



Parent and Family Involvement in Education: 2002-03



E.D. TAB

U.S. Department of Education
Institute of Education Sciences
NCES 2005-043





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May 2005

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Highlights

This report presents data on parents' and families' involvement in their children's education in the United States. The data are from the Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003). The survey was completed by parents of over 12,000 children in kindergarten through grade 12. Data highlights are shown below, along with examples of questions for each topic area of the questionnaire.

The NHES:2003 sample was selected using random digit dial (RDD) methods, and the data were collected using computer-assisted telephone interviewing (CATI) technology. The sample for the 2003 survey is nationally representative of all children in kindergarten through grade 12 enrolled in regular school or homeschooled in the 50 states and the District of Columbia. A Screener was used to collect information on household composition and interview eligibility. Screener interviews had a weighted Screener unit response rate of 65 percent. In households with one eligible child, the child was selected for PFI with certainty. In households with two eligible children, both were selected for PFI with certainty. If there were more than two eligible children/youth, then two were sampled with equal probability. The parent interview had a weighted unit response rate of 83 percent using base weights. The overall unit response rate for the Parent and Family Involvement in Education Survey in 2003 was 54 percent. A unit nonresponse bias analysis was undertaken for NHES:2003. (See Montaquila et al. forthcoming.) The analysis of unit nonresponse bias showed no evidence of bias in estimates computed with nonresponse adjusted weights from the PFI-NHES:2003 survey.

The results presented below were chosen to highlight some of the findings in the tables. To test the differences between estimates, Student's *t* statistics were calculated. All differences reported were significant at the .05 level. More information about the statistical test used is in the Technical Notes section of this report, along with a discussion of sampling methodology.

Many of the tables include estimates for students in kindergarten through grade 12. However, some tables are divided into estimates for students in kindergarten through grade 5 or in grades 6 through 12. This is because for some topic areas (e.g., home activities), different questions were asked of parents of younger children than of parents of older children. Similarly, while a common set of selected school, household, and student characteristics are repeated across most tables, there are occasional variations in either the characteristics, the population, or both that are designed to fit particular data items. Students who were homeschooled were excluded from all of the tables.

School Practices Encouraging Parents' Involvement

Parents were asked about school communication with families, such as sending the family personal notes or e-mails specifically about their child; sending newsletters, memos, or notices; and calling the family on the telephone. Parents were also asked about school practices to provide information to parents, such as information about their child's performance and their opportunities to volunteer at the school.

- As the student's grade level increased, relatively fewer parents reported that schools sent home notes or e-mails. Relatively more parents of fourth- and fifth-graders reported that schools sent home notes or e-mails specifically about their children (55 percent) than parents of students in sixth to eighth grade (49 percent) (table 1). Similarly, more parents of students in 6th to 8th grade reported that schools sent home notes or e-mails specifically about their children (49 percent) than parents of students in 9th and 10th grade (42 percent).

Parents' Involvement in Their Children's School

Parents were asked if they had attended a general school meeting, a regularly scheduled parent-teacher conference, or a school or class event. They were also asked if they had acted as a volunteer or served on a school committee and if they had participated in fundraising for the school.

- The percentage of students in kindergarten through grade 12 whose parents reported (in a single-item question) that they had acted as a volunteer at their children's schools or served on a school committee was higher for students in private schools that were either church related or not church related (70 and 63 percent) than for students in public schools that were either assigned or selected by parents¹ (38 and 40 percent) (table 3).
- The percentage of students whose parents had attended a general school meeting was higher in households where parents had completed higher levels of education. Specifically, the percentage of students whose parents reported that they had attended a general school meeting was higher for children whose parents had attended graduate or professional school (93 percent) or completed college (93 percent) than for children whose parents had completed only a high school education or the equivalent (84 percent), and children whose parents had completed less than a high school education (70 percent) (table 3).

Parents' Involvement in Their Children's Homework

Parents were asked about the frequency with which the student did homework at home and the number of hours the student spent doing homework. They were also asked if there is a place in their home set aside for the student to do homework, if an adult in the household checks that homework is done, and the number of days per week that persons inside or outside the household help with homework.

- In kindergarten through grade 12, 95 percent of children had parents who reported they assisted with homework (table 4). In addition, 85 percent of children in kindergarten through grade 12 had parents who reported that an adult in the household checked that homework was done.
- Overall, 90 percent of students in kindergarten through grade 12 had a place in their homes set aside for doing homework (table 4). Relatively fewer children of parents with less than a high school diploma had a place in their homes set aside for homework (80 percent), compared to children whose parents had completed a high school education or more—90 percent for high school education or the equivalent, 91 percent for vocational/technical education after high school or some college, 89 percent for completed college, and 92 percent for attended graduate or professional school.

Parents' Involvement With Their Children in Nonschool Activities

Parents of students in kindergarten through grade 3 were asked how often someone in the family had read to the student in the past week. Parents of students in kindergarten through grade 12 were asked about home activities with the student in the past week and outings with the student in the past month.

- In kindergarten through grade 5, the percentage of students whose parents reported they had played sports, active games, or exercised with them increased as parents' education level increased. Specifically, the percentage of students in kindergarten through grade 5 whose parents reported that they had played sports, active games, or exercised with their children was lower for children whose parents had completed less than a high school education (68 percent) than for children whose parents' highest educational attainment was a high school education or the equivalent (77 percent), children whose parents had completed vocational or technical education after high school or some college (80 percent), children whose parents had completed college (84 percent), and children whose parents had attended graduate or professional school (87 percent) (table 6).

¹ The analysis in this report divides private school students into those attending private, church-related and private, not church-related schools. Public school students are divided into those attending public assigned and public chosen schools.

- The percentage of students in kindergarten through grade 12 whose parents reported taking them to a public library in the past month was higher for Asian students (65 percent) than for White, non-Hispanic (41 percent), Black, non-Hispanic (49 percent), or Hispanic students (44 percent) (table 8).

Student Experiences With Their Schools

Parents were asked about the extent to which they agreed or disagreed with statements about whether the student finds his or her schoolwork challenging, whether the student enjoys school, whether most students and teachers in the student’s school respect each other, and whether the school makes it easy for the family to be involved.

- The percentage of students in kindergarten through grade 12 whose parents reported that they “strongly agreed” that the student’s school makes it easy for the family to be involved was higher for students in households above the poverty level (45 percent) than for students in households at or below the poverty level (35 percent) (table 9).

Parents’ Expectations and Planned Financial Support for Their Children’s Postsecondary Education

Parents were asked about the highest education level they expected their children to attain. Those who expected their children to continue education after high school were also asked questions about their plans to help pay for their children’s education after high school.

- The percentage of students in kindergarten through grade 12 whose parents expected their children to earn a graduate or professional degree was higher among students in private schools that were not church related (48 percent) than in other types of private and public schools (28 to 41 percent) (table 10).
- Among students in kindergarten through grade 12 whose parents expected them to continue their education after high school, the percentage whose parents planned to help pay for their children’s postsecondary education was higher in households where parents had completed higher levels of education. Specifically, the percentage of students whose parents reported that they planned to help their children pay for education after high school was higher for children whose parents had attended graduate or professional school (93 percent) or completed college (91 percent) than for children whose parents’ highest educational attainment was vocational or technical education after high school or some college (81 percent), children whose parents had completed only a high school education or the equivalent (75 percent), and children whose parents had completed less than a high school education (59 percent) (table 10).

Student Activities in and out of School

Parents were asked whether the student participated in school activities. They were also asked about student participation in a variety of out-of-school activities, such as music lessons, sports, and educational programs.

- In kindergarten through grade 12, the percentage of students who reportedly participated in school activities increased as parents’ education level increased. Specifically, the percentage of students in kindergarten through grade 12 whose parents reported that their children participated in school activities was higher for students whose parents had attended or completed graduate or professional school (70 percent) than for students whose parents’ highest level of education completed was a vocational or technical education after high school or some college (58 percent), only a high school education or the equivalent (49 percent), and less than a high school education (35 percent) (table 11).

Parents’ Satisfaction With School

Parents were asked how well the school did at providing information in various areas related to the child and the school (e.g., their child’s performance, opportunities to volunteer at the school). Parents were also asked about their satisfaction with the school, their children’s teachers in 2002–03, the academic standards of the school, and order and discipline at the school. In addition, parents were asked about the amount of homework assigned and the amount of standardized testing at the school.

- The percentage of students in kindergarten through grade 12 whose parents reported their children’s school did “very well” at providing information about the student’s performance was lower among students in public, assigned schools (58 percent) than in public schools selected by parents and private schools (64 to 76 percent) (table 12).
- The percentage of students in kindergarten through grade 12 whose parents reported being “very satisfied” with their school was higher for students whose parents had graduated from college (64 percent) or attended graduate or professional school (64 percent) than for students whose parents’ highest education was a high school education or the equivalent (59 percent) or less than a high school education (56 percent) (table 13).

School Choice

Parents of public school students were asked if their children were in a regularly assigned school or a school that they chose. They were also asked whether the family had moved to the neighborhood so that the student would be eligible for the school.

- The percentage of public school students in kindergarten through grade 12 whose parents reported that their children attended a public school of choice was higher for Black, non-Hispanic students (25 percent) and Asian or Pacific Islander, non-Hispanic students (22 percent) than for White, non-Hispanic students (13 percent) (table 14). The percentage of public school students in kindergarten through grade 12 whose parents reported their children attended a public school of choice was also higher for Black, non-Hispanic students (25 percent) than for Hispanic students (14 percent).
- The percentage of public school students in kindergarten through grade 12 whose parents reported they moved to the neighborhood so that their child would be eligible for the school was higher for students whose parents had graduated from college (29 percent) or attended graduate or professional school (35 percent) than for children whose parents had completed vocational or technical education after high school or some college (24 percent), children whose parents’ highest education was a high school education or the equivalent (24 percent), or children whose parents had less than a high school education (22 percent) (table 14).

Services Provided for Students With Disabilities

Parents of students with disabilities were asked about the sources of services received for their children’s special health needs (e.g., the local school district, a doctor, a clinic, or other health care provider), Individualized Education Program (IEP) services, and their children’s participation in special education.

- The percentage of students with disabilities in kindergarten through grade 12 whose parents reported that their children received services through an IEP and that the family worked with the school to develop or change the student’s IEP was lowest for students whose parents did not have a high school diploma (71 percent) and highest for students whose parents had attended graduate or professional school (96 percent) (table 15).
- The percentage of students with disabilities in kindergarten through grade 12 whose parents reported that their children received services through an IEP and that the family worked with the school to develop or change the student’s IEP was higher for White, non-Hispanic students (92 percent) than for Black, non-Hispanic students (81 percent), and higher for both White, non-Hispanic (92 percent) and Asian or Pacific Islander, non-Hispanic students (93 percent) than for Hispanic students (75 percent) (table 15).

Table 1. Percentage of students in grades K through 12 whose parents reported school-initiated communication practices, by means of communication and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Means by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, or notices	Telephone
Total	51,388	49	91	42
School type				
Public, assigned	37,875	49	91	41
Public, chosen	7,915	49	90	45
Private, church-related	4,317	51	97	39
Private, not church-related	1,280	60	95	57
School schedule				
Traditional	47,768	50	92	42
Year-round	3,620	44	84	47
Household poverty status				
Above poverty level	41,418	50	93	41
At or below poverty level	9,970	45	85	47
Parents' language				
Both/only parent(s) speak(s) English	45,505	51	92	42
One of two parents speaks English	1,090	42	88	40
No parent speaks English	4,793	37	82	41
Student's grade level¹				
K – 1st grade	7,823	55	96	45
2nd – 3rd grade	7,696	54	96	45
4th – 5th grade	8,368	55	96	43
6th – 8th grade	12,170	49	90	43
9th – 10th grade	7,783	42	85	38
11th – 12th grade	7,543	38	85	39
Student's race/ethnicity				
White, non-Hispanic	31,931	51	93	40
Black, non-Hispanic	8,165	50	87	51
Hispanic	8,250	44	86	44
Asian or Pacific Islander, non-Hispanic	1,453	37	92	38
Other, non-Hispanic	1,588	56	95	44
Student's sex				
Male	26,328	53	91	46
Female	25,060	45	92	39

¹ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 1a. Standard errors of the percentage of students in grades K through 12 whose parents reported school-initiated communication practices, by means of communication and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Means by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, or notices	Telephone
Total	94.8	0.6	0.3	0.5
School type				
Public, assigned	288.1	0.7	0.4	0.7
Public, chosen	208.3	1.5	0.8	1.3
Private, church-related	165.0	2.1	0.7	1.8
Private, not church-related	87.1	3.4	1.3	3.1
School schedule				
Traditional	172.8	0.6	0.3	0.5
Year-round	165.5	2.1	1.5	2.3
Household poverty status				
Above poverty level	180.1	0.6	0.3	0.6
At or below poverty level	178.3	1.4	1.1	1.2
Parents' language				
Both/only parent(s) speak(s) English	194.9	0.6	0.3	0.6
One of two parents speaks English	85.9	3.4	2.0	3.5
No parent speaks English	157.9	1.6	1.3	2.0
Student's grade level¹				
K – 1st grade	32.5	1.3	0.5	1.7
2nd – 3rd grade	24.5	1.4	0.5	1.4
4th – 5th grade	30.1	1.4	0.6	1.2
6th – 8th grade	45.0	1.1	0.7	1.1
9th – 10th grade	28.4	1.5	0.9	1.3
11th – 12th grade	42.8	1.4	1.1	1.2
Student's race/ethnicity				
White, non-Hispanic	178.3	0.7	0.4	0.7
Black, non-Hispanic	36.1	1.6	1.2	1.5
Hispanic	21.5	1.4	0.9	1.2
Asian or Pacific Islander, non-Hispanic	113.2	3.3	1.8	3.6
Other, non-Hispanic	124.7	3.7	1.3	3.3
Student's sex				
Male	282.6	0.8	0.4	0.7
Female	272.3	0.8	0.5	0.9

¹ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 2. Percentage of students in grades K through 12 whose parents reported school-initiated provision of information, by information topic and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Topics about which school provided information ¹								
		Student's performance	What children of the student's age are like	Opportunities to volunteer	How to help student learn at home	Community services	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college ²	How to help student plan for work ²
Total	51,388	93	81	91	82	79	83	79	73	63
School type										
Public, assigned	37,875	93	80	91	82	78	83	78	73	62
Public, chosen	7,915	91	81	90	84	79	84	80	72	66
Private, church-related	4,317	97	90	97	86	84	88	83	75	62
Private, not church-related	1,280	97	89	93	82	75	83	77	79	64
School schedule										
Traditional	47,768	93	81	92	82	79	83	79	73	63
Year-round	3,620	93	85	89	83	76	84	79	66	57
Household poverty status										
Above poverty level	41,418	93	81	92	83	79	83	79	75	64
At or below poverty level	9,970	93	81	87	81	76	82	78	66	60
Parents' language										
Both/only parent(s) speak(s) English	45,505	93	80	92	83	79	83	79	74	63
One of two parents speaks English	1,090	94	88	92	86	83	88	81	66	63
No parent speaks English	4,793	92	86	85	80	77	85	77	69	63
Student's grade level³										
K – 1st grade	7,823	93	90	96	93	84	91	80	—	—
2nd – 3rd grade	7,696	94	86	96	91	85	90	84	—	—
4th – 5th grade	8,368	94	88	97	87	83	87	83	—	—
6th – 8th grade	12,170	94	79	90	80	76	82	77	58	50
9th – 10th grade	7,783	93	72	84	74	72	75	76	80	71
11th – 12th grade	7,543	89	72	86	72	74	74	73	89	75
Student's race/ethnicity										
White, non-Hispanic	31,931	93	80	93	82	79	83	79	75	64
Black, non-Hispanic	8,165	94	80	91	82	77	83	79	70	58
Hispanic	8,250	92	84	87	82	79	84	79	69	61
Asian or Pacific Islander, non-Hispanic	1,453	95	90	93	90	84	92	80	76	71
Other, non-Hispanic	1,588	93	78	92	83	79	86	78	62	56

See notes at end of table.

Table 2. Percentage of students in grades K through 12 whose parents reported school-initiated provision of information, by information topic and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Topics about which school provided information ¹								
		Student's performance	What children of the student's age are like	Opportunities to volunteer	How to help student learn at home	Community services	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college ²	How to help student plan for work ²
Total	51,388	93	81	91	82	79	83	79	73	63
Student's sex										
Male	26,328	93	81	91	82	78	84	80	72	63
Female	25,060	92	81	92	83	79	83	78	74	62

— Not available.

¹ Parents of students in grades K through 12 were asked to rate school performance relative to the provision of seven types of information (items 1-7 in the list below). Parents of students in grades 6 through 12 were asked to rate school performance for the provision of nine types of information (items 1-9 in the list that follows): (1) letting them know between report cards about student's school performance; (2) helping them understand what children of the student's age are like; (3) making them aware of chances to volunteer at school; (4) helping them help their child learn at home; (5) providing information about community services; (6) providing information about how to help with homework; (7) providing information about why their child was placed in particular groups or classes; (8) providing information on how to help their child plan for college or vocational school; and (9) providing information about how to help their child plan for work after completing his or her education. Response options were does it "very well," "just okay," "not very well," "doesn't do it at all," or "don't know." Answers of "don't know" were imputed. The table estimates indicate the percentage of parents who said their child's school provided information on the given topic (i.e., parents who gave any answer other than "doesn't do it at all").

² This question was only asked of parents of children in grades 6 through 12.

³ Students whose parents reported that their classes were "ungraded" were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 2a. Standard errors of the percentage of students in grades K through 12 whose parents reported school-initiated provision of information, by information topic and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Topics about which school provided information ¹								
		Student's performance	What children of the student's age are like	Opportunities to volunteer	How to help student learn at home	Community services	How to help with home-work	Why student is placed in particular groups or classes	How to help student plan for college ²	How to help student plan for work ²
Total	94.8	0.3	0.4	0.4	0.5	0.5	0.4	0.4	0.6	0.6
School type										
Public, assigned	288.1	0.4	0.5	0.4	0.6	0.6	0.5	0.6	0.7	0.7
Public, chosen	208.3	0.8	1.2	0.8	1.0	1.2	0.9	1.1	1.9	1.9
Private, church-related	165.0	0.6	1.1	0.7	1.4	1.6	1.1	1.3	2.3	2.4
Private, not church-related	87.1	1.2	1.9	1.6	2.7	3.0	2.9	2.8	3.7	3.9
School schedule										
Traditional	172.8	0.3	0.4	0.4	0.5	0.5	0.4	0.5	0.6	0.6
Year-round	165.5	1.1	1.6	1.4	1.6	2.0	1.6	1.6	2.6	2.9
Household poverty status										
Above poverty level	180.1	0.3	0.5	0.3	0.5	0.6	0.5	0.4	0.6	0.7
At or below poverty level	178.3	0.7	1.1	1.0	1.1	1.3	1.1	1.3	1.6	1.9
Parents' language										
Both/only parent(s) speak(s) English	194.9	0.3	0.5	0.4	0.5	0.5	0.4	0.4	0.7	0.7
One of two parents speaks English	85.9	1.5	2.4	1.8	2.2	2.2	2.1	2.8	4.4	4.3
No parent speaks English	157.9	1.1	1.3	1.4	1.7	1.6	1.3	1.6	2.3	2.3
Student's grade level³										
K – 1st grade	32.5	0.7	0.8	0.6	0.7	1.0	0.9	1.2	—	—
2nd – 3rd grade	24.5	0.6	1.0	0.5	0.8	1.0	0.8	0.9	—	—
4th – 5th grade	30.1	0.6	0.8	0.5	1.0	1.2	0.9	0.9	—	—
6th – 8th grade	45.0	0.5	0.9	0.8	0.9	0.9	0.9	0.9	1.0	1.0
9th – 10th grade	28.4	0.7	1.3	1.2	1.3	1.3	1.3	1.2	1.1	1.2
11th – 12th grade	42.8	0.8	1.1	0.9	1.2	1.1	1.1	1.2	0.9	1.2
Student's race/ethnicity										
White, non-Hispanic	178.3	0.4	0.5	0.4	0.6	0.7	0.6	0.6	0.8	0.8
Black, non-Hispanic	36.1	0.6	1.3	0.9	1.2	1.3	1.2	1.3	2.0	1.9
Hispanic	21.5	0.7	1.0	0.9	1.0	1.1	0.9	1.1	1.6	1.7
Asian or Pacific Islander, non-Hispanic	113.2	1.3	1.8	2.0	1.9	2.8	1.7	2.4	4.2	4.0
Other, non-Hispanic	124.7	1.8	2.4	1.5	2.2	2.5	1.9	2.8	4.3	5.1

See notes at end of table.

Table 2a. Standard errors of the percentage of students in grades K through 12 whose parents reported school-initiated provision of information, by information topic and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Topics about which school provided information ¹								
		Student's performance	What children of the student's age are like	Opportunities to volunteer	How to help student learn at home	Community services	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college ²	How to help student plan for work ²
Total	94.8	0.3	0.4	0.4	0.5	0.5	0.4	0.4	0.6	0.6
Student's sex										
Male	282.6	0.4	0.6	0.5	0.6	0.6	0.6	0.6	0.8	0.9
Female	272.3	0.5	0.6	0.5	0.7	0.7	0.6	0.5	0.9	0.8

— Not available.

¹ Parents of students in grades K through 12 were asked to rate school performance relative to the provision of seven types of information (items 1-7 in the list below). Parents of students in grades 6 through 12 were asked to rate school performance for the provision of nine types of information (items 1-9 in the list that follows): (1) letting them know between report cards about student's school performance; (2) helping them understand what children of the student's age are like; (3) making them aware of chances to volunteer at school; (4) helping them help their child learn at home; (5) providing information about community services; (6) providing information about how to help with homework; (7) providing information about why their child was placed in particular groups or classes; (8) providing information on how to help their child plan for college or vocational school; and (9) providing information about how to help their child plan for work after completing his or her education. Response options were does it "very well," "just okay," "not very well," "doesn't do it at all," or "don't know." Answers of "don't know" were imputed. The table estimates indicate the percentage of parents who said their child's school provided information on the given topic (i.e., parents who gave any answer other than "doesn't do it at all").

² This question was only asked of parents of children in grades 6 through 12.

³ Students whose parents reported that their classes were "ungraded" were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 3. Percentage of students in grades K through 12 whose parents reported participation in school-related activities, by activity type and selected characteristics: 2002–03

Characteristic	Number of students in K through 12 (thousands)	Participation in school activities by parent or other household member				
		Attended a general school meeting	Attended regularly-scheduled parent-teacher conference	Attended a school or class event	Acted as volunteer or served on school committee	Participated in school fundraising
Total	51,388	88	77	70	42	62
School type						
Public, assigned	37,875	87	75	68	38	60
Public, chosen	7,915	85	80	66	40	61
Private, church-related	4,317	96	87	88	70	84
Private, not church-related	1,280	95	84	80	63	63
School schedule						
Traditional	47,768	88	77	71	42	63
Year-round	3,620	84	82	60	35	49
Household poverty status						
Above poverty level	41,418	90	78	73	45	66
At or below poverty level	9,970	79	75	57	27	46
Parents' highest education level						
Less than high school	3,638	70	68	42	16	33
High school graduate or equivalent	12,891	84	75	62	30	56
Vocational/technical education after high school or some college	16,186	89	78	70	39	63
College graduate	9,877	93	80	80	55	70
Graduate or professional school	8,797	93	79	80	60	71
Parents' language						
Both/only parent(s) speak(s) English	45,505	89	77	72	44	65
One of two parents speaks English	1,090	83	79	62	31	44
No parent speaks English	4,793	79	78	52	21	34
Student's grade level¹						
K – 1st grade	7,823	93	92	71	54	70
2nd – 3rd grade	7,696	94	91	77	53	70
4th – 5th grade	8,368	94	91	78	50	70
6th – 8th grade	12,170	88	75	70	35	61
9th – 10th grade	7,783	83	59	63	30	50
11th – 12th grade	7,543	74	53	59	31	50
Student's race/ethnicity						
White, non-Hispanic	31,931	89	76	74	48	67
Black, non-Hispanic	8,165	89	79	63	32	59
Hispanic	8,250	83	78	61	28	45
Asian or Pacific Islander, non-Hispanic	1,453	89	78	65	34	61
Other, non-Hispanic	1,588	87	78	72	40	57

See notes at end of table.

Table 3. Percentage of students in grades K through 12 whose parents reported participation in school-related activities, by activity type and selected characteristics: 2002–03—Continued

Characteristic	Number of students in K through 12 (thousands)	Participation in school activities by parent or other household member				
		Attended a general school meeting	Attended regularly-scheduled parent-teacher conference	Attended a school or class event	Acted as volunteer or served on school committee	Participated in school fundraising
Total	51,388	88	77	70	42	62
Student's sex						
Male	26,328	87	78	67	41	59
Female	25,060	88	76	73	42	65
Student experiences in school						
Student participated in school activities	29,616	91	78	84	48	69
Teacher or school contacted parent about behavior problems	9,856	86	83	63	34	55
Teacher or school contacted parent about schoolwork problems	13,307	88	83	67	36	59
Student grades or marks²						
Mostly A's or excellent	20,868	91	77	78	50	69
Mostly B's or above average	18,673	87	76	69	40	61
Mostly C's or average	9,785	82	78	60	32	53
Mostly D's or lower, or below average or failing	2,062	81	81	43	21	43

¹ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

² Parents were asked whether overall, across all subjects, the student got mostly A's, mostly B's, mostly C's, mostly D's or lower, or whether the student's school did not give those grades. If the student's school did not give letter grades (e.g., A, B, C), they were asked whether the parent would describe the student's work at school as excellent, above average, average, below average, or failing. The two questions about grades or marks were combined for the table.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 3a. Standard errors of the percentage of students in grades K through 12 whose parents reported participation in school-related activities, by activity type and selected characteristics: 2002–03

Characteristic	Number of students in K through 12 (thousands)	Participation in school activities by parent or other household member				
		Attended a general school meeting	Attended regularly-scheduled parent-teacher conference	Attended a school or class event	Acted as volunteer or served on school committee	Participated in school fundraising
Total	94.8	0.4	0.4	0.4	0.6	0.6
School type						
Public, assigned	288.1	0.5	0.5	0.6	0.7	0.7
Public, chosen	208.3	0.9	1.3	1.5	1.6	1.8
Private, church-related	165.0	0.7	1.1	1.2	2.0	1.4
Private, not church-related	87.1	1.5	2.5	2.8	3.2	3.0
School schedule						
Traditional	172.8	0.4	0.4	0.4	0.6	0.6
Year-round	165.5	1.6	1.4	1.9	2.5	2.2
Household poverty status						
Above poverty level	180.1	0.4	0.5	0.4	0.7	0.6
At or below poverty level	178.3	1.4	1.2	1.5	1.5	1.7
Parents' highest education level						
Less than high school	205.6	2.0	2.5	2.4	2.0	2.3
High school graduate or equivalent	280.2	0.9	0.9	1.3	1.3	1.3
Vocational/technical education after high school or some college	333.9	0.6	0.9	0.9	1.0	1.0
College graduate	281.7	0.7	0.9	0.9	1.4	1.5
Graduate or professional school	245.6	0.8	0.9	1.1	1.5	1.2
Parents' language						
Both/only parent(s) speak(s) English	194.9	0.4	0.5	0.5	0.7	0.6
One of two parents speaks English	85.9	2.8	3.2	3.4	3.5	3.5
No parent speaks English	157.9	1.6	1.6	1.9	1.6	1.7
Student's grade level¹						
K – 1st grade	32.5	0.7	0.8	1.3	1.4	1.2
2nd – 3rd grade	24.5	0.8	0.8	1.3	1.4	1.5
4th – 5th grade	30.1	0.7	0.8	0.9	1.4	1.1
6th – 8th grade	45.0	0.7	0.9	1.0	1.1	1.2
9th – 10th grade	28.4	1.2	1.4	1.4	1.3	1.1
11th – 12th grade	42.8	1.3	1.5	1.5	1.3	1.5
Student's race/ethnicity						
White, non-Hispanic	178.3	0.5	0.6	0.7	0.8	0.7
Black, non-Hispanic	36.1	0.9	1.4	1.5	1.6	1.6
Hispanic	21.5	1.0	1.1	1.4	1.2	1.4
Asian or Pacific Islander, non-Hispanic	113.2	2.1	3.0	3.7	2.7	3.6
Other, non-Hispanic	124.7	2.2	3.2	3.0	3.9	3.8

See notes at end of table.

Table 3a. Standard errors of the percentage of students in grades K through 12 whose parents reported participation in school-related activities, by activity type and selected characteristics: 2002–03—Continued

Characteristic	Number of students in K through 12 (thousands)	Participation in school activities by parent or other household member				
		Attended a general school meeting	Attended regularly-scheduled parent-teacher conference	Attended a school or class event	Acted as volunteer or served on school committee	Participated in school fundraising
Total	94.8	0.4	0.4	0.4	0.6	0.6
Student's sex						
Male	282.6	0.5	0.6	0.7	0.9	0.7
Female	272.3	0.6	0.6	0.6	0.8	0.7
Student experiences in school						
Student participated in school activities	284.2	0.4	0.6	0.4	0.9	0.7
Teacher or school contacted parent about behavior problems	210.9	0.9	1.0	1.2	1.2	1.2
Teacher or school contacted parent about schoolwork problems	245.7	0.8	0.9	1.0	1.1	1.1
Student grades or marks²						
Mostly A's or excellent	283.8	0.6	0.8	0.7	0.9	0.9
Mostly B's or above average	268.1	0.6	0.7	0.7	0.8	0.9
Mostly C's or average	251.6	1.0	1.2	1.1	1.4	1.2
Mostly D's or lower, or below average or failing	131.4	2.3	2.5	3.3	2.8	3.0

¹ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

² Parents were asked whether overall, across all subjects, the student got mostly A's, mostly B's, mostly C's, mostly D's or lower, or whether the student's school did not give those grades. If the student's school did not give letter grades (e.g., A, B, C), they were asked whether the parent would describe the student's work at school as excellent, above average, average, below average, or failing. The two questions about grades or marks were combined for the table.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 4. Percentage of students in grades K through 12 who have homework whose parents reported involvement in homework activities, by activity type, frequency, and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Place in home set aside for homework	Adult in household checks that homework is done	Number of days per week persons inside or outside household helped with homework ¹				
				No help given	Less than once a week	1 to 2 days a week	3 to 4 days a week	5 or more days a week
Total	49,132	90	85	5	25	34	25	11
School type								
Public, assigned	36,222	90	85	5	26	34	25	11
Public, chosen	7,585	90	89	4	20	34	28	13
Private, church-related	4,174	89	81	5	22	31	27	14
Private, not church-related	1,150	87	76	5	28	32	23	12
School schedule								
Traditional	45,727	90	85	5	25	34	25	11
Year-round	3,404	87	92	4	13	35	31	16
Household poverty status								
Above poverty level	39,747	91	84	5	26	33	25	11
At or below poverty level	9,385	86	91	5	17	37	26	15
Parents' highest education level								
Less than high school	3,342	80	90	9	17	41	21	12
High school graduate or equivalent	12,222	90	89	6	22	34	27	12
Vocational/technical education after high school or some college	15,591	91	86	4	24	34	26	11
College graduate	9,469	89	82	4	28	33	24	11
Graduate or professional school	8,508	92	78	4	29	32	24	11
Parents' language								
Both/only parent(s) speak(s) English	43,519	91	85	4	26	34	25	11
One of two parents speaks English	1,031	88	91	6	14	29	30	20
No parent speaks English	4,582	78	90	9	14	37	26	14
Student's grade level²								
K – 1st grade	7,010	87	100	#	11	30	37	22
2nd – 3rd grade	7,608	89	99	1!	10	28	43	19
4th – 5th grade	8,254	91	97	1	14	34	36	16
6th – 8th grade	11,824	91	87	4	26	41	21	8
9th – 10th grade	7,325	91	72	10	39	38	10	3
11th – 12th grade	7,109	88	53	16	49	28	6	2
Student's race/ethnicity								
White, non-Hispanic	30,450	90	82	5	29	34	23	9
Black, non-Hispanic	7,929	95	93	4	16	33	29	17
Hispanic	7,853	83	92	6	16	36	27	15
Asian or Pacific Islander, non-Hispanic	1,404	92	82	7	19	30	29	15
Other, non-Hispanic	1,496	94	88	5	25	27	32	11

See notes at end of table.

Table 4. Percentage of students in grades K through 12 who have homework whose parents reported involvement in homework activities, by activity type, frequency, and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Place in home set aside for homework	Adult in household checks that homework is done	Number of days per week persons inside or outside household helped with homework ¹				
				No help given	Less than once a week	1 to 2 days a week	3 to 4 days a week	5 or more days a week
Total	49,132	90	85	5	25	34	25	11
Student's sex								
Male	24,862	90	87	5	24	33	26	12
Female	24,270	89	83	4	25	35	25	11
Frequency student does homework³								
Less than once per week	1,408	84	82	9	91	†	†	†
1-2 days per week	7,416	87	84	7	35	58	†	†
3-4 days per week	21,550	90	88	4	21	34	41	†
5 or more days per week	18,757	91	83	5	20	27	19	30
Number hours student does homework								
Less than an hour but not zero	1,752	83	91	5	42	30	15	8
1-2 hours per week	11,276	88	89	5	28	37	23	7
3-4 hours per week	11,060	89	88	5	24	37	26	8
5-6 hours per week	10,609	90	86	4	22	31	28	14
7 or more hours per week	14,434	92	80	6	22	31	25	16

† Not applicable. Parents could not report that someone helped more days than the student had homework.

Rounds to zero.

! Interpret data with caution.

¹ Persons inside or outside the household included relatives, another adult living inside the household, a tutor, someone at an after-school program, or an adult living outside the child's home.

² Students whose parents reported that their classes were "ungraded" were excluded from the analyses of grade level.

³ Parents were asked how often their children did homework, either at home, at an after-school program, or somewhere else outside of school. Overall, the percentage of students in kindergarten through 12th grade whose parents reported that their children had homework was 96 percent. One percent of students were reported by parents to never do homework, and 3 percent were reported to not have homework.

NOTE: Students who were homeschooled were excluded from all tables. Students who never did homework and students to whom no homework was given were excluded from this table, since no further questions about homework were asked. Detail may not sum to totals because of rounding.

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

Table 4a. Standard errors of the percentage of students in grades K through 12 who have homework whose parents reported involvement in homework activities, by activity type, frequency, and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Place in home set aside for homework	Adult in household checks that homework is done	Number of days per week persons inside or outside household helped with homework ¹				
				No help given	Less than once a week	1 to 2 days a week	3 to 4 days a week	5 or more days a week
Total	148.3	0.4	0.3	0.2	0.4	0.6	0.5	0.4
School type								
Public, assigned	286.4	0.4	0.4	0.3	0.5	0.7	0.5	0.4
Public, chosen	206.4	1.1	0.8	0.5	1.1	1.2	1.3	0.9
Private, church-related	166.9	1.3	1.7	1.0	1.5	1.7	1.8	1.1
Private, not church-related	81.4	2.3	2.6	1.4	3.3	3.2	3.6	2.1
School schedule								
Traditional	210.3	0.4	0.3	0.2	0.4	0.6	0.5	0.4
Year-round	156.4	1.4	0.9	0.7	1.3	2.1	2.0	1.5
Household poverty status								
Above poverty level	193.6	0.4	0.4	0.2	0.5	0.6	0.5	0.4
At or below poverty level	182.8	1.0	1.0	0.6	1.3	1.6	1.3	1.1
Parents' highest education level								
Less than high school	200.3	1.7	1.4	1.3	1.8	2.9	1.9	1.7
High school graduate or equivalent	261.4	0.7	0.7	0.6	0.9	1.0	1.0	0.7
Vocational/technical education after high school or some college	337.5	0.6	0.7	0.4	0.8	1.1	0.9	0.6
College graduate	273.2	1.0	1.0	0.5	1.2	1.2	1.0	0.8
Graduate or professional school	247.9	0.8	1.0	0.5	1.1	1.1	1.1	0.9
Parents' language								
Both/only parent(s) speak(s) English	226.4	0.4	0.4	0.2	0.5	0.7	0.6	0.4
One of two parents speaks English	76.8	2.4	2.2	1.6	2.2	3.2	3.4	2.5
No parent speaks English	154.4	1.7	0.9	1.1	1.3	1.7	1.4	1.2
Student's grade level²								
K – 1st grade	70.4	1.0	0.2	0.1	0.8	1.4	1.6	1.1
2nd – 3rd grade	30.4	0.8	0.2	0.2	0.9	1.3	1.3	1.1
4th – 5th grade	42.6	0.8	0.5	0.2	1.0	1.3	1.3	1.1
6th – 8th grade	67.9	0.6	0.8	0.4	1.0	1.1	0.9	0.6
9th – 10th grade	54.9	0.8	1.1	0.8	1.3	1.4	0.8	0.4
11th – 12th grade	72.9	1.0	1.3	1.0	1.3	1.3	0.6	0.4
Student's race/ethnicity								
White, non-Hispanic	197.0	0.6	0.5	0.3	0.6	0.8	0.6	0.4
Black, non-Hispanic	57.2	0.7	0.9	0.6	1.2	1.5	1.5	1.1
Hispanic	49.8	1.0	0.6	0.6	0.9	1.3	1.1	0.9
Asian or Pacific Islander, non-Hispanic	106.7	1.9	2.5	1.6	2.5	2.9	3.5	2.5
Other, non-Hispanic	120.0	1.5	2.5	1.4	2.7	2.7	3.4	2.0

See notes at end of table.

Table 4a. Standard errors of the percentage of students in grades K through 12 who have homework whose parents reported involvement in homework activities, by activity type, frequency, and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Place in home set aside for homework	Adult in household checks that homework is done	Number of days per week persons inside or outside household helped with homework ¹				
				No help given	Less than once a week	1 to 2 days a week	3 to 4 days a week	5 or more days a week
Total	148.3	0.4	0.3	0.2	0.4	0.6	0.5	0.4
Student's sex								
Male	270.6	0.5	0.4	0.4	0.6	0.7	0.7	0.5
Female	277.5	0.5	0.6	0.3	0.7	0.9	0.7	0.6
Frequency student does homework³								
Less than once per week	77.7	2.0	2.2	1.7	1.7	†	†	†
1-2 days per week	216.5	1.0	0.9	0.8	1.4	1.6	†	†
3-4 days per week	309.6	0.6	0.5	0.3	0.7	0.9	0.9	†
5 or more days per week	292.4	0.6	0.7	0.4	0.8	0.8	0.7	0.8
Number hours student does homework								
Less than an hour but not zero	94.7	2.6	1.4	1.1	2.6	2.7	2.3	1.5
1-2 hours per week	254.6	0.8	0.7	0.5	1.0	1.0	0.9	0.6
3-4 hours per week	266.0	0.8	0.7	0.5	1.0	1.2	1.0	0.6
5-6 hours per week	212.2	0.7	0.8	0.4	1.0	1.2	1.1	0.8
7 or more hours per week	270.5	0.6	0.7	0.4	0.9	1.0	0.9	0.7

† Not applicable. Parents could not report that someone helped more days than the student had homework.

Rounds to zero.

¹ Persons inside or outside the household included relatives, another adult living inside the household, a tutor, someone at an after-school program, or an adult living outside the child's home.

² Students whose parents reported that their classes were "ungraded" were excluded from the analyses of grade level.

³ Parents were asked how often their children did homework, either at home, at an after-school program, or somewhere else outside of school. Overall, the percentage of students in kindergarten through 12th grade whose parents reported that their children had homework was 96 percent. One percent of students were reported by parents to never do homework, and 3 percent were reported to not have homework.

NOTE: Students who were homeschooled were excluded from all tables. Students who never did homework and students to whom no homework was given were excluded from this table, since no further questions about homework were asked. Detail may not sum to totals because of rounding.

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

Table 5. Percentage of students in grades K through 3 whose parents reported reading to student, by frequency and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 3 (thousands)	Parent or other family member read to student in past week			
		Not at all	Once or twice	Three or more times	Every day
Total	15,519	10	25	29	36
School type					
Public, assigned	11,031	10	25	30	35
Public, chosen	2,537	11	25	29	35
Private, church-related	1,553	7	25	28	39
Private, not church-related	397	8!	15	25	52
School schedule					
Traditional	14,178	10	24	30	36
Year-round	1,341	7	31	25	37
Household poverty status					
Above poverty level	12,422	10	24	30	37
At or below poverty level	3,097	10	29	27	34
Parents' highest education level					
Less than high school	1,072	18	33	26	23
High school graduate or equivalent	3,652	10	29	27	34
Vocational/technical education after high school or some college	4,963	11	26	31	33
College graduate	3,269	7	22	30	40
Graduate or professional school	2,562	6	17	31	46
Parents' language					
Both/only parent(s) speak(s) English	13,482	10	24	30	37
One of two parents speaks English	440	10	21	36	34
No parent speaks English	1,598	11	32	26	31
Student's grade level¹					
K – 1st grade	7,823	3	18	32	47
2nd – 3rd grade	7,696	16	32	27	25
Student's race/ethnicity					
White, non-Hispanic	9,218	9	23	30	37
Black, non-Hispanic	2,404	10	30	28	32
Hispanic	2,940	10	27	28	35
Asian or Pacific Islander, non-Hispanic	462	15	26	24	35
Other, non-Hispanic	495	9	18	34	40
Student's sex					
Male	7,943	10	24	31	35
Female	7,575	9	26	28	37

! Interpret data with caution.

¹Students whose parents reported that their classes were “ungraded” were excluded from the analyses.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 5a. Standard errors of the percentage of students in grades K through 3 whose parents reported reading to student, by frequency and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 3 (thousands)	Parent or other family member read to student in past week			
		Not at all	Once or twice	Three or more times	Every day
Total	42.1	0.6	0.8	0.8	0.9
School type					
Public, assigned	148.5	0.8	1.1	1.1	1.1
Public, chosen	117.0	1.5	2.2	2.1	2.0
Private, church-related	80.6	1.3	2.5	2.5	2.8
Private, not church-related	48.4	3.0	3.0	4.1	5.0
School schedule					
Traditional	83.7	0.7	0.9	0.9	0.9
Year-round	70.8	1.5	3.1	3.0	3.7
Household poverty status					
Above poverty level	138.3	0.6	1.0	0.9	0.9
At or below poverty level	132.7	1.4	1.9	2.0	2.4
Parents' highest education level					
Less than high school	91.1	2.9	3.6	3.1	4.4
High school graduate or equivalent	136.4	1.4	1.8	1.8	1.9
Vocational/technical education after high school or some college	165.3	1.2	1.6	1.5	1.5
College graduate	127.2	1.0	1.7	1.7	1.9
Graduate or professional school	105.5	1.2	1.7	2.4	2.7
Parents' language					
Both/only parent(s) speak(s) English	91.9	0.7	0.9	0.9	0.9
One of two parents speaks English	51.5	2.6	3.9	5.7	5.6
No parent speaks English	81.5	1.5	2.9	2.3	2.6
Student's grade level¹					
K – 1st grade	32.5	0.5	1.1	1.2	1.3
2nd – 3rd grade	24.5	1.1	1.2	1.1	1.2
Student's race/ethnicity					
White, non-Hispanic	114.9	0.8	1.1	1.1	1.0
Black, non-Hispanic	96.4	1.7	2.8	2.5	2.7
Hispanic	86.6	1.2	1.8	1.4	1.9
Asian or Pacific Islander, non-Hispanic	58.4	3.9	4.5	4.5	5.3
Other, non-Hispanic	59.0	2.7	4.0	5.5	4.6
Student's sex					
Male	166.0	0.8	1.2	1.2	1.4
Female	162.0	0.8	1.3	1.3	1.2

¹Students whose parents reported that their classes were “ungraded” were excluded from the analyses.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 6. Percentage of students in grades K through 5 whose parents reported participation in home activities with student in the past week, by type of involvement and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 5 (thousands)	Home activities with student in past week						
		Told student story	Did arts and crafts	Played sports, active games, or exercised	Involved student in household chores	Worked on project	Talked about family or ethnic heritage	Played board games or did puzzles
Total	23,887	75	75	80	97	61	53	73
School type								
Public, assigned	17,063	75	75	81	97	60	51	74
Public, chosen	3,941	76	77	78	98	62	57	71
Private, church-related	2,307	73	71	83	95	62	59	70
Private, not church-related	576	77	75	80	94	64	56	64
School schedule								
Traditional	21,922	75	74	81	97	61	52	73
Year-round	1,965	77	79	79	95	56	63	73
Household poverty status								
Above poverty level	19,064	75	74	81	98	62	51	73
At or below poverty level	4,823	74	77	77	96	56	62	73
Parents' highest education level								
Less than high school	1,664	67	75	68	95	42	60	67
High school graduate or equivalent	5,604	71	75	77	97	58	55	73
Vocational/technical education after high school or some college	7,786	76	75	80	97	63	51	71
College graduate	4,764	78	73	84	97	63	48	76
Graduate or professional school	4,068	77	75	87	98	67	58	74
Parents' language								
Both/only parent(s) speak(s) English	20,920	75	74	82	98	64	51	74
One of two parents speaks English	614	79	76	82	94	56	75	81
No parent speaks English	2,353	69	79	70	90	38	66	64
Student's grade level¹								
K – 1st grade	7,823	84	89	82	97	61	48	77
2nd – 3rd grade	7,696	75	74	80	97	60	55	73
4th – 5th grade	8,368	66	62	79	98	62	57	69
Student's race/ethnicity								
White, non-Hispanic	14,419	76	75	82	98	65	45	74
Black, non-Hispanic	3,765	70	68	79	99	59	67	73
Hispanic	4,220	74	80	76	93	48	65	68
Asian or Pacific Islander, non-Hispanic	709	76	71	84	89	59	68	77
Other, non-Hispanic	773	84	76	83	97	68	68	77
Student's sex								
Male	12,192	73	70	83	97	63	51	72
Female	11,695	77	80	78	97	59	55	74

¹Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 6a. Standard errors of the percentage of students in grades K through 5 whose parents reported participation in home activities with student in the past week, by type of involvement and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 5 (thousands)	Home activities with student in past week						
		Told student story	Did arts and crafts	Played sports, active games, or exercised	Involved student in household chores	Worked on project	Talked about family or ethnic heritage	Played board games or did puzzles
Total	55.7	0.7	0.7	0.6	0.2	0.9	0.9	0.7
School type								
Public, assigned	168.9	0.8	0.8	0.8	0.2	1.1	1.1	0.8
Public, chosen	136.0	2.1	1.8	1.5	0.5	2.2	2.2	2.0
Private, church-related	104.4	2.5	2.1	1.9	1.0	2.5	2.4	2.3
Private, not church-related	59.5	3.8	4.1	4.1	2.2	4.5	4.5	4.9
School schedule								
Traditional	111.2	0.7	0.7	0.6	0.2	1.0	0.9	0.7
Year-round	94.1	2.3	2.0	2.1	1.1	2.8	2.8	2.5
Household poverty status								
Above poverty level	170.0	0.7	0.8	0.7	0.2	1.0	1.0	0.7
At or below poverty level	161.5	1.7	1.8	1.5	0.7	1.9	2.0	1.8
Parents' highest education level								
Less than high school	120.3	3.2	3.2	3.1	1.2	3.4	3.0	3.2
High school graduate or equivalent	163.6	1.6	1.3	1.4	0.6	1.8	1.9	1.4
Vocational/technical education after high school or some college	200.6	1.2	1.3	1.1	0.5	1.6	1.6	1.4
College graduate	169.1	1.6	1.6	1.2	0.5	2.1	1.9	1.4
Graduate or professional school	149.9	1.5	1.5	1.1	0.5	1.7	2.1	1.7
Parents' language								
Both/only parent(s) speak(s) English	126.0	0.7	0.7	0.6	0.2	1.0	0.9	0.7
One of two parents speaks English	60.6	3.1	3.8	3.5	2.4	4.2	3.6	3.1
No parent speaks English	103.8	2.4	1.6	1.9	1.1	2.0	2.5	2.1
Student's grade level¹								
K – 1st grade	32.5	0.9	0.8	1.1	0.4	1.5	1.4	1.2
2nd – 3rd grade	24.5	1.2	1.1	0.9	0.4	1.5	1.3	1.1
4th – 5th grade	30.1	1.2	1.4	1.0	0.4	1.3	1.4	1.2
Student's race/ethnicity								
White, non-Hispanic	155.8	1.0	0.9	0.8	0.2	1.1	1.1	0.9
Black, non-Hispanic	111.4	2.0	2.1	1.8	0.4	2.2	2.5	1.9
Hispanic	98.3	1.5	1.4	1.3	0.9	1.7	1.7	1.8
Asian or Pacific Islander, non-Hispanic	82.9	3.7	4.3	3.0	2.6	4.3	4.8	3.8
Other, non-Hispanic	77.8	4.4	3.6	3.6	1.2	5.1	5.0	3.8
Student's sex								
Male	215.7	0.9	1.0	0.8	0.3	1.1	1.2	0.9
Female	207.6	1.0	1.0	0.9	0.3	1.2	1.3	1.1

¹Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 7. Percentage of students in grades 6 through 12 whose parents reported participation in home activities with student in the past week, by type of activity and selected characteristics: 2002–03

Characteristic	Number of students in grades 6 through 12 (thousands)	Home activities with student in past week		
		Worked with student on project	Played a sport or exercised together	Discussed time management
Total	27,496	44	57	78
School type				
Public, assigned	20,807	43	56	77
Public, chosen	3,974	48	60	81
Private, church-related	2,010	45	59	77
Private, not church-related	705	40	58	81
School schedule				
Traditional	25,843	44	57	78
Year-round	1,654	41	58	82
Household poverty status				
Above poverty level	22,351	45	56	78
At or below poverty level	5,145	43	57	76
Parents' highest education level				
Less than high school	1,972	36	55	78
High school graduate or equivalent	7,287	43	53	74
Vocational/technical education after high school or some college	8,396	47	58	78
College graduate	5,113	46	57	78
Graduate or professional school	4,728	44	59	83
Parents' language				
Both/only parent(s) speak(s) English	24,580	45	57	77
One of two parents speaks English	476	45	65	86
No parent speaks English	2,440	39	55	84
Student's grade level¹				
6th – 8th grade	12,170	54	68	78
9th – 10th grade	7,783	38	54	78
11th – 12th grade	7,543	34	41	77
Student's race/ethnicity				
White, non-Hispanic	17,509	46	56	76
Black, non-Hispanic	4,399	39	56	81
Hispanic	4,030	41	59	85
Asian or Pacific Islander, non-Hispanic	744	50	60	79
Other, non-Hispanic	815	42	63	72
Student's sex				
Male	14,131	45	60	79
Female	13,365	44	53	77

¹ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 7a. Standard errors of the percentage of students in grades 6 through 12 whose parents reported participation in home activities with student in the past week, by type of activity and selected characteristics: 2002–03

Characteristic	Number of students in grades 6 through 12 (thousands)	Home activities with student in past week		
		Worked with student on project	Played a sport or exercised together	Discussed time management
Total	62.4	0.8	0.7	0.7
School type				
Public, assigned	204.6	0.9	0.8	0.8
Public, chosen	155.2	2.1	2.0	1.6
Private, church-related	114.6	2.7	2.7	2.6
Private, not church-related	56.8	4.2	4.4	4.0
School schedule				
Traditional	121.5	0.8	0.7	0.8
Year-round	118.6	2.9	3.3	2.1
Household poverty status				
Above poverty level	156.9	0.7	0.8	0.8
At or below poverty level	153.2	2.2	2.0	1.9
Parents' highest education level				
Less than high school	129.6	3.0	3.0	2.1
High school graduate or equivalent	204.9	1.7	1.7	1.6
Vocational/technical education after high school or some college	223.6	1.2	1.4	1.0
College graduate	168.0	1.5	1.7	1.5
Graduate or professional school	172.8	2.3	1.7	1.4
Parents' language				
Both/only parent(s) speak(s) English	132.3	0.8	0.8	0.8
One of two parents speaks English	51.2	5.3	4.6	3.9
No parent speaks English	108.7	2.4	2.6	2.0
Student's grade level¹				
6th – 8th grade	45.0	1.2	1.1	1.0
9th – 10th grade	28.4	1.2	1.4	1.2
11th – 12th grade	42.8	1.3	1.5	1.3
Student's race/ethnicity				
White, non-Hispanic	163.6	0.9	1.0	0.9
Black, non-Hispanic	109.7	2.4	2.2	1.9
Hispanic	100.6	1.9	2.2	1.1
Asian or Pacific Islander, non-Hispanic	69.0	4.2	4.1	3.8
Other, non-Hispanic	82.3	4.5	4.2	5.3
Student's sex				
Male	180.7	1.1	1.0	1.0
Female	177.0	1.1	1.0	0.9

¹ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 8. Percentage of students in grades K through 12 whose parents reported outings with student in the past month, by type of outing and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Outings with student in past month						
		Visited a library	Went to a play, concert, or other live show	Visited an art gallery, museum, or historical site	Visited a zoo or aquarium	Attended event sponsored by religious group	Attended event sponsored by community or ethnic group	Attended athletic or sporting event
Total	51,388	44	35	20	12	53	24	38
School type								
Public, assigned	37,875	42	34	18	12	51	23	37
Public, chosen	7,915	47	38	24	14	52	27	36
Private, church-related	4,317	53	41	25	13	70	26	47
Private, not church-related	1,280	46	38	32	14	50	28	31
School schedule								
Traditional	47,768	43	36	19	12	53	24	38
Year-round	3,620	48	28	21	22	48	21	32
Household poverty status								
Above poverty level	41,418	44	37	20	11	55	25	39
At or below poverty level	9,970	42	27	17	16	45	19	32
Parents' highest education level								
Less than high school	3,638	32	22	10	15	33	10	19
High school graduate or equivalent	12,891	39	27	15	12	42	18	35
Vocational/technical education after high school or some college	16,186	41	35	18	11	54	25	39
College graduate	9,877	50	40	24	13	62	27	44
Graduate or professional school	8,797	54	47	29	13	66	30	41
Parents' language								
Both/only parent(s) speak(s) English	45,505	43	36	20	11	55	25	40
One of two parents speaks English	1,090	55	31	23	23	47	23	29
No parent speaks English	4,793	48	24	18	23	37	14	21
Student's grade level¹								
K – 1st grade	7,823	49	34	21	18	52	21	34
2nd – 3rd grade	7,696	51	33	22	18	54	25	38
4th – 5th grade	8,368	51	39	23	14	57	24	39
6th – 8th grade	12,170	47	37	20	11	53	25	41
9th – 10th grade	7,783	36	34	17	7	53	24	39
11th – 12th grade	7,543	27	30	13	7	48	22	34

See notes at end of table.

Table 8. Percentage of students in grades K through 12 whose parents reported outings with student in the past month, by type of outing and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Outings with student in past month						
		Visited a library	Went to a play, concert, or other live show	Visited an art gallery, museum, or historical site	Visited a zoo or aquarium	Attended event sponsored by religious group	Attended event sponsored by community or ethnic group	Attended athletic or sporting event
Total	51,388	44	35	20	12	53	24	38
Student's race/ethnicity								
White, non-Hispanic	31,931	41	36	19	9	54	24	40
Black, non-Hispanic	8,165	49	36	22	15	62	29	41
Hispanic	8,250	44	28	18	21	43	17	31
Asian or Pacific Islander, non-Hispanic	1,453	65	39	30	16	50	34	25
Other, non-Hispanic	1,588	44	34	24	12	50	24	35
Student's sex								
Male	26,328	39	32	20	12	52	23	41
Female	25,060	48	38	19	13	55	24	35

¹ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 8a. Standard errors of the percentage of students in grades K through 12 whose parents reported outings with student in the past month, by type of outing and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Outings with student in past month						
		Visited a library	Went to a play, concert, or other live show	Visited an art gallery, museum, or historical site	Visited a zoo or aquarium	Attended event sponsored by religious group	Attended event sponsored by community or ethnic group	Attended athletic or sporting event
Total	94.8	0.6	0.6	0.6	0.4	0.7	0.4	0.6
School type								
Public, assigned	288.1	0.7	0.7	0.6	0.5	0.8	0.5	0.7
Public, chosen	208.3	1.4	1.3	1.2	0.9	1.5	1.1	1.4
Private, church-related	165.0	2.2	2.2	1.6	1.6	1.9	1.7	2.0
Private, not church-related	87.1	3.3	3.2	3.6	2.3	3.6	2.6	3.2
School schedule								
Traditional	172.8	0.6	0.6	0.6	0.4	0.7	0.5	0.7
Year-round	165.5	2.3	1.9	1.7	2.0	2.5	2.0	2.5
Household poverty status								
Above poverty level	180.1	0.6	0.7	0.6	0.4	0.8	0.5	0.7
At or below poverty level	178.3	1.7	1.5	1.2	1.0	1.5	1.2	1.6
Parents' highest education level								
Less than high school	205.6	2.4	2.3	1.4	1.6	2.8	1.5	1.9
High school graduate or equivalent	280.2	1.1	1.2	1.2	0.9	1.3	1.0	1.3
Vocational/technical education after high school or some college	333.9	1.1	1.1	0.9	0.6	1.2	0.9	1.3
College graduate	281.7	1.2	1.2	1.3	0.9	1.3	1.1	1.3
Graduate or professional school	245.6	1.6	1.5	1.4	0.9	1.4	1.4	1.5
Parents' language								
Both/only parent(s) speak(s) English	194.9	0.6	0.6	0.6	0.4	0.7	0.5	0.7
One of two parents speaks English	85.9	4.0	3.7	3.5	3.6	3.8	3.4	3.7
No parent speaks English	157.9	2.0	1.5	1.5	1.9	2.0	1.2	1.6
Student's grade level¹								
K – 1st grade	32.5	1.3	1.3	1.0	1.1	1.3	1.2	1.4
2nd – 3rd grade	24.5	1.4	1.4	1.1	1.1	1.4	1.3	1.5
4th – 5th grade	30.1	1.3	1.2	1.3	0.9	1.3	1.1	1.4
6th – 8th grade	45.0	1.2	1.1	1.0	0.7	1.3	0.9	1.1
9th – 10th grade	28.4	1.4	1.2	1.0	0.8	1.5	1.0	1.3
11th – 12th grade	42.8	1.3	1.1	0.9	0.7	1.6	1.1	1.3

See notes at end of table.

Table 8a. Standard errors of the percentage of students in grades K through 12 whose parents reported outings with student in the past month, by type of outing and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Outings with student in past month						
		Visited a library	Went to a play, concert, or other live show	Visited an art gallery, museum, or historical site	Visited a zoo or aquarium	Attended event sponsored by religious group	Attended event sponsored by community or ethnic group	Attended athletic or sporting event
Total	94.8	0.6	0.6	0.6	0.4	0.7	0.4	0.6
Student's race/ethnicity								
White, non-Hispanic	178.3	0.7	0.8	0.7	0.5	1.0	0.6	0.7
Black, non-Hispanic	36.1	1.7	1.4	1.2	1.1	1.6	1.4	1.7
Hispanic	21.5	1.4	1.2	1.0	1.3	1.4	1.1	1.3
Asian or Pacific Islander, non-Hispanic	113.2	3.6	3.8	3.0	2.6	3.5	3.3	3.4
Other, non-Hispanic	124.7	3.5	3.2	2.7	1.9	4.0	2.9	3.8
Student's sex								
Male	282.6	0.8	0.7	0.7	0.5	0.9	0.7	0.9
Female	272.3	0.8	0.8	0.7	0.6	0.9	0.6	0.8

¹ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 9. Percentage distribution of students in grades K through 12, by statements regarding student's experience in school, parent's level of agreement with statement, and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Student experiences in school ¹															
		Student finds his/her schoolwork challenging				Student enjoys school				Most students and teachers in student's school respect each other				Student's school makes it easy for family to be involved there			
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
Total	51,388	27	60	11	2	40	50	8	2	39	52	6	2	43	50	6	1
School type																	
Public, assigned	37,875	25	61	12	2	38	51	9	3	34	56	7	2	39	53	6	1
Public, chosen	7,915	27	60	11	2	44	49	6	2	43	51	5	2	45	49	5	1
Private, church-related	4,317	38	55	7	1!	53	43	4	#	70	30	1!	#	64	35	1!	1!
Private, not church-related	1,280	43	48	9	#	49	42	7	2!	67	30	2!	1!	60	35	2!	1!
School schedule																	
Traditional	47,768	27	60	11	2	40	49	8	3	40	52	6	2	43	50	6	1
Year-round	3,620	26	61	11	2!	40	51	8	1	35	57	6	3!	38	56	5	1!
Household poverty status																	
Above poverty level	41,418	28	59	11	2	41	49	8	2	41	51	6	2	45	49	5	1
At or below poverty level	9,970	23	62	12	3	37	52	9	2	32	57	9	3	35	56	7	2
Parents' highest education level																	
Less than high school	3,638	19	68	11	2	32	58	8	2!	29	60	8	3	27	64	7	1!
High school graduate or equivalent	12,891	25	61	11	2	37	51	9	3	33	56	8	3	39	55	5	1
Vocational/technical education after high school or some college	16,186	26	60	12	2	39	50	9	3	38	54	7	2	43	49	6	2
College graduate	9,877	29	59	10	2	44	47	7	2	44	50	4	1	48	46	5	1
Graduate or professional school	8,797	33	56	9	2	47	46	5	2	51	45	4	1	49	46	4	1
Parents' language																	
Both/only parent(s) speak(s) English	45,505	27	59	11	2	40	49	8	3	40	52	6	2	44	49	6	1
One of two parents speaks English	1,090	30	58	9	3!	45	50	4	1!	37	59	3	2!	32	64	4	#
No parent speaks English	4,793	25	65	9	1!	38	57	4	1	34	59	6	1!	31	64	5	1
Student's grade level²																	
K – 1st grade	7,823	26	58	13	3	56	40	3	1	53	43	2	1	57	40	3	1
2nd – 3rd grade	7,696	27	60	11	2	50	45	4	1	52	44	3	1!	55	41	3	1
4th – 5th grade	8,368	30	61	8	1	42	49	7	1	46	50	4	1	49	47	3	1!
6th – 8th grade	12,170	28	59	11	2	34	55	8	3	33	56	8	2	36	56	6	1
9th – 10th grade	7,783	26	60	11	3	33	50	13	4	28	59	10	4	31	58	9	2
11th – 12th grade	7,543	25	61	12	2	29	55	12	4	27	61	10	2	32	58	9	1
Student's race/ethnicity																	
White, non-Hispanic	31,931	27	60	11	2	40	49	8	3	42	51	6	2	46	48	6	1
Black, non-Hispanic	8,165	25	60	12	3	39	50	8	2	33	56	8	3	38	55	5	2
Hispanic	8,250	26	62	10	2	39	53	6	2	35	56	7	2	36	57	6	1
Asian or Pacific Islander, non-Hispanic	1,453	33	53	12	1!	54	42	3	#	44	54	2!	#	37	59	4	#
Other, non-Hispanic	1,588	24	55	18	3!	39	49	9	3	37	50	12	1!	45	47	6	2!

See notes at end of table.

Table 9. Percentage distribution of students in grades K through 12, by statements regarding student's experience in school, parent's level of agreement with statement, and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Student experiences in school ¹															
		Student finds his/her schoolwork challenging				Student enjoys school				Most students and teachers in student's school respect each other				Student's school makes it easy for family to be involved there			
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
Total	51,388	27	60	11	2	40	50	8	2	39	52	6	2	43	50	6	1
Student's sex																	
Male	26,328	25	60	12	2	34	52	10	3	39	54	6	2	42	51	6	1
Female	25,060	29	60	10	2	46	47	5	2	40	51	7	2	44	49	5	1

Rounds to zero.

! Interpret data with caution.

¹ Parents were asked whether they strongly agreed (SA), agreed (A), disagreed (D), or strongly disagreed (SD) with statements about the child's school experiences.

² Students whose parents reported that their classes were "ungraded" were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 9a. Standard errors of the percentage distribution of students in grades K through 12, by statements regarding student’s experience in school, parent’s level of agreement with statement, and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Student experiences in school ¹															
		Student finds his/her schoolwork challenging				Student enjoys school				Most students and teachers in student’s school respect each other				Student’s school makes it easy for family to be involved there			
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
Total	94.8	0.5	0.6	0.3	0.2	0.5	0.6	0.3	0.2	0.5	0.5	0.3	0.2	0.6	0.6	0.3	0.1
School type																	
Public, assigned	288.1	0.5	0.7	0.4	0.2	0.7	0.7	0.4	0.2	0.5	0.6	0.4	0.2	0.7	0.7	0.3	0.1
Public, chosen	208.3	1.4	1.4	1.0	0.3	1.4	1.3	0.6	0.3	1.5	1.4	0.8	0.4	1.7	1.7	0.6	0.2
Private, church-related	165.0	1.8	1.8	1.0	0.4	1.8	1.9	0.7	0.2	2.0	1.9	0.6	0.1	2.1	2.0	0.3	0.5
Private, not church-related	87.1	3.3	3.3	2.0	0.3	3.3	3.2	2.0	0.7	3.1	3.0	1.2	0.6	3.6	3.5	0.8	0.8
School schedule																	
Traditional	172.8	0.5	0.6	0.4	0.2	0.6	0.6	0.3	0.2	0.5	0.6	0.3	0.2	0.6	0.6	0.3	0.1
Year-round	165.5	1.9	2.0	1.2	0.6	2.0	2.0	1.3	0.3	1.8	1.8	1.0	0.9	1.9	1.9	0.8	0.3
Household poverty status																	
Above poverty level	180.1	0.6	0.6	0.4	0.2	0.6	0.6	0.3	0.2	0.6	0.6	0.3	0.1	0.6	0.7	0.3	0.1
At or below poverty level	178.3	1.4	1.4	1.0	0.5	1.5	1.5	0.9	0.4	1.5	1.6	0.7	0.6	1.6	1.5	0.9	0.4
Parents’ highest education level																	
Less than high school	205.6	2.2	2.5	1.6	0.5	2.3	2.2	1.4	0.8	2.5	2.6	1.3	0.8	2.4	2.7	1.4	0.7
High school graduate or equivalent	280.2	0.9	1.0	0.7	0.4	1.1	1.1	0.6	0.4	1.1	1.3	0.7	0.4	1.2	1.2	0.6	0.2
Vocational/technical education after high school or some college	333.9	0.9	1.1	0.6	0.3	1.0	1.0	0.6	0.3	0.8	0.9	0.5	0.3	1.0	1.1	0.5	0.2
College graduate	281.7	1.0	1.0	0.7	0.3	1.1	1.1	0.6	0.3	1.3	1.3	0.6	0.3	1.2	1.3	0.6	0.3
Graduate or professional school	245.6	1.4	1.3	0.7	0.4	1.6	1.5	0.6	0.3	1.4	1.4	0.6	0.2	1.6	1.6	0.5	0.2
Parents’ language																	
Both/only parent(s) speak(s) English	194.9	0.5	0.6	0.4	0.2	0.5	0.6	0.3	0.2	0.6	0.6	0.3	0.2	0.6	0.7	0.3	0.1
One of two parents speaks English	85.9	3.0	3.4	1.7	1.0	3.6	3.4	1.1	0.6	3.8	3.8	0.9	1.1	3.5	3.5	1.0	0.3
No parent speaks English	157.9	1.5	1.7	1.0	0.4	2.0	2.0	0.7	0.2	2.0	2.1	0.8	0.3	1.8	1.8	0.7	0.2
Student’s grade level²																	
K – 1st grade	32.5	1.1	1.3	0.8	0.5	1.3	1.3	0.4	0.4	1.2	1.3	0.5	0.3	1.3	1.4	0.4	0.3
2nd – 3rd grade	24.5	1.3	1.4	0.9	0.5	1.3	1.3	0.6	0.2	1.3	1.3	0.4	0.3	1.4	1.4	0.5	0.3
4th – 5th grade	30.1	1.2	1.4	0.9	0.2	1.4	1.4	0.7	0.3	1.2	1.3	0.6	0.3	1.4	1.4	0.5	0.2
6th – 8th grade	45.0	1.1	1.3	0.8	0.4	1.2	1.1	0.6	0.3	0.9	1.0	0.6	0.4	1.1	1.1	0.5	0.2
9th – 10th grade	28.4	1.2	1.3	0.8	0.5	1.2	1.3	0.9	0.5	1.2	1.3	0.7	0.4	1.3	1.3	0.7	0.3
11th – 12th grade	42.8	1.2	1.3	1.0	0.4	1.3	1.3	1.0	0.6	1.3	1.4	0.9	0.3	1.4	1.6	0.9	0.3
Student’s race/ethnicity																	
White, non-Hispanic	178.3	0.6	0.7	0.4	0.2	0.7	0.6	0.4	0.2	0.8	0.8	0.4	0.2	0.6	0.7	0.3	0.2
Black, non-Hispanic	36.1	1.1	1.5	0.9	0.6	1.5	1.5	0.9	0.4	1.4	1.5	1.0	0.6	1.6	1.7	0.8	0.4
Hispanic	21.5	1.3	1.3	0.6	0.3	1.2	1.3	0.6	0.3	1.3	1.4	0.7	0.3	1.4	1.3	0.6	0.2
Asian or Pacific Islander, non-Hispanic	113.2	3.1	3.2	2.0	0.6	3.5	3.3	1.1	0.1	3.7	3.6	0.8	0.3	3.3	3.5	1.1	0.3
Other, non-Hispanic	124.7	2.8	3.5	2.5	1.0	2.9	3.2	1.7	0.9	3.5	3.9	3.2	0.5	4.0	4.2	1.6	0.9

See notes at end of table.

Table 9a. Standard errors of the percentage distribution of students in grades K through 12, by statements regarding student’s experience in school, parent’s level of agreement with statement, and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Student experiences in school ¹																
		Student finds his/her schoolwork challenging				Student enjoys school				Most students and teachers in student’s school respect each other				Student’s school makes it easy for family to be involved there				
		SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD	
Total	94.8	0.5	0.6	0.3	0.2	0.5	0.6	0.3	0.2	0.5	0.5	0.3	0.2	0.6	0.6	0.3	0.1	
Student’s sex																		
Male	282.6	0.6	0.8	0.5	0.2	0.7	0.8	0.5	0.3	0.7	0.7	0.4	0.2	0.8	0.8	0.4	0.1	
Female	272.3	0.7	0.8	0.5	0.2	0.8	0.8	0.3	0.2	0.8	0.8	0.4	0.2	0.8	0.9	0.4	0.2	

¹ Parents were asked whether they strongly agreed (SA), agreed (A), disagreed (D), or strongly disagreed (SD) with statements about the child’s school experiences.

² Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 10. Percentage of students in grades K through 12 whose parents reported educational expectations and plans to help pay for education after high school, by educational attainment expectation and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Parent expects student to...						Family plans to help pay for student education after high school ¹
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree	
Total	51,388	#	7	7	16	39	30	83
School type								
Public, assigned	37,875	#	8	8	17	39	28	82
Public, chosen	7,915	1	9	7	16	35	33	79
Private, church-related	4,317	#	2	2	9	45	41	91
Private, not church-related	1,280	1 !	6	6	7	32	48	92
School schedule								
Traditional	47,768	#	7	7	15	39	31	83
Year-round	3,620	1 !	11	8	17	34	29	66
Household poverty status								
Above poverty level	41,418	#	6	7	15	41	32	86
At or below poverty level	9,970	1	15	9	20	30	26	64
Parents' highest education level								
Less than high school	3,638	1 !	23	10	20	27	20	59
High school graduate or equivalent	12,891	1	14	11	25	30	20	75
Vocational/technical education after high school or some college	16,186	#	6	9	18	39	27	81
College graduate	9,877	#	2	3	8	55	33	91
Graduate or professional school	8,797	#	1	3	4	38	54	93
Parents' language								
Both/only parent(s) speak(s) English	45,505	#	7	8	16	39	29	85
One of two parents speaks English	1,090	0	6	4	14	27	49	66
No parent speaks English	4,793	1 !	9	4	10	36	41	61
Student's grade level²								
K – 1st grade	7,823	#	6	4	13	44	34	†
2nd – 3rd grade	7,696	#	7	5	15	40	33	†
4th – 5th grade	8,368	#	7	7	16	39	30	†
6th – 8th grade	12,170	#	8	8	15	37	31	83
9th – 10th grade	7,783	1	10	10	17	35	27	82
11th – 12th grade	7,543	1 !	7	11	17	38	27	83
Student's race/ethnicity								
White, non-Hispanic	31,931	1	7	8	15	42	27	87
Black, non-Hispanic	8,165	#	9	7	17	30	36	76
Hispanic	8,250	#	8	6	16	36	34	72
Asian or Pacific Islander, non-Hispanic	1,453	#	2 !	1 !	9	30	56	76
Other, non-Hispanic	1,588	1 !	10	8	20	31	29	85

See notes at end of table.

Table 10. Percentage of students in grades K through 12 whose parents reported educational expectations and plans to help pay for education after high school, by educational attainment expectation and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Parent expects student to...						Family plans to help pay for student education after high school ¹
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree	
Total	51,388	#	7	7	16	39	30	83
Student's sex								
Male	26,328	1	9	10	15	38	28	82
Female	25,060	#	6	5	16	39	33	83
Student grades or marks³								
Mostly A's or excellent	20,868	#	3	2	9	40	45	85
Mostly B's or above average	18,673	#	6	7	19	43	24	83
Mostly C's or average	9,785	1	16	14	22	31	15	76
Mostly D's or lower, or below average or failing	2,062	5	25	23	17	20	10	75

† Not applicable.

Rounds to zero.

! Interpret data with caution.

¹ This question was only asked of parents of children in grades 6 through 12 who expected their children to continue education after high school.

² Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

³ Parents were asked whether overall, across all subjects, the student got mostly A's, mostly B's, mostly C's, mostly D's or lower, or whether the student's school did not give those grades. If the student's school did not give letter grades (e.g., A, B, C), they were asked whether the parent would describe the student's work at school as excellent, above average, average, below average, or failing. The two questions about grades or marks were combined for the table.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 10a. Standard errors of the percentage of students in grades K through 12 whose parents reported educational expectations and plans to help pay for education after high school, by educational attainment expectation and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Parent expects student to...						Family plans to help pay for student education after high school ¹
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree	
Total	94.8	0.1	0.3	0.3	0.4	0.5	0.6	0.8
School type								
Public, assigned	288.1	0.1	0.4	0.4	0.5	0.6	0.6	1.0
Public, chosen	208.3	0.2	0.9	0.6	1.2	1.2	1.2	1.8
Private, church-related	165.0	0.2	0.8	0.4	1.1	1.9	1.7	1.4
Private, not church-related	87.1	0.7	1.7	1.9	1.8	2.5	2.9	2.8
School schedule								
Traditional	172.8	0.1	0.3	0.3	0.4	0.5	0.6	0.8
Year-round	165.5	0.5	1.2	1.1	1.8	2.1	1.8	3.3
Household poverty status								
Above poverty level	180.1	0.1	0.3	0.3	0.5	0.6	0.6	0.7
At or below poverty level	178.3	0.2	1.2	0.8	1.2	1.0	1.4	2.5
Parents' highest education level								
Less than high school	205.6	0.4	2.6	1.6	2.0	2.0	2.0	3.0
High school graduate or equivalent	280.2	0.1	0.9	0.7	1.1	1.1	1.0	1.6
Vocational/technical education after high school or some college	333.9	0.1	0.5	0.5	0.8	1.0	0.9	1.6
College graduate	281.7	0.1	0.3	0.4	0.8	1.2	1.3	1.0
Graduate or professional school	245.6	0.2	0.2	0.4	0.5	1.4	1.4	0.9
Parents' language								
Both/only parent(s) speak(s) English	194.9	0.1	0.3	0.3	0.5	0.6	0.6	0.7
One of two parents speaks English	85.9	0.0	1.4	1.1	2.6	3.4	4.1	4.6
No parent speaks English	157.9	0.2	1.0	0.6	1.2	2.1	1.9	2.7
Student's grade level²								
K – 1st grade	32.5	0.1	0.6	0.6	0.9	1.5	1.2	†
2nd – 3rd grade	24.5	0.1	0.7	0.5	1.2	1.2	1.2	†
4th – 5th grade	30.1	0.1	0.7	0.8	1.1	1.5	1.3	†
6th – 8th grade	45.0	0.2	0.7	0.6	0.7	1.0	1.0	1.0
9th – 10th grade	28.4	0.3	1.0	0.8	1.0	1.2	1.1	1.2
11th – 12th grade	42.8	0.3	0.8	0.9	1.0	1.3	1.3	1.3
Student's race/ethnicity								
White, non-Hispanic	178.3	0.1	0.4	0.4	0.5	0.7	0.7	0.8
Black, non-Hispanic	36.1	0.2	1.1	0.7	1.2	1.2	1.4	2.1
Hispanic	21.5	0.2	0.7	0.5	0.9	1.3	1.3	2.1
Asian or Pacific Islander, non-Hispanic	113.2	0.3	1.3	0.7	2.5	2.6	3.1	3.8
Other, non-Hispanic	124.7	0.4	3.3	2.0	2.8	3.1	2.9	3.5

See notes at end of table.

Table 10a. Standard errors of the percentage of students in grades K through 12 whose parents reported educational expectations and plans to help pay for education after high school, by educational attainment expectation and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Parent expects student to...						Family plans to help pay for student education after high school ¹
		Receive less than a high school diploma	Graduate from high school	Attend vocational or technical school after high school	Attend 2 or more years of college	Finish 4- or 5-year college degree	Earn a graduate or professional degree	
Total	94.8	0.1	0.3	0.3	0.4	0.5	0.6	0.8
Student's sex								
Male	282.6	0.1	0.5	0.4	0.6	0.7	0.7	1.0
Female	272.3	0.1	0.4	0.4	0.7	0.7	0.8	0.8
Student grades or marks³								
Mostly A's or excellent	283.8	0.1	0.3	0.2	0.5	0.9	0.9	1.0
Mostly B's or above average	268.1	0.0	0.5	0.5	0.8	1.0	0.8	1.1
Mostly C's or average	251.6	0.2	1.0	0.9	1.0	1.3	0.8	2.0
Mostly D's or lower, or below average or failing	131.4	1.3	2.3	2.4	2.1	2.8	1.5	3.9

† Not applicable.

¹ This question was only asked of parents of children in grades 6 through 12 who expected their children to continue education after high school.

² Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

³ Parents were asked whether overall, across all subjects, the student got mostly A's, mostly B's, mostly C's, mostly D's or lower, or whether the student's school did not give those grades. If the student's school did not give letter grades (e.g., A, B, C), they were asked whether the parent would describe the student's work at school as excellent, above average, average, below average, or failing. The two questions about grades or marks were combined for the table.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 11. Percentage of students in grades K through 12 who participated in activities in and out of school, by selected activity categories and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Student participated in school activities	Out-of-school activities						
			Music lessons	Religious group	Organized sports	Scouting	Educational programs	College prep ¹	Other
Total	51,388	58	17	58	42	24	21	15	2
School type									
Public, assigned	37,875	57	16	58	41	23	21	15	3
Public, chosen	7,915	51	17	57	38	24	24	18	3
Private, church-related	4,317	71	24	63	55	29	22	17	2
Private, not church-related	1,280	68	32	49	50	25	28	18	2 !
School schedule									
Traditional	47,768	59	17	59	43	24	21	15	2
Year-round	3,620	43	13	48	33	15	25	20	2
Household poverty status									
Above poverty level	41,418	61	19	60	46	26	21	16	2
At or below poverty level	9,970	45	9	49	26	14	22	15	3
Parents' highest education level									
Less than high school	3,638	35	7	36	22	8	19	13	1 !
High school graduate or equivalent	12,891	49	8	49	30	16	21	13	2
Vocational/technical education after high school or some college	16,186	58	14	60	40	25	21	15	3
College graduate	9,877	66	23	66	54	29	20	17	2
Graduate or professional school	8,797	70	32	67	59	33	25	18	3
Parents' language									
Both/only parent(s) speak(s)									
English	45,505	60	17	61	44	25	22	15	2
One of two parents speaks									
English	1,090	51	20	50	35	18	27	20	4 !
No parent speaks English	4,793	41	14	31	28	11	19	15	2
Student's grade level²									
K – 1st grade	7,823	29	11	53	43	20	14	†	1
2nd – 3rd grade	7,696	43	15	60	48	31	20	†	2
4th – 5th grade	8,368	68	22	61	50	29	21	†	2
6th – 8th grade	12,170	72	20	61	46	21	22	7	2
9th – 10th grade	7,783	64	17	59	35	22	24	12	4
11th – 12th grade	7,543	60	13	51	28	21	27	33	4

See notes at end of table.

Table 11. Percentage of students in grades K through 12 who participated in activities in and out of school, by selected activity categories and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Student participated in school activities ¹	Out-of-school activities						
			Music lessons	Religious group	Organized sports	Scouting	Educational programs	College prep ¹	Other
Total	51,388	58	17	58	42	24	21	15	2
Student's race/ethnicity									
White, non-Hispanic	31,931	62	18	61	48	27	18	13	2
Black, non-Hispanic	8,165	53	14	67	30	20	32	26	2
Hispanic	8,250	46	13	40	32	15	19	15	2
Asian or Pacific Islander, non-Hispanic	1,453	61	33	56	39	21	33	23	3 !
Other, non-Hispanic	1,588	57	14	51	46	24	27	14	2 !
Student's sex									
Male	26,328	57	14	56	48	22	21	14	2
Female	25,060	59	19	60	36	26	22	16	3

† Not applicable.

! Interpret data with caution.

¹ This question was only asked of parents of children in grades 6 through 12.

² Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 11a. Standard errors of the percentage of students in grades K through 12 who participated in activities in and out of school, by selected activity categories and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Student participated in school activities	Out-of-school activities						
			Music lessons	Religious group	Organized sports	Scouting	Educational programs	College prep ¹	Other
Total	94.8	0.5	0.4	0.6	0.6	0.4	0.4	0.6	0.2
School type									
Public, assigned	288.1	0.6	0.5	0.7	0.6	0.5	0.5	0.6	0.2
Public, chosen	208.3	1.5	1.0	1.4	1.4	1.2	1.0	1.2	0.4
Private, church-related	165.0	1.7	1.5	1.9	2.1	1.6	1.4	1.8	0.4
Private, not church-related	87.1	3.4	2.8	3.5	3.3	2.6	3.3	3.1	0.9
School schedule									
Traditional	172.8	0.6	0.4	0.7	0.6	0.5	0.5	0.6	0.2
Year-round	165.5	2.2	1.3	2.2	2.1	1.4	1.8	2.7	0.5
Household poverty status									
Above poverty level	180.1	0.6	0.5	0.7	0.7	0.5	0.5	0.6	0.2
At or below poverty level	178.3	1.3	0.8	1.5	1.3	1.0	1.1	1.6	0.6
Parents' highest education level									
Less than high school	205.6	1.9	0.9	2.4	1.8	1.1	1.8	2.1	0.4
High school graduate or equivalent	280.2	1.1	0.7	1.4	1.0	0.9	1.1	1.2	0.4
Vocational/technical education after high school or some college	333.9	1.0	0.7	1.0	1.0	0.9	0.8	0.9	0.3
College graduate	281.7	1.1	0.9	1.5	1.3	1.0	1.1	0.9	0.3
Graduate or professional school	245.6	1.3	1.4	1.3	1.4	1.4	1.1	1.3	0.6
Parents' language									
Both/only parent(s) speak(s)									
English	194.9	0.6	0.4	0.7	0.6	0.5	0.5	0.6	0.2
One of two parents speaks									
English	85.9	3.6	3.1	3.8	3.6	2.6	3.2	4.3	1.4
No parent speaks English	157.9	1.8	1.2	1.8	1.9	1.0	1.3	1.8	0.5
Student's grade level²									
K – 1st grade	32.5	1.2	0.7	1.3	1.1	1.0	0.9	†	0.3
2nd – 3rd grade	24.5	1.3	1.0	1.3	1.4	1.1	0.9	†	0.4
4th – 5th grade	30.1	1.3	1.2	1.1	1.1	1.4	1.1	†	0.5
6th – 8th grade	45.0	1.0	0.8	1.3	1.1	0.9	0.9	0.6	0.4
9th – 10th grade	28.4	1.4	1.0	1.3	1.3	1.0	1.1	0.9	0.6
11th – 12th grade	42.8	1.3	0.9	1.3	1.3	1.2	1.2	1.4	0.5

See notes at end of table.

Table 11a. Standard errors of the percentage of students in grades K through 12 who participated in activities in and out of school, by selected activity categories and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Student participated in school activities	Out-of-school activities						
			Music lessons	Religious group	Organized sports	Scouting	Educational programs	College prep ¹	Other
Total	94.8	0.5	0.4	0.6	0.6	0.4	0.4	0.6	0.2
Student's race/ethnicity									
White, non-Hispanic	178.3	0.7	0.5	0.8	0.8	0.6	0.5	0.6	0.3
Black, non-Hispanic	36.1	1.6	1.2	1.7	1.5	1.2	1.6	2.1	0.5
Hispanic	21.5	1.2	0.9	1.2	1.2	0.9	0.9	1.2	0.4
Asian or Pacific Islander, non-Hispanic	113.2	2.9	3.3	3.6	3.8	2.2	3.3	3.9	1.1
Other, non-Hispanic	124.7	3.2	2.1	3.8	3.1	2.6	2.7	3.1	1.5
Student's sex									
Male	282.6	0.7	0.5	0.9	0.8	0.6	0.5	0.8	0.3
Female	272.3	0.7	0.6	0.8	0.7	0.6	0.6	0.8	0.3

† Not applicable.

¹ This question was only asked of parents of children in grades 6 through 12.

² Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 12. Percentage of students in grades K through 12 whose parents reported satisfaction with school provision of information, by type of information and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Percentage of parents reporting that school did “very well” at providing information about... ¹								
		Student’s performance	What children of the student’s age are like	Opportunities to volunteer	How to help student learn at home	Community services	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college ²	How to help student plan for work ²
Total	51,388	61	40	59	39	33	42	43	32	21
School type										
Public, assigned	37,875	58	37	56	38	32	39	41	30	19
Public, chosen	7,915	64	44	61	45	36	49	50	36	28
Private, church-related	4,317	74	50	82	38	39	47	47	44	22
Private, not church-related	1,280	76	56	73	50	40	51	57	53	25
School schedule										
Traditional	47,768	61	39	59	38	33	41	43	32	20
Year-round	3,620	63	51	56	50	42	52	52	37	29
Household poverty status										
Above poverty level	41,418	60	38	60	38	32	40	42	32	19
At or below poverty level	9,970	63	48	54	46	39	49	48	33	27
Parents’ highest education level										
Less than high school	3,638	62	47	49	49	40	50	48	38	34
High school graduate or equivalent	12,891	64	44	58	44	36	46	47	32	24
Vocational/technical education after high school or some college	16,186	60	38	56	37	32	40	43	29	19
College graduate	9,877	60	37	62	36	30	38	39	33	16
Graduate or professional school	8,797	60	37	67	37	33	39	42	34	17
Parents’ language										
Both/only parent(s) speak(s)										
English	45,505	61	38	60	38	32	40	43	31	19
One of two parents speaks										
English	1,090	65	57	58	52	46	59	57	39	32
No parent speaks English	4,793	63	51	49	49	43	54	47	38	32
Student’s grade level³										
K – 1st grade	7,823	65	55	74	56	41	60	51	—	—
2nd – 3rd grade	7,696	67	49	74	53	42	54	52	—	—
4th – 5th grade	8,368	65	45	70	45	37	45	47	—	—
6th – 8th grade	12,170	62	35	54	33	29	36	41	20	14
9th – 10th grade	7,783	54	28	39	27	26	28	38	38	24
11th – 12th grade	7,543	51	27	45	23	27	28	33	46	28

See notes at end of table.

Table 12. Percentage of students in grades K through 12 whose parents reported satisfaction with school provision of information, by type of information and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Percentage of parents reporting that school did “very well” at providing information about... ¹								
		Student’s performance	What children of the student’s age are like	Opportunities to volunteer	How to help student learn at home	Community services	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college ²	How to help student plan for work ²
Total	51,388	61	40	59	39	33	42	43	32	21
Student’s race/ethnicity										
White, non-Hispanic	31,931	60	36	61	35	31	37	40	30	18
Black, non-Hispanic	8,165	67	45	58	48	36	48	48	34	24
Hispanic	8,250	61	50	56	47	42	52	50	38	29
Asian or Pacific Islander, non-Hispanic	1,453	62	43	50	41	34	44	42	35	21
Other, non-Hispanic	1,588	59	40	60	41	32	43	49	26	20
Student’s sex										
Male	26,328	60	39	57	38	32	41	44	31	21
Female	25,060	62	41	61	40	34	43	43	33	20

— Not available.

¹ Parents of students in grades K through 12 were asked to rate school performance relative to the provision of seven types of information (items 1-7 in the list below). Parents of students in grades 6 through 12 were asked to rate school performance for the provision of nine types of information (items 1-9 in the list that follows): (1) letting them know between report cards about student’s school performance; (2) helping them understand what children of the student’s age are like; (3) making them aware of chances to volunteer at school; (4) helping them help their child learn at home; (5) providing information about community services; (6) providing information about how to help with homework; (7) providing information about why their child was placed in particular groups or classes; (8) providing information on how to help their child plan for college or vocational school; and (9) providing information about how to help their child plan for work after completing his or her education. Response options were does it “very well,” “just okay,” “not very well,” “doesn’t do it at all,” or “don’t know.”

² This question was only asked of parents of children in grades 6 through 12.

³ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 12a. Standard errors of the percentage of students in grades K through 12 whose parents reported satisfaction with school provision of information, by type of information and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Percentage of parents reporting that school did “very well” at providing information about... ¹								
		Student’s performance	What children of the student’s age are like	Opportunities to volunteer	How to help student learn at home	Community services	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college ²	How to help student plan for work ²
Total	94.8	0.6	0.5	0.6	0.5	0.6	0.5	0.5	0.7	0.6
School type										
Public, assigned	288.1	0.6	0.6	0.7	0.6	0.7	0.6	0.6	0.8	0.7
Public, chosen	208.3	1.8	1.6	1.7	1.6	1.6	1.6	1.6	2.3	2.0
Private, church-related	165.0	1.9	1.7	1.4	1.8	1.7	2.0	1.7	2.2	2.0
Private, not church-related	87.1	2.7	3.2	3.5	3.3	3.3	3.2	3.4	4.3	3.6
School schedule										
Traditional	172.8	0.6	0.5	0.6	0.5	0.6	0.5	0.6	0.7	0.6
Year-round	165.5	2.1	2.6	1.7	2.2	2.3	2.2	2.3	3.5	2.8
Household poverty status										
Above poverty level	180.1	0.7	0.6	0.6	0.6	0.6	0.6	0.6	0.8	0.6
At or below poverty level	178.3	1.6	1.3	1.5	1.5	1.4	1.5	1.6	2.0	1.6
Parents’ highest education level										
Less than high school	205.6	2.5	2.3	2.4	2.3	2.2	2.3	2.4	3.0	2.9
High school graduate or equivalent	280.2	1.2	1.3	1.0	1.2	1.1	1.1	1.2	1.5	1.3
Vocational/technical education after high school or some college	333.9	1.0	1.0	1.1	1.0	1.0	1.1	1.1	1.3	1.2
College graduate	281.7	1.4	1.2	1.3	1.2	1.3	1.2	1.2	1.5	1.2
Graduate or professional school	245.6	1.2	1.2	1.4	1.3	1.3	1.4	1.2	1.8	1.3
Parents’ language										
Both/only parent(s) speak(s)										
English	194.9	0.6	0.6	0.6	0.5	0.6	0.5	0.6	0.8	0.6
One of two parents speaks										
English	85.9	3.8	3.7	3.9	3.3	3.1	3.1	3.7	4.8	4.7
No parent speaks English	157.9	1.7	1.7	2.0	2.0	1.9	2.0	1.9	2.3	2.4
Student’s grade level³										
K – 1st grade	32.5	1.4	1.6	1.3	1.3	1.3	1.3	1.5	—	—
2nd – 3rd grade	24.5	1.5	1.4	1.2	1.5	1.3	1.5	1.3	—	—
4th – 5th grade	30.1	1.3	1.3	1.3	1.3	1.4	1.2	1.2	—	—
6th – 8th grade	45.0	1.1	1.0	1.0	1.2	1.0	1.1	1.1	0.9	0.7
9th – 10th grade	28.4	1.4	1.2	1.4	1.3	1.1	1.0	1.3	1.2	1.1
11th – 12th grade	42.8	1.4	1.2	1.3	1.2	1.2	1.3	1.2	1.5	1.2

See notes at end of table.

Table 12a. Standard errors of the percentage of students in grades K through 12 whose parents reported satisfaction with school provision of information, by type of information and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Percentage of parents reporting that school did “very well” at providing information about... ¹								
		Student’s performance	What children of the student’s age are like	Opportunities to volunteer	How to help student learn at home	Community services	How to help with homework	Why student is placed in particular groups or classes	How to help student plan for college ²	How to help student plan for work ²
Total	94.8	0.6	0.5	0.6	0.5	0.6	0.5	0.5	0.7	0.6
Student’s race/ethnicity										
White, non-Hispanic	178.3	0.7	0.7	0.7	0.6	0.7	0.7	0.7	0.9	0.7
Black, non-Hispanic	36.1	1.6	1.5	1.7	1.8	1.5	1.6	1.7	2.2	1.7
Hispanic	21.5	1.3	1.4	1.3	1.3	1.4	1.3	1.3	1.8	1.6
Asian or Pacific Islander, non-										
Hispanic	113.2	3.1	3.3	3.7	3.3	2.8	3.1	2.9	4.7	3.7
Other, non-Hispanic	124.7	3.1	3.5	3.6	3.1	3.1	3.2	3.6	5.0	4.4
Student’s sex										
Male	282.6	0.8	0.8	0.7	0.8	0.7	0.7	0.8	0.9	0.8
Female	272.3	0.8	0.8	0.8	0.8	0.8	0.8	0.8	1.0	0.8

— Not available.

¹ Parents of students in grades K through 12 were asked to rate school performance relative to the provision of seven types of information (items 1-7 in the list below). Parents of students in grades 6 through 12 were asked to rate school performance for the provision of nine types of information (items 1-9 in the list that follows): (1) letting them know between report cards about student’s school performance; (2) helping them understand what children of the student’s age are like; (3) making them aware of chances to volunteer at school; (4) helping them help their child learn at home; (5) providing information about community services; (6) providing information about how to help with homework; (7) providing information about why their child was placed in particular groups or classes; (8) providing information on how to help their child plan for college or vocational school; and (9) providing information about how to help their child plan for work after completing his or her education. Response options were does it “very well,” “just okay,” “not very well,” “doesn’t do it at all,” or “don’t know.”

² This question was only asked of parents of children in grades 6 through 12.

³ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 13. Percentage of students in grades K through 12 whose parents reported satisfaction with school characteristics, by selected school characteristics and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Parent reports of being “very satisfied” ¹				Amount of homework assigned is “about right” ²	Amount of standardized testing is “about right” ³
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school		
Total	51,388	61	64	61	63	76	77
School type							
Public, assigned	37,875	57	61	58	60	75	75
Public, chosen	7,915	68	68	66	67	76	79
Private, church-related	4,317	78	75	81	82	82	89
Private, not church-related	1,280	75	73	81	81	80	88
School schedule							
Traditional	47,768	61	63	61	63	76	77
Year-round	3,620	59	64	60	65	77	77
Household poverty status							
Above poverty level	41,418	62	64	62	64	76	77
At or below poverty level	9,970	57	61	58	61	74	76
Parents’ highest education level							
Less than high school	3,638	56	61	58	63	78	77
High school graduate or equivalent	12,891	59	63	60	61	77	80
Vocational/technical education after high school or some college	16,186	60	64	60	62	73	76
College graduate	9,877	64	63	64	65	77	77
Graduate or professional school	8,797	64	65	64	66	77	75
Parents’ language							
Both/only parent(s) speak(s) English	45,505	61	63	61	63	75	77
One of two parents speaks English	1,090	60	68	64	68	72	80
No parent speaks English	4,793	61	65	62	63	80	79
Student’s grade level⁴							
K – 1st grade	7,823	73	78	72	76	83	80
2nd – 3rd grade	7,696	71	76	68	72	81	78
4th – 5th grade	8,368	67	70	64	69	74	76
6th – 8th grade	12,170	55	57	57	59	71	75
9th – 10th grade	7,783	52	51	54	52	73	77
11th – 12th grade	7,543	52	53	56	54	76	77

See notes at end of table.

Table 13. Percentage of students in grades K through 12 whose parents reported satisfaction with school characteristics, by selected school characteristics and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Parent reports of being “very satisfied” ¹				Amount of homework assigned is “about right” ²	Amount of standardized testing is “about right” ³
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school		
Total	51,388	61	64	61	63	76	77
Student’s race/ethnicity							
White, non-Hispanic	31,931	64	65	62	65	76	77
Black, non-Hispanic	8,165	54	57	57	60	73	75
Hispanic	8,250	61	66	63	64	78	79
Asian or Pacific Islander, non-Hispanic	1,453	54	59	54	59	73	79
Other, non-Hispanic	1,588	56	61	59	56	70	74
Student’s sex							
Male	26,328	60	62	60	62	75	76
Female	25,060	63	65	63	64	77	79

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

² Response options were “the amount is about right,” “it’s too much,” or “it’s too little.” This estimate pertains only to the children whose parents reported that their children did homework outside of school.

³ Response options were “doing about the right amount of standardized testing and assessment,” “doing too much,” or “doing too little.”

⁴ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 13a. Standard errors of the percentage of students in grades K through 12 whose parents reported satisfaction with school characteristics, by selected school characteristics and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Parent reports of being “very satisfied” ¹				Amount of homework assigned is “about right” ²	Amount of standardized testing is “about right” ³
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school		
Total	94.8	0.6	0.5	0.6	0.6	0.5	0.5
School type							
Public, assigned	288.1	0.8	0.7	0.7	0.7	0.5	0.6
Public, chosen	208.3	1.6	1.4	1.6	1.6	1.3	1.3
Private, church-related	165.0	1.7	1.5	1.6	1.6	1.3	1.4
Private, not church-related	87.1	3.0	3.0	2.9	2.8	2.6	2.8
School schedule							
Traditional	172.8	0.6	0.6	0.6	0.6	0.5	0.6
Year-round	165.5	2.2	1.7	2.1	2.0	2.1	2.0
Household poverty status							
Above poverty level	180.1	0.7	0.6	0.7	0.6	0.5	0.6
At or below poverty level	178.3	1.6	1.5	1.6	1.6	1.3	1.3
Parents’ highest education level							
Less than high school	205.6	2.2	2.5	2.7	2.2	1.8	2.2
High school graduate or equivalent	280.2	1.4	1.3	1.2	1.2	1.1	1.2
Vocational/technical education after high school or some college	333.9	1.0	0.9	1.2	1.0	1.0	1.1
College graduate	281.7	1.3	1.2	1.4	1.4	0.9	1.1
Graduate or professional school	245.6	1.5	1.4	1.3	1.4	1.1	1.3
Parents’ language							
Both/only parent(s) speak(s) English	194.9	0.7	0.6	0.7	0.6	0.5	0.6
One of two parents speaks English	85.9	3.6	3.1	3.5	3.5	3.0	3.2
No parent speaks English	157.9	1.9	1.9	2.0	1.8	1.2	1.6
Student’s grade level⁴							
K – 1st grade	32.5	1.2	1.1	1.2	1.2	1.1	1.2
2nd – 3rd grade	24.5	1.4	1.2	1.4	1.2	1.2	1.2
4th – 5th grade	30.1	1.4	1.3	1.4	1.3	1.2	1.0
6th – 8th grade	45.0	1.2	1.2	1.2	1.1	1.1	0.9
9th – 10th grade	28.4	1.3	1.4	1.4	1.4	1.3	1.1
11th – 12th grade	42.8	1.5	1.4	1.3	1.6	1.1	1.1

See notes at end of table.

Table 13a. Standard errors of the percentage of students in grades K through 12 whose parents reported satisfaction with school characteristics, by selected school characteristics and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Parent reports of being “very satisfied” ¹				Amount of homework assigned is “about right” ²	Amount of standardized testing is “about right” ³
		With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school		
Total	94.8	0.6	0.5	0.6	0.6	0.5	0.5
Student’s race/ethnicity							
White, non-Hispanic	178.3	0.8	0.7	0.8	0.7	0.6	0.7
Black, non-Hispanic	36.1	1.8	1.7	1.8	1.7	1.4	1.6
Hispanic	21.5	1.4	1.1	1.2	1.3	1.1	1.1
Asian or Pacific Islander, non-Hispanic	113.2	3.6	3.2	3.6	3.4	2.7	2.6
Other, non-Hispanic	124.7	3.4	3.2	3.9	3.2	3.2	3.8
Student’s sex							
Male	282.6	0.9	0.8	0.9	0.9	0.7	0.7
Female	272.3	0.8	0.8	0.7	0.9	0.6	0.8

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

² Response options were “the amount is about right,” “it’s too much,” or “it’s too little.” This estimate pertains only to the children whose parents reported that their children did homework outside of school.

³ Response options were “doing about the right amount of standardized testing and assessment,” “doing too much,” or “doing too little.”

⁴ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 14. Percentage distribution of public school students in grades K through 12 by school choice and percent of students whose families moved to neighborhood for students to attend school, by household and student characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Enrollment by school choice			Family moved to neighborhood so student eligible for school
		Student is in assigned school	Student is in chosen school	Student's assigned school is school of choice	
Total	45,790	83	15	2	26
Household poverty status					
Above poverty level	36,181	83	15	2	27
At or below poverty level	9,609	82	17	2	22
Parents' highest education level					
Less than high school	3,535	80	18	2 !	22
High school graduate or equivalent	12,262	83	15	2	24
Vocational/technical education after high school or some college	14,822	83	15	2	24
College graduate	8,144	83	14	2	29
Graduate or professional school	7,028	83	16	2	35
Parents' language					
Both/only parent(s) speak(s) English	40,298	83	16	2	26
One of two parents speaks English	991	76	22	3 !	30
No parent speaks English	4,501	85	13	1	29
Student's grade level¹					
K – 1st grade	6,798	82	16	2	26
2nd – 3rd grade	6,770	81	17	2	26
4th – 5th grade	7,436	81	16	2	
6th – 8th grade	10,903	84	15	1	27
9th – 10th grade	7,058	83	15	2	24
11th – 12th grade	6,819	85	14	1	27
Student's race/ethnicity					
White, non-Hispanic	27,955	85	13	2	28
Black, non-Hispanic	7,472	74	25	1	19
Hispanic	7,672	84	14	2	26
Asian or Pacific Islander, non-Hispanic	1,252	78	22	#	33
Other, non-Hispanic	1,439	79	21	1 !	19
Student's sex					
Male	23,496	83	15	2	26
Female	22,295	83	15	2	26

Rounds to zero.

! Interpret data with caution.

¹ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 14a. Standard errors of the percentage distribution of public school students in grades K through 12 by school choice and percent of students whose families moved to neighborhood for students to attend school, by household and student characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Enrollment by school choice			Family moved to neighborhood so student eligible for school
		Student is in assigned school	Student is in chosen school	Student's assigned school is school of choice	
Total	213.6	0.5	0.4	0.2	0.6
Household poverty status					
Above poverty level	250.5	0.5	0.5	0.2	0.7
At or below poverty level	184.3	1.0	1.0	0.3	1.4
Parents' highest education level					
Less than high school	199.5	1.8	1.8	0.6	2.1
High school graduate or equivalent	274.7	0.9	0.9	0.3	1.5
Vocational/technical education after high school or some college	330.2	0.8	0.8	0.3	1.1
College graduate	255.3	1.0	1.0	0.4	1.2
Graduate or professional school	237.3	1.3	1.3	0.4	1.7
Parents' language					
Both/only parent(s) speak(s) English	251.3	0.5	0.5	0.2	0.6
One of two parents speaks English	81.6	3.4	3.2	1.2	3.8
No parent speaks English	143.5	1.4	1.4	0.3	1.6
Student's grade level¹					
K – 1st grade	74.2	1.0	1.0	0.4	1.4
2nd – 3rd grade	61.1	1.3	1.2	0.4	1.3
4th – 5th grade	73.8	1.1	1.0	0.5	1.3
6th – 8th grade	87.9	0.9	1.0	0.3	1.1
9th – 10th grade	70.1	1.0	0.9	0.3	1.4
11th – 12th grade	74.3	0.9	0.9	0.3	1.3
Student's race/ethnicity					
White, non-Hispanic	230.8	0.5	0.5	0.3	0.9
Black, non-Hispanic	75.2	1.5	1.5	0.3	1.3
Hispanic	59.3	1.1	1.0	0.4	1.1
Asian or Pacific Islander, non-Hispanic	104.8	3.7	3.6	0.4	3.9
Other, non-Hispanic	117.5	3.2	3.0	0.6	3.1
Student's sex					
Male	285.7	0.6	0.6	0.2	0.8
Female	267.6	0.6	0.6	0.3	0.9

Rounds to zero.

¹ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 15. Percentage of students with disabilities in grades K through 12 who received services from public and private sources, by source of services and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Source of services for student's special health needs				Individualized Education Programs (IEP) and special education ¹		
		Local school district	State or local health or social service agency	Doctor, clinic, or other health care provider	Other source	Services were provided through an IEP	Family worked with school to develop or change IEP ²	Student currently in special education classes
Total	14,384	33	15	61	3	34	89	28
School type								
Public, assigned	10,640	35	16	62	3	34	89	29
Public, chosen	2,382	35	18	59	4	38	86	29
Private, church-related	943	14	4 !	56	7	13	95	7 !
Private, not church-related	420	26	13 !	66	13 !	40	94	32
Household poverty status								
Above poverty level	11,290	32	11	62	4	35	92	27
At or below poverty level	3,094	36	29	57	3	31	76	33
Parents' highest education level								
Less than high school	1,177	39	27	55	2 !	32	71	35
High school graduate or equivalent	3,835	38	20	54	3	34	89	33
Vocational/technical education after high school or some college	4,678	33	16	65	4	36	90	29
College graduate	2,345	27	8	61	4	30	88	19
Graduate or professional school	2,349	29	8	66	3	33	96	22
Parents' language								
Both/only parent(s) speak(s) English	13,147	34	14	61	4	35	90	29
One of two parents speaks English	181	33	24	68	4 !	29	89	30
No parent speaks English	1,056	27	26	54	0	15	48	16
Disability affects student's ability to learn								
Yes	5,252	55	21	60	6	58	91	53
No	9,132	20	12	61	2	18	84	12
Student's grade level³								
K – 1st grade	1,616	39	15	57	3 !	36	91	23
2nd – 3rd grade	2,150	36	17	61	3	34	85	28
4th – 5th grade	2,416	36	14	65	3	34	93	30
6th – 8th grade	3,614	34	16	62	4	33	88	29
9th – 10th grade	2,354	29	16	59	4	35	89	31
11th – 12th grade	2,229	26	14	57	4	32	90	23
Student's race/ethnicity								
White, non-Hispanic	9,412	33	11	62	3	34	92	28
Black, non-Hispanic	2,122	36	26	58	4	40	81	37
Hispanic	2,121	30	20	56	3	22	75	21
Asian or Pacific Islander, non-Hispanic	283	38	23 !	69	0	41	93	23
Other, non-Hispanic	445	39	19	66	6 !	35	96	23

See notes at end of table.

Table 15. Percentage of students with disabilities in grades K through 12 who received services from public and private sources, by source of services and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Source of services for student's special health needs				Individualized Education Programs (IEP) and special education ¹		
		Local school district	State or local health or social service agency	Doctor, clinic, or other health care provider	Other source	Services were provided through an IEP	Family worked with school to develop or change IEP ²	Student currently in special education classes
Total	14,384	33	15	61	3	34	89	28
Student's sex								
Male	8,496	38	16	60	4	40	90	32
Female	5,888	26	14	63	3	24	87	22

! Interpret data with caution.

¹ Estimates pertain only to the students whose parents reported that their children received services.

² Estimates pertain only to the students whose parents reported that their children received services through an IEP.

³ Students whose parents reported that their classes were "ungraded" were excluded from the analyses of grade level.

NOTE: Estimates pertain to students whose parents indicated they had one or more of the following disabilities: a specific learning disability; mental retardation; speech or language delay; a serious emotional disturbance; deafness or another hearing impairment; blindness or another visual impairment; an orthopedic impairment; another health impairment lasting 6 months or more; autism; attention deficit disorder (ADD, ADHD); or pervasive developmental disorder (PDD). Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

Table 15a. Standard errors of the percentage of students with disabilities in grades K through 12 who received services from public and private sources, by source of services and selected characteristics: 2002–03

Characteristic	Number of students in grades K through 12 (thousands)	Source of services for student's special health needs				Individualized Education Programs (IEP) and special education ¹		
		Local school district	State or local health or social service agency	Doctor, clinic, or other health care provider	Other source	Services were provided through an IEP	Family worked with school to develop or change IEP ²	Student currently in special education classes
Total	265.5	1.1	0.8	1.1	0.4	1.3	1.2	1.1
School type								
Public, assigned	268.8	1.4	0.9	1.3	0.4	1.6	1.4	1.4
Public, chosen	107.3	2.7	2.1	2.5	0.9	2.8	3.4	2.9
Private, church-related	67.8	2.1	1.3	3.8	2.1	2.9	5.1	2.4
Private, not church-related	59.4	5.9	4.3	7.5	5.0	7.8	3.9	6.5
Household poverty status								
Above poverty level	249.2	1.2	0.8	1.3	0.4	1.5	1.1	1.2
At or below poverty level	137.7	2.6	2.5	2.3	0.9	2.5	4.1	2.3
Parents' highest education level								
Less than high school	106.7	4.4	4.0	3.9	1.1	4.4	6.7	4.0
High school graduate or equivalent	181.7	2.2	1.7	2.1	0.8	2.6	3.0	2.2
Vocational/technical education after high school or some college	176.9	1.6	1.5	1.7	0.8	2.0	1.9	1.8
College graduate	139.1	2.5	1.1	2.3	0.9	2.6	3.1	2.3
Graduate or professional school	121.8	2.3	1.4	2.8	0.7	2.9	1.9	2.2
Parents' language								
Both/only parent(s) speak(s) English	258.5	1.2	0.9	1.2	0.4	1.4	1.4	1.2
One of two parents speaks English	26.7	7.4	5.8	7.8	3.0	7.6	9.1	8.8
No parent speaks English	83.1	3.0	2.7	3.3	0.0	2.6	8.7	2.8
Disability affects student's ability to learn								
Yes	173.5	1.6	1.6	1.7	0.8	1.8	1.7	1.8
No	228.2	1.1	0.8	1.4	0.4	1.3	2.2	1.1
Student's grade level³								
K – 1st grade	78.2	3.1	2.2	2.9	0.9	3.5	2.5	2.7
2nd – 3rd grade	87.6	2.6	2.0	3.0	0.8	2.9	4.3	2.8
4th – 5th grade	104.1	2.3	1.7	2.3	0.7	2.4	2.1	2.7
6th – 8th grade	125.1	1.9	1.6	2.3	0.8	2.2	2.7	2.2
9th – 10th grade	107.6	2.1	1.9	2.1	1.1	3.0	2.9	2.7
11th – 12th grade	90.5	3.0	1.9	2.6	0.8	3.5	4.1	3.3
Student's race/ethnicity								
White, non-Hispanic	233.9	1.4	0.8	1.4	0.5	1.6	1.5	1.5
Black, non-Hispanic	121.5	3.1	2.7	2.8	1.1	3.4	4.0	3.6
Hispanic	74.7	2.1	1.7	2.6	0.7	2.2	4.6	2.4
Asian or Pacific Islander, non-Hispanic	43.0	9.5	9.8	9.1	0.0	10.2	5.4	6.7
Other, non-Hispanic	60.1	6.3	4.3	6.8	3.3	7.6	4.1	6.3

See notes at end of table.

Table 15a. Standard errors of the percentage of students with disabilities in grades K through 12 who received services from public and private sources, by source of services and selected characteristics: 2002–03—Continued

Characteristic	Number of students in grades K through 12 (thousands)	Source of services for student's special health needs				Individualized Education Programs (IEP) and special education ¹		
		Local school district	State or local health or social service agency	Doctor, clinic, or other health care provider	Other source	Services were provided through an IEP	Family worked with school to develop or change IEP ²	Student currently in special education classes
Total	265.5	1.1	0.8	1.1	0.4	1.3	1.2	1.1
Student's sex								
Male	206.3	1.5	1.0	1.3	0.5	1.6	1.5	1.4
Female	177.3	1.4	1.2	2.0	0.6	1.7	2.2	1.7

¹ Estimates pertain only to the students whose parents reported that their children received services.

² Estimates pertain only to the students whose parents reported that their children received services through an IEP.

³ Students whose parents reported that their classes were “ungraded” were excluded from the analyses of grade level.

NOTE: Estimates pertain to students whose parents indicated they had one or more of the following disabilities: a specific learning disability; mental retardation; speech or language delay; a serious emotional disturbance; deafness or another hearing impairment; blindness or another visual impairment; an orthopedic impairment; another health impairment lasting 6 months or more; autism; attention deficit disorder (ADD, ADHD); or pervasive developmental disorder (PDD). Students who were homeschooled were excluded from the table. Detail may not sum to totals because of rounding.

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

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Appendix A: Technical Notes

Survey Methodology and Data Reliability

The National Household Education Surveys Program (NHES) is a set series of telephone surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). NHES surveys focused on parent and family involvement in education in 1996 and 2003. This report presents data from the Parent and Family Involvement in Education Survey of the 2003 NHES (NHES:2003). NHES:2003 data collection was conducted by Westat and took place from January through April of 2003. This section provides a brief description of the survey methodology; further details appear in Hagedorn et al. (2004a).

The NHES:2003 sample was selected using random digit dial (RDD) methods, and the data were collected using computer-assisted telephone interviewing (CATI) technology. A random sample of telephone numbers was selected in the first stage, and within each household with eligible children, at least one eligible child was selected in the second stage.¹ The sample for the 2003 survey is nationally representative of all children in kindergarten through grade 12 enrolled in regular school or homeschooled in the 50 states and the District of Columbia. Different probabilities of selection were used to sample children, depending on the characteristics of the telephone number and the number of eligible children in the household, and in some households more than one child was selected; these unequal selection probabilities and the clustering effect of sampling more than one child in some households were accounted for in estimation.

In the Parent and Family Involvement in Education interview, information was collected about demographic characteristics, homeschooling, school choice, types and frequency of family involvement in children's schools, school information practices to involve and support families, learning activities with children outside of school, and the involvement of nonresidential parents. The person chosen as the respondent for the interview was the parent or guardian in the household who knew the most about the child's education. Although the interview respondent was an adult, the sampling unit and unit of analysis is the child. Multiple attempts were made to complete interviews with persons not available at the time of selection. Interviews were conducted in both English and Spanish. Nine percent of the interviews were conducted in Spanish. The parent interview was completed by the parents of 12,426 of the 14,942 sampled children in kindergarten through grade 12.

Data Reliability

Estimates produced using data from the survey are subject to two types of error, 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 the whole population.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit² 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, and mistakes in data preparation. In the 2003 survey, efforts were made to minimize nonsampling error through cognitive testing in the survey design stage, a two-stage field test of the survey, online data edits and postinterview edits, and a comparison of the survey estimates with similar estimates from previous surveys.

An important source of nonsampling error for a telephone survey is the failure to include persons who do not live in households with telephones. This is particularly problematic in random digit dial (RDD) surveys

¹ In some households, eligible adults were sampled for the Adult Education for Work-Related Reasons Survey of the 2003 NHES.

² In the 2003 survey, the unit nonresponse rate for children is defined as the percentage of eligible sampled children whose parents do not complete the survey.

because so little is known about the sampled telephone numbers with which contact has not been made. The October 2001 Current Population Survey (CPS) shows that 95.8 percent of all adults ages 16 and older live in households with telephones and 95.2 percent of persons age 4 to 20 live in households with telephones (based on independent tabulations of the October 2001 CPS). Estimation procedures were used to help reduce the bias in the estimates associated with excluding the 4 percent of children who do not live in households with telephones. An issue that has arisen in recent years is households that have cell phones rather than landlines. Specific statistics on "cell phone only households" will be available from the February 2004 CPS.

Several studies have examined telephone coverage bias for subsamples of the population in NHES. For example, Brick, Burke, and West (1992) looked at undercoverage bias for 3- to 5-year-olds and 14- to 21-year-olds. Brick (1996) examined undercoverage bias for 0- to 2-year-olds and adults. Undercoverage bias for 3- to 7-year-olds was examined by Brick et al. (1997), and undercoverage bias for estimates of characteristics of households and for adults was investigated by Montaquila, Brick, and Brock (1997). These studies found that with very few exceptions, the adjusted weights yielded estimates with absolute telephone coverage bias of 2 percent or less. The only important exceptions are estimates of educational attainment for certain subgroups of adults (in particular, Blacks, Hispanics, and renters).

Another potential source of nonsampling error is respondent bias. Respondent bias occurs when respondents systematically misreport (intentionally or unintentionally) information in a study. There are many different forms of respondent bias. One of the best known is *social desirability bias*, which occurs when respondents give what they believe is the socially desirable response. For example, surveys that ask about whether respondents voted in the most recent election typically obtain a higher estimate of the number of people who voted than do voting records. Although respondent bias may affect the accuracy of the results, it does not necessarily invalidate other results from a survey. If there are no systematic differences among specific groups under study in their tendency to give socially desirable responses, then comparisons of the different groups will accurately reflect differences among the groups. In this report, there may be a tendency for respondents to say that they participated in a school activity when they did not, went on outings when they did not, expect to pay for their children's education after high school when they do not, etc. There is no a priori reason, however, to believe that some parents are more likely than others to give a socially desirable response. Thus, it is likely that contrasts in this E.D. TAB reflect true differences by school, family, and student characteristics.

Another form of respondent bias occurs when respondents give unduly positive assessments about those close to them. For example, parents may give rosier assessments about their children's school experiences than might be obtained from school records or from the children themselves. It is possible that parents who are highly involved in their children's schools are more likely than those who are not so involved to say that their children are doing well in school. However, it is also possible that parents who are highly involved in their children's schools have more information than those who are less involved on which to base their reports. This information could be positive or negative. Thus, it is equally conceivable that parents who are highly involved in their children's schools are less likely than other parents to give rosy assessments of their children's school experiences. Readers should be aware that respondent bias may be present in this survey as in any survey. It is not possible to state precisely how such bias may affect the results.

Response Rates

In the 2003 survey, Screener interviews were completed with 32,049 households, with a weighted Screener unit response rate of 65 percent. A Screener was used to collect information on household composition and interview eligibility. In households with one eligible child, the child was selected for PFI with certainty. In households with two eligible children, both were selected for PFI with certainty. If there were more than two eligible children/youth, then two were sampled with equal probability. The parent interview was completed by the parents of 12,426 of the 14,942 sampled children in kindergarten through the 12th grade; these yielded a weighted unit response rate of 83 percent using base weights. Thus, the overall unit response rate for the Parent and Family Involvement in Education Survey in 2003 was 54 percent (the product of the Screener unit response rate and the parent interview unit response rate).

A unit nonresponse bias analysis was undertaken for NHES:2003. (See Montaquila et al. forthcoming.) This study involved an examination of unit response rates as a whole and for various subgroups, an analysis to determine characteristics that are associated with Screener unit nonresponse, and a comparison of estimates based on adjusted and unadjusted weights. The analysis of unit nonresponse bias showed no evidence of bias in estimates computed with nonresponse adjusted weights from the PFI-NHES:2003 survey. The statistical adjustments used in weighting may have corrected at least partially for biases that might have existed due to differential unit nonresponse. Unit nonresponse bias may still be present in other variables that were not studied.

Item nonresponse (i.e., the failure to complete some items in an otherwise completed interview) was very low for most items in the 2003 survey. The item nonresponse rates for most variables included in this report are 3 percent or lower. All variables in the report had nonresponse rates of 6 percent or lower. Variables in this report that had nonresponse rates that were higher than 3 percent are the following: whether the family worked with the school to develop or change an IEP; the parent's feelings about the amount of standardized testing done at the child's school; and parent reports about how well the school provided information about community services, how to help their child plan for college, and how to help their child plan for work. Items with missing data were imputed using a hot-deck procedure (Rao and Shao 1992) in which cells are formed that contain cases with similar characteristics and a donor value is used to impute the missing value. The estimates included in this report are based on the imputed data.

Sampling Errors

The sample of telephone households selected for the 2003 survey is just one of many possible samples that could have been selected. Therefore, estimates produced from this sample may differ from estimates that would have been produced from other samples. This type of variability is called sampling error because it arises from using a sample of households with telephones, rather than having surveyed 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 sample estimate would differ from the population parameter obtained from a complete census count by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent; and that the difference would be less than 1.96 standard errors, about 95 percent.

Standard errors for all of the estimates are presented in the tables. These standard errors can be used to produce confidence intervals. For example, an estimated 61 percent of parents reported in 2003 that the school did very well at letting them know between report cards how their child was doing in school. This figure has an estimated standard error of 0.6. Therefore, the estimated 95 percent confidence interval for this statistic is approximately 60 to 62 percent ($61 \pm 1.96 (0.6)$). That is, if the processes of selecting a sample, collecting the data, and constructing the confidence interval were repeated, it would be expected that in 95 out of 100 samples from the same population, the confidence interval would contain the true participation rate.

Weighting

All of the estimates in this report are based on weighting the observations using the probabilities of selection of the respondents and other adjustments to partially account for nonresponse and coverage bias. Weights were developed to produce unbiased and consistent estimates of the national totals. The weight used in this E.D. TAB is FPWT, the weight variable used to estimate the characteristics of children and youth. In addition to properly weighting the responses, special procedures for estimating the statistical significance of the estimates were employed because the NHES:2003 data were collected using a complex sample design. Complex sample designs result in data that violate some of the assumptions that are normally used to assess

the statistical significance of results from a simple random sample. For example, frequently the standard errors of the estimates from these surveys are larger than would be expected if the sample was a simple random sample and the observations were independent and identically distributed random variables. Eighty replicate weights, FPWT1 to FPWT80, were used to produce estimates of the sampling errors of the estimates. The estimates and standard errors presented in this report were produced using Wesvar Complex Samples software and a jackknife replication procedure (Westat 2000).

Statistical Tests

The tests of significance used in this E.D. TAB are based on Student's t statistics for the comparison of individual estimates and for bivariate relationships. The test used assumes the two subgroups are independent. Due to the sampling of two children in some households with eligible children, the two subgroups are not truly independent if the two children are in the different subgroups in the comparison. However, for most items, any covariance between children in the same household is expected to be positive. Therefore, the t -tests that do not reflect this covariance will generally be conservative. To test for differences between subgroups, standard errors were computed using jackknife replication methods. To test for a difference between two subgroups in the population proportion having a particular characteristic, say P_1 versus P_2 , the test statistic is computed as:

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

where p_i is the estimated proportion of subgroup i ($i = 1, 2$) having the particular characteristic and $s.e.(p_i)$ is the standard error of that estimate. Thus, if p_1 is for the 35 percent of students in households that were above the poverty level whose parents "strongly agreed" that the student's school makes it easy for the family to be involved there, with a standard error of 1.6, and p_2 is for the 45 percent of students in households that were at or below the poverty level whose parents "strongly agreed" that the student's school makes it easy to be involved there, with a standard error of .6, $T = 5.89$.

For the aforementioned comparison, the decision rule is to reject the null hypothesis (i.e., that there is no difference between the two groups in the population in terms of the proportion having the characteristic) if $|T| > t_{\frac{\alpha}{2}; df}$, where $t_{\frac{\alpha}{2}; df}$ is the value such that the probability that a Student's t random variable with df degrees of freedom exceeds that value is $\alpha/2$.

Appendix B: Glossary

Each variable used in analyses for this E.D. TAB is described below. First, demographic variables used in the tables are described. These are alphabetized within topic. Second, other variables are described in the order that they appear in the tables.

When the variable is in the Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (PFI-NHES:2003) data file, the variable name appears in parentheses after the bold entry name. If a variable is not on the data file, but constructed for the purpose of this report, information is provided about how the variable was derived. For more information on variable construction, please see Hagedorn et al. (2004b).

SCHOOL CHARACTERISTICS

SCHOOL SCHEDULE (SSCHEDUL): This variable is used to classify whether the student went to a school with a traditional schedule or a year-round schedule. The data for SSCHEDUL were taken directly from the PFI parent questionnaire (PC14) when available. Otherwise, they were imputed.

SCHOOL TYPE (SCHLTYPE): The variable SCHLTYPE classifies the school currently attended as either public or private using the variable SPUBLIC (PC1). Schools that are public are further classified using the variable SCHOICE (PC2) according to whether the school was chosen or assigned. Schools that are private are also classified using the variable SRELGON (PC9) as being church-related or not church-related. Otherwise, the data are imputed. The values for SCHLTYPE are: 1) = Public, assigned; 2) Public, chosen; 3) Private, church-related; 4) Private, not church-related; and -1) Home school.

HOUSEHOLD CHARACTERISTICS

HOUSEHOLD POVERTY STATUS (POVERTY): NHES provides an approximate measure of poverty. Households were asked to report the total income of all persons in the household over the past year using income ranges rather than exact dollars. The income variable used to construct POVERTY was HINCOME (PY16OV) that listed possible income ranges (e.g., \$10,001 to 15,000, \$15,001 to \$20,000, etc., up to over \$100,000). If data for HINCOME were missing, they were imputed. Using the income ranges and household size, poverty thresholds were used to establish poverty status. Thresholds to define poverty were based on weighted averages from 2002 census poverty thresholds. A household was considered in poverty if a household of a particular size matched the income categories shown in table A-1 below.

Table B-1. Poverty definition for Parent and Family Involvement in Education (PFI) analysis

Household size	Income categories in variable HINCOME (PY16OV)
1	Less than or equal to \$10,000
2	Less than or equal to \$15,000
3	Less than or equal to \$15,000
4	Less than or equal to \$20,000
5	Less than or equal to \$25,000
6	Less than or equal to \$25,000
7	Less than or equal to \$30,000
8	Less than or equal to \$35,000
9+	Less than or equal to \$40,000

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

PARENTS' HIGHEST EDUCATION LEVEL (PARGRADE): The variable PARGRADE indicates the highest level of education for the subject child's parents or nonparent guardians who reside in the household. It is constructed from questions in the PFI parent questionnaire about the mother's education and whether she received a high school diploma or equivalent (MOMGRADE, PU7; MOMDIPL, PU8) and the father's education and whether he received a high school diploma or equivalent (DADGRADE, PV7; DADDIPL, PV8). If these data were missing for a household member, they were imputed. The values for PARGRADE are: 1) Less than high school diploma; 2) High school graduate or equivalent; 3) Vocational/technical education after high school or some college; 4) College graduate; and 5) Graduate or professional school.

PARENTS' LANGUAGE (LANGUAGE): The variable LANGUAGE indicates whether or not parent(s)/guardian(s) in the household know English. LANGUAGE was created using variables from the PFI parent questionnaire about the mother and father's language (MOMLANG (PU2), MOMSPEAK (PU3), DADLANG (PV2) and DADSPEAK (PV3)). If these data were missing for a household member, they were imputed. A parent is categorized as knowing English if English was one of his/her first languages or one of the primary languages he/she spoke in the household at the time of the survey. The values for LANGUAGE are: 1) 1= Both/only parent(s) learned English as a child or currently speak(s) English in the home; 2) One of two parents learned English as a child or currently speaks English in the home; and 3) No parent learned English as a child and both/only parent(s) currently speak(s) a non-English language in the home.

STUDENT CHARACTERISTICS

STUDENT'S GRADE LEVEL (ALLGRADE): This variable was constructed from parent reports of student grade level in GRADE (PB6) or grade level equivalent in GRADEEQ (PB7) when available. Otherwise, it was imputed. Parent reports that the student was in transitional kindergarten, kindergarten, or prefirst grade were all counted as kindergarten for ALLGRADE. If the variable GRADE indicated that a child was in grades 1 through 12, the variable GRADE was used to set ALLGRADE. If the variable GRADE indicated that a child was in an ungraded class, in special education, or was homeschooled, and the variable for grade equivalent, GRADEEQ, was equal to U for "ungraded" or was missing, then ALLGRADE was set to U for ungraded. Otherwise, if the variable GRADE indicated that a child was in an ungraded class, in special education, or was homeschooled, and the variable for grade equivalent was not missing, then ALLGRADE was equal to the grade equivalent given in GRADEEQ. The values for ALLGRADE are: 1) K: Transitional kindergarten, kindergarten, and prefirst grade; 2) 1: First grade or equivalent; 3) 2: Second grade or equivalent; 4) 3: Third grade or equivalent; 5) 4: Fourth grade or equivalent; 6) 5: Fifth grade or equivalent; 7) 6: Sixth grade or equivalent; 8) 7: Seventh grade or equivalent; 9) 8: Eighth grade or equivalent; 10) 9: Ninth grade or equivalent/freshman; 11) 10: Tenth grade or equivalent/sophomore; 12) 11: Eleventh grade or equivalent/junior; 13) 12: Twelfth grade or equivalent/senior; and 14) U: Ungraded/no equivalent.

STUDENT'S RACE/ETHNICITY (RACEETH2): The variable RACEETH2 indicates the race and ethnicity of the child and is based on the variables for race (CRACE, PI2) and Hispanic origin (CHISPAN, PI3) in the PFI parent questionnaire. If these data were missing, they were imputed. If the respondent designates the child's ethnicity as Hispanic, RACEETHN is Hispanic regardless of whether RACE was classified as White, Black, Asian or Pacific Islander, or another race. The values of RACEETH2 are: 1) White, non-Hispanic; 2) Black, non-Hispanic; 3) Hispanic; 4) Asian or Pacific Islander; and 5) All other races, non-Hispanic.

STUDENT'S SEX (SEX): The data for the variable SEX are taken directly from the PFI parent questionnaire (PA3) when available. Otherwise, they were imputed.

MEANS BY WHICH SCHOOL COMMUNICATED WITH PARENTS

NOTES OR E-MAIL (FSNOTES): The data for FSNOTES are taken directly from the PFI parent questionnaire (PE4a) when available. Otherwise, they were imputed.

NEWSLETTERS, MEMOS, OR NOTICES (FSMEMOS): The data for FSMEMOS are taken directly from the PFI parent questionnaire (PE4b) when available. Otherwise, they were imputed.

TELEPHONE (FSPHONE): The data for FSPHONE are taken directly from the PFI parent questionnaire (PE4c) when available. Otherwise, they were imputed.

TOPICS ABOUT WHICH SCHOOL PROVIDED INFORMATION

STUDENT'S PERFORMANCE: In table 2, the data for whether the school provided information on this topic are based on a recode of the variable FSSPPERF (PE5a) in the PFI parent questionnaire. Responses indicating that the school provided this information "very well," "just okay," or "not very well" (FSSPPERF = 1, 2, or 3) were included. Responses indicating that the school "doesn't do it at all" (FSSPPERF = 4) were excluded. Otherwise, values were imputed.

WHAT CHILDREN OF THE STUDENT'S AGE ARE LIKE: In table 2, the data for whether the school provided information on this topic are based on a recode of the variable FSSPCDEV (PE5b) in the PFI parent questionnaire. Responses indicating that the school provided this information "very well," "just okay," or "not very well" (FSSPCDEV = 1, 2, or 3) were included. Responses indicating that the school "doesn't do it at all" (FSSPCDEV = 4) were excluded. Otherwise, values were imputed.

OPPORTUNITIES TO VOLUNTEER: In table 2, the data for whether the school provided information on this topic are based on a recode of the variable FSSPVOLN (PE5c) in the PFI parent questionnaire. Responses indicating that the school provided this information "very well," "just okay," or "not very well" (FSSPVOLN = 1, 2, or 3) were included. Responses indicating that the school "doesn't do it at all" (FSSPVOLN = 4) were excluded. Otherwise, values were imputed.

HOW TO HELP STUDENT LEARN AT HOME: In table 2, the data for whether the school provided information on this topic are based on a recode of the variable FSSPHOME (PE5d) in the PFI parent questionnaire. Responses indicating that the school provided this information "very well," "just okay," or "not very well" (FSSPHOME = 1, 2, or 3) were included. Responses indicating that the school "doesn't do it at all" (FSSPHOME = 4) were excluded. Otherwise, values were imputed.

COMMUNITY SERVICES: In table 2, the data for whether the school provided information on this topic are based on a recode of the variable FSSPSERV (PE5e) in the PFI parent questionnaire. Responses indicating that the school provided this information "very well," "just okay," or "not very well" (FSSPSERV = 1, 2, or 3) were included. Responses indicating that the school "doesn't do it at all" (FSSPSERV = 4) were excluded. Otherwise, values were imputed.

HOW TO HELP WITH HOMEWORK: In table 2, the data for whether the school provided information on this topic are based on a recode of the variable FSSPHW (PE5f) in the PFI parent questionnaire. Responses indicating that the school provided this information "very well," "just okay," or "not very well" (FSSPHW = 1, 2, or 3) were included. Responses indicating that the school "doesn't do it at all" (FSSPHW = 4) were excluded. Otherwise, values were imputed.

WHY STUDENT IS PLACED IN PARTICULAR GROUPS OR CLASSES: In table 2, the data for whether the school provided information on this topic are based on a recode of the variable FSSPCOUR (PE5g) in the PFI parent questionnaire. Responses indicating that the school provided this information "very

well,” “just okay,” or “not very well” (FSSPCOUR = 1, 2, or 3) were included. Responses indicating that the school “doesn’t do it at all” (FSSPCOUR = 4) were excluded. Otherwise, values were imputed.

HOW TO HELP STUDENT PLAN FOR COLLEGE: In table 2, the data for whether the school provided information on this topic are based on a recode of the variable FSSPCOLL (PE5h) in the PFI parent questionnaire. Responses indicating that the school provided this information “very well,” “just okay,” or “not very well” (FSSPCOLL = 1, 2, or 3) were included. Responses indicating that the school “doesn’t do it at all” (FSSPCOLL = 4) were excluded. Otherwise, values were imputed.

HOW TO HELP STUDENT PLAN FOR WORK: In table 2, the data for whether the school provided information on this topic are based on a recode of the variable FSSPWORK (PE5i) in the PFI parent questionnaire. Responses indicating that the school provided this information “very well,” “just okay,” or “not very well” (FSSPWORK = 1, 2, or 3) were included. Responses indicating that the school “doesn’t do it at all” (FSSPWORK = 4) were excluded. Otherwise, values were imputed.

STUDENT EXPERIENCES IN SCHOOL

STUDENT PARTICIPATED IN SCHOOL ACTIVITIES (FOSCHACT): The data for FOSCHACT are taken directly from the PFI parent questionnaire (PG10) when available. Otherwise, they were imputed.

TEACHER OR SCHOOL CONTACTED PARENT ABOUT BEHAVIOR PROBLEMS (SEBEHAVR): The data for FSMEETNG are taken directly from the PFI parent questionnaire (PD4) when available. Otherwise, they were imputed.

TEACHER OR SCHOOL CONTACTED PARENT ABOUT SCHOOLWORK PROBLEMS (SESCHLWR): The data for FSMEETNG are taken directly from the PFI parent questionnaire (PD5) when available. Otherwise, they were imputed.

STUDENT GRADES OR MARKS: Parents were asked whether overall, across all subjects, the student got mostly A’s, mostly B’s, mostly C’s, mostly D’s or lower, or whether the student’s school did not give those grades (SEGRADES, PD2). If the student’s school did not give letter grades (e.g., A, B, C), they were asked whether the parent would describe the student’s work at school as excellent, above average, average, below average, or failing (SEGRADEQ, PD3). The two questions about grades or marks were combined for the variable about student grades or marks. If data were missing, they were imputed. The values for this variable are: 1) Mostly A’s or excellent; 2) Mostly B’s or above average; 3) Mostly C’s or average; and 4) Mostly D’s or lower, or below average or failing.

PARTICIPATION IN SCHOOL ACTIVITIES BY PARENT OR OTHER HOUSEHOLD MEMBER

ATTENDED A GENERAL SCHOOL MEETING (FSMEETNG): The data for FSMEETNG are taken directly from the PFI parent questionnaire (PE1a) when available. Otherwise, they were imputed.

ATTENDED REGULARLY-SCHEDULED PARENT-TEACHER CONFERENCE (FSATCNFN): The data for FSATCNFN are taken directly from the PFI parent questionnaire (PE1b) when available. Otherwise, they were imputed.

ATTENDED A SCHOOL OR CLASS EVENT (FSSPORT): The data for FSSPORT are taken directly from the PFI parent questionnaire (PE1c) when available. Otherwise, they were imputed.

ACTED AS VOLUNTEER OR SERVED ON SCHOOL COMMITTEE (FSVOLNTR): The data for FSVOLNTR are taken directly from the PFI parent questionnaire (PE1d) when available. Otherwise, they were imputed.

PARTICIPATED IN SCHOOL FUNDRAISING (FSFUNDRS): The data for FSFUNDRS are taken directly from the PFI parent questionnaire (PE1f) when available. Otherwise, they were imputed.

FREQUENCY STUDENT DOES HOMEWORK: This variable was constructed from a question in the PFI parent questionnaire (FHHOME, PF1) that asked about how frequently the student did homework. Students who never did homework and students to whom no homework was given were excluded. If data were missing, they were imputed. Values for the variable indicate whether the student was reported by parents to do homework: 1) less than once a week; 2) 1 to 2 days a week; 3) 3 to 4 days a week; or 4) 5 or more days a week.

NUMBER HOURS STUDENT DOES HOMEWORK: This variable was constructed from a question in the PFI parent questionnaire (FHWKHRS, PF2) that asked parents how many hours their children spent on homework outside of school during an “average” week. If data were missing, they were imputed. Hours were categorized into the following: 1) less than an hour but not zero; 2) 1 to 2 hours per week; 3) 3 to 4 hours per week; 4) 5 to 6 hours per week; and 5) 7 or more hours per week.

PLACE IN HOME SET ASIDE FOR HOMEWORK (FHPLACE): The data for this variable were taken directly from FHPLACE (PF4) in the PFI parent questionnaire when available. Otherwise, they were imputed.

ADULT IN HOUSEHOLD CHECKS THAT HOMEWORK IS DONE (FHCHECK): The data for this variable were taken directly from FHCHECK (PF5) in the PFI parent questionnaire when available. Otherwise, they were imputed.

NUMBER OF DAYS PER WEEK PERSONS INSIDE OR OUTSIDE HOUSEHOLD HELPED WITH HOMEWORK: The data for this variable were constructed from FHHELP (PF7) indicating how often someone in the household helped with homework, FHHOME (PF1) indicating how frequently the student had homework, and FHMOMH (PF6a), FHDADH (PF6b), FHSIBH (PF6c), FHHHADLH (PF6d), and FHNHADLH (PF6e) that asked if various persons helped the student with homework either at home or somewhere else during this school year. If FHHOME indicated that the student never did homework or that no homework was given to the student, the case was excluded. If the student had homework (FHHOME) “less than once a week,” “1 to 2 days a week,” “3 to 4 days a week,” or “5 or more days a week,” but no help was given by the mother, father, sibling, or other person inside or outside the household (the items in PF6a–e, FHMOMH, FHDADH, FHSIBH, FHHHADLH, and FHNHADLH = 2 (no help)), the value for the recoded variable was set to indicate that no help was given. Otherwise, the value was set to the value for FHHELP, which indicated how often during this school year the respondent, or any of the people indicated in PF6a–e (the mother, father, etc), helped the child with (his/her) homework. If questionnaire data were not available, the data were imputed.

PARENT OR OTHER FAMILY MEMBER READ TO STUDENT IN PAST WEEK (FOREADTO): The data for FOREADTO are taken directly from the PFI parent questionnaire (PG1) when available. Otherwise, they were imputed.

HOME ACTIVITIES WITH STUDENT IN THE PAST WEEK

TOLD STUDENT STORY (FOSTORY): The data for FOSTORY are taken directly from the PFI parent questionnaire (PG2a) when available. Otherwise, they were imputed.

DID ARTS AND CRAFTS (FOCRAFTS): The data for FOCRAFTS are taken directly from the PFI parent questionnaire (PG2b) when available. Otherwise, they were imputed.

PLAYED SPORTS, ACTIVE GAMES, OR EXERCISED (FOSPORTS): The data for FOSPORTS are taken directly from the PFI parent questionnaire (PG2c for students in grades K through 5; PG3b for students in grades 6 through 12) when available. Otherwise, they were imputed.

INVOLVED STUDENT IN HOUSHOLD CHORES (FOCHORE): The data for FOCHORE are taken directly from the PFI parent questionnaire (PG2d) when available. Otherwise, they were imputed.

WORKED ON PROJECT (FOBUILD): The data for FOBUILD are taken directly from the PFI parent questionnaire (PG2e for students in grades K through 5; PG3a for students in grades 6 through 12) when available. Otherwise, they were imputed.

TALKED ABOUT FAMILY OR ETHNIC HERITAGE (FOHIST): The data for FOHIST are taken directly from the PFI parent questionnaire (PG2f) when available. Otherwise, they were imputed.

PLAYED BOARD GAMES OR DID PUZZLES (FOGAMES): The data for FOGAMES are taken directly from the PFI parent questionnaire (PG2g) when available. Otherwise, they were imputed.

DISCUSSED TIME MANAGEMENT (FORESPON): The data for FORESPON are taken directly from the PFI parent questionnaire (PG3c) when available. Otherwise, they were imputed.

OUTINGS WITH STUDENT IN THE PAST MONTH

VISITED A LIBRARY (FOLIBRAY): The data for FOLIBRAY are taken directly from the PFI parent questionnaire (PG4a) when available. Otherwise, they were imputed.

GONE TO A PLAY, CONCERT, OR OTHER LIVE SHOW (FOCONCRT): The data for FOCONCRT are taken directly from the PFI parent questionnaire (PG4b) when available. Otherwise, they were imputed.

VISITED AN ART GALLERY, MUSEUM, OR HISTORICAL SITE (FOMUSEUM): The data for FOMUSEUM are taken directly from the PFI parent questionnaire (PG4c) when available. Otherwise, they were imputed.

VISITED A ZOO OR AQUARIUM (FOZOO): The data for FOZOO are taken directly from the PFI parent questionnaire (PG4d) when available. Otherwise, they were imputed.

ATTENDED EVENT SPONSORED BY RELIGIOUS GROUP (FORELIG): The data for FORELIG are taken directly from the PFI parent questionnaire (PG4e) when available. Otherwise, they were imputed.

ATTENDED EVENT SPONSORED BY COMMUNITY OR ETHNIC GROUP (FOCOMMUN): The data for FOCOMMUN are taken directly from the PFI parent questionnaire (PG4f) when available. Otherwise, they were imputed.

ATTENDED ATHLETIC OR SPORTING EVENT (FOSPRTEV): The data for FOSPRTEV are taken directly from the PFI parent questionnaire (PG4g) when available. Otherwise, they were imputed.

STUDENT EXPERIENCES IN SCHOOL

STUDENT FINDS HIS/HER SCHOOLWORK CHALLENGING (SECHALNG): The data for SECHALNG are taken directly from the PFI parent questionnaire (PD1a) when available. Otherwise, they were imputed.

STUDENT ENJOYS SCHOOL (SEENJOY): The data for SEENJOY are taken directly from the PFI parent questionnaire (PD1b) when available. Otherwise, they were imputed.

MOST STUDENTS AND TEACHERS IN STUDENT’S SCHOOL RESPECT EACH OTHER (SERESPCT): The data for SERESPCT are taken directly from the PFI parent questionnaire (PD1c) when available. Otherwise, they were imputed.

STUDENT’S SCHOOL MAKES IT EASY FOR FAMILY TO BE INVOLVED THERE (SEEASY): The data for SEEASY are taken directly from the PFI parent questionnaire (PD1d) when available. Otherwise, they were imputed.

PARENT EXPECTATIONS FOR STUDENT (SEFUTURE): The data for SEFUTURE are taken directly from the PFI parent questionnaire (PD10) when available. Otherwise, they were imputed.

FAMILY TO HELP PAY FOR STUDENT EDUCATION AFTER SCHOOL (SEFAMPAY): The data for SEFUTURE are taken directly from the PFI parent questionnaire (PD11) when available. Otherwise, they were imputed.

STUDENT PARTICIPATES IN SCHOOL ACTIVITIES (FOSCHACT): The data for SEFUTURE are taken directly from the PFI parent questionnaire (PG10) when available. Otherwise, they were imputed.

OUT-OF-SCHOOL ACTIVITIES

MUSIC LESSONS (FOMUSCLES): The data for FOMUSCLES are taken directly from the PFI parent questionnaire (PG11a) when available. Otherwise, they were imputed.

RELIGIOUS GROUP (FOCHURCH): The data for SEFUTURE are taken directly from the PFI parent questionnaire (PG11b) when available. Otherwise, they were imputed.

ORGANIZED SPORTS (FOORGSPR): The data for FOMUSCLES are taken directly from the PFI parent questionnaire (PG11c) when available. Otherwise, they were imputed.

SCOUTING (FOSCOUITS): The data for FOMUSCLES are taken directly from the PFI parent questionnaire (PG11d) when available. Otherwise, they were imputed.

EDUCATIONAL PROGRAMS (FOEDUC): The data for FOMUSCLES are taken directly from the PFI parent questionnaire (PG11e) when available. Otherwise, they were imputed.

COLLEGE PREP (FOCOLEXM): The data for FOMUSCLES are taken directly from the PFI parent questionnaire (PG11f) when available. Otherwise, they were imputed.

OTHER (FOOOSACT): The data for FOMUSCLES are taken directly from the PFI parent questionnaire (PG11g) when available. Otherwise, they were imputed.

PERCENTAGE OF PARENTS REPORTING THAT SCHOOL DID “VERY WELL” AT PROVIDING INFORMATION

STUDENT’S PERFORMANCE: In table 12, the data for whether the school provided information on this topic are based on a recode of the variable FSSPPERF (PE5a) in the PFI parent questionnaire. Otherwise, values were imputed. Responses indicating that the school provided this information “very well” (FSSPPERF = 1) were included in the recode.

WHAT CHILDREN OF THE STUDENT’S AGE ARE LIKE: In table 12, the data for whether the school provided information on this topic are based on a recode of the variable FSSPCDEV (PE5b) in the PFI parent questionnaire. Otherwise, values were imputed. Responses indicating that the school provided this information “very well” (FSSPPERF = 1) were included in the recode.

OPPORTUNITIES TO VOLUNTEER: In table 12, the data for whether the school provided information on this topic are based on a recode of the variable FSSPVOLN (PE5c) in the PFI parent questionnaire. Otherwise, values were imputed. Responses indicating that the school provided this information “very well” (FSSPPERF = 1) were included in the recode.

HOW TO HELP STUDENT LEARN AT HOME: In table 12, the data for whether the school provided information on this topic are based on a recode of the variable FSSPHOME (PE5d) in the PFI parent questionnaire. Otherwise, values were imputed. Responses indicating that the school provided this information “very well” (FSSPPERF = 1) were included in the recode.

COMMUNITY SERVICES: In table 12, the data for whether the school provided information on this topic are based on a recode of the variable FSSPSERV (PE5e) in the PFI parent questionnaire. Otherwise, values were imputed. Responses indicating that the school provided this information “very well” (FSSPPERF = 1) were included in the recode.

HOW TO HELP WITH HOMEWORK: In table 12, the data for whether the school provided information on this topic are based on a recode of the variable FSSPHW (PE5f) in the PFI parent questionnaire. Otherwise, values were imputed. Responses indicating that the school provided this information “very well” (FSSPPERF = 1) were included in the recode.

WHY STUDENT IS PLACED IN PARTICULAR GROUPS OR CLASSES: In table 12, the data for whether the school provided information on this topic are based on a recode of the variable FSSPCOUR (PE5g) in the PFI parent questionnaire. Otherwise, values were imputed. Responses indicating that the school provided this information “very well” (FSSPPERF = 1) were included in the recode.

HOW TO HELP STUDENT PLAN FOR COLLEGE: In table 12, the data for whether the school provided information on this topic are based on a recode of the variable FSSPCOLL (PE5h) in the PFI parent questionnaire. Otherwise, values were imputed. Responses indicating that the school provided this information “very well” (FSSPPERF = 1) were included in the recode.

HOW TO HELP STUDENT PLAN FOR WORK: In table 12, the data for whether the school provided information on this topic are based on a recode of the variable FSSPWORK (PE5i) in the PFI parent questionnaire. Otherwise, values were imputed. Responses indicating that the school provided this information “very well” (FSSPPERF = 1) were included in the recode.

PARENT REPORTS OF BEING “VERY SATISFIED”

WITH THE SCHOOL (FCSCHOOL): The data for FCSCHOOL are taken directly from the PFI parent questionnaire (PE11a) when available. Otherwise, they were imputed.

WITH TEACHERS STUDENT HAD THIS YEAR (FCTEACHR): The data for FCTEACHR are taken directly from the PFI parent questionnaire (PE11b) when available. Otherwise, they were imputed.

WITH ACADEMIC STANDARDS OF THE SCHOOL (FCSTDS): The data for FCSTDS are taken directly from the PFI parent questionnaire (PE11c) when available. Otherwise, they were imputed.

WITH ORDER AND DISCIPLINE AT THE SCHOOL (FCORDER): The data for FCORDER are taken directly from the PFI parent questionnaire (PE11d) when available. Otherwise, they were imputed.

AMOUNT OF HOMEWORK ASSIGNED IS “ABOUT RIGHT” (FHAMOUNT): The data for FHAMOUNT are taken directly from the PFI parent questionnaire (PF3) then available. Otherwise, they were imputed.

AMOUNT OF STANDARDIZED TESTING IS “ABOUT RIGHT” (FESTDTST): The data for FESTDTST are taken directly from the PFI parent questionnaire (PE12) when available. Otherwise, they were imputed.

ENROLLMENT BY SCHOOL CHOICE (SCHOICE): The data for SCHOICE are taken directly from the PFI parent questionnaire (PC2) when available. Otherwise, they were imputed.

FAMILY MOVED TO NEIGHBORHOOD SO STUDENT ELIGIBLE FOR SCHOOL (SNEIGHBR): The data for SNEIGHBR are taken directly from the PFI parent questionnaire (PC8) when available. Otherwise, they were imputed.

DISABILITY AFFECTS STUDENT’S ABILITY TO LEARN (HDAFFECT): The data for HDAFFECT are taken directly from the PFI parent questionnaire (PH9) when available. Otherwise, they were imputed.

SOURCE OF SERVICES FOR STUDENT’S CONDITION

LOCAL SCHOOL DISTRICT (HDSCHL): The data for HDSCHL are taken directly from the PFI parent questionnaire (PH4a) when available. Otherwise, they were imputed.

STATE OR LOCAL HEALTH OR SOCIAL SERVICE AGENCY (HDGOVT): The data for HDGOVT are taken directly from the PFI parent questionnaire (PH4b) when available. Otherwise, they were imputed.

DOCTOR, CLINIC, OR OTHER HEALTH CARE PROVIDER (HDDOCTOR): The data for HDDOCTOR are taken directly from the PFI parent questionnaire (PH4c) when available. Otherwise, they were imputed.

OTHER SOURCE (HDSOURCE): The data for HDSOURCE are taken directly from the PFI parent questionnaire (PH4d) when available. Otherwise, they were imputed.

INDIVIDUALIZED EDUCATION PROGRAMS (IEP) AND SPECIAL EDUCATION

SERVICES WERE PROVIDED THROUGH AN IEP (HNIFSP): The data for HNIFSP are taken directly from the PFI parent questionnaire (PH5) when available. Otherwise, they were imputed.

FAMILY WORKED WITH SCHOOL TO DEVELOP OR CHANGE IEP (HDDEVIEP): The data for HDDEVIEP are taken directly from the PFI parent questionnaire (PH6) when available. Otherwise, they were imputed.

STUDENT CURRENTLY IN SPECIAL EDUCATION CLASS (HDSPCLED): The data for HDSPCLED are taken directly from the PFI parent questionnaire (PH7) when available. Otherwise, they were imputed.