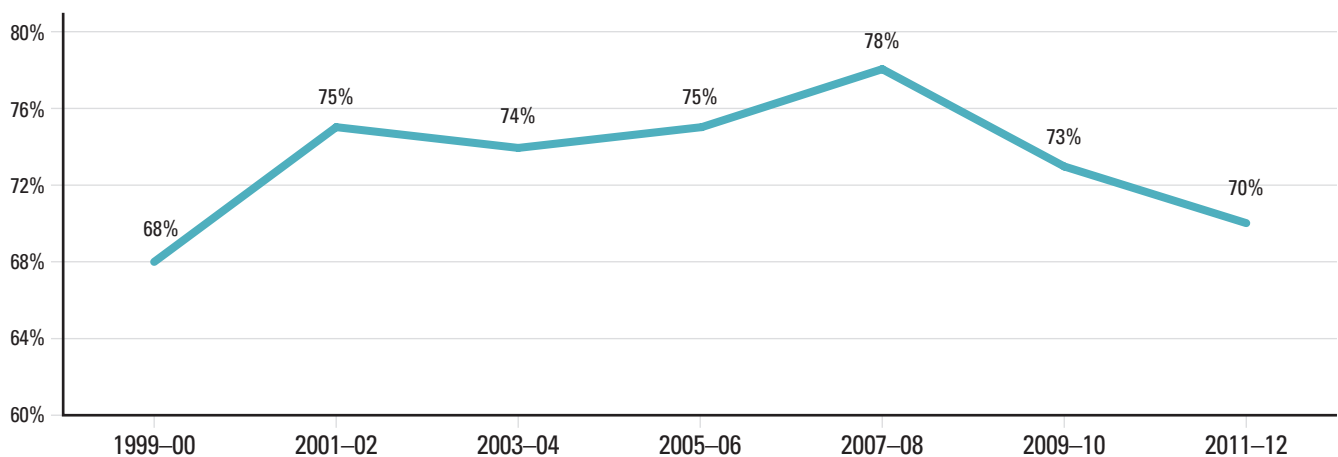
Proportion of Nebraska Private Schools by City (1989–90 to 2013–14)



How many Nebraska private school graduates went to four-year colleges?

More than two-thirds of private school students who graduated with a diploma in 2010–11 (70 percent) continued their education at a four-year college. This is slightly more than the national average for private school graduates (65 percent). Although there has been some fluctuation, the percentage of seniors graduating Nebraska private schools with a diploma and going on to a four-year college has increased overall since 1999–00.

Proportion of Nebraska Private School Graduates Enrolling in a Four-Year College (1999–00 to 2011–12)

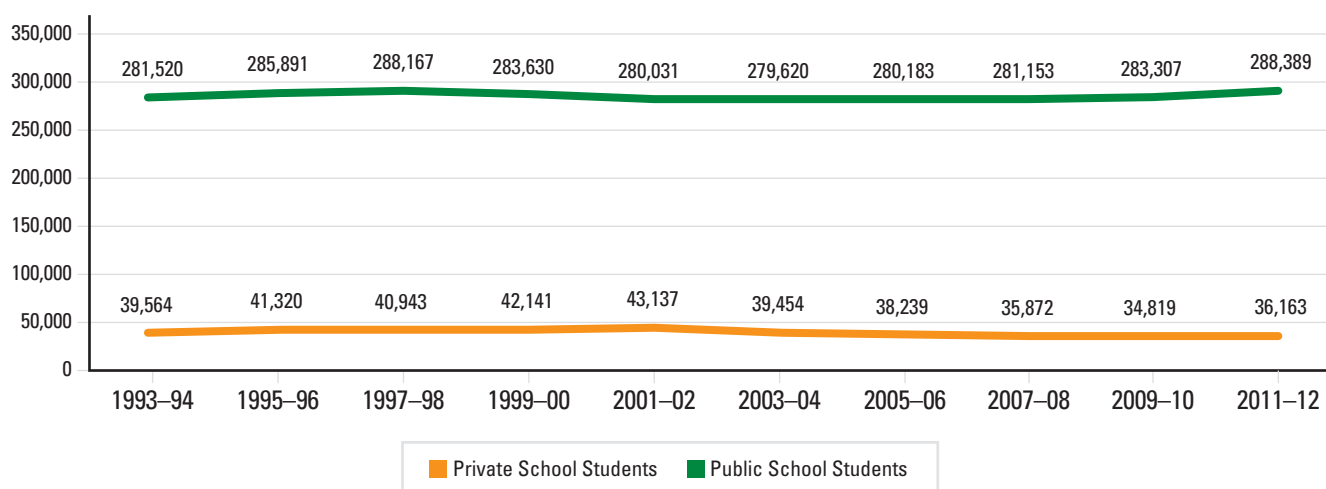


How many of Nebraska's students attend private school?

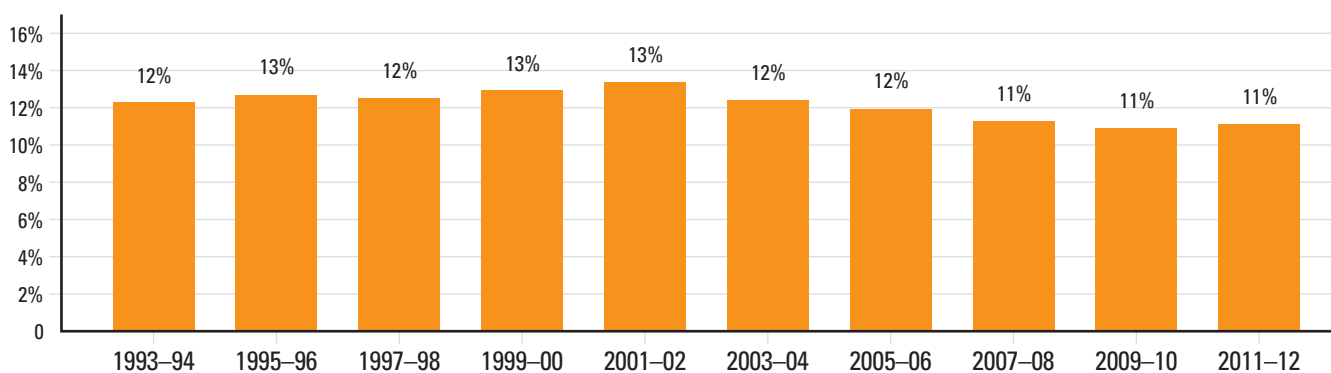
More than 36,000 students attend private school in Nebraska, according to the most recent data currently available. This is a decrease of approximately 9 percent from 1993–94. By contrast, the number of students attending public school in Nebraska has increased approximately 2 percent across the same time periods.¹⁷

More than one out of 10 Nebraska students (11 percent) attend private school. Over the course of nearly 20 years, this proportion has remained fairly consistent, although there has been an increase of 6,869 public school students and a decrease of 3,401 private school students.¹⁸

Number of K–12 Students in Nebraska (1993–94 to 2011–12)



Proportion of Nebraska Students Attending Private School (1993–94 to 2011–12)

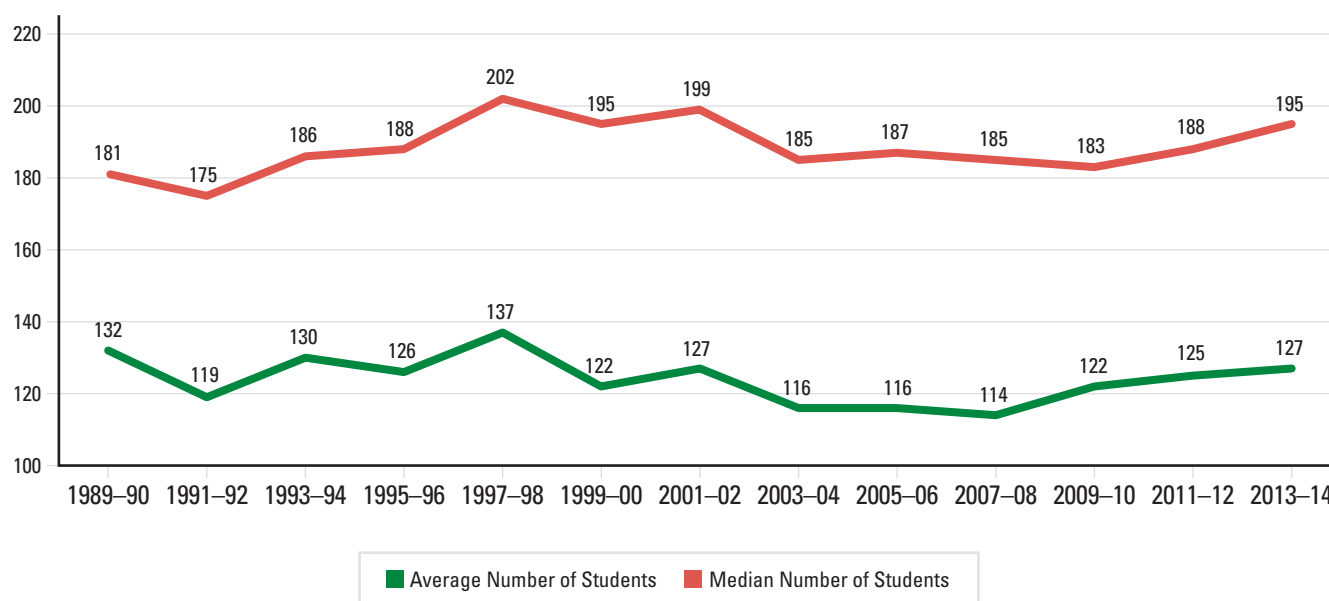


What is the state's average and median private school size (enrollment)?

The average private school size in Nebraska is 127 K–12 students, and the median private school size is 195 K–12 students (half of all private schools are above/below that enrollment number). The reason the median is so much lower than the average is most likely a result of there being 38 schools with fewer than 30 K–12 students.

After a decline in the state's average private school size in the early 1990s, enrollment fluctuated until eventually reaching a high of 202 in 1997–98. The state's median private school size experienced a similar fluctuation. Speculative reasons for the change could be anything from a greater number of schools with fewer than 30 K–12 students responding in some years more than others to the merging of some schools with separate schooling levels (K–6 and 7–12).

Enrollments of Nebraska Private Schools (1989–90 to 2013–14)

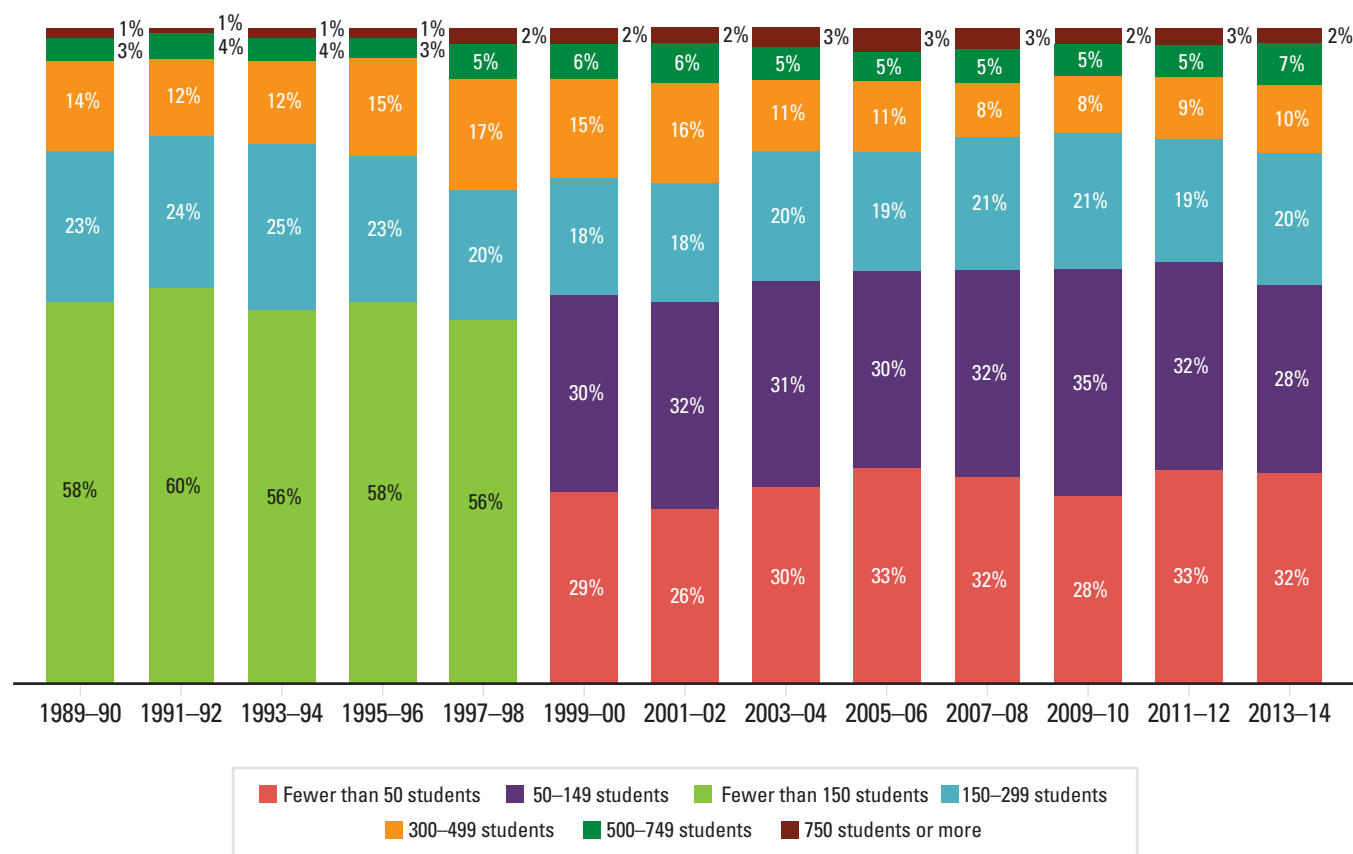


What are the enrollment sizes of the state's private schools?

Nearly one out of three of Nebraska's private schools (32 percent) enroll fewer than 50 students (59 of 184 schools). When including the schools enrolling 50 to 149 students, approximately three out of five of Nebraska private schools (60 percent) enroll fewer than 150 students (111 of 184 schools).

The proportion of schools enrolling fewer than 150 students has fluctuated over time but has remained fairly consistent overall. Although there has been some fluctuation, the proportion of schools enrolling 150 to 299 students has decreased over time. The proportion of schools in the largest enrollment category (750 students or more) has increased over time.

Proportion of Nebraska Private Schools by Enrollment Size (1989–90 to 2013–14)



What are the most common grade spans for Nebraska's private schools?

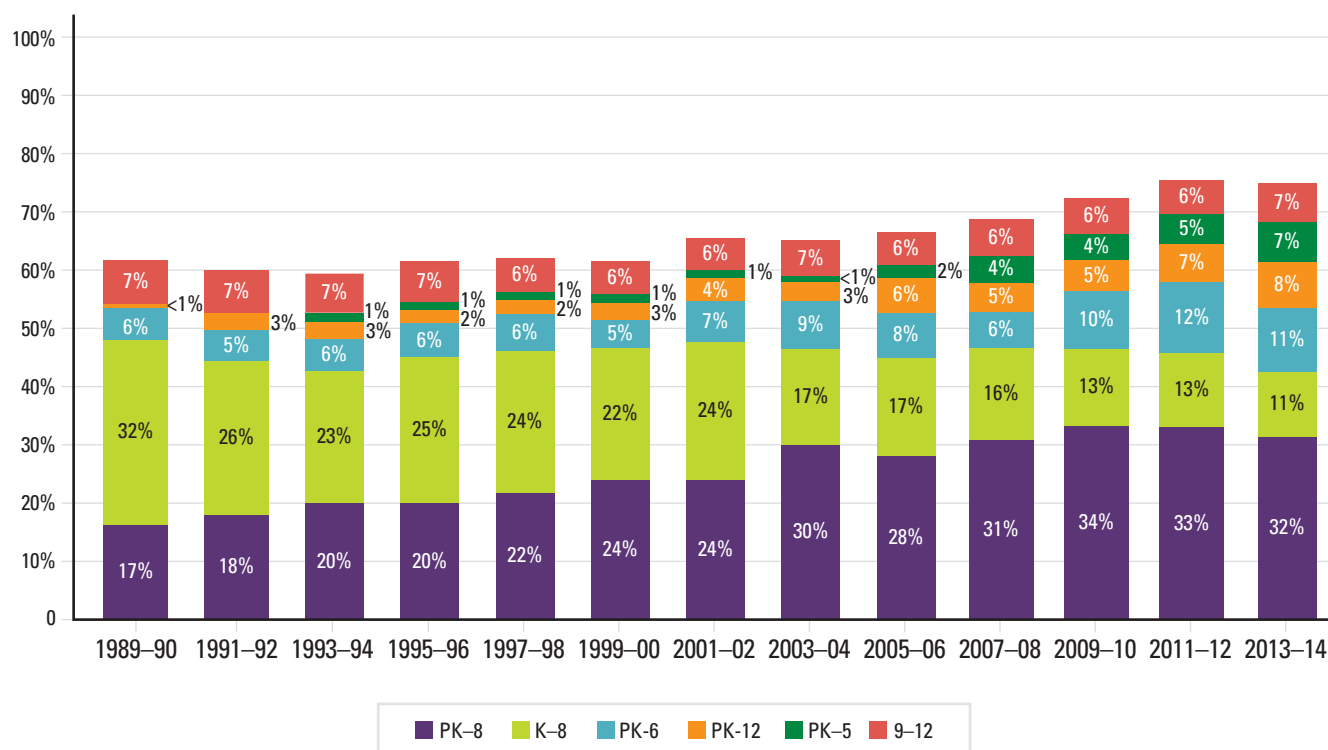
Nearly one out of three (32 percent) Nebraska private schools (58 of 184 schools) have the grade span of prekindergarten through eighth grade (PK–8). The proportion for that span is nearly triple the proportion of private schools in the state that span K–8 (11 percent) or PK–6 (11 percent). Nebraska's private schools offer at least 27 different grade spans.

Although schools with the grade span of PK–8 account for nearly one out of three of the private schools in Nebraska (32 percent), they once represented fewer than one out of five (17 percent). This may be explained by schools serving grades K–8 adding PK, since the percent of schools with this grade span used to be 32 percent (1989–90) but decreased to 11 percent (2013–14).

11 Most Common Grade Spans of Nebraska Private Schools (2013–14)

Grade Span	Number of Private Schools	Percent of State's Private Schools
PK–8	58	32%
K–8	21	11%
PK–6	20	11%
PK–12	14	8%
PK–5	13	7%
9–12	12	7%
6–12	6	3%
K–12	5	3%
1–8	4	2%
PK–7	3	2%
K–6	3	2%

Most Common Grade Spans of Nebraska Private Schools (1997–98 to 2013–14)



What proportion of the state's private schools also offer prekindergarten? How many schools?

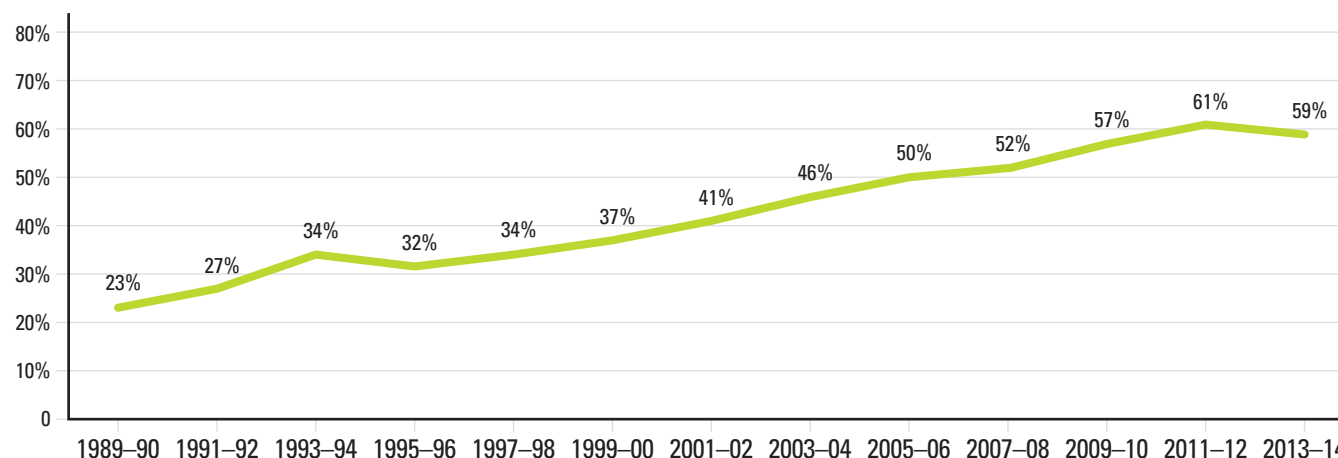
An estimated 109 private schools in Nebraska offer prekindergarten, representing nearly three out of five of the state's private schools (59 percent). By comparison, 543 public schools in Nebraska provide prekindergarten, representing more than half of the state's public schools (56 percent).¹⁹

The share of private schools offering PK jumped from more than one out of five (23 percent) in 1989–90 to more than three out of five (61 percent) in 2011–12 before slightly decreasing to what it is today. This suggests an increase in demand for PK over time, which could be influenced by a variety of factors.

Nebraska Schools Offering Prekindergarten

Offer PK	Number of Public Schools	Percent of State's Public Schools	Number of Private Schools	Percent of State's Private Schools
Yes	543	56%	109	59%
No	419	44%	75	41%

Proportion of Nebraska Private Schools Offering Prekindergarten (1989–90 to 2013–14)



What is the gender makeup of the state's private schools?

Overall, there are slightly more female private school students (52 percent) in Nebraska than there are male (48 percent). By comparison, these proportions are the opposite for public school students in Nebraska (48 percent female; 52 percent male).²⁰

Nebraska Students by Gender

Gender	Number of Private School Students (2011–12)	Percent of State's Private School Students (2011–12)	Number of Public School Students (2013–14)	Percent of State's Public School Students (2013–14)
Female	17,019	52%	148,526	48%
Male	16,011	48%	159,151	52%

What is the racial makeup of the state's private schools?

More than four-fifths of Nebraska private school students (84 percent) are white, compared with 69 percent of Nebraska's public school students who identify as white.²¹

From 2005–06 to 2013–14, the population size of Nebraska's white private school students fell 17 percent, compared with Nebraska's white public school students decreasing 5 percent and the overall size of Nebraska's white citizenry increasing less than 1 percent from 2006 to 2013.

Conversely, the state's number of Asian or Pacific Islander private school students rose 62 percent, compared with Nebraska's Asian or Pacific Islander public school students increasing 44 percent and the overall size of Nebraska's Asian or Pacific Islander citizenry rising 28 percent. Meanwhile, Hispanic private school students increased 32 percent, whereas the state's population of Hispanic public school students increased 62 percent and the state's Hispanic citizen population increased 41 percent.

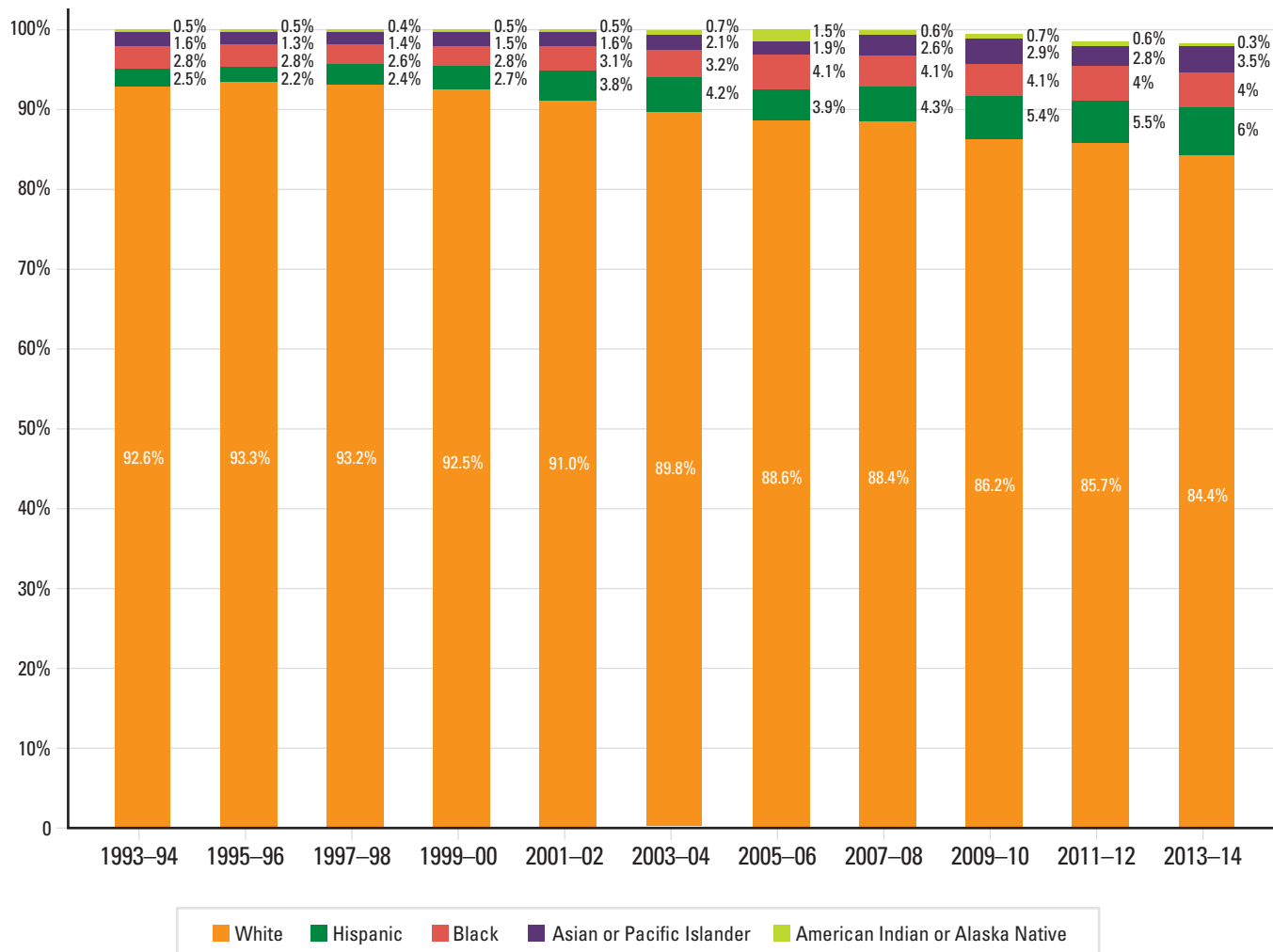
During those same timeframes, the state's population of black private school students dropped 14 percent, whereas the population of similar public school students decreased 6 percent and the population of similar Nebraska citizens increased 18 percent. The population of American Indian or Alaska Native private school students fell 82 percent; the state's population of similar public school students declined 8 percent, and the population of similar citizens in Nebraska increased 3 percent.²²

Continued

Nebraska Students by Race and Ethnicity (2013–14)

	Number of Private School Students	Percent of State's Private School Students	Number of Public School Students	Percent of State's Public School Students
White	26,857	84.4%	211,878	68.9%
Hispanic or Latino	1,896	6.0%	53,309	17.3%
Black	1,285	4.0%	20,522	6.7%
Asian/Pacific Islander	1,122	3.5%	7,484	2.4%
Two or More	569	1.8%	10,101	3.3%
American Indian/Alaska Native	97	0.3%	4,383	1.4%

Racial and Ethnic Composition of Nebraska Private Schools (1993–94 to 2013–14)



How long is each year and day for students attending the state's private schools?

Students attend Nebraska's private schools for approximately 7.0 hours per day for 174 days of the year, on average.

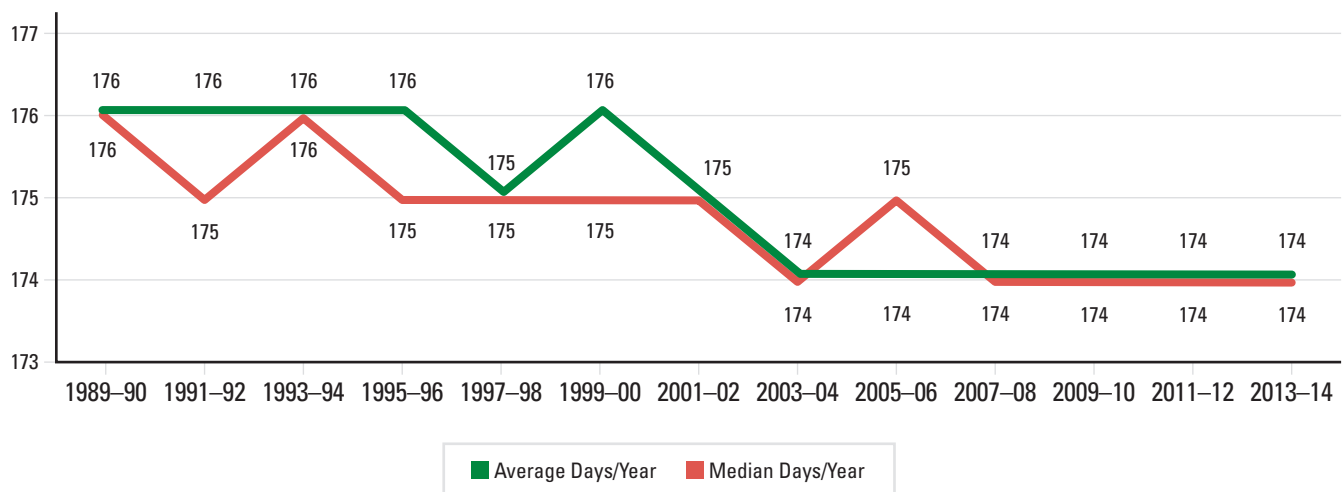
The median number of school days per year and the average number have both decreased, although fluctuating somewhat over time.

Since the early 1990s, private schools have gradually increased the length of their school day by a modest amount. The median number of hours per school day started at 6.6 in the early 1990s and fluctuated, increasing to what it is today.

Length of School Year and Day for Nebraska Private Schools (2013–14)

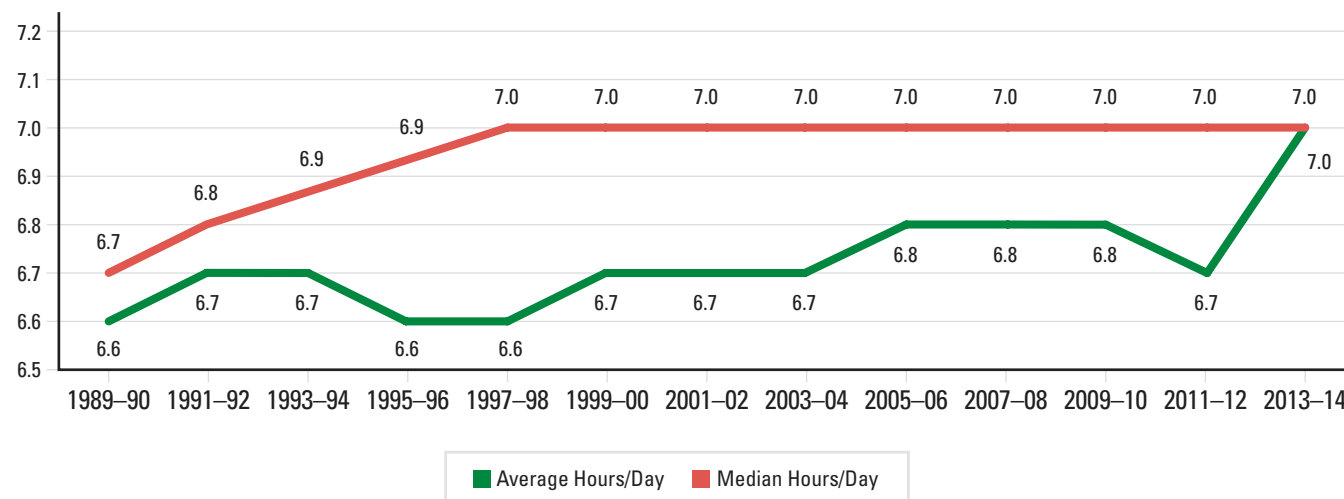
	Average	Median
Number of School Days/Year	174	174
Number of School Hours/Day	7.0	7.0

School Days Per Year in Nebraska Private Schools (1989–90 to 2013–14)



Continued

School Hours Per Day in Nebraska Private Schools (1989–90 to 2013–14)



Do the state's private schools offer full-day kindergarten, half-day kindergarten, or both?

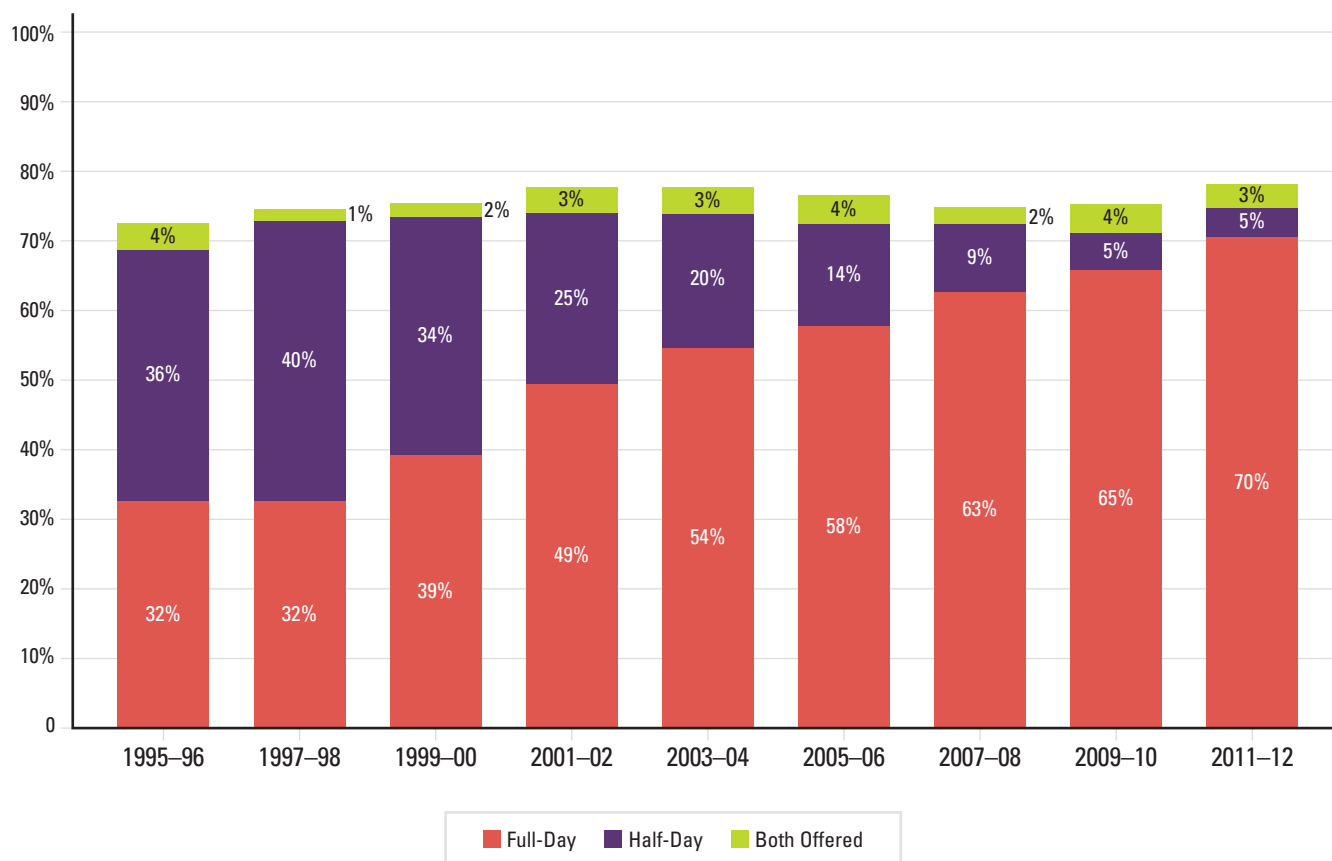
The majority (70 percent) of Nebraska private schools offer only full-day kindergarten (137 of 152 schools in 2011–12).

Although the overall proportion of Nebraska private schools that offer kindergarten has remained fairly consistent, many schools seem to have switched from offering only half-day kindergarten to offering only full-day kindergarten.

Nebraska Private Schools Kindergarten (2011–12)

	Number of Private Schools	Percent of State's Private Schools
Full-Day	137	70%
Half-Day	9	5%
Both	6	3%

Nebraska Private Schools Kindergarten (1995–96 to 2011–12)



What are the average Nebraska private and public school class sizes?

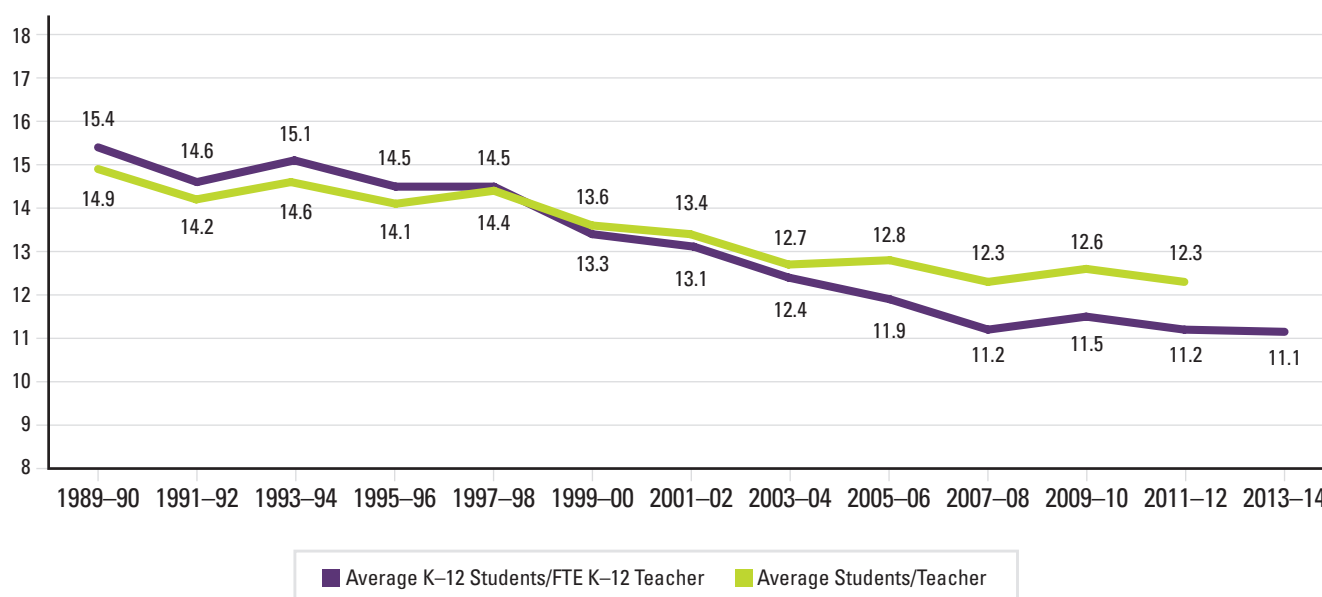
On average, there are more than 12 students per teacher (12.3:1) in Nebraska's private schools. However, when considering only full-time equivalent (FTE) teachers, this slightly decreases to closer to 11 students per teacher (11.1:1). By comparison, there are nearly 13 students per FTE teacher (12.7:1) in Nebraska's public schools.²³

Private schools have gradually increased the number of teachers per student since the early 1990s, including all teachers and their full-time equivalent. Overall, the average number of students per teacher has decreased over time (18.9:1 to 11.5:1), and so has the average number of K–12 students per FTE K–12 teacher (18.8:1 to 11.7:1).

Student-Teacher Ratios in Nebraska Schools

	Average	Median
Number of Students/FTE Teacher (Public 2012–13)	12.7	13.0
Number of Students/FTE Teacher (Private 2013–14)	11.1	10.9
Number of Students/Teacher (Private 2011–12)	12.3	11.8

Student-Teacher Ratios in Nebraska Private Schools (1989–90 to 2013–14)



How many schools are religious and which denominations are represented?

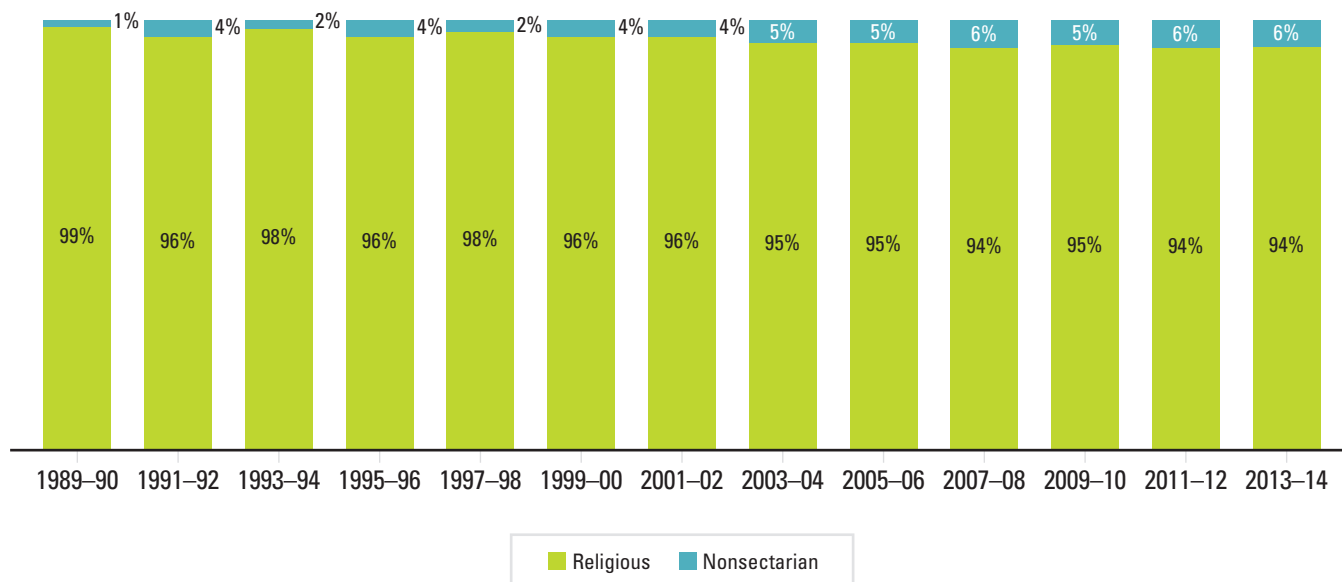
More than nine out of 10 Nebraska private schools are religious in origin (94 percent; 173 of 184 schools). Nebraska's private schools have consistently been mostly religious in origin, although the population of nonsectarian schools has grown from 1 percent to 6 percent of the state's total private school marketplace. Of those schools that are religious, most are Roman Catholic (55 percent; 96 of 173 schools).

Of the top five religious groupings, the percent of non-denominational Christian schools is the only one that seems to have significantly grown (11 of 209 schools in 1989–90; 15 of 184 in 2013–14). The percent of Nebraska's private schools that self-identify as Roman Catholic has decreased from nearly three out of five in 1989–90 (55 percent; 115 of 209 schools) to a little more than half (52 percent; 96 of 184 schools). On average, over time, more than nine out of 10 of the private schools in Nebraska (91 percent) have belonged to one of those five denominations: Roman Catholic, Lutheran Church-Missouri Synod, Christian (no specific denomination), Wisconsin Evangelical Lutheran Synod, and Seventh-Day Adventist.

Religiosity of Nebraska Private Schools (2013–14)

	Number of Private Schools	Percent of State's Private Schools
Religious	173	94%
Nonsectarian	11	6%

Religiosity of Nebraska Private Schools (1989–90 to 2013–14)

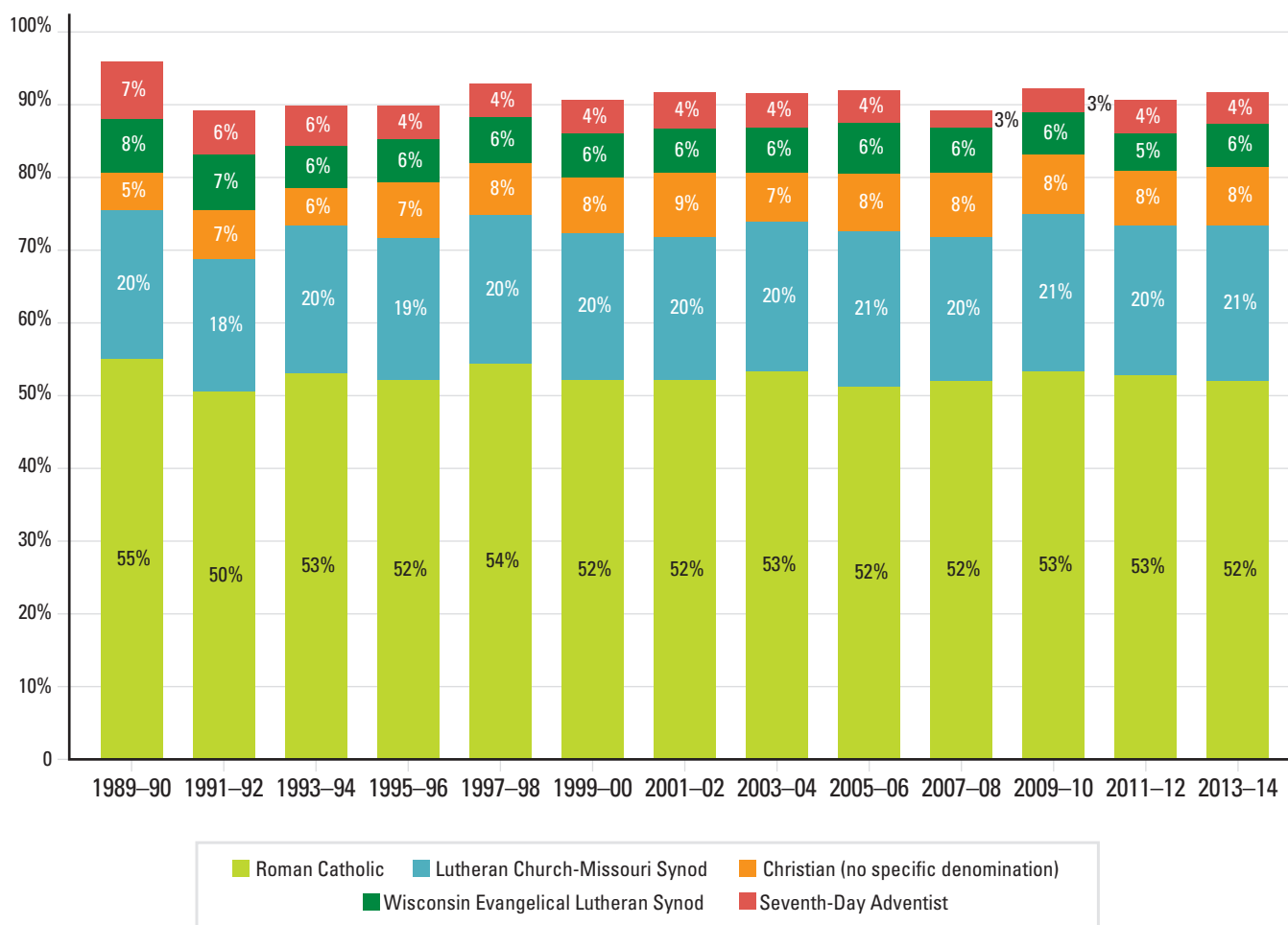


Continued

Five Most Common Denominations of Nebraska Private Schools (2013–14)

Denomination	Number of Private Schools	Percent of State's Private Schools
Roman Catholic	96	52%
Lutheran Church - Missouri Synod	38	21%
Christian (no specific denomination)	15	8%
Wisconsin Evangelical Lutheran Synod	11	6%
Seventh-Day Adventist	7	4%

Most Common Denominations of Nebraska Private Schools (1989–90 to 2013–14)



How many schools belong to an association, and to what associations do they belong?

Nearly two out of three Nebraska private schools belong to at least one association (65 percent; 120 of 184 schools). Of those schools, more than half belong to the National Catholic Educational Association (55 percent; 66 of 120 schools).²⁴

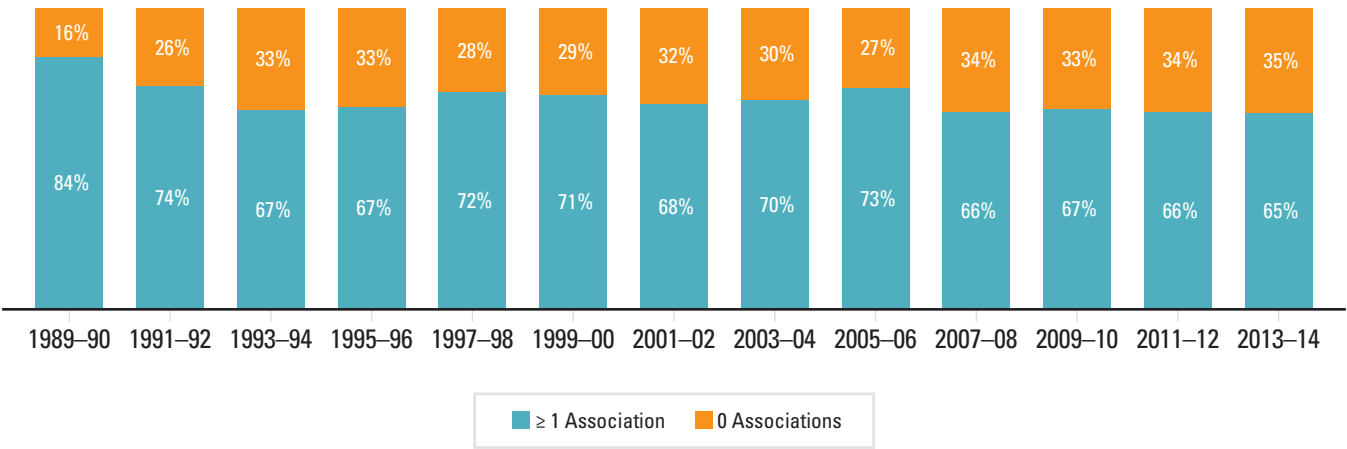
Of Nebraska private schools' top three individual association memberships in 2013–14, the proportion of schools belonging to the Association of Christian Schools International (ACSI) has grown the most over time, from 4 percent in 1989–90 (8 of 209 schools) to 7 percent (12 of 184 schools). The percentage of schools belonging to the National Catholic Educational Association (NCEA) has decreased the most over time, from more than two out of five schools in 1989–90 (44 percent; 91 of 209 schools) to a little more than one-third of schools (36 percent; 66 of 184 schools). NCEA, ACSI, and the General Conference of the Seventh-Day Adventist Church (GCSDAC) have represented approximately half of the private schools in Nebraska in each school year analyzed.

Because the PSS data only cover respondents, it is important to note that these numbers may not accurately reflect the associations' memberships. In 2014–15, NCEA had 81 members, and ACSI had 12 members in 2015–16.²⁵

Association Affiliation of Nebraska Private Schools (2013–14)

Affiliation	Number of Private Schools	Percent of State's Private Schools
Belong to ≥ 1 Association	120	65%
Belong to 0 Associations	64	35%

Association Affiliations of Nebraska Private Schools (1989–90 to 2013–14)

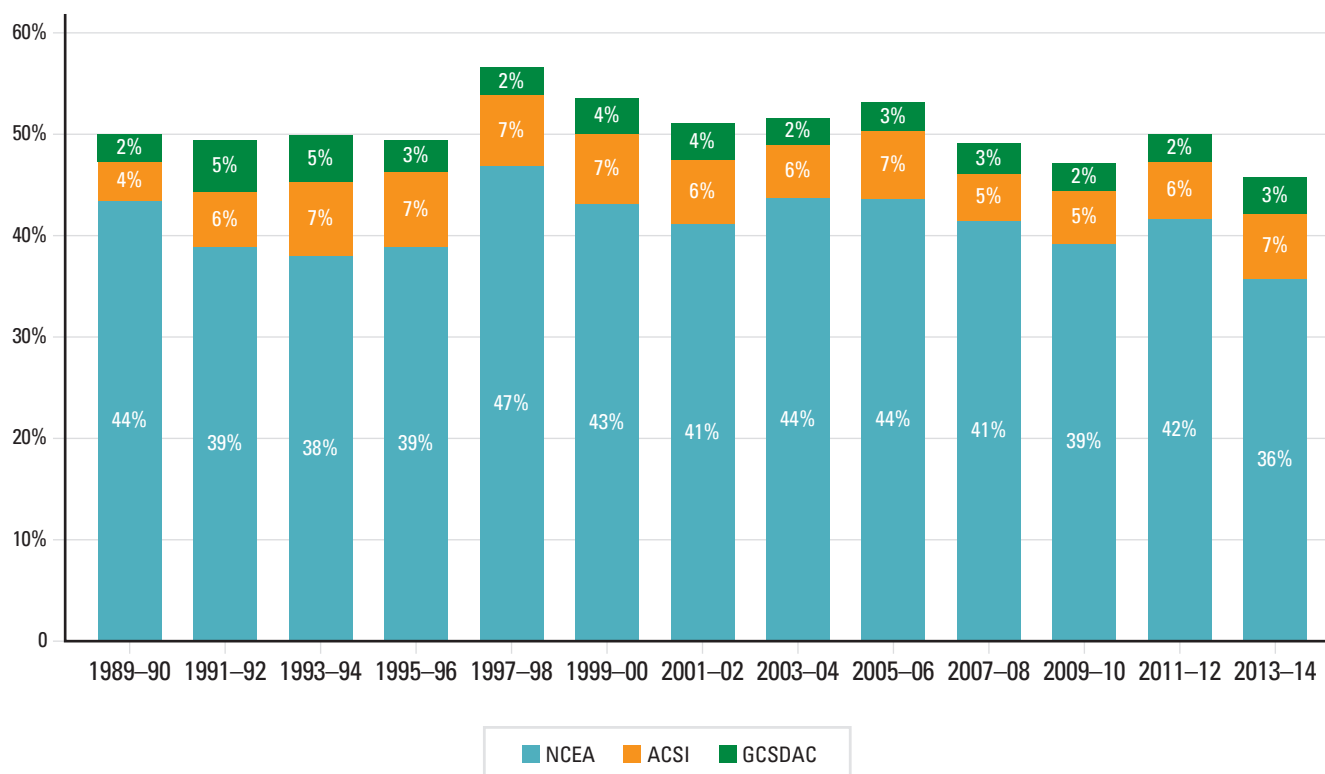


Continued

Eight Most Common Association Affiliations of Nebraska Private Schools (2013–14)

Association	Number of Private Schools	Percent of State's Private Schools
National Catholic Educational Association (NCEA)	66	36%
Association of Christian Schools International (ACSI)	12	7%
General Conference of the Seventh-Day Adventist Church (GCSDAC)	6	3%
National Association for the Education of Young Children (NAEYC)	5	3%
Evangelical Lutheran Education Association (ELEA)	4	2%
American Association of Christian Schools (AACCS)	3	2%
American Montessori Society (AMS)	3	2%
Jesuit Secondary Education Association (JSEA)	2	1%

Most Common Affiliations of Nebraska Private Schools (1989–90 to 2013–14)



APPENDIX A: Response Rates Using AAPOR RR2

Question/Item	Number of Respondents	Response Rate
Contact Information*	105	48.4%
Enrollment and Capacity*	99	45.6%
Prekindergarten	69	31.8%
Kindergarten	78	35.9%
Elementary School	79	36.4%
Middle School	66	30.4%
High School	27	12.4%
Ungraded	2	0.9%
School Tuition and Fees*	92	42.4%
Prekindergarten	58	26.7%
Kindergarten	72	33.2%
Elementary School	70	32.3%
Middle School	59	27.2%
High School	24	11.1%
School Fees	81	37.3%
Registration/Application	60	27.6%
Textbooks	28	12.9%
Technology	20	9.2%
Transportation	6	2.8%
Uniforms	7	3.2%
Other	22	10.1%
Financial Aid	92	42.4%
Education Savings Accounts	95	43.8%
Tax-Credit Scholarships	95	43.8%
School Vouchers	95	43.8%
Rules and Regulations	93	42.9%
Testing and Accountability	92	42.4%
Paperwork and Reporting	91	41.9%
Financial Reporting and Disclosure	90	41.5%
Student Eligibility for Program	89	41.0%
Building Safety and Security	87	40.1%
Tuition and Fees	86	39.6%
Teacher/Staff Certification and Licensure	90	41.5%
School Eligibility for Program	88	40.6%
Curriculum and Instruction	92	42.4%
School Admissions and Enrollment Guidelines	91	41.9%
Accommodations for Students with Special Needs	88	40.6%
Other	7	3.2%
Standardized Assessments/Testing*	95	43.8%
Grade Levels Tested	88	40.6%
Tests Administering*	88	40.6%
Special Education*	94	43.3%
Percentage	83	38.2%
COMPLETED SURVEY	93	42.9%

*Response to this item was required in order to continue survey

APPENDIX B: PSS Respondent K-Terminal Schools

When included in the overall universe of Nebraska private schools that responded to the most recent PSS survey, kindergarten-terminal (PK–K or K only) schools account for 7 percent of the total. Those 13 schools:

- Mostly serve both prekindergarteners and kindergarteners (92 percent; 12 of 13 schools),
- Serve more prekindergarteners than kindergarteners,
 - 91 percent of students served are prekindergarteners
 - 9 percent of students served are kindergarteners
- Are mostly in Omaha (62 percent; 8 of 13 schools) and in Lincoln (23 percent; 4 of 13 schools),
- Are mostly in a city (85 percent; 11 of 13 schools),
- Have an average enrollment of 55 students and a median enrollment of 41 students,
- Serve mostly white students (85 percent),
- Serve students for an average of 6.6 hours per day for an average of 177 days per year,
- Have an average of 3.3 students per teacher and a median of 1.4 students per teacher,
- Are predominately nonsectarian (92 percent; 12 of 13 schools), and
 - One school is Christian (no specific denomination)
- More than two-fifths belong to at least one association (46 percent; 6 of 13 schools).
 - 38 percent (5 of 13 schools) belong to the American Montessori Society (AMS)

NOTES

1. The Friedman Foundation for Educational Choice, *The ABCs of School Choice: The Comprehensive Guide to Every Private School Choice Program in America*, 2016 ed. (Indianapolis: Friedman Foundation for Educational Choice, 2016), p. 5, <http://www.edchoice.org/wp-content/uploads/2016/02/2016-ABCs-WEB-1.pdf>.
2. Robert Pore, "Public Learns About Proposed Legislation to Fund Scholarships for Children Wanting to Attend Private Schools," *Grand Island Independent*, Jan. 11, 2016, http://www.theindependent.com/news/local/public-learns-about-proposed-legislation-to-fund-scholarships-for-children/article_69338764-b8d7-11e5-b6af-8b2024b89d7a.html.
3. Does not include PK only schools. Author's calculations; "District and School Information," Neb. Dept. of Education, accessed Nov. 5, 2015, <http://drs.education.ne.gov/quickfacts/Pages/DistrictandSchoolInformation.aspx>.
4. This is only the number of respondents that entered at least enrollment and capacity data. There were 109 respondents that completed the entire survey. Seven schools submitted multiple responses and seven duplicates were removed from the dataset. Two respondents each provided aggregate data for two schools, which were separated. Two K-terminal schools and one PK-only school responded to the survey and are included in the Friedman Foundation analysis section unless noted otherwise.
5. The Friedman Foundation incentivized schools to complete the survey by entering them into a randomized drawing to win a \$1,000 gift card or one of five \$200 gift cards.
6. "Private School Universe Survey (PSS)," National Center for Education Statistics, accessed Mar. 12, 2015, <http://nces.ed.gov/surveys/pss/index.asp>.
7. US Dept. of Education, PSS Private School Universe Survey data for the 2013–14 school year, <http://nces.ed.gov/surveys/pss/privateschoolsearch>.
8. Stephen P. Broughman and Nancy L. Swaim, *Characteristics of Private Schools in the United States: Results From the 2011-12 Private School Universe Survey*, NCES 2013-316 (Washington, DC: US Dept. of Education, National Center for Education Statistics), table 15, p. 20, <http://nces.ed.gov/pubs2013/2013316.pdf>.
9. US Dept. of Education, PSS Private School Universe Survey data for the 2013–14 school year, <http://nces.ed.gov/surveys/pss/privateschoolsearch>. "Ungraded students are those who are not assigned to a particular grade level (kindergarten, first grade, second grade, etc.) For example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to 'primary' and 'intermediate' levels instead of specific grades." Broughman and Swaim, *Results From the 2011-12 Private School Universe Survey*, pp. A-3-4.
10. "A school is kindergarten-terminal (K-terminal) if kindergarten is the highest grade offered at the school." Broughman and Swaim, *Results From the 2011-12 Private School Universe Survey*, p. A-1.
11. Due to rounding, percentage totals for a given question may be slightly greater or less than 100 percent.
12. A special education day school had tuition amounts that were more than double those of any other respondent, so it was excluded from the aggregate tuition calculations.
13. Students with special needs were defined on the survey as those having autism, deaf-blindness, developmental delay, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, or other health impairments.
14. US Dept. of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey," 2012-13 v.1a, "Public Elementary/Secondary School Universe Survey," 2013-14 v.1a, and "State Nonfiscal Public Elementary/Secondary Education Survey," 2013-14 v.1a, accessed Nov. 5, 2015 via ELSi tableGenerator, <http://nces.ed.gov/ccd/elsi/tableGenerator.aspx>.
15. One school that said it administers a norm-referenced test did not respond to the question asking how many grade levels are tested. Seven schools did not list which test is administered.
16. Douglas County accounted for 57 of 196 PSS respondents the author examined in 2011–12, 56 of 202 in 2009–10, 54 of 203 in 2007–08, 58 of 215 in 2005–06, 59 of 215 in 2003–04, 60 of 219 in 2001–02, 61 of 218 in 1999–2000, 55 of 207 in 1997–98, 58 of 216 in 1995–96, 61 of 218 in 1993–94, and 64 of 234 in 1991–92. Lancaster County accounted for 23 of 196 PSS respondents in 2011–12, 24 of 202 in 2009–10, 23 of 203 in 2007–08, 25 of 215 in 2005–06, 23 of 215 in 2003–04, 24 of 219 in 2001–02, 24 of 218 in 1999–2000, 24 of 207 in 1997–98, 27 of 216 in 1995–96, 22 of 218 in 1993–94, and 21 of 234 in 1991–92. The 209 PSS respondents in 1989–90 did not have city or county data.
17. US Dept. of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2012-13 v.1a and "State Nonfiscal Public Elementary/Secondary Education Survey," 2012-13 v.1a, accessed June 17, 2015 via ELSi tableGenerator, <http://nces.ed.gov/ccd/elsi/tableGenerator.aspx>; Broughman, *Private School Universe Survey, 1993-94*, NCES 96-143 (Washington, DC: US Dept. of Education, National Center for Education Statistics, 1996), table 17, p. 46, <http://nces.ed.gov/pubs/96143.pdf>; Broughman and Lenore A. Colaciello, *Private School Universe Survey, 1995-96*, NCES 98-229 (Washington, DC: US Dept. of Education, National Center for Education Statistics, 1998), table 17, p. 22, <http://nces.ed.gov/pubs98/98229.pdf>; Broughman and Colaciello, *Private School Universe Survey, 1997-98*, NCES 1999-319 (Washington, DC: US Dept. of Education, National Center for Education Statistics), table 22, p. 27, <http://nces.ed.gov/pubs99/1999319.pdf>; Broughman and Colaciello, *Private School Universe Survey: 1999-2000*, NCES 2001-330 (Washington, DC: US Dept. of Education, National Center for Education Statistics), table 22, p. 26, <http://nces.ed.gov/pubs2001/2001330.pdf>; US Dept. of Education, National Center for Education Statistics, "Private School Universe Survey (PSS) – Data Tables – High School Graduates," accessed June 17, 2015, <http://nces.ed.gov/surveys/pss/tables1112.asp>.
18. Author's calculations; Ibid.
19. Does not include 59 PK-only, three K-terminal schools, or 71 schools without this data. "Search for Public Schools," National Center for Education Statistics, accessed Nov. 19, 2015, <http://nces.ed.gov/ccd/schoolsearch/index.asp>.

20. US Dept. of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14 v.1a and "State Nonfiscal Public Elementary/Secondary Education Survey," 2013–14 v.1a, accessed Dec. 11, 2015 via ELSi *tableGenerator*, <http://nces.ed.gov/ccd/elsi/tableGenerator.aspx>. Male and female are the only options presented on the federal surveys.

21. Author's calculations; Ibid.

22. Ibid.; "American FactFinder," United States Census Bureau, 2006 ACS and 2013 ACS 1-year estimates, table DP05, <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml>.

23. Does not include 59 PK-only, three K-terminal schools, or 93 schools without this data. "Search for Public Schools," National Center for Education Statistics.

24. The only specific school associations that the PSS has as options are Accelerated Christian Education (ACE), the American Association of Christian Schools (AACS), the Association of Christian Schools International (ACSI), the Association of Christian Teachers and Schools (ACTS), the Association of Classical and Christian Schools (ACCS), Christian Schools International (CSI), the Evangelical Lutheran Education Association (ELEA), Friends Council on Education (FCE), the General Conference of the Seventh-Day Adventist Church (GCSDAC), the Islamic School League of America (ISLA), the Jesuit Secondary Education Association (JSEA), the National Association of Episcopal Schools (NAES), the National Catholic Educational Association (NCEA), the National Christian School Association (NCSA), the National Society of Hebrew Day Schools (Torah U'Mesorah), Oral Roberts University Educational Fellowship (ORUEF), The Jewish Community Day School Network (RAVSAC), the Solomon Schechter Day Schools Association (SSDSA), the Southern Baptist Association of Christian Schools (SBACS), the American Montessori Society (AMS), Association Montessori International (AMI), the Association of Military Colleges and Schools (AMCS), the Association of Waldorf Schools of North America (AWSNA), the National Association of Private Special Education Centers (NAPSEC), the European Council for International Schools (ECIS), the National Association for the Education of Young Children (NAEYC), the National Association of Laboratory Schools (NALS), the National Coalition of Girls' Schools (NCGS), the Alternative School Network (ASN), the National Association of Independent Schools (NAIS), the National Coalition of Alternative Community Schools (NCACS), the National Independent Private School Association (NIPSA), and The Association of Boarding Schools (TABS).

25. "School and Diocesan Locator," National Catholic Educational Association, accessed Dec. 11, 2015, <http://www.ncea.org/data-information/school-diocesan-locator>; "Find a School," Association of Christian Schools International, accessed Feb. 17, 2016, <https://www.acsi.org/member-search/index>.

ABOUT THE AUTHOR



Andrew D. Catt is the director of state research and policy analysis for the Friedman Foundation for Educational Choice. In that role, Drew conducts analyses on private school choice programs, conducts surveys of private school leaders, and supports quality control as the Foundation's research and data verifier.

Prior to joining the Friedman Foundation in May 2013, Drew served as the program associate for The Clowes Fund, a private family foundation located in Indianapolis that awards grants to nonprofits in Seattle, Greater Indianapolis, and Northern New England.

Drew graduated from Vanderbilt University in 2008 with a bachelor's degree in Human and Organizational Development, specializing in Leadership and Organizational Effectiveness. While at Vanderbilt, Drew served as research assistant for North Star Destination Strategies, a community branding organization. During that time, Drew also researched the effects of homeschooling on socialization.

Drew received his Master of Public Affairs in Nonprofit Management at Indiana University's School of Public and Environmental Affairs in Indianapolis. He also received his Master of Arts in Philanthropic Studies through the Lilly Family School of Philanthropy. While in graduate school, Drew's research focused on teacher performance incentives and cross-sector collaboration. Drew is currently pursuing a graduate certificate in Geographic Information Science (GIS) at IUPUI.

Drew is a native of central Indiana and currently resides in downtown Indianapolis.

Acknowledgements

I am extremely grateful to Paul DiPerna for his guidance and helpful comments throughout this project. I also thank Katie Brooks and Abby Hayes for adding their attention to detail and Jacob Vinson for painstakingly designing every aspect of this report.

All remaining errors are mine. The views expressed in this report are the author's and do not necessarily represent the views of the Friedman Foundation for Educational Choice.

Commitment to Methods & Transparency

The Friedman Foundation for Educational Choice is committed to research that adheres to high scientific standards, and matters of methodology and transparency are taken seriously at all levels of our organization. We are dedicated to providing high-quality information in a transparent and efficient manner.

The American Association for Public Opinion Research welcomed the Friedman Foundation to its AAPOR Transparency Initiative (TI) in September of 2015. The TI is designed to acknowledge those organizations that pledge to practice transparency in their reporting of survey-based research findings.

All individuals have opinions, and many organizations (like our own) have specific missions or philosophical orientations. Scientific methods, if used correctly and followed closely in well-designed studies, should neutralize these opinions and orientations. Research rules and methods minimize bias. We believe rigorous procedural rules of science prevent a researcher's motives, and an organization's particular orientation, from pre-determining results.

If research adheres to proper scientific and methodological standards, its findings can be relied upon no matter who has conducted it. If rules and methods are neither specified nor followed, then the biases of the researcher or an organization may become relevant, because a lack of rigor opens the door for those biases to affect the results.

The author welcomes any and all questions related to methods and findings.



Friedman Foundation

*For Educational
Choice*

111 Monument Circle
Suite 2650
Indianapolis, IN 46204
(317) 681-0745
edchoice.org

Dr. Milton Friedman, Founder
Nobel Laureate

Dr. Rose D. Friedman, Founder
Noted Economist

BOARD OF DIRECTORS

Dr. Patrick Byrne, Chairman
CEO, Overstock.com

Janet F. Martel, Vice Chairperson
Attorney

Lawrence A. O'Connor, Jr., Treasurer
Executive Director, Butler Business Accelerator

J. Scott Enright, Secretary
Executive Vice President and General Counsel, Emmis Communications Corp.

Robert C. Enlow
President & CEO, Friedman Foundation for Educational Choice

Charles H. Brunie
Brunie Associates

Dr. David D. Friedman
Professor, Santa Clara University

Greg Gianforte
Founder, RightNow Technologies

William J. Hume
Chairman of the Board, Basic American, Inc.

Fred S. Klipsch
Chairman, Hoosiers for Quality Education

Fred Reams
Reams Asset Management

Virginia Walden Ford
Education Activist

Dr. Michael Walker
President, The Fraser Institute Foundation



facebook.com/**edchoice**



twitter.com/**edchoice**