

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

First Look



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June 2016

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Introduction

This report presents data on students in the United States attending kindergarten through grade 12. The main focus of the report is on parent and family involvement in the students' education during the 2011–12 school year as reported by the students' parents. It also includes the percentage of students who participated in selected family activities. Demographic information about students and families is presented, including students' poverty status and parents' education and language spoken at home, as well as school characteristics, such as school size and school type. The data for this report come from the National Household Education Surveys Program of 2012 (NHES:2012), Parent and Family Involvement in Education (PFI) Survey. The PFI survey is designed for students who are enrolled in kindergarten through grade 12 or are homeschooled for equivalent grades and asks questions about various aspects of parent involvement in education, such as help with homework, family activities, and parent involvement at school. For homeschooled students, the survey asks questions related to the student's homeschooling experiences, the sources of the curriculum, and the reasons for homeschooling.

This report (NCES 2013-028.REV2) is revised from an earlier version (NCES 2013-028.REV) that was released in May 2015. This updated version corrects an error in the standard error estimates presented in table C-1. The correction was made to the standard errors reported for the estimated total number of students in kindergarten through grade 12 by school, student, and family characteristics. All other estimates and findings presented in the report remain unchanged.

The NHES:2012 used an address-based sample covering the 50 states and the District of Columbia and was conducted by the United States Census Bureau from January through August 2012. Previous administrations of the NHES used random digit dial (RDD) samples of landline telephones. However, owing to declining response rates for all telephone surveys and the increase in households that only or mostly use a cell phone instead of a landline phone, the data collection method was changed to a mail survey. Due to this change in the survey mode, readers should use caution when comparing estimates to prior NHES administrations. PFI questionnaires were completed by a parent or guardian who knew about the sampled child. When weighted, the PFI data are nationally representative of students enrolled in kindergarten through grade 12, including children enrolled in private schools, enrolled in public schools, and homeschooled. The total number of completed PFI questionnaires was 17,563, representing a population of 53.4 million students homeschooled or enrolled in kindergarten through grade 12 in 2011–12. The screener questionnaire, which is designed to enumerate all children in the sampled household before the main topical survey is sent, has a weighted response rate of 73.5 percent. The weighted unit response rate for the PFI is 78.4 percent, and the overall response rate is 57.6 percent. An analysis of bias in the NHES:2012 data, described further in appendix A, detected a small number of measurable differences. The level of potential bias detected is considered to be low. Additional details about the survey methodology, response rates, and data reliability are provided in appendix A.

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

Tables in this report present data by school, student, and family characteristics and primarily relate to activities associated with schools. Therefore, students who were homeschooled are not included in these tables.

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

Selected Findings

- Eighty-seven percent of students in kindergarten through grade 12 had parents who reported receiving newsletters, memos, e-mail, or notices addressed to all parents from their child's school; 57 percent of students had parents who reported receiving notes or e-mail from the school specifically about their child; and 41 percent of students had parents who reported that the school had contacted them by telephone (table 1).
- The most common school-related activity that parents reported participating in during the school year was attending a general school or a parent-teacher organization or association (PTO/PTA) meeting (87 percent). Seventy-six percent of students had parents who reported attending a regularly scheduled parent-teacher conference; 74 percent had parents who attended a school or class event; 42 percent had parents who volunteered or served on a school committee; 58 percent had parents who participated in school fundraising; and 33 percent had parents who met with a guidance counselor (table 2).
- Seventy-seven percent of students attending public, assigned schools and 76 percent of students attending public, chosen schools had parents who felt that the amount of homework their child is assigned is "about right" compared with 85 percent of students attending private, religious schools (table 3).
- According to their parents, 96 percent of students in kindergarten through grade 12 did homework outside of school. Among those students who did homework outside of school, 86 percent had a place set aside for homework in their home, and 67 percent had an adult in the household who checked that their homework was done (table 4).
- One percent of students in grades 6 through 12 had parents who said that they did not expect their child to complete high school; 9 percent were not expected to pursue education after high school completion; 8 percent were expected to attend vocational or technical school after high school; 17 percent were expected to attend 2 or more years of college; 28 percent were expected to finish a 4- or 5-year college degree; and 36 percent were expected to earn a graduate or professional degree (table 5).
- According to parents, a higher percentage of students attended a community, religious, or ethnic event (54 percent) in the past month than visited a library (39 percent); visited a bookstore (38 percent); went to a play, concert, or other live show (31 percent); visited an art gallery, a museum, or a historical site (21 percent); or visited a zoo or an aquarium (19 percent); or attended an athletic or sporting event (42 percent) (table 6).

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
Total	52,215	57	87	41
School type¹				
Public, assigned	40,070	56	86	41
Public, chosen	7,482	57	87	44
Private, religious	3,276	66	95	32
Private, nonreligious	782	74	97	37
School size²				
Under 300	5,898	60	88	39
300–599	17,364	59	88	39
600–999	15,655	57	88	41
1,000 or more	13,045	53	84	42
Locale of student's household³				
City	15,446	51	84	44
Suburban	19,739	60	90	40
Town	4,878	58	85	40
Rural	12,151	60	86	37
Student's sex				
Male	26,982	60	86	45
Female	25,233	54	88	36
Student's race/ethnicity				
White, non-Hispanic	26,910	61	90	36
Black, non-Hispanic	7,464	57	81	53
Hispanic	12,113	50	84	44
Asian or Pacific Islander, non-Hispanic	2,886	49	84	34
Other, non-Hispanic ⁴	2,842	61	89	42
Student's grade level⁵				
Kindergarten–2nd grade	13,608	59	90	39
3rd–5th grade	12,257	61	90	41
6th–8th grade	11,715	55	85	44
9th–12th grade	14,635	54	82	40

See notes at end of table.

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
Highest education level of parents/guardians				
Less than high school	6,335	45	74	46
High school graduate or equivalent	10,570	47	80	43
Vocational/technical or some college	15,804	57	87	42
Bachelor's degree	11,852	64	93	37
Graduate or professional school	7,654	69	96	34
English spoken at home by parents/guardians ⁶				
Both/only parent(s)/guardian(s) speak(s) English	44,542	59	88	40
One of two parents/guardians speaks English	1,862	51	83	46
No parent/guardian speaks English	5,812	46	81	42
Poverty status ⁷				
Poor	10,338	48	78	48
Nonpoor	41,878	59	89	39

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

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

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

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

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

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

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

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member					
		Attended a general school or PTO/PTA meeting ¹	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor
Total.....	52,215	87	76	74	42	58	33
School type²							
Public, assigned	40,070	86	74	73	38	56	33
Public, chosen	7,482	89	76	75	44	57	37
Private, religious	3,276	96	85	88	69	84	29
Private, nonreligious	782	95	89	91	65	77	38
School size³							
Under 300	5,898	90	85	81	51	70	31
300–599	17,364	90	84	80	47	64	29
600–999	15,655	88	78	73	42	58	30
1,000 or more	13,045	82	58	66	29	46	44
Locale of student's household⁴							
City	15,446	86	75	68	36	51	34
Suburban	19,739	88	75	74	44	59	34
Town	4,878	87	77	76	37	60	31
Rural	12,151	88	78	81	46	66	32
Student's sex							
Male	26,982	87	76	72	40	57	35
Female	25,233	88	75	77	44	60	31
Student's race/ethnicity							
White, non-Hispanic	26,910	89	77	82	50	67	32
Black, non-Hispanic	7,464	85	76	68	31	52	43
Hispanic	12,113	86	73	64	32	46	32
Asian or Pacific Islander, non-Hispanic.....	2,886	84	72	64	37	46	23
Other, non-Hispanic ⁵	2,842	88	78	77	44	58	33
Student's grade level⁶							
Kindergarten–2nd grade	13,608	93	89	79	56	67	22
3rd–5th grade	12,257	92	89	82	50	69	26
6th–8th grade	11,715	87	71	70	32	53	35
9th–12th grade	14,635	79	57	66	28	47	47

See notes at end of table.

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member					
		Attended a general school or PTO/PTA ¹ meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor
Highest education level of parents/guardians							
Less than high school	6,335	77	64	48	19	31	31
High school graduate or equivalent	10,570	82	72	62	28	46	34
Vocational/technical or some college	15,804	88	77	77	41	61	35
Bachelor's degree	11,852	92	80	85	55	71	31
Graduate or professional school	7,654	95	82	89	61	75	33
English spoken at home by parents/guardians⁷							
Both/only parent(s)/guardian(s) speak(s) English	44,542	88	77	78	45	63	34
One of two parents/guardians speaks English	1,862	88	69	62	29	38	27
No parent/guardian speaks English	5,812	82	65	50	23	32	28
Poverty status⁸							
Poor	10,338	83	71	60	27	41	34
Nonpoor	41,878	89	77	78	45	63	33

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

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

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

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

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

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

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

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

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Parent reports of being “very satisfied”					Amount of homework assigned is “about right” ¹
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
Total	52,215	59	60	59	60	52	77
School type²							
Public, assigned	40,070	56	58	56	56	49	77
Public, chosen	7,482	62	59	64	63	56	76
Private, religious	3,276	80	75	80	82	72	85
Private, nonreligious	782	81	82	84	81	78	81
School size³							
Under 300	5,898	63	66	63	64	60	81
300–599	17,364	63	66	63	64	59	80
600–999	15,655	60	61	59	60	53	77
1,000 or more	13,045	51	47	52	51	40	72
Locale of student’s household⁴							
City	15,446	58	59	58	59	53	76
Suburban	19,739	61	60	62	63	53	78
Town	4,878	60	61	55	56	52	81
Rural	12,151	58	58	58	56	51	77
Student’s sex							
Male	26,982	58	59	58	59	52	77
Female	25,233	60	60	60	60	53	78
Student’s race/ethnicity							
White, non-Hispanic	26,910	62	61	62	61	54	77
Black, non-Hispanic	7,464	50	52	51	53	47	77
Hispanic	12,113	59	61	58	61	52	80
Asian or Pacific Islander, non-Hispanic	2,886	58	57	58	59	51	75
Other, non-Hispanic ⁵	2,842	57	57	59	59	53	75
Student’s grade level⁶							
Kindergarten–2nd grade	13,608	70	75	68	71	66	85
3rd–5th grade	12,257	63	67	62	66	60	78
6th–8th grade	11,715	53	52	54	54	45	72
9th–12th grade	14,635	50	44	52	49	39	73

See notes at end of table.

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Parent reports of being “very satisfied”					Amount of homework assigned is “about right” ¹
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
Highest education level of parents/guardians⁶							
Less than high school	6,335	60	61	58	60	55	81
High school graduate or equivalent	10,570	55	57	57	56	48	78
Vocational/technical or some college	15,804	54	55	55	55	48	76
Bachelor’s degree.....	11,852	64	64	64	64	57	78
Graduate or professional school	7,654	66	64	65	66	57	75
English spoken at home by parents/guardians⁷							
Both/only parent(s)/guardian(s) speak(s) English	44,542	59	59	59	59	52	77
One of two parents/guardians speaks English	1,862	57	57	57	59	55	76
No parent/guardian speaks English	5,812	60	62	58	64	54	82
Poverty status⁸							
Poor.....	10,338	55	59	55	56	51	78
Nonpoor	41,878	60	60	60	60	53	77

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

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

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

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

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

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

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

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

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Student does homework outside of school ¹	
			Place in home is set aside for homework ²	Adult in household always checks that homework is done ³
Total	52,215	96	86	67
School type⁴				
Public, assigned	40,070	97	86	67
Public, chosen	7,482	94	88	69
Private, religious	3,276	97	84	65
Private, nonreligious	782	85	83	63
School size⁵				
Under 300	5,898	93	84	74
300–599	17,364	96	87	79
600–999	15,655	97	87	71
1,000 or more	13,045	96	84	43
Locale of student's household⁶				
City	15,446	96	87	68
Suburban	19,739	97	87	65
Town	4,878	97	83	72
Rural	12,151	95	84	67
Student's sex				
Male	26,982	95	87	68
Female	25,233	97	85	66
Student's race/ethnicity				
White, non-Hispanic	26,910	95	85	65
Black, non-Hispanic	7,464	96	90	71
Hispanic	12,113	97	84	69
Asian or Pacific Islander, non-Hispanic	2,886	98	91	65
Other, non-Hispanic ⁷	2,842	96	87	70
Student's grade level⁸				
Kindergarten–2nd grade	13,608	94	87	94
3rd–5th grade	12,257	98	89	85
6th–8th grade	11,715	97	86	58
9th–12th grade	14,635	95	82	34

See notes at end of table.

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Student does homework outside of school ¹	
			Place in home is set aside for homework ²	Adult in household always checks that homework is done ³
Highest education level of parents/guardians				
Less than high school	6,335	94	83	67
High school graduate or equivalent	10,570	95	87	65
Vocational/technical or some college	15,804	96	87	69
Bachelor's degree	11,852	97	85	67
Graduate or professional school	7,654	97	86	66
English spoken at home by parents/guardians⁹				
Both/only parent(s)/guardian(s) speak(s) English	44,542	96	87	67
One of two parents/guardians speaks English	1,862	95	86	69
No parent/guardian speaks English	5,812	97	82	66
Poverty status¹⁰				
Poor	10,338	94	85	72
Nonpoor	41,878	96	86	66

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

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

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

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

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

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

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

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

⁹ Complete descriptions of the categories for English spoken at home by parents/guardians 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.”

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

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

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

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

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...					
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree
Total.....	26,350	1	9	8	17	28	36
School type¹							
Public, assigned	20,300	1	9	9	19	27	34
Public, chosen	3,938	1	9	6	15	26	42
Private, religious	1,556	‡	5	3	8	36	47
Private, nonreligious	355	‡	‡	8 !	6 !	18	61
School size²							
Under 300	2,375	2 !	11	11	19	24	33
300–599	5,017	1 !	9	9	20	26	35
600–999	7,118	1	9	7	16	30	37
1,000 or more	11,677	1	8	8	17	28	38
Locale of student's household³							
City	7,758	1	10	7	16	25	40
Suburban	10,080	1 !	7	7	17	30	39
Town	2,391	1 !	11	13	19	26	29
Rural	6,122	2 !	10	11	20	27	31
Student's sex							
Male	13,579	1	11	11	17	28	32
Female	12,772	1	6	5	18	28	42
Student's race/ethnicity							
White, non-Hispanic	14,072	1	9	9	18	31	33
Black, non-Hispanic	3,738	2 !	13	8	20	18	40
Hispanic	5,933	1	8	9	16	27	40
Asian or Pacific Islander, non-Hispanic	1,346	1 !	4 !	2 !	9	28	56
Other, non-Hispanic ⁴	1,261	‡	12 !	6	19	27	36
Student's grade level⁵							
6th–8th grade	11,715	1	7	7	17	29	39
9th–12th grade	14,635	1	11	9	18	27	35

See notes at end of table.

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

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...					
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree
Highest education level of parents/guardians							
Less than high school	3,236	3	16	10	21	21	28
High school graduate or equivalent	5,583	1 !	20	13	27	15	24
Vocational/technical or some college	8,052	1	6	10	22	27	33
Bachelor's degree	5,820	# !	3	4	8	44	42
Graduate or professional school	3,660	# !	2	2	5	29	62
English spoken at home by parents/guardians ⁶							
Both/only parent(s)/guardian(s) speak(s) English	22,525	1	9	9	18	27	35
One of two parents/guardians speaks English	849	‡	4 !	7 !	13	27	47
No parent/guardian speaks English	2,976	2 !	7	6	12	30	43
Poverty status ⁷							
Poor	4,609	3	17	11	20	17	32
Nonpoor	21,741	1	7	8	17	30	37

Estimate rounds to zero.

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

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

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

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

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

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

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

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

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

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Activities in the past month						
		Visited library	Visited bookstore	Gone to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event ¹	Attended athletic/sporting event ²
Total.....	52,215	39	38	31	21	19	54	42
School type³								
Public, assigned	40,070	38	36	30	20	18	53	41
Public, chosen	7,482	44	41	33	25	19	55	42
Private, religious	3,276	44	47	39	25	17	73	50
Private, nonreligious	782	40	48	46	41	24	49	45
School size⁴								
Under 300	5,898	43	36	32	22	17	59	44
300–599	17,364	44	38	32	23	21	57	44
600–999	15,655	40	38	30	22	20	54	39
1,000 or more	13,045	31	37	30	17	13	49	41
Locale of student's household⁵								
City	15,446	42	38	31	24	23	53	40
Suburban	19,739	40	40	33	22	19	53	42
Town	4,878	40	35	27	19	15	55	38
Rural	12,151	34	33	30	18	13	57	45
Student's sex								
Male	26,982	37	35	28	20	18	53	43
Female	25,233	42	40	35	22	20	56	41
Student's race/ethnicity								
White, non-Hispanic	26,910	36	38	33	22	15	53	44
Black, non-Hispanic	7,464	48	37	32	21	21	65	42
Hispanic	12,113	38	36	26	20	24	52	39
Asian or Pacific Islander, non-Hispanic	2,886	53	42	33	22	25	52	30
Other, non-Hispanic ⁶	2,842	40	37	29	23	17	55	40
Student's grade level⁷								
Kindergarten–2nd grade	13,608	48	38	31	28	29	56	38
3rd–5th grade	12,257	46	41	33	24	21	59	45
6th–8th grade	11,715	39	39	32	19	16	55	44
9th–12th grade	14,635	27	33	28	15	10	48	40

See notes at end of table.

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Activities in the past month						
		Visited library	Visited bookstore	Gone to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event ¹	Attended athletic/sporting event ²
Highest education level of parents/guardians								
Less than high school	6,335	37	30	20	17	26	45	33
High school graduate or equivalent	10,570	38	26	24	15	17	47	36
Vocational/technical or some college	15,804	36	36	30	20	18	53	41
Bachelor's degree	11,852	41	46	37	25	18	60	47
Graduate or professional school	7,654	48	51	44	30	18	65	49
English spoken at home by parents/guardians ⁸								
Both/only parent(s)/guardian(s) speak(s) English	44,542	40	38	32	22	18	55	43
One of two parents/guardians speaks English	1,862	38	31	27	17	25	48	36
No parent/guardian speaks English	5,812	39	33	23	16	25	49	33
Poverty status ⁹								
Poor	10,338	42	28	23	17	22	50	35
Nonpoor	41,878	39	40	33	22	18	55	43

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

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

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

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

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

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

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

⁸ Complete descriptions of the categories for English spoken at home by parents/guardians 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."

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

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

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

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Appendix A: Technical Notes

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

This report (NCES 2013-028.REV2) is revised from an earlier version (NCES 2013-028.REV) that was released in May 2015. This updated version corrects an error in the standard error estimates presented in table C-1. The correction was made to the standard errors reported for the estimated total number of students in kindergarten through grade 12 by school, student, and family characteristics. All other estimates and findings presented in the report remain unchanged.

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

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

The NHES:2012 included three topical surveys: the PFI-Enrolled survey (PFI-Enrolled), the PFI-Homeschooled survey (PFI-Homeschooled), and the Early Childhood Program Participation (ECPP) survey. A within-household sampling scheme was developed to control the number of persons sampled for topical questionnaires in each household. One child per household was sampled for the ECPP survey or the PFI-Enrolled or PFI-Homeschooled survey; no household received more than one survey.

The PFI sample is nationally representative of all noninstitutionalized students in the 50 states and the District of Columbia from kindergarten through grade 12 enrolled in school or children ages 4 through 18 and homeschooled for these grades.

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

Data Reliability

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

Nonsampling Errors

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

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

Sampling Errors

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

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

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

Weighting

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

Response Rates

In the NHES:2012 collection, an initial screener questionnaire was sent to all sampled households to determine whether any eligible children resided in the household. Screener questionnaires were completed by 99,426 households, for a weighted screener unit response rate of 73.5 percent. PFI questionnaires were completed for 17,563 (397 homeschooled and 17,166 enrolled) children, for a weighted unit response rate of 78.4 percent and an overall estimated unit response rate (the product of the screener unit response rate and the PFI unit response rate) of 57.6 percent.

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

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

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

Comparisons between the full sample population and respondent populations were made before and after the nonresponse weighting adjustments were applied to evaluate the extent to which the adjustments reduced any observed nonresponse bias. Chapter 10 of the *National Household Education Surveys Program of 2012: Data File User’s Manual* (McPhee et al. forthcoming) contains a detailed description of the nonresponse bias analysis. The NHES sampling frame variables were used for the unit nonresponse bias analysis for the screener and topical surveys. The analysis of unit nonresponse bias showed evidence of bias based on the distributions of the sample characteristics for the survey respondents compared to the full eligible sample. However, this bias was greatly reduced by the nonresponse weighting adjustments. In the post-adjusted screener estimates, the number of estimates showing measurable and practical differences was reduced approximately in half. The percentage of estimates with measurable survey and sample differences greater than 1 percentage point was reduced from 7 to 4 percent for the PFI survey by the nonresponse weighting adjustments.

When key survey estimates generated with unadjusted and nonresponse adjusted weights were compared, only a small number of measurable differences were observed. This suggests that none of these variables were powerful predictors of unit response. Therefore, the unit

nonresponse adjustment had limited effect on the potential bias, but it is also possible that there was little bias to be removed.

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

Statistical Tests

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

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

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

where p_i is the estimated percentage of subgroup i ($i = 1, 2$) having the particular characteristic and $s.e.(p_i)$ is the standard error of that estimate. Thus, if p_1 is the 72 percent of male students in kindergarten through grade 12 whose parent reported attending a school or class event, with a standard error of 0.7, and p_2 is the 77 percent of female students in kindergarten through grade 12 who had a parent who reported attending a school or class event, with a standard error of 0.7, the t value is equal to 5.05.

The decision rule is to reject the null hypothesis if there is a measurable difference between the two groups in the population in terms of the percentage having the characteristic, if $|t| > t_{\frac{\alpha}{2};df}$,

where $t_{\frac{\alpha}{2};df}$ is the value such that the probability a Student’s t random variable with df degrees of freedom exceeds that value is $\alpha/2$. All tests in this report are based on a significance level of 0.05, that is, $\alpha = 0.05$. When the degrees of freedom are large, greater than 120, $t_{0.025;df} \approx 1.96$. In the example above, the t value is large enough for the null hypothesis to be rejected ($5.05 > 1.96$),

so we can conclude that there is a measurable difference between the percentage of male and female students whose parents reported attending a school or class event.

Appendix B: Glossary

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

Row Variables

School Characteristics

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

The values follow:

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

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

The values follow:

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

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

Student Characteristics

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

The values for ZIPLOCL follow:

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

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

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

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

The values of RACEETH2 follow:

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

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

Family Characteristics

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

The values for PARGRADEX follow:

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

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

The values for LANGUAGEX follow:

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

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

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

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

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

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

Column Variables

Table 1 – Method by which school communicated with parents

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

Table 2 – Parental participation in school activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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Appendix C: Standard Error Tables

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
Total.....	92.6	0.6	0.4	0.5
School type				
Public, assigned	266.9	0.7	0.5	0.6
Public, chosen	218.3	1.6	1.0	1.4
Private, religious	125.9	1.8	0.9	1.8
Private, nonreligious	55.7	3.7	0.9	3.6
School size				
Under 300	180.2	1.5	1.1	2.0
300–599	265.2	1.1	0.8	1.0
600–999	280.0	1.1	0.7	1.1
1,000 or more	219.4	1.0	0.9	1.0
Locale of student's household				
City	239.5	1.1	0.8	1.0
Suburban	307.8	1.0	0.6	0.9
Town	193.8	2.1	1.2	2.2
Rural	250.4	1.3	1.0	1.1
Student's sex				
Male	314.2	0.8	0.6	0.7
Female	316.9	0.8	0.5	0.8
Student's race/ethnicity				
White, non-Hispanic	162.5	0.7	0.5	0.7
Black, non-Hispanic	18.8	1.7	1.3	1.6
Hispanic	20.6	1.5	0.9	1.3
Asian or Pacific Islander, non-Hispanic	119.0	2.5	1.7	2.4
Other, non-Hispanic.....	121.6	2.5	1.4	2.1
Student's grade level				
Kindergarten–2nd grade	109.8	1.3	0.7	1.4
3rd–5th grade	133.0	1.3	0.8	1.3
6th–8th grade	146.5	1.2	0.8	1.3
9th–12th grade	102.3	0.9	0.9	1.0

See notes at end of table.

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
Highest education level of parents/guardians				
Less than high school	15.0	2.5	1.8	2.3
High school graduate or equivalent	52.4	1.6	1.4	1.3
Vocational/technical or some college	168.7	1.1	0.7	1.0
Bachelor's degree	168.6	1.1	0.5	1.0
Graduate or professional school	29.5	0.8	0.4	1.0
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English.....	197.4	0.6	0.4	0.6
One of two parents/guardians speaks English	135.0	4.1	3.2	3.3
No parent/guardian speaks English	157.6	2.2	1.4	2.0
Poverty status				
Poor	146.0	1.7	1.2	1.5
Nonpoor	161.3	0.6	0.4	0.6

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

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member					
		Attended a general school or PTO/PTA meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor
Total.....	92.6	0.4	0.4	0.5	0.5	0.5	0.6
School type							
Public, assigned	266.9	0.5	0.5	0.5	0.5	0.6	0.6
Public, chosen	218.3	0.8	1.2	1.2	1.5	1.6	1.3
Private, religious	125.9	0.8	1.4	1.4	1.9	1.4	1.9
Private, nonreligious	55.7	1.6	2.2	2.2	3.2	3.3	3.8
School size							
Under 300	180.2	1.1	1.2	1.5	1.8	1.6	1.8
300–599	265.2	0.7	0.7	0.8	1.1	0.9	1.1
600–999	280.0	0.7	0.7	1.1	1.0	1.0	1.0
1,000 or more	219.4	0.8	1.0	1.0	0.8	0.9	0.9
Locale of student's household							
City	239.5	0.7	0.8	0.9	1.0	0.8	0.9
Suburban	307.8	0.6	0.7	0.8	0.8	0.9	0.9
Town	193.8	1.3	1.8	1.9	1.9	2.1	2.0
Rural	250.4	0.9	0.8	1.0	1.1	0.9	1.2
Student's sex							
Male	314.2	0.6	0.6	0.7	0.7	0.7	0.7
Female	316.9	0.5	0.6	0.7	0.9	0.8	0.8
Student's race/ethnicity							
White, non-Hispanic	162.5	0.5	0.5	0.5	0.7	0.6	0.8
Black, non-Hispanic	18.8	1.3	1.4	1.6	1.4	1.7	1.8
Hispanic	20.6	1.0	1.1	1.4	1.1	1.2	1.2
Asian or Pacific Islander, non-Hispanic.....	119.0	1.6	1.8	2.4	2.3	2.5	2.1
Other, non-Hispanic.....	121.6	1.3	2.2	2.1	2.3	2.3	2.7
Student's grade level							
Kindergarten–2nd grade	109.8	0.6	0.9	1.2	1.4	1.2	1.1
3rd–5th grade	133.0	0.6	0.8	0.9	1.1	1.1	1.2
6th–8th grade	146.5	0.7	0.9	1.1	1.0	1.0	1.0
9th–12th grade	102.3	0.8	1.0	0.9	0.7	0.9	0.9

See notes at end of table.

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member					
		Attended a general school or PTO/PTA meeting	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor
Highest education level of parents/guardians							
Less than high school	15.0	1.8	1.9	2.0	1.7	1.8	1.9
High school graduate or equivalent	52.4	1.4	1.3	1.5	1.4	1.6	1.4
Vocational/technical or some college	168.7	0.5	0.8	0.8	0.9	0.8	1.0
Bachelor’s degree	168.6	0.6	0.7	0.7	1.2	1.0	1.0
Graduate or professional school	29.5	0.4	0.6	0.6	1.1	1.0	0.9
English spoken at home by parents/guardians							
Both/only parent(s)/guardian(s) speak(s) English.....	197.4	0.4	0.4	0.4	0.6	0.5	0.6
One of two parents/guardians speaks English.....	135.0	2.4	4.1	4.1	3.6	3.3	2.6
No parent/guardian speaks English.....	157.6	1.4	1.9	2.1	1.6	1.5	1.6
Poverty status							
Poor.....	146.0	1.1	1.3	1.5	1.3	1.5	1.4
Nonpoor.....	161.3	0.4	0.5	0.5	0.6	0.5	0.6

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

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Parent reports of being “very satisfied”					Amount of homework assigned is “about right”
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
Total	92.6	0.5	0.5	0.5	0.5	0.5	0.5
School type							
Public, assigned	266.9	0.6	0.6	0.6	0.5	0.6	0.5
Public, chosen	218.3	1.1	1.2	1.2	1.3	1.2	1.1
Private, religious	125.9	1.4	1.6	1.6	1.5	1.5	1.2
Private, nonreligious	55.7	2.5	2.6	2.6	2.8	2.7	3.0
School size							
Under 300	180.2	1.7	1.4	1.6	1.5	1.3	1.4
300–599	265.2	1.0	0.9	0.9	1.1	0.9	0.6
600–999	280.0	1.0	1.0	1.2	1.0	1.1	0.9
1,000 or more	219.4	0.8	1.0	0.9	1.1	0.9	0.9
Locale of student’s household							
City	239.5	1.1	1.0	1.0	1.0	0.9	0.9
Suburban	307.8	0.9	0.9	0.9	0.9	0.9	0.7
Town	193.8	2.1	1.9	1.9	2.1	2.2	1.4
Rural	250.4	1.0	1.0	1.1	1.1	1.0	0.9
Student’s sex							
Male	314.2	0.6	0.7	0.7	0.8	0.8	0.7
Female	316.9	0.9	0.9	0.9	0.8	0.9	0.6
Student’s race/ethnicity							
White, non-Hispanic	162.5	0.7	0.7	0.6	0.7	0.7	0.6
Black, non-Hispanic	18.8	1.6	1.8	1.8	1.8	1.6	1.3
Hispanic	20.6	1.3	1.3	1.4	1.2	1.3	1.1
Asian or Pacific Islander, non-Hispanic	119.0	2.1	2.3	2.3	2.4	2.2	2.3
Other, non-Hispanic	121.6	2.3	2.7	2.5	2.2	2.6	2.3
Student’s grade level							
Kindergarten–2nd grade	109.8	1.1	1.1	1.4	1.3	1.3	0.9
3rd–5th grade	133.0	1.1	1.0	1.1	1.0	1.0	0.9
6th–8th grade	146.5	1.1	1.2	1.0	1.0	1.3	0.9
9th–12th grade	102.3	0.9	1.0	0.9	0.9	0.8	0.8

See notes at end of table.

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Parent reports of being “very satisfied”					Amount of homework assigned is “about right”
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
Highest education level of parents/guardians							
Less than high school	15.0	2.2	2.2	2.1	2.4	2.0	1.5
High school graduate or equivalent	52.4	1.5	1.5	1.5	1.5	1.7	1.2
Vocational/technical or some college	168.7	0.9	0.8	0.9	0.9	0.9	0.7
Bachelor’s degree	168.6	0.9	0.8	1.0	0.8	1.0	0.9
Graduate or professional school	29.5	0.8	0.8	0.9	0.9	0.9	0.8
English spoken at home by parents/guardians							
Both/only parent(s)/guardian(s) speak(s) English	197.4	0.5	0.6	0.6	0.5	0.5	0.5
One of two parents/guardians speaks English	135.0	3.0	3.3	3.3	3.3	2.9	2.5
No parent/guardian speaks English	157.6	1.8	1.8	1.7	1.8	1.9	1.3
Poverty status							
Poor	146.0	1.4	1.3	1.7	1.3	1.3	1.1
Nonpoor	161.3	0.5	0.6	0.5	0.6	0.5	0.5

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

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Student does homework outside of school	
			Place in home is set aside for homework	Adult in household always checks that homework is done
Total	92.6	0.3	0.5	0.4
School type				
Public, assigned	266.9	0.3	0.6	0.6
Public, chosen	218.3	1.1	1.1	1.1
Private, religious	125.9	0.8	1.5	1.9
Private, nonreligious	55.7	3.0	2.8	3.7
School size				
Under 300	180.2	0.9	1.3	1.6
300–599	265.2	0.5	0.7	0.8
600–999	280.0	0.6	1.0	0.9
1,000 or more	219.4	0.3	0.8	0.9
Locale of student's household				
City	239.5	0.4	0.7	0.9
Suburban	307.8	0.4	0.6	0.7
Town	193.8	0.5	2.1	2.1
Rural	250.4	0.8	1.0	1.1
Student's sex				
Male	314.2	0.4	0.7	0.6
Female	316.9	0.3	0.7	0.7
Student's race/ethnicity				
White, non-Hispanic	162.5	0.5	0.6	0.6
Black, non-Hispanic	18.8	0.7	1.0	1.5
Hispanic	20.6	0.4	1.4	1.2
Asian or Pacific Islander, non-Hispanic	119.0	0.6	1.2	2.1
Other, non-Hispanic	121.6	0.7	1.4	2.5
Student's grade level				
Kindergarten–2nd grade	109.8	0.8	1.3	0.7
3rd–5th grade	133.0	0.4	0.7	0.9
6th–8th grade	146.5	0.3	0.8	1.0
9th–12th grade	102.3	0.6	0.7	0.9

See notes at end of table.

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Student does homework outside of school	Student does homework outside of school	
			Place in home is set aside for homework	Adult in household always checks that homework is done
Highest education level of parents/guardians				
Less than high school	15.0	1.2	1.6	2.1
High school graduate or equivalent	52.4	0.9	1.0	1.3
Vocational/technical or some college	168.7	0.4	0.8	0.8
Bachelor’s degree	168.6	0.3	0.9	0.9
Graduate or professional school.....	29.5	0.3	0.7	0.9
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English.....	197.4	0.3	0.5	0.5
One of two parents/guardians speaks English	135.0	3.4	2.2	3.4
No parent/guardian speaks English	157.6	0.7	1.5	1.7
Poverty status				
Poor	146.0	0.8	1.6	1.2
Nonpoor	161.3	0.3	0.5	0.5

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

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

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...					
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree
Total.....	107.7	0.2	0.6	0.5	0.6	0.6	0.8
School type							
Public, assigned	165.4	0.2	0.7	0.6	0.7	0.7	1.0
Public, chosen	123.0	0.3	1.0	0.6	1.1	1.6	1.7
Private, religious.....	74.6	†	1.1	0.7	1.5	2.3	2.4
Private, nonreligious.....	32.7	†	†	3.3	2.6	2.9	4.3
School size							
Under 300	109.1	0.8	1.9	1.4	2.2	1.8	2.0
300–599.....	138.7	0.4	0.7	1.0	1.4	1.2	1.7
600–999.....	170.5	0.2	1.5	0.7	1.0	1.1	1.5
1,000 or more	186.1	0.2	0.7	0.7	0.7	1.0	1.1
Locale of student's household							
City	169.7	0.3	1.0	0.7	1.1	1.1	1.3
Suburban	186.2	0.2	0.9	0.7	0.8	1.0	1.2
Town	110.3	0.3	1.9	1.4	1.8	2.0	2.0
Rural	162.8	0.5	1.3	1.0	1.3	1.3	1.3
Student's sex							
Male	192.8	0.3	0.9	0.8	0.8	0.8	0.9
Female	182.2	0.2	0.5	0.4	0.8	0.8	1.2
Student's race/ethnicity							
White, non-Hispanic	162.1	0.3	0.6	0.5	0.8	0.8	0.8
Black, non-Hispanic	110.5	0.5	2.0	1.2	1.8	1.3	1.9
Hispanic	125.7	0.4	1.0	1.2	1.0	1.4	1.8
Asian or Pacific Islander, non-Hispanic	74.4	0.4	1.3	0.6	1.7	3.1	3.1
Other, non-Hispanic	77.7	†	3.8	1.1	2.8	2.8	2.9
Student's grade level							
6th–8th grade	146.5	0.3	0.7	0.7	0.9	0.8	1.0
9th–12th grade	102.3	0.2	0.7	0.6	0.7	0.8	1.1

See notes at end of table.

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

Characteristic	Number of students in grades 6 through 12 (thousands)	Parent expects student to...					
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree
Highest education level of parents/guardians							
Less than high school	118.0	0.9	1.9	2.0	2.0	1.8	2.7
High school graduate or equivalent	143.9	0.4	1.9	1.2	1.7	1.2	1.7
Vocational/technical or some college	141.8	0.3	0.6	0.7	0.8	0.9	1.1
Bachelor's degree	124.6	†	0.3	0.5	0.8	1.6	1.5
Graduate or professional school	67.0	†	0.3	0.3	0.5	1.1	1.1
English spoken at home by parents/guardians							
Both/only parent(s)/guardian(s) speak(s) English	176.5	0.1	0.6	0.5	0.7	0.6	0.8
One of two parents/guardians speaks English	74.1	†	1.3	3.1	3.1	4.0	4.5
No parent/guardian speaks English	139.5	0.9	1.4	1.4	1.3	2.0	2.4
Poverty status							
Poor.....	121.0	0.6	1.4	1.4	1.5	1.2	1.9
Nonpoor	160.2	0.1	0.7	0.5	0.7	0.7	0.8

† Not applicable.

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

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Activities in the past month						
		Visited library	Visited bookstore	Gone to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event	Attended athletic/sporting event
Total.....	92.6	0.5	0.6	0.6	0.5	0.5	0.5	0.6
School type								
Public, assigned	266.9	0.6	0.6	0.7	0.5	0.6	0.6	0.7
Public, chosen	218.3	1.6	1.5	1.5	1.2	1.4	1.4	1.6
Private, religious	125.9	2.0	2.0	1.8	1.6	1.3	2.0	1.8
Private, nonreligious	55.7	3.1	3.8	3.4	3.9	3.4	3.4	3.3
School size								
Under 300	180.2	1.8	1.5	1.6	1.3	1.4	1.8	1.8
300–599	265.2	1.0	1.0	1.0	0.9	0.9	0.8	1.0
600–999	280.0	1.2	1.0	1.0	0.7	0.9	1.1	0.9
1,000 or more	219.4	0.9	1.0	1.0	0.8	0.8	1.1	1.0
Locale of student's household								
City	239.5	1.1	0.9	1.0	0.7	0.9	1.1	1.1
Suburban	307.8	1.0	0.9	0.9	0.8	0.8	0.8	1.0
Town	193.8	2.7	2.0	1.8	1.9	1.7	2.5	1.9
Rural	250.4	1.1	1.0	1.0	0.9	0.9	1.1	1.1
Student's sex								
Male	314.2	0.8	0.8	0.8	0.7	0.6	0.8	0.8
Female	316.9	0.8	0.8	0.7	0.7	0.7	0.7	0.8
Student's race/ethnicity								
White, non-Hispanic	162.5	0.7	0.7	0.7	0.5	0.5	0.7	0.7
Black, non-Hispanic	18.8	1.7	1.5	1.6	1.2	1.5	1.5	1.6
Hispanic	20.6	1.4	1.2	1.3	1.1	1.2	1.4	1.3
Asian or Pacific Islander, non-Hispanic	119.0	2.6	2.3	2.3	2.4	2.5	2.7	2.3
Other, non-Hispanic	121.6	2.5	2.4	2.1	2.0	2.0	2.4	2.7
Student's grade level								
Kindergarten–2nd grade	109.8	1.1	1.3	1.4	1.1	1.5	1.3	1.4
3rd–5th grade	133.0	1.2	1.3	1.1	1.1	1.1	1.2	1.3
6th–8th grade	146.5	1.1	1.1	1.0	0.8	0.7	1.1	1.2
9th–12th grade	102.3	0.9	0.9	0.8	0.7	0.7	0.9	1.0

See notes at end of table.

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

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Activities in the past month						
		Visited library	Visited bookstore	Gone to a play, a concert, or other live show	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	Attended a community/religious/ethnic event	Attended athletic/sporting event
Highest education level of parents/guardians								
Less than high school	15.0	2.1	1.8	1.5	1.6	2.0	1.9	2.0
High school graduate or equivalent	52.4	1.5	1.2	1.3	1.1	1.1	1.5	1.3
Vocational/technical or some college	168.7	0.8	1.0	0.8	0.8	0.9	0.9	1.1
Bachelor's degree	168.6	1.0	1.1	1.2	1.0	0.8	1.0	1.2
Graduate or professional school	29.5	1.0	0.9	0.9	1.0	0.7	1.0	1.1
English spoken at home by parents/guardians								
Both/only parent(s)/guardian(s) speak(s) English.....	197.4	0.5	0.6	0.6	0.5	0.5	0.4	0.6
One of two parents/guardians speaks English	135.0	3.5	2.6	2.7	2.6	2.4	3.6	3.5
No parent/guardian speaks English	157.6	1.9	2.0	1.6	1.6	1.8	1.8	1.9
Poverty status								
Poor	146.0	1.5	1.3	1.1	0.9	1.2	1.4	1.5
Nonpoor	161.3	0.5	0.6	0.6	0.5	0.5	0.6	0.6

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