

Parent and Family Involvement in Education: Results from the National Household Education Surveys Program of 2016

First Look



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Introduction

This report presents data on students in the United States attending kindergarten through grade 12. The focus of the report is on parent and family involvement in the students' education during the 2015–16 school year, as reported by the students' parents. It includes the percentage of students who participated in selected family activities. This report also presents characteristics on homeschooling, including homeschooling rates and reasons for homeschooling. 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 Parent and Family Involvement in Education (PFI) Survey, administered as part of the 2016 National Household Education Surveys Program (NHES:2016). The PFI survey collects data about 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, such as attending a school or class event. For homeschooled students, the survey asks questions related to students' homeschooling experiences, the sources of the curriculum, and the reasons for homeschooling. Parents are the respondents.

The NHES:2016 used a nationally representative address-based sample covering the 50 states and the District of Columbia. The survey was conducted by the U.S. Census Bureau from January through August 2016. The 2016 administration of NHES included a screener survey and three topical surveys: the Early Childhood Program Participation Survey, the Adult Training and Education Survey, and the PFI. The screener survey asked for an enumeration of household members and was used to select an eligible household member for a topical survey. All sampled households received initial contact by mail. Although the majority of respondents completed paper questionnaires, a small sample of cases was part of a web experiment with mailed invitations to complete the survey online. For more information about the 2016 web experiment, including methodology, please reference the forthcoming *Data File User's Manual* (McPhee, Jackson, Bielick, Masterton, Battle, McQuiggan, Payri, Cox, and Medway, forthcoming).

The NHES:2012, which was the last time the NHES was administered, also used an address-based sample; however, there was no option to complete the survey online. Prior to 2012, the NHES used random digit dial samples of landline telephones. Due to changes in the survey mode over the last few administrations, readers should use caution when comparing estimates with 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 14,075 (13,523 enrolled and 552 homeschooled children), representing a population of 53.2 million students either homeschooled or enrolled in a public or private school in 2015–16.

The screener questionnaire had a weighted response rate of 66.4 percent. The weighted unit response rate for the PFI is 74.3 percent, and the overall response rate is 49.3 percent. An analysis of bias in the NHES:2016 data, described further in appendix A, detected some measurable differences between respondents and the original sample, which were partially corrected by the use of nonresponse-adjusted weights. 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.

The results presented in this report are weighted. All statements of comparison 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 compare estimates in the tables.

Tables 1 through 6 in this report present data 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 specifically examine characteristics of homeschoolers and homeschooling rates as well as reasons for homeschooling. Students enrolled in public or private schools for more than 25 hours per week are not included in homeschooling tables. Additionally, homeschooling tables are restricted to students ages 5–17, whereas students in grades K–12 could be younger than 5 or older than 17.

This *First Look* report presents 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 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

- In the 2015-16 school year, 89 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. Sixty-two percent of students had parents who reported receiving notes or e-mail from the school specifically about their child, and 42 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 meeting (89 percent). Seventy-eight percent of students had parents who reported attending a regularly scheduled parent-teacher conference; 79 percent had parents who attended a school or class event; 43 percent had parents who volunteered or served on a school committee; 59 percent had parents who participated in school fundraising; and 33 percent had parents who met with a guidance counselor. Parents reported attending an average of 7.5 meetings or activities at their children’s school during the 2015-16 school year (table 2).
- Eighty-three percent of students in kindergarten through grade 2 had parents who felt that the amount of homework their child is assigned is “about right.” This percentage was significantly higher than the percentage for students in grades 3 through 5 (75 percent), students in grades 6 through 8 (73 percent), and students in grades 9 through 12 (70 percent) (table 3).
- According to their parents, 94 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 66 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; 15 percent were expected to attend 2 or more years of college; 29 percent were expected to earn a bachelor’s degree; and 39 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 (34 percent); visited a bookstore (34 percent); went to a play, concert, or other live show (34 percent); visited an art gallery, a museum, or a historical site (25 percent); visited a zoo or an aquarium (24 percent); or attended an athletic or sporting event (42 percent) (table 6).
- Overall, about 3 percent of students ages 5 through 17 were reported as being homeschooled, representing 1.7 million homeschooled students in 2016. The homeschooling rate among students from rural areas (4 percent) was higher than the homeschooling rate for students in cities (3 percent) and suburban areas (3 percent). Although the homeschooling rate for students in towns was also around 4 percent, it was not significantly different from students in cities, suburban, or rural areas (table 7).

- When asked to select the reasons parents decided to homeschool their child, the highest percentage of homeschooled students had parents who said that a concern about the environment of other schools, such as safety, drugs, or negative peer pressure was one reason to homeschool (80 percent). The highest percentage of students' parents reported that among all reasons, a concern about the environment of other schools was the most important reason for homeschooling (34 percent). Seventeen percent of homeschooled students had parents who reported dissatisfaction with academic instruction at other schools as the most important reason for homeschooling, while 16 percent reported a desire to provide religious instruction as the most important reason for homeschooling (table 8).

Estimate Tables

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: 2015–16

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
Total	51,162	62	89	42
School type¹				
Public, assigned	38,730	61	88	42
Public, chosen	7,282	64	90	45
Private, religious	3,686	69	96	37
Private, nonreligious	1,043	80	97	42
School size²				
Under 300	5,800	67	90	46
300–599	16,953	65	91	43
600–999	15,126	62	89	42
1,000 or more	12,990	57	87	41
Locale of student's household³				
City	16,278	59	88	46
Suburban	22,615	65	92	40
Town	4,042	61	86	43
Rural	8,227	61	86	42
Student's sex				
Male	26,495	63	89	46
Female	24,667	61	90	39
Student's race/ethnicity				
White, non-Hispanic	25,703	64	91	38
Black, non-Hispanic	7,139	64	87	57
Hispanic	12,281	59	86	46
Asian or Pacific Islander, non-Hispanic	3,199	53	87	30
Other, non-Hispanic ⁴	2,840	64	92	43
Student's grade level				
Kindergarten–2nd grade	13,090	67	93	42
3rd–5th grade	12,040	65	92	44
6th–8th grade	11,602	61	87	43
9th–12th grade	14,430	56	85	41

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: 2015–16—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
Highest education level of parents/guardians				
Less than high school	5,530	49	77	49
High school graduate or equivalent	9,986	54	81	44
Vocational/technical or some college	13,174	63	89	48
Bachelor’s degree	13,789	66	96	38
Graduate or professional school	8,683	73	97	35
English spoken at home by parents/guardians⁵				
Both/only parent(s)/guardian(s) speak(s) English	43,115	64	90	42
One of two parents/guardians speaks English	1,882	55	85	49
No parent/guardian speaks English	6,165	53	85	44
Poverty status⁶				
Poor	8,971	54	79	53
Nonpoor	42,191	64	92	40

¹ 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 67 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school.

² Excludes 81 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

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

⁴ “Other, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

⁵ Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

⁶ 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), 2016.

Table 2. Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities and mean number of meetings or activities, by selected school, student, and family characteristics: 2015–16

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member						Mean number of meetings or activities at child's school
		Attended a general school or PTO/PTA meeting ¹	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	
Total	51,162	89	78	79	43	59	33	7.5
School type²								
Public, assigned	38,730	88	76	78	39	57	33	7.0
Public, chosen	7,282	90	79	78	46	58	33	7.7
Private, religious	3,686	92	85	92	73	80	38	11.6
Private, nonreligious	1,043	97	92	90	67	71	39	10.6
School size³								
Under 300	5,800	88	87	85	54	68	33	8.2
300–599	16,953	91	85	82	50	64	30	7.8
600–999	15,126	91	81	78	43	60	29	7.5
1,000 or more	12,990	83	59	74	31	49	42	6.9
Locale of student's household⁴								
City	16,278	86	79	75	42	53	34	7.4
Suburban	22,615	90	78	81	46	62	34	7.4
Town	4,042	87	77	76	35	57	32	7.3
Rural	8,227	90	76	84	44	67	30	8.3
Student's sex								
Male	26,495	87	79	77	42	58	35	7.5
Female	24,667	90	77	82	45	61	31	7.5
Student's race/ethnicity								
White, non-Hispanic	25,703	91	79	86	49	69	32	8.6
Black, non-Hispanic	7,139	87	79	72	34	48	43	6.1
Hispanic	12,281	87	75	71	36	48	33	6.4
Asian or Pacific Islander, non-Hispanic	3,199	80	76	71	42	51	26	5.2
Other, non-Hispanic ⁵	2,840	91	79	83	49	60	33	8.3
Student's grade level								
Kindergarten–2nd grade	13,090	91	92	85	56	67	23	7.5
3rd–5th grade	12,040	92	90	84	51	65	27	7.6
6th–8th grade	11,602	90	73	76	35	55	34	6.9
9th–12th grade	14,430	82	58	73	32	51	48	8.0

See notes at end of table.

Table 2. Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities and mean number of meetings or activities, by selected school, student, and family characteristics: 2015–16—Continued

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member						Mean number of meetings or activities at child's school
		Attended a general school or PTO/PTA meeting ¹	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	
Highest education level of parents/guardians								
Less than high school	5,530	76	70	54	25	29	35	5.0
High school graduate or equivalent	9,986	82	73	69	27	49	31	5.5
Vocational/technical or some college	13,174	90	76	80	39	60	35	7.0
Bachelor's degree	13,789	93	82	87	54	70	32	9.1
Graduate or professional school	8,683	95	84	93	65	73	34	9.9
English spoken at home by parents/guardians⁶								
Both/only parent(s)/guardian(s) speak(s) English	43,115	90	79	82	46	64	34	7.9
One of two parents/guardians speaks English	1,882	86	74	71	38	47	33	6.8
No parent/guardian speaks English	6,165	81	68	62	25	33	30	4.9
Poverty status⁷								
Poor	8,971	81	75	62	27	37	37	5.6
Nonpoor	42,191	90	78	83	47	64	32	7.9

¹ Parent Teacher Organization (PTO) or Parent Teacher Association (PTA) meeting.

² 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 67 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school.

³ Excludes 81 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

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

⁵ "Other, non-Hispanic" includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

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

⁷ 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), 2016.

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: 2015–16

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Parent reports of being “very satisfied”					Amount of homework assigned is “about right” ¹
		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	
Total	51,162	60	61	59	59	54	75
School type²							
Public, assigned	38,730	57	59	56	56	51	75
Public, chosen	7,282	65	62	65	62	56	75
Private, religious	3,686	78	74	79	81	73	77
Private, nonreligious	1,043	84	75	81	76	75	76
School size³							
Under 300	5,800	66	67	64	65	63	78
300–599	16,953	63	66	61	62	59	77
600–999	15,126	60	64	60	60	56	75
1,000 or more	12,990	55	49	55	54	42	71
Locale of student’s household⁴							
City	16,278	59	60	58	58	55	75
Suburban	22,615	63	62	62	62	55	74
Town	4,042	56	60	55	55	50	78
Rural	8,227	58	60	56	57	53	76
Student’s sex							
Male	26,495	60	60	58	60	54	76
Female	24,667	61	61	60	59	54	75
Student’s race/ethnicity							
White, non-Hispanic	25,703	65	64	62	62	56	75
Black, non-Hispanic	7,139	48	52	54	52	51	78
Hispanic	12,281	60	61	58	59	53	76
Asian or Pacific Islander, non-Hispanic	3,199	60	60	57	60	55	78
Other, non-Hispanic ⁵	2,840	55	58	56	56	51	70
Student’s grade level							
Kindergarten–2nd grade	13,090	69	75	67	68	67	83
3rd–5th grade	12,040	65	68	62	65	62	75
6th–8th grade	11,602	54	55	55	53	47	73
9th–12th grade	14,430	54	47	54	52	43	70

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: 2015–16—Continued

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Parent reports of being “very satisfied”					Amount of homework assigned is “about right” ¹
		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	
Highest education level of parents/guardians							
Less than high school	5,530	59	61	54	56	53	78
High school graduate or equivalent	9,986	53	58	54	54	50	78
Vocational/technical or some college	13,174	57	58	56	56	52	75
Bachelor’s degree	13,789	65	64	64	63	57	74
Graduate or professional school	8,683	68	64	66	68	60	73
English spoken at home by parents/guardians⁶							
Both/only parent(s)/guardian(s) speak(s) English	43,115	60	60	59	59	54	75
One of two parents/guardians speaks English	1,882	61	60	58	65	61	75
No parent/guardian speaks English	6,165	62	66	58	62	54	78
Poverty status⁷							
Poor	8,971	53	61	54	54	52	79
Nonpoor	42,191	62	61	60	61	55	75

¹ 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.

² 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 67 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school.

³ Excludes 81 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

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

⁵ “Other, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

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

⁷ 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), 2016.

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: 2015–16

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Among students that do homework outside of school ¹	
			Place in home is set aside for homework ²	Adult in household always checks that homework is done ³
Total	51,162	94	86	66
School type⁴				
Public, assigned	38,730	94	86	66
Public, chosen	7,282	94	86	66
Private, religious	3,686	95	86	64
Private, nonreligious	1,043	88	84	59
School size⁵				
Under 300	5,800	89	85	74
300–599	16,953	94	85	76
600–999	15,126	95	86	71
1,000 or more	12,990	94	86	44
Locale of student's household⁶				
City	16,278	93	87	68
Suburban	22,615	95	86	65
Town	4,042	91	82	66
Rural	8,227	93	84	66
Student's sex				
Male	26,495	93	86	68
Female	24,667	95	85	64
Student's race/ethnicity				
White, non-Hispanic	25,703	94	85	64
Black, non-Hispanic	7,139	93	88	71
Hispanic	12,281	94	86	70
Asian or Pacific Islander, non-Hispanic	3,199	96	87	58
Other, non-Hispanic ⁷	2,840	92	87	66
Student's grade level				
Kindergarten–2nd grade	13,090	93	85	93
3rd–5th grade	12,040	97	87	82
6th–8th grade	11,602	95	86	56
9th–12th grade	14,430	91	84	36

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: 2015–16—Continued

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Among students that do homework outside of school ¹	
			Place in home is set aside for homework ²	Adult in household always checks that homework is done ³
Highest education level of parents/guardians				
Less than high school	5,530	91	83	66
High school graduate or equivalent	9,986	92	87	69
Vocational/technical or some college	13,174	94	87	69
Bachelor's degree	13,789	95	85	64
Graduate or professional school	8,683	97	85	63
English spoken at home by parents/guardians⁸				
Both/only parent(s)/guardian(s) speak(s) English	43,115	94	86	66
One of two parents/guardians speaks English	1,882	95	86	70
No parent/guardian speaks English	6,165	94	82	65
Poverty status⁹				
Poor	8,971	91	86	72
Nonpoor	42,191	95	86	65

¹ The denominator for the final two columns represents the total number of students reported to do homework outside of school, which is different from the denominator for column two, which includes all students.

² 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.

³ 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.”

⁴ 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 67 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school.

⁵ Excludes 81 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

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

⁷ “Other, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

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

⁹ 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), 2016.

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: 2015–16

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	Earn a bachelor's degree	Earn a graduate or professional degree
Total	26,032	1	9	8	15	29	39
School type¹							
Public, assigned	19,670	1	9	8	16	29	36
Public, chosen	3,749	1 !	8	7	12	27	45
Private, religious	1,935	‡	2 !	3	9	34	51
Private, nonreligious	489	‡	‡	‡	3 !	36	53
School size²							
Under 300	2,238	2 !	12	10	18	26	33
300–599	5,364	1 !	12	9	16	25	37
600–999	6,874	1	10	7	14	29	39
1,000 or more	11,394	1	6	7	14	31	42
Locale of student's household³							
City	7,882	2	9	6	13	29	41
Suburban	11,789	1	7	6	13	30	43
Town	2,029	‡	10	11	24	22	32
Rural	4,333	1	13	13	18	29	26
Student's sex							
Male	13,539	1	10	10	15	29	34
Female	12,494	1	8	5	15	28	44
Student's race/ethnicity							
White, non-Hispanic	13,483	1	9	9	16	32	33
Black, non-Hispanic	3,657	1	14	9	14	18	43
Hispanic	6,075	1	7	6	14	27	45
Asian or Pacific Islander, non-Hispanic	1,440	‡	2 !	‡	7	34	56
Other, non-Hispanic ⁴	1,378	‡	8	6	16	28	40
Student's grade level							
6th–8th grade	11,602	1	9	7	14	28	42
9th–12th grade	14,430	1	8	8	16	29	37
Highest education level of parents/guardians							
Less than high school	2,853	3 !	16	9	16	24	31
High school graduate or equivalent	5,166	1 !	20	10	23	16	29
Vocational/technical or some college	6,710	1 !	7	11	22	28	31
Bachelor's degree	7,086	1 !	3	5	7	42	42
Graduate or professional school	4,219	1 !	1	2	5	28	63

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: 2015–16—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	Earn a bachelor's degree	Earn a graduate or professional degree
English spoken at home by parents/guardians⁵							
Both/only parent(s)/guardian(s) speak(s) English	22,063	1	9	8	16	29	37
One of two parents/guardians speaks English	881	#	8 !	4 !	16	17	56
No parent/guardian speaks English	3,088	1 !	5 !	4 !	8	32	50
Poverty status⁶							
Poor	4,210	2	21	7	19	17	34
Nonpoor	21,823	1	6	8	14	31	40

Estimate rounds to zero.

‡ Reporting standards not met. There were too few cases for a reliable estimate.

! Interpret data with caution; coefficient of variation is between 30 and 50 percent.

¹ 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 38 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school.

² Excludes 58 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

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

⁴ "Other, non-Hispanic" includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

⁵ Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

⁶ 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), 2016.

Table 6. Percentage of students in kindergarten through grade 12 whose parents reported participation in various activities, by selected school, student, and family characteristics: 2015–16

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 ¹	Attended athletic/sporting event ²
Total	51,162	34	34	34	25	24	54	42
School type³								
Public, assigned	38,730	33	32	33	24	24	52	41
Public, chosen	7,282	38	35	35	28	28	54	41
Private, religious	3,686	35	40	41	31	20	69	49
Private, nonreligious	1,043	36	42	53	34	21	56	40
School size⁴								
Under 300	5,800	35	32	35	27	26	59	43
300–599	16,953	40	35	34	27	27	57	43
600–999	15,126	36	35	34	27	26	53	42
1,000 or more	12,990	25	30	33	21	17	48	39
Locale of student's household⁵								
City	16,278	37	35	33	28	28	51	39
Suburban	22,615	35	35	37	27	24	54	43
Town	4,042	31	26	29	19	17	52	40
Rural	8,227	29	30	32	20	19	57	45
Student's sex								
Male	26,495	32	31	30	24	23	52	44
Female	24,667	37	37	39	27	24	55	40
Student's race/ethnicity								
White, non-Hispanic	25,703	32	35	36	26	20	53	44
Black, non-Hispanic	7,139	40	28	33	26	28	64	45
Hispanic	12,281	31	32	32	25	30	51	40
Asian or Pacific Islander, non-Hispanic	3,199	47	35	33	24	24	49	26
Other, non-Hispanic ⁶	2,840	38	39	34	29	21	52	36
Student's grade level								
Kindergarten–2nd grade	13,090	41	35	32	28	37	54	38
3rd–5th grade	12,040	43	39	35	31	28	57	45
6th–8th grade	11,602	34	33	35	23	19	55	45
9th–12th grade	14,430	21	29	34	20	13	49	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: 2015–16—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 ¹	Attended athletic/sporting event ²
Highest education level of parents/guardians								
Less than high school	5,530	30	22	24	16	28	40	31
High school graduate or equivalent	9,986	29	23	28	20	25	47	38
Vocational/technical or some college	13,174	32	32	31	23	23	52	41
Bachelor's degree	13,789	36	40	39	30	23	59	46
Graduate or professional school	8,683	44	45	45	34	22	64	47
English spoken at home by parents/guardians⁷								
Both/only parent(s)/guardian(s) speak(s) English	43,115	35	35	35	26	23	55	43
One of two parents/guardians speaks English	1,882	36	28	33	20	22	51	38
No parent/guardian speaks English	6,165	29	28	28	21	29	48	31
Poverty status⁸								
Poor	8,971	36	23	24	21	29	47	35
Nonpoor	42,191	34	36	36	26	23	55	43

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

² 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.

³ 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 67 cases where the Common Core of Data (CCD) indicated that the school was public but the respondent indicated the student attended a private school.

⁴ Excludes 81 cases because of missing data on the Common Core of Data (CCD)/Private School Survey (PSS) data files.

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

⁶ "Other, non-Hispanic" includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

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

⁸ 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), 2016.

Table 7. Percentage distribution of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through grade 12 and homeschooling rate, by selected student and family characteristics: 2015–16

Characteristic	Number of students 5–17 (thousands)	Percentage distribution	Homeschooling rate ¹
Total	51,644	100	3.3
Locale of student’s household²			
City	16,345	29	3.0
Suburban	22,796	39	2.9
Town	4,136	10	4.3
Rural	8,367	22	4.4
Student’s sex			
Male	26,544	48	3.0
Female	25,101	52	3.5
Student’s race/ethnicity			
White, non-Hispanic	26,052	59	3.8
Black, non-Hispanic	7,055	8	1.9
Hispanic	12,553	26	3.5
Asian or Pacific Islander, non-Hispanic	3,226	3	1.5
Other, non-Hispanic ³	2,757	4	2.4
Student’s grade equivalent			
Kindergarten–2nd grade	13,256	23	2.9
3rd–5th grade	12,433	22	3.0
6th–8th grade	12,001	24	3.3
9th–12th grade	13,954	31	3.8
Highest education level of parents/guardians			
Less than high school	5,670	15	4.4
High school graduate or equivalent	9,910	16	2.7
Vocational/technical or some college	13,336	25	3.1
Bachelor’s degree	13,952	30	3.6
Graduate or professional school	8,777	15	3.0
English spoken at home by parents/guardians⁴			
Both/only parent(s)/guardian(s) speak(s) English	43,429	84	3.3
One of two parents/guardians speaks English	1,939	5 !	4.7 !
No parent/guardian speaks English	6,277	11	2.9
Poverty status⁵			
Poor	9,173	21	3.9
Nonpoor	42,472	79	3.1

! Interpret data with caution; coefficient of variation is between 30 and 50 percent.

¹ The homeschooling rate is the percentage of the total subgroup that is homeschooled. For example, in 2016, some 3 percent of all school-age males were homeschooled. The total number of homeschooled students in 2016 was 1,689,726 (standard error of 118,447.8).

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

³ “Other, non-Hispanic” includes American Indian and Alaska Native children who are not Hispanic and children reported as a race/ethnicity not listed.

⁴ Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

⁵ 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 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), 2016.

Table 8. Percentage of school-age children who were homeschooled, ages 5 through 17 with a grade equivalent of kindergarten through grade 12, by reasons parents gave as important and most important for homeschooling: 2015–16

	Important ¹	Most important
A desire to provide religious instruction	51	16
A desire to provide moral instruction	67	5
A concern about environment of other schools ²	80	34
A dissatisfaction with academic instruction at other schools	61	17
A desire to provide a nontraditional approach to child’s education	39	6
Child has other special needs	20	6
Child has a physical or mental health problem	14	6
Child has a temporary illness	4	‡
Other reasons ³	22	11

‡ Reporting standards not met. There were too few cases for a reliable estimate.

¹ Respondents could choose more than one reason.

² Based on the response to the question, “You are concerned about the school environment, such as safety, drugs, or negative peer pressure?”

³ 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 a more flexible schedule.

NOTE: Homeschooled students are school-age children 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), 2016.

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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 survey data released from the Parent and Family Involvement in Education (PFI) Survey of the 2016 NHES. Earlier administrations of the NHES—in 1996, 1999, 2003, 2007, and 2012—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 2016. 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 *National Household Education Surveys Program of 2016: Data File User's Manual* (McPhee et al., forthcoming).

The NHES:2016 sample was selected using a two-stage address-based sampling frame. The first sampling stage selected residential addresses; at this first stage, households were asked to complete a screener questionnaire. 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. At the second stage, one individual from each household was sampled. The majority of data were collected using printed questionnaires that were mailed to the sampled respondents. However, 35,000 of 206,000 sampled households were first asked to complete the survey by web in order to assess the feasibility of including a web-based administration in future NHES collections. A total of 1,803 respondents completed the PFI by web, which is about 13 percent of all PFI respondents. For more information about the 2016 web experiment, including response rates by administration mode, please see the forthcoming *Data File User's Manual* (McPhee et al., forthcoming).

The NHES:2016 included four topical survey instruments: the Parent and Family Involvement Survey for enrolled students (PFI-Enrolled), the Parent and Family Involvement Survey for homeschooled students (PFI-Homeschooled), the Early Childhood Program Participation Survey (ECPP), and the Adult Training and Education Survey (ATES). A within-household sampling scheme controlled for the number of persons sampled for topical questionnaires in each household. No household received more than one survey; either one child was sampled for the ECPP survey, the PFI-Enrolled, or the PFI-Homeschooled survey; or an adult was sampled for the ATES.

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 who are ages 3 through 20 and homeschooled for these grades. While the PFI sample is representative of children ages 3 through 20, homeschooling estimates are restricted to children ages 5 through 17 for analytical purposes.

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

support families, satisfaction with different aspects of the school, family involvement in schoolwork, and family involvement in selected 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 contact materials and questionnaires (both printed and online) were available in English and Spanish. The total number of completed PFI surveys was 14,075, representing a population of 53.2 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 such as 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 were 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 selected for the NHES:2016 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 the chance 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 79 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 78 percent to 80 percent [79 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, then these intervals would contain the true population parameter 95 percent of the time.

Weighting

To produce estimates representing national totals rather than sample characteristics, all of the analyses 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.

Complex sample designs, such as that used in NHES:2016, result in data that violate some of the assumptions that are 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 Stata 13.1 software and the jackknife option (jkrweight) 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:2016 collection, an initial screener questionnaire was sent to all sampled households to determine which household members were eligible to be sampled for a second-stage survey on a specific topic. Screener questionnaires were completed by 115,342 households, for a weighted screener unit response rate of 66.4 percent. PFI questionnaires were completed for 14,075 (552 homeschooled and 13,523 enrolled) children, for a weighted unit response rate of 74.3 percent and an overall estimated unit response rate (the product of the screener unit response rate and the PFI unit response rate) of 49.3 percent.

Bias Analysis

NCES statistical standards require a bias analysis be conducted if the response rate at any phase of data collection falls below 85 percent. The NHES:2016 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), then 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. Because 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 comprise 20 percent 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 percent 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.

A number of strategies were used to evaluate the level of bias in NHES:2016 estimates. First, characteristics of the full sample of NHES:2016 addresses were compared to the sample of completed NHES surveys. Because we have relatively limited information about sampled addresses, the number of such possible comparisons is constrained to information available on the commercially purchased sample frame, auxiliary data from the Census Bureau at the block group level, and variables related to survey operations, such as the types of mailings sent. These comparisons represent the most direct evidence of bias because they compare all sampled addresses, including nonresponders, to responding addresses.

Three additional analyses were conducted to look for approximate evidence of bias; the additional analyses suggest potential for bias but do not measure bias. In one set of analyses, addresses with responses to either of the first two survey mailings were compared to addresses who responded only after receiving the third or fourth survey mailings. The assumption behind these analyses is that late responders are more like nonresponders than early responders and that any differences between these groups can suggest potential sources of bias from nonresponding households. In another set of analyses, estimates generated using nonresponse-adjusted weights were compared to estimates generated using unadjusted weights to evaluate the extent to which the nonresponse adjustments may have reduced bias in the estimates. Finally, NHES estimates were compared to extant survey estimates to find large differences, which may suggest some bias in NHES estimates. Results of all analyses are summarized below and suggest that there are a small number of demographic characteristics that are underrepresented in the NHES survey but are ameliorated with nonresponse weighting adjustments. Chapter 10 of the *National Household Education Surveys Program of 2016: Data File User's Manual* (McPhee et al., forthcoming) contains a detailed description of the nonresponse bias analysis.

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. 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 some evidence of bias based on the distributions of the sample characteristics for the survey respondents compared with the full eligible sample for specific demographic characteristics. Most differences between the sample characteristics and the screener survey respondents were less than 5 percentage points. Respondents who were married, White, or homeowners were overrepresented in the screener survey sample by 5–7 percentage points prior to being statistically adjusted for nonresponse. All differences between PFI respondents and initial sample member addresses were at about 4 percentage points or less, with most differences less than 2 percentage points prior to adjustment.

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 approximately in half. Additionally, nonresponse weighting adjustments reduced the differences between married, White, or homeowner screener respondents and the full initial screener sample to less than 3 percentage points. The percentage of PFI estimates with measurable survey and sample differences greater than 1 percentage point was reduced from 29 percent to 7 percent after the nonresponse weighting adjustments. After nonresponse adjustments, all PFI comparisons were 1.5 percentage points different or less from the full sample characteristics except married respondents (1.8 percentage point estimated bias) and homeowners (2.1 percentage point estimated bias).

Key survey estimates were also compared between early and late respondents at both the topical and screener phases. The subgroups with the highest percent relative difference between early and late topical respondents for PFI were students whose parents had less than a high school diploma (42 percent), students whose parents' highest level of education was a high school credential (38 percent), and students whose parents took them to a zoo or aquarium in the last week (36.7 percent). Approximately 40 percent of the 55 PFI demographic estimates and substantive estimates examined showed statistically significant differences of at least 1 percentage point between early and late screener respondents; and approximately 42 percent showed statistically significant differences of at least 1 percentage point between early and late topical respondents. This finding suggests a potential for bias in some PFI estimates, although the magnitude of the potential bias is unknown because it might be incorrect to assume that late responders are more like nonresponders than like early responders.

When key survey estimates generated with unadjusted and nonresponse adjusted weights were compared, only a small number of measurable differences was observed. All differences were less than 2 percentage points. 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 possible that there was little bias to be removed.

Nonresponse bias might 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 with 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 might exist in the NHES:2016 data. The results from these comparisons indicate that NHES survey estimates are comparable with other data sources.

Statistical Tests

Comparisons of proportions were tested using Student’s t statistic. Differences between proportions were tested against the probability of a Type I error¹ or significance level. The statistical significance of each comparison was determined by calculating the Student’s t value for the difference between each pair of proportions and comparing the t value with published tables of significance levels for two-tailed hypothesis testing. Student’s t values were computed to test differences between independent proportions² using the following formula:

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

where p_1 and p_2 are the proportions to be compared and se_1 and se_2 are their corresponding standard errors.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large t statistics may appear to merit special attention. This can be misleading because the magnitude of the t statistic is related not only to the observed differences in proportions but also to the number of respondents in the specific categories used for comparisons. Hence, a small difference compared across a large number of respondents would produce a large (and thus possibly statistically significant) t statistic.

A second hazard in reporting statistical tests is the possibility that one can report a “false positive” or Type I error. Statistical tests are designed to limit the risk of this type of error using a value denoted by alpha. The alpha level of .05 was selected for findings in this report and ensures that a difference of a certain magnitude or larger would be produced when there was no actual difference between the quantities in the underlying population no more than 1 time out of 20.³ When analysts test hypotheses that show alpha values at the .05 level or smaller, they reject the null hypothesis that there is no difference between the two quantities. Failing to reject a null hypothesis (i.e., detect a difference), however, does not imply the values are the same or equivalent.

¹ A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

² Several significance tests in this report used the formula for the t-test of the difference between two *dependent* samples. This formula is used when the two proportions are estimated using partially or wholly overlapping samples. This formula is similar to that used for independent samples but accounts for the covariance between $P1$ and $P2$.

³ No adjustments were made for multiple comparisons.

Appendix B. Glossary of Terms

The row and column variables used in analyses for this *First Look* report are described in this appendix. 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. Values were imputed for items with missing data.

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 S16TYPE and S16PBPV. S16TYPE and S16PBPV are derived from parent-reported information linked to data from the Common Core of Data (CCD) or Private School Universe Survey (PSS) data files. Public schools are further classified using the variables S16CHART, S16MAGN, and DISTASSI. S16CHART and S16MAGN are variables derived from the CCD that are used to determine whether the school is a charter or magnet school. DISTASSI is a parent-reported variable asking whether the school the child attends is the child's regularly assigned school. Private schools are also classified using the variable S16TYPE as being religious or nonreligious.

The values are as follows:

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

School size: The variable S16NUMST classifies the student's school on the basis of the number of students currently enrolled. The data come from the CCD and PSS.

The values are as follows:

- 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 are as follows:

- 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 Gevert (2015).

Student’s sex: The data for the variable CSEX are taken directly from responses to the topical interview. If values are missing for this variable, they are imputed from the screener interview where possible.

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 both Asian and Pacific Islander, and are not Hispanic, they are included in the “Asian or Pacific Islander, non-Hispanic” category.

The values of RACEETH2 are as follows:

- 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 on 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

Highest education level of parents/guardians: PARGRADEX indicates the highest level of education for either of the 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 are as follows:

- 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

English spoken at home by parents/guardians: 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 are as follows:

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

Poverty status: This variable indicates whether a sample student resided in a household categorized as poor or nonpoor. NHES provides an approximate measure of poverty; therefore, the midpoint of the income variable range was used. 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 2015 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 in Parent and Family Involvement in Education analyses, by household size: 2016

Household size (HHTOTAL) ¹	Income categories in variable TTLHHINC
2	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
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)
9+	Less than or equal to \$50,000 (TTLHHINC = 1, 2, 3, 4, 5)

¹ Indicates the total number of individuals living in the household, top-coded to 10 for NHES:2016.
 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:2016); U.S. Census Bureau, Poverty Thresholds for 2015 by Size of Family and Number of Related Children Under 18 Years, <https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>.

Column Variables

Table 1. Method by which school communicated with parents

Parents were asked whether 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 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 (FSFUNDERS); 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. The last column of this table presents the mean number of meetings or activities at the child’s school (FSFREQ), which is computed from parents’ responses to an item asking, “During this school year, how many times has any adult in the household gone to meetings or participated in activities at this child’s school?”

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 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, “How often does any adult in your household check to see that this child’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. Homeschooled students and homeschooling rate

Unlike the other variables used in this report, the data for tables 7 and 8 come from the PFI-Enrolled *and* the PFI-Homeschool surveys but are restricted to homeschoolers. Homeschooled students are defined by NCES as:

- Ages 5 through 17 (AGE2015), and in a grade equivalent of at least kindergarten and not higher than grade 12.
 - If the parent received the PFI-Homeschool survey, the variable indicating the grade equivalence is GRADEEQ.
 - If the parent received the PFI-Enrolled survey, the grade variable is GRADE.
- Receiving instruction at home instead of at a public or private school either all or most of the time.
 - If the parent received the PFI-Homeschool survey (QTYPE), it is because the parent indicated on the first-stage screener survey that the child receives instruction at home and is therefore considered to be receiving instruction at home.
 - If the parent received the PFI-Enrolled survey and marked “Yes” for the question, “Is this child being schooled at home instead of at school for some classes or subjects?” (HOMESCHLX) and also indicated that the child is homeschooled for either “some classes or subject areas” or “all classes or subject areas” when asked “Which of the following statements best describes your homeschooling arrangement for this child?” (HMSCHARR), the child was considered to be receiving instruction at home.
- Excluding students who were enrolled in public or private school more than 25 hours per week (HSSCHR) and students who were homeschooled only because of temporary illness (HSILLX).⁴

Table 7 provides the distribution and rate of homeschooling. The percentage distribution provides the breakdown of child and family characteristics among homeschoolers (e.g., among homeschoolers, the percentage who live in each type of locale code). The homeschooling rate is the percentage of ALL students who are homeschooled within each characteristic subgroup (e.g., the percentage of students who are homeschooled within each locale group).

Table 8. Reasons for homeschooling

Unlike the other variables used in this report, the data for tables 7 and 8 come from the PFI-Enrolled *and* the PFI-Homeschool surveys but are restricted to homeschoolers. See the glossary

⁴ In 2012 HMSCHARR, HSSCHR, and HSILLX were not asked on the PFI-Enrolled questionnaire. Therefore, it was not possible to identify homeschoolers in the same way from the PFI-Enrolled and PFI-Homeschooled surveys. For this reason an adjustment was used to estimate the homeschooling rates in 2012. This adjustment was not needed in 2016 because these questions were added to the PFI-Enrolled questionnaire allowing for full-time and part-time homeschoolers to be consistently identified across PFI questionnaires.

entry above about “homeschooled students and homeschooling rate” for details about how NCES defined homeschoolers.

Homeschooling parents were asked whether 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 mark “yes” to all reasons that applied.

Parents were also 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.

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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: 2015–16

Characteristic	Method by which school communicated with parents			
	Number of students in kindergarten through grade 12 (thousands)	Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
Total	157.8	0.6	0.4	0.7
School type				
Public, assigned	308.0	0.7	0.6	0.9
Public, chosen	239.6	1.7	1.1	1.6
Private, religious	150.8	2.0	1.0	1.8
Private, nonreligious	92.0	3.6	1.2	3.8
School size				
Under 300	233.7	2.2	1.5	1.7
300–599	328.4	1.1	0.7	1.4
600–999	312.5	1.1	0.8	1.1
1,000 or more	282.1	1.2	1.1	1.3
Locale of student’s household				
City	391.4	1.3	0.9	1.4
Suburban	356.0	0.8	0.5	0.9
Town	178.3	1.7	1.6	2.4
Rural	232.9	1.7	1.1	1.2
Student’s sex				
Male	348.4	0.9	0.7	0.9
Female	323.8	0.8	0.5	1.1
Student’s race/ethnicity				
White, non-Hispanic	225.7	0.8	0.6	0.8
Black, non-Hispanic	28.9	2.1	1.4	2.2
Hispanic	103.6	1.4	0.9	1.6
Asian or Pacific Islander, non-Hispanic	191.1	3.0	3.7	2.4
Other, non-Hispanic	152.4	3.1	1.3	3.0
Student’s grade level				
Kindergarten–2nd grade	144.9	1.7	1.2	1.6
3rd–5th grade	136.4	1.2	0.8	1.5
6th–8th grade	155.0	1.3	1.0	1.2
9th–12th grade	121.6	1.1	0.7	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: 2015–16—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
Highest education level of parents/guardians				
Less than high school	100.8	2.8	2.6	3.2
High school graduate or equivalent	40.6	1.8	1.4	2.1
Vocational/technical or some college	209.8	1.0	0.7	1.2
Bachelor's degree	213.5	1.1	0.5	1.2
Graduate or professional school	36.9	1.0	0.4	1.1
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English	252.4	0.6	0.4	0.8
One of two parents/guardians speaks English	123.3	3.6	2.4	3.8
No parent/guardian speaks English	240.6	2.4	2.1	2.5
Poverty status				
Poor	146.1	2.0	1.8	2.2
Nonpoor	183.2	0.6	0.4	0.7

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), 2016.

Table C-2. Standard errors for table 2: Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities and mean number of meetings or activities, by selected school, student, and family characteristics: 2015–16

Characteristic	Participation in school activities by parent or other household member							Mean number of meetings or activities at child's school
	Number of students in kindergarten through grade 12 (thousands)	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	
Total	157.8	0.5	0.5	0.5	0.7	0.6	0.6	0.08
School type								
Public, assigned	308.0	0.6	0.6	0.7	0.7	0.8	0.6	0.09
Public, chosen	239.6	0.9	1.2	1.3	1.7	1.6	1.7	0.23
Private, religious	150.8	1.5	1.5	1.4	2.1	1.7	1.9	0.48
Private, nonreligious	92.0	1.3	2.8	4.1	4.4	3.9	3.9	0.61
School size								
Under 300	233.7	1.7	1.4	1.8	2.4	2.3	1.9	0.26
300–599	328.4	0.6	0.8	1.0	1.1	1.4	1.1	0.16
600–999	312.5	0.7	0.8	1.1	1.3	1.1	1.0	0.18
1,000 or more	282.1	1.1	1.3	1.1	1.1	1.4	1.2	0.15
Locale of student's household								
City	391.4	1.0	1.1	1.3	1.4	1.2	1.3	0.15
Suburban	356.0	0.7	0.9	0.8	0.9	1.0	0.9	0.12
Town	178.3	1.5	1.7	1.8	2.0	2.3	1.8	0.28
Rural	232.9	1.0	1.3	1.2	1.7	1.4	1.2	0.28
Student's sex								
Male	348.4	0.8	0.7	1.0	0.8	0.8	0.8	0.11
Female	323.8	0.6	0.8	0.6	0.9	1.0	0.8	0.13
Student's race/ethnicity								
White, non-Hispanic	225.7	0.5	0.7	0.6	0.8	0.8	0.6	0.13
Black, non-Hispanic	28.9	1.7	1.6	2.0	1.8	2.4	2.4	0.19
Hispanic	103.6	1.0	1.4	1.3	1.5	1.4	1.4	0.18
Asian or Pacific Islander, non-Hispanic	191.1	3.6	2.3	2.4	3.0	2.8	3.5	0.20
Other, non-Hispanic	152.4	1.3	2.1	2.0	3.0	3.0	3.3	0.36
Student's grade level								
Kindergarten–2nd grade	144.9	1.4	0.8	1.2	1.9	1.6	1.2	0.18
3rd–5th grade	136.4	0.8	1.0	1.2	1.5	1.5	1.1	0.19
6th–8th grade	155.0	0.8	1.1	1.3	1.2	1.4	1.4	0.16
9th–12th grade	121.6	0.9	1.1	1.0	0.9	1.1	1.0	0.19

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 and mean number of meetings or activities, by selected school, student, and family characteristics: 2015–16—Continued

Characteristic	Participation in school activities by parent or other household member							
	Number of students in kindergarten through grade 12 (thousands)	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	Mean number of meetings or activities at child's school
Highest education level of parents/guardians								
Less than high school	100.8	3.0	2.7	2.7	2.7	2.6	3.0	0.27
High school graduate or equivalent	40.6	1.3	1.5	1.7	2.0	1.8	1.8	0.15
Vocational/technical or some college	209.8	0.6	0.8	0.9	0.9	1.2	1.1	0.19
Bachelor's degree	213.5	0.6	1.0	0.7	1.2	1.1	0.9	0.18
Graduate or professional school	36.9	0.5	0.8	0.6	1.0	0.9	1.0	0.23
English spoken at home by parents/guardians								
Both/only parent(s)/guardian(s) speak(s) English	252.4	0.5	0.6	0.6	0.7	0.6	0.6	0.09
One of two parents/guardians speaks English	123.3	2.4	3.2	3.2	3.9	3.7	3.6	0.67
No parent/guardian speaks English	240.6	2.3	2.4	2.2	2.3	2.0	2.6	0.20
Poverty status								
Poor	146.1	1.7	1.9	1.8	1.8	1.8	2.0	0.19
Nonpoor	183.2	0.5	0.5	0.6	0.8	0.7	0.6	0.10

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), 2016.

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: 2015–16

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	
Total	157.8	0.7	0.6	0.7	0.7	0.6	0.6
School type							
Public, assigned	308.0	0.8	0.7	0.9	0.8	0.8	0.7
Public, chosen	239.6	1.8	1.6	1.8	1.6	1.7	1.6
Private, religious	150.8	1.8	1.5	1.7	1.7	1.7	1.8
Private, nonreligious	92.0	2.8	3.5	2.9	4.0	3.8	3.0
School size							
Under 300	233.7	2.0	2.1	2.2	2.2	2.1	1.6
300–599	328.4	1.3	1.2	1.4	1.3	1.3	1.0
600–999	312.5	1.3	1.3	1.4	1.2	1.3	1.2
1,000 or more	282.1	1.2	1.2	1.1	1.2	1.1	1.1
Locale of student’s household							
City	391.4	1.5	1.4	1.7	1.5	1.5	1.1
Suburban	356.0	0.9	0.9	1.0	0.9	0.9	0.8
Town	178.3	2.5	2.1	2.3	2.2	2.2	1.8
Rural	232.9	1.7	1.7	1.7	1.6	1.6	1.4
Student’s sex							
Male	348.4	1.0	0.8	0.9	1.0	0.9	0.8
Female	323.8	1.0	0.9	1.1	1.0	1.0	0.8
Student’s race/ethnicity							
White, non-Hispanic	225.7	0.8	0.8	0.9	0.8	0.8	0.8
Black, non-Hispanic	28.9	2.0	2.2	2.1	2.1	2.0	1.5
Hispanic	103.6	1.5	1.5	1.6	1.7	1.7	1.4
Asian or Pacific Islander, non-Hispanic	191.1	2.8	3.1	3.0	3.0	3.1	2.5
Other, non-Hispanic	152.4	2.6	2.6	2.8	2.5	2.7	3.1

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: 2015–16—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	
Student’s grade level							
Kindergarten–2nd grade	144.9	1.5	1.4	1.6	1.6	1.4	1.2
3rd–5th grade	136.4	1.6	1.5	1.5	1.4	1.3	1.2
6th–8th grade	155.0	1.3	1.3	1.5	1.4	1.3	1.1
9th–12th grade	121.6	1.0	1.0	1.0	0.9	1.0	1.1
Highest education level of parents/guardians							
Less than high school	100.8	2.9	2.7	3.0	3.4	3.1	2.3
High school graduate or equivalent	40.6	2.1	1.8	1.8	2.0	1.7	1.5
Vocational/technical or some college	209.8	1.2	1.1	1.3	1.0	1.2	1.3
Bachelor’s degree	213.5	1.0	1.1	1.0	1.1	1.1	1.1
Graduate or professional school	36.9	0.9	1.0	1.0	1.0	1.0	0.9
English spoken at home by parents/guardians							
Both/only parent(s)/guardian(s) speak(s) English	252.4	0.7	0.6	0.7	0.6	0.6	0.7
One of two parents/guardians speaks English	123.3	3.7	3.6	3.4	3.2	3.1	3.5
No parent/guardian speaks English	240.6	2.3	2.1	2.6	2.7	2.5	2.0
Poverty status							
Poor	146.1	2.2	1.8	2.4	2.4	2.4	1.8
Nonpoor	183.2	0.8	0.7	0.8	0.6	0.7	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), 2016.

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: 2015–16

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Among students that do homework outside of school	
			Place in home is set aside for homework	Adult in household always checks that homework is done
Total	157.8	0.3	0.5	0.6
School type				
Public, assigned	308.0	0.4	0.6	0.7
Public, chosen	239.6	0.7	1.6	1.7
Private, religious	150.8	1.1	1.6	1.9
Private, nonreligious	92.0	3.8	3.5	4.0
School size				
Under 300	233.7	2.0	1.3	1.7
300–599	328.4	0.5	0.9	1.1
600–999	312.5	0.6	1.0	0.9
1,000 or more	282.1	0.5	0.8	1.3
Locale of student’s household				
City	391.4	0.8	0.9	1.2
Suburban	356.0	0.4	0.8	1.0
Town	178.3	1.3	2.3	2.0
Rural	232.9	0.8	1.1	1.4
Student’s sex				
Male	348.4	0.6	0.7	0.9
Female	323.8	0.4	0.8	0.9
Student’s race/ethnicity				
White, non-Hispanic	225.7	0.4	0.7	0.7
Black, non-Hispanic	28.9	1.4	1.7	1.8
Hispanic	103.6	0.8	1.2	1.5
Asian or Pacific Islander, non-Hispanic	191.1	1.1	1.9	3.3
Other, non-Hispanic	152.4	1.3	1.7	2.6
Student’s grade level				
Kindergarten–2nd grade	144.9	1.0	1.2	1.2
3rd–5th grade	136.4	0.4	1.1	1.3
6th–8th grade	155.0	0.6	1.1	1.2
9th–12th grade	121.6	0.8	0.8	0.8

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: 2015–16—Continued

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Among students that do homework outside of school	
			Place in home is set aside for homework	Adult in household always checks that homework is done
Highest education level of parents/guardians				
Less than high school	100.8	2.2	2.3	3.1
High school graduate or equivalent	40.6	1.0	1.5	1.8
Vocational/technical or some college	209.8	0.5	0.8	1.1
Bachelor's degree	213.5	0.6	1.0	1.1
Graduate or professional school	36.9	0.5	0.9	1.1
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English	252.4	0.3	0.6	0.6
One of two parents/guardians speaks English	123.3	2.0	2.6	3.0
No parent/guardian speaks English	240.6	1.4	2.1	2.4
Poverty status				
Poor	146.1	1.3	1.7	2.0
Nonpoor	183.2	0.3	0.6	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), 2016.

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: 2015–16

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	Earn a bachelor's degree	Earn a graduate or professional degree
Total	152.3	0.2	0.6	0.4	0.5	0.7	0.8
School type							
Public, assigned	197.7	0.2	0.7	0.6	0.7	0.9	0.9
Public, chosen	127.3	0.5	1.0	1.1	1.5	1.8	2.1
Private, religious	96.1	†	0.9	0.9	1.6	2.6	3.0
Private, nonreligious	51.0	†	†	†	1.2	5.6	5.6
School size							
Under 300	122.9	0.8	1.7	1.5	2.2	2.3	2.2
300–599	212.1	0.2	1.6	1.1	1.5	1.7	1.9
600–999	187.4	0.4	1.5	1.0	1.0	1.4	1.7
1,000 or more	208.2	0.3	0.5	0.6	0.8	1.0	1.1
Locale of student's household							
City	189.2	0.4	1.2	0.7	1.1	1.3	1.7
Suburban	218.1	0.2	0.7	0.7	0.7	0.9	1.2
Town	118.8	†	1.5	1.5	3.1	2.3	2.5
Rural	150.2	0.4	1.4	1.2	1.4	1.4	1.5
Student's sex							
Male	235.9	0.3	0.9	0.7	0.8	0.9	1.1
Female	258.2	0.2	0.7	0.4	0.8	1.1	1.2
Student's race/ethnicity							
White, non-Hispanic	214.0	0.3	0.7	0.6	0.8	0.9	1.0
Black, non-Hispanic	136.6	0.5	2.2	1.4	1.3	1.7	2.5
Hispanic	166.3	0.3	1.3	1.1	1.3	1.6	1.9
Asian or Pacific Islander, non-Hispanic	89.6	†	0.8	†	1.8	3.2	3.4
Other, non-Hispanic	97.4	†	2.0	1.3	2.5	2.6	3.9
Student's grade level							
6th–8th grade	155.0	0.2	1.0	0.6	0.9	1.0	1.4
9th–12th grade	121.6	0.3	0.7	0.6	0.7	0.9	0.9

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: 2015–16—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	Earn a bachelor's degree	Earn a graduate or professional degree
Highest education level of parents/guardians							
Less than high school	158.9	1.0	2.9	2.3	2.5	2.7	3.1
High school graduate or equivalent	176.6	0.5	1.9	1.2	1.6	1.6	2.4
Vocational/technical or some college	164.6	0.3	0.7	0.9	1.1	1.3	1.3
Bachelor's degree	168.7	0.2	0.5	0.7	0.6	1.2	1.2
Graduate or professional school	108.3	0.2	0.3	0.3	0.6	1.2	1.2
English spoken at home by parents/guardians							
Both/only parent(s)/guardian(s) speak(s) English	204.9	0.2	0.6	0.5	0.6	0.7	0.8
One of two parents/guardians speaks English	86.9	†	2.7	1.5	3.5	3.0	5.6
No parent/guardian speaks English	156.9	0.6	2.0	1.3	1.4	2.6	3.1
Poverty status							
Poor	191.8	0.5	2.4	1.1	2.0	1.8	2.7
Nonpoor	249.5	0.2	0.4	0.5	0.6	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), 2016.

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: 2015–16

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
Total	157.8	0.7	0.6	0.6	0.6	0.6	0.6	0.6
School type								
Public, assigned	308.0	0.8	0.8	0.6	0.7	0.7	0.8	0.7
Public, chosen	239.6	1.7	1.4	1.6	1.5	1.7	1.5	1.9
Private, religious	150.8	2.0	1.9	1.9	1.9	1.4	2.1	1.8
Private, nonreligious	92.0	4.3	4.6	4.6	4.1	3.7	3.9	3.9
School size								
Under 300	233.7	2.0	2.0	2.1	1.8	2.2	2.2	2.4
300–599	328.4	1.1	1.2	1.0	1.1	1.1	1.0	1.3
600–999	312.5	1.2	1.1	1.2	1.1	1.2	1.2	1.2
1,000 or more	282.1	1.0	1.0	1.1	1.1	0.9	1.3	1.3
Locale of student’s household								
City	391.4	1.2	1.2	1.1	1.0	1.2	1.4	1.3
Suburban	356.0	1.0	0.9	0.9	0.9	0.9	1.0	1.0
Town	178.3	2.3	2.4	1.8	1.7	2.1	2.1	2.1
Rural	232.9	1.5	1.1	1.5	1.2	1.4	1.6	1.7
Student’s sex								
Male	348.4	0.9	0.8	0.9	0.9	0.9	0.9	0.9
Female	323.8	0.9	0.9	0.8	0.9	1.0	0.9	1.0
Student’s race/ethnicity								
White, non-Hispanic	225.7	0.9	0.7	0.7	0.8	0.8	0.8	0.9
Black, non-Hispanic	28.9	2.1	1.7	2.0	1.9	1.7	2.1	2.2
Hispanic	103.6	1.2	1.5	1.5	1.4	1.4	1.5	1.5
Asian or Pacific Islander, non-Hispanic	191.1	3.2	2.7	2.3	2.1	2.1	3.3	2.0
Other, non-Hispanic	152.4	3.0	2.8	2.6	2.4	2.6	2.7	2.7
Student’s grade level								
Kindergarten–2nd grade	144.9	1.6	1.5	1.5	1.2	1.8	1.7	1.5
3rd–5th grade	136.4	1.3	1.4	1.3	1.3	1.5	1.2	1.5
6th–8th grade	155.0	1.4	1.1	1.2	1.1	1.1	1.2	1.5
9th–12th grade	121.6	0.9	0.9	1.0	0.9	0.7	1.0	1.1

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: 2015–16—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
Highest education level of parents/guardians								
Less than high school	100.8	2.6	2.5	2.5	1.6	2.9	2.7	2.4
High school graduate or equivalent	40.6	1.8	1.5	1.7	1.5	1.8	2.0	1.9
Vocational/technical or some college	209.8	1.3	1.0	1.1	0.9	1.2	1.0	1.1
Bachelor's degree	213.5	1.1	1.1	1.2	1.2	1.1	1.1	1.3
Graduate or professional school	36.9	1.2	1.1	1.1	1.1	1.0	1.1	1.1
English spoken at home by parents/guardians								
Both/only parent(s)/guardian(s) speak(s) English	252.4	0.7	0.7	0.6	0.6	0.5	0.6	0.7
One of two parents/guardians speaks English	123.3	3.0	2.8	4.0	2.7	2.9	3.8	3.6
No parent/guardian speaks English	240.6	2.0	2.4	2.1	2.3	2.6	2.5	2.3
Poverty status								
Poor	146.1	1.7	1.7	1.7	1.3	2.0	2.0	2.0
Nonpoor	183.2	0.7	0.7	0.6	0.6	0.6	0.7	0.7

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), 2016.

Table C-7. Standard errors for table 7: Percentage distribution of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through grade 12 and homeschooling rate, by selected student and family characteristics: 2015–16

Characteristic	Number of students 5–17 (thousands)	Percentage distribution	Homeschooling rate
Total	128.7	†	0.2
Locale of student’s household			
City	378.9	2.7	0.33
Suburban	350.5	3.4	0.33
Town	180.0	1.7	0.70
Rural	235.4	2.2	0.54
Student’s sex			
Male	362.3	2.9	0.30
Female	333.5	2.9	0.29
Student’s race/ethnicity			
White, non-Hispanic	208.1	3.3	0.35
Black, non-Hispanic	44.9	1.6	0.39
Hispanic	95.2	3.3	0.50
Asian or Pacific Islander, non-Hispanic	187.9	0.8	0.42
Other, non-Hispanic	138.8	0.8	0.53
Student’s grade equivalent			
Kindergarten–2nd grade	169.8	2.6	0.37
3rd–5th grade	137.0	2.6	0.43
6th–8th grade	147.2	2.4	0.41
9th–12th grade	112.8	2.6	0.40
Highest education level of parents/guardians			
Less than high school	89.5	3.2	1.02
High school graduate or equivalent	109.1	2.2	0.39
Vocational/technical or some college	213.7	2.7	0.36
Bachelor’s degree	218.4	2.9	0.45
Graduate or professional school	34.5	1.6	0.35
English spoken at home by parents/guardians			
Both/only parent(s)/guardian(s) speak(s) English	239.6	3.1	0.25
One of two parents/guardians speaks English	126.6	2.1	1.90
No parent/guardian speaks English	240.2	2.2	0.61
Poverty status			
Poor	152.1	2.7	0.58
Nonpoor	175.2	2.7	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), 2016.

Table C-8. Standard errors for table 8: Percentage of school-age children who were homeschooled, ages 5 through 17 with a grade equivalent of kindergarten through grade 12, by reasons parents gave as important and most important for homeschooling: 2015–16

	Important	Most important
A desire to provide religious instruction	3.0	2.7
A desire to provide moral instruction	2.9	1.3
A concern about environment of other schools	2.4	3.2
A dissatisfaction with academic instruction at other schools	3.0	2.2
A desire to provide a nontraditional approach to child's education	2.7	1.2
Child has other special needs	1.9	1.3
Child has a physical or mental health problem	1.5	1.2
Child has a temporary illness	0.8	†
Other reasons	2.7	1.9

† 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), 2016.