

References

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Appendix A: Technical Notes

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

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

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

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

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

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

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

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

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

Data Reliability

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

Nonsampling Errors

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

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

Sampling Errors

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

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

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

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

Weighting

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

Response Rates

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

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

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

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

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

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

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

Statistical Tests

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

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

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

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

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

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Appendix B: Glossary

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

Row Variables

School Characteristics

School Type: School type is created by classifying the school currently attended by the student as either public or private using the variables S12TYPE and S12PBPV. S12TYPE and S12PBPV are derived from parent-reported information linked to data from the Common Core of Data (CCD) or Private School Universe Survey (PSS) data files. Schools that are public are further classified using the variables S12CHART, S12MAGN, and SCHOICEX. S12CHART and S12MAGN are variables derived from the CCD that are used to determine whether the school is a charter or magnet school. SCHOICEX is a parent-reported variable asking whether the school the child attends is the child's regularly assigned school. Schools that are private are also classified using the variable S12TYPE as being religious or nonreligious.

The values follow:

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

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

The values follow:

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

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

Student Characteristics

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

The values for ZIPLOCL follow:

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

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

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

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

The values of RACEETH2 follow:

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

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

Family Characteristics

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

The values for PARGRADEX follow:

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

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

The values for LANGUAGEX follow:

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

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

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

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

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

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

Column Variables

Table 1 – Method by which school communicated with parents

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

Table 2 – Parental participation in school activities

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 7 – Number of homeschooled children

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

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

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

Table 8 – Reasons for homeschooling children

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

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

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

Appendix C: Standard Error Tables

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

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

See notes at end of table.

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

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

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

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

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

See notes at end of table.

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

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

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

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

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

See notes at end of table.

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

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

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

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

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

See notes at end of table.

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

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

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

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

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

See notes at end of table.

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

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

† Not applicable.

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

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

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

See notes at end of table.

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

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

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

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

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

† Not applicable.

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

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

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

† Not applicable.

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