



NATIONAL HYBRID SCHOOLS SURVEY 2023

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01 Introduction

This report presents the findings of the second annual National Hybrid Schools Survey, and is an attempt to help continue clarifying the landscape. It represents our continuing efforts to explore, identify, and describe the set of hybrid schools around the U.S. In this second survey, we find continued growth in the number of hybrid schools around the country. We also continue to find diversity in their operations. A few questions that persist even as we are a few years past the depths of COVID prompted school closings and the subsequent rise in prominence of school models like hybrid schools, microschoools, and learning pods, are: What do we know about these schools? Where are they located? Who attends them, and why? How do they work? We do know that the number of homeschooling students has greatly increased over that time period¹. It is likely that some number of these homeschooling students are attending hybrid schools, or some other newly-popular schooling model, and registering with their states as homeschoolers. Existing datasets cannot capture this nuance. Thus, the value of this survey.

02 Hybrid Schools Defined

Given the nature of hybrid schools, microschoools, homeschool co-ops, learning pods, and other newly-popular schooling arrangements, it is important to define the sort of schools represented in this report. As we did last year, we define “hybrid schools” as schools in which “1. most or all of the curriculum is decided by the school (though varying levels of instruction and grading may be done by parents), and 2. students attend live classes fewer than 5 days per week in a physical building, and are “homeschooled” the rest of the week.”² These schools are more formally structured than homeschool co-ops, but more flexible than conventional five-day schools. This model has existed for several decades, but its popularity is growing. In order to locate hybrid schools, we have created a curated dataset of schools meeting our criteria. This includes finding schools through web searches; through contacts initiated by the National Hybrid Schools Project to schools themselves, or from schools contacting us; and through word-of-mouth referrals, which we then evaluate for inclusion or exclusion. Again as last year, we acknowledge distinctions among these schools, and make inclusion/exclusion decisions for a variety of reasons. If a particular hybrid school offered some a la carte classes but in general mostly determined the curriculum, that school was likely included. If a particular school was built mostly on a la carte classes, we would consider that to be a co-op, and would exclude it from our list. Some large five-day schools have started hybrid programs; we would likely include these programs. Whether a school was religious or secular, private or public or charter did not matter for inclusion in the list; we find a variety of combinations of these characteristics and include them if they otherwise meet our definition of a “hybrid school.”

¹ Irwin et al. (2022)

² Wearne and Thompson (2022b)

03 Quick Facts

- ◆ Hybrid schools seem to be growing in number and in size. The average enrollment has consistently grown over the past several years, from an average of 152 in 2018 to an average of 194 in 2022.
- ◆ The average hybrid school responding to this survey was founded in 2012, with a significant percentage founded in the last 3-5 years.
- ◆ Hybrid schools still seem to be a phenomenon of suburban areas, suggesting them as a school choice option for more middle class families.
- ◆ Hybrid schools tend to have education requirements for their teachers, but relatively few require formal state certification.
- ◆ Hybrid schools participate in several kinds of school choice programs, but a number of them do not participate even when they are available.

04 Methods and Data

Hybrid schools as a sector continue to be difficult to study as a group, as existing large datasets like the National Center for Education Statistics' (NCES) Private School Universe Survey³, the Common Core of Data⁴, and even the National Household Education Survey⁵ will only partially capture hybrid schoolers. Focusing on hybrid schoolers as “homeschoolers” for research purposes would also miss a number of hybrid schoolers – even though many hybrid schoolers are formally registered with their states as homeschoolers. This survey is an attempt at reaching this specific model of schooling around the country in as comprehensive and systematic a way as possible. In order to build on this unique dataset, which we created for the first annual survey, we again reached out to school leaders and asked them to complete the survey themselves, or to turn it over to their team to complete it. We emailed a revised (but similar) version of our inaugural survey to those school leaders, and the survey window was open from October 11, 2022 to November 7, 2022 (four weeks total). This year, we received over 100 responses to the survey request, and obtained a response rate of approximately 23 percent, both slight increases over the previous year. This survey has limitations in that even though it is a curated list, it is something of a convenience sample and relies on voluntary self-reporting by school leaders. As a group, the responses we received this year appear to be from a set of smaller schools, on average. Still, even as an exploratory exercise this survey effort represents the most consistent, targeted look at hybrid schools as a sector conducted so far.

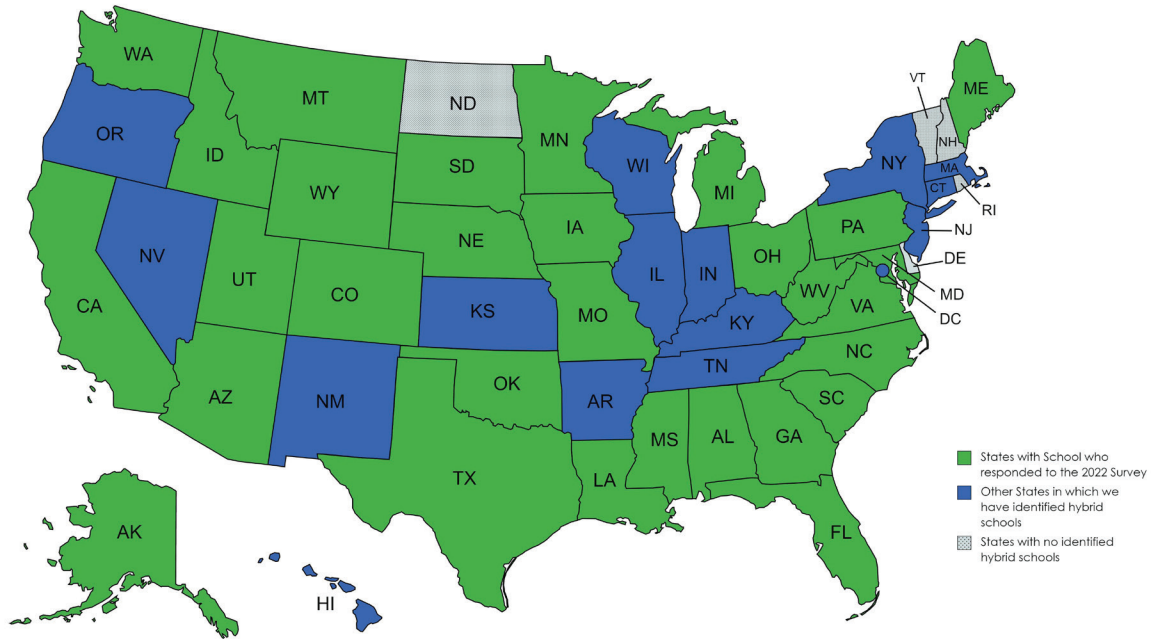
³ NCES (c)

⁴ NCES (a)

⁵ NCES (b)

05 Locations by State

Figure 1: Hybrid School Distribution



Notes:

- a. Hybrid school distribution based off of schools identified by researchers at the National Hybrid Schools Project at Kennesaw State University.
- b. States colored green contain schools which responded to the 2023 hybrid schools Survey.
- c. States colored blue contain schools which were identified by researchers but who did not respond to the 2022 hybrid schools Survey.

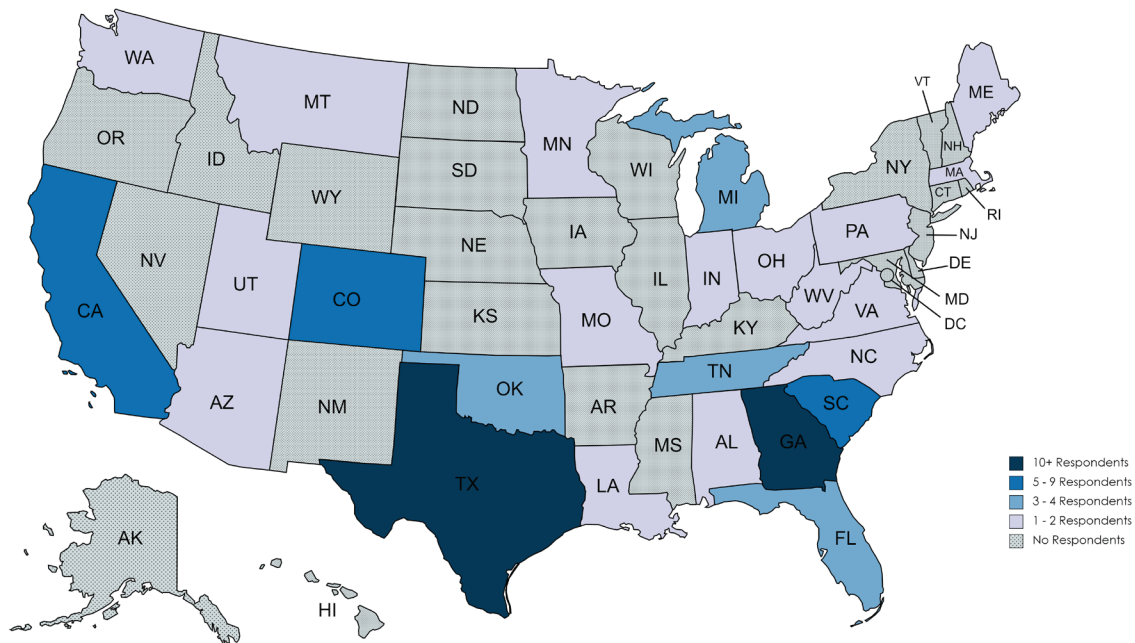
The states colored green in Figure 1 include schools responding to this survey, Blue states in Figure 1 also contain hybrid schools, though no school from those states responded. The only states in which we have yet to identify hybrid schools, according to our definition, are Vermont, New Hampshire, Rhode Island, Delaware, and North Dakota⁶. The respondents' locations roughly follow the distribution of hybrid school locations overall. As shown in Figure 2, most responding schools were, as last year, located in the South and Texas, with clusters of schools in the Midwest, California, and elsewhere. (Georgia is likely overrepresented again because of our location).

⁶ We have found at least one school on the Minnesota state line that can functionally serve students in North Dakota, but not one located within the state proper.

06 Urbanicity

The results for location by urbanicity in 2023 are somewhat similar to the results in 2022. This makes logical sense, as anecdotally most schools seem to be located in suburban areas. This year, 53 percent of schools reported being located in suburban areas, with 26 percent in urban areas and 15 percent in rural areas. This result may suggest that we have a good sense of the kinds of locales where these schools tend to be found.

Figure 2: Hybrid School Distribution

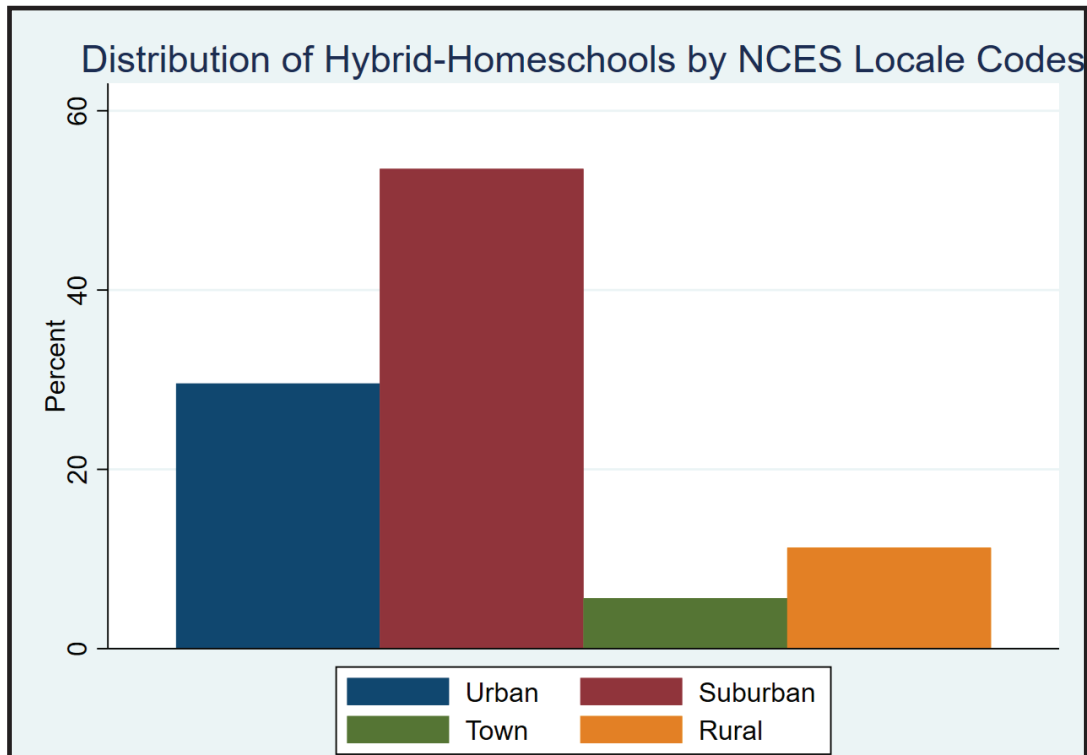


Created with mapchart.net

Notes:

- a. Hybrid school distribution based on schools identified by researchers at the National Hybrid Schools Project at Kennesaw State University.

Figure 3: Hybrid School Distribution by NCES Locale Codes



Notes:

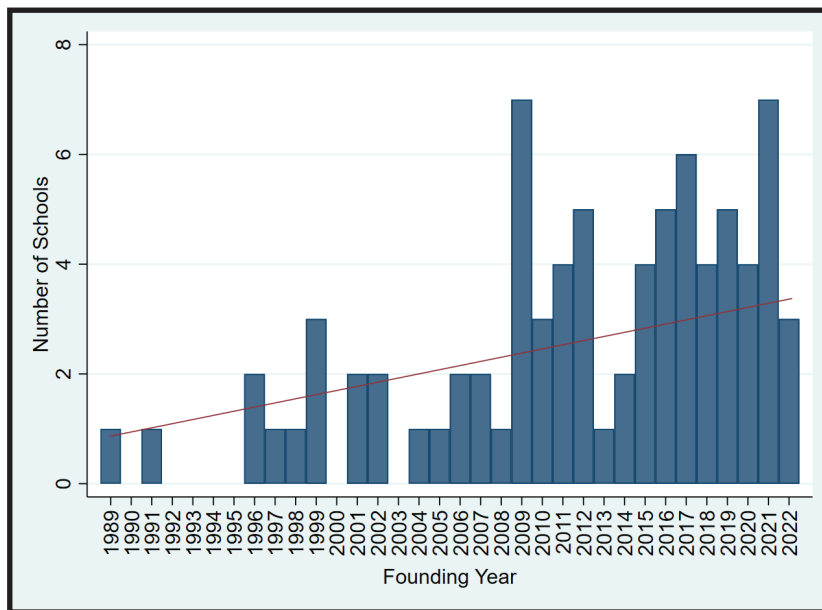
- a. Categories are based on NCES Locale Codes, with all "City" codes grouped together, all "Suburban" codes grouped together, all "Town" codes grouped together, and all "Rural" codes grouped together.
- b. See Gevert (2015) for a discussion of NCES Locale Codes and their definitions.
- c. For the purpose of this report, schools were assigned to a locale code based on their self-reported address information.

07 Characteristics

7.1 School Ages

We again found a pattern of increasingly new schools being founded. The average start year for schools in this survey was late 2012, with half of the responding schools being founded in 2014 or later, and over a quarter of them being founded in 2018 or later. 17.5 percent of responding schools were founded since the onset of COVID-19.

Figure 4: Hybrid School Founding Frequencies



Notes:

- a. This figure was generated from a sample of 80 survey responses and produced by averaging within each state all responses to the question "In what academic year did your school begin operation?".
- b. The trend line in the above figure represents a line of best fit for the average number of hybrid schools which opened per year from respondents to this survey.

7.2 Enrollments

Table 1: Hybrid School Enrollments by

	Overall	K-5	6-8	9-12
Mean	193.9	101.6	45.5	39.9
Min	6	0	0	0
Max	1725	824	442	425

^a The K-5, 6-8, and 9-12 categories do not fully encompass the span of grades contained in the Overall category, exclude students enrolled in Pre-K classes. Pre-K students are included in the Overall column.

^b The minimum number of students enrolled in the non Overall category is 0 because not all hybrid schools enroll students from all grades.

This year, we asked responding schools to look back and share their enrollments from 2018-2022. Schools responding to the survey reported growing from 152.1 on average in 2018, to 193.9 on average in 2022, an average increase of 27 percent. Enrollments by grade maintained the pattern found in the 2022 survey: more students attend hybrid schools in grades K-8 than in middle school or high school, with high school enrollments again being the lowest.

Figure 5: Hybrid School Enrollments Over Time

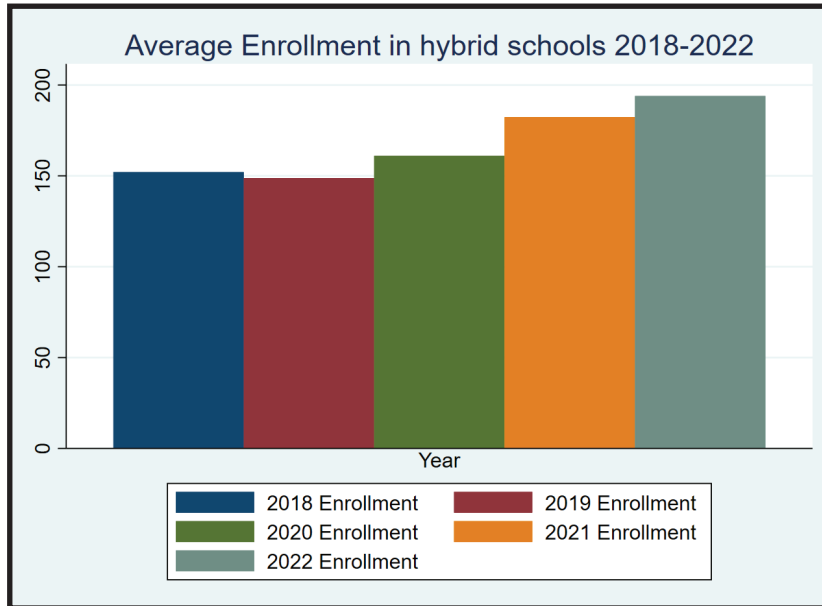


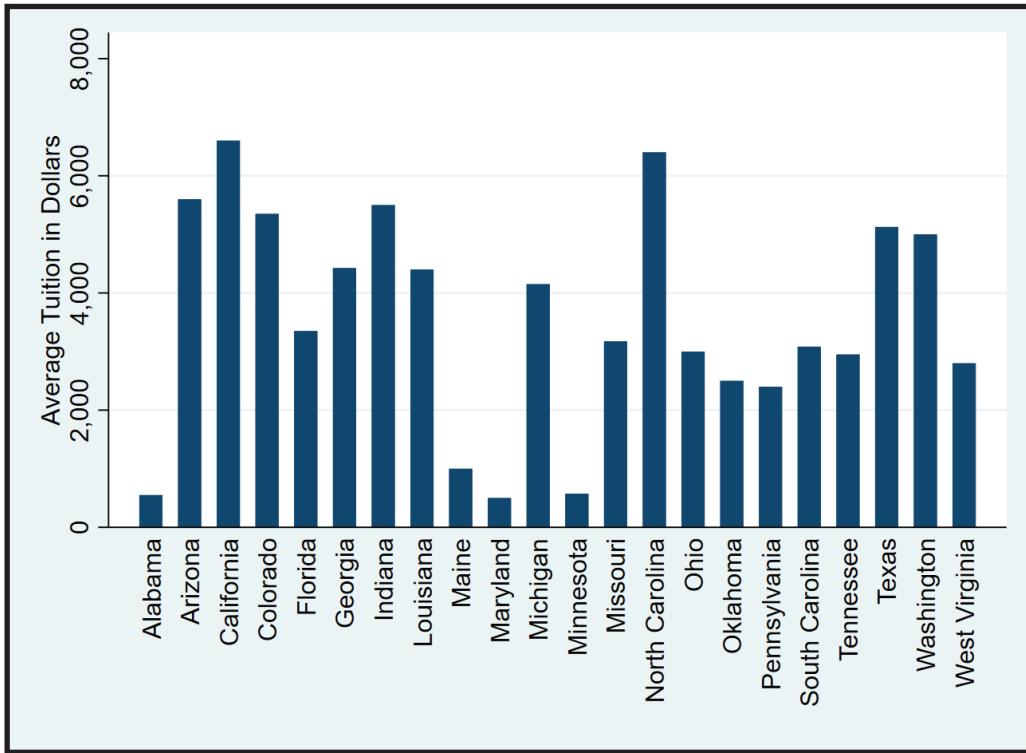
Table 2: Hybrid School Enrollments Over Time

	2018	2019	2020	2021	2022
Mean	152.1	148.8	161.0	182.3	193.95
Min	5	4	15	4	6
Max	1,689	1,725	1,804	1,870	1,725
N	38	47	51	60	62

7.3 Tuition

Tuition among responding schools for the 2022-23 school year ranged from \$0 (public and charter versions) to \$8,500, with a mean tuition of \$3,504 and a median of \$3,600. This result is slightly lower than last year’s average of \$4,158, and may reflect the fact that the group of responding schools this year includes smaller schools on average. The average tuition among school charging a tuition is \$3,901.

Figure 6: Hybrid School Average Tuition by State



Notes:

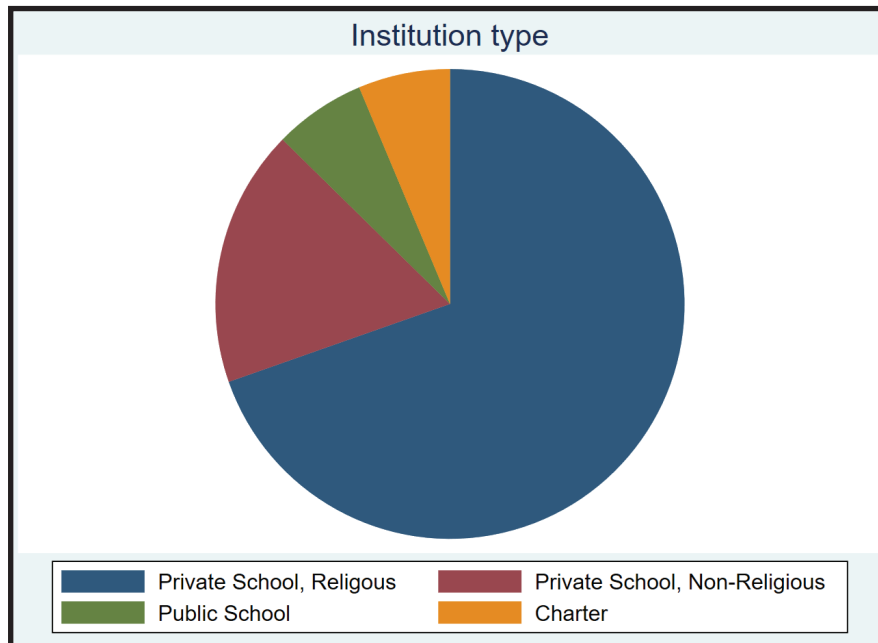
- a. This figure was generated from a sample of 59 survey responses and produced by averaging within each state all responses to the question “What was your average 2022-23 tuition?”.
- b. The following states only has a single response to the above question: Alabama, Arkansas, Indiana, Maine, Maryland, Minnesota, North Carolina, Ohio, Pennsylvania, Utah, Washington, West Virginia.

Mean	Median	Min	Max
3,504.4	3,600	0	8,500

08 School Models

8.1 Private and Public

Figure 7: Hybrid School Institution Classification



Notes:

- This figure was generated from a sample of 79 survey responses to the question "Which of the following best describes your school?".
- The majority of respondents who selected the "Other" category here indicated that they would describe their school as some form of homeschool, hybrid home-school, or public/private partnership.

In 2023, more respondents labeled themselves as public or charter schools than in 2022. Although roughly half of these schools are charter schools, some conventional public school systems are also starting hybrid school programs⁷. Still, most hybrid schools are private entities, with 87 percent reporting that they were private in 2023.

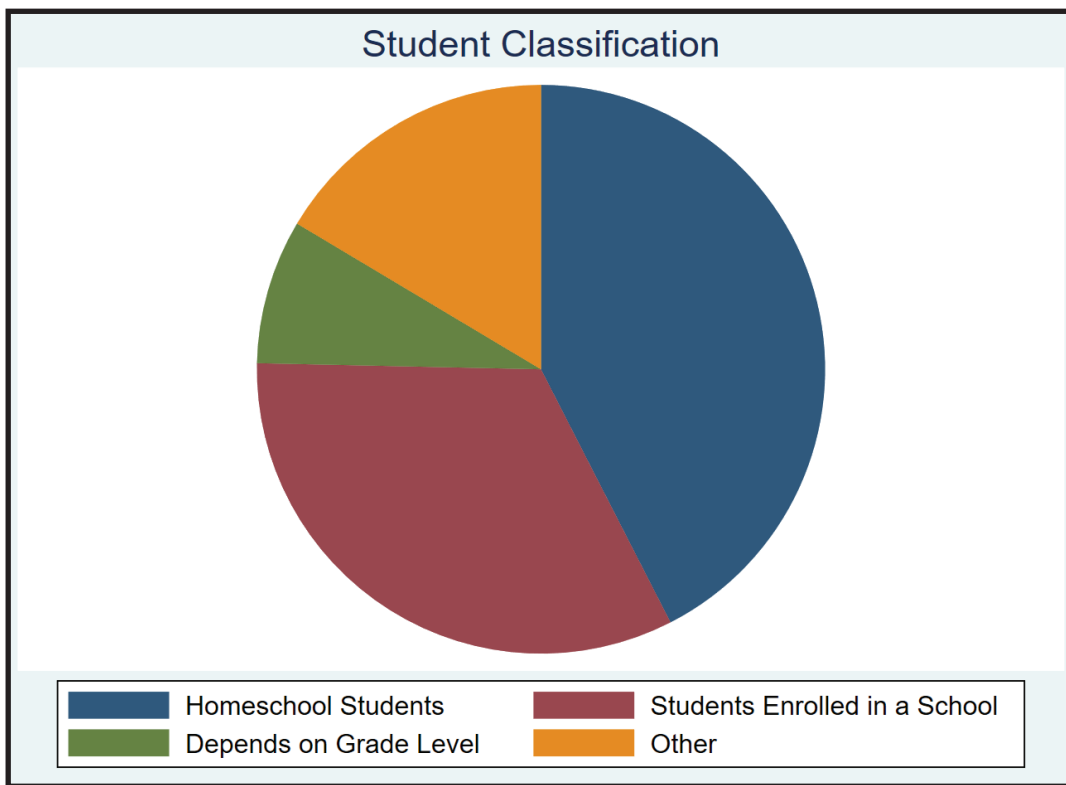
8.2 Homeschool or Private School?

A persistent question regarding hybrid schools is: To what extent are these homeschooling arrangements vs. some kind of schools? As noted above, many of the newly-reported "homeschool" students in the U.S. are likely actually hybrid school students. Researchers note the

⁷ See for example Dallas Hybrid Prep: <https://www.dallasisd.org/hybridschool>.

"blur" between home and schooling in hybrid schools⁸, and even the schools themselves are inconsistent, often basing their self-descriptions on the way their school cultures look⁹. Compared to 2022, a larger percentage of schools responding to this survey said their students were homeschoolers, and a smaller percentage described them as enrolled in a school. The categories "Depends on the grade level" and "Other" also grew in 2023, with most of the "Other" respondents saying that they were homeschooled students enrolled in a school.

Figure 8: Hybrid School Student Classification



Notes:

- a. This figure was generated from a sample of 73 survey responses to the question "Are the students at this school formally registered as homeschool students, private school students, or something else".
- b. The majority of respondents who selected the "Other" category here indicated that their students were a mixture of homeschooled students, hybrid home- schooled students, and students enrolled in a traditional school.

⁸ Kunzman and Gaither (2020)

⁹ Wearne (2020)

8.3 Curriculum Model

Table 4: Hybrid School Curriculum Models

Curriculum Model	Frequency	Avg. Student Enrollment
Regular / Comprehensive	31	259.4
STEM	1	131
Classical	19	153.5
Alternative / Other	22	237.9
Special Education	1	136

^a Here a Regular/Comprehensive school is a school that does not focus primarily on vocational, special, or alternative education.

^b Here a STEM school is a school that focuses on providing technical education focused in the fields of Science, Technology, Engineering, and Math.

^c Here a Classical school is a school which focuses on teaching students in a style which aligns with a classical education.

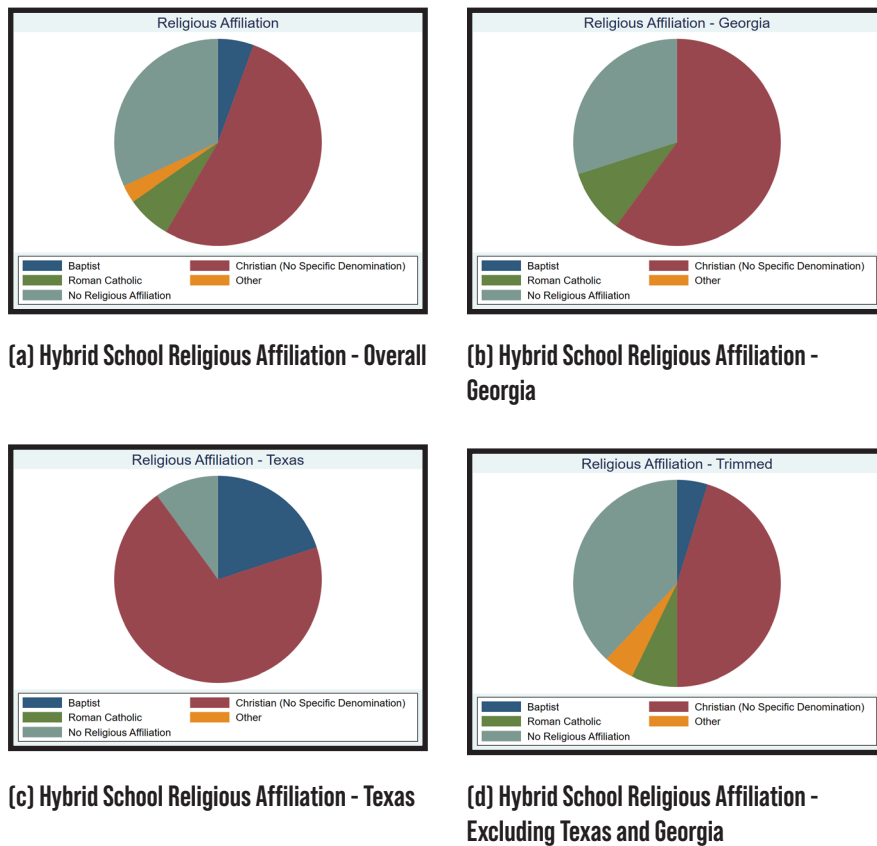
^d Here an Alternative school is a school that addresses needs of students that typically cannot be met in a regular school, or provides nontraditional education.

A smaller proportion of schools in this year's survey reported being classical schools (25.7 percent) compared to last year (47.0 percent), while more identified as alternative schools this year (29.7 percent) compared to last year (21.2 percent). In addition, one school identified itself as a special education hybrid school, compared to none last year.

8.4 Religion

Overall the picture of Religious Affiliation looks somewhat similar from 2022 to 2023, with one exception. The percentage of “Other” schools decreased substantially, and the number of schools claiming “No Religious Affiliation” grew. Part of this change may be due to the higher percentage of schools responding that they were public in 2023, but also a number of the newer hybrid schools are not religiously-affiliated, which is a change from the past, especially pre-COVID. Figure 9 reports religious affiliation for the country as a whole, for Georgia and Texas individually (as both are overrepresented in our sample), and for all states excluding Georgia and Texas.

Figure 9: Hybrid School Religious Affiliations



Notes:

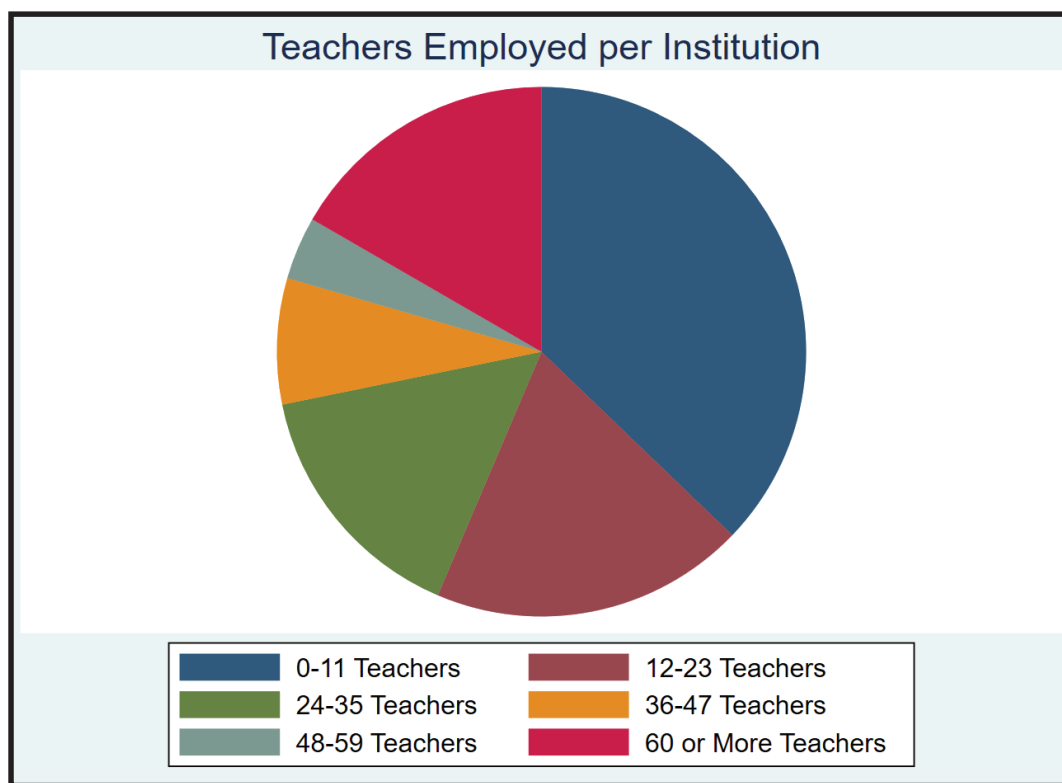
- a. This figure was generated from a sample (and sub-samples) of 73 survey responses to the question “What is your school’s religious orientation or affiliation?”.

09 Teachers

9.1 Number of Teachers

The greater proportion of smaller schools responding this year might be indicated by the fact that the number of teachers was smaller; the shares of hybrid schools reporting that they employed 0-11 teachers, or 12-23 teachers both grew in 2023. This survey only asks “How many teachers (both full time and part time) does your school employ?,” and so counts a full time teacher and someone who only comes in to teach one class a few hours per week the same. In 2022, the National Hybrid Schools Project conducted a separate survey of hybrid school teachers in order to get a more complete picture of their numbers, experiences, and other information¹⁰.

Figure 10: Hybrid School Teacher Employment



Notes:

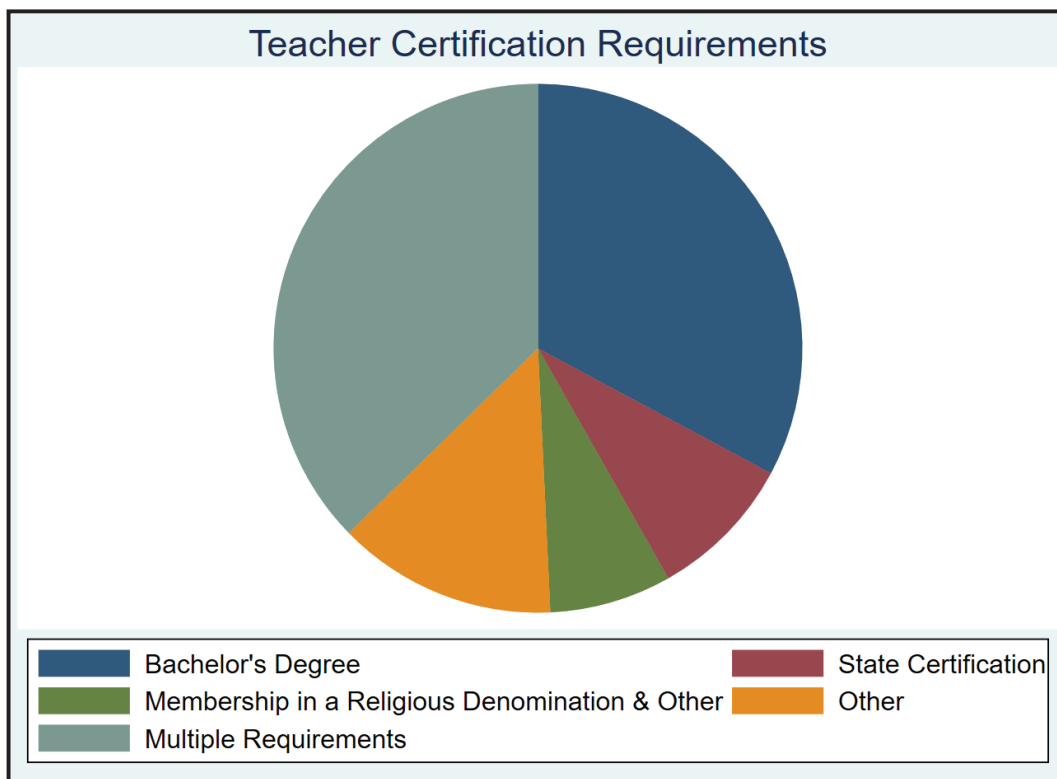
- a. This figure was generated from a sample of 72 survey responses to the question “How many teachers (both full time and part time) does your school employ?”.

¹⁰ Wearne and Thompson (2022a)

9.2 Teacher Hiring Requirements

The results for teacher hiring requirements overall look similar to the results for 2022. Most hybrid schools require a bachelor's degree, membership in a particular religious denomination (if they are a religious school), or both. As in 2022, a relatively small proportion of hybrid schools (9%) reported requiring state certification as a condition of hiring.

Figure 11: Hybrid School Teacher Employment Requirements



Notes:

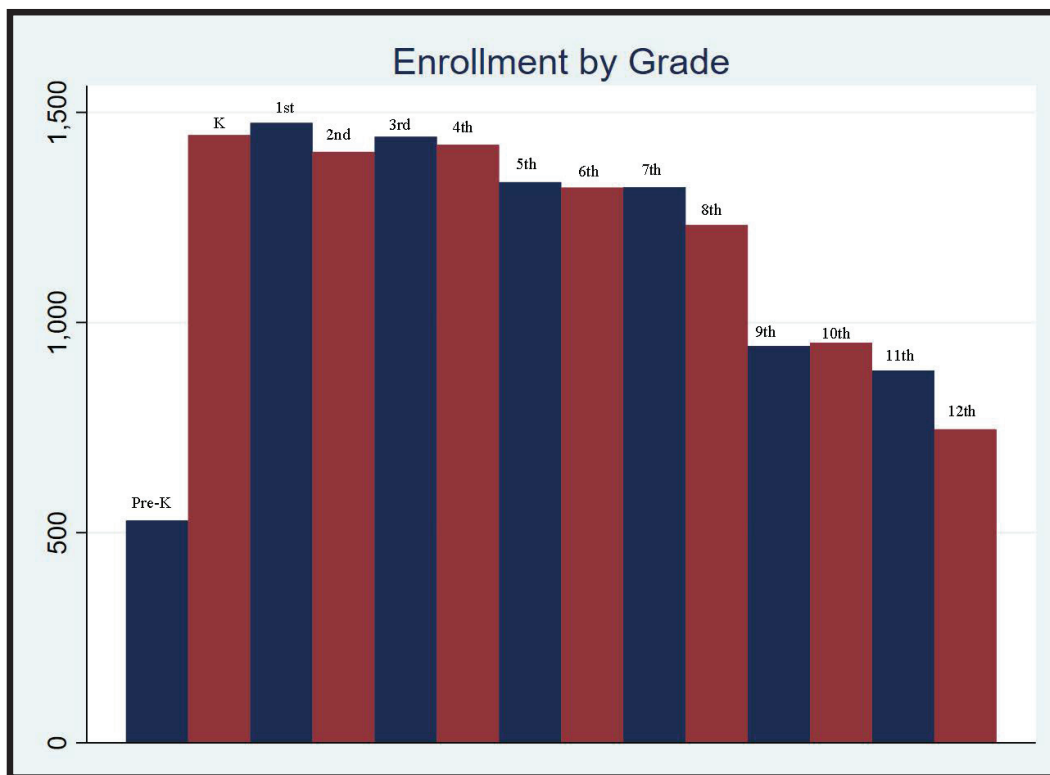
- This figure was generated from a sample of 67 survey responses to the question "Which of these do you require for teacher hiring".
- Here, respondents who selected Multiple Requirements primarily indicated the requirement of Membership in a Religious Denomination and either State Certification or holding a Bachelor's Degree.
- Here, respondents who selected "Other" primarily indicated the requirement of subject matter expertise as a requirement for teacher hiring, membership in the hybrid school, or no requirements.

10 Operations

10.1 Grades Served

Similar to last year’s respondents, more hybrid school students were enrolled in elementary grades than middle school, and even fewer were enrolled in high school grades. The actual number of students enrolled per grade was relatively consistent between 20-23 students across K-12. But fewer schools offer higher grade levels, with a steep drop between the number offering 8th grade and below, and 9th grade and above, and the fewest number of schools offering 12th grade.

Figure 12: Hybrid School Grade Level Enrollment



Notes:

- a. This figure was generated from survey responses to the question “How many _____ students were enrolled around the first of October.”
- b. These bars represent the average enrollment within each grade across all hybrid schools.

Table 5: Hybrid School Grade Enrollments

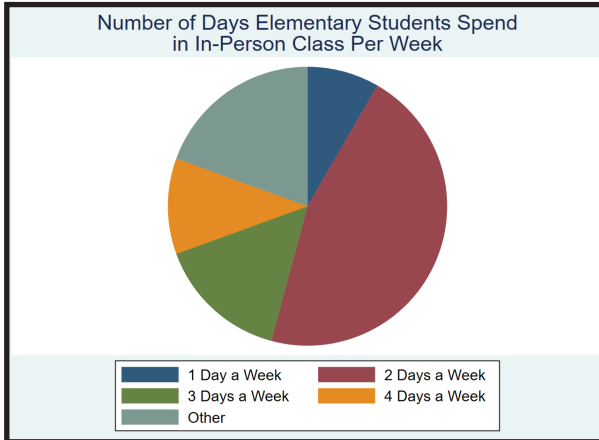
	Mean	Min	Max	N
Pre-K	18.24	2	93	29
Kintergarden	22.59	1	190	64
1st Grade	23.41	1	179	63
2nd Grade	21.63	1	190	65
3rd Grade	22.53	1	202	64
4th Grade	22.23	1	183	64
5th Grade	21.17	1	191	63
6th Grade	20.97	1	166	63
7th Grade	20.66	1	187	64
8th Grade	19.56	1	173	63
9th Grade	21.45	1	156	44
10th Grade	21.64	1	161	44
11th Grade	21.61	1	161	41
12th Grade	20.72	1	131	36

10.2 Days per week/per Year

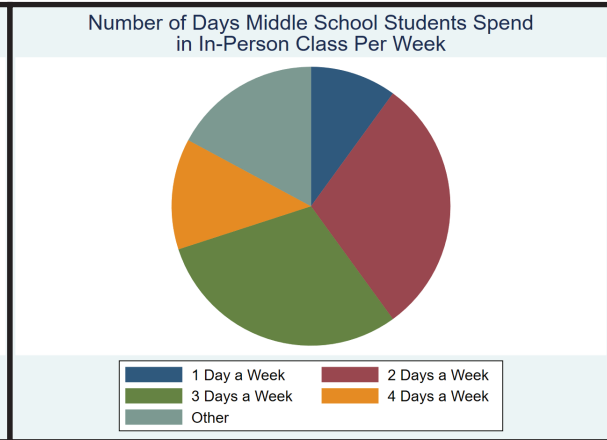
In 2022, a majority of schools reported that their students in elementary grades attended physical classes 2 days per week, while a plurality of middle and high school students both attended 3 days per week. In 2023, schools reported a large plurality of elementary students attending 2 days per week. Schools reported near-even pluralities of middle school students attending either 2 or 3 days per week. In high school, 2- and 3-day weeks were also equal, but a large plurality (36 percent) responded “Other” to this question. Most of these responses indicated that students attended a varying number of days per week.

Figure 13: Hybrid School Days per Week that Students Attend Classes

(a) Days Per Week - Elementary School



(b) Days Per Week - Middle School



(c) Days Per Week - High School

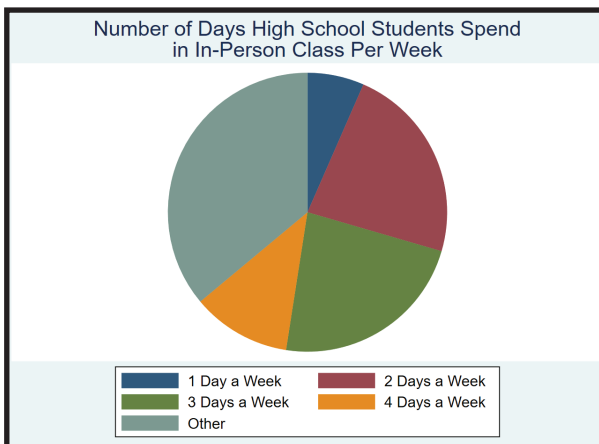


Table 6: Hybrid School Grade Enrollments

	1-5	6-8	9-12
1 Day	0.09	0.11	0.07
2 Days	0.45	0.29	0.23
3 Days	0.15	0.29	0.23
4 Days	0.11	0.13	0.11
Other	0.19	0.17	0.36
Average	2.36	2.55	2.61
N	74	72	61

Notes:

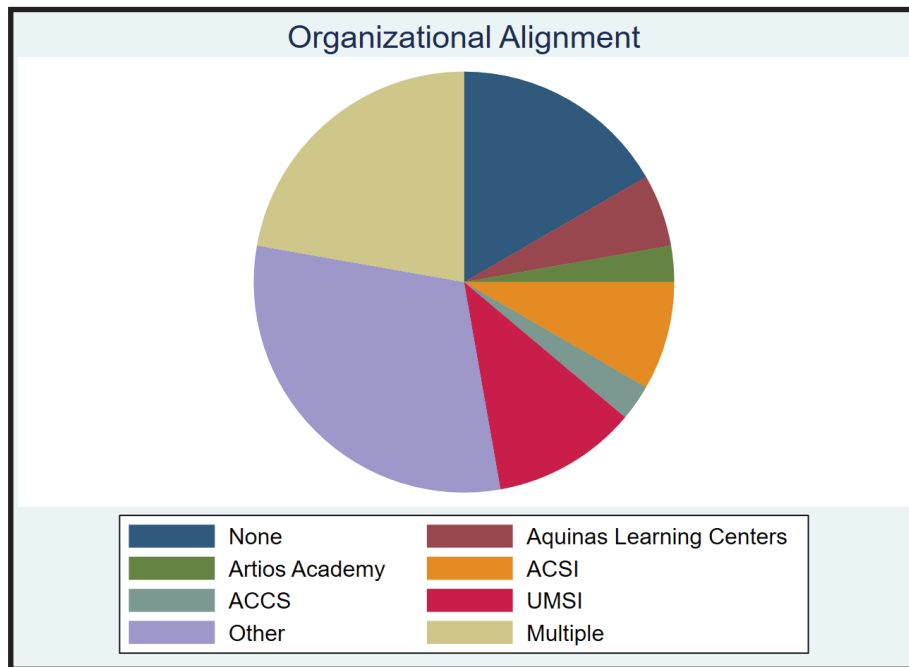
- a. This figure was generated from a sample (and sub-samples) of 74 survey responses to the question “How many days per week do _____ students physically attend your school.”
- b. Figure 13(a.) is composed of the 74 schools serving elementary school grades.
- c. Figure 13(b.) is composed of the 72 schools serving middle school grades.
- d. Figure 13(c.) is composed of the 61 schools serving high school grades.
- e. Here, respondents who selected "Other" primarily indicated that students in each category attended a varying number of days per week, which differed from student to student.

11 Accreditation, Testing, and School Choice Policies

11.1 Affiliations and Accreditations

In 2023, a larger proportion of schools reported multiple affiliations. This may be in part a result of the fact that overall the responses this year came from smaller schools.

Figure 14: Hybrid School Affiliations



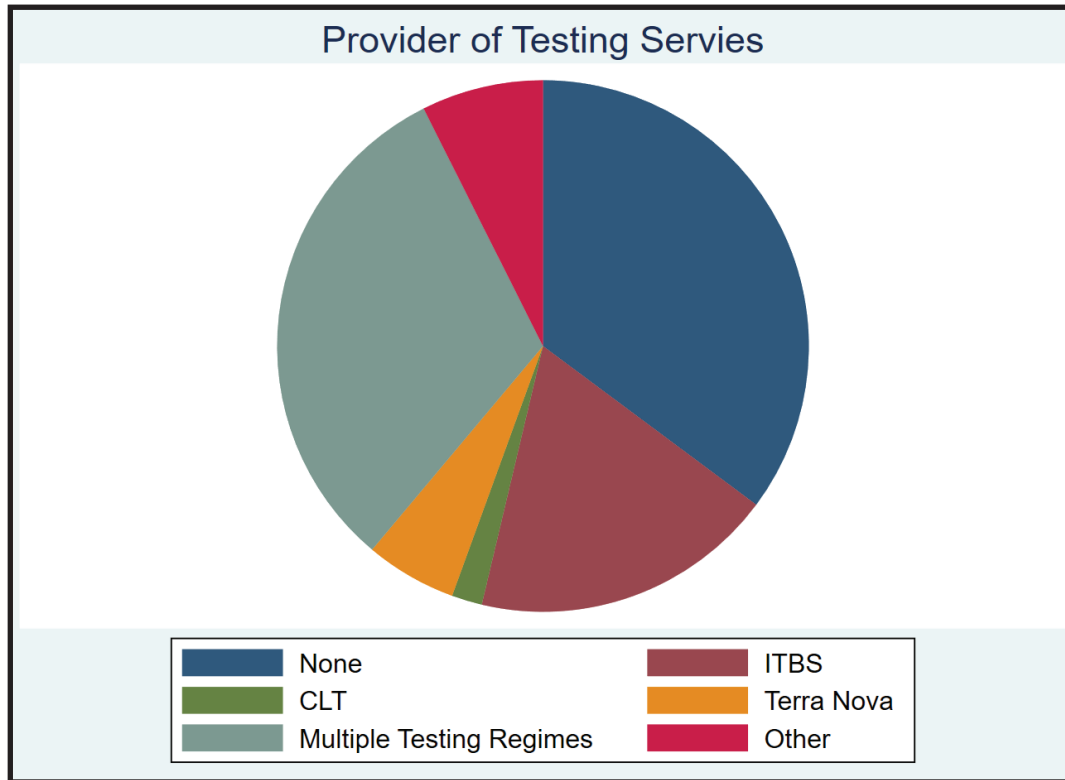
Notes:

- This figure was generated from survey responses to the question “To which of the following associations or organizations does your school belong”.
- ACCS - The Association of Classical Christian Schools
- ACSI - The Association of Christian Schools International
- UMSI - University-Model Schools International
- Other - Responses to this category primarily consisted of “None”, or “GAC” (Georgia Accrediting Commission)
- Multiple - Indicates that a school selected multiple affiliations in response to the above question.

11.2 Tests Offered

29 percent of schools this year reported offering no standardized testing at their locations. This may be another indication that our 2023 respondents represent a group of smaller individual schools, on average.

Figure 15: Hybrid School Testing Providers

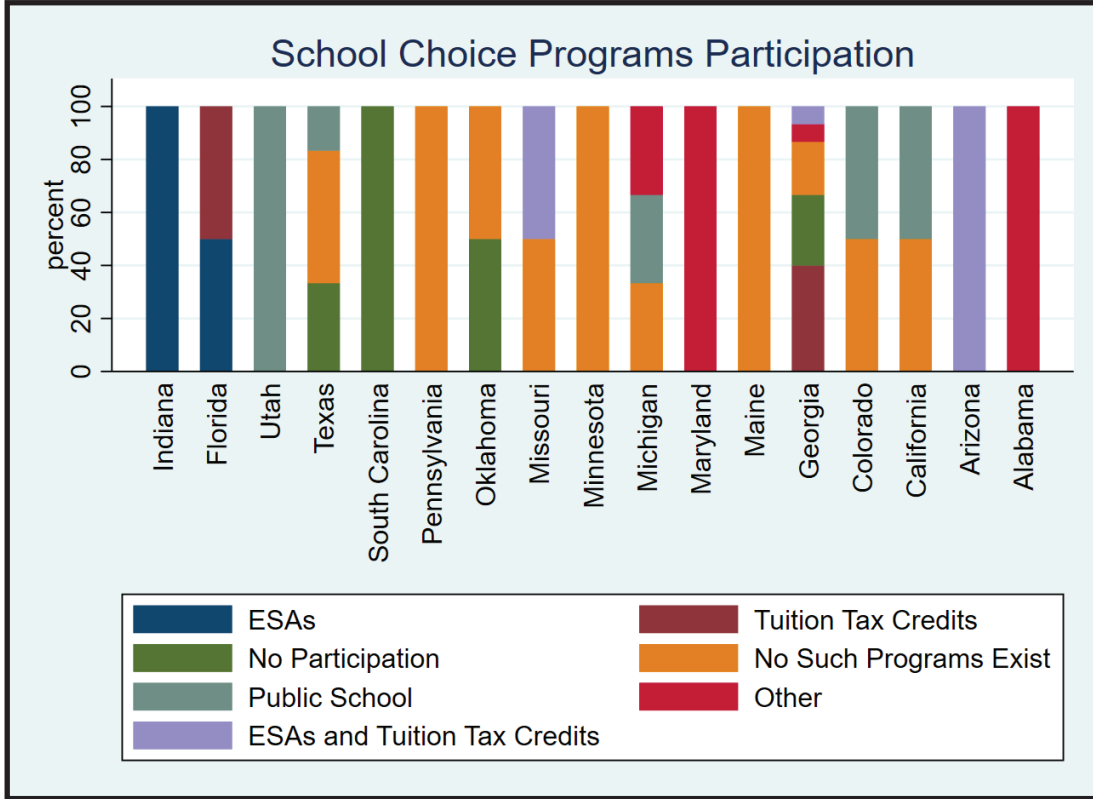


Notes:

- This figure was generated from survey responses to the question "What type of standardized testing do you offer at your school".
- CLT - Classic Learning Test
- ITBS - Iowa Test of Basic Skills
- Multiple - Most commonly these included the PSAT, SAT, or ACT as well as the above testing providers
- Other - Responses included testing providers such as MAP (Measure of Academic Progress) and ERB (Educational Records Bureau)

11.3 Participation in School Choice Programs

Figure 15: Hybrid School School Choice Program Participation



Notes:

- This figure was generated from survey responses to the question “Does your school participate in any state- or local-level school choice programs”.
- These bars represent the percent of schools within each state who responded as having participated within the respective school choice programs.
- The following states only had a single school who responded to the above question: Alabama, Arizona, Indiana, Maine, Maryland, Minnesota, North Carolina, Pennsylvania, South Carolina, Utah, and West Virginia

Schools reported participating in a wide variety of school choice programs: education savings accounts, (ESAs), tuition tax credits, or other programs. It is worth noting that in some states – Georgia and Missouri, for example – some schools responded that there are no programs available, while others reported participating in specific programs. This suggests that some number of hybrid schools may not be aware of school choice programs that their families might be eligible for. 2024 may present an interesting change in these results, as a number of state legislatures are passing ESA-style bills in 2023, many of which are universal, which would make accessing hybrid schools easier for a larger number of families.

12 Future Efforts

Our 2024 report will represent the third annual National Hybrid Schools Survey. We intend to shorten the survey instrument for the next survey, with the hopes of increasing our response rate and streamlining the process for schools. We would also like to address survey attrition in the future, and have more schools consistently respond to our surveys year-after-year.

Next year we will be able to report 3-year trends for the first time. As we move farther past COVID and the boom in hybrid schooling's prominence, it will be interesting to see how the sector continues to evolve.

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Table 7: School Classification

School Characteristics	Private-Religious	Private-Non-Religious	Charter	Public
Overall	69.62	17.72	6.33	6.33
Location				
Urban	73.68	15.79	.	10.53
Suburban	72.97	18.92	2.70	5.41
Town	.	.	.	.
Rural	54.55	.	.	.
Grades Served				
Elementary	.	.	.	.
All Grades	72.50	12.50	.	.
Multiple Grades	65.71	22.86	.	.
Student Population				
Less than 100	73.81	21.43	.	.
100-199	66.67	.	.	.
200-499	78.57	.	.	.
500-999	.	.	.	.
more than 1000	.	.	.	.
Days in School				
1 Day Per Week	.	.	.	.
2 Days Per Week	87.50	.	.	.
3 Days Per Week	58.33	.	.	.
4 or More Days Per Week	70.00	.	.	.
Varies by Grade	.	.	.	.

^a For label definitions, see Table 1 footnotes

Table 8: School Location

School Characteristics	City	Suburban	Town	Rural
Overall	26.39	52.78	.	15.28
School Classification				
Public	.	.	.	.
Private - Religious	28.00	54.00	.	12.00
Private - Non-Religious	.	..	.	.
Charter	.	.	.	.
Location				
Grades Served				
Elementary	.	.	.	.
All Grades	18.92	56.76	.	16.22
Multiple Grades	33.33	48.48	.	.
Student Population				
Less than 100	30.56	44.44	.	16.67
100-199	.	66.67	.	.
200-499	35.71	50.00	7.14	7.14
500-999	.	100.00	.	.
more than 1000	.	.	.	.
Days in School				
1 Day Per Week	.	.	.	.
2 Days Per Week	26.67	63.33	.	.
3 Days Per Week	50.00	.	.	.
4 or More Days Per Week	.	.	.	.
Varies by Grade	.	62.50	.	.

^a For label definitions, see Table 1 footnotes

Table 9: Student Enrollment

School Characteristics	Average Enrollment
Overall	199.11
School Classification	
Public	286.40
Private - Religious	142.96
Private - Non-Religious	131.00
Charter	952.60
Location	
Urban	122.11
Suburban	197.71
Town	.
Rural	440.91
Grades Served	
Elementary	.
All Grades	312.45
Multiple Grades	92.69
Student Population	
Less than 100	40.51
100-199	134.27
200-499	305.29
500-999	655.83
more than 1000	.
Days in School	
1 Day Per Week	542.67
2 Days Per Week	205.36
3 Days Per Week	130.33
4 or More Days Per Week	64.30
Varies by Grade	412.00

^a For label definitions, see Table 1 footnotes

Table 10: Average Tuition

School Characteristics	Average Tuition
Overall	3504.41
School Classification	
Public	875.00
Private - Religious	3888.33
Private - Non-Religious	4272.22
Charter	0.00
Location	
Urban	4061.25
Suburban	3345.16
Town	.
Rural	3319.44
Grades Served	
Elementary	.
All Grades	3589.58
Multiple Grades	3490.65
Student Population	
Less than 100	3581.56
100-199	3115.38
200-499	4443.75
500-999	3220.00
more than 1000	.
Days in School	
1 Day Per Week	393.75
2 Days Per Week	3421.67
3 Days Per Week	4875.00
4 or More Days Per Week	5077.78
Varies by Grade	1720.00

^a For label definitions, see Table 1 footnotes

Table 11: School Curriculum

School Characteristics	Regular/ Comprehensive	Special Education	STEM	Classical	Alternative
Overall	41.89	.	.	25.68	29.73
School Classification					
Public	.	.	.	.	.
Private - Religious	45.10	.	.	33.33	21.57
Private - Non-Religious	.	.	.	.	61.54
Charter	.	.	.	.	.
Location					
Urban	44.44	.	.	33.33	.
Suburban	41.67	.	.	16.67	38.89
Town	.	.	.	.	.
Rural	40.00	.	.	40.00	.
Grades Served					
Elementary	.	.	.	.	.
All Grades	52.94	.	.	20.59	26.47
Multiple Grades	33.33	.	.	27.78	33.33
Student Population					
Less than 100	35.14	.	.	32.43	32.43
100-199	26.67	.	.	.	40.00
200-499	78.57	.	.	.	.
500-999	.	.	.	.	.
more than 1000	.	.	.	.	.
Days in School					
1 Day Per Week	.	.	.	.	.
2 Days Per Week	48.48	.	.	30.30	18.18
3 Days Per Week	41.67	.	.	.	.
4 or More Days Per Week	.	.	.	.	.
Varies by Grade	62.50	.	.	.	.

^a For label definitions, see Table 1 footnotes

Table 12: Student Classification

School Characteristics	Homeschool Students	Students Enrolled in a School	Depends on Grade	Other
Overall	42.47	32.88	8.22	16.44
School Classification				
Public	.	.	.	.
Private - Religious	43.14	35.29	.	13.73
Private - Non-Religious	53.85	.	.	.
Charter	.	.	.	.
Location				
Urban	23.53	58.82	.	.
Suburban	52.78	22.22	16.67	.
Town	.	.	.	.
Rural	.	.	.	.
Grades Served				
Elementary	.	.	.	.
All Grades	39.39	33.33	9.09	18.18
Multiple Grades	44.44	33.33	.	16.67
Student Population				
Less than 100	51.35	29.73	5.41	13.51
100-199	33.33	.	.	.
200-499	46.15	46.15	.	.
500-999	.	.	.	.
more than 1000	.	.	.	.
Days in School				
1 Day Per Week	.	.	.	.
2 Days Per Week	46.88	34.38	.	.
3 Days Per Week	.	58.33	0	.
4 or More Days Per Week	.	.	.	.
Varies by Grade	.	.	.	.

^a For label definitions, see Table 1 footnotes

Table 13: Religious Affiliation

School Characteristics	Non-Religious	Religious
Overall	36.25	63.75
School Classification		
Public	100.00	0.00
Private - Religious	.	98.20
Private - Non-Religious	92.86	.
Charter	100.00	0.00
Location		
Urban	36.84	63.16
Suburban	28.95	71.05
Town	.	.
Rural	45.45	54.55
Grades Served		
Elementary	.	.
All Grades	35.00	65.00
Multiple Grades	38.89	61.11
Student Population		
Less than 100	39.53	60.47
100-199	33.33	66.67
200-499	.	78.57
500-999	33.33	66.67
more than 1000	.	.
Days in School		
1 Day Per Week	.	.
2 Days Per Week	.	87.88
3 Days Per Week	.	.
4 or More Days Per Week	.	70.00
Varies by Grade	.	.

^a For label definitions, see Table 1 footnotes

Table 14: Average Number of Teachers

School Characteristics	Overall	Full-Time	Part-Time	Less Than Part-Time
Overall	21.56	1.78	6.31	14.30
School Classification				
Public	30.00	6.20	13.80	10.00
Private - Religious	20.88	1.12	6.10	14.78
Private - Non-Religious	14.54	2.00	5.85	7.23
Charter	55.33	5.00	1.33	47.67
Location				
Urban	19.94	3.00	9.17	7.83
Suburban	22.81	1.94	5.62	17.61
Town	.	.	.	.
Rural	28.56	0.33	8.00	19.78
Grades Served				
Elementary	.	.	.	.
All Grades	33.78	1.48	9.61	24.24
Multiple Grades	12.25	2.23	3.67	6.47
Student Population				
Less than 100	10.00	1.08	2.94	7.16
100-199	16.33	2.33	6.50	9.60
200-499	40.00	2.14	14.07	24
500-999	50.40	3.67	9.00	29.33
more than 1000	.	.	.	.
Days in School				
1 Day Per Week	32.17	1.67	2.25	34.00
2 Days Per Week	25.75	1.03	6.15	18.97
3 Days Per Week	17.58	1.58	10.67	5.42
4 or More Days Per Week	11.00	2.20	6.80	2.00
Varies by Grade	23.43	6.14	4.14	13.57

^a For label definitions, see Table 1 footnotes

Table 15: Grades Served

School Characteristics	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Overall	0.41	0.88	0.90	0.90	0.91	0.89	0.89	0.93	0.91	0.86	0.66	0.64	0.61	0.59
School Classification														
Public	.	.	.	.	1.00	1.00	1.00	1.00	1.00	.	.	.	.	.
Private - Religious	0.49	0.96	0.96	0.96	0.96	0.95	0.91	0.93	0.89	0.85	0.64	0.62	0.58	0.55
Private - Non-Religious	.	0.57	0.64	0.64	0.64	0.57	0.71	0.86	0.93	0.86	0.86	0.79	0.79	0.79
Charter	.	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	.	.	.	.
Location														
Urban	0.26	0.84	0.84	0.84	0.89	0.89	0.89	0.95	0.95	0.84	0.47	0.47	0.47	0.42
Suburban	0.39	0.87	0.92	0.92	0.92	0.89	0.89	0.92	0.89	0.89	0.68	0.68	0.66	0.66
Town	0.25	.	.	.	.	.	.	.	.	.	.	.	.	.
Rural	0.64	0.91	0.91	0.91	0.91	0.91	0.91	1.00	1.00	0.91	0.91	0.82	0.73	0.64
Grades Served														
Elementary	.	.	.	.	.	.	.	.	.	.	.	.	.	.
All Grades	0.55	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Multiple Grades	0.28	0.72	0.78	0.78	0.81	0.83	0.86	0.94	0.92	0.81	0.36	0.31	0.25	0.19
Student Population														
Less than 100	0.40	0.86	0.88	0.88	0.88	0.84	0.81	0.88	0.86	0.77	0.51	0.47	0.44	0.42
100-199	0.27	0.80	0.87	0.87	0.93	0.93	0.93	0.93	0.93	0.93	0.67	0.67	0.67	0.60
200-499	0.50	0.93	0.93	0.93	0.93	0.93	1.00	1.00	1.00	1.00	1.00	1.00	0.93	0.93
500-999	.	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.83	0.83	0.83	0.83
more than 1000	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Days in School														
1 Day Per Week	.	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.83	0.83	.	.
2 Days Per Week	0.36	0.94	0.97	0.97	1.00	0.94	0.91	0.91	0.85	0.76	0.55	0.55	0.52	0.52
3 Days Per Week	.	0.83	0.83	0.83	0.83	0.75	0.92	0.92	0.92	0.83	0.50	0.50	0.50	.
4 or More Days Per Week	0.50	0.90	0.90	0.90	0.90	1.00	0.90	1.00	1.00	0.90	0.70	0.50	0.50	.
Varies by Grade	.	0.88	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.75	0.75	0.75	0.75

^a For label definitions, see Table 1 footnotes

Table 16: Does your school offer Standardized Testing

School Characteristics	No	Yes
Overall	29.23	70.77
School Classification		
Public	0.00	100.00
Private - Religious	33.33	66.67
Private - Non-Religious	.	72.73
Charter	0.00	100.00
Location		
Urban	.	86.67
Suburban	33.33	66.67
Town	.	.
Rural	.	77.78
Grades Served		
Elementary	.	.
All Grades	17.24	82.76
Multiple Grades	37.50	62.50
Student Population		
Less than 100	39.39	60.61
100-199	.	73.33
200-499	.	90.91
500-999	.	80.00
more than 1000	.	.
Days in School		
1 Day Per Week	.	.
2 Days Per Week	36.67	63.33
3 Days Per Week	.	90.00
4 or More Days Per Week	.	77.78
Varies by Grade	.	75.00

^a For label definitions, see Table 1 footnotes

