

A Portrait of Seventh-day Adventist Schools

As taken from

Private Schools in the United States: A Statistical Profile. 1993-94

A Study of the

**National Center for Education Statistics.
1993-94 Schools and Staffing Survey
(Released in 1997)**

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Overview

By Richard Osborn

I. Background

The National Center for Education Statistics released in 1997 a 239 page school and staffing survey, *Private Schools in the United States: A Statistical Profile, 1993-94*. The report is based on a nationally representative sample of 2,585 private schools and 8,372 teachers.

The North American Division of Seventh-day Adventist Office of Education endorsed participation in the study which included the following denominational systems or national private school associations:

Catholic
Episcopal
Friends
Seventh-day Adventist
Hebrew Day
Solomon Schechter
Other Jewish
Christian Schools International
Association of Christian Schools
International

Lutheran, Missouri Synod
Lutheran, Wisconsin Synod
Evangelical Lutheran
Other Lutheran
Montessori
Schools for Exceptional Children
National Association of Independent Schools
Military
Other Private Schools

The report provides a comparison of Seventh-day Adventist schools to averages for all private schools in the United States.

Because of the great length of the report, the North American Division Office of Education has prepared this report which summarizes and collates the key information related to the Seventh-day Adventist Church into this briefer report. The findings cannot be verified. Due to the small sample used in this national report, some of the findings may not be correct. However, the report should be an interesting comparative tool for studying the church's K-12 educational system.

II Findings about Seventh-day Adventist Church Schools

The following represents a summary of the findings about Seventh-day Adventist schools with references to where the specific information may be found later in this excerpted report. All comparisons are to private school averages with the Seventh-day Adventist average always reported first followed by the private school average.

The report contains a 2-page summary chart of information on Seventh-day Adventist schools (found immediately following this summary on pp. 116-7). The full report contains many pages of specific charts with comparative information for each private school system or association. Elaine Furrow took each of these charts and collated information for the Seventh-day Adventist Church compared to private school averages. These charts are numbered and can be found on pages f-m. Actual pages from the full report have also been duplicated in this summary report.

Following each summary statement below is the source with "chart" for the 2-page summary chart, the number representing the chart number found on pp. f-m, or page numbers of the full report excerpted in this summary report.

Seventh-day Adventist schools compared to private schools:

- ✓ The Seventh-day Adventist Church has the second largest number of elementary and secondary schools (1,071) for any denomination-run system with Roman Catholics having the largest (8,351) and the Lutheran Church, Missouri Synod with the third largest total (1,042). (p. 57)
- ✓ The Seventh-day Adventist Church has the fourth largest elementary-secondary enrollment (77,830) for any denomination-run system with the Roman Catholics having the largest (2.5 million) followed by the Lutheran Church, Missouri Synod (163,885) and Episcopal (95,633). (p. 58)
- ✓ More schools are located in fringe areas of mid- and large-sized cities and small towns than other private schools. (#11)
- ✓ The percentage of full-time teachers is comparable (80%, 79.2%); however, the percentage of full-time staff is much lower (41.4%, 56.6%). (p. 81)
- ✓ When given 8 educational goals, Seventh-day Adventist principals rated religious development (57.1%, 42.1%) as the highest priority followed by:

- excellence (15.2%, 17.2%)
- literacy (13.9%, 18.2%)
- moral values (10.4%, 5.8%)
- social skills (1.3%, 1.4%)
- discipline (1.1%, 4.9%)
- growth esteem (0.9%, 10.3%)
- vocational skills (0%, 0.1%).

The emphasis on religious development is comparable to other denominations and associations such as Catholics (55.1%), Christian Schools International (59.5%), and the Association of Christian Schools International (57.7%), but much lower than the Lutheran Church, Missouri Synod (73.3%) and the Lutheran

Church, Wisconsin Synod (87.6%). (p. 101)

- ✓ When principals were asked to narrow the same 8 educational goals to the three most important, Seventh-day Adventist principals rated religious development as their highest goal (85.9%, 61.0%) which is comparable to ratings by the Lutherans and Association of Christian Schools International. The other goals followed in this order:

excellence (47.7%, 62.0%)
literacy (46.7%, 46.4%)
growth esteem (42.3%, 43.7%)
discipline (41.8%, 41.5%)
moral values (24.4%, 27.8%)
social skills (10.1%, 11.7%)
vocational skills (1.1%, 5.9%).

(p. 102)

- ✓ Average enrollment is smaller (for schools with less than 50 students: 68.9%, 24.3%). (chart, #4)
- ✓ Average class size is smaller (for classrooms with between 1 and 14.9 students: 70%, 26%). (chart, #5)
- ✓ Overall minority enrollments are higher in Adventist schools:

White non-Hispanic (64.7%, 77.9%)
Black non-Hispanic (21.2%, 9.3%)
Hispanic (7.8%, 8.0%)
Asian (6.1%, 4.1%), and
American Indian (0.2%, 0.6%).

However, the percentage of schools without any minority students is higher (36.8%, 19.4%). (chart, #16)

- ✓ Tuition is lower (elementary: \$1,322, \$2,157; secondary: \$4,568, \$5,513). (chart, #3)
- ✓ The number of schools with libraries varies depending on the grade level with elementary having the smallest number (71.9%, 80.3%) and secondary doing the best (100%, 91.1%). (chart, #9)
- ✓ Special services for students given at much lower rates include

remedial reading (25.6%, 52.8%)
remedial math (19.4%, 40.4%)
special education (7.3%, 24.8%)
diagnostic (28.1%, 43.5%)

gifted (7.7%, 24.9%), and
after school programs (30.4%, 44.0%).

Comparable rates for special services are offered in

ESOL (10.9%, 11.3%), and
bilingual (4.0%, 4.2%).

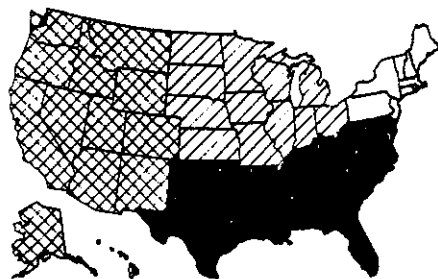
(chart, #7, #8)

- ✓ Community service requirements are much higher (64%, 32%). (chart)
- ✓ Employment of male and minority teachers is higher. (male: 38.3%, 24.6%; Black non-Hispanic: 8%, 3.1%; Hispanic: 3.9%, 3.2%; white non-Hispanic: 85.6%, 91.9%). (chart, #22)
- ✓ Adventist principals have more overall experience (total years of teaching: 15.9, 14.3; years as principal elsewhere: 5.0, 3.2), but fewer years at their current school (2.5, 5.6). (#23)
- ✓ Teacher ratings of moderate or serious problems in their schools are mixed. (Attendance 37%, 23%; robbery vandalism 7%, 9%; alcohol/drugs 3%, 8%; physical conflict/weapons 8%, 10%; apathy/unprepared 31%, 26%; poverty/racial tension 12%, 13%; dropouts 1%, 2%). (chart, #34)
- ✓ The percentage of students absent is higher (8.7%, 4.1%). (#37)
- ✓ Teacher influence over school policy and control over classroom practice reflects the fact that Adventist schools are part of a church school system as compared to being independently operated. (School discipline 72%, 59%; school curriculum 35%, 56%; class textbooks 44%, 69%; class content 61%, 75%) (chart, #27)
- ✓ Adventist teachers are generally satisfied with their salaries (60%, 42%); class size (86%, 84%); staff cooperation (93%, 91%); and would do it over again (72%, 78%). (chart, #27, #34)
- ✓ Fewer Adventist principals have advanced graduate degrees compared to private school averages (bachelor's: 52.6%, 25.9%; master's: 41.9%, 51.6%; ed. prof. 1%, 8.2%; doctorate: 1.4%, 5.9%) while more Adventist teachers have graduate degrees (bachelor's: 51.9%, 59%; master's: 44.1%, 29.8%; ed. prof. 0.5%, 2.9%; doctorate: 1.6%, 1.7%). (chart, #20, #25)
- ✓ Principals and teachers have comparable years of experience to private schools counterparts. (chart, #23)

- ✓ Certification by teachers is lower for state credentials (62%, 71%) but much higher for private credentials reflecting the church's certification requirements (89%, 25%). The overall total of certified teachers is much higher (95%, 77%). (chart, #19)
- ✓ Principals are lower paid (\$26,127, \$29,714) but teachers are better paid (\$26,460, \$21,898). (chart, #23, #28)
- ✓ Pre-kindergarten and kindergarten programs are less prevalent (pre-kindergarten: 10.9%, 49.3%; kindergarten: 76.4%, 85.9%). (#2)
- ✓ Senior academies have fewer years of graduation requirements (math: 2.3, 2.9; social studies: 2.5, 3.3; science: 2.2, 2.5). (#36)

Seventh-Day Adventist Schools

Schools by Region



Pct. of all Seventh-Day
Adventist Schools

1,071 Schools

4,946 Teachers (FTE)

77,830 Students

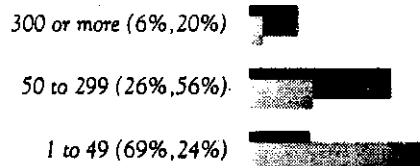
<15%

15% - <25%

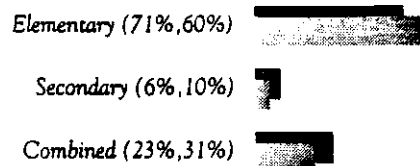
25% - <35%

>35%

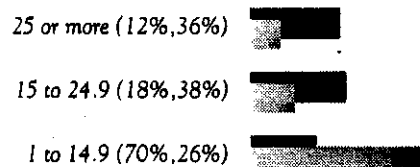
Average Enrollment



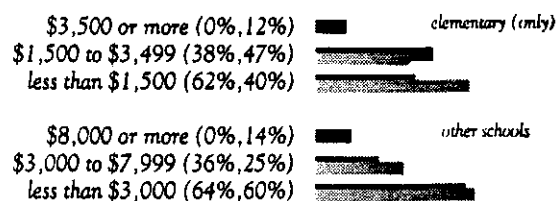
Grade Level Served



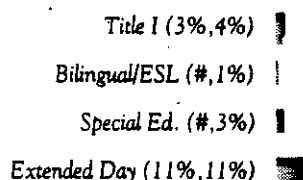
Average Class Size



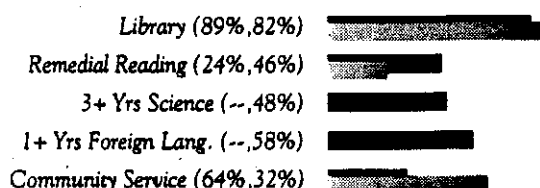
Tuition Amounts at Elementary and Other Schools



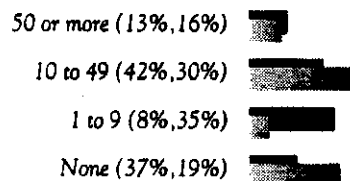
Elementary School Students Receiving Special Services



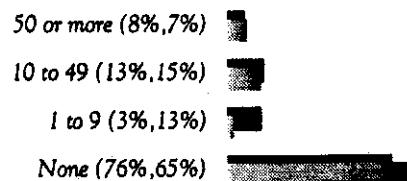
Secondary School Resources and Graduation Requirements



Minority Student Percentage



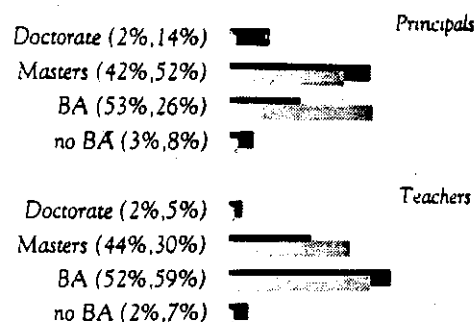
Minority Teacher Percentage



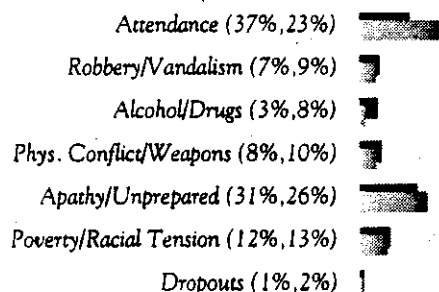
Legend:

Please excuse the poor reproduction quality.
The first percentage represents all Seventh-day Adventist schools and the second percentage the private school average.

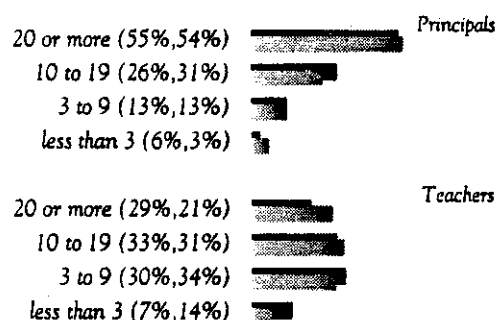
Education Attainment



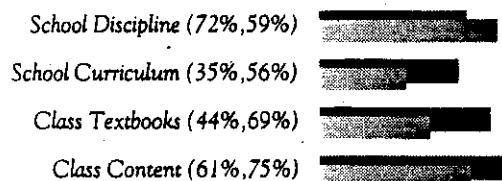
Teachers' Ratings of Moderate or Serious Problems



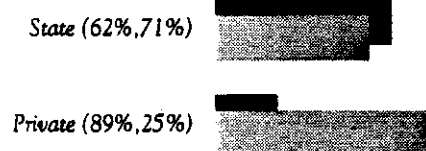
Years of Experience



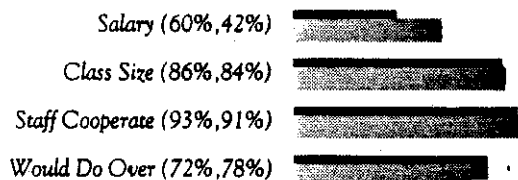
Teacher Influence on School Policy and Control Over Classroom Practice



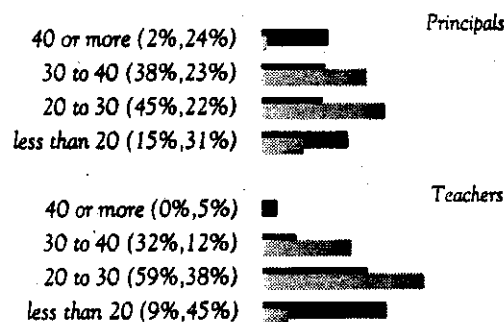
Teacher Certification



Satisfaction with Teaching



Salary Levels (in thousands of dollars)



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94

NATIONAL CENTER FOR EDUCATION STATISTICS
Statistical Analysis Report
Seventh-day Adventist Church Information Collated by Elaine Furrow

1. Percentage of private schools in existence established in decades from 1904 to 1993, by affiliation: 1993-94

	% Before 1904	% 1904- 1913	% 1914- 1923	% 1924- 1933	% 1934- 1943	% 1944- 1953	% 1954- 1963	% 1964- 1973	% 1974- 1983	% 1984- 1993
Total Private	11	3	4	6	3	8	12	16	24	14
SDA	6	3	5	6	9	8	10	14	16	22

2. Percentage of schools with pre-kindergarten, kindergarten, and ungraded classes, and allocation of grade 7 to elementary, middle, secondary, and combined schools, by affiliation: 1993-94

	% of schools w/ Grade 1 offering:		% of schools w/ Grade 7 that are:				% offering
	<i>Pre-Kindergarten</i>	<i>Kindergarten</i>	<i>Elementary</i>	<i>Middle</i>	<i>Secondary</i>	<i>Combined</i>	<i>Ungraded education</i>
Total Private	49.3	85.9	63.0	1.1	6.0	29.8	8.7
SDA	10.9	76.4	0.0	0.0	23.6	41.9	1.7

3. Percentage of private schools charging tuition, percentage allowing tuition reductions, and average tuition, by level and affiliation: 1993-94

	% Charging tuition	% Allowing reduction	Average tuition			
			<i>Elementary</i>	<i>Secondary</i>	<i>Combined</i>	<i>Total</i>
Total Private	93.2	84.0	\$2,157	\$5,513	\$4,155	\$3,084
SDA	100.0	93.4	\$1,322	\$4,568	\$2,077	\$1,687

4. Percentage of schools of different enrollment sizes, by affiliation: 1993-94

	% < 50	% 50-99	% 100-149	% 150-299	% > 300
Total Private	24.3	17.2	12.7	26.1	19.6
SDA	68.9	11.7	1.1	12.8	5.5

5. Students per teacher and per classroom, by affiliation: 1993-94

	Avg. Student/teacher ratio	% Schools w/ student/teacher ratio <10	% Schools w/ student/teacher ratio >30	Avg. stud. per self-contained class	Avg. stud. per departmental class	Avg. stud. per pull out class	Avg. stud per team teaching
Total Private	15.0	23.5	1.6	21.8	19.1	22.8	29.4
SDA	15.7	30.1	0.0	16.8	19.8	—	—

6. Average length of school year and day, by affiliation: 1993-94

	Days	Hours
Total Private	180.2	6.6
SDA	179.8	6.6

7. Percentage of schools offering special services, and in schools offering these services, the percentage of students receiving services, by affiliation: 1993-94

		ESOL		Bilingual		Remedial reading		Remedial math	
	Total schools	% Schls offering	% Stdnts receiving	%Schls offering	%Stdnts receiving	%Schls offering	%Stdnts receiving	%Schls offering	%Stdnts receiving
Total Private	26,093	11.3	3.9	4.2	20.3	52.8	10.7	40.4	9.0
SDA	1,071	10.9	—	4.0	—	25.6	7.5	19.4	5.8

8. Percentage of schools offering special services, and in schools offering these services, the percentage of students receiving services, by affiliation: 1993-94

		Special educ.		Diagnostic		Gifted		After school prog.	
		%Schls offering	%Stdnt receiving	%Schls offering	%Stdnts receiving	%Schls offering	%Stdnts receiving	%Schls offering	%Stdnts receiving
Total Private		24.8	11.7	43.5	0.7	24.9	16.4	44.0	17.7
SDA		7.3	—	28.1	—	7.7	—	30.4	16.3

9. Percentage of schools with libraries and full-time equivalent (FTE) librarians, by level and affiliation: 1993-94

	Total		Elementary		Secondary		Combined	
	% libraries	%FTE librarians	% libraries	% FTE librarians	% libraries	% FTE librarians	% libraries	% FTE librarians
Total Private	80.3	0.6	79.2	0.5	91.1	1.1	78.9	0.6
SDA	71.9	0.3	64.6	0.1	100.0	0.8	86.9	—

10. Percentage of private schools with boarding students and percentage of students boarding at these schools, by affiliation: 1993-94

	% Boarding	%Students boarding at boarding schools
Total Private	4.5	47.0
SDA	4.5	67.4

11. Percentage of enrollment in different community types, by affiliation: 1993-94

	Total	% Large city	% Midsize city	% Urban fringe large city	% Urban fringe mid city	% Large town	% Small town	% Rural
Total Private	4,970,548	29.4	22.3	19.5	10.4	1.6	12.5	4.4
SDA	77,830	15.4	16.7	26.9	19.7	0.9	16.2	4.2

12. Percentage of private elementary schools with specified admission requirements, by affiliation: 1993-94

	Total	% Admiss. test	% Stand. achiev. test	% Academ. record	% Special needs	% Special aptitudes	% Interview	% Recommendations	% Religious affil.
Total Private	15,537	21.7	15.6	30.6	8.1	2.1	35.1	13.6	15.4
SDA	758	8.9	10.8	19.7	10.5	0.6	36.0	21.2	8.7

13. Percentage of private schools serving secondary students with specified admission requirements, by affiliation: 1993-94

	Total	% Admiss. test	% Stand. achiev. test	% Academ. record	% Special needs	% Special aptitudes	% Interview	% Recommendations	% Religious affil.
Total Private	10,557	31.5	22.4	40.2	20.3	8.7	54.9	33.6	14.0
SDA	313	12.9	19.9	53.2	4.8	2.3	58.6	52.8	9.8

14. Percent male enrollment and percentage of coeducational, all-girls and all-boys schools, by affiliation: 1993-94

	% Male	% of schools co-ed	% of schools all-girls	% of schools all-boys
Total Private	50.5	95.3	1.8	2.9
SDA	49.2	100.0	0.0	0.0

15. Percentage of students in different racial-ethnic groups, by affiliation: 1993-94

	% American Indian	% Asian	% Hispanic	% Black non-Hispanic	% White non-Hispanic
Total Private	0.6	4.1	8.0	9.3	77.9
SDA	0.2	6.1	7.8	21.2	64.7

16. Percentage of schools with different concentrations of minority students, by affiliation: 1993-94

	None	% w/ 1-10% min. stdts.	% w/ 11-30% min. stdts.	% w/ 31-50% min. stdts.	% w/ > 50% min. stdts.
Total Private	19.4	34.8	23.2	7.1	15.5
SDA	36.8	8.2	31.6	10.1	13.3

17. Percentage distribution of grades K-6 teachers, by main field of assignment and affiliation: 1993-94

	Total # of K-6 teachers	% Elem- entary	% Special educ	% Vocat'l.	% Science	% Foreign language	% Mathe- matics	% Social studies	% Other specialty
Total Private	203,549	69.4	2.3	0.2	1.4	1.7	2.2	1.2	21.7
SDA	2,974	76.8	0.0	0.0	0.0	0.0	2.0	0.0	21.2

18. Percentage distribution of grades 7-12 teachers, by main field of assignment and affiliation: 1993-94

	Total # of 7-12 teachers	% Elem- entary	% Special educ	% Vocat'l. educ.	% Science	% Foreign language	% Mathe- matics	% Social studies	% Other specialty
Total Private	174,817	5.0	6.3	2.0	11.7	8.3	15.7	11.4	39.6
SDA	2,589	17.8	0.0	6.1	11.5	5.9	11.8	6.7	40.2

19. Percentage of teachers certified, by affiliation: 1993-94

	% Teachers certified by state	% Teachers certified by private organization	% Teachers certified by either
Total Private	70.8	24.7	77.0
SDA	62.2	89.0	95.2

20. Percentage of teachers with different highest degree obtained and affiliation: 1993-94

	% < Bachelor's	% Bachelor's	% Master's	% Ed. Prof.	% Doctorate
Total Private	6.7	59.0	29.8	2.9	1.7
SDA	2.0	51.9	44.1	0.5	1.6

21. Percentage of teachers in different age ranges, by affiliation: 1993-94

	% Younger than 25	% 25 to 39 years old	% 40 to 54 years old	% 55 or Older
Total Private	6.6	38.3	44.9	10.1
SDA	3.2	41.3	39.7	15.8

22. Percentage of teachers of different sex, race, and ethnicity, by affiliation: 1993-94

	% Male	% American Indian	% Asian	% Black non- Hisp.	% White non- Hisp.	% Hisp.
Total Private	24.6	0.4	1.4	3.1	91.9	3.2
SDA	38.3	0.7	1.8	8.0	85.6	3.9

23. Principals' experience in teaching and administering, and salary, by affiliation: 1993-94

	# of principals	Total yrs teaching	Yrs prin. at school	Yrs prin. elsewhere	Average Salary
Total Private	25,015	14.3	5.6	3.2	\$29,714
SDA	929	15.9	2.5	5.0	\$26,127

24. Percentage of principals in different age ranges, by affiliation: 1993-94

	% Younger than 25	% 25 to 39 years old	% 40 to 54 years old	% 55 or older
Total Private	1.1	20.9	54.3	23.7
SDA	3.4	31.3	39.0	26.3

25. Percentage of principals by different highest degree obtained and affiliation: 1993-94

	% < Bachelor's	% Bachelor's	% Master's	% Ed. Prof.	% Doctorate
Total Private	8.4	25.9	51.6	8.2	5.9
SDA	3.0	52.6	41.9	1.0	1.4

26. Percentage of principals of different sex, race, and ethnicity, by affiliation: 1993-94

	% Male	% American Indian	% Asian	% Black	% White	% Hispanic
Total Private	46.4	0.5	0.7	4.2	92.5	2.1
SDA	63.0	0.3	0.5	6.9	92.3	0.0

27. Average teacher ratings on policy and control over teaching practices, by affiliation: 1993-94

	Influence			Classroom control					
	Discipline	In-Service	Curriculum	Textbooks	Content	Technique	Grading	Discipline	Homework
Total Private	3.5	2.7	3.4	3.7	3.9	4.5	4.5	4.2	4.4
SDA	4.0	2.4	2.7	2.9	3.6	4.7	4.7	4.4	4.7

28. Teachers' average salaries and satisfaction ratings, by affiliation: 1993-94

	Base Salary	Extra salary	Salary satisfaction	Class size satisfaction	Ratings on teaching again
Total Private	\$21,898	\$401	4.0	8.0	8.0
SDA	\$26,460	\$14	5.5	8.0	7.5

29. Percentage of teachers reporting different in-kind benefits, by affiliation: 1993-94

	% Medical insur.	% Dental insur.	% Life insur.	% Retirement	% Hsng.	% Meals	% Transportation	% Tuition	% Child's tuition	% Child care
Total Private	60.1	35.7	35.9	47.2	6.9	20.2	3.8	27.8	15.0	3.4
SDA	86.5	82.2	27.2	61.0	14.8	13.3	10.9	64.6	35.2	0.9

30. Teachers who were newly hired or were laid off, as a percentage of all current teachers, by affiliation: 1993-94

	% New teachers	% Laid-off teachers
Total Private	11.9	0.8
SDA	12.4	1.2

31. Average difficulty filling vacancies in each field of teaching, by affiliation: 1993-94

	% Schools w/ vacancies	Teaching Field							
		Gen. elem.	Spec. education	English	Math	Physical sciences	Biol.	ESOL or bilingual	Foreign lang.
Total Private	69.6	0.3	0.7	0.3	0.7	0.8	0.7	0.4	0.9
SDA	40.0	--	--	--	--	--	--	--	--

32. Mean percentage of schools using different strategies to address unfilled vacancies, by affiliation: 1993-94

	% Schools w/ vacancies	% Hired fully qual tchr.	% Hired less than fully qual tchr.	% Cancelled course	% Expanded class size	% Added to other loads	% Assigned out/field tchrs.	% Assigned admins.	% Used sub. Tchr.
Total Private	69.6	93.1	9.0	1.0	3.0	4.4	4.4	4.7	3.1
SDA	40.0	98.6	6.5	0.0	0.0	0.0	1.4	1.4	1.6

33. Average principal ratings of school climate, by affiliation: 1993-94

	Basic standards	Respect for teachers	Community	Attendance	Involvement	Respect for property
Total Private	9.6	9.1	8.6	8.4	8.3	9.0
SDA	9.8	9.2	8.9	8.3	8.2	9.1

34. Average teacher ratings of school climate, by affiliation: 1993-94

	Basic standards	Respect for teachers	Community	Attendance	Respect for students	Teachers' influence school policy	Teachers' classroom control	Behavior standards
Total Private	9.3	8.3	8.4	8.3	7.4	5.1	6.8	8.0
SDA	9.7	8.8	8.8	8.1	7.3	3.0	7.2	8.6

35. Average percentage of 12th-grade students who were graduated and who applied to college, by affiliation: 1993-94

	%Graduates as percent of 12 th -grade enrollment	% Applied to college
Total Private	98.2	87.5
SDA	98.2	86.6

36. Average years of academic study required for graduation in private secondary schools, by affiliation: 1993-94

	English	Math	Computer Science	Social Studies	Science	Language
Total Private	4.0	2.9	0.6	3.3	2.5	1.2
SDA	4.0	2.3	1.0	2.5	2.2	—

37. Average percentage of students absent, by affiliation: 1993-94

	Average% of students absent
Total Private	4.1
SDA	8.7

Executive Summary

Private elementary and secondary schools in the United States have been an important component of the nation's education system from the beginning and continue to play an important role, educating roughly one-tenth of the nation's young people. Since the late 1970s, the National Center for Education Statistics (NCES) has developed survey systems for tapping the status of both private and public elementary and secondary education in the United States, including the Schools and Staffing Surveys (SASS) of 1987-88, 1990-91, and 1993-94. The present report, based on the Schools and Staffing Survey of 1993-94, is designed to update the picture of private schools in the United States, based on responses from a nationally representative sample of 2,585 private schools and 8,372 teachers in those schools.

Most private schools belong to some national group, and NCES consulted with those groups to develop a survey questionnaire that would address informational needs of the private school community. Seventeen leading private school organizations endorsed the survey, including the American Montessori Society, Christian Schools International, the Council for American Private Education, the Evangelical Lutheran Church in America, the Friends Council on Education, the General Council of Seventh-Day Adventist Church, the Lutheran Church, Missouri Synod, the National Association of Episcopal Schools, the National Association of Independent Schools, the National Independent Private School Association, the National Association of Schools for Exceptional Children, the National Catholic Education Association, Oral Roberts University Educational Fellowship, Solomon Schechter Day School Association, Torah Umesorah - National Society for Hebrew Day Schools, the U.S. Catholic Conference, and the Wisconsin Evangelical Lutheran Synod. Staff of schools belonging to many other groups also contributed their time to the completion of this survey.

In this report, graphic statistical profiles are presented of Catholic schools, other religiously-oriented schools, and nonsectarian schools, using both NCES' 9-category typology and an 18-category affiliation system. These profiles contain information on about Schools and Students, Teachers and Principals, and Climate, Goals, and Outcomes.

SCHOOLS AND STUDENTS

In 1993-94, the Schools and Staffing Survey (SASS) found that there were approximately 26,093 private elementary and secondary schools in the United States, serving an estimated 4,970,548 students (tables 1.1, 1.2). Most private schools are small. A quarter have fewer than 50 students, and only one-fifth have more than 300 students. In contrast, only 3 percent of public schools have

fewer than 50 students, and more than two-thirds have more than 300 students (table 1.6). A major difference in structure between public and private schools is that there are virtually no private middle schools, while over half of public schools offering seventh grade are middle schools (table 1.4).

Ages of private schools vary greatly—more than two-thirds of currently operating Jewish schools, ACSI schools, Evangelical Lutheran schools, Montessori schools, and special education schools were established after 1954, whereas more than one in five currently operating Catholic schools, Friends schools, Lutheran schools, and NAIS member schools were established before 1904 (table 1.3).

Seventy-one percent of private school students attend schools in cities or on the fringe of large cities. By comparison, only half of public school students attend schools in these places (table 2.2). Most private schools serve nearby residents: only one private school in 20 is a boarding school (table 1.11). Annual tuitions averaged about \$2,200 for elementary schools, \$5,500 for secondary schools, and \$4,100 in schools that combined elementary and secondary levels in 1993-94 (table 1.5).

Admission requirements are used at many elementary schools and most schools serving secondary students; but schools of different types have noticeably different preferences for requirements. For example, Episcopal schools are more likely to use standardized achievement tests, schools that are members of the National Association of Independent Schools are more likely to look at recommendations and students' academic records, and Jewish schools and schools that are affiliated with Christian Schools International are more likely to take religious affiliation into account (table 2.3). Roughly half of all private schools offer remedial reading and remedial mathematics instruction, but few, other than schools specifically oriented for the purpose, offer special education (table 1.9).

Almost equal numbers of boys and girls attend private schools. Only about 3 percent of private schools were for boys only, and about 2 percent were for girls only in 1993-94 (table 2.4). In 1993-94, about 46 percent of private schools had enrollments of at least 10 percent minorities, compared to 56 percent of public schools (table 2.6).

TEACHERS AND PRINCIPALS

In 1993-94, 378,365 teachers taught in private schools, nearly one-eighth of all elementary and secondary teachers in the country. Two in 10 private school teachers were part-time, and there were 2 "other" staff for every 3 teachers (table 3.1).

The objective qualifications of private school teachers and principals, on average, are less than those of public school teachers and principals. About 30 percent of private school teachers are not state certified in the field of their main assignment, compared to 3 percent of public school teachers (table 3.3). More than 6 percent of private school teachers do not have a bachelor's

degree, compared to fewer than 1 percent of public school teachers; and 34 percent have at least a master's degree, compared to 47 percent of public school teachers (table 3.4). About one in four private school principals has no degree beyond a bachelor's degree, compared to 1.4 percent of public school principals (table 3.9).

More principals and teachers in private schools are under 40 years of age than their public school counterparts (tables 3.5 and 3.8), and their pay is less than that in public schools. Private school teachers earn base salaries, on average, less than two-thirds of average public school teachers' salaries; and principals earn slightly more than half of their public school counterparts' salaries (tables 3.7 and 3.12). Private school teachers, on the other hand, are more likely to receive in-kind compensation: 15 percent receive tuition waivers for their children, 20.2 percent receive free meals, and 7 percent receive housing support (table 3.13). Such in-kind compensation is rarely available to public school teachers. On measures of job satisfaction, private school teachers are more satisfied than public school teachers (table 3.12). They feel that they generally have more influence on school discipline and curriculum policies and more control over their classroom textbooks, content, techniques, grading, and discipline (table 3.11).

CLIMATE, GOALS, AND OUTCOMES

The principals' most important educational goals differ between types of school: religious development in religiously oriented schools; literacy and excellence in regular nonsectarian private schools; growth of self-esteem in other nonsectarian schools; and literacy in public schools (table 4.1). Teachers' and principals' perceptions of school climate in private schools are that there are fewer problems than their counterparts in public schools see, especially with respect to basic standards (i.e., substance abuse, pregnancy, dropping out, having a sense of community) and respect for both teachers and students (table 4.3 and table 4.4).

Although course requirements for graduation are fairly similar across schools, on average, private secondary schools tend to require more years of foreign language for graduation (1.2 years vs. 0.3 years). This is especially true for Episcopal schools, Hebrew Day and other Jewish schools, and NAIS member schools. Because many public high schools do not require study of a foreign language for graduation, the requirement for foreign language in public high schools averages less than one semester (table 4.6). Three-quarters of 12th-grade students in private schools apply to college, compared to half of the 12th graders at public schools. In Catholic schools the figure is 90 percent, and in NAIS schools it is 95 percent (table 4.5).

Private Schools in Aggregate

OVERVIEW

In 1993-94, the United States education system included 26,093 private elementary and secondary schools, which employed the equivalent of 330,839 full-time teachers to teach 4,970,548 students. Private schools accounted for 24.4 percent of all schools in the nation and 10.7 percent of all students. Private schools were located all over the country. There were slightly more in absolute numbers in the Midwest and South. However they constituted the largest percentage of schools in the Northeast. They were less likely to be located in rural areas and small towns than public schools and were more likely to be found in large cities (table 2.2). Because fewer than 5 percent offered boarding for students (table 1.11), private schools, like public schools, generally were serving families in the communities in which they were located.

The picture of private schools in America has changed dramatically during the 20th century. When the dates of founding of private schools are compared across decades, it can be seen that although 11 percent of currently operating schools are more than 90 years old, relatively few currently operating private schools were founded between 1904 and 1944 (table 1.3). About two-thirds of these schools were established after the mid-1950s.

To their principals, private schools have many important goals, which vary among types of private schools (tables 4.1 and 4.2). Based on responses in 1993-94, 42 percent of principals rated religious development as most important, 17 percent rated academic excellence as most important, 18 percent rated literacy skills as most important, and 10 percent rated personal growth and self-esteem as most important.

Private schools are typically much smaller than public schools: only 20 percent of private schools had enrollments of more than 300 students, compared to 71 percent of public schools; and a quarter had enrollment of less than 50 students, compared to only 3 percent of public schools. Unlike schools in public school systems, few private schools limit their grade spans to the middle grades, and many enroll students in both elementary and secondary grades in the same school. About 30 percent of private schools combined elementary and secondary grades, compared to 4 percent of public schools; and while 56 percent of public schools with seventh graders were middle schools, very few separate private schools served only the middle grades (table 1.4).

Nearly all private schools (95 percent) were coeducational. Boys and girls were equally represented in most private schools, with a few exceptions (for example, military and special education private schools had male enrollments of 71 and 72 percent, respectively) (table 2.4). In public schools, about 33 percent of the student population were members of minority groups; in private schools, about

22 percent were (table 2.5). Although many private schools served a diverse student body of minorities, about one in five had no minority students. Nearly all private schools charged tuition: in 1993-94, it averaged \$2,200 in elementary schools, \$5,500 in secondary schools, and \$4,200 in combined-level private schools (table 1.5).

SCHOOL RESOURCES AND PROGRAMS

School resources and programs can be affected by school size, and two types of differences between public and private schools can be traced to differences in school size. First, in comparison to public schools, private schools had smaller class sizes, with one-quarter having fewer than 15 students per class. Similarly, the average student/teacher ratio for private schools was 15:1, compared to 17:1 for public schools (table 1.7). As McLaughlin, O'Donnell, and Ries (1995) showed, these differences disappear when one compares schools with the same size—smaller schools have smaller student/teacher ratios, and more private schools are smaller.

Second, fewer private schools served sufficient numbers of students to need or be able to provide various resources or services.¹ At the elementary level, for example, fewer private school students received services for Title I (4 percent), bilingual (1 percent), and special education (3 percent), but more private school students received day care services (11 percent, compared to only 4 percent in public schools). At both the elementary and secondary levels, the average FTE librarians were fewer at private schools (0.5, compared to 1.2, in elementary schools; and 1.1, compared to 1.7, in secondary schools).

QUALIFICATIONS AND EXPERIENCE OF TEACHERS AND PRINCIPALS

The education levels of private school teachers on average were somewhat lower than those of public school teachers: 7 percent of teachers in private schools did not have a bachelor's degree, compared to fewer than 1 percent of public school teachers. The related experience of the two teacher groups was similar, although many more of the most experienced teachers were in public schools: 21 percent of private school teachers had 20 or more years' teaching experience, compared to 35 percent of public school teachers. Seventy-one percent of private school teachers, compared to virtually all public school teachers, held state certifications. Teachers at private schools were paid substantially less on average: about half earned less than \$20,000, compared to 4 percent of public, while fewer of them (5 percent) earned \$40,000 or more, compared to 25 percent of public. Although many minority members are hired as private school teachers, about 65 percent of private schools had no minority teachers, compared to 42 percent of public schools.

¹ School size is related to service provision. Public schools serving elementary grades that were small (<150 students) were less likely than other public schools to offer each of these services. The same was true for private schools, with the exception of bilingual education.

Principals' qualifications, in terms of education level but not related experience, were somewhat lower in private schools than in public schools. In private schools, 66 percent of principals had advanced degrees, compared to more than 98 percent of public school principals. Most principals in private schools were also paid substantially less: about 31 percent earned less than \$20,000, and fewer of them (24 percent) earned \$40,000 or more. The proportion of female principals was greater in private schools than in public schools (54 percent and 34 percent, respectively).

Although teachers in private schools were less satisfied with their salaries, more of them were satisfied with their class sizes, staff cooperation, and career choice than teachers in public schools were. Generally, private school teachers felt they had more control over school discipline, school curriculum, the choice of textbooks, and class content than did public school teachers. Although private schools varied among themselves on many factors, these differences in perceptions of teacher influence were represented in nearly all types of private schools (table 3.11).

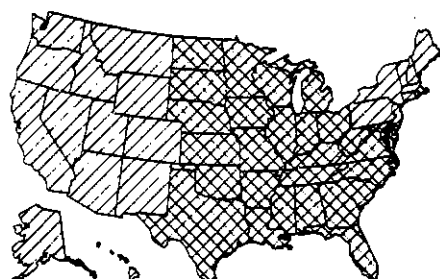
EXPECTATIONS AND SCHOOL CLIMATE

Unlike all but a few public schools, nearly half of all elementary private schools (47 percent) and most secondary or combined level private schools (72 percent) used at least one of the following requirements: an admission or achievement test, an interview, the student's academic record, special needs, special aptitudes, or recommendations. For example, about 22 percent of elementary private schools and 32 percent of secondary private schools had an admissions test (table 2.3). When asked to identify problems as moderate or serious in their schools, fewer private school teachers than public school teachers reported school attendance, robbery, alcohol abuse, physical conflict, apathy, poverty and racial tension, and students' dropping out.

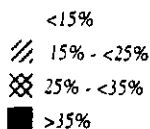
More private schools required 3 years of science courses (48 percent) and 1 year of foreign language education (58 percent) than did public schools. Nearly one-third of private schools had some requirement for community service before graduation in 1993-94, compared to 3 percent of public schools. The rates of graduation were higher in private schools (98 percent) than in public schools (93 percent), and the rates for college application were higher in private schools: 88 percent, compared to 57 percent in public schools (table 4.5).

Private Schools in Aggregate

Schools by Region



Pct of all Private Schools in Aggregate

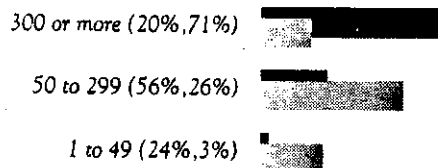


26,093 Schools

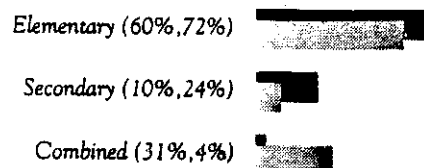
330,839 Teachers (FTE)

4,970,548 Students

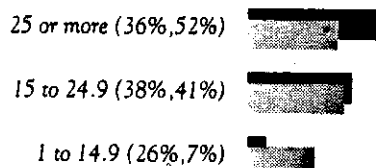
Average Enrollment



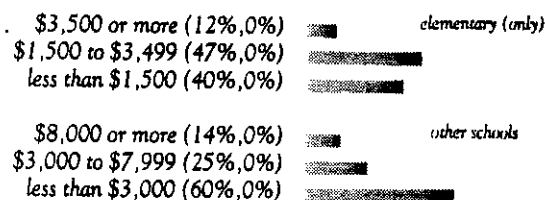
Grade Level Served



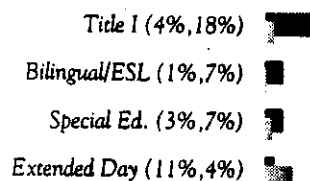
Average Class Size



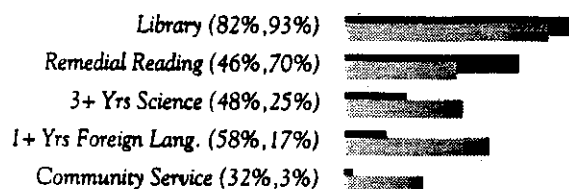
Tuition Amounts at Elementary and Other Schools



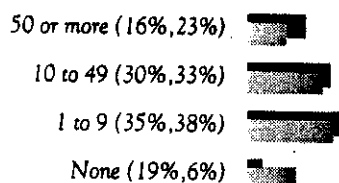
Elementary School Students Receiving Special Services



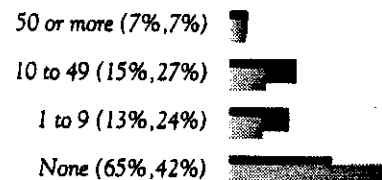
Secondary School Resources and Graduation Requirements



Minority Student Percentage



Minority Teacher Percentage

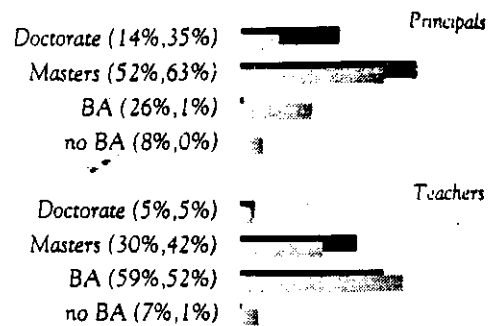


Private Schools in Aggregate

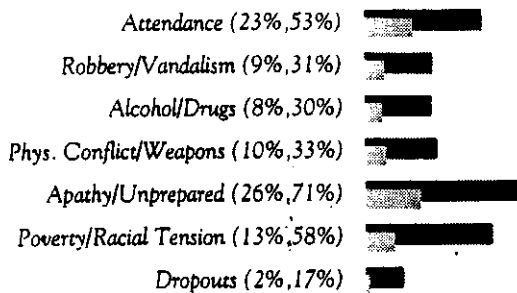
Legend:

Please excuse the poor reproduction quality.
The first percentage represents all private schools
and the second percentage all public schools.

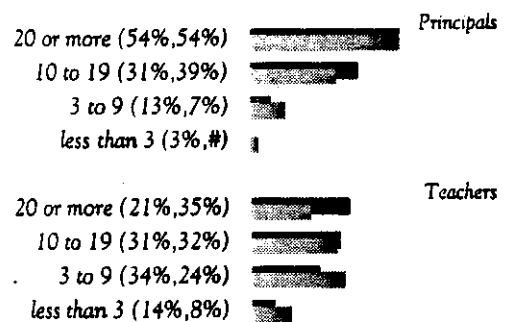
Education Attainment



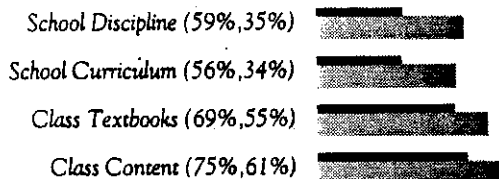
Teachers' Ratings of Moderate or Serious Problems



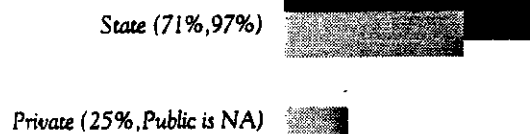
Years of Experience



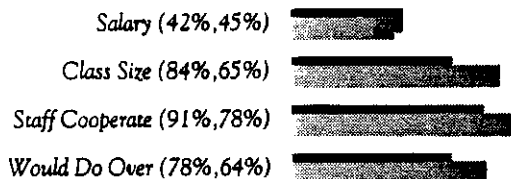
Teacher Influence on School Policy and Control Over Classroom Practice



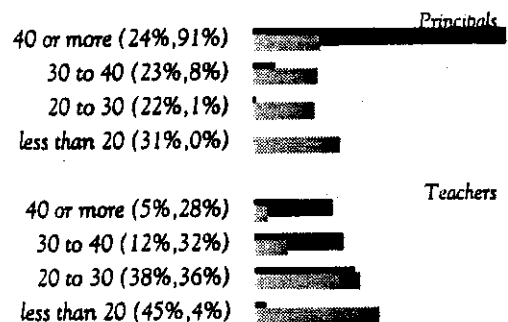
Teacher Certification



Satisfaction with Teaching



Salary Levels (in thousands of dollars)



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94

Other Religious-Affiliated Schools

OVERVIEW

Besides Catholic and conservative Christian schools, there are many other religiously oriented private schools in America, either affiliated or not with a national religious organization. In 1993-94, 3,437 other religious-affiliated schools in the United States employed the equivalent of 42,839 full-time teachers to teach 580,666 students. These schools accounted for nearly 30 percent of all non-Catholic religious schools and 13 percent of all private schools in the nation. These schools are sponsored by various religions: in 1993-94, about one-quarter were Seventh-Day Adventist; 15 percent, Missouri Synod Lutheran; 10 percent, Episcopal; about 6 percent, Hebrew Day; 8 percent other Jewish; and the remainder, other religious groups (table 1.1). According to the principals of these schools, religious development is most frequently their most important education goal.

These religious-affiliated schools were found in all regions of the country and were slightly more common in the Midwest and South (34 percent) than in other regions. There are many old and new schools in this category. Although 12 percent were founded prior to 1904, 63 percent of these schools were founded since the mid-1950s (table 1.3). Like private schools in general, other religious-affiliated schools included elementary, secondary, and combined levels, and most had enrollments of fewer than 300 students. Almost all of them (94 percent) were coeducational and served diverse student bodies, but only 10 percent had minority student populations of 50 percent or more, as compared to 15 percent of private schools in general. In elementary schools, the average tuition, about \$2,500, was slightly higher than that of private schools overall, but in combined K-12 schools, it was significantly lower (\$3,000 versus \$ 4,200) (table 1.5).

SCHOOL RESOURCES AND PROGRAMS

Class sizes at the other religious-affiliated schools were significantly smaller than in private schools as a group. About 40 percent of other religious-affiliated schools had fewer than 15 students per class. The average student/teacher ratio was about 14:1 (table 1.7).

Other religious-affiliated schools offered a range of special programs and services similar to the offerings of other private schools, but fewer elementary students received Title I services (1 percent) and special education (1 percent), and fewer secondary schools offered remedial reading (30 percent).

QUALIFICATIONS AND EXPERIENCE OF TEACHERS AND PRINCIPALS

The education level, related experience, and state certification rates of teachers in other religious-affiliated schools were similar to those of private school teachers overall: 93 percent had at least a bachelor's degree; over half had 10 or more years of teaching experience; and 65 percent had a state teaching certificate. In

terms of salary, religious-affiliated teachers had higher salaries than private school teachers in general. About 35 percent of the other religious-affiliated school teachers earned less than \$20,000, compared to 45 percent of private schools overall.

The principals in other religious-affiliated schools also had education levels and related experience similar to those in other private schools. About 60 percent of the principals in other religious-affiliated schools had master's or doctoral degrees, and 85 percent had 10 or more years of experience. Like their teachers, the principals in other religious-affiliated schools received higher salaries: only 19 percent were paid less than \$20,000, as compared to 31 percent in private schools overall.

In 1993-94, a higher proportion (50 percent) of teachers were satisfied with their salaries than in private schools in general (42 percent), and slightly more were satisfied with class size (88 percent versus 84 percent), but satisfaction with staff cooperation and with their career choice was about the same as for teachers in private schools overall. Teachers in other religious-affiliated schools gave ratings of their control over school discipline (60 percent), school curriculum (59 percent), the choice of textbooks (66 percent), and class content (74 percent) that were similar to those given by private school teachers overall.

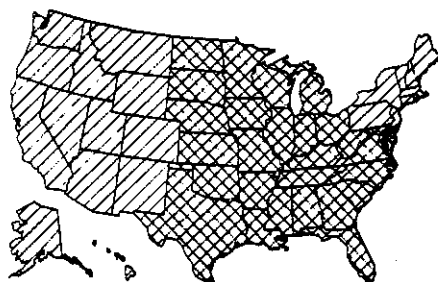
EXPECTATIONS AND SCHOOL CLIMATE

Other religious-affiliated schools resembled other private schools in terms of student admissions. At the elementary level, more (about 21 percent) of other religious-affiliated schools used recommendations (table 2.3). At the secondary level, only 7 percent used special needs for admission, compared to 20 percent of private schools in general; and 28 percent used religious affiliation, compared to only 14 percent in private schools overall.

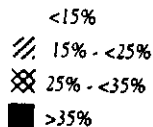
Teachers' perceptions of problems were generally similar to those of private school teachers in general; but only 10 percent considered poverty or racial tension to be moderate or serious problems in their schools, compared to 13 percent in private schools in general. In secondary schools, graduation requirements included at least 3 years of science in 50 percent of these schools and at least a year of foreign language instruction in 60 percent, about the same as in private schools overall. The rates of graduation and application to college among twelfth graders were 98 percent and 88 percent, respectively, in other religious-affiliated schools (table 4.5).

Other Religious-Affiliated Schools

Schools by Region



Pct. of all Other Religious-Affiliated Schools

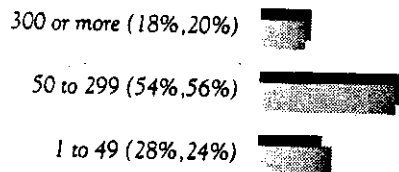


3,437 Schools

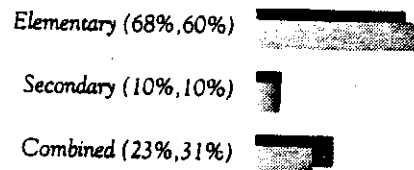
42,839 Teachers (FTE)

580,666 Students

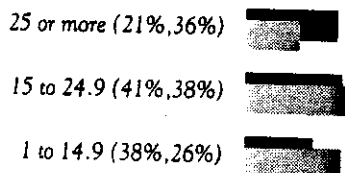
Average Enrollment



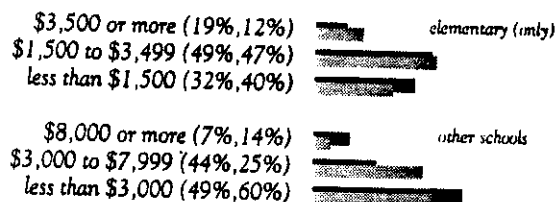
Grade Level Served



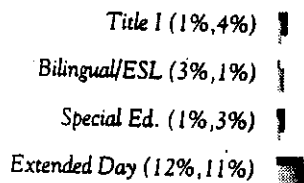
Average Class Size



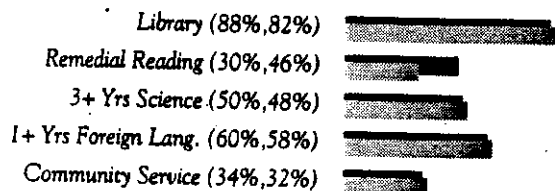
Tuition Amounts at Elementary and Other Schools



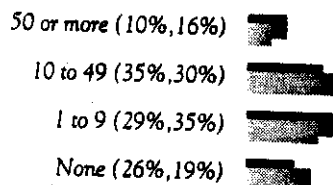
Elementary School Students Receiving Special Services



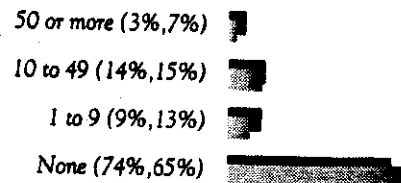
Secondary School Resources and Graduation Requirements



Minority Student Percentage



Minority Teacher Percentage

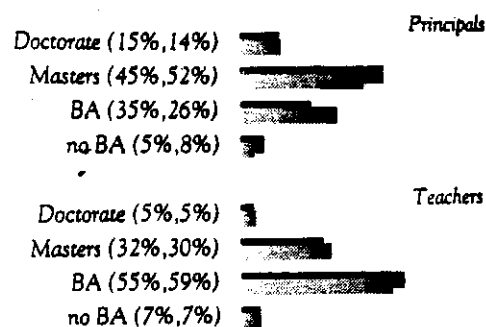


Other Religious-Affiliated Schools

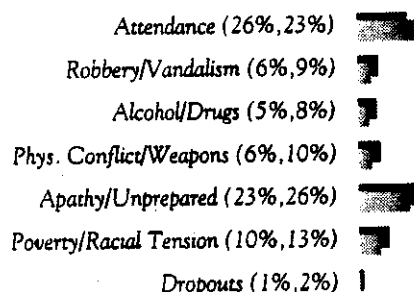
Legend:

Please excuse the poor reproduction quality.
The first percentage represents all other religious-affiliated schools and the second percentage all private schools.

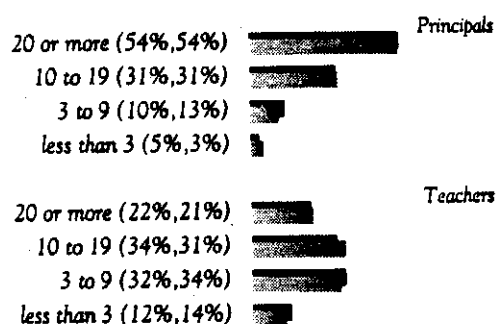
Education Attainment



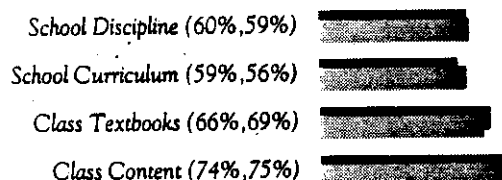
Teachers' Ratings of Moderate or Serious Problems



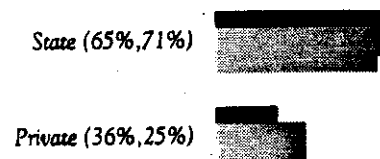
Years of Experience



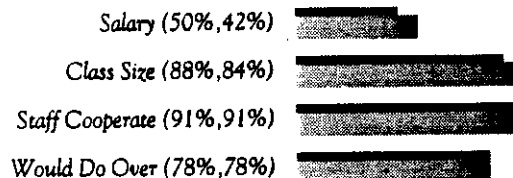
Teacher Influence on School Policy and Control Over Classroom Practice



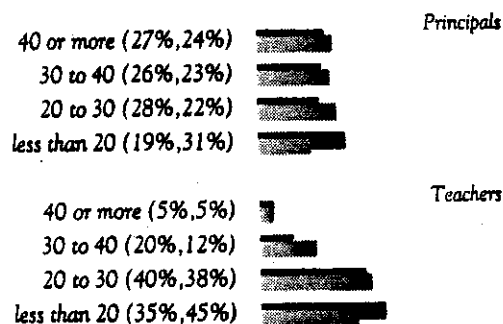
Teacher Certification



Satisfaction with Teaching



Salary Levels (in thousands of dollars)



Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94

Characteristics of Schools

HIGHLIGHTS FOR CHARACTERISTICS OF SCHOOLS

- In 1993-94, the Schools and Staffing Survey (SASS) found that there were approximately 26,093 private elementary and secondary schools in the United States, serving an estimated 4,970,548 students (tables 1.1, 1.2).
- A major difference in structure between public and private schools is that there are virtually no separate private middle schools, while over half of public schools offering seventh grade are middle schools (table 1.4).
- Many more of the private schools are small. A quarter have fewer than 50 students, and only one-fifth have more than 300 students. In contrast, only 3 percent of public schools have fewer than 50 students, and more than two-thirds have more than 300 students (table 1.6).
- Ages of private schools vary greatly—more than two-thirds of currently operating Jewish schools, ACSI schools, Evangelical Lutheran schools, Montessori schools, and special education schools were established after 1954, whereas more than one in five currently operating Catholic schools, Friends schools, Lutheran schools, and NAIS member schools were established before 1904 (table 1.3).
- Only 1 private school in 20 is a boarding school (table 1.11).
- Annual tuitions averaged about \$2,200 for elementary schools and \$5,500 for secondary schools, and \$4,200 in schools that combined elementary and secondary levels (table 1.5).
- Roughly half of all private schools offer remedial reading and remedial mathematics instruction, but few offer special education (other than schools specializing in special education) (table 1.9).

Table 1.1— Number of private schools and percentage serving each grade level, by affiliation: 1993-1994

	Total	Elementary	Secondary	Combined
Total Private	26,093	59.5	9.8	30.7
Total Public	80,740	71.9	24.3	3.8
18 Affiliation Categories				
Catholic	8,351	82.9	13.9	3.2
Episcopal	349	64.3	10.8	24.9
Friends	75	69.7	9.2	21.2
Seventh-Day Adventist	1,071	70.8	5.8	23.4
Hebrew Day	201	59.9	25.4	14.7
Solomon Schechter	56	95.1	4.9	0.0
Other Jewish	398	54.0	27.6	18.4
Christian Schools Intl	355	61.7	9.8	28.5
Assoc of Christn Schls Intl	2,472	49.4	3.9	46.8
Lutheran, Missouri Synod	1,042	92.3	6.3	1.5
Lutheran, Wisconsin Synod	373	94.0	5.4	0.6
Evangelical Lutheran	107	97.3	0.8	1.9
Other Lutheran	57	83.0	4.2	12.7
Montessori	732	82.3	0.2	17.5
Schools for Exceptional Children	284	8.4	22.3	69.3
Natl Assoc of Independent Schools (only)	893	32.5	20.8	46.7
Military	--	0.0	74.0	--
Other Private Schools	9,247	36.4	6.8	56.8
9-Category NCES Typology				
Catholic	8,351	82.9	13.9	3.2
Parochial	5,109	95.0	3.9	1.1
Diocesan	2,436	76.3	20.8	2.9
Private order	806	26.4	56.3	17.2
Other religious	12,180	52.0	5.0	43.0
Conservative Christian	4,664	31.9	2.3	65.8
Affiliated	3,437	67.6	9.7	22.7
Unaffiliated	4,079	61.7	4.2	34.1
Nonsectarian	5,563	41.1	14.0	44.9
Regular	2,484	52.6	11.6	35.8
Special emphasis	1,788	53.6	17.0	29.4
Special education	1,290	1.4	14.5	84.0
All members of NAIS	1,470	33.4	25.4	41.2

(--) Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94.

Tables Section

Table 1.2— Number of elementary and secondary students, by grade level and affiliation: 1993-94

	Total	Elementary	Secondary	Combined
Total Private	4,970,548	2,803,153	811,087	1,356,308
Total Public	41,621,660	26,885,507	13,757,801	978,351
18 Affiliation Categories				
Catholic	2,516,028	1,848,257	592,011	75,760
Episcopal	95,633	36,505	9,395	49,733
Friends	13,456	5,906	982	6,567
Seventh-Day Adventist	77,830	32,686	9,405	35,740
Hebrew Day	60,730	34,265	9,989	16,475
Solomon Schechter	13,999	13,454	544	0
Other Jewish	109,122	41,925	17,036	50,160
Christian Schools Intl	98,090	46,633	12,305	39,152
Assoc of Christn Schls Intl	441,981	168,503	16,349	257,129
Lutheran, Missouri Synod	163,885	141,380	16,614	5,891
Lutheran, Wisconsin Synod	36,730	31,423	4,961	346
Evangelical Lutheran	15,403	15,122	150	132
Other Lutheran	4,123	3,290	317	516
Montessori	42,796	31,601	--	11,159
Schools for Exceptional Children	33,722	2,970	12,993	17,759
Natl Assoc of Independent Schools (only)	332,675	62,284	53,572	216,818
Military	--	0	--	--
Other Private Schools	907,572	286,746	49,928	570,899
9-Category NCES Typology				
Catholic	2,516,028	1,848,257	592,011	75,760
Parochial	1,386,668	1,300,201	75,921	10,546
Diocesan	791,604	507,942	268,351	15,312
Private order	337,756	40,114	247,740	49,902
Other religious	1,686,069	718,174	124,447	843,448
Conservative Christian	641,828	193,785	20,787	427,255
Affiliated	580,666	306,115	70,244	204,307
Unaffiliated	463,575	218,274	33,415	211,886
Nonsectarian	768,451	236,722	94,629	437,100
Regular	539,785	162,015	64,484	313,286
Special emphasis	141,929	73,342	15,703	52,884
Special education	86,738	1,366	14,442	70,930
All members of NAIS	528,627	106,686	132,120	289,822

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SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94.

Characteristics of Schools

HIGHLIGHTS FOR CHARACTERISTICS OF SCHOOLS

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Table 1.1— Number of private schools and percentage serving each grade level, by affiliation: 1993-1994

	Total	Elementary	Secondary	Combined
Total Private	26,093	59.5	9.8	30.7
Total Public	80,740	71.9	24.3	3.8
18 Affiliation Categories				
Catholic	8,351	82.9	13.9	3.2
Episcopal	349	64.3	10.8	24.9
Friends	75	69.7	9.2	21.2
Seventh-Day Adventist	1,071	70.8	5.8	23.4
Hebrew Day	201	59.9	25.4	14.7
Solomon Schechter	56	95.1	4.9	0.0
Other Jewish	398	54.0	27.6	18.4
Christian Schools Intl	355	61.7	9.8	28.5
Assoc of Christn Schls Intl	2,472	49.4	3.9	46.8
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Private order	806	26.4	56.3	17.2
Other religious	12,180	52.0	5.0	43.0
Conservative Christian	4,664	31.9	2.3	65.8
Affiliated	3,437	67.6	9.7	22.7
Unaffiliated	4,079	61.7	4.2	34.1
Nonsectarian	5,563	41.1	14.0	44.9
Regular	2,484	52.6	11.6	35.8
Special emphasis	1,788	53.6	17.0	29.4
Special education	1,290	1.4	14.5	84.0
All members of NAIS	1,470	33.4	25.4	41.2

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Friends	13,456	5,906	982	6,567
Seventh-Day Adventist	77,830	32,686	9,405	35,740
Hebrew Day	60,730	34,265	9,989	16,475
Solomon Schechter	13,999	13,454	544	0
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Other Lutheran	4,123	3,290	317	516
Montessori	42,796	31,601	--	11,159
Schools for Exceptional Children	33,722	2,970	12,993	17,759
Natl Assoc of Independent Schools (only)	332,675	62,284	53,572	216,818
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Diocesan	791,604	507,942	268,351	15,312
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Affiliated	580,666	306,115	70,244	204,307
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Regular	539,785	162,015	64,484	313,286
Special emphasis	141,929	73,342	15,703	52,884
Special education	86,738	1,366	14,442	70,930
All members of NAIS	528,627	106,686	132,120	289,822

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SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94.

Characteristics of Teachers and Principals

CHARACTERISTICS OF TEACHERS AND PRINCIPALS HIGHLIGHTS

- In 1993-94, 378,365 teachers taught in private schools, nearly one-eighth of all elementary and secondary teachers in the country. Two in 10 private school teachers were part-time, and there were 2 "other" staff for every 3 teachers (table 3.1).
- The numbers of special education teachers and vocational education teachers employed in typical private schools are relatively small, but the numbers of foreign language teachers are relatively high at both elementary and secondary levels, compared to public schools (table 3.2).
- The objective qualifications of private school teachers and principals, on average, are less than those of public school teachers and principals.

About 30 percent of private school teachers are not state certified in the field of their main assignment, compared to 3 percent of public school teachers (table 3.3).

More than 6 percent of private school teachers do not have a bachelor's degree, compared to fewer than 1 percent of public school teachers; and 34 percent have at least a master's degree, compared to 47 percent of public school teachers (table 3.4).

About one in four private school principals has no degree beyond a bachelor's degree, compared to 1.4 percent of public school principals (table 3.9).

- More principals and teachers in private schools are under 40 years of age than their public school counterparts (tables 3.5 and 3.8).
- Private school teachers earn base salaries, on average, less than two-thirds of average public school teachers' salaries; and principals earn slightly more than half of their public school counterparts' salaries (tables 3.7 and 3.12). Private school teachers, on the other hand, are more likely to receive in-kind compensation: 15 percent receive tuition waivers for their children, 20.2 percent receive free meals, and 7 percent receive housing support (table 3.13). Such in-kind compensation is rarely available to public school teachers.

- On measures of job satisfaction, private school teachers are more satisfied than public school teachers (table 3.12). They feel that they generally have more influence on school discipline and curriculum policies and more control over their classroom textbooks, content, techniques, grading, and discipline (table 3.11).

Table 3.1— Number of teachers, of full-time equivalent (FTE) teachers, of other staff, and percentage full time as reported by schools, by affiliation: 1993-94

	# FTE teachers	# Teachers	% Full time	# Other staff	% Full time
Total Private	330,839	378,365	79.2	256,067	56.6
Total Public	2,501,112	2,561,294	91.3	1,894,668	66.3
18 Affiliation Categories					
Catholic	132,241	149,522	82.9	92,672	55.0
Episcopal	8,986	10,400	79.7	6,840	66.5
Friends	1,504	1,782	73.5	1,125	56.7
Seventh-Day Adventist	4,946	5,574	80.0	3,836	41.4
Hebrew Day	4,511	6,265	48.3	3,105	44.5
Solomon Schechter	1,173	1,687	54.1	912	51.9
Other Jewish	8,976	12,592	43.8	5,276	56.1
Christian Schools Intl	6,033	6,792	77.4	3,531	33.0
Assoc of Christn Schls Intl	29,769	33,927	77.9	24,233	39.0
Lutheran, Missouri Synod	8,803	9,706	81.7	5,922	33.2
Lutheran, Wisconsin Synod	2,043	2,403	73.8	1,311	22.1
Evangelical Lutheran	928	1,089	76.6	834	47.9
Other Lutheran	267	341	60.3	318	19.9
Montessori	3,701	4,556	71.8	5,019	39.5
Schools for Exceptional Children	5,429	5,893	85.7	10,578	80.8
Natl Assoc of Independent Schools (only)	35,486	39,314	82.7	24,604	76.0
Military	608	648	90.5	--	88.0
Other Private Schools	75,428	85,853	79.8	64,899	59.7
9-Category NCES Typology					
Catholic	132,241	149,522	82.9	92,672	55.0
Parochial	68,105	77,261	82.7	46,715	48.2
Diocesan	41,174	46,452	83.1	29,192	56.4
Private order	22,961	25,809	83.0	16,765	71.7
Other religious	120,253	141,350	73.7	87,267	45.9
Conservative Christian	44,841	51,936	76.4	35,698	40.4
Affiliated	42,839	51,693	67.8	30,022	49.9
Unaffiliated	32,574	37,722	77.9	21,547	49.5
Nonsectarian	78,346	87,493	82.0	76,128	70.6
Regular	49,533	55,330	82.5	35,425	69.8
Special emphasis	14,548	16,991	74.0	13,352	54.3
Special education	14,264	15,173	88.8	27,350	79.6
All members of NAIS	53,187	59,758	81.4	38,835	74.7

(--) Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94.

Goals, Expectations, Climate, and Outcomes

HIGHLIGHTS FOR GOALS, EXPECTATIONS, CLIMATE, AND OUTCOMES

- The principals' most important educational goals differ between types of school: religious development in religiously oriented schools; literacy and excellence in regular nonsectarian private schools; growth of self-esteem in other nonsectarian schools; and literacy in public schools (table 4.1).
- Teachers' and principals' perceptions of school climate in private schools are that there are fewer problems than their counterparts in public schools see, especially with respect to basic standards (i.e., substance abuse, pregnancy, dropping out, having a sense of community), and respect for both teachers and students (table 4.3 and table 4.4).
- Although course requirements for graduation are fairly similar across schools, on average, private secondary schools tend to require more years of foreign language for graduation (1.2 years vs. 0.3 years). This is especially true for Episcopal schools, Hebrew Day and other Jewish schools, and NAIS member schools. Because many public high schools do not require study of a foreign language for graduation, the requirement for foreign language in public high schools averages less than one semester (table 4.6).
- Three-quarters of 12th-grade students in private schools apply to college, compared to half of the 12th graders at public schools. In Catholic schools the figure is 90 percent, and in NAIS schools it is 95 percent (table 4.5).

Table 4.1— Percentage of principals rating each of eight educational goals most important, by affiliation: 1993-94

	% Literacy	% Excellence	% Vocat'l skills	% Discipline	% Growth esteem	% Social skills	% Moral values	% Religious develop. ¹
Total Private	18.2	17.2	0.1	4.9	10.3	1.4	5.8	42.1
Total Public	48.4	28.6	1.1	7.4	11.1	2.1	1.0	NA
18 Affiliation Categories								
Catholic	10.9	13.7	0.0	4.1	8.8	1.0	6.4	55.1
Episcopal	16.5	53.6	0.0	1.9	17.9	4.0	4.5	1.6
Friends	16.9	32.4	0.0	3.7	30.9	1.9	2.8	11.6
Seventh-Day Adventist	13.9	15.2	0.0	1.1	0.9	1.3	10.4	57.1
Hebrew Day	9.5	15.1	4.4	5.9	18.0	0.0	9.1	38.0
Solomon Schechter	7.6	47.6	0.0	7.3	12.5	2.5	10.0	12.4
Other Jewish	8.3	40.1	0.0	4.3	7.6	1.0	16.6	22.0
Christian Schools Intl	17.7	17.2	0.0	3.0	0.0	0.0	2.5	59.5
Assoc of Christn Schls Intl	9.9	18.1	0.8	2.6	2.4	1.4	7.1	57.7
Lutheran, Missouri Synod	14.1	6.4	0.0	1.8	0.0	0.8	3.6	73.3
Lutheran, Wisconsin Synod	2.8	0.0	0.0	1.5	0.0	0.0	8.2	87.6
Evangelical Lutheran	50.3	20.8	0.0	2.1	3.0	1.2	1.7	20.9
Other Lutheran	4.9	2.4	0.0	0.0	0.0	0.0	2.5	90.2
Montessori	19.9	13.9	0.0	18.3	41.0	4.8	2.0	0.0
Schools for Exceptional Children	36.0	18.0	3.3	16.2	20.9	1.7	3.4	0.5
Natl Assoc of Indep Schls (only)	17.6	54.5	0.0	4.1	17.7	0.0	3.0	3.0
Military	--	--	0.0	--	0.0	0.0	--	--
Other Private Schools	29.1	14.8	0.0	7.1	14.2	2.2	4.3	28.2
9-Category NCES Typology								
Catholic	10.9	13.7	0.0	4.1	8.8	1.0	6.4	55.1
Parochial	10.6	11.9	0.0	3.8	8.9	0.2	5.0	59.5
Diocesan	12.8	12.2	0.0	4.9	6.5	2.7	8.9	52.1
Private order	6.5	30.6	0.0	4.0	15.2	1.1	7.2	35.4
Other religious	17.3	16.8	0.2	2.9	2.4	0.7	6.9	52.7
Conservative Christian	15.4	13.1	0.4	1.6	1.2	1.0	8.3	59.0
Affiliated	14.7	23.5	0.3	2.1	4.7	0.7	8.2	45.9
Unaffiliated	22.3	15.3	0.0	5.6	1.8	0.3	4.0	50.7
Nonsectarian	30.7	21.2	0.2	11.5	30.1	4.0	1.8	0.4
Regular	32.6	33.6	0.0	11.2	19.1	0.6	2.1	0.9
Special emphasis	24.0	17.2	0.0	15.0	36.4	5.3	2.0	0.1
Special education	36.1	3.1	1.0	7.2	42.5	9.0	0.9	0.1
All members of NAIS	15.6	47.8	0.0	2.9	17.9	0.1	4.5	11.2

¹ For public schools, this goal was replaced by "multicultural awareness."

(--) Too few cases for a reliable estimate.

(NA) These data not collected.

Note: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94.

Tables Section

Table 4.2— Percentage of principals rating each of eight educational goals among the three most important, by affiliation: 1993-94

	% Literacy	% Excellence	% Vocat'l skills	% Discipline	% Growth esteem	% Social skills	% Moral values	% Religious develop. ¹
Total Private	46.4	62.0	5.9	41.5	43.7	11.7	27.8	61.0
Total Public	72.1	62.9	15.2	57.7	50.3	24.3	6.3	NA
18 Affiliation Categories								
Catholic	33.3	65.4	2.0	34.1	49.3	6.5	31.3	78.1
Episcopal	29.2	78.4	8.3	49.3	48.5	10.1	34.9	41.3
Friends	42.3	58.4	0.0	28.5	62.3	46.1	27.5	34.9
Seventh-Day Adventist	46.7	47.7	1.1	41.8	42.3	10.1	24.4	85.9
Hebrew Day	33.0	61.8	5.8	28.8	55.4	5.5	35.1	74.6
Solomon Schächter	12.6	84.9	0.0	24.9	59.8	7.5	35.3	75.0
Other Jewish	29.6	74.2	1.7	29.4	53.6	8.6	45.1	57.7
Christian Schools Intl	56.1	73.9	1.9	23.4	19.4	10.1	35.0	80.3
Assoc of Christn Schls Intl	46.6	70.9	3.0	32.9	23.6	6.5	30.5	86.0
Lutheran, Missouri Synod	55.5	57.6	2.8	40.6	28.0	9.1	21.0	85.4
Lutheran, Wisconsin Synod	62.9	40.5	1.8	59.8	7.3	0.7	36.3	90.7
Evangelical Lutheran	70.6	37.7	4.4	34.8	51.3	35.1	15.4	50.6
Other Lutheran	68.4	46.2	0.0	53.7	2.4	2.5	31.7	95.1
Montessori	55.0	48.4	0.9	82.1	74.3	33.3	6.0	0.0
Schools for Excepl Children	57.3	31.2	44.6	60.6	67.4	32.0	6.4	0.5
Natl Assoc of								
Independent Schools (only)	29.2	83.5	2.5	56.6	72.2	18.7	27.5	9.7
Military	73.3	--	0.0	--	--	--	--	--
Other Private Schools	61.6	55.2	10.7	46.3	43.5	17.2	23.1	42.4
9-Category NCES Typology								
Catholic	33.3	65.4	2.0	34.1	49.3	6.5	31.3	78.1
Parochial	35.1	64.4	1.7	34.1	48.4	4.8	29.8	81.7
Diocesan	35.3	64.5	2.1	33.6	49.0	9.1	31.8	74.5
Private order	15.4	74.3	4.2	35.5	56.4	9.2	38.5	66.6
Other religious	52.9	62.0	4.8	37.5	26.0	8.6	31.3	76.9
Conservative Christian	52.2	73.9	3.1	35.0	15.9	3.9	35.7	80.5
Affiliated	44.9	62.4	2.4	37.5	36.2	10.3	29.7	76.5
Unaffiliated	61.5	45.8	9.2	40.8	30.1	13.3	26.7	72.6
Nonsectarian	56.6	52.3	12.6	61.1	74.8	27.7	11.7	3.2
Regular	56.5	74.1	3.6	57.7	64.8	21.1	16.1	6.0
Special emphasis	47.5	46.2	10.7	73.3	81.7	30.1	9.1	1.4
Special education	69.3	18.7	32.6	50.9	84.3	37.2	6.7	0.2
All members of NAIS	29.4	79.5	2.6	50.6	66.2	15.1	31.8	24.7

¹ For public schools, this goal was replaced by "multicultural awareness."

(--) Too few cases for a reliable estimate.

(NA) These data not collected.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94.