

Parent and Family Involvement in Education, 2006–07 School Year, From the National Household Education Surveys Program of 2007

First Look





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Introduction

This report presents data on parents' and families' involvement in their children's education in the United States according to parents' reports for the 2006–07 school year. It also incorporates basic demographic information about the children, parent/guardian characteristics, and household characteristics. The data come from the Parent and Family Involvement in Education Survey (PFI) of the 2007 National Household Education Surveys Program (NHES:2007). PFI addressed many topics, including school choice, homeschooling, family involvement in children's schools, factors affecting parent and family participation in school, parent support for and satisfaction with the school, parents' communication with other parents, school efforts to involve families, parent involvement with children's homework, parent and family involvement in activities outside of school, parent and family plans for postsecondary education, and child health and disability status.

NHES:2007 fielded multiple interviews together including PFI and the School Readiness Survey.¹ The sample was selected using random-digit-dial methods, and the data were collected using computer-assisted telephone interviewing technology. NHES:2007 was conducted by Westat, a social science research firm, from January 2 through May 6, 2007. PFI interviews were conducted with parents or guardians of a nationally representative sample of children enrolled in kindergarten through 12th grade including children who were enrolled in public or private schools or homeschooled. The total number of completed PFI interviews was 10,681, which represents a population of 53.2 million students in grades K through 12, when weighted to reflect national totals. The household screener interview, which contained a set of questions used to collect information on household composition and interview eligibility, had a response rate of 52.8 percent. The weighted unit response rate for the PFI survey was 74.1 percent, and the overall unit response rate was 39.1 percent.² An analysis of bias in the NHES:2007 data, described further in Appendix A: Technical Notes, detected no evidence of substantial nonresponse or noncoverage bias in the weighted estimates. Additional details about the survey, response rates, and data reliability also are provided in appendix A.

Since the focus of this *First Look* report is on how students' parents interact with schools, homeschoolers are excluded from all of the analyses. Most of the tables present estimates for the entire population of students enrolled in kindergarten through grade 12. Table 6, which contains estimates related to parents' educational expectations and plans to help pay for the students' education after high school, pertains only to students in grades 6 through 12, because these data were not collected for students in lower grades.

The results presented below highlight some of the findings in the tables. Results reported in the tables and bullets are weighted means and percentages. All statements of comparison made in this report have been tested for statistical significance using two-tailed *t*-tests and are significant at the 95 percent confidence level. For information about how to make comparisons between estimates in the tables, please see information in the Statistical Tests section of Appendix A: Technical Notes.

The purpose of this *First Look* report is to introduce new NHES survey data through the presentation of selected descriptive information. Readers are cautioned not to draw causal inferences based on the bivariate 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

¹ For more details regarding the School Readiness Survey, which collected data on preschool-age children, please consult Volume 1 of the Data File User's Manual (Hagedorn et al. 2008).

² The overall unit response rate is the product of the household screening stage unit response rate (described further in Appendix A: Technical Notes) and the PFI interview unit response rate.

not been explored. The variables examined here are also just a few of the variables that can be examined in these data; they were selected to demonstrate the range of information available from the study. The release of this report is intended to encourage more in-depth analysis of the data using more sophisticated statistical methods.

Selected Findings

- About 54 percent of students in grades K through 12 had parents who reported receiving notes or e-mail from the school specifically about their child; 91 percent had parents who reported receiving newsletters, memos, or notices addressed to all parents; and 49 percent had parents who reported that the school had contacted them by telephone (table 1).
- A higher percentage of students in nonreligious private schools (66 percent) had parents who reported that their children’s school communicated with them via notes or e-mails compared to students in other types of schools (assigned public: 53 percent; chosen public: 56 percent) (table 1).
- Ninety-two percent of students in grades K through 12 had parents who reported receiving any information from the school on the student’s performance; 83 percent had parents who received any information about how to help with homework; 75 percent had parents who received any information about why the student was placed in particular groups or classes; and 86 percent had parents who received any information about the parents’ expected role at the student’s school (table 2).
- Eighty-nine percent of students in grades K through 12 had parents who reported that an adult member of the household had attended a general school or a parent-teacher organization or association (PTO/PTA) meeting since the beginning of the school year (table 3). Seventy-eight percent had parents who attended a regularly scheduled parent-teacher conference; 74 percent had parents who attended a school or class event; 46 percent had parents who volunteered or served on a school committee; and 65 percent had parents who participated in school fundraising.
- A lower percentage of students in grades 9 through 12 had parents who reported attending a regularly scheduled parent-teacher conference (61 percent) than students in grades K through 2 (90 percent), 3 through 5 (92 percent), and 6 through 8 (76 percent) (table 3).
- Fifty-nine percent of students in grades K through 12 had parents who were “very satisfied” with their child’s school; 64 percent had parents who were very satisfied with their child’s teachers that year; 63 percent had parents who were very satisfied with the school’s academic standards; 62 percent had parents who were very satisfied with the school’s order and discipline; and 55 percent had parents who were very satisfied with the school’s parent-staff interactions (table 4). In addition, 75 percent had parents who reported that the amount of homework assigned was “about right.”
- A higher percentage of White, non-Hispanic students (64 percent) had parents who reported being very satisfied with their children’s school compared to students of other racial/ethnic backgrounds (Black, non-Hispanic, 47 percent; Hispanic, 59 percent; Asian or Pacific Islander, non-Hispanic, 54 percent) (table 4).
- Ninety-four percent of students in grades K through 12 had parents who reported that they did homework outside of school. Among those students who did homework outside of school, 89 percent had parents who indicated that there was a place set aside for homework in their home, and 85 percent had parents who said that an adult in the household checked whether their homework was done (table 5).
- According to parent reports, among students in grades 6 through 12, less than 1 percent had parents who said that they did not expect their child to complete high school; 8 percent had parents who expected them to graduate from high school but not pursue postsecondary education; 8 percent had parents who expected them to attend vocational or technical school after high school; 13 percent had parents who expected them to attend 2 or more years of college; 40 percent had parents who expected them to finish a 4- or 5-year college degree; and 30 percent had parents who expected them to earn a graduate or professional degree (table 6). Eighty-one percent of students in grades 6 through 12 had parents who reported that they plan to help pay for the student’s education after high school.

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Table 1. Percentage of students in grades K through 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2006–07

Characteristic	Number of students in grades K through 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, or notices	Telephone
Total	51,600	54	91	49
School type¹				
Public, assigned	37,168	53	91	48
Public, chosen	7,951	56	91	52
Private, religious.....	4,560	58	97	47
Private, nonreligious.....	1,438	66	96	62
School size				
Under 300.....	7,644	57	95	54
300–599.....	16,094	55	92	48
600–999.....	13,685	55	92	49
1,000 or more.....	13,847	50	88	48
Locale of student’s household²				
City	16,195	52	91	52
Suburban	19,158	55	93	50
Town.....	5,664	52	90	47
Rural	10,583	57	90	44
Student’s sex				
Male	26,875	58	92	52
Female	24,725	50	91	46
Student’s race/ethnicity				
White, non-Hispanic	29,832	57	94	46
Black, non-Hispanic	7,837	56	88	61
Hispanic	9,767	46	88	48
Asian or Pacific Islander, non-Hispanic	1,566	38	91	36
Other, non-Hispanic ³	2,598	57	88	55
Student’s grade level⁴				
K–2nd grade	11,516	58	96	52
3rd–5th grade	11,519	55	95	49
6th–8th grade	12,058	54	89	50
9th–12th grade	16,503	51	87	46
Parents’ highest education level				
Less than high school	3,504	40	76	51
High school graduate or equivalent	11,070	48	88	50
Vocational/technical or some college	14,844	54	92	50
Bachelor’s degree	11,353	57	95	47
Graduate or professional school	10,829	62	96	49

See notes at end of table.

Table 1. Percentage of students in grades K through 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2006–07—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, or notices	Telephone
Parents' language at home⁵				
Both/only parent(s) speak(s) English	45,219	56	92	49
One of two parents speaks English.....	1,022	47	91	48
No parent speaks English	5,359	40	84	49
Poverty status⁶				
Poor	10,012	48	85	55
Nonpoor	41,587	56	93	48

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.

² Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

³ "Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

⁴ Students whose parents reported the student's grade equivalent as "ungraded" were excluded from the analyses of grade level.

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

⁶ Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

Table 2. Percentage of students in grades K through 12 whose parents reported any school-initiated provision of information, by information topic and selected school, student, and family characteristics: 2006–07

Characteristic	Number of students in grades K through 12 (thousands)	Topics about which school provided information ¹					Parents' expected role at student's school
		Student's performance	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college or vocational school ²		
Total	51,600	92	83	75	69	86	
School type³							
Public, assigned	37,168	91	82	74	67	84	
Public, chosen	7,951	94	84	76	74	87	
Private, religious.....	4,560	94	87	76	78	93	
Private, nonreligious.....	1,438	95	89	83	79	96	
School size							
Under 300.....	7,644	92	87	77	70	90	
300–599.....	16,094	92	86	77	61	87	
600–999.....	13,685	92	85	76	65	86	
1,000 or more.....	13,847	92	74	70	75	81	
Locale of student's household⁴							
City.....	16,195	93	85	76	71	86	
Suburban.....	19,158	92	82	75	68	86	
Town.....	5,664	91	81	75	69	83	
Rural.....	10,583	92	81	73	69	85	
Student's sex							
Male	26,875	92	82	76	69	86	
Female	24,725	92	83	74	70	85	
Student's race/ethnicity							
White, non-Hispanic	29,832	92	82	75	71	87	
Black, non-Hispanic	7,837	92	81	73	63	83	
Hispanic	9,767	93	86	78	70	83	
Asian or Pacific Islander, non-Hispanic	1,566	90	87	73	73	89	
Other, non-Hispanic ⁵	2,598	90	78	69	67	82	
Student's grade level⁶							
K–2nd grade	11,516	92	91	78	†	91	
3rd–5th grade	11,519	94	90	81	†	91	
6th–8th grade	12,058	92	83	75	54	83	
9th–12th grade	16,503	90	71	68	81	80	
Parents' highest education level							
Less than high school	3,504	90	82	76	67	81	
High school graduate or equivalent	11,070	92	81	75	65	81	
Vocational/technical or some college	14,844	91	81	72	68	84	
Bachelor's degree	11,353	93	84	76	71	89	
Graduate or professional school	10,829	93	85	77	75	91	

See notes at end of table.

Table 2. Percentage of students in grades K through 12 whose parents reported any school-initiated provision of information, by information topic and selected school, student, and family characteristics: 2006–07—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Topics about which school provided information ¹				
		Student's performance	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college or vocational school ²	Parents' expected role at student's school
Parents' language at home⁷						
Both/only parent(s) speak(s) English.....	45,219	92	82	74	69	86
One of two parents/guardians speaks English.....	1,022	89	91	74	69	82
No parent speaks English.....	5,359	95	90	81	72	84
Poverty status⁸						
Poor.....	10,012	92	84	76	68	81
Nonpoor.....	41,587	92	83	75	70	87

† Not applicable. Only parents of students in grades 6 through 12 were asked if the school provided information about how to help the student plan for college or vocational school.

¹ Parents of students in grades K through 12 were asked to rate school performance relative to the provision of four types of information (items 1–4 in the list below). In addition to items 1–4, parents of students in grades 6 through 12 were asked to rate school performance for the provision of information noted in item 5. (1) letting them know between report cards about student's school performance; (2) providing information about how to help with homework; (3) providing information about why their children were placed in particular groups or classes; (4) providing information on parents' expected role at children's school; and (5) providing information on how to help their children plan for college or vocational school. Response options were "does it very well," "just okay," "not very well," "doesn't do it at all," or "don't know." Answers of "don't know" were imputed. The table estimates indicate the percentage of parents who said their children's school provided information on the given topic (i.e., parents who gave any answer other than "doesn't do it at all").

² Estimates indicate the percentage of students in grades 6 through 12 whose parents reported that the school provided information about how to help their children plan for college or vocational school.

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.

⁴ Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

⁵ "Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

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

⁸ Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

Table 3. Percentage of students in grades K through 12 whose parents reported participation in school-related activities, by selected school, student, and family characteristics: 2006–07

Characteristic	Number of students in grades K through 12 (thousands)	Participation in school activities by parent or other household member				
		Attended a general school or PTO/PTA ¹ meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising
Total	51,600	89	78	74	46	65
School type²						
Public, assigned	37,168	89	76	72	42	63
Public, chosen.....	7,951	88	81	74	45	62
Private, religious.....	4,560	96	86	86	73	85
Private, nonreligious	1,438	97	90	86	68	72
School size						
Under 300	7,644	90	87	80	59	73
300–599	16,094	91	86	79	54	71
600–999	13,685	90	80	74	45	65
1,000 or more	13,847	87	62	66	32	55
Locale of student’s household³						
City	16,195	89	80	70	41	60
Suburban	19,158	91	76	76	49	67
Town	5,664	87	79	75	48	67
Rural.....	10,583	88	78	77	49	70
Student’s sex						
Male	26,875	89	79	71	45	65
Female	24,725	90	77	78	48	66
Student’s race/ethnicity						
White, non-Hispanic	29,832	91	78	80	54	72
Black, non-Hispanic	7,837	87	77	65	35	58
Hispanic	9,767	87	80	65	32	51
Asian or Pacific Islander, non-Hispanic	1,566	90	80	72	46	62
Other, non-Hispanic ⁴	2,598	90	74	76	47	62
Student’s grade level⁵						
K–2nd grade	11,516	93	90	78	63	72
3rd–5th grade	11,519	94	92	83	57	71
6th–8th grade	12,058	91	76	72	38	63
9th–12th grade	16,503	83	61	68	34	57
Parents’ highest education level						
Less than high school	3,504	75	70	48	20	34
High school graduate or equivalent	11,070	84	74	65	33	55
Vocational/technical or some college	14,844	89	77	72	42	67
Bachelor’s degree	11,353	94	81	83	56	72
Graduate or professional school	10,829	95	82	87	64	77

See notes at end of table.

Table 3. Percentage of students in grades K through 12 whose parents reported participation in school-related activities, by selected school, student, and family characteristics: 2006–07—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Participation in school activities by parent or other household member				
		Attended a general school or PTO/PTA ¹ meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising
Parents' language at home⁶						
Both/only parent(s) speak(s) English.....	45,219	90	78	77	49	69
One of two parents speaks English	1,022	82	75	63	42	54
No parent speaks English	5,359	84	82	57	22	38
Poverty status⁷						
Poor.....	10,012	81	77	56	26	45
Nonpoor	41,587	91	78	79	51	70

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.

³ Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

⁴ "Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

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

⁷ Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

Table 4. Percentage of students in grades K through 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2006–07

Characteristic	Number of students in grades K through 12 (thousands)	Parent reports of being “very satisfied” ¹					Amount of homework assigned is “about right” ²
		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	51,600	59	64	63	62	55	75
School type³							
Public, assigned	37,168	55	61	58	58	51	74
Public, chosen.....	7,951	63	68	67	63	59	72
Private, religious.....	4,560	81	79	84	83	77	80
Private, nonreligious	1,438	82	78	84	83	76	88
School size							
Under 300	7,644	67	71	71	70	65	77
300–599	16,094	63	67	64	64	58	77
600–999	13,685	60	66	63	63	57	74
1,000 or more	13,847	51	54	57	54	45	72
Locale of student’s household⁴							
City.....	16,195	60	65	63	62	57	73
Suburban.....	19,158	61	64	64	63	56	75
Town	5,664	59	63	60	58	51	79
Rural.....	10,583	58	63	60	61	54	76
Student’s sex							
Male	26,875	59	63	62	62	56	73
Female	24,725	60	65	63	62	55	77
Student’s race/ethnicity							
White, non-Hispanic	29,832	64	66	66	65	57	77
Black, non-Hispanic	7,837	47	57	55	54	49	66
Hispanic	9,767	59	65	60	63	59	78
Asian or Pacific Islander, non-Hispanic	1,566	54	59	56	57	50	67
Other, non-Hispanic ⁵	2,598	52	60	57	51	49	72
Student’s grade level⁶							
K–2nd grade	11,516	69	78	69	72	67	80
3rd–5th grade	11,519	65	69	67	66	63	79
6th–8th grade	12,058	55	58	60	59	51	71
9th–12th grade	16,503	52	54	57	54	46	72
Parents’ highest education level							
Less than high school	3,504	54	62	56	60	55	79
High school graduate or equivalent	11,070	54	59	56	58	51	74
Vocational/technical or some college.....	14,844	55	61	59	57	53	73
Bachelor’s degree	11,353	64	67	67	65	57	76
Graduate or professional school	10,829	68	70	71	70	62	76

See notes at end of table.

Table 4. Percentage of students in grades K through 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2006–07—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Parent reports of being “very satisfied” ¹					Amount of homework assigned is “about right” ²
		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’ language at home ⁷							
Both/only parent(s) speak(s) English.....	45,219	59	63	63	61	54	74
One of two parents/guardians speaks English.....	1,022	66	71	61	63	57	82
No parent speaks English.....	5,359	62	67	61	65	65	80
Poverty status ⁸							
Poor.....	10,012	56	64	59	57	56	73
Nonpoor.....	41,587	60	64	63	63	55	75

¹ Parents were asked to rate satisfaction (1) “with the school student attends this year,” (2) “with teachers student had this year,” (3) “with academic standards of the school,” (4) “with order and discipline at the school,” and (5) “with the way school staff interacts with parents.” Response options were “very satisfied,” “somewhat satisfied,” “somewhat dissatisfied,” or “very dissatisfied.”

² 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.

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.

⁴ Locale of student’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

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

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

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

⁸ Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household’s size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

Table 5. Percentage of students in grades K through 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: 2006–07

Characteristic	Number of students in grades K through 12 (thousands)	Student does homework outside of school	Student does homework outside of school ¹	
			Place in home set aside for homework ²	Adult in household checks that homework is done
Total	51,600	94	89	85
School type³				
Public, assigned	37,168	94	89	86
Public, chosen.....	7,951	95	90	88
Private, religious.....	4,560	97	86	79
Private, nonreligious	1,438	90	85	84
School size				
Under 300	7,644	94	85	90
300–599	16,094	95	90	92
600–999	13,685	95	87	88
1,000 or more	13,847	93	91	72
Locale of student’s household⁴				
City.....	16,195	94	88	88
Suburban	19,158	95	89	82
Town	5,664	92	87	86
Rural.....	10,583	95	89	86
Student’s sex				
Male	26,875	94	89	87
Female	24,725	95	88	84
Student’s race/ethnicity				
White, non-Hispanic	29,832	95	89	82
Black, non-Hispanic	7,837	94	94	94
Hispanic	9,767	94	84	91
Asian or Pacific Islander, non-Hispanic	1,566	96	93	83
Other, non-Hispanic ⁵	2,598	93	91	85
Student’s grade level⁶				
K–2nd grade	11,516	93	84	100
3rd–5th grade	11,519	97	89	97
6th–8th grade	12,058	95	91	88
9th–12th grade	16,503	93	91	65
Parents’ highest education level				
Less than high school	3,504	90	83	94
High school graduate or equivalent	11,070	93	89	89
Vocational/technical or some college.....	14,844	94	90	86
Bachelor’s degree	11,353	96	87	83
Graduate or professional school	10,829	96	90	81

See notes at end of table.

Table 5. Percentage of students in grades K through 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: 2006–07—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Student does homework outside of school	Student does homework outside of school ¹	
			Place in home set aside for homework ²	Adult in household checks that homework is done
Parents' language at home⁷				
Both/only parent(s) speak(s) English.....	45,219	94	90	84
One of two parents/guardians speaks English.....	1,022	96	80	88
No parent speaks English.....	5,359	94	76	94
Poverty status⁸				
Poor.....	10,012	93	87	93
Nonpoor.....	41,587	95	89	84

¹The denominator for these final two columns is students reported to do homework outside of school. Thus, it is different from the denominator for the second column, which includes all students in grades K through 12.

²Parents reported if there was a place in their home that was set aside for homework. Their responses were recorded as “yes,” “no,” and “child does not do homework at home.” Less than 1 percent of students had parents who indicated that they did not do homework at home; they are excluded from the estimate.

³School 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.

⁴Locale of student’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

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

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

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

⁸Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household’s size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

Table 6. Percentage of students in grades 6 through 12 whose parents reported educational expectations and plans to help pay for education after high school, by selected school, student, and family characteristics: 2006–07

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...						Family plans to help pay for student's education after high school ¹
		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	28,565	#	8	8	13	40	30	81
School type²								
Public, assigned	21,065	#	9	8	14	40	28	80
Public, chosen.....	4,117	#	7	11	14	34	34	80
Private, religious.....	2,443	#	3!	3!	6	48	41	90
Private, nonreligious	672	3!	7!	6!	11!	26	47	84
School size								
Under 300	3,435	1!	10	12	13	37	27	78
300–599	5,541	1!	9	8	15	40	28	82
600–999	6,727	#	8	6	14	41	31	81
1,000 or more	12,635	#	8	7	12	40	32	82
Locale of student's household³								
City.....	8,633	#	9	6	14	37	34	78
Suburban.....	10,795	1	7	6	10	41	34	86
Town.....	3,165	1!	10	11	16	38	24	78
Rural.....	5,972	#	8	12	16	42	21	79
Student's sex								
Male	14,801	1	10	10	13	40	26	82
Female	13,764	#	6	5	14	40	35	81
Student's race/ethnicity								
White, non-Hispanic	16,775	1	6	8	13	44	29	86
Black, non-Hispanic	4,617	#	13	9	16	30	33	74
Hispanic	4,976	#	10	8	15	38	29	70
Asian or Pacific Islander, non-Hispanic	723	#	#	2!	4!	37	53	79
Other, non-Hispanic ⁴	1,473	1!	12	8	14	36	28	80
Student's grade level⁵								
6th–8th grade	12,058	#	8	5	13	42	31	80
9th–12th grade	16,503	1	8	10	13	38	30	82
Parents' highest education level								
Less than high school	1,934	1!	28	6	16	28	22	56
High school graduate or equivalent	6,127	#	17	13	21	32	18	72
Vocational/technical or some college.....	8,916	#	6	11	18	40	23	78
Bachelor's degree	5,836	#	3	3	6	53	35	88
Graduate or professional school..	5,752	1!	1!	3	4	39	52	94

See notes at end of table.

Table 6. Percentage of students in grades 6 through 12 whose parents reported educational expectations and plans to help pay for education after high school, by selected school, student, and family characteristics: 2006–07—Continued

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...						Family plans to help pay for student's education after high school ¹
		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' language at home⁶								
Both/only parent(s) speak(s)								
English.....	25,596	#	8	8	13	40	30	83
One of two parents/guardians speaks English.....								
	412	#	6!	#	6!	46	41	71
No parent speaks English.....								
	2,557	1!	12	4	13	37	34	66
Poverty status⁷								
Poor.....								
	5,110	1!	21	10	20	26	23	59
Nonpoor.....								
	23,455	#	6	7	12	43	32	85

Rounds to 0 or 0 cases in sample.

! Interpret data with caution; coefficient of variation is 33 percent or more.

¹ This question was only asked of parents of students in grades 6 through 12 who expected their children to continue education after high school. Hence the denominator for this column is different from the denominators for the preceding six columns.

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.

³ Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

⁴ "Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

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

⁷ Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

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Appendix A:
Technical Notes

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Survey Methodology and Data Reliability

The National Household Education Surveys Program (NHES) is a set of telephone surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). This report presents data from the Parent and Family Involvement in Education Survey (PFI) of the 2007 NHES. Previous NHES surveys from 1996, 1999, and 2003 also focused on parents and family involvement in education. PFI data collection was conducted by Westat, a social science research firm, and took place from January 2 through May 6, 2007. This section provides a brief description of the study methodology. Readers are advised to consult Volume 1 of the *Data File User's Manual* for more extensive information on the study methodology and data collection procedures (Hagedorn et al. 2008).

The NHES:2007 sample was selected using random-digit-dial (RDD) methods, and the data were collected using computer-assisted telephone interviewing (CATI) technology. The first stage of sampling in NHES:2007 was the selection of a sample of telephone numbers, with telephone numbers in areas with high percentages of Black or Hispanic residents sampled at higher rates than those in areas with low percentages of Black or Hispanic residents, and telephone numbers that could be matched to mailing addresses sampled at a higher rate than those that could not be matched to addresses. The oversampling of telephone numbers in areas with high percentages of Black or Hispanic residents was done to increase the numbers of sampled persons of Black or Hispanic race/ethnicity; the oversampling of telephone numbers that could be matched to mailing addresses was done to increase the operational efficiency of the sample, specifically, to require that relatively fewer telephone numbers be sampled and dialed in order obtain the target numbers of completed interviews.

NHES:2007 included two topical surveys: The PFI Survey and the School Readiness Survey (SR). In order to limit respondent burden, a within-household sampling scheme was developed to control the number of persons sampled for topical interviews in each household. Different probabilities of selection were used to sample children depending on the number of children in the household eligible for the particular survey (SR or PFI). In some households more than one child was selected. Exactly one child was selected for the PFI survey if there were any PFI-eligible children in the household, and exactly one child was selected for SR if there were any SR-eligible children in the household. The survey estimation procedures accounted for the unequal selection probabilities and the clustering effect of sampling more than one child in some households. The PFI sample is nationally representative of all noninstitutionalized students in the 50 states and the District of Columbia from kindergarten through 12th grade enrolled in school or children ages 4 through 18 and homeschooled for these grades.

The respondent to the PFI interview was the parent or guardian in the household who knew the most about the child's care and education. 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, factors affecting parent and family participation in school and parent support for the school, family involvement in schoolwork, planning for postsecondary education, 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 attempts were made to complete interviews with respondents not available at the time of selection. Interviews were conducted in both English and Spanish. The total number of completed PFI interviews was 10,681, representing a population of 53.2 million students when weighted to reflect national totals.

Data Reliability and Validity

Estimates produced using data from the survey are subject to two types of error, nonsampling and sampling 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 from the whole 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 nonresponse, the differences in respondents' interpretations of the meaning of the questions, response differences related to the particular time the survey was conducted, and mistakes in data preparation. In NHES:2007, efforts were made to minimize nonsampling error through cognitive testing and focus group input in the survey design stage, a field test of the surveys, and online data and post-interview edits. Additionally, survey estimates were compared with similar estimates from previous surveys. Weighting adjustments (in particular, nonresponse adjustments and poststratification/raking adjustments) were also used to minimize the potential effects of nonsampling error.

An important source of nonsampling error for a telephone survey is the failure to include persons who do not live in households with telephones. This is particularly problematic in RDD surveys because little is known about the sampled telephone numbers with which contact has not been made. Data from the March 2007 Current Population Survey (CPS) Annual Social and Economic Supplement (ASEC) show that 95.3 percent of all children ages 4 through 19 live in households with at least one telephone of any type, i.e., landline or cell (based on independent tabulations of the U.S. Census Bureau's March 2007 CPS ASEC). However, because the NHES sampling frame is restricted to landline telephone numbers, both children living in cell-only households and those in households without a telephone are not covered. Estimates from the 2007 National Health Interview Survey (NHIS) indicate that about 11.9 percent of all children live in cell-only households (Blumberg and Luke 2007). Estimation procedures, specifically the raking adjustment applied to the weights (Hagedorn et al. 2008, section 3.4.2), were used to help reduce the bias in the estimates associated with excluding the 4.7 percent of children who live in households without telephones and the 11.9 percent who live in cell-only households.

Another potential source of nonsampling error is response bias. Response bias occurs when respondents systematically misreport (intentionally or unintentionally) information in a study. There are many different forms of response bias. One of the best known is social desirability bias, which occurs when respondents give what they believe is the socially desirable response (Demaio 1984). For example, surveys that ask about whether respondents voted in the most recent election typically obtain a higher estimate of the number of people who voted than do voting records. Although response bias may affect the accuracy of the results for a particular item, it does not necessarily invalidate other results from a survey. If there are no systematic differences among specific groups under study in their tendency to give socially desirable responses, then comparisons of the different groups will accurately reflect differences among the groups.

Response Rates. In the 2007 NHES collection, an initial set of questions were asked of an adult member of the sampled household through a screener interview in order to collect information on household composition and interview eligibility. Screener interviews were completed with 54,034 households, with a weighted screener unit response rate of 52.8 percent. PFI interviews were completed for 10,681 children, for a weighted unit response rate of 74.1 percent and an overall estimated unit response rate (the product of the screener unit response rate and the PFI unit response rate) of 39.1 percent.

NHES:2007 included a bias study involving multimode data collection. The purpose of the NHES:2007 Bias Study was to evaluate overall bias, as well as bias due to nonresponse and noncoverage separately, through in-person follow-up for cases that did not respond to or could not be reached for a telephone survey using landline phones. Overall bias in the 2007 PFI estimates was evaluated by comparing fully weighted estimates¹ from the main RDD survey to the Bias Study estimates. These comparisons yielded no evidence of substantial overall bias in the 2007 estimates.

To evaluate potential bias in the estimates before weighting adjustments were applied, as well as the effect the weighting adjustments may have had on potential bias in the data, the RDD estimates generated using unadjusted weights were compared to the nonresponse-adjusted estimates and to the fully weighted (i.e., nonresponse-adjusted and raked) estimates. Although there were some differences in estimates of demographic characteristics between nonresponse adjusted estimates and the fully weighted estimates, the estimates of key survey outcome variables at each stage of the weighting were comparable.

Nonresponse bias, as a component of overall bias, was also assessed by comparing estimates from the full Bias Study data collection effort (i.e., from people who responded to the telephone collection and from those who responded during in-person follow-up) to estimates from the reduced effort (i.e., from all respondents except those who were called and did not participate over the phone but did participate in person). The results of the Bias Study provide no evidence to indicate that the NHES:2007 PFI survey estimates generated using final survey weights suffer from substantial nonresponse bias. A comparison was also performed using base-weighted estimates (i.e., estimates computed using weights to account for differential probabilities of selection but not for nonresponse) to evaluate the effect of the weighting adjustments. The comparison of the base-weighted full-effort estimates to the base-weighted reduced-effort estimates also provided no evidence of substantial nonresponse bias. It should be noted that the evaluation of nonresponse bias has limitations because survey estimates for the households that did not respond to either the telephone or the in-person effort are not available.

Noncoverage bias was assessed by comparing estimates from persons in households with a landline telephone to estimates from the full Bias Study sample. Overall, no evidence of substantial noncoverage bias was found in the PFI survey estimates.

In addition, comparisons were made between the PFI RDD data and CPS data from 2005-2006 for estimates of child's race/ethnicity, age, school type, and grade level, as well as parents' highest education level, household structure, and yearly household income. These comparisons were designed to test the similarity of specific PFI estimates weighted to population totals relative to comparable estimates from the CPS data weighted to population totals. Some substantive differences between estimates from the two data sources (i.e., differences of 5 percentage points or greater) were found. A larger percentage of kindergartners attended public school according to the CPS (86 percent) compared to the PFI (81 percent). The estimated percentages of students whose parents had an education level of graduate school or higher were 21 percent for the PFI and 13 percent for CPS. The estimate for the percentage of students who lived in two-parent households was higher in the PFI (73 percent) compared to CPS (68 percent). Also, 36 percent of students in the PFI lived in households with incomes over \$75,000, compared to 30 percent in the CPS.

Item nonresponse (i.e., the failure to complete some items in an otherwise completed interview) was very low for most items in the PFI-NHES:2007. The item nonresponse rate for most variables included in this report was 3 percent or lower. For variables applicable to a small number of cases (e.g.,

¹ These estimates are produced using weights that adjust for nonresponse and are raked to control totals from the Current Population Survey to allow for the generation of national estimates. For more information on weighting adjustments in the NHES, see Hagedorn et al. (2006).

those pertaining to a second mother/female guardian or second father/male guardian), a small number of missing values for these variables results in low item response rates. One item that typically has a relatively high nonresponse rate in most surveys and had a high nonresponse rate for the PFI survey is household income (HINCOME), with an item nonresponse rate of 9.5 percent. Items with missing data were imputed using a hot-deck procedure (Kalton and Kasprzyk 1986) in which cells are formed that contain cases with similar characteristics and a donor value is used to impute the missing value. The estimates included in this report are based on the imputed data. Imputation flag variables have been created and included in the PFI data file to enable users to identify imputed values. Users can employ the imputation flags to delete imputed values, use alternative imputation procedures, or account for the imputation in computation of the reliability of the estimates produced from the PFI data.

Sampling Errors. The sample of households with a telephone is just one of many possible samples that could have been selected for the 2007 survey. Therefore, estimates produced from this sample 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 with landline telephones, rather than surveying all households with landline telephones.

The standard error is a measure of the variability due to sampling when estimating a statistic. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a sample estimate would differ from the population parameter obtained from a complete census count 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, about 95 percent.

Standard errors for all of the estimates are presented in appendix C. These standard errors can be used to produce confidence intervals. For example, for an estimated 53 percent of students attending a public assigned school, the students' parents reported that the school provided information specifically about their children via notes or e-mail. This percentage estimate has a standard error of 0.8 percent. Therefore, a 95 percent confidence interval for this statistic is approximately 51 to 55 percent ($53 \pm 1.96 (0.8)$). That is, if the processes of selecting a sample, collecting the data, and constructing the confidence interval were repeated, it would be expected that in 95 out of 100 samples from the same population, the confidence interval would contain the true population proportion of students attending a public assigned school whose parents report that the school provided information specifically about their children via notes or e-mail.

Weighting

All of the estimates in this report are produced by weighting the observations using the probabilities of selection of the respondents and other adjustments to account for nonresponse and coverage bias. Weights were developed to produce unbiased and consistent estimates of national totals. The weight used in this *First Look* report is FPWT, which is the weight variable available in the PFI data file that can be 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:2007 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 WesVar Complex Samples software and the jackknife 1 (JK1) option as a replication procedure (Westat 2000). 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.

Statistical Tests

The tests of significance used in this *First Look* report are based on Student's t statistics for the comparisons of means and of percentages. To test for a difference between two subgroups in the population percentage 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 66 percent of students attending private nonreligious schools whose parents reported receiving notes or e-mails from the student's school, with a standard error of 4.1, and p_2 is the 58 percent of students attending private religious schools whose parents reported receiving notes or e-mails from the student's school, with a standard error of 2.1, then the t -value is equal to 1.61.

The decision rule is to reject the null hypothesis (i.e., there is no 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, i.e., $\alpha = 0.05$. When the degrees of freedom are large, greater than 120, $t_{0.025;df} \approx 1.96$. Regarding the example given above, the t -value of 1.61, which is less than 1.96, indicates that the null hypothesis cannot be rejected. Simply put, there is no statistically significant difference between the percentage of students attending private nonreligious schools whose parents reported receiving notes or e-mails and the percentage of students attending private religious schools whose parents reported receiving notes or e-mails.

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Appendix B:

Glossary

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The statistics, row, and column variables used in analyses for this *First Look* report are described below. First, descriptions of the statistics used to analyze data in the report are given, after which are descriptions of the row and column variables presented in the tables.

In the descriptions below, the names of variables that are included in the data file for the 2007 Parent and Family Involvement in Education Survey (PFI) 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 used in an altered form, 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 still 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.

Statistics

Mean: The mean is one of several measures of central tendency that are used to indicate the point on the scale of measures where the population is centered. The mean is the average of the values in the population. Numerically, it equals the sum of the values divided by the number of values.

Percentage: A percentage is a part of a whole expressed in hundredths.

Standard Error: The standard error, or standard error of the mean, is an estimate of the standard deviation of the sampling distribution of the mean, based on the data from one or more random samples. Numerically, it is equal to the square root of the estimated variance of a sample estimate divided by the size of the sample (see Appendix C: Standard Errors).

Row Variables

School Characteristics

School Type: School type was created by classifying the school currently attended by the student as either public or private using the variable S07TYPE. S07TYPE was 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 variable SCHOICE according to whether the parent reported having chosen the school or whether the school had been assigned to the student by the school district. Students in public school whose parents reported that their assigned school is their school of choice are categorized as attending a chosen school. Schools that are private are also classified using the variable S07TYPE as being religious or nonreligious.

The values are:

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

School Size: The variable S07NUMST classifies the student’s school based on the number of students currently enrolled.

The values are:

- 1= Under 300
- 2= 300–599
- 3= 600–999
- 4= 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:

- 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 were combined to form the “City” category. Other categories from ZIPLOCL were combined to form the categories of “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 SEX were 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 was derived from information in CHISPAN, CWHITE, CBLACK, CAMIND, CASIAN, CPACI, and CRACEOTH.

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: ALLGRADE, 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. For most students ALLGRADE was derived directly from GRADE. For students in special education programs or ungraded schools or classrooms, ALLGRADE was derived from GRADEEQ. Students whose parents reported that the student's school or classroom was ungraded were excluded from the analysis (i.e., they did not report a grade in GRADEEQ). The values of ALLGRADE are grades K through 12. For this report, grades were collapsed into the following categories: K–2, 3–5, 6–8, and 9–12.

Family Characteristics

Parents' Highest Education Level: PARGRADE07 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, was derived from MOMGRADE1, MOMDIPL1, MOMGRADE2, MOMDIPL2, DADGRADE1, DADDIPL1, DADGRADE2, and DADDIPL2.

The values for PARGRADE07 are:

- 1= Less than high school diploma
- 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: LANGUAGE07 indicates the knowledge and/or use of English by the parent(s)/guardian(s) in the household. LANGUAGE07 is used in this report in the same format in which it appears on the data file and was created using the variables MOMLANG1, MOMSPEAK1, MOMLANG2, MOMSPEAK2, DADLANG1, DADSPEAK1, DADLANG2, and DADSPEAK2.

The values for LANGUAGE07 are:

- 1= Both parents or the only parent learned English first or currently speak(s) English in the home
- 2= One of two parents in a two-parent household learned English first or currently speaks English in the home
- 3= No parent learned English first and both parents or the only parent 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 was HINCOME, which lists possible income ranges (e.g., \$10,001 to 15,000, \$15,001 to \$20,000, etc., up to over \$100,000). If data for HINCOME were missing, they were imputed. Using the income ranges and household size (HHTOTAL), poverty thresholds were then used to establish whether a child resided in a household categorized as poor or nonpoor. Thresholds to define poverty were based on weighted averages from 2006 Census poverty thresholds. A household was considered poor if a household of a particular size matched the income categories shown in exhibit B-1. Otherwise, the household was considered to be nonpoor.

Exhibit B-1. Poverty definition for Parent and Family Involvement in Education (PFI) analyses, by household size: 2007

Household size (HHTOTAL) ¹	Income categories in variable HINCOME (PU5OV2)
2	Less than or equal to \$15,000 (HINCOME = 1, 2, 3)
3	Less than or equal to \$15,000 (HINCOME = 1, 2, 3)
4	Less than or equal to \$20,000 (HINCOME = 1, 2, 3, 4)
5	Less than or equal to \$25,000 (HINCOME = 1, 2, 3, 4, 5)
6	Less than or equal to \$30,000 (HINCOME = 1, 2, 3, 4, 5, 6)
7	Less than or equal to \$30,000 (HINCOME = 1, 2, 3, 4, 5, 6)
8	Less than or equal to \$35,000 (HINCOME = 1, 2, 3, 4, 5, 6, 7)

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:2007); U.S. Census Bureau, Poverty Thresholds for 2006 by Size of Family and Number of Related Children Under 18 Years, <http://www.census.gov/hhes/www/poverty/threshld/thresh06.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-mails about their children (FSNOTES), whether the school sent newsletters, memos, or notices addressed to all parents (FSMEMOS), and whether they were called on the phone (FSPHONE).

Table 2 – Topics about which school provided any information

Parents were asked to rate how well their children’s school lets them know how their children are doing in school (FSSPPERF). The choices were “does it very well,” “just okay,” “not very well,” “doesn’t do it at all,” or “don’t know.” Interviewers were instructed to accept “don’t know” as an answer because it is expected that some parents would not know whether a school had done a particular practice. To facilitate analysis and scaling of the variables, “don’t know” answers were imputed. Only 0.2 percent to 0.5 percent (weighted) of parent respondents gave responses of “don’t know.” Other items included in the table that were coded in the same way are whether the school provides information about how to help their children with their homework (FSSPHW), provides information about why their children are placed in particular groups or classes (FSSPCOUR), provides information on how to help their children plan for college or vocational school (FSSPCOLL), and provides information on the parents’ expected role at their children’s school (FSSPROLE).

Table 3 – 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 like 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 (FSSPORT), 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 were 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 were combined so that the estimate reported indicates the percentage of parents who volunteered or served on a committee. Meeting with a school counselor is not reported.

Table 4 – Parental satisfaction with school characteristics and amount of homework

Parents were asked to rate how satisfied they were with the school their children attends this year (FC SCHOOL). The choices were “very satisfied,” “somewhat satisfied,” “somewhat dissatisfied,” and “very dissatisfied.” Table 4 reports the percentage of parents who were “very satisfied.” The other items included in the table that were coded in the same way are satisfaction with the teachers their child has this year (FC TEACHR), satisfaction with the academic standards of the school (FC STDS), satisfaction with the order and discipline at the school (FC ORDER), and satisfaction with the way the school staff interacts with parents (FC SUPPRT).

Parents who reported that their children did homework outside of school were asked their opinion about the amount of homework their children are assigned (FH AMOUNT). The choices were “The amount is about right,” “It’s too much,” or “It’s too little.” Table 4 reports the percentage of parents who thought the amount of homework assigned was “about right.”

Table 5 – 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 (FH HOME). The choices were recorded as “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 “does not have homework.” The estimates in table 5 indicate the percentage of students who did homework outside of school less than once per week or more.

Parents were asked to report if there was a place in their home that was set aside for homework (FH PLACE). The choices were not read to them, but they were recorded as “yes,” “no,” and “child does not do homework at home.” For the analysis, the estimates only pertain 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 (FH CHECK). For the analysis, the estimates for “adult in household checks that homework is done” only pertain to students whose parents reported that their children do homework outside of school.

Table 6 – Parental expectations for student’s education after high school

Parents of students in grades 6 through 12 were asked to report how far they expect their child to go in their education (SE FUTURE). 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,” or “to earn a graduate degree or professional degree beyond a bachelor’s.”

Parents who expected their children to continue education after high school were asked to indicate if they or anyone in their family plans to help their child pay for their education after high school or if they have not thought about it yet (SE FAMPAY). The choices were not read to them, but they were recorded as “yes,” “no,” or “hasn’t thought about it yet.”

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Appendix C:
Standard Errors

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Table C-1. Standard errors for table 1: Percentage of students in grades K through 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2006–07

Characteristic	Number of students in grades K through 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, or notices	Telephone
Total	118.2	0.7	0.4	0.7
School type¹				
Public, assigned	380.8	0.8	0.6	0.8
Public, chosen	297.5	1.9	1.1	1.9
Private, religious	180.4	2.1	0.7	2.1
Private, nonreligious	125.7	4.1	1.4	4.6
School size				
Under 300	292.2	2.2	0.7	2.1
300–599	355.4	1.2	0.7	1.2
600–999	311.6	1.2	0.8	1.4
1,000 or more	260.7	1.3	0.9	1.2
Locale of student’s household²				
City	283.0	1.3	0.8	1.3
Suburban	274.9	1.2	0.6	1.1
Town	204.2	2.1	1.1	2.2
Rural	100.3	1.7	1.2	1.8
Student’s sex				
Male	386.0	1.1	0.6	0.9
Female	395.0	1.0	0.6	1.0
Student’s race/ethnicity				
White, non-Hispanic	185.0	0.9	0.5	0.8
Black, non-Hispanic	21.2	2.6	1.4	2.3
Hispanic	28.9	1.6	1.1	1.8
Asian or Pacific Islander, non-Hispanic	122.7	3.4	2.5	3.8
Other, non-Hispanic ³	144.4	3.4	2.4	3.4
Student’s grade level⁴				
K–2nd grade	63.9	1.3	0.7	1.4
3rd–5th grade	49.5	1.3	0.9	1.6
6th–8th grade	67.7	1.7	0.9	1.6
9th–12th grade	61.3	1.3	0.9	1.1
Parents’ highest education level				
Less than high school	228.1	3.3	2.5	3.3
High school graduate or equivalent	301.8	1.7	1.0	1.7
Vocational/technical or some college	335.5	1.2	0.9	1.3
Bachelor’s degree	288.9	1.5	0.7	1.3
Graduate or professional school	247.3	1.3	0.6	1.4

See notes at end of table.

Table C-1. Standard errors for table 1: Percentage of students in grades K through 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2006–07—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, or notices	Telephone
Parents' language at home⁵				
Both/only parent(s) speak(s) English	223.6	0.8	0.5	0.7
One of two parents speaks English.....	97.9	4.8	2.2	4.9
No parent speaks English	170.6	2.1	1.4	2.2
Poverty status⁶				
Poor.....	178.7	2.2	1.4	2.0
Nonpoor	207.7	0.7	0.4	0.7

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.

² Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

³ "Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

⁴ Students whose parents reported the student's grade equivalent as "ungraded" were excluded from the analyses of grade level.

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

⁶ Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

Table C-2. Standard errors for table 2: Percentage of students in grades K through 12 whose parents reported any school-initiated provision of information, by information topic and selected school, student, and family characteristics: 2006–07

Characteristic	Number of students in grades K through 12 (thousands)	Topics about which school provided information ¹				
		Student's performance	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college or vocational school ²	Parents' expected role at student's school
Total	118.2	0.4	0.6	0.6	1.0	0.5
School type³						
Public, assigned	380.8	0.5	0.7	0.7	1.2	0.6
Public, chosen	297.5	0.7	1.4	1.4	2.3	1.3
Private, religious	180.4	1.6	1.2	2.5	2.4	1.8
Private, nonreligious.....	125.7	2.8	3.2	3.6	4.4	1.2
School size						
Under 300.....	292.2	1.2	1.3	1.6	2.5	1.2
300–599.....	355.4	0.7	0.9	1.1	2.5	0.8
600–999.....	311.6	0.8	0.9	1.2	2.0	0.9
1,000 or more.....	260.7	0.8	1.2	1.1	1.2	1.0
Locale of student's household⁴						
City	283.0	0.7	1.0	1.0	1.7	0.9
Suburban	274.9	0.7	0.8	1.0	1.4	0.8
Town.....	204.2	1.5	1.5	1.8	2.0	1.6
Rural.....	100.3	0.8	1.2	1.6	2.2	1.2
Student's sex						
Male	386.0	0.6	0.8	0.8	1.4	0.7
Female	395.0	0.5	0.7	0.9	1.3	0.6
Student's race/ethnicity						
White, non-Hispanic	185.0	0.5	0.6	0.7	1.1	0.6
Black, non-Hispanic	21.2	1.4	1.8	1.8	2.9	1.7
Hispanic	28.9	0.8	1.1	1.4	2.0	1.1
Asian or Pacific Islander, non-Hispanic	122.7	2.9	2.7	3.7	4.8	2.0
Other, non-Hispanic ⁵	144.4	1.9	2.4	2.7	4.0	2.3
Student's grade level⁶						
K–2nd grade	63.9	0.9	0.8	1.1	†	0.9
3rd–5th grade	49.5	0.7	0.9	1.0	†	0.8
6th–8th grade	67.7	1.0	1.2	1.4	1.8	1.1
9th–12th grade	61.3	0.7	1.2	1.2	0.9	1.0
Parents' highest education level						
Less than high school	228.1	1.6	2.4	2.5	3.9	2.2
High school graduate or equivalent	301.8	0.9	1.2	1.3	2.0	1.3
Vocational/technical or some college	335.5	0.9	1.0	1.3	1.7	1.1
Bachelor's degree	288.9	0.7	1.2	1.2	1.8	0.9
Graduate or professional school	247.3	0.8	1.0	1.2	1.3	0.8

See notes at end of table.

Table C-2. Standard errors for table 2: Percentage of students in grades K through 12 whose parents reported any school-initiated provision of information, by information topic and selected school, student, and family characteristics: 2006–07—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Topics about which school provided information ¹				
		Student's performance	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college or vocational school ²	Parents' expected role at student's school
Parents' language at home⁷						
Both/only parent(s) speak(s) English.....	223.6	0.5	0.6	0.6	1.1	0.5
One of two parents/guardians speaks English.....	97.9	5.8	2.1	5.4	5.6	5.5
No parent speaks English.....	170.6	0.9	1.4	1.7	2.4	1.3
Poverty status⁸						
Poor.....	178.7	1.2	1.4	1.8	2.9	1.7
Nonpoor.....	207.7	0.5	0.6	0.7	0.9	0.5

† Not applicable. Only parents of students in grades 6 through 12 were asked “how to help student plan for college or vocational school.”

¹ Parents of students in grades K through 12 were asked to rate school performance relative to the provision of four types of information (items 1–4 in the list below). In addition to items 1–4, parents of students in grades 6 through 12 were asked to rate school performance for the provision of information noted in item 5. (1) letting them know between report cards about student's school performance; (2) providing information about how to help with homework; (3) providing information about why their children were placed in particular groups or classes; (4) providing information on parents' expected role at children's school; and (5) providing information on how to help their children plan for college or vocational school. Response options were “does it very well,” “just okay,” “not very well,” “doesn't do it at all,” or “don't know.” Answers of “don't know” were imputed. The table estimates indicate the percentage of parents who said their children's school provided information on the given topic (i.e., parents who gave any answer other than “doesn't do it at all”).

² Estimates indicate the percentage of students in grades 6 through 12 whose parents reported that the school provided information about how to help their children plan for college or vocational school.

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.

⁴ Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

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

⁶ Students whose parents reported the student's grade equivalent as “ungraded” were excluded from the analyses of grade level.

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

⁸ Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

Table C-3. Standard errors for table 3: Percentage of students in grades K through 12 whose parents reported participation in school-related activities, by selected school, student, and family characteristics: 2006–07

Characteristic	Number of students in grades K through 12 (thousands)	Participation in school activities by parent or other household member				
		Attended a general school or PTO/PTA ¹ meeting	Attended regularly-scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising
Total	118.2	0.5	0.5	0.6	0.6	0.7
School type²						
Public, assigned	380.8	0.6	0.6	0.7	0.8	0.8
Public, chosen.....	297.5	1.7	1.9	1.8	2.3	2.0
Private, religious.....	180.4	1.4	2.2	1.7	2.0	1.3
Private, nonreligious	125.7	1.1	1.8	2.6	3.7	3.2
School size						
Under 300	292.2	1.7	1.7	1.7	2.0	2.0
300–599	355.4	0.8	0.9	1.0	1.4	1.2
600–999	311.6	0.9	1.0	1.2	1.3	1.4
1,000 or more	260.7	0.9	1.3	1.1	1.1	1.1
Locale of student’s household³						
City	283.0	0.9	1.1	1.3	1.2	1.4
Suburban.....	274.9	0.6	0.8	0.9	1.1	1.0
Town	204.2	1.6	1.5	1.8	1.9	1.8
Rural.....	100.3	1.2	1.3	1.5	1.5	1.7
Student’s sex						
Male	386.0	0.7	0.7	0.9	0.9	1.0
Female	395.0	0.6	0.9	0.8	1.0	0.9
Student’s race/ethnicity						
White, non-Hispanic	185.0	0.5	0.6	0.7	0.9	0.7
Black, non-Hispanic	21.2	1.8	2.0	2.3	1.9	2.3
Hispanic	28.9	1.1	1.1	1.5	1.3	1.4
Asian or Pacific Islander, non-Hispanic	122.7	2.0	2.8	2.9	3.8	3.9
Other, non-Hispanic ⁴	144.4	1.6	3.1	2.9	3.3	3.6
Student’s grade level⁵						
K–2nd grade	63.9	0.9	1.1	1.3	1.7	1.4
3rd–5th grade	49.5	0.6	0.9	1.1	1.5	1.4
6th–8th grade	67.7	0.9	1.2	1.5	1.6	1.4
9th–12th grade	61.3	1.0	1.0	1.1	1.0	1.2
Parents’ highest education level						
Less than high school	228.1	2.4	2.6	3.1	3.4	3.5
High school graduate or equivalent	301.8	1.1	1.2	1.5	1.6	1.5
Vocational/technical or some college.....	335.5	1.1	1.2	1.3	1.2	1.4
Bachelor’s degree	288.9	0.8	1.0	1.0	1.5	1.3
Graduate or professional school	247.3	0.7	1.1	0.9	1.3	1.0

See notes at end of table.

Table C-3. Standard errors for table 3: Percentage of students in grades K through 12 whose parents reported participation in school-related activities, by selected school, student, and family characteristics: 2006–07—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Participation in school activities by parent or other household member				
		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
Parents' language at home⁶						
Both/only parent(s) speak(s) English.....	223.6	0.5	0.6	0.6	0.7	0.7
One of two parents speaks English	97.9	6.9	5.5	5.1	5.0	4.9
No parent speaks English	170.6	1.5	1.4	1.9	1.5	1.9
Poverty status⁷						
Poor.....	178.7	1.8	1.8	2.0	1.8	2.1
Nonpoor	207.7	0.4	0.6	0.6	0.7	0.6

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.

³ Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

⁴ "Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

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

⁷ Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

Table C-4. Standard errors for table 4: Percentage of students in grades K through 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2006–07

Characteristic	Number of students in grades K through 12 (thousands)	Parent reports of being “very satisfied” ¹					Amount of homework assigned is “about right” ²
		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	118.2	0.7	0.6	0.6	0.7	0.7	0.6
School type³							
Public, assigned	380.8	0.8	0.8	0.7	0.9	0.9	0.7
Public, chosen.....	297.5	2.5	2.0	1.9	1.9	2.2	2.2
Private, religious.....	180.4	1.6	1.6	1.4	1.6	1.6	2.4
Private, nonreligious	125.7	2.5	2.6	2.4	2.2	3.3	2.1
School size							
Under 300	292.2	2.2	1.8	2.0	2.1	2.0	2.2
300–599	355.4	1.3	1.2	1.3	1.2	1.2	1.0
600–999	311.6	1.1	1.2	1.2	1.2	1.4	1.2
1,000 or more	260.7	1.4	1.4	1.3	1.4	1.3	1.1
Locale of student’s household⁴							
City.....	283.0	1.4	1.3	1.3	1.3	1.3	1.6
Suburban.....	274.9	1.1	1.0	1.1	1.1	1.1	1.0
Town	204.2	1.8	1.9	2.0	1.9	2.0	1.6
Rural.....	100.3	1.7	1.6	1.7	1.5	1.6	1.8
Student’s sex							
Male	386.0	1.0	1.0	0.9	1.0	1.0	0.9
Female	395.0	1.0	0.9	0.9	1.1	1.0	0.8
Student’s race/ethnicity							
White, non-Hispanic	185.0	0.8	0.8	0.8	0.8	0.8	0.6
Black, non-Hispanic	21.2	2.5	2.4	2.6	2.4	2.3	2.7
Hispanic	28.9	1.5	1.3	1.3	1.7	1.6	1.5
Asian or Pacific Islander, non-Hispanic	122.7	3.6	3.9	3.9	3.4	3.8	3.7
Other, non-Hispanic ⁵	144.4	3.2	3.2	3.3	3.2	3.8	3.1
Student’s grade level⁶							
K–2nd grade	63.9	1.7	1.2	1.5	1.4	1.5	1.5
3rd–5th grade	49.5	1.5	1.5	1.5	1.5	1.6	1.2
6th–8th grade	67.7	1.5	1.4	1.3	1.5	1.4	1.4
9th–12th grade	61.3	1.4	1.2	1.2	1.3	1.3	1.3

See notes at end of table.

Table C-4. Standard errors for table 4: Percentage of students in grades K through 12 whose parents reported satisfaction with school characteristics and amount of homework, by selected school, student, and family characteristics: 2006–07—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Parent reports of being “very satisfied” ¹					Amount of homework assigned is “about right” ²
		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	228.1	2.9	3.2	3.0	3.1	3.3	2.3
High school graduate or equivalent	301.8	1.7	1.8	1.5	1.9	2.0	1.7
Vocational/technical or some college	335.5	1.4	1.4	1.2	1.3	1.4	1.3
Bachelor’s degree	288.9	1.3	1.4	1.2	1.4	1.3	1.2
Graduate or professional school	247.3	1.1	1.1	1.1	1.2	1.2	1.3
Parents’ language at home⁷							
Both/only parent(s) speak(s) English.....	223.6	0.8	0.7	0.7	0.7	0.8	0.7
One of two parents/guardians speaks English.....	97.9	4.8	4.3	4.9	4.5	4.7	3.2
No parent speaks English	170.6	1.7	1.9	1.7	2.0	2.0	1.6
Poverty status⁸							
Poor	178.7	2.5	2.1	2.3	1.9	2.6	2.0
Nonpoor	207.7	0.7	0.6	0.6	0.7	0.7	0.6

¹ Parents were asked to rate satisfaction (1) “with the school student attends this year”; (2) “with teachers student had this year”; (3) “with academic standards of the school”; (4) “with order and discipline at the school”; and (5) “with the way school staff interacts with parents.” Response options were “very satisfied,” “somewhat satisfied,” “somewhat dissatisfied,” or “very dissatisfied.”

² 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.

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.

⁴ Locale of student’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

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

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

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

⁸ Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household’s size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

Table C-5. Standard errors for table 5: Percentage of students in grades K through 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: 2006–07

Characteristic	Number of students in grades K through 12 (thousands)	Student does homework outside of school	Student does homework outside of school ¹	
			Place in home set aside for homework ²	Adult in household checks that homework is done
Total	118.2	0.3	0.4	0.5
School type³				
Public, assigned	380.8	0.4	0.5	0.6
Public, chosen.....	297.5	0.6	1.1	1.2
Private, religious.....	180.4	0.6	2.1	2.1
Private, nonreligious	125.7	2.5	3.9	2.5
School size				
Under 300	292.2	0.7	1.6	1.1
300–599	355.4	0.5	0.8	0.6
600–999	311.6	0.6	1.0	0.7
1,000 or more	260.7	0.6	0.8	1.3
Locale of student’s household⁴				
City.....	283.0	0.5	0.8	0.6
Suburban.....	274.9	0.5	0.7	0.8
Town.....	204.2	1.3	1.5	1.3
Rural.....	100.3	0.7	1.0	1.1
Student’s sex				
Male	386.0	0.4	0.6	0.6
Female	395.0	0.4	0.7	0.7
Student’s race/ethnicity				
White, non-Hispanic	185.0	0.4	0.5	0.6
Black, non-Hispanic	21.2	1.0	1.1	1.1
Hispanic	28.9	0.9	1.0	0.9
Asian or Pacific Islander, non-Hispanic	122.7	1.9	1.8	3.0
Other, non-Hispanic ⁵	144.4	1.8	1.4	2.5
Student’s grade level⁶				
K–2nd grade	63.9	0.7	1.0	0.0
3rd–5th grade	49.5	0.5	0.9	0.4
6th–8th grade	67.7	0.8	0.8	0.9
9th–12th grade	61.3	0.5	0.6	1.2
Parents’ highest education level				
Less than high school	228.1	1.9	2.3	1.4
High school graduate or equivalent	301.8	0.8	0.9	1.2
Vocational/technical or some college.....	335.5	0.7	0.7	0.9
Bachelor’s degree	288.9	0.6	1.1	1.0
Graduate or professional school	247.3	0.4	0.8	1.1

See notes at end of table.

Table C-5. Standard errors for table 5: Percentage of students in grades K through 12 whose parents reported that students do homework outside of school, a place is set aside in the home for student to do homework, and an adult checks that homework is done, by selected school, student, and family characteristics: 2006–07—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Student does homework outside of school	Student does homework outside of school ¹	
			Place in home set aside for homework ²	Adult in household checks that homework is done ¹
Parents' language at home⁷				
Both/only parent(s) speak(s) English.....	223.6	0.3	0.4	0.5
One of two parents/guardians speaks English.....	97.9	1.4	6.0	2.7
No parent speaks English	170.6	0.9	1.7	0.9
Poverty status⁸				
Poor.....	178.7	0.9	1.4	0.9
Nonpoor	207.7	0.3	0.5	0.5

¹The denominator for these final two columns is students reported to do homework outside of school. Thus is different from the denominator for the second column, which includes all students in grades K through 12.

²Parents reported if there was a place in their home that was set aside for homework. Their responses were recorded as “yes,” “no,” and “child does not do homework at home.” Less than 1 percent of students had parents who indicated that they did not do homework at home; they are excluded from the estimate.

³School 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.

⁴Locale of student’s household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new “urban-centric locale codes,” see Appendix B: Glossary.

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

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

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

⁸Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household’s size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.

Table C-6. Standard errors for table 6: Percentage of students in grades 6 through 12 whose parents reported educational expectations and plans to help pay for education after high school, by selected school, student, and family characteristics: 2006–07

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...						Family plans to help pay for student's education after high school ¹
		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	94.0	†	0.6	0.6	0.6	0.8	0.9	0.9
School type²								
Public, assigned	288.4	†	0.7	0.6	0.8	1.0	1.0	0.9
Public, chosen.....	203.7	†	1.4	2.4	1.6	1.9	2.2	3.2
Private, religious.....	155.6	†	0.9	1.4	1.4	2.8	2.9	1.6
Private, nonreligious	78.1	1.9	3.4	2.0	4.9	4.7	5.3	5.1
School size								
Under 300	194.7	0.4	2.4	3.2	1.8	2.8	2.4	3.5
300–599	219.9	0.3	1.5	1.0	2.0	2.1	2.3	1.7
600–999	219.0	†	1.0	1.0	1.1	1.7	1.5	1.6
1,000 or more	247.2	†	0.9	0.8	0.9	1.3	1.4	1.1
Locale of student's household³								
City.....	214.1	†	1.2	1.3	1.3	1.6	1.7	1.6
Suburban.....	231.9	0.2	0.9	0.8	0.9	1.4	1.3	1.1
Town	165.4	0.3	1.6	1.9	1.6	2.4	1.9	2.6
Rural.....	157.9	†	1.5	1.7	1.8	2.2	2.0	2.3
Student's sex								
Male	270.5	0.2	1.0	1.1	1.0	1.2	1.2	1.2
Female	285.7	†	0.7	0.6	0.8	1.2	1.2	1.1
Student's race/ethnicity								
White, non-Hispanic	186.5	0.2	0.7	0.5	0.7	1.1	1.0	0.9
Black, non-Hispanic	151.4	†	2.2	2.4	2.1	2.4	2.8	3.0
Hispanic	156.3	†	1.7	1.9	1.3	1.8	1.7	2.4
Asian or Pacific Islander, non-Hispanic	92.3	†	†	1.3	1.8	5.9	5.2	5.1
Other, non-Hispanic ⁴	110.0	1.0	3.9	2.1	2.6	3.9	3.6	3.5
Student's grade level⁵								
6th–8th grade	67.7	†	0.9	0.7	1.1	1.4	1.4	1.4
9th–12th grade	61.3	0.2	0.9	0.9	0.8	1.2	1.1	1.1
Parents' highest education level								
Less than high school	169.0	0.6	4.2	1.7	2.5	3.2	4.6	5.5
High school graduate or equivalent	229.9	†	1.7	1.4	1.5	2.0	1.5	2.0
Vocational/technical or some college.....	271.6	†	1.0	1.6	1.7	1.7	1.5	1.9
Bachelor's degree	184.2	†	0.8	0.6	0.8	1.8	1.9	1.5
Graduate or professional school.....	171.4	0.3	0.4	0.5	0.6	2.0	2.2	1.1

See notes at end of table.

**Table C-6. Standard errors for table 6: Percentage of students in grades 6 through 12 whose parents reported educational expectations and plans to help pay for education after high school, by selected school, student, and family characteristics: 2006–07—
Continued**

Characteristic	Number of students in grades 6 through 12 (thousands) ¹	Parent expects student to...						Family plans to help pay for student's education after high school ²
		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' language at home⁶								
Both/only parent(s) speak(s)								
English.....	168.0	†	0.6	0.7	0.7	0.9	1.0	1.0
One of two parents/guardians								
speaks English.....	56.6	†	3.4	†	3.1	5.8	4.8	6.7
No parent speaks English.....	128.3	0.3	2.2	0.9	2.0	2.3	2.4	2.8
Poverty status⁷								
Poor.....	192.3	0.3	2.7	2.4	2.4	1.9	2.7	3.2
Nonpoor.....	225.0	†	0.5	0.5	0.6	0.9	0.8	0.7

† Not applicable.

¹ This question was only asked of parents of students in grades 6 through 12 who expected their children to continue education after high school. Hence the denominator for this column is different from the denominators for the preceding six columns.

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.

³ Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural. For more details on these new "urban-centric locale codes," see Appendix B: Glossary.

⁴ "Other race, non-Hispanic" includes children who were multiracial and not of Hispanic ethnicity, or who were American Indian or Alaska Native, or were not Hispanic, White, Black, Asian, or Pacific Islander. The different groups mentioned here are not shown separately because the sample sizes do not support stable estimates.

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

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

⁷ Students are considered poor if they were living in households with incomes below the poverty threshold. The poverty threshold is determined by the federal government based on the household's size and composition. For more details on the poverty thresholds, see Appendix B: Glossary.

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 due to school non-report; 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), 2007.