

# Parent and Family Involvement in Education, from the National Household Education Surveys Program of 2012

First Look





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# Contents

Acknowledgments.....	iii
List of Tables .....	vii
Introduction.....	1
Selected Findings .....	3
References.....	19
Appendix A: Technical Notes.....	21
Appendix B: Glossary.....	27
Appendix C: Standard Error Tables.....	33

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# List of Tables

<b>Table</b>	<b>Page</b>
1	Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2011–12 .....5
2	Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities, by selected school, student, and family characteristics: 2011–12.....7
3	Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2011–12.....9
4	Percentage of students in kindergarten through grade 12 whose parents reported that students do homework outside of school, a place is set aside in the home for students to do homework, and an adult checks that homework is done, by selected school, student, and family characteristics: 2011–12.....11
5	Percentage of students in grades 6 through 12 whose parents reported expectations of specific educational attainment levels, by selected school, student, and family characteristics: 2011–12.....13
6	Percentage of students in kindergarten through grade 12 whose parents reported participation in various activities, by selected school, student, and family characteristics: 2011–12.....15
7	Number and percentage distribution of all children ages 5–17 who were homeschooled and homeschooling rate, by selected characteristics: 2011–12 .....17
8	Number and percentage of school-age children who were homeschooled, by reasons parents gave as important and most important for homeschooling: 2011–12 .....18
<b>Exhibit</b>	
B-1	Poverty definition for Parent and Family Involvement in Education analyses, by household size: 2012.....30
<b>Appendix Table</b>	
C-1	Standard errors for table 1: Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2011–12.....34
C-2	Standard errors for table 2: Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities, by selected school, student, and family characteristics: 2011–12.....36

C-3	Standard errors for table 3: Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2011–12 .....	38
C-4	Standard errors for table 4: Percentage of students in kindergarten through grade 12 whose parents reported that students do homework outside of school, a place is set aside in the home for students to do homework, and an adult checks that homework is done, by selected school, student, and family characteristics: 2011–12.....	40
C-5	Standard errors for table 5: Percentage of students in grades 6 through 12 whose parents reported expectations of specific educational attainment levels, by selected school, student, and family characteristics: 2011–12 .....	42
C-6	Standard errors for table 6: Percentage of students in kindergarten through grade 12 whose parents reported participation in various activities, by selected school, student, and family characteristics: 2011–12 .....	44
C-7	Standard errors for table 7: Number and percentage distribution of all children ages 5–17 who were homeschooled and homeschooling rate, by selected characteristics: 2011–12.....	46
C-8	Standard errors for table 8: Number and percentage of school-age children who were homeschooled, by reasons parents gave as important and most important for homeschooling: 2011–12 .....	47

# Introduction

This report presents data on students in the United States attending kindergarten through grade 12. The main focus of the report is on parent and family involvement in the students' education during the 2011–12 school year as reported by the students' parents. It also includes the percentage of students who participated in family activities, as well as the number of children who were homeschooled. Demographic information about students and families is presented, including students' poverty status and parents' education and language spoken at home, as well as school characteristics, such as school size and school type. The data for this report come from the National Household Education Surveys Program of 2012 (NHES:2012), Parent and Family Involvement in Education (PFI) Survey. The PFI survey is designed for students who are enrolled in kindergarten through grade 12 or are homeschooled for equivalent grades and asks questions about various aspects of parent involvement in education, such as help with homework, family activities, and parent involvement at school. For homeschooled students, the survey asks questions related to the student's homeschooling experiences, the sources of the curriculum, and the reasons for homeschooling. The NHES:2012 also fielded the Early Childhood Program Participation (ECP) Survey, which was designed for children ages 0–6 and not enrolled in kindergarten. Data in this report cover only the PFI survey.

The NHES:2012 is an address-based sample covering the 50 states and the District of Columbia and was conducted by the United States Census Bureau from January through August 2012. Previously, the NHES used a random digit dial (RDD) sample of landline telephones. However, owing to declining response rates for all telephone surveys and the increase in households that only or mostly use a cell phone instead of a landline phone, the data collection method was changed to a mail survey. Due to this mode change, readers should use caution when comparing estimates to prior NHES administrations. PFI questionnaires were completed by a parent or guardian who knew about the sampled child. When weighted, the PFI data are nationally representative of students enrolled in kindergarten through grade 12, including children enrolled in private schools, enrolled in public schools, and homeschooled. The total number of completed PFI questionnaires was 17,563, representing a population of 53.4 million students enrolled in kindergarten through grade 12 in 2011–12. The screener questionnaire, which is designed to enumerate all children in the sampled household before the main topical survey is sent, has a weighted response rate of 73.8 percent. The weighted unit response rate for the PFI is 78.4 percent, and the overall response rate is 57.8 percent. An analysis of bias in the NHES:2012 data, described further in appendix A, detected a small number of measurable differences. The level of potential bias detected is considered to be low. Additional details about the survey methodology, response rates, and data reliability are provided in appendix A.

Results presented in the tables within this report are weighted. All statements of comparison made in this report have been tested for statistical significance using two-tailed *t*-tests and are significant at the 95 percent confidence level. No adjustments were made for multiple comparisons. Some estimates that appear different may not be measurably different in a statistical sense due to sampling error. Readers are directed to the Statistical Tests section of appendix A for information about how to make comparisons between estimates in the tables.

Tables 1 through 6 of this *First Look* report are reported by school, student, and family characteristics and primarily relate to activities associated with schools. Therefore, students who were homeschooled are not included in these tables. Tables 7 and 8 report data for homeschooled students by student and family characteristics.

This *First Look* report introduces new NHES survey data by presenting selected descriptive information. Readers are cautioned not to draw causal inferences based on the results presented. It is important to note that many of the variables examined in this report may be related to one another, and complex interactions and relationships among the variables have not been explored. The variables examined here are also just a few of the variables that can be examined in these data; they were selected to demonstrate the range of information available from the study. The release of this report is intended to encourage more in-depth analysis of the data using more sophisticated statistical methods.

## Selected Findings

- Eighty-seven percent of students in kindergarten through grade 12 had parents who reported receiving newsletters, memos, e-mail, or notices addressed to all parents from their child’s school; 57 percent of students had parents who reported receiving notes or e-mail from the school specifically about their child; and 41 percent of students had parents who reported that the school had contacted them by telephone (table 1).
- The most common school-related activity that parents reported participating in during the school year was attending a general school or a parent-teacher organization or association (PTO/PTA) meeting (87 percent). Seventy-six percent of students had parents who reported attending a regularly scheduled parent-teacher conference; 74 percent had parents who attended a school or class event; 42 percent had parents who volunteered or served on a school committee; 58 percent had parents who participated in school fundraising; and 33 percent had parents who met with a guidance counselor (table 2).
- Seventy-seven percent of students attending public, assigned schools and 76 percent of students attending public, chosen schools had parents who felt that the amount of homework their child is assigned is “about right” compared with 85 percent of students attending private, religious schools (table 3).
- According to their parents, 96 percent of students in kindergarten through grade 12 did homework outside of school. Among those students who did homework outside of school, 86 percent had a place set aside for homework in their home, and 67 percent had an adult in the household who checked that their homework was done (table 4).
- One percent of students in grades 6 through 12 had parents who said that they did not expect their child to complete high school; 9 percent were not expected to pursue education after high school completion; 8 percent were expected to attend vocational or technical school after high school; 17 percent were expected to attend 2 or more years of college; 28 percent were expected to finish a 4- or 5-year college degree; and 37 percent were expected to earn a graduate or professional degree (table 5).
- According to parents, a higher percentage of students attended a community, religious, or ethnic event (54 percent) in the past month than visited a library (39 percent); visited a bookstore (38 percent); went to a play, concert, or other live show (31 percent); visited an art gallery, a museum, or a historical site (21 percent); or visited a zoo or an aquarium (19 percent); or attended an athletic or sporting event (42 percent) (table 6).
- Approximately three percent of the school-age population was homeschooled in the 2011–12 school year. Among children who were homeschooled, a higher percentage were White (68 percent) than Black (8 percent), Hispanic (15 percent), or Asian or Pacific Islander (4 percent) (table 7).

- Ninety-one percent of homeschooled students had parents who said that a concern about the environment of other schools was an important reason for homeschooling their child, which was a higher percentage than all other reasons listed (table 8).

**Table 1. Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
<b>Total</b> .....	<b>52,211</b>	<b>57</b>	<b>87</b>	<b>41</b>
<b>School type<sup>1</sup></b>				
Public, assigned .....	40,097	56	86	41
Public, chosen .....	7,448	57	87	44
Private, religious .....	3,271	66	95	32
Private, nonreligious .....	788	75	97	37
<b>School size<sup>2</sup></b>				
Under 300 .....	5,878	60	88	39
300–599 .....	17,361	59	88	39
600–999 .....	15,655	57	88	41
1,000 or more .....	13,068	53	83	42
<b>Locale of student’s household<sup>3</sup></b>				
City .....	15,413	52	84	44
Suburban .....	19,718	60	90	40
Town .....	4,875	58	86	40
Rural .....	12,206	60	87	37
<b>Student’s sex</b>				
Male .....	26,964	61	86	45
Female .....	25,247	54	88	36
<b>Student’s race/ethnicity</b>				
White, non-Hispanic .....	26,938	61	90	36
Black, non-Hispanic .....	7,466	57	81	53
Hispanic .....	12,110	50	84	44
Asian or Pacific Islander, non-Hispanic .....	2,871	49	84	34
Other, non-Hispanic <sup>4</sup> .....	2,827	61	89	42
<b>Student’s grade level<sup>5</sup></b>				
Kindergarten–2nd grade .....	13,610	59	90	39
3rd–5th grade .....	12,243	61	90	41
6th–8th grade .....	11,717	55	85	43
9th–12th grade .....	14,642	54	82	40

See notes at end of table.

**Table 1. Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
<b>Parents' highest education level</b>				
Less than high school .....	6,335	45	74	46
High school graduate or equivalent .....	10,571	47	80	43
Vocational/technical or some college .....	15,810	57	87	42
Bachelor's degree .....	11,839	65	93	36
Graduate or professional school .....	7,656	69	96	34
<b>Parents' language at home<sup>6</sup></b>				
Both/only parent(s) speak(s) English .....	44,525	59	88	40
One of two parents speaks English .....	1,856	51	83	46
No parent speaks English .....	5,830	46	81	42
<b>Poverty status<sup>7</sup></b>				
Poor .....	10,333	48	78	48
Nonpoor .....	41,878	59	89	39

<sup>1</sup> School type classifies the school currently attended as either public or private. Public schools are further classified according to whether the school was chosen or assigned. Private schools are also classified as being religious or nonreligious. School type also excludes 197 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school. None of the 197 cases excluded from this variable attended charter or magnet schools as identified on the CCD.

<sup>2</sup> Excludes 90 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

<sup>3</sup> Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>4</sup> "Other, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or who were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates. Those reported as Asian and Pacific Islander who are not Hispanic are included in the "Asian or Pacific Islander, non-Hispanic" group.

<sup>5</sup> Students whose parents reported the student's grade equivalent as "ungraded" were excluded from the analyses of grade level.

<sup>6</sup> Complete descriptions of the categories for parents' language are as follows: (1) "Both parents or the only parent learned English first or currently speak(s) English in the home," (2) "One of two parents in a two-parent household learned English first or currently speaks English in the home," and (3) "No parent learned English first and both parents or the only parent currently speak(s) a non-English language in the home."

<sup>7</sup> Students are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding. Variables for school characteristics (school type and school size) have a certain number of missing cases owing to school nonreport; therefore, the number of students across the categories for each school variable does not sum to the total number of students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.



**Table 2. Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities, by selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member					
		Attended a general school or PTO/PTA meeting <sup>1</sup>	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor
<b>Total</b> .....	<b>52,211</b>	<b>87</b>	<b>76</b>	<b>74</b>	<b>42</b>	<b>58</b>	<b>33</b>
<b>School type<sup>2</sup></b>							
Public, assigned .....	40,097	86	74	73	38	56	33
Public, chosen .....	7,448	89	76	75	44	57	37
Private, religious .....	3,271	96	85	88	69	84	29
Private, nonreligious .....	788	95	89	91	66	78	38
<b>School size<sup>3</sup></b>							
Under 300 .....	5,878	90	85	81	51	70	31
300–599 .....	17,361	90	84	80	48	64	29
600–999 .....	15,655	88	78	72	42	58	30
1,000 or more .....	13,068	82	58	66	29	46	44
<b>Locale of student's household<sup>4</sup></b>							
City .....	15,413	86	75	68	36	51	34
Suburban .....	19,718	88	75	74	44	59	34
Town .....	4,875	87	77	76	37	59	31
Rural .....	12,206	88	78	81	46	66	32
<b>Student's sex</b>							
Male .....	26,964	87	76	72	40	57	35
Female .....	25,247	88	75	76	44	60	31
<b>Student's race/ethnicity</b>							
White, non-Hispanic .....	26,938	89	77	82	50	67	32
Black, non-Hispanic .....	7,466	85	76	68	31	52	43
Hispanic .....	12,110	86	73	64	32	46	32
Asian or Pacific Islander, non-Hispanic.....	2,871	84	72	65	37	47	23
Other, non-Hispanic <sup>5</sup> .....	2,827	88	78	76	44	58	34
<b>Student's grade level<sup>6</sup></b>							
Kindergarten–2nd grade .....	13,610	93	89	79	56	67	22
3rd–5th grade .....	12,243	92	89	82	51	69	26
6th–8th grade .....	11,717	87	71	70	32	53	35
9th–12th grade .....	14,642	79	57	66	28	47	47

See notes at end of table.

**Table 2. Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities, by selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member					
		Attended a general school or PTO/PTA <sup>1</sup> meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor
<b>Parents' highest education level</b>							
Less than high school .....	6,335	77	64	48	19	31	31
High school graduate or equivalent .....	10,571	82	72	62	28	46	34
Vocational/technical or some college .....	15,810	88	77	77	41	61	35
Bachelor's degree .....	11,839	92	80	85	55	71	31
Graduate or professional school .....	7,656	95	82	89	61	75	33
<b>Parents' language at home<sup>7</sup></b>							
Both/only parent(s) speak(s) English .....	44,525	88	77	78	45	63	34
One of two parents speaks English .....	1,856	88	69	62	29	38	27
No parent speaks English .....	5,830	82	65	50	23	32	28
<b>Poverty status<sup>8</sup></b>							
Poor .....	10,333	82	71	60	27	41	34
Nonpoor .....	41,878	89	77	78	45	63	33

<sup>1</sup> Parent Teacher Organization (PTO) or Parent Teacher Association (PTA) meeting.

<sup>2</sup> School type classifies the school currently attended as either public or private. Public schools are further classified according to whether the school was chosen or assigned. Private schools are also classified as being religious or nonreligious. School type also excludes 197 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school. None of the 197 cases excluded from this variable attended charter or magnet schools as identified on the CCD.

<sup>3</sup> Excludes 90 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

<sup>4</sup> Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>5</sup> "Other, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or who were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates. Those reported as Asian and Pacific Islander who are not Hispanic are included in the "Asian or Pacific Islander, non-Hispanic" group.

<sup>6</sup> Students whose parents reported the student's grade equivalent as "ungraded" were excluded from the analyses of grade level.

<sup>7</sup> Complete descriptions of the categories for parents' language are as follows: (1) "Both parents or the only parent learned English first or currently speak(s) English in the home," (2) "One of two parents in a two-parent household learned English first or currently speaks English in the home," and (3) "No parent learned English first and both parents or the only parent currently speak(s) a non-English language in the home."

<sup>8</sup> Students are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding. Variables for school characteristics (school type and school size) have a certain number of missing cases owing to school nonreport; therefore, the number of students across the categories for each school variable does not sum to the total number of students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table 3. Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Parent reports of being “very satisfied”					Amount of homework assigned is “about right” <sup>1</sup>
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
<b>Total</b> .....	<b>52,211</b>	<b>59</b>	<b>60</b>	<b>59</b>	<b>60</b>	<b>52</b>	<b>77</b>
<b>School type<sup>2</sup></b>							
Public, assigned .....	40,097	56	58	56	56	49	77
Public, chosen .....	7,448	62	59	64	63	56	76
Private, religious .....	3,271	80	76	80	82	72	85
Private, nonreligious .....	788	82	82	84	81	78	81
<b>School size<sup>3</sup></b>							
Under 300 .....	5,878	63	66	63	64	60	81
300–599 .....	17,361	63	66	63	64	59	80
600–999 .....	15,655	60	61	59	60	53	77
1,000 or more .....	13,068	51	47	52	51	40	72
<b>Locale of student’s household<sup>4</sup></b>							
City .....	15,413	58	60	58	59	53	76
Suburban .....	19,718	61	60	62	63	53	78
Town .....	4,875	60	61	55	56	52	81
Rural .....	12,206	58	59	58	56	51	77
<b>Student’s sex</b>							
Male .....	26,964	58	59	58	59	52	77
Female .....	25,247	60	60	60	60	53	78
<b>Student’s race/ethnicity</b>							
White, non-Hispanic .....	26,938	62	61	62	61	54	77
Black, non-Hispanic .....	7,466	50	53	51	54	47	77
Hispanic .....	12,110	59	60	58	61	52	80
Asian or Pacific Islander, non-Hispanic .....	2,871	59	57	58	60	51	75
Other, non-Hispanic <sup>5</sup> .....	2,827	57	57	59	59	53	75
<b>Student’s grade level<sup>6</sup></b>							
Kindergarten–2nd grade .....	13,610	70	75	68	71	66	85
3rd–5th grade .....	12,243	63	67	62	66	60	78
6th–8th grade .....	11,717	53	52	53	54	45	73
9th–12th grade .....	14,642	50	44	52	49	39	73

See notes at end of table.

**Table 3. Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Parent reports of being “very satisfied”					Amount of homework assigned is “about right” <sup>1</sup>
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
<b>Parents’ highest education level</b>							
Less than high school .....	6,335	60	61	58	60	55	81
High school graduate or equivalent .....	10,571	55	57	57	56	48	78
Vocational/technical or some college .....	15,810	54	55	55	55	48	76
Bachelor’s degree .....	11,839	64	64	64	64	57	77
Graduate or professional school .....	7,656	66	64	65	66	57	75
<b>Parents’ language at home<sup>7</sup></b>							
Both/only parent(s) speak(s) English .....	44,525	59	59	59	59	52	77
One of two parents speaks English .....	1,856	57	57	57	59	55	76
No parent speaks English .....	5,830	60	62	58	64	53	82
<b>Poverty status<sup>8</sup></b>							
Poor .....	10,333	55	59	55	56	51	78
Nonpoor .....	41,878	60	60	60	60	53	77

<sup>1</sup> Response options were “the amount is about right,” “it’s too much,” or “it’s too little.” This estimate pertains only to the students whose parents reported that their children did homework outside of school.

<sup>2</sup> School type classifies the school currently attended as either public or private. Public schools are further classified according to whether the school was chosen or assigned. Private schools are also classified as being religious or nonreligious. School type also excludes 197 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school. None of the 197 cases excluded from this variable attended charter or magnet schools as identified on the CCD.

<sup>3</sup> Excludes 90 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

<sup>4</sup> Locale of student’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>5</sup> “Other, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or who were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates. Those reported as Asian and Pacific Islander who are not Hispanic are included in the “Asian or Pacific Islander, non-Hispanic” group.

<sup>6</sup> Students whose parents reported the student’s grade equivalent as “ungraded” were excluded from the analyses of grade level.

<sup>7</sup> Complete descriptions of the categories for parents’ language are as follows: (1) “Both parents or the only parent learned English first or currently speak(s) English in the home,” (2) “One of two parents in a two-parent household learned English first or currently speaks English in the home,” and (3) “No parent learned English first and both parents or the only parent currently speak(s) a non-English language in the home.”

<sup>8</sup> Students are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household’s needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding. Variables for school characteristics (school type and school size) have a certain number of missing cases owing to school nonreport; therefore, the number of students across the categories for each school variable does not sum to the total number of students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table 4. Percentage of students in kindergarten through grade 12 whose parents reported that students do homework outside of school, a place is set aside in the home for students to do homework, and an adult checks that homework is done, by selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Student does homework outside of school <sup>1</sup>	
			Place in home is set aside for homework <sup>2</sup>	Adult in household always checks that homework is done <sup>3</sup>
<b>Total</b> .....	<b>52,211</b>	<b>96</b>	<b>86</b>	<b>67</b>
<b>School type<sup>4</sup></b>				
Public, assigned .....	40,097	97	86	67
Public, chosen .....	7,448	94	88	69
Private, religious .....	3,271	97	85	65
Private, nonreligious .....	788	85	83	64
<b>School size<sup>5</sup></b>				
Under 300 .....	5,878	93	84	73
300–599 .....	17,361	96	87	79
600–999 .....	15,655	97	87	71
1,000 or more .....	13,068	97	84	43
<b>Locale of student's household<sup>6</sup></b>				
City .....	15,413	96	87	68
Suburban .....	19,718	97	87	65
Town .....	4,875	97	82	72
Rural .....	12,206	95	84	67
<b>Student's sex</b>				
Male .....	26,964	95	87	68
Female .....	25,247	97	85	66
<b>Student's race/ethnicity</b>				
White, non-Hispanic .....	26,938	95	85	65
Black, non-Hispanic .....	7,466	96	89	71
Hispanic .....	12,110	97	84	69
Asian or Pacific Islander, non-Hispanic .....	2,871	98	91	65
Other, non-Hispanic <sup>7</sup> .....	2,827	96	87	70
<b>Student's grade level<sup>8</sup></b>				
Kindergarten–2nd grade .....	13,610	94	87	94
3rd–5th grade .....	12,243	98	89	85
6th–8th grade .....	11,717	97	86	58
9th–12th grade .....	14,642	95	82	34

See notes at end of table.

**Table 4. Percentage of students in kindergarten through grade 12 whose parents reported that students do homework outside of school, a place is set aside in the home for students to do homework, and an adult checks that homework is done, by selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Student does homework outside of school <sup>1</sup>	
			Place in home is set aside for homework <sup>2</sup>	Adult in household always checks that homework is done <sup>3</sup>
<b>Parents' highest education level</b>				
Less than high school .....	6,335	94	83	67
High school graduate or equivalent .....	10,571	95	86	65
Vocational/technical or some college .....	15,810	96	87	69
Bachelor's degree .....	11,839	97	85	67
Graduate or professional school .....	7,656	97	86	66
<b>Parents' language at home<sup>9</sup></b>				
Both/only parent(s) speak(s) English .....	44,525	96	86	67
One of two parents speaks English .....	1,856	95	87	70
No parent speaks English .....	5,830	97	82	66
<b>Poverty status<sup>10</sup></b>				
Poor .....	10,333	94	84	72
Nonpoor .....	41,878	96	86	66

<sup>1</sup> The denominator for the final two columns represents the total number of students (in thousands) reported to do homework outside of school, which is different from the denominator for column two, which includes all students.

<sup>2</sup> Parents reported if there was a place in their home that was set aside for homework. Their response options were “yes,” “no,” and “child does not do homework at home.” Students who had parents who indicated that they did not do homework at home are excluded from the estimate.

<sup>3</sup> Parents reported how often an adult in the household checked to see whether the child's homework was completed. Their response options were “never,” “rarely,” “sometimes,” and “always.” Homework was considered checked if a parent reported “always.”

<sup>4</sup> School type classifies the school currently attended as either public or private. Public schools are further classified according to whether the school was chosen or assigned. Private schools are also classified as being religious or nonreligious. School type also excludes 197 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school. None of the 197 cases excluded from this variable attended charter or magnet schools as identified on the CCD.

<sup>5</sup> Excludes 90 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

<sup>6</sup> Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>7</sup> “Other, non-Hispanic” includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or who were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates. Those reported as Asian and Pacific Islander who are not Hispanic are included in the “Asian or Pacific Islander, non-Hispanic” group.

<sup>8</sup> Students whose parents reported the student's grade equivalent as “ungraded” were excluded from the analyses of grade level.

<sup>9</sup> Complete descriptions of the categories for parents' language are as follows: (1) “Both parents or the only parent learned English first or currently speak(s) English in the home,” (2) “One of two parents in a two-parent household learned English first or currently speaks English in the home,” and (3) “No parent learned English first and both parents or the only parent currently speak(s) a non-English language in the home.”

<sup>10</sup> Students are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding. Variables for school characteristics (school type and school size) have a certain number of missing cases owing to school nonreport; therefore, the number of students across the categories for each school variable does not sum to the total number of students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table 5. Percentage of students in grades 6 through 12 whose parents reported expectations of specific educational attainment levels, by selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...					
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree
<b>Total.....</b>	<b>26,359</b>	<b>1</b>	<b>9</b>	<b>8</b>	<b>17</b>	<b>28</b>	<b>37</b>
<b>School type<sup>1</sup></b>							
Public, assigned .....	20,328	1	9	9	19	27	34
Public, chosen .....	3,919	1	9	6	15	26	42
Private, religious .....	1,553	‡	5	3	8	37	47
Private, nonreligious .....	359	‡	‡	8 !	6 !	18	61
<b>School size<sup>2</sup></b>							
Under 300 .....	2,365	2 !	11	11	19	24	33
300–599 .....	5,006	1 !	9	9	20	26	35
600–999 .....	7,129	1	9	7	16	30	37
1,000 or more .....	11,697	1	8	8	17	28	38
<b>Locale of student's household<sup>3</sup></b>							
City .....	7,749	1	10	7	16	25	40
Suburban .....	10,084	1 !	7	7	16	30	39
Town .....	2,390	1 !	11	13	19	26	29
Rural .....	6,135	2 !	10	11	20	27	31
<b>Student's sex</b>							
Male .....	13,550	1	11	11	17	28	32
Female .....	12,809	1	6	5	18	28	42
<b>Student's race/ethnicity</b>							
White, non-Hispanic .....	14,108	1	8	9	18	31	33
Black, non-Hispanic .....	3,734	2 !	13	8	20	18	40
Hispanic .....	5,948	1	8	9	16	26	40
Asian or Pacific Islander, non-Hispanic .....	1,328	‡	4 !	2 !	9	28	56
Other, non-Hispanic <sup>4</sup> .....	1,241	‡	12 !	6	19	27	36
<b>Student's grade level<sup>5</sup></b>							
6th–8th grade .....	11,717	1	7	7	17	29	39
9th–12th grade .....	14,642	1	10	9	18	27	35

See notes at end of table.

**Table 5. Percentage of students in grades 6 through 12 whose parents reported expectations of specific educational attainment levels, by selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...					
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree
<b>Parents' highest education level</b>							
Less than high school .....	3,229	3	16	11	21	21	28
High school graduate or equivalent .....	5,586	1 !	20	13	27	14	25
Vocational/technical or some college .....	8,064	1	6	10	22	27	33
Bachelor's degree .....	5,811	# !	3	4	8	44	42
Graduate or professional school .....	3,669	# !	2	2	5	29	62
<b>Parents' language at home<sup>6</sup></b>							
Both/only parent(s) speak(s) English .....	22,523	1	9	9	18	27	35
One of two parents speaks English .....	845	‡	4 !	7 !	13	27	47
No parent speaks English .....	2,991	2 !	7	6	12	30	43
<b>Poverty status<sup>7</sup></b>							
Poor .....	4,614	3	17	11	20	17	32
Nonpoor .....	21,744	1	7	8	17	30	37

# Estimate rounds to zero.

‡ Reporting standards not met.

! Interpret data with caution; coefficient of variation is 30 percent or more.

<sup>1</sup> School type classifies the school currently attended as either public or private. Public schools are further classified according to whether the school was chosen or assigned. Private schools are also classified as being religious or nonreligious. School type also excludes 100 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school. None of the 100 cases excluded from this variable attended charter or magnet schools as identified on the CCD.

<sup>2</sup> Excludes 63 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

<sup>3</sup> Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>4</sup> "Other, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or who were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates. Those reported as Asian and Pacific Islander who are not Hispanic are included in the "Asian or Pacific Islander, non-Hispanic" group.

<sup>5</sup> Students whose parents reported the student's grade equivalent as "ungraded" were excluded from the analyses of grade level.

<sup>6</sup> Complete descriptions of the categories for parents' language are as follows: (1) "Both parents or the only parent learned English first or currently speak(s) English in the home," (2) "One of two parents in a two-parent household learned English first or currently speaks English in the home," and (3) "No parent learned English first and both parents or the only parent currently speak(s) a non-English language in the home."

<sup>7</sup> Students are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding. Variables for school characteristics (school type and school size) have a certain number of missing cases owing to school nonreport; therefore, the number of students across the categories for each school variable does not sum to the total number of students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.



**Table 6. Percentage of students in kindergarten through grade 12 whose parents reported participation in various activities, by selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Activities in the past month						
		Visited library	Visited bookstore	Gone to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event <sup>1</sup>	Attended athletic/sporting event <sup>2</sup>
<b>Total.....</b>	<b>52,211</b>	<b>39</b>	<b>38</b>	<b>31</b>	<b>21</b>	<b>19</b>	<b>54</b>	<b>42</b>
<b>School type<sup>3</sup></b>								
Public, assigned .....	40,097	38	36	30	20	18	53	41
Public, chosen .....	7,448	44	41	33	25	19	55	42
Private, religious .....	3,271	44	47	39	25	17	72	50
Private, nonreligious .....	788	40	48	46	41	23	49	46
<b>School size<sup>4</sup></b>								
Under 300 .....	5,878	43	36	32	22	17	59	44
300–599 .....	17,361	44	38	32	23	21	57	44
600–999 .....	15,655	40	39	31	22	20	54	39
1,000 or more .....	13,068	31	37	30	18	13	50	41
<b>Locale of student's household<sup>5</sup></b>								
City .....	15,413	42	38	31	24	23	53	40
Suburban .....	19,718	40	40	33	22	20	53	42
Town .....	4,875	39	35	27	19	15	55	38
Rural .....	12,206	34	33	30	18	13	57	45
<b>Student's sex</b>								
Male .....	26,964	37	35	28	21	18	53	43
Female .....	25,247	42	40	35	22	20	56	41
<b>Student's race/ethnicity</b>								
White, non-Hispanic .....	26,938	36	38	33	22	15	53	44
Black, non-Hispanic .....	7,466	47	37	32	21	21	65	43
Hispanic .....	12,110	38	36	26	20	24	52	39
Asian or Pacific Islander, non-Hispanic .....	2,871	53	42	33	22	25	52	30
Other, non-Hispanic <sup>6</sup> .....	2,827	40	37	29	23	17	55	41
<b>Student's grade level<sup>7</sup></b>								
Kindergarten–2nd grade .....	13,610	48	38	31	28	29	56	38
3rd–5th grade .....	12,243	46	41	33	24	21	59	45
6th–8th grade .....	11,717	38	39	32	19	15	55	44
9th–12th grade .....	14,642	27	33	29	15	10	48	40

See notes at end of table.

**Table 6. Percentage of students in kindergarten through grade 12 whose parents reported participation in various activities, by selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Activities in the past month						
		Visited library	Visited bookstore	Gone to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event <sup>1</sup>	Attended athletic/sporting event <sup>2</sup>
<b>Parents' highest education level</b>								
Less than high school .....	6,335	37	30	20	17	25	46	33
High school graduate or equivalent .....	10,571	38	26	24	15	17	48	36
Vocational/technical or some college .....	15,810	35	36	30	20	18	54	41
Bachelor's degree .....	11,839	41	46	37	25	18	60	47
Graduate or professional school .....	7,656	48	50	43	30	18	65	49
<b>Parents' language at home<sup>8</sup></b>								
Both/only parent(s) speak(s) English .....	44,525	40	38	32	22	18	55	43
One of two parents speaks English .....	1,856	38	31	27	18	26	48	36
No parent speaks English .....	5,830	39	33	23	16	25	49	33
<b>Poverty status<sup>9</sup></b>								
Poor .....	10,333	42	28	23	17	22	51	35
Nonpoor .....	41,878	39	40	33	22	18	55	43

<sup>1</sup> Actual question wording asks if anyone in the family has attended an event sponsored by a community, religious, or ethnic group with the student.

<sup>2</sup> Actual question wording asks if anyone in the family has attended an athletic or sporting event outside of school in which this child was not a player.

<sup>3</sup> School type classifies the school currently attended as either public or private. Public schools are further classified according to whether the school was chosen or assigned. Private schools are also classified as being religious or nonreligious. School type also excludes 197 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school. None of the 197 cases excluded from this variable attended charter or magnet schools as identified on the CCD.

<sup>4</sup> Excludes 90 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

<sup>5</sup> Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>6</sup> "Other, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or who were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates. Those reported as Asian and Pacific Islander who are not Hispanic are included in the "Asian or Pacific Islander, non-Hispanic" group.

<sup>7</sup> Students whose parents reported the student's grade equivalent as "ungraded" were excluded from the analyses of grade level.

<sup>8</sup> Complete descriptions of the categories for parents' language are as follows: (1) "Both parents or the only parent learned English first or currently speak(s) English in the home," (2) "One of two parents in a two-parent household learned English first or currently speaks English in the home," and (3) "No parent learned English first and both parents or the only parent currently speak(s) a non-English language in the home."

<sup>9</sup> Students are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding. Variables for school characteristics (school type and school size) have a certain number of missing cases owing to school nonreport; therefore, the number of students across the categories for each school variable does not sum to the total number of students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table 7. Number and percentage distribution of all children ages 5–17 who were homeschooled and homeschooling rate, by selected characteristics: 2011–12**

Characteristic	Number (thousands)	Percentage distribution	Homeschooling rate <sup>1</sup>
<b>Total</b> .....	1,770	†	3.4
<b>Locale of student's household<sup>2</sup></b>			
City.....	489	28	3.2
Suburban.....	601	34	3.1
Town.....	132	7	2.7
Rural.....	548	31	4.5
<b>Student's sex</b>			
Male.....	876	49	3.3
Female.....	895	51	3.6
<b>Student's race/ethnicity</b>			
White, non-Hispanic.....	1,201	68	4.5
Black, non-Hispanic.....	139	8	1.9
Hispanic.....	267	15	2.3
Asian or Pacific Islander, non-Hispanic.....	73	4	2.6
Other, non-Hispanic <sup>3</sup> .....	90	5	3.2
<b>Student's grade equivalent</b>			
Kindergarten–2nd grade.....	415	23	3.1
3rd–5th grade.....	416	23	3.4
6th–8th grade.....	425	24	3.5
9th–12th grade.....	514	29	3.7
<b>Parents' highest education level</b>			
Less than high school.....	203	11	3.4
High school graduate or equivalent.....	355	20	3.4
Vocational/technical or some college.....	525	30	3.4
Bachelor's degree.....	436	25	3.7
Graduate or professional school.....	252	14	3.3
<b>Poverty status<sup>4</sup></b>			
Poor.....	348	20	3.5
Nonpoor.....	1,422	80	3.4

† Not applicable.

<sup>1</sup> The homeschooling rate is the percentage of the total subgroup that is homeschooled. For example, in 2012, some 3 percent of all school-age males were homeschooled.

<sup>2</sup> Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

<sup>3</sup> "Other, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or who were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates. Those reported as Asian and Pacific Islander who are not Hispanic are included in the "Asian or Pacific Islander, non-Hispanic" group.

<sup>4</sup> Students are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix B.

NOTE: Detail may not sum to totals because of rounding. Homeschooled students are school-age children (ages 5–17) in a grade equivalent to at least kindergarten and not higher than 12th grade who receive instruction at home instead of at a public or private school either all or most of the time. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table 8. Number and percentage of school-age children who were homeschooled, by reasons parents gave as important and most important for homeschooling: 2011–12**

Reason	Important <sup>1</sup>		Most important	
	Number	Percent	Number	Percent
A desire to provide religious instruction.....	692,299	64	176,338	16
A desire to provide moral instruction.....	831,842	77	51,210	5
A concern about environment of other schools <sup>2</sup> .....	986,643	91	268,628	25
A dissatisfaction with academic instruction at other schools.....	799,336	74	204,312	19
A desire to provide a nontraditional approach to child’s education.....	474,545	44	56,045	5 !
Child has other special needs.....	186,157	17	18,107	‡
Child has a physical or mental health problem.....	166,878	15	50,652	5
Other reasons <sup>3</sup> .....	404,313	37	226,423	21

‡ Reporting standards not met.

! Interpret data with caution; coefficient of variation is 30 percent or more.

<sup>1</sup> Respondents could choose more than one reason.

<sup>2</sup> Based on the response to the question, "You are concerned about the school environment, such as safety, drugs, or negative peer pressure?"

<sup>3</sup> Parents homeschool their children for many reasons that are often unique to their family situation. "Other reasons" parents gave for homeschooling include family time, finances, travel, and distance.

NOTE: Homeschooled students are school-age children (ages 5–17) in a grade equivalent to at least kindergarten and not higher than grade 12.

Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

## References

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## Appendix A: Technical Notes

The National Household Education Surveys Program (NHES) is a set of surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). This First Look report presents new survey data released from the Parent and Family Involvement in Education (PFI) Survey of the 2012 NHES. Earlier administrations of the NHES—in 1996, 1999, 2003, and 2007—also focused on parent and family involvement in education.

The PFI data collection was conducted by the U.S. Census Bureau, from January through August of 2012. This section provides a brief description of the study methodology. For more extensive information on the study methodology and data collection procedures, readers are advised to consult the *NHES:2012 Data File User's Manual*<sup>1</sup> (McPhee et al. forthcoming).

The NHES:2012 sample was selected using a two-stage address-based sampling frame. The first sampling stage selected residential addresses, and the second sampling stage selected an eligible child from information provided on the household mail screener. To increase the number of Blacks and Hispanics in the sample, Black and Hispanic households were sampled at a higher rate than other households by identifying census tracts with higher percentages of these residents. After the sample was selected, the data were collected using printed questionnaires that were mailed to the sampled respondents.

The NHES:2012 included three topical surveys: the PFI-Enrolled survey (PFI-Enrolled), the PFI-Homeschooled survey (PFI-Homeschooled), and the Early Childhood Program Participation (ECPP) survey. In order to limit respondent burden, a within-household sampling scheme was developed to control the number of persons sampled for topical questionnaires in each household. Eligible children were selected to receive either the ECPP survey or the PFI-Enrolled or PFI-Homeschooled survey; no household received more than one survey.

Because ECPP-eligible children comprise a smaller portion of the population than PFI-eligible children, differential sampling in households with children in both domains was applied to ensure a sufficient sample size for the ECPP survey. The differential probabilities of selection (for households overall and within households) are accounted for in the NHES weighting methodology. The PFI sample is nationally representative of all noninstitutionalized students in the 50 states and the District of Columbia from kindergarten through grade 12 enrolled in school or children ages 4 through 18 and homeschooled for these grades.<sup>2</sup>

The respondent to the PFI questionnaire was a parent or guardian in the household who knew about the sampled child. The respondent was asked questions about school choice, homeschooling, school characteristics, student experiences, teacher feedback on school performance and behavior, family involvement in the school, school practices to involve and

<sup>1</sup> MCPhee et al. (forthcoming). *National Household Education Surveys Program of 2012: Data File User's Manual*, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

<sup>2</sup> Homeschool calculations follow previous homeschool reports by including children ages 5 through 17, in a grade equivalent to at least kindergarten and not higher than grade 12, and excludes students who were enrolled in public or private school more than 25 hours per week, and students who were homeschooled only because of temporary illness. Temporary illness was not defined for respondents.

support families, satisfaction with different aspects of the school, family involvement in schoolwork, and family involvement in activities with students. The respondent was also asked basic demographic questions about the child, as well as questions about the child's health and disability status, parent/guardian characteristics, and household characteristics. Multiple follow-up attempts were made to obtain completed questionnaires with respondents who did not respond to the first questionnaire that was mailed to them. The survey questionnaires were printed in both English and Spanish. The total number of completed PFI questionnaires was 17,563, representing a population of 53.4 million students when weighted to reflect national totals.

## **Data Reliability**

Estimates produced using data from the NHES are subject to two types of errors: sampling errors and nonsampling errors. Nonsampling errors are errors made in the collection and processing of data. Sampling errors occur because the data are collected from a sample, rather than a census, of the population.

### ***Nonsampling Errors***

*Nonsampling error* is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, the differences in respondents' interpretations of the meaning of survey questions, response differences related to the particular month or time of the year when the survey was conducted, the tendency for respondents to give socially desirable responses, and mistakes in data preparation.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. For each NHES survey, efforts were made to prevent such errors from occurring and to compensate for them, where possible. For instance, during the survey design phase, cognitive interviews are conducted to assess respondents' knowledge of the survey topics, their comprehension of questions and terms, and the sensitivity of items.

### ***Sampling Errors***

The sample of households based on addresses selected for the NHES:2012 is just one of many possible samples that could have been selected from all households based on addresses. Therefore, estimates produced from this survey may differ from estimates that would have been produced from other samples. This type of variability is called sampling error because it arises from using a sample of households rather than all households.

The standard error is a measure of the variability due to sampling when estimating a statistic; standard errors for estimates presented in this report were computed using a jackknife replication method. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a complete census count would differ from the sample estimate by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent and that the difference would be less than 1.96 standard errors is about 95 percent.

Standard errors for all of the estimates are presented in appendix C and can be used to produce confidence intervals. For example, an estimated 74 percent of students in kindergarten through



grade 12 had a parent who reported attending a school or class event (table 2). This figure has an estimated standard error of 0.5. Therefore, the estimated 95 percent confidence interval for this statistic is approximately 73 to 75 percent [74 percent  $\pm$  (1.96 \* 0.5)]. If repeated samples were drawn from the same population and confidence intervals were constructed for the percentage of students in kindergarten through grade 12 who had a parent who reported attending a school or class event, these intervals would contain the true population parameter 95 percent of the time.

## **Weighting**

In order to produce unbiased and consistent estimates of national totals, all of the responses in this report were weighted using the probabilities of selection of the respondents and other adjustments to account for nonresponse and coverage bias. The weight used in this *First Look* report is FPWT, which is the weight variable available in the PFI data file that is used to estimate the characteristics of the school-age children. In addition to weighting the responses properly, special procedures for estimating the standard errors of the estimates were employed because the NHES:2012 data were collected using a complex sample design. Complex sample designs result in data that violate some of the assumptions that are normally made when assessing the statistical significance of results from a simple random sample. For example, the standard errors of the estimates from these surveys may vary from those that would be expected if the sample were a simple random sample and the observations were independent and identically distributed random variables. The estimates and standard errors presented in this report were produced using SAS 9.2 software and the jackknife 1 (JK1) option as a replication procedure. Eighty replicate weights, FPWT1 to FPWT80, were used to compute sampling errors of estimates. These replicate weights are also available in the PFI data file.

## **Response Rates**

In the NHES:2012 collection, an initial screener questionnaire was sent to all sampled households to determine whether any eligible children resided in the household. Screener questionnaires were completed by 99,590 households, for a weighted screener unit response rate of 73.8 percent. PFI questionnaires were completed for 17,563 (397 homeschooled and 17,166 enrolled) children, for a weighted unit response rate of 78.4 percent and an overall estimated unit response rate (the product of the screener unit response rate and the PFI unit response rate) of 57.8 percent.

The NHES:2012 included a bias analysis to evaluate whether nonresponse at the unit and item levels impacted the estimates. The term “bias” has a specific technical definition in this context: It is the expected difference between the estimate from the survey and the actual population value. For example, if all households were included in the survey (i.e., if a census was conducted rather than a sample survey), the difference between the estimate from the survey and the actual population value (which includes persons who did not respond to the survey) would be the bias due to unit nonresponse. Since NHES is based on a sample, the bias is defined as the expected or average value of this difference over all possible samples.

Unit nonresponse bias, or the bias due to the failure of some persons or households in the sample to respond to the survey, can be substantial when two conditions hold. First, the differences between the characteristics of respondents and nonrespondents must be relatively large. For example, consider estimating the percentage of students who have repeated a grade. If the percentage is nearly identical for both respondents and nonrespondents, then the unit nonresponse bias of the estimate will be negligible.

Second, the unit nonresponse rate must be relatively high. If the nonresponse rate is very low relative to the magnitude of the estimates, then the unit nonresponse bias in the estimates will be small, even if the differences in the characteristics between respondents and nonrespondents are relatively large. For example, if the unit nonresponse rate is only 2 percent, then estimates of totals that compose 20 or 30 percent of the population will not be greatly affected by nonresponse, even if the differences in these characteristics between respondents and nonrespondents are relatively large. If the estimate is for a small domain or subgroup (of about 5 or 10 percent of the population), then even a relatively low overall rate of nonresponse can result in important biases if the differences between respondents and nonrespondents are large.

Comparisons between the full sample population and respondent populations were made before and after the nonresponse weighting adjustments were applied to evaluate the extent to which the adjustments reduced any observed nonresponse bias. Chapter 10 of the *NHES:2012 Data File User's Manual* contains a detailed description of the nonresponse bias analysis. The NHES sampling frame variables were used for the unit nonresponse bias analysis for the screener and topical surveys. The analysis of unit nonresponse bias showed evidence of bias based on the distributions of the sample characteristics for the survey respondents compared to the full eligible sample. However, this bias was greatly reduced by the nonresponse weighting adjustments. In the post-adjusted screener estimates, the number of estimates showing measurable and practical differences was reduced in half. The percentage of estimates with measurable survey and sample differences greater than 1 percentage point was reduced from 7 to 3 percent for the PFI survey by the nonresponse weighting adjustments.

When key survey estimates generated with unadjusted and nonresponse adjusted weights were compared, only a small number of measurable differences were observed. This suggests that none of these variables were powerful predictors of unit response. Therefore, the unit nonresponse adjustment had limited effect on the potential bias, but it is also possible that there was little bias to be removed.

It is also possible that nonresponse bias may still be present in other variables that were not studied. For this reason, it is important to consider other methods of examining unit nonresponse bias. One such method is comparing NHES estimates to other sources. NHES estimates were compared with estimates from the American Community Survey, Current Population Survey, and prior NHES collections. Comparisons were made on common variables of interest—such as child's race/ethnicity, and sex; key questionnaire items; and parents' education and household income—to discover any indication of potential bias that may exist in the NHES:2012 data. The results from these comparisons indicate that NHES survey estimates are comparable to other data sources.

## **Statistical Tests**

All specific statements of comparisons have been tested for statistical significance at the .05 level using Student's *t* statistics to ensure that the differences are larger than those that might be expected owing to sampling variation. No adjustments were made for multiple comparisons. Readers are cautioned not to draw causal inferences based on the results presented. Many of the variables examined in this report may be related to one another, but the complex interactions and relationships among them have not been explored. The variables examined here are also just a few of those that can be examined in these data.

The tests of significance used in this report are based on Student's  $t$  statistics for the comparisons of percentages. To test for a difference between the percentages of two subgroups in the population having a particular characteristic, say  $p_1$  versus  $p_2$ , the test statistic is computed as

$$t = \frac{p_2 - p_1}{\sqrt{[s.e.(p_1)]^2 + [s.e.(p_2)]^2}}$$

where  $p_i$  is the estimated percentage of subgroup  $i$  ( $i = 1, 2$ ) having the particular characteristic and  $s.e.(p_i)$  is the standard error of that estimate. Thus, if  $p_1$  is the 72 percent of male students in kindergarten through grade 12 whose parent reported attending a school or class event, with a standard error of 0.6, and  $p_2$  is the 76 percent of female students in kindergarten through grade 12 who had a parent who reported attending a school or class event, with a standard error of 0.7, the  $t$  value is equal to 4.34.

The decision rule is to reject the null hypothesis if there is a measurable difference between the two groups in the population in terms of the percentage having the characteristic, if  $|t| > t_{\frac{\alpha}{2}, df}$ , where  $t_{\frac{\alpha}{2}, df}$  is the value such that the probability a Student's  $t$  random variable with  $df$  degrees of freedom exceeds that value is  $\alpha/2$ . All tests in this report are based on a significance level of 0.05, that is,  $\alpha = 0.05$ . When the degrees of freedom are large, greater than 120,  $t_{0.025, df} \approx 1.96$ . In the example above, the  $t$  value is large enough for the null hypothesis to be rejected ( $4.34 > 1.96$ ), so we conclude that there is a measurable difference between the percent of male and female students whose parents reported attending a school or class event.

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## Appendix B: Glossary

The statistics, row, and column variables used in analyses for this *First Look* report are described below. The names of variables that are included in the data file and were used to produce estimates for this report appear in capital letters. In some cases, the variables have been used in the exact format in which they appear on the data file. In other cases, variables available on the data file have been modified, for instance, when the categories have been combined to create a smaller number of categories. Such collapsing of categories is noted in the descriptions. In other cases, new measures have been created specifically for this report by combining information from two or more variables in the data file. In these instances, the variables used to create the new measure are noted. Items with missing data were imputed.

### Row Variables

#### ***School Characteristics***

**School Type:** School type is created by classifying the school currently attended by the student as either public or private using the variables S12TYPE and S12BPV. S12TYPE and S12BPV are derived from parent-reported information linked to data from the Common Core of Data (CCD) or Private School Universe Survey (PSS) data files. Schools that are public are further classified using the variables S12CHART, S12MAGN, and SCHOICEX. S12CHART and S12MAGN are variables derived from the CCD that are used to determine whether the school is a charter or magnet school. SCHOICEX is a parent-reported variable asking whether the school the child attends is the child's regularly assigned school. Schools that are private are also classified using the variable S12TYPE as being religious or nonreligious.

The values follow:

- 1 = Public, assigned
- 2 = Public, chosen
- 3 = Private, religious
- 4 = Private, nonreligious

**School Size:** The variable S12NUMST classifies the student's school on the basis of the number of students currently enrolled.

The values follow:

- 1 = Under 300
- 2 = 300–599
- 3 = 600–999
- 4 = 1,000–2,499
- 5 = 2,500 or more
- 1 = Homeschooled student
- 2 = Inapplicable in the CCD universe file
- 9 = Data are missing for school

For the analyses, categories 4 and 5 are collapsed to create a category “1,000 or more.”

### **Student Characteristics**

**Locale of Student’s Household:** ZIPLOCL is a household location variable that classifies the ZIP code into a set of community types. This variable was derived using the respondent’s ZIP code and Census data.

The values for ZIPLOCL follow:

- 1 = City - Large
- 2 = City - Midsize
- 3 = City - Small
- 4 = Suburb - Large
- 5 = Suburb - Midsize
- 6 = Suburb - Small
- 7 = Town - Fringe
- 8 = Town - Distant
- 9 = Town - Remote
- 10 = Rural - Fringe
- 11 = Rural - Distant
- 12 = Rural - Remote

For the analyses, the first three categories from ZIPLOCL are combined to form the “City” category. Other categories from ZIPLOCL are combined to form the categories “Suburban” (categories 4, 5, and 6), “Town” (categories 7, 8, and 9), and “Rural” (10, 11, and 12). For definitions of these 12 categories of community type, see [http://nces.ed.gov/pubs2007/ruraled/exhibit\\_a.asp](http://nces.ed.gov/pubs2007/ruraled/exhibit_a.asp) (Provasnik et al. 2007).

**Student’s Sex:** The data for the variable CSEX are taken directly from responses to the screener interview.

**Student’s Race/Ethnicity:** RACEETH2 indicates the race and ethnicity of the sampled student. This variable is used in this report in the same format in which it appears on the data file and is derived from information in CHISPAN, CWHITE, CBLACK, CAMIND, CASIAN, and CPACI. If values are missing for these variables, they are imputed. If students are reported to be Asian and reported to be Pacific Islander, and are not Hispanic, they are included in the “Asian or Pacific Islander, non-Hispanic” category.

The values of RACEETH2 follow:

- 1 = White, non-Hispanic
- 2 = Black, non-Hispanic
- 3 = Hispanic
- 4 = Asian or Pacific Islander, non-Hispanic
- 5 = All other races and multiple races, non-Hispanic

**Student's Grade Level:** ALLGRADEX, a derived variable available in the data file, indicates the grade in which the student is currently enrolled or provides the student's grade equivalent. The values of ALLGRADEX are kindergarten through grade 12. For this report, grades are collapsed into the following categories: Kindergarten–2, 3–5, 6–8, and 9–12.

### ***Family Characteristics***

**Parents' Highest Education Level:** PARGRADEX indicates the highest level of education for the subject child's parents or nonparent guardians who reside in the household. This measure, which is used in this report in the same format in which it appears on the data file, is derived from PAR1EDUC and PAR2EDUC.

The values for PARGRADEX follow:

- 1 = Less than high school credential
- 2 = High school graduate or equivalent
- 3 = Vocational/technical education after high school or some college
- 4 = College graduate
- 5 = Graduate or professional school

**Parents' Language at Home:** LANGUAGEX indicates the knowledge and/or use of English by the parent(s)/guardian(s) in the household. LANGUAGEX is used in this report in the same format in which it appears on the data file and is created using the variables P1FRLNG, P1SPEAK, P2GUARD, P2FRLNG, and P2SPEAK.

The values for LANGUAGEX follow:

- 1 = Both/only parent(s) learned English first or currently speak(s) English in the home
- 2 = One of two parents learned English first or currently speaks English in the home
- 3 = No parent learned English first and both/only parent(s) currently speak(s) a non-English language in the home

**Poverty Status:** This indicates whether a sample student resided in a household categorized as poor or nonpoor. NHES provides an approximate measure of poverty. The income variable used to establish whether a child resided in a household categorized as poor or nonpoor is TTLHHINC, which lists possible income ranges (e.g., \$0 to \$10,000, \$10,001 to 20,000, \$20,001 to \$30,000, up to over \$150,001). If data for TTLHHINC are missing, they are imputed. Using the income ranges and household size (HHTOTAL), poverty thresholds are then used to establish whether a child resided in a household categorized as poor or nonpoor. Thresholds to define poverty are based on weighted averages from 2011 Census poverty thresholds. A household is considered poor if a household of a particular size matches the income categories shown in exhibit B-1. Otherwise, the household is considered to be nonpoor.

**Exhibit B-1. Poverty definition for Parent and Family Involvement in Education (PFI) analyses, by household size: 2012**

Household size (HHTOTAL) <sup>1</sup>	Income categories in variable TTLHHINC
2	Less than or equal to \$10,000 (TTLHHINC = 1)
3	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
4	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
5	Less than or equal to \$30,000 (TTLHHINC = 1, 2, 3)
6	Less than or equal to \$30,000 (TTLHHINC = 1, 2, 3)
7	Less than or equal to \$40,000 (TTLHHINC = 1, 2, 3, 4)
8	Less than or equal to \$40,000 (TTLHHINC = 1, 2, 3, 4)

<sup>1</sup>Indicates the total number of individuals living in the household, truncated to eight for NHES.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2012); U.S. Census Bureau, Poverty Thresholds for 2011 by Size of Family and Number of Related Children Under 18 Years, <https://www.census.gov/hhes/www/poverty/data/threshld/index.html>.

## Column Variables

### **Table 1 – Method by which school communicated with parents**

Parents were asked whether or not their children’s teachers or school sent them notes or e-mail about their children (FSNOTESX); whether the school sent newsletters, memos, e-mail, or notices addressed to all parents (FSMEMOSX); and whether they were called on the phone (FSPHONCHX).

### **Table 2 – Parental participation in school activities**

Parents were asked whether or not they or anyone else in their household had done the following things since the beginning of the school year: attended a general school meeting such as an open house or a back-to-school night (FSMTNG); attended a meeting of the parent-teacher organization or association (FSPTMTNG); went to a regularly scheduled parent-teacher conference with their child’s teacher (FSATCNFN); attended a school or class event such as a play, dance, sports event, or science fair because of the child (FSSPORTX); served as a volunteer in the child’s classroom or elsewhere in the school (FSVOL); participated in fundraising for the school (FSFUNDRS); served on a school committee (FSCOMMTE); and met with a guidance counselor in person (FSCOUNSLR). For this report, attending a general school meeting or attending a parent-teacher organization or association meeting are combined so that the estimates reported indicate the percentages of students whose parents reported attendance at either of these types of meetings since the beginning of the school year. Similarly, volunteering and serving on a school committee are combined so that the estimate reported indicates the percentage of parents who volunteered or served on a committee.

### **Table 3 – Parental satisfaction with school characteristics and amount of homework**

Parents were asked to rate how satisfied they were with the school their child attends this year (FCSCHOOL). The choices were “very satisfied,” “somewhat satisfied,” “somewhat dissatisfied,” and “very dissatisfied.” Table 3 reports the percentage of parents who were “very satisfied.” The other items in the table, coded in the same way as FCSCHOOL, are satisfaction with the teachers their child has this year (FCTEACHR), satisfaction with the academic



standards of the school (FCSTDS), satisfaction with the order and discipline at the school (FCORDER), and satisfaction with the way the school staff interacts with parents (FCSUPPRT).

Parents who reported that their children did homework outside of school were asked their opinion about the amount of homework their children are assigned (FHAMOUNT). The choices were “The amount is about right,” “It’s too much,” or “It’s too little.” Table 3 reports the percentage of parents who thought that the amount of homework assigned was “about right.”

***Table 4 – Family involvement in homework for students who do homework outside of school***

Parents were asked to report how often their children do homework outside of school (FHHOME). The choices were “never,” “less than once a week,” “1 to 2 days a week,” “3 to 4 days a week,” “5 or more days a week,” or “child does not have homework.” The estimates in table 4 indicate the percentage of students who did homework outside of school less than once per week or more (i.e., the percentage of students whose parents reported any response other than “never” or “child does not have homework”).

Parents were asked to report whether there is a place in their home that is set aside for homework (FHPLACE). The choices were “yes,” “no,” and “child does not do homework at home.” For the analysis, the estimates pertain only to students whose parents reported that their children do homework at home.

Parents were asked to report whether or not an adult in the household checks to see that the children’s homework is done (FHCHECKX). For the analysis, the estimates for “adult in household checks that homework is done” pertain only to students whose parents reported that their children do homework outside of school.

***Table 5 – Parental expectations for student’s education after high school***

Parents were asked to report how far they expect their child to go in their education (SEFUTUREX). The choices were “to receive less than a high school diploma,” “to graduate from high school,” “to attend a vocational school after high school,” “to attend two or more years of college,” “to finish a four- or five-year college degree,” and “to earn a graduate degree or professional degree beyond a bachelor’s.” For the analysis, the estimates for education expectations pertain only to students in grades 6 through 12.

***Table 6 – Family participation in non-school-related activities***

Parents were asked whether they did the following activities with the child in the past month: visited a library (FOLIBRAYX); visited a bookstore (FOBOOKSTX); went to a play, concert, or other live show (FOCONCRTX); visited an art gallery, a museum, or a historical site (FOMUSEUMX); visited a zoo (FOZOOX); attended an event sponsored by a community religious or ethnic group (FOGROUPIX); and attended an athletic or sporting event outside of school in which the child was not a player (FOSPRTEVX). Responses were yes or no.

***Table 7 – Number of homeschooled children***

Table 7 looks at the percentage distribution and rate of homeschooled students. For the purpose of this table, homeschooled students are ages 5 through 17, are in a grade equivalent of at least

kindergarten and not higher than grade 12, and receive instruction at home instead of at a public or private school either all or most of the time. The table excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. The homeschooling rate was calculated using the number of homeschool students in each row variable, divided by the total number of enrolled and homeschooled students within each category.

A special weight was created to account for part-time homeschoolers who appear in the PFI-Enrolled questionnaire. Because of the NHES mail design, it is possible a student's school status changed between the initial household screener and the mailing of the topical survey. It is also possible that the screener respondent and topical respondent were different people and may have reported differently for children or youth in the household. To account for this, a question was asked on the PFI-Enrolled questionnaire to ascertain whether the subject student was homeschooled for some classes. However, follow-up questions about how many hours the child was in school or whether the child had a temporary illness were not asked on the PFI-Enrolled questionnaire. To account for this, cases on the PFI-Enrolled who were reported to be homeschooled for some classes were given a weight that was the inverse of the proportion of students reported on the Homeschool questionnaire to be attending school for more than 25 hours or who were homeschooled because of a temporary illness (.22). This resulted in a weighting factor of .78.

### ***Table 8 – Reasons for homeschooling children***

Parents were asked whether or not they chose to homeschool their child to provide religious instruction (HSRELGON); to provide moral instruction (HSMORAL); because of a concern about the school environment such as safety, drugs, or negative peer pressure (HSSAFETYX); because of dissatisfaction with the academic instruction at other schools (HSDISSATX); to provide a nontraditional approach (HSALTX); because the child has special needs that they believed the school could not or would not meet (HSSPCLNDX); because the child has a physical or mental problem that has lasted six months or more (HSDISABLX); or for other reasons beyond those listed (HSOTHERX).

Parents were asked to indicate the most important reason for homeschooling their child (HSMOSTX) based on the list in the previous question. These choices included the variables listed above.

For the purpose of this table, homeschooled students are ages 5 through 17, are in a grade equivalent of at least kindergarten and not higher than grade 12, and receive instruction at home instead of at a public or private school either all or most of the time. The table excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. Temporary illness was not defined for respondents.

## Appendix C: Standard Error Tables

**Table C-1. Standard errors for table 1: Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
<b>Total.....</b>	<b>327.7</b>	<b>0.6</b>	<b>0.4</b>	<b>0.5</b>
<b>School type</b>				
Public, assigned .....	0.5	0.7	0.5	0.6
Public, chosen .....	0.4	1.6	1.0	1.4
Private, religious .....	0.2	1.8	0.9	1.8
Private, nonreligious .....	0.1	3.6	0.9	3.6
<b>School size</b>				
Under 300 .....	0.3	1.5	1.1	2.0
300–599 .....	0.5	1.1	0.8	1.0
600–999 .....	0.5	1.1	0.7	1.1
1,000 or more .....	0.4	1.0	0.9	1.0
<b>Locale of student’s household</b>				
City .....	0.5	1.1	0.8	1.0
Suburban .....	0.6	1.0	0.6	0.9
Town .....	0.4	2.1	1.2	2.2
Rural .....	0.5	1.3	1.0	1.1
<b>Student’s sex</b>				
Male .....	0.6	0.8	0.6	0.7
Female .....	0.6	0.8	0.5	0.8
<b>Student’s race/ethnicity</b>				
White, non-Hispanic .....	0.3	0.7	0.5	0.7
Black, non-Hispanic .....	0.0	1.7	1.3	1.6
Hispanic .....	0.1	1.5	0.9	1.3
Asian or Pacific Islander, non-Hispanic .....	0.2	2.4	1.7	2.4
Other, non-Hispanic.....	0.2	2.5	1.4	2.0
<b>Student’s grade level</b>				
Kindergarten–2nd grade .....	0.2	1.3	0.7	1.4
3rd–5th grade .....	0.3	1.3	0.8	1.3
6th–8th grade .....	0.3	1.2	0.8	1.3
9th–12th grade .....	0.2	1.0	0.9	1.0

See notes at end of table.

**Table C-1. Standard errors for table 1: Percentage of students in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
<b>Parents' highest education level</b>				
Less than high school .....	0.0	2.6	1.8	2.3
High school graduate or equivalent .....	0.1	1.7	1.4	1.4
Vocational/technical or some college .....	0.3	1.1	0.7	0.9
Bachelor's degree .....	0.3	1.0	0.5	1.0
Graduate or professional school .....	0.0	0.8	0.4	1.0
<b>Parents' language at home</b>				
Both/only parent(s) speak(s) English .....	0.3	0.6	0.4	0.6
One of two parents speaks English .....	0.3	4.1	3.2	3.3
No parent speaks English .....	0.3	2.3	1.3	2.1
<b>Poverty status</b>				
Poor .....	0.3	1.7	1.2	1.5
Nonpoor .....	0.3	0.6	0.4	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table C-2. Standard errors for table 2: Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities, by selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member					
		Attended a general school or PTO/PTA meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor
<b>Total.....</b>	<b>93.3</b>	<b>0.4</b>	<b>0.4</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.6</b>
<b>School type</b>							
Public, assigned .....	263.7	0.5	0.5	0.5	0.5	0.6	0.7
Public, chosen .....	216.3	0.7	1.2	1.2	1.5	1.6	1.3
Private, religious .....	124.1	0.8	1.3	1.4	1.8	1.4	1.9
Private, nonreligious .....	56.5	1.5	2.2	2.1	3.2	3.1	3.8
<b>School size</b>							
Under 300 .....	179.0	1.1	1.2	1.5	1.8	1.6	1.8
300–599 .....	262.8	0.7	0.7	0.8	1.1	0.9	1.1
600–999 .....	280.9	0.8	0.8	1.1	1.0	1.0	1.0
1,000 or more .....	223.0	0.8	1.0	1.0	0.8	0.9	0.9
<b>Locale of student's household</b>							
City .....	241.6	0.8	0.8	0.9	1.0	0.8	0.9
Suburban .....	307.2	0.6	0.7	0.8	0.8	0.8	0.9
Town .....	192.1	1.3	1.8	1.9	1.9	2.2	2.0
Rural .....	252.0	0.9	0.7	1.0	1.1	0.9	1.2
<b>Student's sex</b>							
Male .....	313.4	0.6	0.6	0.6	0.7	0.7	0.7
Female .....	315.3	0.5	0.6	0.7	0.9	0.8	0.8
<b>Student's race/ethnicity</b>							
White, non-Hispanic .....	162.7	0.5	0.5	0.5	0.7	0.6	0.8
Black, non-Hispanic .....	18.3	1.4	1.4	1.6	1.4	1.7	1.8
Hispanic .....	21.3	1.0	1.1	1.4	1.1	1.2	1.2
Asian or Pacific Islander, non-Hispanic.....	118.6	1.6	1.8	2.4	2.3	2.5	2.1
Other, non-Hispanic.....	121.8	1.3	2.1	2.1	2.4	2.3	2.6
<b>Student's grade level</b>							
Kindergarten–2nd grade .....	109.8	0.6	0.9	1.2	1.4	1.2	1.1
3rd–5th grade .....	132.2	0.6	0.8	0.9	1.1	1.1	1.2
6th–8th grade .....	145.0	0.8	0.9	1.1	1.0	1.0	1.0
9th–12th grade .....	101.0	0.8	1.0	0.8	0.7	0.9	0.9

See notes at end of table.

**Table C-2. Standard errors for table 2: Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities, by selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member					
		Attended a general school or PTO/PTA meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor
<b>Parents' highest education level</b>							
Less than high school .....	15.0	1.8	1.9	2.0	1.7	1.8	1.9
High school graduate or equivalent .....	53.0	1.5	1.3	1.4	1.4	1.6	1.4
Vocational/technical or some college .....	169.2	0.5	0.8	0.8	0.9	0.8	1.0
Bachelor's degree .....	168.8	0.6	0.7	0.7	1.2	1.0	1.0
Graduate or professional school .....	29.1	0.4	0.6	0.6	1.1	1.0	0.9
<b>Parents' language at home</b>							
Both/only parent(s) speak(s) English.....	198.5	0.4	0.4	0.4	0.6	0.5	0.6
One of two parents speaks English.....	136.6	2.3	4.1	4.1	3.6	3.3	2.7
No parent speaks English.....	160.2	1.5	2.0	2.1	1.7	1.5	1.7
<b>Poverty status</b>							
Poor.....	142.0	1.1	1.3	1.5	1.3	1.5	1.4
Nonpoor.....	158.1	0.4	0.5	0.5	0.6	0.5	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table C-3. Standard errors for table 3: Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Parent reports of being “very satisfied”					Amount of homework assigned is “about right”
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
<b>Total</b> .....	<b>93.3</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>	<b>0.5</b>
<b>School type</b>							
Public, assigned .....	263.7	0.6	0.6	0.6	0.5	0.6	0.5
Public, chosen .....	216.3	1.1	1.2	1.2	1.3	1.2	1.1
Private, religious .....	124.1	1.4	1.6	1.6	1.4	1.5	1.2
Private, nonreligious .....	56.5	2.5	2.6	2.6	2.8	2.7	3.0
<b>School size</b>							
Under 300 .....	179.0	1.6	1.4	1.6	1.5	1.3	1.4
300–599 .....	262.8	1.0	0.9	0.9	1.1	0.9	0.6
600–999 .....	280.9	1.0	1.0	1.2	1.0	1.1	0.9
1,000 or more .....	223.0	0.9	1.0	0.9	1.1	0.9	1.0
<b>Locale of student’s household</b>							
City .....	241.6	1.1	1.0	1.0	1.1	0.9	0.9
Suburban .....	307.2	0.9	0.9	0.9	0.9	0.9	0.7
Town .....	192.1	2.1	1.9	1.9	2.1	2.2	1.4
Rural .....	252.0	1.0	1.1	1.1	1.1	1.0	0.9
<b>Student’s sex</b>							
Male .....	313.4	0.6	0.7	0.7	0.8	0.8	0.7
Female .....	315.3	0.9	0.9	0.9	0.8	0.9	0.6
<b>Student’s race/ethnicity</b>							
White, non-Hispanic .....	162.7	0.7	0.7	0.7	0.8	0.8	0.6
Black, non-Hispanic .....	18.3	1.6	1.9	1.8	1.8	1.6	1.3
Hispanic .....	21.3	1.3	1.3	1.4	1.2	1.3	1.1
Asian or Pacific Islander, non-Hispanic .....	118.6	2.1	2.4	2.4	2.4	2.2	2.3
Other, non-Hispanic .....	121.8	2.3	2.6	2.5	2.2	2.6	2.3
<b>Student’s grade level</b>							
Kindergarten–2nd grade .....	109.8	1.1	1.1	1.4	1.3	1.3	0.9
3rd–5th grade .....	132.2	1.1	1.0	1.1	1.0	1.1	1.0
6th–8th grade .....	145.0	1.1	1.2	1.0	1.0	1.3	0.9
9th–12th grade .....	101.0	0.9	1.0	0.9	0.9	0.8	0.8

See notes at end of table.



**Table C-3. Standard errors for table 3: Percentage of students in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Parent reports of being “very satisfied”					Amount of homework assigned is “about right”
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
<b>Parents’ highest education level</b>							
Less than high school .....	15.0	2.2	2.2	2.1	2.4	2.0	1.5
High school graduate or equivalent .....	53.0	1.5	1.5	1.5	1.5	1.7	1.2
Vocational/technical or some college .....	169.2	0.9	0.9	0.9	0.9	0.8	0.7
Bachelor’s degree .....	168.8	0.9	0.8	1.0	0.8	1.0	0.9
Graduate or professional school .....	29.1	0.8	0.8	0.9	0.9	0.9	0.8
<b>Parents’ language at home</b>							
Both/only parent(s) speak(s) English .....	198.5	0.5	0.6	0.5	0.5	0.5	0.5
One of two parents speaks English .....	136.6	3.0	3.3	3.3	3.3	2.9	2.5
No parent speaks English .....	160.2	1.9	1.8	1.7	1.8	1.9	1.3
<b>Poverty status</b>							
Poor .....	142.0	1.4	1.3	1.7	1.3	1.3	1.1
Nonpoor .....	158.1	0.6	0.6	0.5	0.6	0.5	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table C-4. Standard errors for table 4: Percentage of students in kindergarten through grade 12 whose parents reported that students do homework outside of school, a place is set aside in the home for students to do homework, and an adult checks that homework is done, by selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Student does homework outside of school	
			Place in home is set aside for homework	Adult in household always checks that homework is done
<b>Total</b> .....	<b>93.3</b>	<b>0.3</b>	<b>0.5</b>	<b>0.4</b>
<b>School type</b>				
Public, assigned .....	263.7	0.3	0.6	0.6
Public, chosen .....	216.3	1.1	1.1	1.1
Private, religious .....	124.1	0.8	1.5	1.9
Private, nonreligious .....	56.5	3.1	2.9	3.6
<b>School size</b>				
Under 300 .....	179.0	0.9	1.4	1.6
300–599 .....	262.8	0.5	0.7	0.8
600–999 .....	280.9	0.5	1.0	0.9
1,000 or more .....	223.0	0.3	0.8	0.9
<b>Locale of student’s household</b>				
City .....	241.6	0.4	0.8	1.0
Suburban .....	307.2	0.5	0.6	0.7
Town .....	192.1	0.5	2.0	2.1
Rural .....	252.0	0.8	1.0	1.0
<b>Student’s sex</b>				
Male .....	313.4	0.4	0.6	0.6
Female .....	315.3	0.3	0.7	0.7
<b>Student’s race/ethnicity</b>				
White, non-Hispanic .....	162.7	0.5	0.6	0.6
Black, non-Hispanic .....	18.3	0.7	1.2	1.6
Hispanic .....	21.3	0.4	1.4	1.2
Asian or Pacific Islander, non-Hispanic .....	118.6	0.7	1.2	2.1
Other, non-Hispanic .....	121.8	0.7	1.4	2.4
<b>Student’s grade level</b>				
Kindergarten–2nd grade .....	109.8	0.8	1.2	0.7
3rd–5th grade .....	132.2	0.4	0.7	0.9
6th–8th grade .....	145.0	0.3	0.9	1.1
9th–12th grade .....	101.0	0.6	0.8	1.0

See notes at end of table.

**Table C-4. Standard errors for table 4: Percentage of students in kindergarten through grade 12 whose parents reported that students do homework outside of school, a place is set aside in the home for students to do homework, and an adult checks that homework is done, by selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Student does homework outside of school	
			Place in home is set aside for homework	Adult in household always checks that homework is done
<b>Parents' highest education level</b>				
Less than high school .....	15.0	1.2	1.6	2.1
High school graduate or equivalent .....	53.0	0.9	1.0	1.3
Vocational/technical or some college .....	169.2	0.4	0.8	0.8
Bachelor's degree .....	168.8	0.3	0.9	0.9
Graduate or professional school .....	29.1	0.3	0.7	0.9
<b>Parents' language at home</b>				
Both/only parent(s) speak(s) English .....	198.5	0.3	0.5	0.5
One of two parents speaks English .....	136.6	3.4	2.2	3.4
No parent speaks English .....	160.2	0.7	1.7	1.8
<b>Poverty status</b>				
Poor .....	142.0	0.8	1.7	1.3
Nonpoor .....	158.1	0.3	0.5	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table C-5. Standard errors for table 5: Percentage of students in grades 6 through 12 whose parents reported expectations of specific educational attainment levels, by selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...					
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree
<b>Total.....</b>	<b>110.8</b>	<b>0.2</b>	<b>0.6</b>	<b>0.5</b>	<b>0.6</b>	<b>0.6</b>	<b>0.8</b>
<b>School type</b>							
Public, assigned .....	169.2	0.2	0.7	0.6	0.7	0.7	1.0
Public, chosen .....	122.0	0.3	1.0	0.6	1.1	1.6	1.7
Private, religious .....	75.5	†	1.1	0.7	1.5	2.3	2.4
Private, nonreligious .....	33.9	†	†	3.2	2.6	2.8	4.3
<b>School size</b>							
Under 300 .....	107.9	0.8	1.8	1.3	2.2	1.8	2.0
300–599 .....	136.7	0.4	0.7	1.0	1.4	1.2	1.7
600–999 .....	172.7	0.2	1.5	0.7	1.0	1.1	1.5
1,000 or more .....	188.3	0.3	0.7	0.7	0.7	1.0	1.1
<b>Locale of student's household</b>							
City .....	170.2	0.3	1.0	0.7	1.1	1.1	1.4
Suburban .....	186.5	0.2	0.8	0.7	0.8	1.0	1.2
Town .....	110.9	0.3	2.0	1.4	1.8	2.0	2.0
Rural .....	164.2	0.5	1.3	1.0	1.3	1.3	1.3
<b>Student's sex</b>							
Male .....	195.7	0.3	0.9	0.8	0.8	0.8	0.9
Female .....	189.3	0.2	0.5	0.4	0.8	0.8	1.2
<b>Student's race/ethnicity</b>							
White, non-Hispanic .....	161.0	0.3	0.6	0.5	0.8	0.8	0.8
Black, non-Hispanic .....	113.3	0.5	2.1	1.2	1.8	1.2	2.2
Hispanic .....	124.1	0.4	1.0	1.2	1.0	1.4	1.8
Asian or Pacific Islander, non-Hispanic .....	72.9	0.5	1.3	0.6	1.7	3.0	3.0
Other, non-Hispanic .....	74.9	†	3.6	1.1	2.7	2.8	2.9
<b>Student's grade level</b>							
6th–8th grade .....	145.0	0.3	0.7	0.7	0.9	0.9	1.0
9th–12th grade .....	101.0	0.2	0.7	0.6	0.7	0.8	1.1

See notes at end of table.

**Table C-5. Standard errors for table 5: Percentage of students in grades 6 through 12 whose parents reported expectations of specific educational attainment levels, by selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...					
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree
<b>Parents' highest education level</b>							
Less than high school .....	118.7	0.8	2.0	2.0	2.0	1.8	2.7
High school graduate or equivalent .....	146.6	0.4	1.9	1.2	1.7	1.2	1.9
Vocational/technical or some college .....	142.4	0.3	0.6	0.7	0.8	0.9	1.1
Bachelor's degree .....	125.8	†	0.3	0.5	0.7	1.6	1.5
Graduate or professional school .....	66.7	†	0.3	0.3	0.5	1.1	1.1
<b>Parents' language at home</b>							
Both/only parent(s) speak(s) English .....	178.5	0.2	0.6	0.5	0.7	0.6	0.8
One of two parents speaks English .....	74.2	†	1.3	3.1	3.0	4.0	4.4
No parent speaks English .....	143.0	0.8	1.5	1.4	1.3	2.1	2.6
<b>Poverty status</b>							
Poor .....	121.2	0.7	1.4	1.4	1.5	1.1	2.1
Nonpoor .....	161.5	0.2	0.7	0.5	0.7	0.7	0.8

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table C-6. Standard errors for table 6: Percentage of students in kindergarten through grade 12 whose parents reported participation in various activities, by selected school, student, and family characteristics: 2011–12**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Activities in the past month						
		Visited library	Visited bookstore	Gone to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event	Attended athletic/sporting event
<b>Total.....</b>	<b>93.3</b>	<b>0.5</b>	<b>0.6</b>	<b>0.5</b>	<b>0.4</b>	<b>0.5</b>	<b>0.5</b>	<b>0.6</b>
<b>School type</b>								
Public, assigned .....	263.7	0.6	0.6	0.6	0.5	0.6	0.6	0.7
Public, chosen .....	216.3	1.6	1.5	1.5	1.2	1.4	1.5	1.5
Private, religious .....	124.1	2.0	1.9	1.8	1.6	1.3	2.0	1.8
Private, nonreligious .....	56.5	3.1	3.8	3.4	3.8	3.3	3.5	3.2
<b>School size</b>								
Under 300 .....	179.0	1.8	1.5	1.6	1.3	1.4	1.8	1.8
300–599 .....	262.8	1.0	1.0	1.0	0.9	0.9	0.9	1.0
600–999 .....	280.9	1.2	1.0	1.0	0.8	0.9	1.1	1.0
1,000 or more .....	223.0	0.9	1.0	1.0	0.8	0.8	1.1	1.1
<b>Locale of student's household</b>								
City .....	241.6	1.2	0.9	1.0	0.7	0.9	1.1	1.1
Suburban .....	307.2	1.0	0.9	0.9	0.8	0.8	0.8	1.0
Town .....	192.1	2.7	2.0	1.8	1.9	1.7	2.5	1.9
Rural .....	252.0	1.1	1.0	1.0	0.9	0.9	1.1	1.1
<b>Student's sex</b>								
Male .....	313.4	0.8	0.8	0.8	0.7	0.6	0.8	0.9
Female .....	315.3	0.8	0.8	0.7	0.7	0.6	0.7	0.8
<b>Student's race/ethnicity</b>								
White, non-Hispanic .....	162.7	0.7	0.7	0.6	0.5	0.5	0.7	0.7
Black, non-Hispanic .....	18.3	1.7	1.5	1.7	1.2	1.5	1.5	1.7
Hispanic .....	21.3	1.4	1.2	1.3	1.1	1.2	1.4	1.3
Asian or Pacific Islander, non-Hispanic .....	118.6	2.6	2.3	2.3	2.4	2.5	2.8	2.3
Other, non-Hispanic .....	121.8	2.4	2.4	2.1	2.0	2.0	2.4	2.7
<b>Student's grade level</b>								
Kindergarten–2nd grade .....	109.8	1.1	1.3	1.4	1.1	1.4	1.3	1.4
3rd–5th grade .....	132.2	1.2	1.3	1.1	1.1	1.1	1.2	1.3
6th–8th grade .....	145.0	1.1	1.1	1.0	0.8	0.7	1.2	1.2
9th–12th grade .....	101.0	0.8	0.9	0.8	0.7	0.7	0.9	1.0

See notes at end of table.

**Table C-6. Standard errors for table 6: Percentage of students in kindergarten through grade 12 whose parents reported participation in various activities, by selected school, student, and family characteristics: 2011–12—Continued**

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Activities in the past month						
		Visited library	Visited bookstore	Gone to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event	Attended athletic/sporting event
<b>Parents' highest education level</b>								
Less than high school .....	15.0	2.1	1.8	1.6	1.6	2.0	1.9	2.0
High school graduate or equivalent .....	53.0	1.5	1.2	1.3	1.1	1.1	1.5	1.4
Vocational/technical or some college .....	169.2	0.8	1.0	0.8	0.8	0.9	0.9	1.1
Bachelor's degree .....	168.8	1.0	1.1	1.2	1.0	0.8	1.0	1.2
Graduate or professional school .....	29.1	1.0	0.9	0.9	1.0	0.7	1.0	1.1
<b>Parents' language at home</b>								
Both/only parent(s) speak(s) English .....	198.5	0.5	0.6	0.6	0.5	0.5	0.4	0.6
One of two parents speaks English .....	136.6	3.5	2.7	2.8	2.6	2.5	3.6	3.4
No parent speaks English .....	160.2	1.9	2.1	1.7	1.6	1.8	1.8	1.9
<b>Poverty status</b>								
Poor .....	142.0	1.5	1.3	1.2	0.9	1.2	1.4	1.5
Nonpoor .....	158.1	0.5	0.6	0.6	0.5	0.5	0.5	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.

**Table C-7. Standard errors for table 7: Number and percentage distribution of all children ages 5–17 who were homeschooled and homeschooling rate, by selected characteristics: 2011–12**

Characteristic	Number (thousands)	Percentage distribution	Homeschooling rate
<b>Total</b> .....	116.8	†	0.23
<b>Locale of student's household</b>			
City.....	60.1	2.9	0.40
Suburban.....	66.7	3.0	0.34
Town.....	31.9	1.7	0.65
Rural.....	67.8	3.3	0.54
<b>Student's sex</b>			
Male.....	74.1	2.9	0.28
Female.....	80.5	2.9	0.32
<b>Student's race/ethnicity</b>			
White, non-Hispanic.....	95.8	3.0	0.35
Black, non-Hispanic.....	37.8	2.1	0.53
Hispanic.....	41.3	2.2	0.35
Asian or Pacific Islander, non-Hispanic.....	21.8	1.2	0.77
Other, non-Hispanic.....	17.6	1.0	0.62
<b>Student's grade equivalent</b>			
Kindergarten–2nd grade.....	61.7	2.9	0.46
3rd–5th grade.....	55.6	2.6	0.45
6th–8th grade.....	49.6	2.7	0.41
9th–12th grade.....	54.8	2.6	0.40
<b>Parents' highest education level</b>			
Less than high school.....	50.6	2.6	0.84
High school graduate or equivalent.....	59.5	2.7	0.57
Vocational/technical or some college.....	45.3	2.3	0.29
Bachelor's degree.....	50.9	2.6	0.43
Graduate or professional school.....	26.8	1.5	0.35
<b>Poverty status</b>			
Poor.....	54.6	2.6	0.55
Nonpoor.....	98.4	2.6	0.24

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.



**Table C-8. Standard errors for table 8: Number and percentage of school-age children who were homeschooled, by reasons parents gave as important and most important for homeschooling: 2011–12**

Reason	Important		Most important	
	Number (thousands)	Percent	Number	Percent
A desire to provide religious instruction.....	68.0	3.9	35.0	3.1
A desire to provide moral instruction.....	77.6	3.3	13.4	1.2
A concern about environment of other schools.....	80.2	2.4	34.3	3.1
A dissatisfaction with academic instruction at other schools.....	72.8	3.3	41.9	3.4
A desire to provide a nontraditional approach to child's education.....	43.7	3.6	17.5	1.7
Child has other special needs.....	29.9	2.9	10.8	†
Child has a physical or mental health problem.....	30.2	2.6	15.0	1.3
Other reasons.....	56.5	3.7	45.4	3.4

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2012.