



Trends in the Use of School Choice

1993 to 2003

Statistical Analysis Report



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Executive Summary

Opportunities for school choice in the United States have expanded since the 1990s. Parents now can select from a range of public and private school choice options. In the public system there are interdistrict or intradistrict public school choice plans, charter schools, magnet schools, and publicly funded vouchers to attend private schools. Outside the public school system parents can elect to enroll their children in private schools (religious based or secular) or decide to homeschool them.

The National Household Education Surveys Program (NHES) collects data that can provide estimates on the use of school choice in the United States. This report updates a previous report based on NHES data: *Trends in the Use of School Choice: 1993–1999* (Bielick and Chapman 2003). This report presents trend data from four administrations of the NHES (1993, 1996, 1999, and 2003) in which parents were asked if they enrolled their children in an assigned public school, in a chosen public school, in a church or non church-related private school, or elected to homeschool them. This report presents trends in the use of school choice and in the populations of students attending public schools (assigned and chosen), private schools (church- and non church-related), and being homeschooled between 1993 and 2003.¹ In addition, this report presents data on parental perceptions of public school choice availability and associations between the types of public and private schools children were enrolled in and parental satisfaction with and involvement in the schools.² Each NHES survey was based on telephone interviews of U.S. households with full samples ranging from 45,000 to 60,000 households.

Figure 1 shows the percentage of children enrolled in their assigned public schools decreased from 80 percent to 74 percent between 1993 and 2003.³ The decrease in assigned public school enrollment was nearly offset by an increase in chosen public school enrollment from 11 to 15 percent between 1993 and 2003. During this same time period, enrollment in church-related private schools remained stable at 8 percent and enrollment in non church-related private schools increased from 1.6 to 2.4 percent (table 1).

Overall school type enrollment trends from 1993 to 2003

The trend away from assigned public schools between 1993 and 2003 generally held for students across sex, grade levels, poverty categories, parent education levels, family types, regions, and community types (table 1). This trend also held for both White and Black students, but was not significant

¹ Comprehensive data on homeschooled students are not available prior to 1999.

² The NHES provides data on perceptions parents have with the availability of school choice in their district. However, the NHES does not collect administrative data about the specific choice programs that districts offer.

³ All differences cited in this report are significant at the .05 level using the Student's *t* statistic.

for Hispanic students. While the trend away from assigned public schools was apparent for most groups, there were differences across groups with respect to the percentage of students enrolled in different school types. For example, in 2003, Black students were more likely than White students to be enrolled in chosen public schools, and non-poor students were more likely than poor or near-poor students to be enrolled in non-church-related private schools.⁴

Demographic characteristics of students enrolled in different school types

From 1999 to 2003, there were changes in the student populations attending different types of schools. In chosen public schools, for example, the percentage of students in poverty decreased from 30 to 21 percent, the percentage of students living in two-parent households increased from 55 to 65 percent, and the percentage of students living in the Northeast decreased from 19 to 14 percent. In both 1999 and 2003, there were differences by school type, including homeschooling, in terms of student and household demographic characteristics. In 2003, for example, students in chosen public schools were the least likely to be White and the least likely to live in two-parent families, compared with students in other school types, including homeschooling. Also in 2003, students in church-related and non-sectarian private schools were less likely to be in poverty or near poverty and more likely to be at or above 200 percent of the poverty line than were students in assigned public schools, in chosen public schools, or being homeschooled.

Parental perceptions and considerations of public school choice availability

About one-half of all students have parents who reported that public school choice was available in their community (table 3). Black students were more likely than White students to have had parents who reported this. One quarter of students (25 percent) attending assigned public schools has parents who considered enrolling them in a school other than the one they were currently attending. This statistic was higher for students in chosen public schools (45 percent), church-related private schools (49 percent), and other private schools (57 percent). Seventeen percent of all students and 27 percent of Black students attended a school other than their parent's first-choice school. Finally, Black students were least likely to have had parents who moved residences in order to secure their child's placement in a particular school.

⁴ Poor students are defined as those with household incomes below 100 percent of the poverty threshold. Near-poor students are defined as those with household incomes from 100 through 199 percent of the poverty threshold. Non-poor students are defined as those with household incomes at or above 200 percent of the poverty threshold.

Parental satisfaction and involvement in children's schools

Choice appeared to be associated with the satisfaction level parents had with their children's schools (table 4). Students enrolled in assigned public schools tended to have parents who were less satisfied with the schools than students enrolled in either a chosen public school or private schools. Similar differences are not evident when considering parental involvement (table 5a and 5b). Generally, there were no parental involvement differences detected between students enrolled in assigned and chosen public schools.⁵ Parents of students in private schools reported more direct involvement in their children's schools than parents of students enrolled in other types of schools.

⁵ Measures of parental involvement were whether or not parents attended a general school meeting, went to a parent-teacher conference, attended a school event, and volunteered or served on a committee.

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Introduction

School choice in American education has long been available to some parents who can send their children to private schools. Public school choice did not become readily available until the 1960s with the advent of alternative schools (Schneider, Teske, and Marschall 2000). Since then the range of school choice options has expanded to include interdistrict choice plans (i.e., the option for students to attend a public school outside their district without cost to their parents), intradistrict choice plans (i.e., open enrollment or limited choice where students can enroll in any school within the district), publicly funded vouchers to attend private schools, charter schools, private school tuition tax credits, magnet schools, and homeschooling. However, not all these options are available in every state or local community across the United States. States and communities vary in the types of school choice programs they provide.

With the range of school choice options now available to parents, it is useful to track how the rate of student enrollment in various types of schools, both public and private, has changed over time. This report examines the enrollment trends in public schools (assigned and chosen), private schools (church-related and non church-related), and homeschooling from 1993 to 2003.⁶ Additionally, this report examines associations between school choice and parental satisfaction with and involvement in their children's schools. Specifically the report addresses the following four research questions:

- What are the trends in the distribution of enrollment in public schools (assigned and chosen) and private schools (church-related and non church-related) between 1993 and 2003?
- What are the demographic characteristics of students enrolled in public schools (both assigned and chosen) and private schools (both church-related and non church-related) between 1993 and 2003? And have these demographic characteristics changed between 1993 and 2003?
- What are the demographic characteristics of students whose parents perceive there are public school choice options available in their district?
- Is there an association between the kind of school a student attends and parental satisfaction with and involvement in that school?

⁶ The NHES data used for this report do not provide estimates on the actual availability of choice options, but only report on the use of school choice. Parent responses for children enrolled in the public school system are coded either assigned or chosen. Information about the types of public choice options is not collected. In some cases the assigned public school can also be the school the parent chose, and the public school of choice can also be the assigned public school. With regards to private school enrollment the question wording used in the 1996, 1999, and 2003 NHES, "Is the school church-related or not church-related?" was changed from the 1993 NHES question "Is the school affiliated with a religion?" to reflect the wording used in the October 1997 supplement to the Current Population Survey.

The results presented in this report are based on four administrations (1993, 1996, 1999, and 2003) of the National Household Education Surveys Program (NHES).⁷ In each survey year parents are asked whether their children attend a public or private school. If the child attends a public school, parents are asked if it is the assigned public school or a public school of their personal choosing. If the child attends a private school, parents are asked whether the school is church-related or not. Starting in 1999 NHES began asking parents if they homeschool their children and if the child is homeschooled full or part-time.⁸ NHES also asks parents questions about the degree of satisfaction they have with their children's schools and the types of involvement they have in the schools.

The NHES surveys used for the analyses are the School Readiness Survey of 1993 combined with the School Safety & Discipline Survey of 1993, the Parent & Family Involvement Survey of 1996, the Parent Survey of 1999, and the Parent and Family Involvement in Education Survey of 2003. Each NHES survey was based on telephone interviews of U.S. household with full samples ranging from 45,000 to 60,000 households.⁹ When appropriate weights were used, each survey was a nationally representative sample of all civilian, non-institutionalized persons in the 50 states and the District of Columbia. The samples were selected using random-digit-dialing (RDD) methods and the data were collected using computer-assisted telephone interviewing (CATI) technology.

This report used data reported by parents regarding children sampled in 1st through 12th grade. Data were collected for 16,957 children in 1993, 16,145 children in 1996, 15,939 children in 1999, and 11,273 children in 2003. The unit of analysis in the NHES parent interview was the child and not the parent or guardian. All percentages referenced in this report were the percentage of children whose parents or guardians reported particular information about them. The overall unit response rates were 74 percent for 1993 School Readiness and School Safety and Discipline Surveys, 63 percent for 1996, 67 percent for 1999, and 54 percent for 2003.¹⁰ For all four surveys, item nonresponse (the failure to

⁷ The results cover students in 1st through 12th grade. Kindergarten students were excluded because not all states have mandatory kindergarten attendance policies. Furthermore, the parent satisfaction and involvement data from the 1993 NHES only cover students in grades 3 through 12.

⁸ The 1996 NHES collected information on homeschooling, but did not collect precise data on students who were homeschooled part time.

⁹ For more information about the specific survey years, see the *Survey Methodology and Technical Notes* section of the report or the *Data File Users manual* for the five surveys used for this report (Brick et al. 1994a; Brick et al. 1994b; Collins et al. 1997; Nolin et al. 2000b; Hagedorn et al. 2004).

¹⁰ The estimated overall unit response rate is computed by multiplying the Screener unit response rate by the appropriate extended interview response rate. The 1993 School Readiness Survey interviewed parents of children between the ages of 3 and 8, with an overall response rate of 74 percent. The 1993 School Safety and Discipline Survey interviewed parents with children in 3rd through 5th grade and 6th through 12th grade, with overall response rates of 73 percent and 74 percent, respectively. For information on non-response bias analysis for these data, please see *Non-response Analysis of the 2003 National Household Education Survey* (forthcoming, U.S. Department of Education).

complete some items in an otherwise completed interview) was very low. The item nonresponse rates for most variables in this report were less than 2 percent. All differences cited in this report are significant at the .05 level using Student's *t* statistic.

Background

The foundation for the school choice movement can be traced back to the alternative schools reform models from the 1960s (Schenider, Teskse, and Marschall 2000). Since then other forms of public school choice have emerged that potentially increase the number of options parents have to select from.¹¹ For instance, magnet schools blossomed in the 1970s and 1980s as a mechanism to help reduce racial and ethnic segregation in school districts. Estimates from the 1999-2000 school year suggest there were 3,026 magnet schools with explicit desegregation objectives enrolling 2.5 million students. However, if one also counts magnet (or specialty) schools without explicit desegregation objectives, the estimate increases to 5,576 schools and 4.5 million children (U.S. Department of Education 2003). Independent charter schools are public schools that are exempt from significant state or local regulations that normally govern the operation and management of public schools. According to the Common Core of Data, during the 2003-04 school year there were approximately 3,200 charter schools serving about 1.7 percent of all public school students across 36 states and the District of Columbia (Hoffman and Sable 2006). A small number of states offer publicly funded voucher programs for students to attend private schools. Currently Florida, Maine, Vermont, Wisconsin (Milwaukee), Ohio (Cleveland), and the District of Columbia have voucher programs. Additionally, there are interdistrict and intradistrict school choice plans. Estimates from the 1999-2000 school year suggest these kinds of plans were available in 71 percent of school districts in the West, 63 percent in the Midwest, 44 percent in the South, and 19 percent in the Northeast.¹²

Besides the expanded range of choices in the public school systems parents also have the option to send their children to private schools or homeschool their children. Since 1900, the percentage of elementary and secondary students enrolled in private schools has ranged from 7 to 14 percent, and over the past decade 10 to 11 percent of students have been enrolled in private schools (U.S. Department of Education 2006). The contemporary homeschooling movement began in the 1950s, and grew substantially in the 1980s and 1990s (Lines 1999). Estimates from 1999 to 2003 suggest that the number of students' homeschooled in the United States increased from approximately 850,000 to 1,096,000, while the percentage of students' homeschooled increased from 1.7 to 2.2 percent (Bielick, Chandler, and Broughman 2001; Princiotta, Bielick, and Chapman 2004).

¹¹ As school choice continues to expand in type and volume, not all states and governments offer parents the same set of alternatives to choose from. State and local education agencies vary in the choice plans they decide to implement.

¹² Unpublished estimates from the 1999-2000 Schools and Staffing Survey, "School District Survey."

Despite the expansion of choice options in the public school system over the past few decades, coupled with the availability of private schooling and homeschooling, very little is known about student enrollment trends across these different types of schools.

Demographic characteristics of public and private schools

In addition to knowing little about the trends in student enrollment during the recent expansion of school choice options, little is also known about the trends in the demographic composition of students in public (assigned and chosen) and private schools. Traditionally there has been a divide in sources of funding for public and private schools, with state and local governments supporting public schools and with tuition, fees, private endowments, and donations supporting private schools. The dependence of private schools on tuition tends to limit private school enrollment to families who can afford it. Families who can afford sending their children to private schools are usually ones who are highly educated and earning incomes much higher than the median family income (U.S. Department of Education 1999). The children from educated and wealthy families are more likely than other children to attend private schools (U.S. Department of Education 1996). Other data from the 1993 to 2002 October supplement to the Current Population Survey (CPS) show that students who attend publicly controlled schools are more racially and ethnically diverse than students who attend privately controlled schools.¹³ The data show that in both years, 33 to 38 percent of students enrolled in public schools for elementary and high school grades were non-White compared to 20 to 24 percent of students enrolled in private schools.¹⁴

Parental satisfaction with schools

Parents of children who attend private schools are typically more satisfied with their children's schools than are parents whose children attend public schools (Hausman and Goldring 2000; Algozzine et al. 1999). Given the expanded choice opportunities in the public school system little is known if this is associated with parental satisfaction with public schools of choice.

Parental involvement in schools

Parent involvement in a child's education has been shown to be a key factor associated with high academic achievement (Nord, Brimhall, and West 1997). Parents with children attending private schools

¹³ The October supplements to the CPS are used to estimate school enrollment figures in the United States. To assure that CPS estimates were as comparable as possible to the 1993 and 2003 end points used in this report, the 1993 and 2002 CPS data were used. Estimates from the 2003 CPS collection were not available when this report was written.

¹⁴ U.S. Census Bureau, Current Population Survey (January 9, 2004 Internet release date) Historical Tables, Table A-1. School Enrollment of the Population 3 Years Old and Over, by Level and Control of School, Race, and Hispanic Origin: October 1955 to 2002.

are typically more involved in their children's education than parents with children attending public schools (Hausman and Goldring 2000; Algozzine et al 1999; Nord, Brimhall, and West 1997; Vaden-Kiernan and Chandler 1996). Likewise research suggests that parents are more involved when their children attend religious schools (Coleman and Hoffer, 1987). Finally, research has shown that parents with more choices are also likely to be more involved in their children's education (Hoxby 1999).

Measuring school choice

This report defined school choice in general terms as student enrollment in a chosen public school (i.e., parental choice of a particular public school), student enrollment in a private school (church-related or non church-related), and homeschooling. In this report these three types of school choice were compared against a measure of assigned public school enrollment.¹⁵ Information about specific types of public school choice options, such as charter schools and magnet schools, was not collected so enrollment in chosen public schools was not broken down by type.

Because NHES is a household survey, it does not include data from administrative records kept by schools and school districts. Information about school choice availability can be determined from other school-based surveys such as the 1993-1994 or 1999-2000 Schools and Staffing Survey (U.S. Department of Education, National Center for Education Statistics).

Measuring parental school choice decision making

In 2003 NHES asked parents with children in 1st through 12th grade four questions that measure: (1) whether parents thought public school choice was available in their own district or another district, (2) whether they had looked into other school options for their children, (3) if the school their children were attending was their first choice, and (4) if they moved to their current neighborhood in order to send their children to a particular school. Each question has a yes/no response category format and in this report each question was analyzed separately.

¹⁵ Although the assigned public school could also be a school of choice, NHES surveys do not consistently ask parents to make such a distinction. However, in the NHES: 1993 less than 2 percent of parents of students volunteered that their assigned school was their school of choice. In the analyses these cases are considered "chosen" because the parents may have had other options but decided to enroll their children in the assigned school. The discrepancy between the survey years likely has little effect on the results since assigning the 1993 cases elsewhere or excluding them from the analyses would only increase the differences found in the data.

Measuring parental satisfaction and involvement

The parental satisfaction and involvement analyses were based on 3rd through 12th grade students. These analyses were limited to grades 3 through 12 because the 1993 NHES did not ask parents of first or second grade children the school satisfaction or involvement questions.

The NHES surveys used in this report measure parent satisfaction by asking parents how satisfied (very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied) they were with four aspects of their children's schools: (1) the school, (2) the teachers, (3) the academic standards, and (4) the order and discipline the school maintains. The cross-tabular analysis of parent satisfaction in this report looks at parents in each school type who were very satisfied with the students' schools. Parent involvement was measured with a series of questions asking parents about their attendance at various parent/school activities since the beginning of the school year. These activities included: (1) general meetings – such as a PTA meeting, (2) parent/teacher conferences, (3) school events – such as sports, and (4) volunteer events – such as chaperoning a school dance. Each activity was scored as a binary variable (“yes, attended” or “no, did not attend”) and cross-tabular analyses were performed on each individually.

Findings

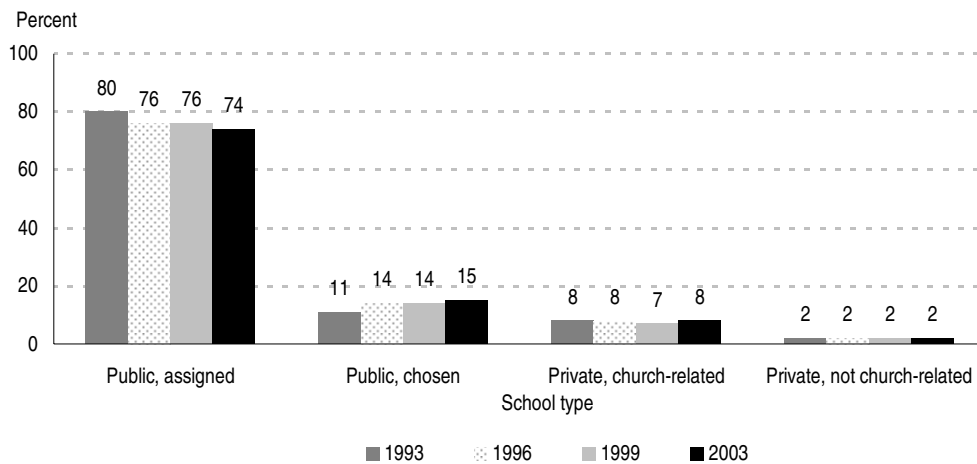
The findings for this report are organized in four sections that correspond with the research questions listed in the introduction. The first section presents the overall student enrollment trend data by school type over a 10 year period from 1993 to 2003. The second section focuses on the demographic characteristics associated with student enrollment in different school types. These data are presented both across and within school types, and include the changes in the demographic composition of students attending different school types over time. The third section presents data on parent perceptions of school choice availability in 2003 (first time NHES asked parents about availability of school choice) by the type of school students were attending and their demographic characteristics, while the final section of the report present data on parent satisfaction with and involvement in their children's schools in 2003.

Overall school type student enrollment trends from 1993 to 2003

The NHES data show that the percentage of 1st through 12th grade children enrolled in assigned public schools decreased from 80 percent to 74 percent between 1993 and 2003 (figure 1).¹⁶ Two-thirds of this decrease took place between 1993 and 1996. At the same time this decrease was almost completely offset by an increase in the percentage of 1st through 12th grade children enrolled in chosen public schools, as enrollment rose from 11 percent to 15 percent between 1993 and 2003, with three-fourths of the increase occurring between 1993 and 1996. Meanwhile during this same 10 year period student enrollment in church-related private schools remained stable at 8 percent (with the exception of a small decrease in 1999) and enrollment in non-church-related private schools increased from 1.6 (1993) to 2.4 percent (2003).

¹⁶ All differences cited in this report are significant at the .05 level using the Student's *t* statistic.

Figure 1. Percentage of students enrolled in grades 1–12, by public and private school type: 1993–2003



NOTE: Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, Parent & Family Involvement in Education Survey of the NHES, 1996, Parent Survey of the NHES, 1999, and Parent & Family Involvement in Education Survey of the NHES, 2003.

Demographic characteristics of students enrolled in different school types

To unpack the overall trends in student enrollment in different types of schools between 1993 and 2003, the demographic composition of student enrollment can be presented both across and within the different school types. Beginning with across school types, table 1 presents the distributions of students across the different school types between 1993 and 2003 by several student and household characteristics.

Public, assigned schools

With few exceptions, the overall trend away from enrollment in assigned public schools between 1993 and 2003 remained apparent when breaking out results by student and household characteristics. Subpopulations in which this trend was demonstrated included: elementary school students, middle school students, White students, Black students, male students, female students, near-poor students, non-poor students, students whose parents' highest level of education was less than a high school diploma, students whose parents' highest level of education was a bachelor's degree, students whose parents' highest level of education was graduate or professional school, students in two-parent families, students in non-parent guardian families, students living in the South, students living in the Midwest, students living in the West, students living in urban areas, and students living in rural areas. The only groups within

which a statistically significant decrease in the percentage of students enrolled in assigned public schools from 1993 to 2003 was not detected were students of Hispanic origin and non-Hispanic students who were not categorized as White or Black.¹⁷

Despite the often-similar trends in assigned public school enrollment described above, the percentage of students enrolled in assigned public schools in 2003 varied by race and ethnicity, poverty status, highest level of parent education, and urbanicity. Black students were less likely to be enrolled in assigned public schools than were White or Hispanic students. Sixty-eight percent of Black students were enrolled in assigned public schools, compared with 75 percent of White students, and 78 percent of Hispanic students (figure 2.1). Seventy-eight percent of poor students and 77 percent of near-poor students attended an assigned public school in 2003, whereas a smaller percentage (71 percent) of nonpoor students did so (figure 2.2). With respect to parents' highest level of education, those in the two highest categories (bachelor's degree and master's or professional degree or higher) were the least likely to be enrolled in assigned public schools (figure 2.3). Students living in rural areas were more likely to attend assigned public schools than were students living in urban areas. Some 82 percent of students living in rural areas attended assigned public schools, compared with 72 percent of students living in urban areas.

Public, chosen schools

Also with few exceptions, the overall trend toward enrollment in chosen public schools between 1993 and 2003 remained apparent when breaking out results by student and household characteristics. Subpopulations in which increases were also demonstrated included: elementary school students, Black students, near-poor students, students whose parents' highest level of education was less than a high school diploma, students in non-parent guardian families, students living in the West, and students living in rural areas. The only groups that did not demonstrate a statistically significant increase in the percentage of students enrolled in assigned public schools from 1993 to 2003 were students of Hispanic origin, non-Hispanic students who were not categorized as White or Black, and students living in the Northeast.¹⁸

¹⁷ Students of Hispanic origin and non-Hispanic students who were not categorized as White or Black were the only two groups not demonstrating a statistically significant decrease from 1993 to 2003 in the percentage of students enrolled in assigned public schools.

¹⁸ Students of Hispanic origin, non-Hispanic students who were not categorized as White or Black, and students living in the Northeast were the only three groups within which no statistically significant change was detected from 1993 to 2003 in the percentage of students enrolled in chosen public schools. Information on student disability was not collected by NHES in 1993 or 1996. There was no change detected in the percentage of disabled students enrolled in chosen public schools from 1999 to 2003.

The percentage of students enrolled in chosen public schools in 2003 varied by race and ethnicity, highest level of parent education, family structure, and region. Black students were more likely to be enrolled in chosen public schools than were White or Hispanic students. Some 24 percent of Black students were enrolled in assigned public schools, compared with 13 percent of White students, and 15 percent of Hispanic students (figure 2.1). With respect to parents' highest level of education, those in the two highest categories (bachelor's degree and master's or professional degree or higher) were less likely to be enrolled in chosen public schools than were students whose parents highest level of education was less than high school (14 percent for students in both of the two highest parent education categories, compared with 20 percent for students whose parents highest level of education was less than high school) (figure 2.3). Fourteen percent of students living in two-parent families attended chosen public schools, less than the 20 percent of students living in non-parent guardian families who did so. Students living in the Northeast were less likely to attend chosen public schools than were students living in the West. Twelve percent of students living in the Northeast attended chosen public schools, compared with 19 percent of students living in the West.

Private, church-related schools

As described above, overall enrollment in church-related private schools was 8 percent in 1993 and 2003. In general, findings regarding enrollment in church-related private schools were similar when breaking results out by student and household characteristics. The black student subpopulation was the only subpopulation in which there was a substantial change in the percentage of students enrolled in church-related private schools from 1993 to 2003. The percentage of Black students that were enrolled in church-related private schools increased from 3 percent in 1993 to 6 percent in 2003.

In 2003, the percentage of students who were enrolled in church-related private schools varied according to poverty status, parents' highest level of education, family structure, region, and urbanicity. With respect to poverty status, nonpoor students were the most likely to enroll in church-related private schools (figure 2.2). Twelve percent of nonpoor students attended church-related private schools in 2003, followed by near-poor students at 5 percent, and then by poor students at 3 percent. With respect to parents' highest level of education, students in the two highest parent education categories (bachelor's degree and master's or professional degree or higher) were the most likely to enroll in church-related private schools (14 percent of students in each of these categories), whereas students in the two lowest parent education categories (less than high school and high school diploma or equivalent) were the least likely to enroll in church-related private schools (2 percent and 4 percent, respectively) (figure 2.3). A greater percentage of students living in two-parent families (10 percent) enrolled in church-related private schools in 2003, compared with the percentage of students living in non-parent guardian families who did

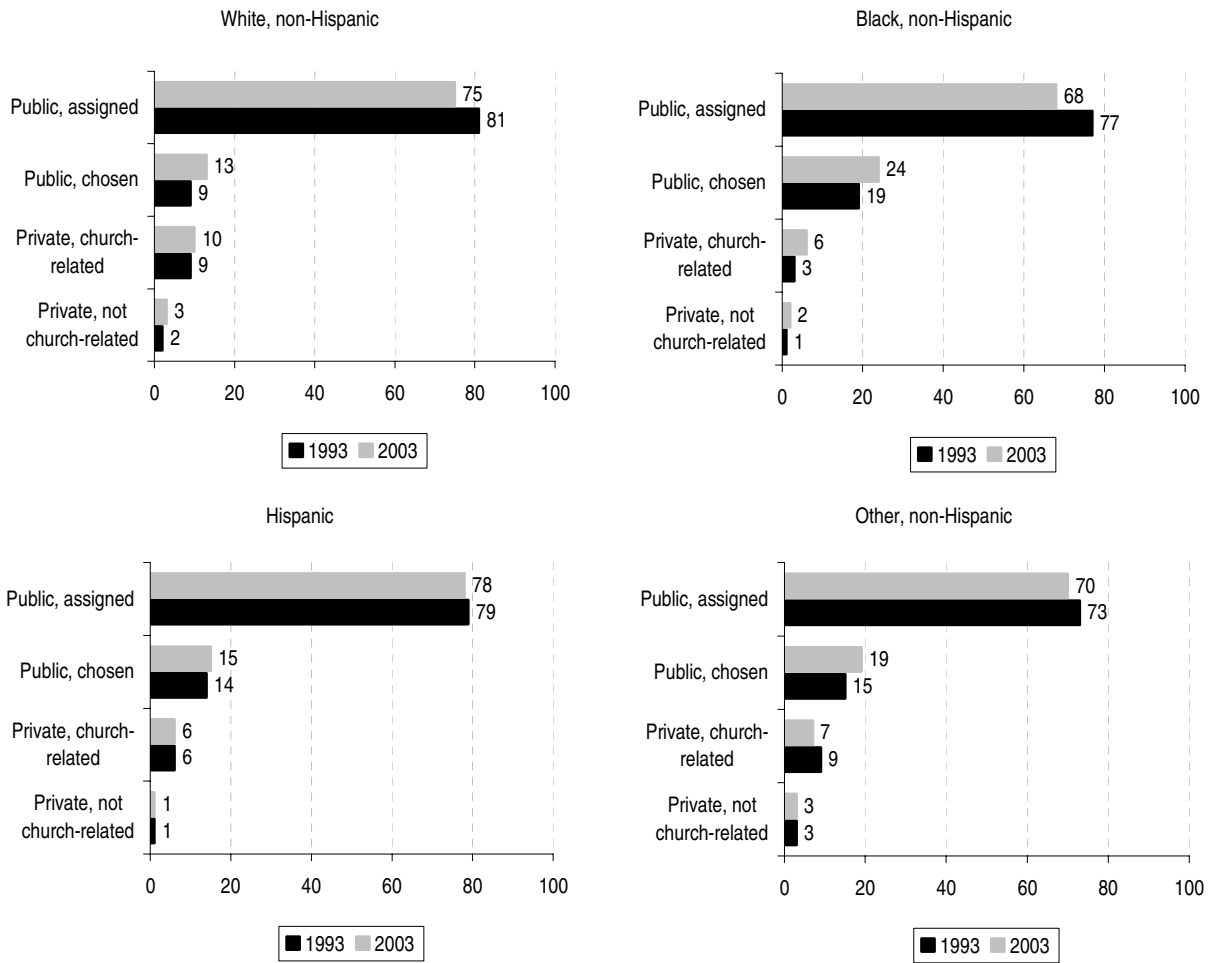
so (4 percent). With respect to region, enrollment in church-related private schools was greater among students living in the Northeast and Midwest than in was among students living in the West (11 percent and 12 percent, compared with 6 percent, respectively). A greater percentage of urban students (10 percent) enrolled in church-related private schools in 2003, compared with the percentage of rural students who did so (4 percent).

Private, non-church-related schools

In 2003, the overall percentage of students enrolled in non-church-related private schools (2.4 percent) was lower than the percentage of students enrolled in church-related private schools (8 percent). From 1993 to 2003, however, there was an increase in the percentage of students enrolled in non-church-related private schools from 1.6 percent to 2.4 percent. Similar increases were apparent within a number of the subpopulations investigated in table 1, namely, among elementary and high school students, White and Black students, male and female students, near-poor students, students whose parents' highest level of education was a high school diploma or equivalent, students living in two- and one-parent families, students living in the Northeast and the Midwest, and students living in urban areas.

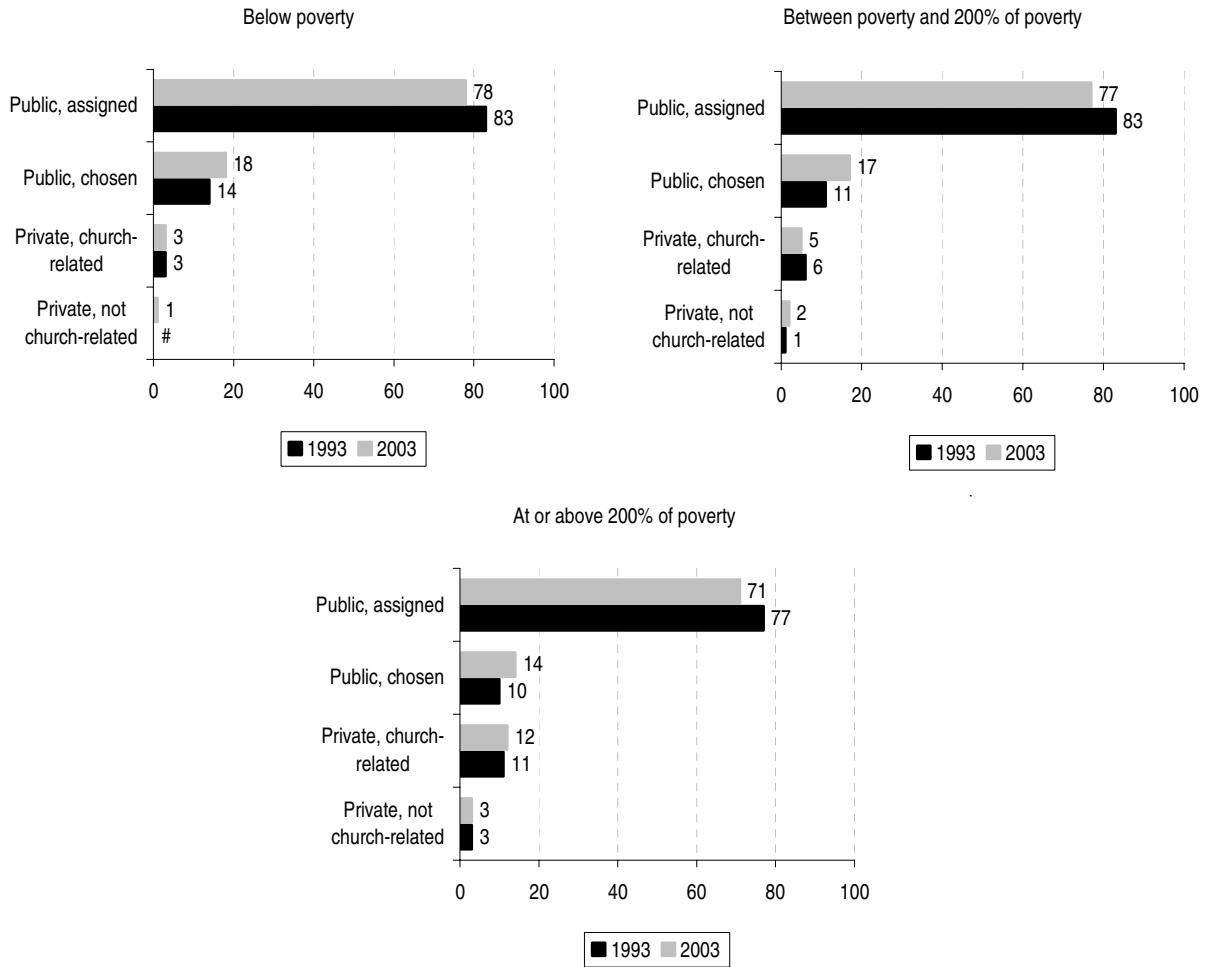
As with the other types of schools presented in table 1, there were different patterns of enrollment in non-church-related schools in 2003, depending on student and household characteristics. One percent of Hispanic students attended nonsectarian private schools in 2003, a smaller percentage than that for White students (3 percent), Black students (2 percent), and other non-Hispanic students (3 percent). Three percent of nonpoor students attended nonsectarian private schools, a larger percentage than that for near-poor students (2 percent) or poor students (1 percent). With respect to parents' highest level of education, students whose parents had a graduate degree were the most likely to attend nonsectarian private schools (6 percent), followed by students whose parents had a bachelor's degree (3 percent). Four percent of students living in the Northeast attended nonsectarian private school in 2003, more than the 2 percent of students who attended nonsectarian private school in each of the other regions. Students living in urban areas were more likely to attend nonsectarian private school than students living in rural areas (3 percent versus 1 percent).

Figure 2.1 Percentage of students enrolled in grades 1–12, by public and private school type and race/ethnicity: 1993 and 2003



NOTE: Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, and Parent & Family Involvement in Education Survey of the NHES, 2003.

Figure 2.2 Percentage of students enrolled in grades 1–12, by public and private school type and family poverty status: 1993 and 2003



Rounds to zero.

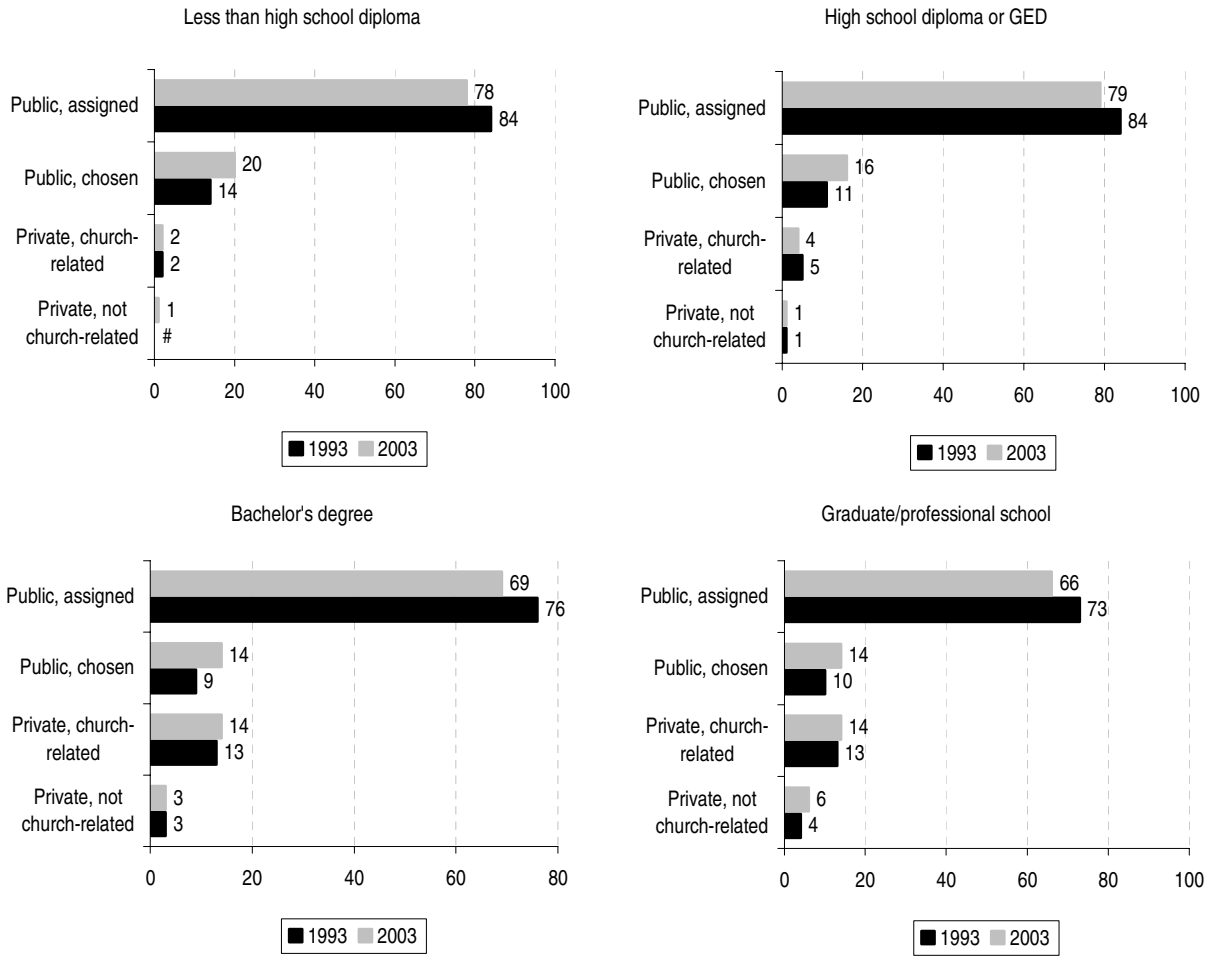
NOTE: Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education

Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, and Parent & Family Involvement in Education

Survey of the NHES, 2003.

Figure 2.3 Percentage of students enrolled in grades 1–12, by public and private school type and parental education level: 1993 and 2003



Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, and Parent & Family Involvement in Education Survey of the NHES, 2003.

Table 1. Percentage of students enrolled in grades 1–12, by public and private school type and student and household characteristics: 1993, 1996, 1999, and 2003

| Student and household characteristics | School type | | | | | | | | | | | | | | | | |
|---------------------------------------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------------|----------------|----------------|----------------|-----------------------------|----------------|----------------|----------------|-------|
| | Public, assigned | | | | Public, chosen | | | | Private, church-related | | | | Private, not church-related | | | | |
| | 1993 % s.e. | 1996 % s.e. | 1999 % s.e. | 2003 % s.e. | 1993 % s.e. | 1996 % s.e. | 1999 % s.e. | 2003 % s.e. | 1993 % s.e. | 1996 % s.e. | 1999 % s.e. | 2003 % s.e. | 1993 % s.e. | 1996 % s.e. | 1999 % s.e. | 2003 % s.e. | |
| Total | 80 0.4 | 76 0.5 | 76 0.4 | 74 0.6 | 11 0.4 | 14 0.4 | 14 0.4 | 15 0.4 | 8 0.3 | 8 0.3 | 7 0.3 | 8 0.3 | 2 0.1 | 2 0.1 | 2 0.1 | 2 0.2 | |
| Grade level | | | | | | | | | | | | | | | | | |
| Grades 1–5 | 79 0.6 | 74 0.7 | 74 0.6 | 72 0.7 | 12 0.4 | 15 0.5 | 15 0.5 | 17 0.6 | 8 0.4 | 9 0.4 | 9 0.4 | 10 0.5 | 2 0.1 | 2 0.2 | 2 0.2 | 2 0.2 | |
| Grades 6–8 | 81 1.2 | 79 0.9 | 79 0.8 | 75 1.0 | 10 1.3 | 11 0.6 | 12 0.7 | 15 0.8 | 7 0.5 | 7 0.5 | 7 0.4 | 8 0.6 | 2 1.9 | 2 0.2 | 2 0.2 | 2 0.4 | |
| Grades 9–12 | 81 0.8 | 76 0.7 | 77 0.7 | 76 0.8 | 11 0.5 | 14 0.6 | 16 0.6 | 14 0.7 | 7 0.5 | 7 0.4 | 5 0.4 | 7 0.5 | 2 0.3 | 3 0.3 | 2 0.2 | 3 0.3 | |
| Race/ethnicity ¹ | | | | | | | | | | | | | | | | | |
| White, non-Hispanic | 81 0.5 | 77 0.6 | 77 0.5 | 75 0.6 | 9 0.4 | 11 0.4 | 11 0.4 | 13 0.5 | 9 0.4 | 9 0.4 | 9 0.4 | 10 0.5 | 2 0.2 | 3 0.2 | 3 0.2 | 3 0.2 | |
| Black, non-Hispanic | 77 1.0 | 73 1.4 | 71 1.2 | 68 1.5 | 19 0.8 | 22 1.3 | 23 1.2 | 24 1.5 | 3 0.4 | 4 0.4 | 4 0.5 | 6 0.6 | 1 0.2 | 1 0.3 | 2 0.3 | 2 0.5 | |
| Hispanic | 79 1.1 | 76 1.1 | 77 1.0 | 78 1.2 | 14 1.0 | 16 0.9 | 18 1.0 | 15 1.0 | 6 0.5 | 6 0.7 | 4 0.4 | 6 0.7 | 1 0.2 | 1 0.3 | 1 0.2 | 1 0.2 | |
| Other, non-Hispanic | 73 2.8 | 69 1.8 | 73 2.2 | 70 2.6 | 15 2.9 | 19 1.8 | 17 2.0 | 19 2.1 | 9 1.4 | 10 1.2 | 7 1.1 | 7 1.4 | 3 0.7 | 2 0.6 | 3 0.6 | 3 0.9 | |
| Sex | | | | | | | | | | | | | | | | | |
| 17 Male | 81 0.5 | 77 0.6 | 76 0.6 | 74 0.7 | 11 0.4 | 13 0.5 | 14 0.5 | 15 0.6 | 7 0.4 | 8 0.4 | 7 0.3 | 8 0.4 | 2 0.2 | 3 0.2 | 2 0.2 | 2 0.2 | |
| Female | 79 0.6 | 76 0.7 | 75 0.6 | 74 0.8 | 11 0.5 | 14 0.6 | 15 0.5 | 15 0.6 | 8 0.4 | 8 0.3 | 8 0.4 | 9 0.5 | 2 0.2 | 2 0.2 | 2 0.2 | 2 0.2 | |
| Disability status | | | | | | | | | | | | | | | | | |
| Has a disability | — | — | — | 76 0.9 | 74 1.1 | — | — | 16 0.8 | 17 0.8 | — | — | 6 0.4 | 6 0.5 | — | — | 2 0.3 | 3 0.4 |
| Does not have a disability | — | — | — | 76 0.5 | 74 0.7 | — | — | 14 0.4 | 15 0.6 | — | — | 8 0.3 | 9 0.4 | — | — | 2 0.2 | 2 0.2 |
| Poverty status | | | | | | | | | | | | | | | | | |
| Below poverty | 83 1.1 | 78 1.1 | 77 1.1 | 78 1.2 | 14 1.1 | 18 1.0 | 19 1.1 | 18 1.1 | 3 0.4 | 3 0.4 | 3 0.4 | 3 0.6 | # 0.2 | 1 0.3 | 2 0.3 | 1 0.3 | |
| Between poverty and 200% of poverty | 83 0.6 | 79 0.9 | 78 0.8 | 77 1.1 | 11 0.7 | 14 0.7 | 16 0.7 | 17 1.0 | 6 0.4 | 6 0.4 | 5 0.5 | 5 0.6 | 1 0.1 | 1 0.2 | 1 0.2 | 2 0.3 | |
| At or above 200% of poverty | 77 0.5 | 74 0.5 | 75 0.5 | 71 0.7 | 10 0.3 | 12 0.4 | 12 0.3 | 14 0.6 | 11 0.4 | 11 0.4 | 10 0.5 | 12 0.5 | 3 0.2 | 3 0.2 | 3 0.2 | 3 0.2 | |

See notes at end of table

Table 1. Percentage of students enrolled in grades 1–12, by public and private school type and student and household characteristics: 1993, 1996, 1999, and 2003—Continued

| Student and household characteristics | School type | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|------------------|------------|-----------|------------|----------------|------------|-----------|------------|-------------------------|------------|-----------|------------|-----------------------------|------------|-----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|
| | Public, assigned | | | | Public, chosen | | | | Private, church-related | | | | Private, not church-related | | | | | | | | | | | | | | | | | | | |
| | 1993 | 1996 | 1999 | 2003 | 1993 | 1996 | 1999 | 2003 | 1993 | 1996 | 1999 | 2003 | 1993 | 1996 | 1999 | 2003 | | | | | | | | | | | | | | | | |
| | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | | | | | | | | | | | | | | | | |
| Total | 80 | 0.4 | 76 | 0.5 | 76 | 0.4 | 74 | 0.6 | 11 | 0.4 | 14 | 0.4 | 14 | 0.4 | 15 | 0.4 | 8 | 0.3 | 8 | 0.3 | 7 | 0.3 | 8 | 0.3 | 2 | 0.1 | 2 | 0.1 | 2 | 0.1 | 2 | 0.2 |
| Parent's highest level of education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Less than high school diploma | 84 | 1.1 | 79 | 1.7 | 80 | 1.4 | 78 | 1.9 | 14 | 1.1 | 17 | 1.5 | 18 | 1.5 | 20 | 1.8 | 2 | 0.5 | 2 | 0.5 | 2 | 0.4 | 2 | 0.9 | # | 0.1 | 2 | 0.7 | 1 | 0.3 | 1 | 0.5 |
| High school diploma or GED | 84 | 0.6 | 82 | 0.8 | 80 | 0.8 | 79 | 1.0 | 11 | 0.6 | 12 | 0.8 | 14 | 0.7 | 16 | 0.9 | 5 | 0.3 | 5 | 0.4 | 4 | 0.4 | 4 | 0.4 | 1 | 0.2 | 1 | 0.1 | 1 | 0.2 | 1 | 0.3 |
| Some college/vocational/ technical | 80 | 0.7 | 76 | 0.9 | 77 | 0.7 | 76 | 0.9 | 11 | 0.7 | 15 | 0.7 | 15 | 0.7 | 16 | 0.8 | 8 | 0.5 | 7 | 0.5 | 6 | 0.4 | 7 | 0.5 | 1 | 0.2 | 2 | 0.2 | 1 | 0.2 | 2 | 0.3 |
| Bachelor's degree | 76 | 1.4 | 71 | 1.2 | 72 | 1.1 | 69 | 1.1 | 9 | 0.7 | 13 | 1.0 | 13 | 0.8 | 14 | 0.9 | 13 | 1.0 | 13 | 0.9 | 13 | 0.8 | 14 | 1.0 | 3 | 0.4 | 3 | 0.4 | 3 | 0.4 | 3 | 0.4 |
| Graduate/professional school | 73 | 1.1 | 66 | 1.2 | 68 | 1.1 | 66 | 1.4 | 10 | 0.7 | 13 | 0.9 | 13 | 0.7 | 14 | 1.1 | 13 | 0.9 | 15 | 1.0 | 13 | 0.8 | 14 | 1.1 | 4 | 0.5 | 6 | 0.5 | 6 | 0.6 | 6 | 0.6 |
| Family structure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two parents | 80 | 0.5 | 76 | 0.5 | 77 | 0.5 | 74 | 0.7 | 9 | 0.5 | 12 | 0.4 | 12 | 0.4 | 14 | 0.5 | 9 | 0.3 | 10 | 0.4 | 8 | 0.4 | 10 | 0.5 | 2 | 0.2 | 2 | 0.2 | 3 | 0.2 | 3 | 0.2 |
| One parent | 79 | 0.8 | 75 | 0.9 | 74 | 0.7 | 74 | 1.1 | 15 | 0.6 | 18 | 0.9 | 18 | 0.6 | 18 | 0.9 | 5 | 0.5 | 5 | 0.4 | 5 | 0.4 | 5 | 0.5 | 1 | 0.2 | 2 | 0.2 | 2 | 0.3 | 2 | 0.3 |
| Non-parent guardians | 84 | 2.3 | 80 | 2.9 | 73 | 2.6 | 75 | 2.9 | 14 | 2.0 | 15 | 2.1 | 22 | 2.7 | 20 | 2.5 | 2 | 0.5 | 2 | 0.7 | 4 | 0.8 | 4 | 1.2 | 1 | 0.4 | 3 | 1.6 | 1 | 0.4 | 2 | 0.8 |
| Region | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Northeast | 78 | 0.8 | 74 | 1.0 | 74 | 1.1 | 74 | 1.5 | 9 | 0.6 | 13 | 0.9 | 14 | 0.8 | 12 | 1.0 | 11 | 0.7 | 9 | 0.9 | 9 | 0.6 | 11 | 1.0 | 2 | 0.4 | 4 | 0.4 | 4 | 0.4 | 4 | 0.5 |
| South | 82 | 0.6 | 79 | 0.6 | 78 | 0.6 | 76 | 0.9 | 11 | 0.4 | 13 | 0.5 | 14 | 0.5 | 16 | 0.7 | 5 | 0.3 | 6 | 0.4 | 6 | 0.4 | 6 | 0.5 | 2 | 0.2 | 2 | 0.3 | 2 | 0.2 | 2 | 0.3 |
| Midwest | 80 | 0.8 | 75 | 0.9 | 76 | 0.8 | 72 | 1.3 | 10 | 0.6 | 12 | 0.8 | 13 | 0.8 | 14 | 0.9 | 9 | 0.5 | 11 | 0.7 | 9 | 0.6 | 12 | 1.1 | 1 | 0.2 | 1 | 0.2 | 1 | 0.2 | 2 | 0.3 |
| West | 79 | 1.1 | 74 | 1.0 | 75 | 0.9 | 74 | 1.2 | 13 | 1.0 | 18 | 0.8 | 18 | 0.7 | 19 | 1.1 | 7 | 0.5 | 6 | 0.5 | 5 | 0.4 | 6 | 0.5 | 2 | 0.2 | 2 | 0.3 | 2 | 0.3 | 2 | 0.4 |
| Urbanicity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Urban | 77 | 0.5 | 73 | 0.6 | 73 | 0.5 | 72 | 0.6 | 12 | 0.3 | 15 | 0.5 | 16 | 0.4 | 16 | 0.5 | 9 | 0.3 | 9 | 0.3 | 8 | 0.3 | 10 | 0.4 | 2 | 0.1 | 2 | 0.2 | 3 | 0.2 | 3 | 0.2 |
| Rural | 88 | 1.1 | 85 | 0.8 | 85 | 0.8 | 82 | 1.2 | 7 | 1.1 | 9 | 0.6 | 11 | 0.6 | 13 | 1.2 | 4 | 0.5 | 4 | 0.4 | 4 | 0.4 | 4 | 0.7 | 1 | 0.2 | 2 | 0.3 | 1 | 0.2 | 1 | 0.3 |

— Not available.

Rounds to zero.

¹ The "other" race category includes individuals of more than one race.

NOTE: s.e. is standard error. Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, Parent & Family Involvement in Education Survey of the NHES, 1996, Parent Survey of the NHES, 1999 and Parent & Family Involvement in Education Survey of the NHES, 2003.

Another way to examine how student and household characteristics are associated with enrollment in different types of schools is to compare the characteristics of students within each type of school. Table 2 shows the distributions of students with different characteristics in assigned public schools, chosen public schools, church-related private schools, and non-church-related private schools, and students who were homeschooled.¹⁹ NHES collected data on homeschooling in 1999 and 2003.

Grade level

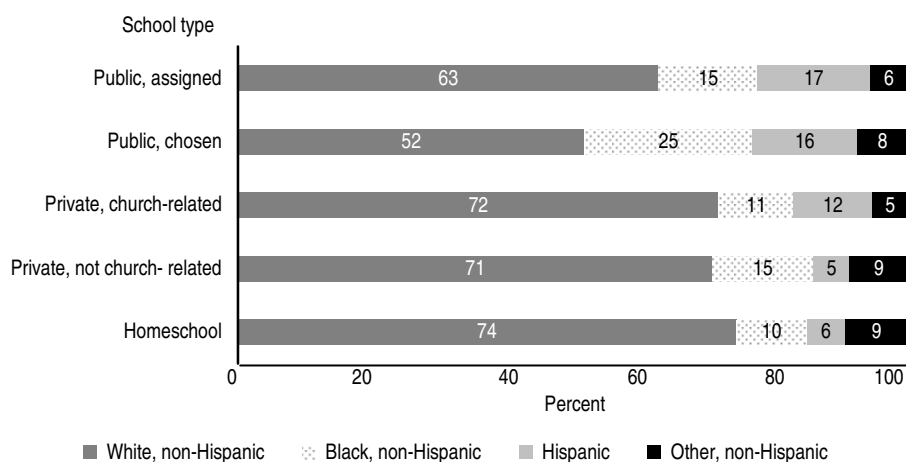
From 1999 to 2003, the distribution of nonsectarian private school students shifted such that a relatively smaller percentage of these students were enrolled in elementary school. In 2003, nonsectarian private school students, along with assigned public school students and homeschooled students, were less likely to be enrolled in elementary school than were students in chosen public schools or church-related private schools. In chosen public schools and church-related private schools, 48 percent and 51 percent of students, respectively, were enrolled in grades 1-5, compared with 43 percent among students in assigned public schools, 39 percent among students in nonsectarian private schools, and 37 percent among homeschooled students. Students in church-related private schools were less likely to be enrolled in high school (25 percent) than were students in assigned public schools (31 percent) or students in nonsectarian private schools (34 percent).

Race and ethnicity

In 2003, the distribution of students in assigned public schools according to race and ethnicity was such that 63 percent of students were White, 15 percent were Black, 17 percent were Hispanic, and 6 percent were non-Hispanic and some other race or multiracial (figure 2.4). In comparison, students in chosen public schools were less likely to be White (52 percent) and more likely to be Black (25 percent). In 2003, compared with students in both assigned and chosen public schools, students in church-related and nonsectarian private schools and students being homeschooled were more likely to be White. From 1999 to 2003, however, the percentage of students in church-related private schools who were White decreased from 78 percent to 72 percent. In 2003, students in church-related private schools were more likely to be Hispanic (12 percent) than were those in nonsectarian private schools (5 percent) or those being homeschooled (6 percent).

¹⁹ In this analysis homeschooled students are defined as students who were homeschooled and were not also enrolled in a public or private school for more than 8 hours per week. If students were homeschooled but were also enrolled in a public or private school for 9 or more hours they are defined as being enrolled in a public or private school. Furthermore, this analysis is restricted to 1st through 12th grade children between the ages of 5 and 17.

Figure 2.4 Percentage of students ages 5–17 enrolled in grades 1–12, by public and private school type, homeschool, and race/ethnicity: 2003



NOTE: Detail may not sum to totals because of rounding. Homeschooled students are students who are homeschooled and not enrolled in school for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Sex

From 1999 to 2003, there were no significant changes in the distribution of students by sex in each of the different school types, including homeschooling. In 2003, about half of the students were male and about half of the students were female in each of the school types, including homeschooling.

Disability status

In both 1999 and 2003, a smaller percentage of students in church-related private schools were reported as having a disability, compared with students in assigned public schools, chosen public schools, and non-church-related private schools.²⁰ In 2003, 19 percent of students in church-related private schools had a disability, compared with 26 percent of students in assigned public schools, 28 percent in chosen public schools, and 32 percent in nonsectarian private schools.

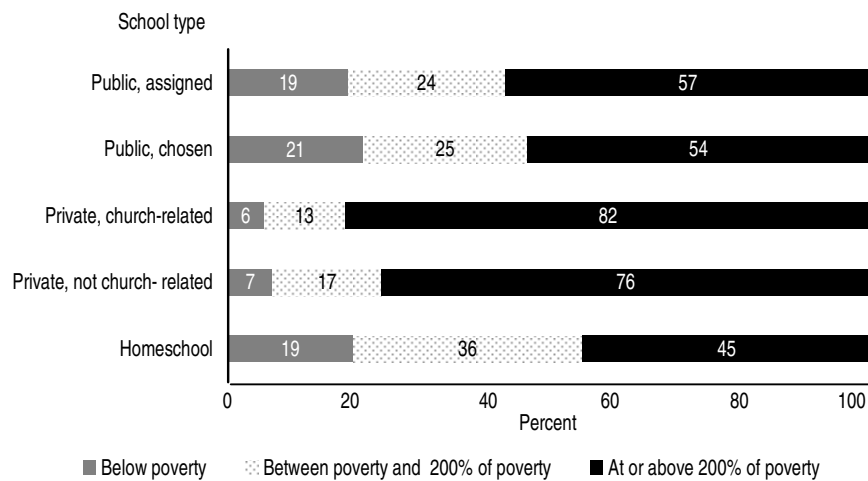
Poverty status

In 1999, students in chosen public schools were more likely to be in poverty (30 percent) than were students in assigned public schools (23 percent). From 1999 to 2003, the percentage of students in chosen public schools who were in poverty decreased from 30 percent to 21 percent, such that there were no significant differences between chosen and assigned public schools with respect to the distribution of

²⁰ See appendix A for definition of how student disability is counted.

their students according to poverty status in 2003. From 1999 to 2003, poverty levels also decreased in nonsectarian private schools. In general in both 1999 and 2003, students in church-related and nonsectarian private schools were less likely to be in poverty or near poverty and more likely to be at or above 200 percent of the poverty line (i.e., nonpoor) than were students in assigned or chosen public schools or homeschooled students.²¹ In 2003, for example, 82 percent of students in church-related private schools and 76 percent of students in nonsectarian private schools lived in nonpoor households, compared with 57 percent of students in assigned public schools, 54 percent of students in chosen public schools, and 45 percent of homeschooled students. In 2003, homeschooled students were less likely to be nonpoor than assigned public school students, and more likely to be near-poor (figure 2.5).

Figure 2.5 Percentage of students ages 5–17 enrolled in grades 1–12, by public and private school type, homeschool, and family poverty status: 2003



NOTE: Detail may not sum to totals because of rounding. Homeschooled students are students who are homeschooled and not enrolled in school for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

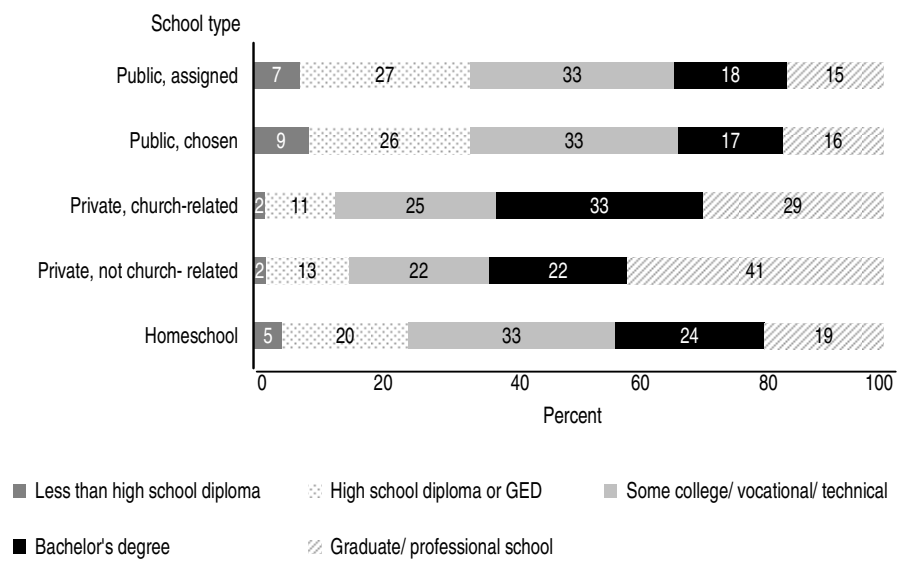
Parent's highest level of education

From 1999 to 2003, there were no substantial changes in the distribution of students within school type according to the highest level of education reached by their parents. In both years, however, the distributions looked different in different types of schools. In 2003, a plurality of students in both assigned and chosen public schools had some college or vocational or technical school as their highest

²¹ The one exception to this general statement was the difference between the percentage of nonsectarian private school students and the percentage of homeschooled students in poverty in 1999. This apparent difference was not statistically significant, possibly because of the large standard errors associated with the estimate for homeschooled students.

level of parent education (33 percent of students in both of these school types). In comparison and also in 2003, a plurality of students in nonsectarian private schools (41 percent) had graduate or professional school as their highest level of parent education. In 2003, students in nonsectarian private schools were the most likely to have graduate or professional school as their highest level of parent education (41 percent), followed by students in church-related private schools (29 percent). In comparison, 15 percent of students in assigned public schools, 16 percent of students in chosen public schools, and 19 percent of students being homeschooled had graduate or professional school as their highest level of parent education in 2003 (figure 2.6).

Figure 2.6 Percentage of students ages 5–17 enrolled in grades 1–12, by public and private school type, homeschool, and parental education level: 2003



NOTE: Detail may not sum to totals because of rounding. Homeschooled students are students who are homeschooled and not enrolled in school for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Family structure

From 1999 to 2003 the percentage of chosen public school students who were living in two-parent families increased from 55 percent to 65 percent. Despite this increase to 65 percent, chosen public school students were the least likely to live in two-parent families in 2003. In comparison, 70 percent of assigned public school students, 81 percent of church-related private school students, 76 percent of nonsectarian private school students, and 79 percent of homeschooled students lived in two-parent families in 2003.

Region

From 1999 to 2003, the percentage of chosen public school students who were living in the Northeast decreased from 19 percent to 14 percent, and the percentage of church-related private school students who were living in the South decreased from 31 percent to 25 percent.²² As of 2003, there were differences across school type, including homeschooling, in the distribution of students according to region. For example, 30 percent of nonsectarian private school students lived in the Northeast, a greater percentage than that for assigned public schools (18 percent), chosen public schools (14 percent), and homeschooled students (14 percent). Compared with students in other types of schools, including homeschooled students, students in church-related private schools were the most likely to be living in the Midwest in 2003 (34 percent).

Urbanicity

In both 1999 and 2003, assigned public school students, along with homeschooled students, were more likely to live in rural areas than were students in other school types. Twenty-three percent of assigned public school students and 30 percent of homeschooled students lived in rural areas in 2003, compared with 18 percent of chosen public school students, 9 percent of church-related private school students, and 10 percent of nonsectarian private school students. In both 1999 and 2003, students in chosen public schools were more likely to live in rural areas than were students in church-related or non-church-related private schools.

²² See appendix A for definition of how regions are defined.

Table 2. Percentage of students ages 5–17 enrolled in grades 1–12, by public and private school type, homeschool, and student and household characteristics: 1999 and 2003

| Student and household characteristics | School type and homeschool | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|----------------------------|----------|------------|----------|----------------|----------|------------|----------|-------------------------|----------|------------|----------|-----------------------------|----------|------------|----------|---------------------------|----------|------------|----------|---------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-------------------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-----------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-----------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-------------------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-----------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|---------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-------------------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-----------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-------------------|----|-----|----|-----|----|-----|----|-----|---|-----|---|-----|----|-----|---|-----|----|-----|----|-----|-------------------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-----------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------|----|-----|----|-----|----|-----|----|-----|---|-----|---|-----|----|-----|---|-----|----|-----|----|-----|-------------------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-----------------------------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|
| | Public, assigned | | | | Public, chosen | | | | Private, church-related | | | | Private, not church-related | | | | Homeschooled ¹ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1999 | | 2003 | | 1999 | | 2003 | | 1999 | | 2003 | | 1999 | | 2003 | | 1999 | | 2003 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade level | | | | | | | | | | | | | | | | | | | | | Grades 1–5 | 43 | 0.3 | 43 | 0.4 | 47 | 1.2 | 48 | 1.4 | 52 | 1.6 | 51 | 1.7 | 47 | 2.5 | 39 | 3.2 | 44 | 4.1 | 37 | 3.1 | Grades 6–8 | 26 | 0.2 | 27 | 0.3 | 21 | 0.9 | 25 | 1.1 | 26 | 1.1 | 25 | 1.4 | 24 | 2.2 | 28 | 3.3 | 24 | 3.1 | 31 | 3.7 | Grades 9–12 | 30 | 0.3 | 31 | 0.4 | 32 | 1.1 | 27 | 1.3 | 22 | 1.4 | 25 | 1.6 | 29 | 2.3 | 34 | 3.3 | 32 | 3.8 | 32 | 4.4 | Race/ethnicity ² | | | | | | | | | | | | | | | | | | | | | White, non-Hispanic | 65 | 0.5 | 63 | 0.5 | 51 | 1.4 | 52 | 1.5 | 78 | 1.3 | 72 | 1.7 | 75 | 2.3 | 71 | 3.7 | 78 | 3.8 | 74 | 4.4 | Black, non-Hispanic | 15 | 0.3 | 15 | 0.3 | 25 | 1.3 | 25 | 1.5 | 10 | 1.0 | 11 | 1.3 | 11 | 1.8 | 15 | 3.3 | 8 | 3.0 | 10 | 3.3 | Hispanic | 14 | 0.3 | 17 | 0.2 | 17 | 0.9 | 16 | 1.0 | 7 | 0.8 | 12 | 1.2 | 7 | 1.2 | 5 | 1.4 | 8 | 2.1 | 6 | 2.2 | Other, non-Hispanic | 5 | 0.3 | 6 | 0.4 | 6 | 0.7 | 8 | 0.9 | 5 | 0.9 | 5 | 1.0 | 7 | 1.4 | 9 | 2.2 | 6 | 2.3 | 9 | 3.2 | Sex | | | | | | | | | | | | | | | | | | | | | Male | 51 | 0.6 | 51 | 0.6 | 50 | 1.1 | 51 | 1.4 | 48 | 1.8 | 50 | 1.8 | 53 | 3.5 | 52 | 3.2 | 47 | 3.6 | 50 | 3.9 | Female | 49 | 0.6 | 49 | 0.6 | 50 | 1.1 | 49 | 1.4 | 52 | 1.8 | 50 | 1.8 | 47 | 3.5 | 48 | 3.2 | 53 | 3.6 | 50 | 3.9 | Disability status | | | | | | | | | | | | | | | | | | | | | Has a disability | 21 | 0.6 | 26 | 0.6 | 22 | 1.3 | 28 | 1.4 | 16 | 1.3 | 19 | 1.3 | 23 | 2.3 | 32 | 4.0 | 24 | 3.4 | 26 | 3.8 | Does not have a disability | 79 | 0.6 | 74 | 0.6 | 78 | 1.3 | 72 | 1.4 | 84 | 1.3 | 81 | 1.3 | 77 | 2.3 | 68 | 4.0 | 76 | 3.4 | 74 | 3.8 | Poverty status | | | | | | | | | | | | | | | | | | | | | Below poverty | 23 | 0.5 | 19 | 0.5 | 30 | 1.3 | 21 | 1.2 | 8 | 1.3 | 6 | 1.2 | 16 | 2.6 | 7 | 2.3 | 27 | 5.0 | 19 | 4.9 | Between poverty and 200% of poverty | 25 | 0.6 | 24 | 0.7 | 26 | 1.2 | 25 | 1.4 | 16 | 1.5 | 13 | 1.5 | 10 | 2.1 | 17 | 2.9 | 27 | 4.0 | 36 | 4.8 | At or above 200% of poverty | 52 | 0.6 | 57 | 0.7 | 44 | 1.2 | 54 | 1.6 | 76 | 1.8 | 82 | 1.9 | 74 | 3.2 | 76 | 3.2 | 46 | 4.1 | 45 | 5.1 |
| Grades 1–5 | 43 | 0.3 | 43 | 0.4 | 47 | 1.2 | 48 | 1.4 | 52 | 1.6 | 51 | 1.7 | 47 | 2.5 | 39 | 3.2 | 44 | 4.1 | 37 | 3.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grades 6–8 | 26 | 0.2 | 27 | 0.3 | 21 | 0.9 | 25 | 1.1 | 26 | 1.1 | 25 | 1.4 | 24 | 2.2 | 28 | 3.3 | 24 | 3.1 | 31 | 3.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grades 9–12 | 30 | 0.3 | 31 | 0.4 | 32 | 1.1 | 27 | 1.3 | 22 | 1.4 | 25 | 1.6 | 29 | 2.3 | 34 | 3.3 | 32 | 3.8 | 32 | 4.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race/ethnicity ² | | | | | | | | | | | | | | | | | | | | | White, non-Hispanic | 65 | 0.5 | 63 | 0.5 | 51 | 1.4 | 52 | 1.5 | 78 | 1.3 | 72 | 1.7 | 75 | 2.3 | 71 | 3.7 | 78 | 3.8 | 74 | 4.4 | Black, non-Hispanic | 15 | 0.3 | 15 | 0.3 | 25 | 1.3 | 25 | 1.5 | 10 | 1.0 | 11 | 1.3 | 11 | 1.8 | 15 | 3.3 | 8 | 3.0 | 10 | 3.3 | Hispanic | 14 | 0.3 | 17 | 0.2 | 17 | 0.9 | 16 | 1.0 | 7 | 0.8 | 12 | 1.2 | 7 | 1.2 | 5 | 1.4 | 8 | 2.1 | 6 | 2.2 | Other, non-Hispanic | 5 | 0.3 | 6 | 0.4 | 6 | 0.7 | 8 | 0.9 | 5 | 0.9 | 5 | 1.0 | 7 | 1.4 | 9 | 2.2 | 6 | 2.3 | 9 | 3.2 | Sex | | | | | | | | | | | | | | | | | | | | | Male | 51 | 0.6 | 51 | 0.6 | 50 | 1.1 | 51 | 1.4 | 48 | 1.8 | 50 | 1.8 | 53 | 3.5 | 52 | 3.2 | 47 | 3.6 | 50 | 3.9 | Female | 49 | 0.6 | 49 | 0.6 | 50 | 1.1 | 49 | 1.4 | 52 | 1.8 | 50 | 1.8 | 47 | 3.5 | 48 | 3.2 | 53 | 3.6 | 50 | 3.9 | Disability status | | | | | | | | | | | | | | | | | | | | | Has a disability | 21 | 0.6 | 26 | 0.6 | 22 | 1.3 | 28 | 1.4 | 16 | 1.3 | 19 | 1.3 | 23 | 2.3 | 32 | 4.0 | 24 | 3.4 | 26 | 3.8 | Does not have a disability | 79 | 0.6 | 74 | 0.6 | 78 | 1.3 | 72 | 1.4 | 84 | 1.3 | 81 | 1.3 | 77 | 2.3 | 68 | 4.0 | 76 | 3.4 | 74 | 3.8 | Poverty status | | | | | | | | | | | | | | | | | | | | | Below poverty | 23 | 0.5 | 19 | 0.5 | 30 | 1.3 | 21 | 1.2 | 8 | 1.3 | 6 | 1.2 | 16 | 2.6 | 7 | 2.3 | 27 | 5.0 | 19 | 4.9 | Between poverty and 200% of poverty | 25 | 0.6 | 24 | 0.7 | 26 | 1.2 | 25 | 1.4 | 16 | 1.5 | 13 | 1.5 | 10 | 2.1 | 17 | 2.9 | 27 | 4.0 | 36 | 4.8 | At or above 200% of poverty | 52 | 0.6 | 57 | 0.7 | 44 | 1.2 | 54 | 1.6 | 76 | 1.8 | 82 | 1.9 | 74 | 3.2 | 76 | 3.2 | 46 | 4.1 | 45 | 5.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White, non-Hispanic | 65 | 0.5 | 63 | 0.5 | 51 | 1.4 | 52 | 1.5 | 78 | 1.3 | 72 | 1.7 | 75 | 2.3 | 71 | 3.7 | 78 | 3.8 | 74 | 4.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black, non-Hispanic | 15 | 0.3 | 15 | 0.3 | 25 | 1.3 | 25 | 1.5 | 10 | 1.0 | 11 | 1.3 | 11 | 1.8 | 15 | 3.3 | 8 | 3.0 | 10 | 3.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 14 | 0.3 | 17 | 0.2 | 17 | 0.9 | 16 | 1.0 | 7 | 0.8 | 12 | 1.2 | 7 | 1.2 | 5 | 1.4 | 8 | 2.1 | 6 | 2.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other, non-Hispanic | 5 | 0.3 | 6 | 0.4 | 6 | 0.7 | 8 | 0.9 | 5 | 0.9 | 5 | 1.0 | 7 | 1.4 | 9 | 2.2 | 6 | 2.3 | 9 | 3.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sex | | | | | | | | | | | | | | | | | | | | | Male | 51 | 0.6 | 51 | 0.6 | 50 | 1.1 | 51 | 1.4 | 48 | 1.8 | 50 | 1.8 | 53 | 3.5 | 52 | 3.2 | 47 | 3.6 | 50 | 3.9 | Female | 49 | 0.6 | 49 | 0.6 | 50 | 1.1 | 49 | 1.4 | 52 | 1.8 | 50 | 1.8 | 47 | 3.5 | 48 | 3.2 | 53 | 3.6 | 50 | 3.9 | Disability status | | | | | | | | | | | | | | | | | | | | | Has a disability | 21 | 0.6 | 26 | 0.6 | 22 | 1.3 | 28 | 1.4 | 16 | 1.3 | 19 | 1.3 | 23 | 2.3 | 32 | 4.0 | 24 | 3.4 | 26 | 3.8 | Does not have a disability | 79 | 0.6 | 74 | 0.6 | 78 | 1.3 | 72 | 1.4 | 84 | 1.3 | 81 | 1.3 | 77 | 2.3 | 68 | 4.0 | 76 | 3.4 | 74 | 3.8 | Poverty status | | | | | | | | | | | | | | | | | | | | | Below poverty | 23 | 0.5 | 19 | 0.5 | 30 | 1.3 | 21 | 1.2 | 8 | 1.3 | 6 | 1.2 | 16 | 2.6 | 7 | 2.3 | 27 | 5.0 | 19 | 4.9 | Between poverty and 200% of poverty | 25 | 0.6 | 24 | 0.7 | 26 | 1.2 | 25 | 1.4 | 16 | 1.5 | 13 | 1.5 | 10 | 2.1 | 17 | 2.9 | 27 | 4.0 | 36 | 4.8 | At or above 200% of poverty | 52 | 0.6 | 57 | 0.7 | 44 | 1.2 | 54 | 1.6 | 76 | 1.8 | 82 | 1.9 | 74 | 3.2 | 76 | 3.2 | 46 | 4.1 | 45 | 5.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 51 | 0.6 | 51 | 0.6 | 50 | 1.1 | 51 | 1.4 | 48 | 1.8 | 50 | 1.8 | 53 | 3.5 | 52 | 3.2 | 47 | 3.6 | 50 | 3.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 49 | 0.6 | 49 | 0.6 | 50 | 1.1 | 49 | 1.4 | 52 | 1.8 | 50 | 1.8 | 47 | 3.5 | 48 | 3.2 | 53 | 3.6 | 50 | 3.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disability status | | | | | | | | | | | | | | | | | | | | | Has a disability | 21 | 0.6 | 26 | 0.6 | 22 | 1.3 | 28 | 1.4 | 16 | 1.3 | 19 | 1.3 | 23 | 2.3 | 32 | 4.0 | 24 | 3.4 | 26 | 3.8 | Does not have a disability | 79 | 0.6 | 74 | 0.6 | 78 | 1.3 | 72 | 1.4 | 84 | 1.3 | 81 | 1.3 | 77 | 2.3 | 68 | 4.0 | 76 | 3.4 | 74 | 3.8 | Poverty status | | | | | | | | | | | | | | | | | | | | | Below poverty | 23 | 0.5 | 19 | 0.5 | 30 | 1.3 | 21 | 1.2 | 8 | 1.3 | 6 | 1.2 | 16 | 2.6 | 7 | 2.3 | 27 | 5.0 | 19 | 4.9 | Between poverty and 200% of poverty | 25 | 0.6 | 24 | 0.7 | 26 | 1.2 | 25 | 1.4 | 16 | 1.5 | 13 | 1.5 | 10 | 2.1 | 17 | 2.9 | 27 | 4.0 | 36 | 4.8 | At or above 200% of poverty | 52 | 0.6 | 57 | 0.7 | 44 | 1.2 | 54 | 1.6 | 76 | 1.8 | 82 | 1.9 | 74 | 3.2 | 76 | 3.2 | 46 | 4.1 | 45 | 5.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Has a disability | 21 | 0.6 | 26 | 0.6 | 22 | 1.3 | 28 | 1.4 | 16 | 1.3 | 19 | 1.3 | 23 | 2.3 | 32 | 4.0 | 24 | 3.4 | 26 | 3.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Does not have a disability | 79 | 0.6 | 74 | 0.6 | 78 | 1.3 | 72 | 1.4 | 84 | 1.3 | 81 | 1.3 | 77 | 2.3 | 68 | 4.0 | 76 | 3.4 | 74 | 3.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poverty status | | | | | | | | | | | | | | | | | | | | | Below poverty | 23 | 0.5 | 19 | 0.5 | 30 | 1.3 | 21 | 1.2 | 8 | 1.3 | 6 | 1.2 | 16 | 2.6 | 7 | 2.3 | 27 | 5.0 | 19 | 4.9 | Between poverty and 200% of poverty | 25 | 0.6 | 24 | 0.7 | 26 | 1.2 | 25 | 1.4 | 16 | 1.5 | 13 | 1.5 | 10 | 2.1 | 17 | 2.9 | 27 | 4.0 | 36 | 4.8 | At or above 200% of poverty | 52 | 0.6 | 57 | 0.7 | 44 | 1.2 | 54 | 1.6 | 76 | 1.8 | 82 | 1.9 | 74 | 3.2 | 76 | 3.2 | 46 | 4.1 | 45 | 5.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below poverty | 23 | 0.5 | 19 | 0.5 | 30 | 1.3 | 21 | 1.2 | 8 | 1.3 | 6 | 1.2 | 16 | 2.6 | 7 | 2.3 | 27 | 5.0 | 19 | 4.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Between poverty and 200% of poverty | 25 | 0.6 | 24 | 0.7 | 26 | 1.2 | 25 | 1.4 | 16 | 1.5 | 13 | 1.5 | 10 | 2.1 | 17 | 2.9 | 27 | 4.0 | 36 | 4.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| At or above 200% of poverty | 52 | 0.6 | 57 | 0.7 | 44 | 1.2 | 54 | 1.6 | 76 | 1.8 | 82 | 1.9 | 74 | 3.2 | 76 | 3.2 | 46 | 4.1 | 45 | 5.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

See notes at end of table

Table 2. Percentage of students ages 5–17 enrolled in grades 1–12, by public and private school type, homeschool, and student and household characteristics: 1999 and 2003—Continued

| Student and household characteristics | School type and homeschool | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Public, assigned | | | | Public, chosen | | | | Private, church-related | | | | Private, not church-related | | | | Homeschooled ¹ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1999 | | 2003 | | 1999 | | 2003 | | 1999 | | 2003 | | 1999 | | 2003 | | 1999 | | 2003 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | % | s.e. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | 100 | † | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent's highest level of education | | | | | | | | | | | | | | | | | | | | | Less than high school diploma | 9 | 0.4 | 7 | 0.5 | 11 | 1.0 | 9 | 0.9 | 2 | 0.5 | 2 | 0.8 | 4 | 1.3 | 2 | 1.5 | 1 | 0.6 | 5 | 2.7 | High school diploma or GED | 29 | 0.5 | 27 | 0.7 | 28 | 1.4 | 26 | 1.4 | 15 | 1.3 | 11 | 1.1 | 15 | 2.5 | 13 | 3.1 | 18 | 3.2 | 20 | 4.2 | Some college/vocational/ technical | 31 | 0.5 | 33 | 0.8 | 31 | 1.4 | 33 | 1.6 | 25 | 1.6 | 25 | 1.7 | 17 | 2.5 | 22 | 2.9 | 32 | 4.1 | 33 | 5.4 | Bachelor's degree | 15 | 0.4 | 18 | 0.6 | 15 | 0.9 | 17 | 1.1 | 29 | 1.7 | 33 | 2.0 | 21 | 2.5 | 22 | 2.7 | 25 | 4.1 | 24 | 4.3 | Graduate/professional school | 15 | 0.4 | 15 | 0.6 | 15 | 0.9 | 16 | 1.2 | 29 | 1.7 | 29 | 2.0 | 43 | 3.1 | 41 | 3.4 | 24 | 4.8 | 19 | 3.9 | Family structure | | | | | | | | | | | | | | | | | | | | | Two parents | 66 | 0.5 | 70 | 0.8 | 55 | 1.1 | 65 | 1.6 | 76 | 1.7 | 81 | 1.7 | 71 | 3.1 | 76 | 3.2 | 80 | 3.6 | 79 | 3.9 | One parent | 31 | 0.5 | 27 | 0.8 | 39 | 1.0 | 31 | 1.6 | 22 | 1.6 | 17 | 1.7 | 27 | 3.1 | 22 | 3.2 | 17 | 3.2 | 14 | 4.0 | Non-parent guardians | 3 | 0.2 | 3 | 0.3 | 6 | 0.7 | 4 | 0.6 | 2 | 0.4 | 1 | 0.5 | 2 | 0.7 | 2 | 1.1 | 3 | 2.0 | 2 | 1.2 | Region | | | | | | | | | | | | | | | | | | | | | Northeast | 20 | 0.3 | 18 | 0.4 | 19 | 1.1 | 14 | 1.3 | 24 | 1.3 | 24 | 2.1 | 31 | 3.1 | 30 | 3.6 | 15 | 3.9 | 14 | 5.1 | South | 35 | 0.4 | 35 | 0.4 | 32 | 1.2 | 34 | 1.4 | 31 | 1.4 | 25 | 1.8 | 36 | 3.2 | 30 | 3.3 | 44 | 4.8 | 44 | 5.6 | Midwest | 24 | 0.4 | 23 | 0.4 | 23 | 1.1 | 23 | 1.4 | 31 | 1.6 | 34 | 2.4 | 13 | 1.8 | 20 | 3.1 | 16 | 3.0 | 19 | 4.0 | West | 21 | 0.3 | 24 | 0.4 | 26 | 1.1 | 29 | 1.4 | 14 | 1.2 | 17 | 1.4 | 21 | 2.2 | 21 | 3.3 | 24 | 4.0 | 23 | 4.2 | Urbanicity | | | | | | | | | | | | | | | | | | | | | Urban | 72 | 0.4 | 77 | 0.4 | 81 | 1.0 | 82 | 1.5 | 87 | 1.3 | 91 | 1.5 | 88 | 2.1 | 90 | 2.5 | 64 | 4.4 | 70 | 5.6 | Rural | 28 | 0.4 | 23 | 0.4 | 19 | 1.0 | 18 | 1.5 | 13 | 1.3 | 9 | 1.5 | 12 | 2.1 | 10 | 2.5 | 36 | 4.4 | 30 | 5.6 |
| Less than high school diploma | 9 | 0.4 | 7 | 0.5 | 11 | 1.0 | 9 | 0.9 | 2 | 0.5 | 2 | 0.8 | 4 | 1.3 | 2 | 1.5 | 1 | 0.6 | 5 | 2.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High school diploma or GED | 29 | 0.5 | 27 | 0.7 | 28 | 1.4 | 26 | 1.4 | 15 | 1.3 | 11 | 1.1 | 15 | 2.5 | 13 | 3.1 | 18 | 3.2 | 20 | 4.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Some college/vocational/ technical | 31 | 0.5 | 33 | 0.8 | 31 | 1.4 | 33 | 1.6 | 25 | 1.6 | 25 | 1.7 | 17 | 2.5 | 22 | 2.9 | 32 | 4.1 | 33 | 5.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bachelor's degree | 15 | 0.4 | 18 | 0.6 | 15 | 0.9 | 17 | 1.1 | 29 | 1.7 | 33 | 2.0 | 21 | 2.5 | 22 | 2.7 | 25 | 4.1 | 24 | 4.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduate/professional school | 15 | 0.4 | 15 | 0.6 | 15 | 0.9 | 16 | 1.2 | 29 | 1.7 | 29 | 2.0 | 43 | 3.1 | 41 | 3.4 | 24 | 4.8 | 19 | 3.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Family structure | | | | | | | | | | | | | | | | | | | | | Two parents | 66 | 0.5 | 70 | 0.8 | 55 | 1.1 | 65 | 1.6 | 76 | 1.7 | 81 | 1.7 | 71 | 3.1 | 76 | 3.2 | 80 | 3.6 | 79 | 3.9 | One parent | 31 | 0.5 | 27 | 0.8 | 39 | 1.0 | 31 | 1.6 | 22 | 1.6 | 17 | 1.7 | 27 | 3.1 | 22 | 3.2 | 17 | 3.2 | 14 | 4.0 | Non-parent guardians | 3 | 0.2 | 3 | 0.3 | 6 | 0.7 | 4 | 0.6 | 2 | 0.4 | 1 | 0.5 | 2 | 0.7 | 2 | 1.1 | 3 | 2.0 | 2 | 1.2 | Region | | | | | | | | | | | | | | | | | | | | | Northeast | 20 | 0.3 | 18 | 0.4 | 19 | 1.1 | 14 | 1.3 | 24 | 1.3 | 24 | 2.1 | 31 | 3.1 | 30 | 3.6 | 15 | 3.9 | 14 | 5.1 | South | 35 | 0.4 | 35 | 0.4 | 32 | 1.2 | 34 | 1.4 | 31 | 1.4 | 25 | 1.8 | 36 | 3.2 | 30 | 3.3 | 44 | 4.8 | 44 | 5.6 | Midwest | 24 | 0.4 | 23 | 0.4 | 23 | 1.1 | 23 | 1.4 | 31 | 1.6 | 34 | 2.4 | 13 | 1.8 | 20 | 3.1 | 16 | 3.0 | 19 | 4.0 | West | 21 | 0.3 | 24 | 0.4 | 26 | 1.1 | 29 | 1.4 | 14 | 1.2 | 17 | 1.4 | 21 | 2.2 | 21 | 3.3 | 24 | 4.0 | 23 | 4.2 | Urbanicity | | | | | | | | | | | | | | | | | | | | | Urban | 72 | 0.4 | 77 | 0.4 | 81 | 1.0 | 82 | 1.5 | 87 | 1.3 | 91 | 1.5 | 88 | 2.1 | 90 | 2.5 | 64 | 4.4 | 70 | 5.6 | Rural | 28 | 0.4 | 23 | 0.4 | 19 | 1.0 | 18 | 1.5 | 13 | 1.3 | 9 | 1.5 | 12 | 2.1 | 10 | 2.5 | 36 | 4.4 | 30 | 5.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two parents | 66 | 0.5 | 70 | 0.8 | 55 | 1.1 | 65 | 1.6 | 76 | 1.7 | 81 | 1.7 | 71 | 3.1 | 76 | 3.2 | 80 | 3.6 | 79 | 3.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| One parent | 31 | 0.5 | 27 | 0.8 | 39 | 1.0 | 31 | 1.6 | 22 | 1.6 | 17 | 1.7 | 27 | 3.1 | 22 | 3.2 | 17 | 3.2 | 14 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-parent guardians | 3 | 0.2 | 3 | 0.3 | 6 | 0.7 | 4 | 0.6 | 2 | 0.4 | 1 | 0.5 | 2 | 0.7 | 2 | 1.1 | 3 | 2.0 | 2 | 1.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Region | | | | | | | | | | | | | | | | | | | | | Northeast | 20 | 0.3 | 18 | 0.4 | 19 | 1.1 | 14 | 1.3 | 24 | 1.3 | 24 | 2.1 | 31 | 3.1 | 30 | 3.6 | 15 | 3.9 | 14 | 5.1 | South | 35 | 0.4 | 35 | 0.4 | 32 | 1.2 | 34 | 1.4 | 31 | 1.4 | 25 | 1.8 | 36 | 3.2 | 30 | 3.3 | 44 | 4.8 | 44 | 5.6 | Midwest | 24 | 0.4 | 23 | 0.4 | 23 | 1.1 | 23 | 1.4 | 31 | 1.6 | 34 | 2.4 | 13 | 1.8 | 20 | 3.1 | 16 | 3.0 | 19 | 4.0 | West | 21 | 0.3 | 24 | 0.4 | 26 | 1.1 | 29 | 1.4 | 14 | 1.2 | 17 | 1.4 | 21 | 2.2 | 21 | 3.3 | 24 | 4.0 | 23 | 4.2 | Urbanicity | | | | | | | | | | | | | | | | | | | | | Urban | 72 | 0.4 | 77 | 0.4 | 81 | 1.0 | 82 | 1.5 | 87 | 1.3 | 91 | 1.5 | 88 | 2.1 | 90 | 2.5 | 64 | 4.4 | 70 | 5.6 | Rural | 28 | 0.4 | 23 | 0.4 | 19 | 1.0 | 18 | 1.5 | 13 | 1.3 | 9 | 1.5 | 12 | 2.1 | 10 | 2.5 | 36 | 4.4 | 30 | 5.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Northeast | 20 | 0.3 | 18 | 0.4 | 19 | 1.1 | 14 | 1.3 | 24 | 1.3 | 24 | 2.1 | 31 | 3.1 | 30 | 3.6 | 15 | 3.9 | 14 | 5.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| South | 35 | 0.4 | 35 | 0.4 | 32 | 1.2 | 34 | 1.4 | 31 | 1.4 | 25 | 1.8 | 36 | 3.2 | 30 | 3.3 | 44 | 4.8 | 44 | 5.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Midwest | 24 | 0.4 | 23 | 0.4 | 23 | 1.1 | 23 | 1.4 | 31 | 1.6 | 34 | 2.4 | 13 | 1.8 | 20 | 3.1 | 16 | 3.0 | 19 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| West | 21 | 0.3 | 24 | 0.4 | 26 | 1.1 | 29 | 1.4 | 14 | 1.2 | 17 | 1.4 | 21 | 2.2 | 21 | 3.3 | 24 | 4.0 | 23 | 4.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Urbanicity | | | | | | | | | | | | | | | | | | | | | Urban | 72 | 0.4 | 77 | 0.4 | 81 | 1.0 | 82 | 1.5 | 87 | 1.3 | 91 | 1.5 | 88 | 2.1 | 90 | 2.5 | 64 | 4.4 | 70 | 5.6 | Rural | 28 | 0.4 | 23 | 0.4 | 19 | 1.0 | 18 | 1.5 | 13 | 1.3 | 9 | 1.5 | 12 | 2.1 | 10 | 2.5 | 36 | 4.4 | 30 | 5.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Urban | 72 | 0.4 | 77 | 0.4 | 81 | 1.0 | 82 | 1.5 | 87 | 1.3 | 91 | 1.5 | 88 | 2.1 | 90 | 2.5 | 64 | 4.4 | 70 | 5.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rural | 28 | 0.4 | 23 | 0.4 | 19 | 1.0 | 18 | 1.5 | 13 | 1.3 | 9 | 1.5 | 12 | 2.1 | 10 | 2.5 | 36 | 4.4 | 30 | 5.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

† Not applicable.

¹ Students who are homeschooled and not enrolled in school for 9 or more hours per week.

² The "other" race category includes individuals of more than one race.

NOTE: s.e. is standard error. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey of the National Household Education Surveys Program (NHES), 1999, and Parent & Family Involvement in Education Survey of the NHES, 2003.

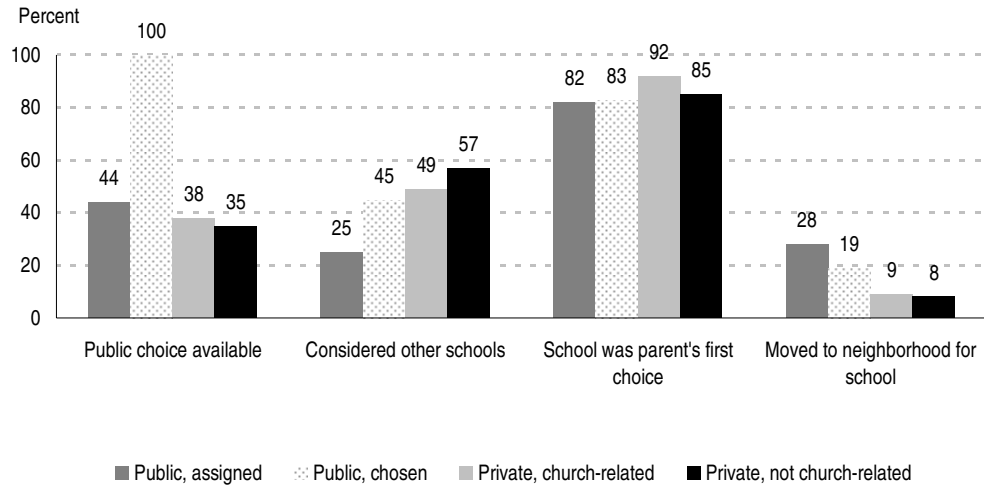
Parental perceptions and considerations of public school choice availability

In 2003, for the first time, NHES asked parents questions about their perceptions of the availability of public school choice, whether they considered other schools than the one their children were currently enrolled in, if the school their children were enrolled in was their first choice, and if they had moved to a neighborhood so their children could attend a particular school.²³ Table 3 presents results showing that about one-half of all students had parents who thought that public school choice was available in their community, with some differences by the school type students were enrolled in, race/ethnicity, and region. Specifically, 44 percent of students enrolled in assigned public schools had parents who thought that public school choice was available in their community compared to 38 percent of those enrolled in church-related private schools and 35 percent of those in non church-related private schools. Fifty-five percent of Black students had parents who thought that public school choice was available compared to 50 percent of White students. Regionally, students from the West (61 percent) and Midwest (58 percent) were more likely to have had parents who thought that public school choice was available than students in either the South (47 percent) or Northeast (39 percent).

Overall, about 3 in 10 students (31 percent) had parents who considered enrolling them in a school other than the one they were attending at the time of the interview (figure 3.1). Only 25 percent of students enrolled in assigned public schools had parents who had considered enrolling them in other schools. This was substantially lower than students enrolled in chosen public schools (45 percent), church-related private (49 percent), and non church-related private schools (57 percent). Forty percent of Black students had parents who considered enrolling them in other schools, which was higher than the 29 percent for White students, 28 percent for Hispanic students, and 32 percent for other, non-Hispanic students (figure 3.2). Parental education was also an important marker of whether parents considered sending their children to other schools. Students with parents who had less than a high school education were least likely to consider other schools (21 percent), while students with parents who had a graduate or professional degree were most likely to do so (39 percent). Finally, 33 percent of urban students had parents who considered sending them to other schools compared to 23 percent of rural students.

²³ The results presented below represent the estimates for all parents who were asked about whether public school choice was available, whether they considered other schools than the one their children were currently enrolled in, if the school their children were enrolled in was their first choice, and if they had moved to a neighborhood so that their children could attend a particular school. Table B-1 in appendix B presents the estimates for the latter three questions for students whose parents reported that they perceived that public school choice was available in their community.

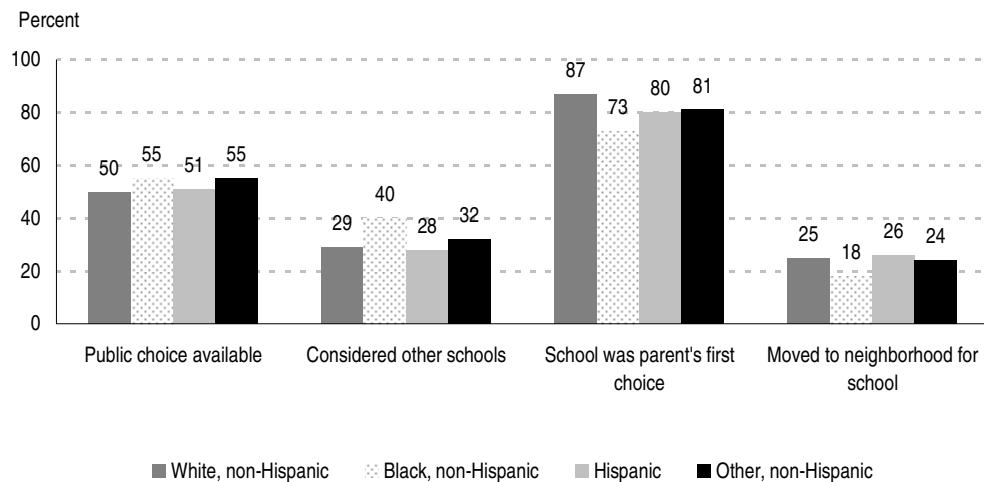
Figure 3.1 Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported that the current school was their first choice, or moved to their current neighborhood for the school, by public and private school type: 2003



NOTE: Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Figure 3.2 Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported that the current school was their first choice, or moved to their current neighborhood for the school, by race/ethnicity: 2003

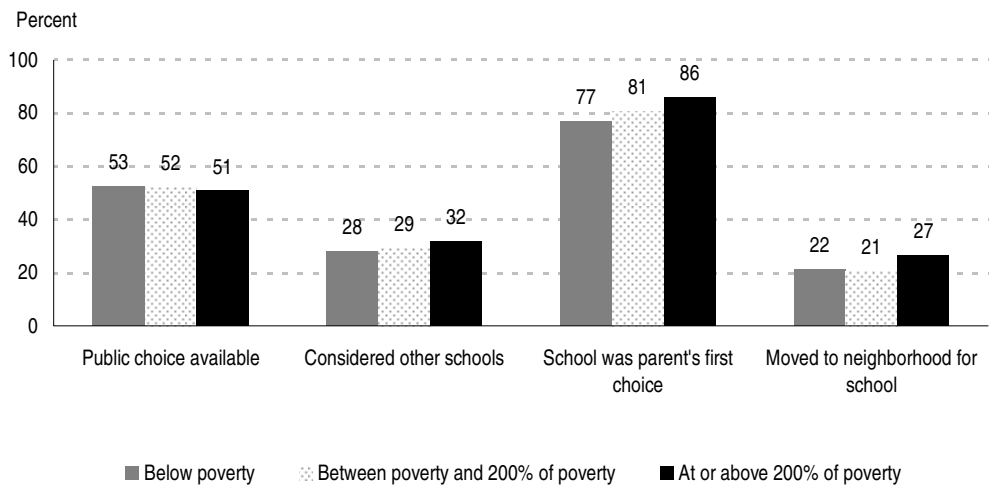


NOTE: Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

On the question if parents enrolled their children in the school of their first choice, again not all students had parents who did. Ninety-two percent of students enrolled in church-related private schools had parents who indicated that this was their school of first choice, compared to 82 percent of students in assigned public schools, 83 percent of students in chosen public schools, and 85 percent of students in non church-related private schools. Compared to other students, Black students were least likely (73 percent) and White students were most likely (87 percent) to have had parents who reported that their children were enrolled in a school that was their first choice. Students in families who had incomes above 200 percent of the poverty line were more likely (86 percent) to be enrolled in a school that was their parents' first choice compared to students in families whose incomes were near or below the poverty line (figure 3.3).²⁴ Similarly, students with parents who had a graduate or professional degree were most likely (88 percent) to enroll in a school of their parents' first choice compared to students with parents who were less educated (figure 3.4).²⁵ Finally, students living in urban areas were less likely (82 percent) to be enrolled in a school of their parents' first choice compared to students living in rural areas (88 percent).

Figure 3.3 Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported that the current school was their first choice, or moved to their current neighborhood for the school, by family poverty status: 2003



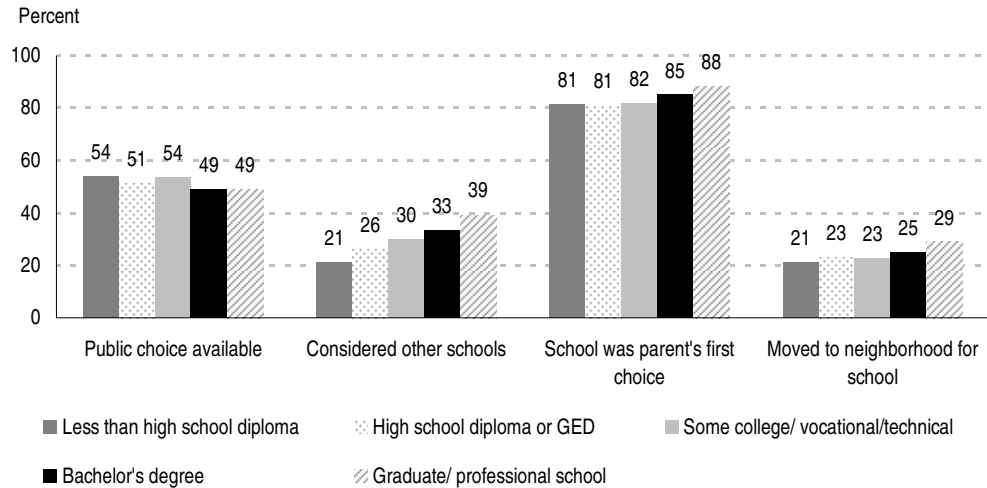
NOTE: Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

²⁴ Poor students are defined as those with household incomes below 100 percent of the poverty threshold. Near-poor students are defined as those with household incomes from 100 to 199 percent of the poverty threshold. Non-poor students are defined as those with household incomes at or above 200 percent of the poverty threshold.

²⁵ The difference between students with parents who had graduate or professional degrees and those with parents who had bachelor's degrees was only 4 percentage points, but it was statistically significant.

Figure 3.4 Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported that the current school was their first choice, or moved to their current neighborhood for the school, by parental education level: 2003



NOTE: Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Moving residences to a different neighborhood is an option parents can use to secure their child’s placement in a particular school. Students enrolled in the public school system were more likely to have had parents who moved residences compared to private school students so the student could attend a particular school. Twenty-eight percent of students enrolled in assigned public schools had parents who moved residences for school purposes and 19 percent of students enrolled in chosen public schools had parents who moved residences. In contrast only 8 to 9 percent of students enrolled in private schools had parents who moved residences for school purposes. Black students were less likely (18 percent) than Whites or Hispanics to have had parents who moved residences for purposes of sending them to a particular school. Likewise, students whose families were living in poverty (22 percent) or with incomes below 200 percent of the poverty line (21 percent) were less likely to have moved residences for a particular school.

Table 3. Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported that the current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003

| Student and household characteristics | Public choice available ¹ | | Considered other schools | | School was parent's first choice | | Moved to neighborhood for school | |
|---------------------------------------|--------------------------------------|------------|--------------------------|------------|----------------------------------|------------|----------------------------------|------------|
| | % | s.e. | % | s.e. | % | s.e. | % | s.e. |
| Total | 51 | 0.6 | 31 | 0.6 | 83 | 0.4 | 24 | 0.6 |
| School type | | | | | | | | |
| Public, assigned | 44 | 0.8 | 25 | 0.6 | 82 | 0.5 | 28 | 0.7 |
| Public, chosen | 100 | 0.0 | 45 | 1.7 | 83 | 1.2 | 19 | 1.3 |
| Private, church-related | 38 | 1.6 | 49 | 1.8 | 92 | 0.9 | 9 | 1.2 |
| Private, not church-related | 35 | 3.6 | 57 | 3.5 | 85 | 3.0 | 8 | 2.1 |
| Grade level | | | | | | | | |
| Grades 1–5 | 50 | 1.0 | 30 | 0.9 | 85 | 0.7 | 24 | 0.8 |
| Grades 6–8 | 51 | 1.0 | 32 | 1.1 | 81 | 0.9 | 25 | 1.1 |
| Grades 9–12 | 54 | 1.0 | 30 | 0.8 | 83 | 0.7 | 24 | 1.0 |
| Race/ethnicity ² | | | | | | | | |
| White, non-Hispanic | 50 | 0.8 | 29 | 0.7 | 87 | 0.5 | 25 | 0.9 |
| Black, non-Hispanic | 55 | 2.0 | 40 | 1.6 | 73 | 1.6 | 18 | 1.4 |
| Hispanic | 51 | 1.3 | 28 | 1.2 | 80 | 1.1 | 26 | 1.1 |
| Other, non-Hispanic | 55 | 2.8 | 32 | 2.4 | 81 | 2.1 | 24 | 2.5 |
| Sex | | | | | | | | |
| Male | 52 | 0.8 | 31 | 0.8 | 83 | 0.6 | 24 | 0.8 |
| Female | 51 | 0.9 | 30 | 0.9 | 84 | 0.6 | 24 | 0.9 |
| Disability status | | | | | | | | |
| Has a disability | 51 | 1.0 | 34 | 1.2 | 79 | 0.9 | 23 | 1.0 |
| Does not have a disability | 52 | 0.8 | 29 | 0.6 | 85 | 0.5 | 25 | 0.6 |
| Poverty status | | | | | | | | |
| Below poverty | 53 | 1.6 | 28 | 1.3 | 77 | 1.3 | 22 | 1.5 |
| Between poverty and 200% of poverty | 52 | 1.4 | 29 | 1.1 | 81 | 1.1 | 21 | 1.2 |
| At or above 200% of poverty | 51 | 0.9 | 32 | 0.7 | 86 | 0.5 | 27 | 0.7 |

See notes at end of table

Table 3. Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported that the current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003—Continued

| Student and household characteristics | Public choice available ¹ | | Considered other schools | | School was parent's first choice | | Moved to neighborhood for school | |
|---------------------------------------|--------------------------------------|------------|--------------------------|------------|----------------------------------|------------|----------------------------------|------------|
| | % | s.e. | % | s.e. | % | s.e. | % | s.e. |
| Total | 51 | 0.6 | 31 | 0.6 | 83 | 0.4 | 24 | 0.6 |
| Parent's highest level of education | | | | | | | | |
| Less than high school diploma | 54 | 2.5 | 21 | 2.0 | 81 | 1.9 | 21 | 2.2 |
| High school diploma or GED | 51 | 1.5 | 26 | 1.2 | 81 | 1.1 | 23 | 1.5 |
| Some college/vocational/technical | 54 | 1.3 | 30 | 0.9 | 82 | 0.8 | 23 | 1.0 |
| Bachelor's degree | 49 | 1.4 | 33 | 1.3 | 85 | 1.1 | 25 | 1.2 |
| Graduate/professional school | 49 | 1.6 | 39 | 1.2 | 88 | 0.9 | 29 | 1.4 |
| Family structure | | | | | | | | |
| Two parents | 51 | 0.8 | 31 | 0.7 | 86 | 0.5 | 25 | 0.7 |
| One parent | 52 | 1.2 | 31 | 1.0 | 78 | 1.0 | 23 | 0.9 |
| Non-parent guardians | 52 | 3.2 | 24 | 2.4 | 79 | 2.7 | 17 | 3.0 |
| Region | | | | | | | | |
| Northeast | 39 | 1.6 | 30 | 1.2 | 84 | 1.0 | 27 | 1.5 |
| South | 47 | 1.1 | 31 | 1.0 | 82 | 0.7 | 24 | 1.0 |
| Midwest | 58 | 1.3 | 29 | 1.1 | 85 | 0.9 | 26 | 1.2 |
| West | 61 | 1.2 | 32 | 1.1 | 82 | 1.0 | 20 | 1.0 |
| Urbanicity | | | | | | | | |
| Urban | 51 | 0.7 | 33 | 0.6 | 82 | 0.5 | 25 | 0.6 |
| Rural | 54 | 1.5 | 23 | 1.3 | 88 | 1.1 | 21 | 1.4 |

¹ There were 188 cases (where parents reported that their child's assigned school was their chosen school) that were missing and thus excluded from the analysis.

² The "other" race category includes individuals of more than one race.

NOTE: s.e. is standard error. Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Parental satisfaction and involvement in children's schools

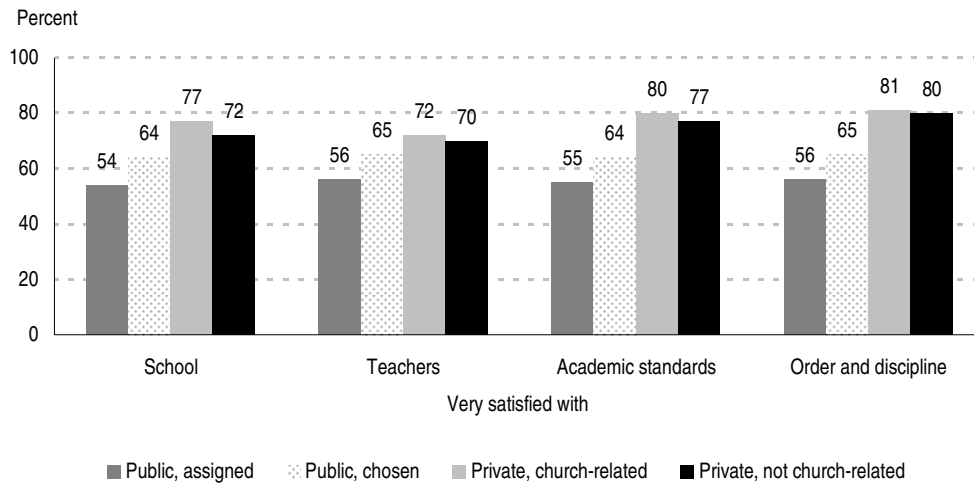
Tables 4, 5a, 5b, and 6 present results on the associations between the types of schools students were enrolled in and their parents' satisfaction with and involvement in the schools they attended. The population used for the following analyses were based on students in grades 3 through 12 because the NHES did not ask parents of 1st and 2nd grade students the school satisfaction with and involvement questions in 1993.²⁶

In 1993, 1999, and 2003, compared with students attending assigned public schools, students attending chosen schools, regardless of whether they were public or private schools, were more likely to have parents that were *very satisfied* with the schools (table 4 and figure 4). Also in each of these years, students attending church-related private schools were more likely to have parents who were very satisfied with the schools than were students attending chosen public schools. In 2003, 54 percent of students enrolled in assigned public schools had parents who were very satisfied with the schools, compared with 64 percent of students in chosen public schools, 77 percent of students in church-related private schools, and 72 percent of students in other private schools. Findings were similar for parent satisfaction with teachers, academic standards, and order and discipline.

Although these findings were generally consistent across the three years, there have been changes over time. From 1999 to 2003, the percentage of students in assigned public schools whose parents were very satisfied with their child's school increased from 48 to 54 percent. From 1999 to 2003, the percentage of students in church-related schools whose parents were very satisfied with their child's school decreased from 83 to 77 percent.

²⁶ Parents of homeschoolers were not asked about their satisfaction or level of involvement in schools unless the students also attended a public or private school for 9 or more hours per week. This report considered students who were homeschooled but also attended a public or private school for 9 or more hours per week to be students in a public or private school in 1999 and 2003. Data about part-time homeschoolers were not available in 1993 or 1996.

Figure 4. Percentage of students enrolled in grades 3–12 whose parents were very satisfied with various aspects of their children's schools, by public and private school type: 2003



NOTE: Detail may not sum to totals because of rounding. Excludes homeschooled students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Table 4. Percentage of students enrolled in grades 3–12 whose parents were very satisfied with various aspects of their children's schools, by public and private school type: 1993, 1999, and 2003

| Parent very satisfied with | School type | | | | | | | | | | | |
|----------------------------|------------------|------|------|----------------|------|------|-------------------------|------|------|-----------------------------|------|------|
| | Public, assigned | | | Public, chosen | | | Private, church-related | | | Private, not church-related | | |
| | 1993 | 1999 | 2003 | 1993 | 1999 | 2003 | 1993 | 1999 | 2003 | 1993 | 1999 | 2003 |
| School | 52 | 48 | 54 | 61 | 62 | 64 | 83 | 80 | 77 | 80 | 76 | 72 |
| Teachers | 56 | 54 | 56 | 62 | 62 | 65 | 75 | 76 | 72 | 77 | 75 | 70 |
| Academic standards | 55 | 53 | 55 | 63 | 63 | 64 | 84 | 81 | 80 | 81 | 79 | 77 |
| Order and discipline | 55 | 54 | 56 | 63 | 63 | 65 | 87 | 87 | 81 | 74 | 80 | 80 |

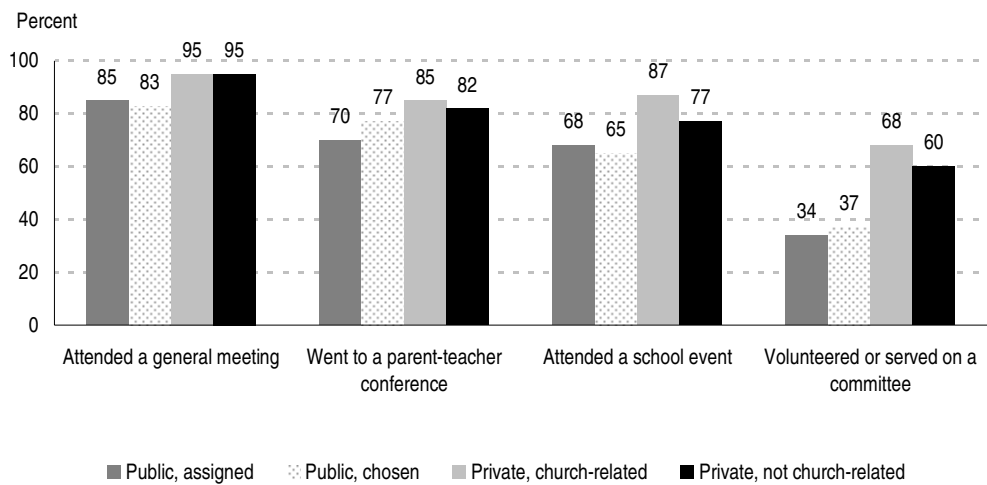
NOTE: s.e. is standard error. Excludes homeschooled students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, Parent Survey of the NHES, 19

Private school students had parents who were more involved in their children's schools than students enrolled in public schools (assigned or by choice). The 2003 estimates (table 5a and 5b and figure 5) indicated that students in private schools (both church-related and non church-related) had parents who were more likely to attend a general school meeting, attend a school event, and volunteer or serve on a committee than public school students. Also in 2003, students in church-related private schools were

more likely to have parents who had participated in a parent-teacher conference than were students in assigned or chosen public schools. There have been increases in certain types of parent involvement over time, however, for students attending assigned and chosen public schools. For example, from 1993 to 2003, the percentage of students whose parents attended a general school meeting increased from 75 percent to 85 percent for students attending assigned public schools and from 73 percent to 83 percent for students attending chosen public schools.

Figure 5. Percentage of students enrolled in grades 3–12 whose parents were very involved in various ways with their children’s schools, by public and private school type: 2003



NOTE: Detail may not sum to totals because of rounding. Excludes homeschooled students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Table 5a. Percentage of students enrolled in grades 3–12 whose parents were involved in various ways with their children’s schools, by public school type: 1993, 1996, 1999, and 2003

| Ways parents were involved | Public school type | | | | | | | | | | | | | | | |
|-------------------------------------|--------------------|------|------|------|----------------|------|------|------|----|-----|----|-----|----|-----|----|-----|
| | Public, assigned | | | | Public, chosen | | | | | | | | | | | |
| | 1993 | 1996 | 1999 | 2003 | 1993 | 1996 | 1999 | 2003 | | | | | | | | |
| | % | s.e. | % | s.e. | % | s.e. | % | s.e. | | | | | | | | |
| Attended a general meeting | 75 | 0.7 | 73 | 0.6 | 75 | 0.6 | 85 | 0.6 | 73 | 2.1 | 73 | 1.3 | 75 | 1.3 | 83 | 1.1 |
| Went to a parent-teacher conference | — | — | 65 | 0.6 | 66 | 0.6 | 70 | 0.7 | — | — | 70 | 1.3 | 67 | 1.4 | 77 | 1.4 |
| Attended a school event | 66 | 0.8 | 65 | 0.6 | 63 | 0.7 | 68 | 0.7 | 61 | 1.8 | 62 | 1.5 | 59 | 1.4 | 65 | 1.6 |
| Volunteered/served on a committee | 33 | 1.1 | 32 | 0.5 | 30 | 0.5 | 34 | 0.8 | 31 | 2.8 | 31 | 1.3 | 31 | 1.2 | 37 | 1.8 |

— Not available.

NOTE: s.e. is standard error. Excludes homeschooled students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, Parent &

Family Involvement in Education Survey of the NHES, 1996, Parent Survey of the NHES, 1999, and Parent & Family Involvement in Education Survey of the NHES, 2003.

Table 5b. Percentage of students enrolled in grades 3–12 whose parents were involved in various ways with their children’s schools, by private school type: 1993, 1996, 1999, and 2003

| Ways parents were involved | Private school type | | | | | | | | | | | | | | | |
|-------------------------------------|-------------------------|------|------|------|-----------------------------|------|------|------|----|-----|----|-----|----|-----|----|-----|
| | Private, church-related | | | | Private, not church-related | | | | | | | | | | | |
| | 1993 | 1996 | 1999 | 2003 | 1993 | 1996 | 1999 | 2003 | | | | | | | | |
| | % | s.e. | % | s.e. | % | s.e. | % | s.e. | | | | | | | | |
| Attended a general meeting | 93 | 1.0 | 92 | 1.4 | 93 | 1.0 | 95 | 0.9 | 89 | 3.1 | 82 | 2.8 | 87 | 2.5 | 95 | 1.6 |
| Went to a parent-teacher conference | — | — | 82 | 1.5 | 86 | 1.1 | 85 | 1.4 | — | — | 75 | 2.9 | 74 | 3.0 | 82 | 2.9 |
| Attended a school event | 87 | 1.3 | 84 | 1.3 | 84 | 1.4 | 87 | 1.3 | 85 | 3.5 | 75 | 3.0 | 76 | 2.7 | 77 | 3.7 |
| Volunteered/served on a committee | 66 | 1.9 | 68 | 1.7 | 65 | 2.1 | 68 | 2.1 | 59 | 4.3 | 47 | 3.7 | 53 | 3.6 | 60 | 4.1 |

— Not available.

NOTE: s.e. is standard error. Excludes homeschooled students.

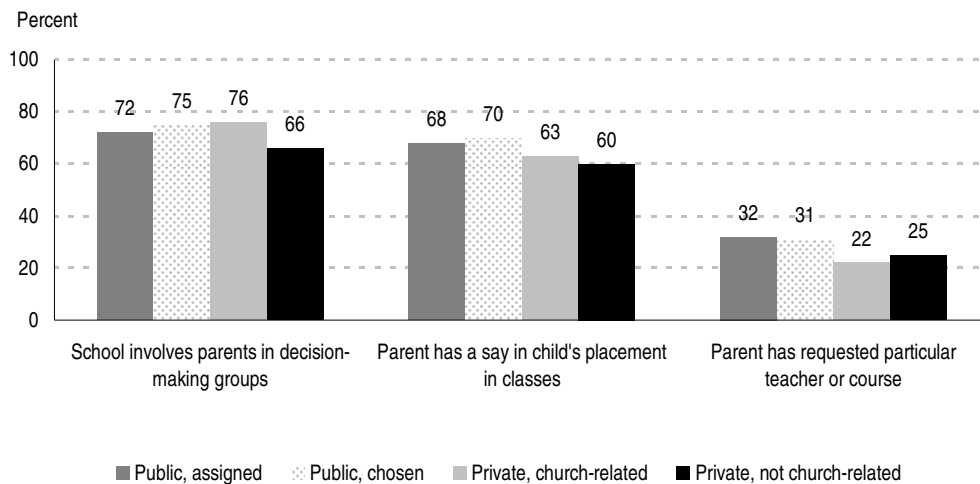
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993, School Safety and Discipline Survey of the NHES, 1993, Parent &

Family Involvement in Education Survey of the NHES, 1996, Parent Survey of the NHES, 1999, and Parent & Family Involvement in Education Survey of the NHES, 2003.

NHES also asked parents about their involvement in school decision-making procedures directly related to their children’s academic future. Specifically, NHES asked parents if the schools involved them

in decision-making groups, let them have a say in their children’s placement in classes, and allowed parents to request a particular teacher or course. Generally, students were more likely to have had parents who were involved in a school decision-making group or had a voice in their children’s placement in classes than to have been able to request a specific teacher or course (see table 6 and figure 6). The percentage of students who attended a school that involved parents in decision-making groups was lower among students in non-church-related private schools than among those in chosen public or church-related private schools. Also, from 1999 to 2003 there was a decrease from 77 to 66 percent in the percentage of non-church-related private school students whose schools involved parents in decision-making groups. Public school students (both assigned and chosen) were more likely to have had parents who had a say in their child’s placement in classes compared to church- and non-church related private school students. Students in private church-related schools were less likely than students in assigned or chosen public schools to have had parents who had made a request for a particular teacher or course, and students in non-church-related private schools were less likely than students in assigned public schools to have had parents make such a request.

Figure 6. Percentage of students enrolled in grades 1–12 whose parents reported involvement in school decision-making, by public and private school type: 2003



NOTE: Detail may not sum to totals because of rounding. Excludes homeschooled students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

Table 6. Percentage of students enrolled in grades 1–12 whose parents reported involvement in school decision-making, by public and private school type: 1996, 1999, and 2003

| Parent involvement in school decision-making | Public, assigned | | | Public, chosen | | | Private, church-related | | | Private, not church-related | | |
|---|------------------|----------------|----------------|----------------|----------------|----------------|-------------------------|----------------|----------------|-----------------------------|----------------|----------------|
| | 1996 % s.e. | 1999 % s.e. | 2003 % s.e. | 1996 % s.e. | 1999 % s.e. | 2003 % s.e. | 1996 % s.e. | 1999 % s.e. | 2003 % s.e. | 1996 % s.e. | 1999 % s.e. | 2003 % s.e. |
| School involves parents in decision-making groups | 70 0.6 | 73 0.6 | 72 0.6 | 72 1.2 | 75 1.3 | 75 1.5 | 81 1.3 | 80 1.6 | 76 1.8 | 75 3.0 | 77 2.5 | 66 3.4 |
| Parent has say in child's placement in classes | — | — | 68 0.7 | — | — | 70 1.5 | — | — | 63 2.0 | — | — | 60 3.7 |
| Parent has requested particular teacher or course | — | — | 32 0.6 | — | — | 31 1.4 | — | — | 22 1.6 | — | — | 25 2.8 |

— Not available.

NOTE: s.e. is standard error. Excludes homeschooled students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 1996, Parent Survey of the NHES, 1999, and Parent & Family Involvement in Education Survey of the NHES, 2003.

Summary and Conclusions

The NHES has asked parents since 1993 about the general types of public or private schools their children are enrolled in (and asked parents since 1999 if they homeschool their children). This data collection effort enables NCES to produce reports on the trends in the use of school choice across the United States, with the current report focused on the trends between 1993 and 2003. The NHES data does not provide information on the availability of school choice programs across the United States or in what specific types of school choice programs (e.g., charter schools, magnet schools, inter or intradistrict choice) students enrolled. Thus, this report's analyses focused on demographic trends in enrollment in public schools (assigned and chosen), private schools (church-related and non church-related), and homeschooling. Additionally, this report included analyses examining associations between the types of schools students were enrolled in, and how satisfied parents were with the schools and how involved they were in them.

NHES data revealed that the proportion of students enrolled in assigned public schools decreased between 1993 and 2003, as more students were enrolling in chosen public schools. The proportion of students enrolled in private schools was relatively stable between 1993 and 2003. The rise in the proportion of students enrolled in chosen public schools appears to have corresponded with the expanded school choice programs many states and local districts began implementing in the 1990s (Schneider, Teske, and Marschall 2000).

In 2003, about 3 in 20 students (15 percent) were enrolled in chosen public schools, but some groups of students were more likely to be enrolled in them than were others. NHES data suggest that elementary school and middle school students were more likely to be enrolled in chosen public schools than high school students. Students living in families with incomes above the poverty line or with parents who did not graduate high school or had a bachelor's or professional degree were more likely to be enrolled in chosen public schools in 2003 than in 1993. Finally, students living in the West, South, or Midwest were more likely to be enrolled in chosen public schools than other students.

From 1999 to 2003, there were changes in the student population attending different types of schools. In chosen public schools, for instance, the percentage of students in poverty decreased, and the percentage of students living in two-parent households increased, although in 2003, students attending chosen public schools were still the least likely to live in two-parent families. White students were less likely than Black students or other, non-Hispanic students to be attending chosen public schools in 2003. Students in assigned public schools, in chosen public schools, and being homeschooled were more likely

to be poor or near-poor and less likely to be nonpoor than were students attending church-related or nonsectarian private schools in 2003.

In 2003, students enrolled in chosen public schools and private schools had parents who were more satisfied with the schools than students enrolled in the assigned public schools. Also, private school students were more likely to have had parents who were involved in a range of school activities (e.g., attending general school meetings, parent-teacher conferences, attending school events, or volunteering for school committees) than public school students.

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Appendix A: Technical Notes

The National Household Education Surveys Program (NHES) is a telephone survey conducted for the U.S. Department of Education's National Center for Education Statistics (NCES). Data collections have taken place from January through early May in 1991 and January through April in 1993, 1995, 1996, 1999, and 2003. When appropriately weighted, each sample is nationally representative of all civilian, non-institutionalized persons in the 50 states and District of Columbia. The samples were selected using random-digit-dialing (RDD) methods, and the data were collected using computer-assisted telephone interviewing (CATI) technology.

Data from four administrations of the NHES were used in this report—the School Readiness and School Safety and Discipline Surveys from the NHES, 1993, the Parent and Family Involvement Survey of the NHES, 1996, the Parent Survey of the NHES, 1999, and the Parent and Family Involvement in Education Survey of 2003. A screening questionnaire administered to a member of the household age 18 or older was used to determine whether any children of the appropriate age lived in the household, to collect information on each child, and to identify the appropriate parent or guardian to respond for the sampled child. If one or two eligible children resided in the household, more detailed extended interviews were conducted about each child. If more than two eligible children resided in the household, generally two were sampled as interview subjects. Each interview was conducted with the parent or guardian most knowledgeable about the care and education of each sampled child. This report was based on subsets of the total sample collected in each of the survey years, specifically, children in 1st through 12th grades unless otherwise noted. The 1993 data was collected in two separate extended interviews—one for children aged three to 2nd grade and one for children in 3rd grade through 12th grade. Data from these two files were merged to provide information on children in 1st through 12th grades.

Response rates

Screening interviews were completed with 63,844 households in 1993, 55,838 households in 1996, 57,278 households in 1999, and 32,049 in 2003. The unit response rate for the Screener varied somewhat between these four survey years: 82 percent in 1993, 70 percent in 1996, 74 percent in 1999, and 65 percent in 2003. The second stage response rate, or the percentage of eligible sampled children for whom interviews were completed, was at or near 85 percent for the parent extended interviews in the four survey years. The overall unit response rates were 74 percent for 1993 School Readiness and School Safety and Discipline Surveys, 63 percent for 1996, 67 percent for 1999, and 54 percent for 2003. Response bias analyses conducted on the NHES:1999 Parent Survey, which covers a similar population, showed no evidence of bias in estimates. Statistical adjustments used in weighting correct at least partially

for any biases resulting from differential nonresponse (Nolin et al. 2000a). Similar statistical adjustments were used in weighting the NHES:2003 data. Nonresponse bias analyses of NHES:2003 data will be included in the forthcoming National Household Education Surveys of 2003: Methodology Report.

For all four surveys, item nonresponse (the failure to complete some items in an otherwise completed interview) was very low. The item nonresponse rates for most variables in this report were less than 2 percent. For information about specific item response rates see the Data File User's Manual for each survey year. All items with missing responses (i.e., don't know where appropriate, refused, or not ascertained) were imputed using a hot-deck imputation procedure (Kalton and Kasprzyk 1986). As a result, no missing values remain.²⁷

Data reliability

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

Nonsampling errors

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

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. For each NHES survey, efforts were made to prevent such errors from occurring and to compensate for them where possible. For instance, during the survey design phase, cognitive interviews were conducted for the purpose of assessing respondent knowledge of the topics, comprehension of questions and terms, and the sensitivity of items. The design phase also entailed extensive staff testing of the computer-assisted telephone interviewing (CATI) instrument and a pretest in which several hundred interviews were conducted to identify problems with the initial questionnaire.

²⁷ For more information on the imputation procedures used in the NHES:1993, NHES:1996, NHES:1999, and NHES:2003, see the following: Brick et al. 1997; Montaquila and Brick 1997; Nolin et al. 2000a; and Hagedorn et al. 2004.

An important nonsampling error for a telephone survey is failure to include persons who do not live in households with telephones. Weighting adjustments using characteristics related to telephone coverage were used to reduce the bias in the estimates associated with children who do not live in households with telephones.

Sampling errors

The sample of households with telephones selected for each NHES survey is just one of many possible samples that could have been selected from all households with telephones. Therefore, estimates produced from each NHES 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 with telephones rather than all households with telephones.

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, about 95 percent.

Standard errors for all of the estimates are presented in the tables. These standard errors can be used to produce confidence intervals. For example, an estimated 76 percent of students were reported to have attended a public, assigned school in 1999. This figure has an estimated standard error of 0.4. Therefore, the estimated 95 percent confidence interval for this statistic is approximately 75 to 77 percent [76 percent +/- (1.96*0.4)]. That is, in 95 out of 100 samples from the same population, the estimated enrollment rate in public, assigned schools should fall between 75 and 77 percent.

Definitions of variables

Most of the variables in this report were taken directly from the data files without manipulation. Some variables, such as urbanicity, were collapsed into fewer categories for the analysis. The definitions of important and unique variables are explained below.

School type

The school type variable is a derived variable on the data files. In each year it was derived from the same series of the following questions:

Does (child) go to a public or a private school?

1 = Public

2 = Private

Is it (his/her) regularly assigned school or a school that you chose

1 = Assigned

2 = Chosen

3 = Assigned school is school of choice

(This response category was voluntary in 1993, 1996, 1999, and 2003. It is coded as a chosen school in the school type derived variable).

Is the school affiliated with a religion? (1993)

1 = Yes

2 = No

Is the school church-related or not church-related? (1996, 1999)

1 = Church-related

2 = Not church-related

If the school was classified as public, it was further classified as either assigned or chosen. If the school was classified as private, it was further classified as either affiliated or not affiliated with a religion (1993) or church (1996, 1999). The response category, “assigned is chosen” that appeared in 1993 was coded as a chosen school.

Poverty status

The poverty measures used in this report were developed by combining information about household composition and household income. Information on exact incomes was not collected in every administration of the NHES, but categorical household income information was. To keep the measurement of poverty comparable across years, only categorical income information was used in this report. The poverty status measures used in this report were based on poverty thresholds published by the Bureau of the Census.²⁸ Census poverty thresholds were rounded to the nearest upper bound of an NHES income category to create the poverty thresholds used in this report. Thus, the poverty measures in this report are approximations of poverty. For example, in 2003, the Census poverty threshold for a 4-person family was \$18,810; this number was rounded to the nearest upper bound of an NHES income category,

²⁸ For exact details on the poverty thresholds for the 1993, 1996, 1999, and 2003 NHES, please see the Census Bureau, Current Population Survey (<http://www.census.gov/hhes/poverty/threshld.html>).

which was \$20,000 (for the income category \$15,001 to \$20,000). So a 4-person family making less than \$20,000 a year would be counted as “poor” in this report. Similar calculations were performed to determine whether households were “near-poor,” (with an income at or above the upper bound of the NHES income category closest to 100 percent of the Census poverty threshold, but below the upper bound of the NHES income category closest to 200 percent of the Census poverty threshold) or “nonpoor” (with an income at or above the upper bound of the NHES income category closest to 200 percent of the Census poverty threshold). For example, in 2003, 200 percent of the Census poverty threshold for a 4-person family was \$37,620; this number was rounded to the nearest upper bound of an NHES income category, which was \$40,000 (for the income category \$35,001 to \$40,000). So a 4-person family making \$20,000 to \$39,999 in 2003 was considered near-poor in this report. A 4-person family making \$40,000 or more in 2003 was considered non-poor in this report. The definitions of poor, near-poor, and non-poor differ across years because Census-defined weighted average poverty thresholds change somewhat from year to year to account for inflation, among other things. Poverty and 200 percent poverty thresholds used in this report are shown in table A-1 below.

Table A-1. Poverty and 200 percent poverty thresholds used in this report, by year and household size

| Household size | Poverty threshold | | | | 200 percent poverty threshold | | | |
|------------------|-------------------|----------|----------|----------|-------------------------------|----------|----------|----------|
| | 1993 | 1996 | 1999 | 2003 | 1993 | 1996 | 1999 | 2003 |
| 1 person | \$5,000 | \$10,000 | \$10,000 | \$10,000 | \$15,000 | \$15,000 | \$15,000 | \$20,000 |
| 2 people | 10,000 | 10,000 | 10,000 | 10,000 | 20,000 | 20,000 | 20,000 | 25,000 |
| 3 people | 10,000 | 15,000 | 15,000 | 15,000 | 25,000 | 25,000 | 25,000 | 30,000 |
| 4 people | 15,000 | 15,000 | 15,000 | 20,000 | 30,000 | 30,000 | 35,000 | 40,000 |
| 5 people | 15,000 | 20,000 | 20,000 | 20,000 | 35,000 | 40,000 | 40,000 | 45,000 |
| 6 people | 20,000 | 20,000 | 25,000 | 25,000 | 40,000 | 40,000 | 50,000 | 50,000 |
| 7 people | 20,000 | 25,000 | 25,000 | 30,000 | 40,000 | 50,000 | 50,000 | 60,000 |
| 8 people | 25,000 | 25,000 | 30,000 | 30,000 | 50,000 | 50,000 | 50,000 | 60,000 |
| 9 people or more | 30,000 | 30,000 | 35,000 | 35,000 | 50,000 | 75,000 | 75,000 | 75,000 |

NOTE: The poverty thresholds were determined by rounding Census poverty thresholds to the nearest upper bound of an NHES income category. The 200 percent poverty thresholds were determined by multiplying Census poverty thresholds by 2 and then rounding to the nearest upper bound of an NHES income category.

Region

Region is determined by the Census definition of regions. The following states and the District of Columbia are in each Census region as follows:

Northeast: Pennsylvania, New York, New Jersey, Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine

South: Oklahoma, Texas, Mississippi, Alabama, Tennessee, Kentucky, West Virginia, Maryland, Delaware, District of Columbia, Virginia, North Carolina, South Carolina, Georgia, Florida, Louisiana, Arkansas

Midwest: North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Indiana, Ohio

West: Washington, Oregon, California, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Idaho, Montana, Alaska, Hawaii

Urbanicity

This variable categorizes the household ZIP Code as urban or rural. The definitions for these categories are taken directly from the 2000 Census of Population. Urban is a recoded variable that includes both *urban, inside of urbanized areas* (i.e., place and the adjacent densely settled surrounding territory that have a minimum population of 50,000) and *urban, outside of urbanized area* (i.e., an incorporated or unincorporated place outside of urbanized areas with a minimum population of 2,500, with the exception of rural portions of extended cities). *Rural* is an area that is not classified as urban, either inside or outside of urbanized areas.

Disability status

Data on disability status are based on parent reports. Parents were asked whether or not a doctor ever told the parent that the sampled child had several types of disabilities. Each disability was asked about in a yes/no format. If the parent reported that the child had one or more of the disabilities asked about, the child was coded as having a disability.

Number of parents living in the household

Parents include birth, adoptive, step, or foster parents in the household. If two such parents were in the household, the number of parents living in the household was two. If one such parent was in the household, the number of parents living in the household was one. If there were no such parents in the household, then the number of parents was none and was referred to as nonparental guardians.

Parent satisfaction with various aspects of the school

The NHES measures parent satisfaction by asking parents how satisfied they are with four aspects of the students' school: the school; the teachers; the academic standards; and order and discipline. Parents are asked to rate their satisfaction as very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied. The cross tabular analysis of parent satisfaction in this report looks at parents in each school type who were very satisfied with the students' school.

Parent involvement at the school

Parent involvement is measured by a series of questions about parents' attendance at different parent/school activities since the beginning of the school year: A general meeting, such as a PTA meeting; a parent-teacher conference; a school event, such as a sports game; and a parent volunteer event, such as chaperoning a school dance. The analysis considers each activity individually and measures attendance as a binary variable, "yes, attended" or "no, did not attend."

Statistical tests

The tests of significance used in this analysis are based on Student's t statistics. For comparisons of proportions, as the number of comparisons at the same significance level increases, it becomes more likely that at least one of the estimated differences will be significant merely by chance, that is, will be erroneously identified as different from zero. Even when there is no true difference between the means or percentages being compared, there is a 5 percent chance of getting a significant t value of at least 1.96 from sampling error alone.

Appendix B: Supplemental Tables

Table B-1. Percentage of students in grades 1–12 whose parents reported having public school choice who considered other schools, reported that the current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003

| Student and household characteristics | Public choice available ¹ | | Considered other schools | | School was parent's first choice | | Moved to neighborhood for school | |
|--|--------------------------------------|----------|--------------------------|------------|----------------------------------|------------|----------------------------------|------------|
| | % | s.e. | % | s.e. | % | s.e. | % | s.e. |
| Total | 100 | † | 31 | 0.9 | 86 | 0.6 | 22 | 0.9 |
| School type | | | | | | | | |
| Public, assigned | 100 | † | 23 | 0.9 | 87 | 0.8 | 27 | 1.1 |
| Public, chosen | 100 | † | 46 | 1.8 | 82 | 1.3 | 16 | 1.4 |
| Private, church-related | 100 | † | 45 | 3.3 | 92 | 1.6 | 10 | 2.3 |
| Private, not church-related | 100 | † | 52 | 5.4 | 78 | 6.3 | 14 | 4.8 |
| Grade level | | | | | | | | |
| Grades 1–5 | 100 | † | 31 | 1.5 | 87 | 0.9 | 22 | 1.2 |
| Grades 6–8 | 100 | † | 33 | 1.5 | 85 | 1.3 | 24 | 1.4 |
| Grades 9–12 | 100 | † | 30 | 1.1 | 84 | 1.1 | 22 | 1.2 |
| Race/ethnicity ² | | | | | | | | |
| White, non-Hispanic | 100 | † | 29 | 1.2 | 89 | 0.8 | 23 | 1.1 |
| Black, non-Hispanic | 100 | † | 40 | 2.1 | 76 | 2.0 | 18 | 1.8 |
| Hispanic | 100 | † | 28 | 1.6 | 84 | 1.4 | 27 | 1.9 |
| Other, non-Hispanic | 100 | † | 29 | 2.9 | 85 | 2.3 | 20 | 3.0 |
| Sex | | | | | | | | |
| Male | 100 | † | 31 | 1.1 | 86 | 0.8 | 22 | 1.1 |
| Female | 100 | † | 31 | 1.3 | 86 | 0.8 | 23 | 1.2 |
| Disability status | | | | | | | | |
| Has a disability | 100 | † | 35 | 1.5 | 82 | 1.1 | 23 | 1.5 |
| Does not have a disability | 100 | † | 30 | 0.9 | 87 | 0.7 | 22 | 0.9 |
| Poverty status | | | | | | | | |
| Below poverty | 100 | † | 27 | 1.9 | 82 | 1.9 | 20 | 2.1 |
| Between poverty and 200% of poverty | 100 | † | 31 | 1.7 | 85 | 1.3 | 20 | 1.7 |
| At or above 200% of poverty | 100 | † | 32 | 1.2 | 87 | 0.7 | 24 | 0.9 |

See notes at end of table

Table B-1. Percentage of students in grades 1–12 whose parents reported having public school choice who considered other schools, reported that the current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003—Continued

| Student and household characteristics | Public choice available ¹ | | Considered other schools | | School was parent's first choice | | Moved to neighborhood for school | |
|---------------------------------------|--------------------------------------|----------|--------------------------|------------|----------------------------------|------------|----------------------------------|------------|
| | % | s.e. | % | s.e. | % | s.e. | % | s.e. |
| Total | 100 | † | 31 | 0.9 | 86 | 0.6 | 22 | 0.9 |
| Parent's highest level of education | | | | | | | | |
| Less than high school diploma | 100 | † | 21 | 3.0 | 82 | 2.6 | 22 | 3.1 |
| High school diploma or GED | 100 | † | 27 | 1.5 | 84 | 1.4 | 23 | 2.1 |
| Some college/vocational/technical | 100 | † | 30 | 1.3 | 85 | 1.0 | 21 | 1.4 |
| Bachelor's degree | 100 | † | 33 | 1.9 | 86 | 1.4 | 24 | 1.7 |
| Graduate/professional school | 100 | † | 41 | 1.8 | 90 | 1.0 | 24 | 1.9 |
| Family structure | | | | | | | | |
| Two parents | 100 | † | 31 | 1.1 | 88 | 0.7 | 23 | 1.0 |
| One parent | 100 | † | 32 | 1.6 | 80 | 1.5 | 22 | 1.5 |
| Non-parent guardians | 100 | † | 27 | 3.9 | 81 | 3.3 | 16 | 2.8 |
| Region | | | | | | | | |
| Northeast | 100 | † | 34 | 2.1 | 85 | 1.6 | 22 | 2.4 |
| South | 100 | † | 32 | 1.5 | 86 | 1.1 | 23 | 1.3 |
| Midwest | 100 | † | 28 | 1.5 | 87 | 1.3 | 25 | 1.7 |
| West | 100 | † | 32 | 1.6 | 85 | 1.1 | 20 | 1.5 |
| Urbanicity | | | | | | | | |
| Urban | 100 | † | 34 | 0.9 | 84 | 0.7 | 23 | 0.9 |
| Rural | 100 | † | 22 | 1.8 | 90 | 1.4 | 19 | 1.6 |

† Not applicable.

¹ There were 188 cases (where parents reported that their child's assigned school was their chosen school) that were missing and thus excluded from the analysis.

² The "other" race category includes individuals of more than one race.

NOTE: s.e. is standard error. Detail may not sum to totals because of rounding. Includes homeschooled students enrolled in public or private schools for 9 or more hours per week.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent & Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003.

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