



Trends in the Use of School Choice: 1993 to 2007

Statistical Analysis Report

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Executive Summary

This report updates two previous reports: *Trends in the Use of School Choice: 1993 to 1999* (Bielick and Chapman 2003) and *Trends in the Use of School Choice: 1993 to 2003* (Tice et al. 2006). Using data from the National Household Education Survey (NHES) of the U.S. Department of Education's National Center for Education Statistics (NCES), this report examines enrollment trends in public schools (assigned and chosen) and private schools (religious and nonsectarian), from 1993 to 2007, as well as the characteristics of students in these schools in 2007. Additionally, the report describes student enrollment in charter schools in 2007¹ and demographic characteristics of homeschooled students in 2007.² The report also examines parents' satisfaction with and involvement in their children's schools.

Opportunities for school choice in the United States have expanded since the 1960s. In some localities, parents now can select from a wide range of public school choice options which expand alternatives beyond the public school their children would be assigned. There are interdistrict and intradistrict public school choice plans, charter schools, and magnet schools. Charter schools are public schools that provide free elementary or secondary education to students under a specific charter granted by the state legislature or other appropriate authority (Hoffman 2008). A magnet school is a school designed to attract students of different racial/ethnic backgrounds or to provide an academic or social focus on a particular theme (Hoffman 2008). Parents can also elect to enroll their children in private schools (religious or secular) or decide to homeschool them. Finally, in a few jurisdictions there are publicly funded vouchers for students to attend private schools.

This report represents the third in a series of reports from NCES that use data from the NHES to analyze school choice. The data presented here on school choice have been collected in five administrations of the NHES starting in 1993, then again in 1996, 1999, 2003 and 2007. The report provides information on the following six topics:

- Trends in the distribution of enrollment in public schools (assigned and chosen) and private schools (religious and nonsectarian) between 1993 and 2007.
- Demographic characteristics of students enrolled in public schools (assigned and chosen) and private schools (religious and nonsectarian) in 2007.
- Demographic characteristics of students enrolled in public charter schools in 2007.
- Demographic characteristics of students who were homeschooled in 2007.
- Demographic characteristics of students whose parents report there are public school choice options available in their district in 2003 and 2007.³
- Associations between the kind of school a student attends and parental satisfaction with and involvement in that school between 1993 and 2007.

¹ Charter school students are a subset of the students who are discussed in this report elsewhere as attending either assigned public schools or chosen public schools. A small number of students (0.3 percent) are reported by parents to be in assigned schools, which were later identified as charter schools. For these cases, it is not possible to verify whether or not, for example, the student was assigned to the charter school because of a special situation, the student had been assigned to a school that converted to charter status, or if this was a reporting error by the parent. Therefore, the data are presented as reported.

² For additional information on the number of homeschoolers and reasons for homeschooling, see Bielick (2008).

³ The NHES provides data on parents' perceptions about the availability of school choice in their district. However, the NHES does not collect administrative data about the specific choice programs that districts offer.

Each NHES survey used for the analyses in this report is based on telephone interviews about students in U.S. households, with full samples ranging from 45,000 to 60,000 households. Please see appendix A for information about the survey methodology, response rates, and bias. Highlights from the report's findings are presented below.

All specific statements of comparisons have been tested for statistical significance at the .05 level using Student's *t*-statistics to ensure that the differences are larger than those that might be expected due to sampling variation. All comparisons reported are significant at the .05 level. Adjustments for multiple comparisons were not included. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Estimates with a coefficient of variation greater than 30 percent are flagged in the tables and figures with the ! symbol.

School Enrollment Patterns and Trends from 1993 to 2007

From 1993 to 2007, the percentage of students enrolled in assigned public schools decreased from 80 percent to 73 percent. The trend away from attending assigned public schools was evident for White students; Black students; nonpoor students;⁴ students whose parents' highest level of education was some college or graduate or professional education; students in two-parent households; and students from all regions (East, West, Midwest, South) of the country. The trend away from attending assigned public schools was not shared by all types of students. No measurable difference was found in the percentage enrollment in assigned public schools from 1993 to 2007 for the following students: Hispanic students, near-poor and poor students, students in one-parent households, and students whose parents' highest level of education was a high school diploma or GED or less.

In 2007, there were enrollment differences in the types of schools attended across demographic groups. For example, a higher percentage of Black students (24 percent) than White students (13 percent) were enrolled in chosen public schools, and a higher percentage of non-poor students (4 percent)⁵ than poor or near-poor students (1 percent) enrolled in nonsectarian private schools.

Demographic Variations in Student Enrollment in 2007

Differences were also observed in the distributions of student characteristics for each school type in 2007 (assigned and chosen public schools and religious and nonsectarian private schools). For example, a higher percentage of students in assigned public schools than in any other school type had parents who had less than a high school diploma or GED (8 percent vs. 5 percent for students in chosen public schools, 1 percent for students in religious private schools, and 2 percent for students in nonsectarian private schools).

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

⁵ In the tables and figures in this report, poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold. See the definition of the poverty status variable in Appendix A: Technical Notes.

Demographic Characteristics of Public Charter School Students in 2007

About 2 percent of students in grades 1 through 12 were enrolled in charter schools in 2007. A higher percentage of charter school students were from cities⁶ (64 percent) compared with students in other public schools (30 percent).

Demographic Characteristics of Homeschooled Students in 2007

About 2.9 percent⁷ of all students ages 5 through 17 were homeschooled in 2007, most of them on a full-time basis. A larger percentage of students in two-parent households were homeschooled (3.6 percent) compared with students in one-parent households (1.0 percent). A greater percentage of students living in rural locales were homeschooled (4.9 percent) than were students living in cities or suburbs (2.0 percent vs. 2.7 percent, respectively).

Parental Perceptions and Considerations of Public School Choice Availability⁸

Between 2003 and 2007, the percentage of students in chosen public schools who attended their parents' first-choice school increased from 83 to 88 percent. In 2007, about 50 percent of students had parents who reported that public school choice was available, and 32 percent had parents who considered other schools. In addition, regardless of whether the school attended was chosen or assigned, 27 percent had parents who reported that they moved to a neighborhood for the school. There were no measurable patterns of difference by student and family demographic characteristics when comparing 2003 to 2007.

Parental Satisfaction and Involvement in Children's Schools

Overall, the majority of students in every type of school had parents who reported being very satisfied with all four measures of schooling across all years (with one 1999 exception—48 percent of students in public assigned schools had parents who were very satisfied with their schools). Generally, chosen schools (public or private) were associated with more parental satisfaction and involvement than assigned public schools. In 1993, 1999, 2003, and 2007, a greater percentage of students attending chosen public schools and both types of private schools had parents who were very satisfied with their schools than did students attending assigned public schools. A greater percentage of students enrolled in both nonsectarian and religiously affiliated private schools had parents who reported being involved in various ways in their children's schools than did students enrolled in both types of public schools.

⁶ Please see Appendix A: Technical Notes for details on how locale is defined for this report.

⁷ NCES report conventions for homeschooled students are to report percentage estimates to one decimal place.

⁸ Parental perceptions of public school choice availability were measured by responses to a question which asked, "Does your public school district let you choose which public school you want (CHILD) to attend, either in your own school district or another district?"

Acknowledgments

The authors would like to thank the thousands of parents who completed interviews upon which this report is based.

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Introduction

This report updates two previous reports: *Trends in the Use of School Choice: 1993 to 1999* (Bielick and Chapman 2003) and *Trends in the Use of School Choice: 1993 to 2003* (Tice et al. 2006). Using data from the National Household Education Survey (NHES) of the U.S. Department of Education's National Center for Education Statistics (NCES), this report examines the patterns and trends in students' enrollment in public schools (assigned and chosen) and in private schools (religious and nonsectarian) from 1993 to 2007, as well as the characteristics of students in these schools in 2007. Additionally, the report describes student enrollment in charter schools in 2007¹ and demographic characteristics of homeschooled students in 2007.² The report also examines parents' satisfaction with and involvement in their children's schools. According to the U.S. Department of Education non-regulatory guidance on the parental involvement provisions in the No Child Left Behind Act (NCLB), "the involvement of parents in their children's education and schools is critical to that process. A synthesis of the research concluded that 'the evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.'" See No Child Left Behind Act of 2001, Title I, Part A, Section 1118.

School choice in American education has long been available to parents with sufficient resources to send their children to private schools or move to a particular school district. Choice within the public school system did not become readily available to parents until the 1960s, however, with the advent of alternatives such as magnets (Schneider, Teske, and Marschall 2000). Since then, the range of school choice options has expanded to include interdistrict choice plans, intradistrict choice plans, charter schools, and vouchers to attend private schools. In addition, NCLB has a public school choice provision that requires that students enrolled in a Title I school that is identified for school improvement, corrective action, or restructuring have an opportunity to attend a public school that has not been so identified. See No Child Left Behind Act of 2001, Title I, Section 1116 (b)(E). Parents may also choose to homeschool their children.

Charter schools are public schools that provide free elementary or secondary education to students under a specific charter granted by the state legislature or other appropriate authority (Hoffman 2008). A magnet school is a school designed to attract students of different racial/ethnic backgrounds or to provide an academic or social focus on a particular theme (Hoffman 2008). However, all types of school choice options are not available in all communities. Community size, distance, density, and local and state policy influence availability. For example, there are some states that do not have the charter school option. In 2008, there were 11 states without charter school legislation: These states were Alabama, Kentucky, Maine, Mississippi, Montana, Nebraska, North Dakota, South Dakota, Vermont, Washington, and West Virginia (Center for Education Reform 2008).

¹ Charter school students are a subset of the students who are discussed in this report elsewhere as attending either assigned public schools or chosen public schools. A small number of students (0.3 percent) are reported by parents to be in assigned schools, which were later identified as charter schools. For these cases, it is not possible to verify whether or not, for example, the student was assigned to the charter school because of a special situation, the student had been assigned to a school that converted to charter status, or if this was a reporting error by the parent. Therefore, the data are presented as reported by the parent.

² For additional information on the number of homeschoolers and reasons for homeschooling, see Bielick (2008).

With the range of school choice options now available to parents and the NCLB guidance and provisions, it is useful to track how the rate of student enrollment and parent satisfaction and involvement in various types of schools, both public and private, has changed over time. Specifically, this report provides information on the following six topics:

- Trends in students' enrollment in public schools (assigned and chosen) and private schools (religious and nonsectarian) between 1993 and 2007.
- Demographic characteristics of students enrolled in public schools (assigned and chosen) and private schools (religious and nonsectarian) in 2007.
- Demographic characteristics of students enrolled in public charter schools in 2007.
- Demographic characteristics of students who were homeschooled in 2007.
- Demographic characteristics of students whose parents report there are public school choice options available in their district.³
- Association between the type of school a student attends and parental satisfaction with and involvement in that school.

The results presented in this report are based on five administrations of the NHES (1993, 1996, 1999, 2003, and 2007). In each survey year prior to 2007, parents were asked whether their children attended a public or private school. Parents who answered that the child attended a public school were asked if it was the assigned public school or a public school of their personal choosing. Parents who answered that the child attended a private school were asked whether the school was church-related or not.⁴ Starting in 2007, NHES matched the NCES identification number for the child's school to data from one of two NCES surveys—the Common Core of Data (CCD) for public schools and the Private School Universe Survey (PSS) for private schools—yielding additional details about characteristics of the students' schools, including school type. Parents were also asked about the degree of satisfaction they had with their children's schools and the types of involvement they had in the schools.

The NHES surveys used for the analyses are as follows: for 1993, the School Readiness Survey and the School Safety and Discipline Survey; for 1996, the Parent and Family Involvement in Education Survey; for 1999, the Parent Survey; and for 2003 and 2007, the Parent and Family Involvement in Education Survey. Each survey was based on telephone interviews of U.S. households, with full samples ranging from 45,000 to 60,000 households.⁵ When survey weights are used, each survey is nationally representative of all civilian, non-institutionalized students in kindergarten to grade 12 in the 50 states and the District of Columbia for the school year in which the data were collected. The samples were selected using random-digit-dialing (RDD) methods, and the data were collected using computer-assisted telephone interviewing (CATI) technology.

³ The NHES provides data on parents' perceptions about the availability of school choice in their district. However, the NHES does not collect administrative data about the specific choice programs that districts offer.

⁴ The categories for private school enrollment were reported in previous versions of this report and in NHES 1996, 1999, and 2003 data collection as "church-related" or "not church-related." NHES 2007 data on private school affiliation come from the Private School Universe Survey (PSS), and the categories have been renamed "religious" and "nonsectarian" to reflect this.

⁵ For more information about the specific surveys, see Appendix A: Technical Notes in this report or the following data file user's manuals: Brick et al. 1994a; Brick et al. 1994b; Collins et al. 1997; Nolin et al. 2000; Hagedorn et al. 2004; Hagedorn et al. 2008.

This report uses data reported by parents about students in grades 1 through 12.⁶ Data were collected for 16,957 students in 1993, for 16,145 students in 1996, for 15,939 students in 1999, for 11,273 students in 2003, and for 9,530 students in 2007. The unit of analysis in the NHES is the child, not the parent or guardian. Thus, all percentages referenced in this report refer to the percentage of students whose parents or guardians reported particular information about them. The overall unit response rates were 74 percent for the 1993 School Readiness Survey (used for 1st and 2nd grade), 73 and 74 percent for the 1993 School Safety and Discipline Survey (3rd through 5th grade, and 6th through 12th grade, respectively), 63 percent for the 1996 Parent and Family Involvement in Education Survey, 65 percent for the 1999 Parent Survey, 54 percent for the 2003 Parent and Family Involvement in Education Survey, and 39 percent for the 2007 Parent and Family Involvement in Education Survey.⁷ In all five survey administrations, item nonresponse (the failure to complete some items in an otherwise completed interview) was very low (less than 2 percent for most variables in this report). Please see Appendix A for more information about response bias analyses and the survey methodology.

All specific statements of comparisons have been tested for statistical significance at the .05 level using Student's *t*-statistics to ensure that the differences are larger than those that might be expected due to sampling variation. All comparisons reported are significant at the .05 level. Adjustments for multiple comparisons were not included. Readers are cautioned not to draw causal inferences based on the univariate and bivariate results presented. Many of the variables examined in this report may be related to one another, and complex interactions and relationships among the variables have not been explored. The variables examined here are also just a selection of those that can be examined in these data.

⁶ Kindergarten students are excluded from the analyses of students enrolled in public and private schools in this report because not all states have mandatory kindergarten attendance policies. Also, the parent satisfaction and involvement analyses are limited to grades 3 through 12 because the 1993 NHES only covers students in those grades.

⁷ The estimated overall unit response rate is computed by multiplying the screener interview unit response rate by the appropriate extended interview response rate. A methodological bias study was conducted in 2007 and showed no substantial bias (Montaquila et al. 2008). Unlike other survey years, in 1993 there were multiple surveys based on age-group, which were combined to form the analysis in this report. Response rates for 1993 were therefore calculated separately by age-group. See Appendix A: Technical Notes for more information on response rates.

Background

The foundation of the public school choice movement can be traced back to the alternative schools reform models of the 1960s (Schneider, Teske, and Marschall 2000). Since then, other forms of public school choice have emerged that potentially increase the number of options available to parents and their children. For instance, the number of magnet schools expanded in the 1970s and 1980s as a mechanism designed to reduce racial and ethnic segregation in school districts or provide an academic or social focus on a particular theme. In the 2007–08 school year, there were approximately 2,400 magnet schools nationwide enrolling 1.2 million students and an additional 3,300 schools with magnet programs enrolling 3.1 million students.⁸ Another form of public school choice is charter schools. Charter schools are independent public schools that are exempt from specific state or local regulations that normally govern the operation and management of public schools. Enrollment in charter schools has been rising since their inception in the early 1990s. In the 2002–03 school year, approximately 2,575 charter schools in 35 states and the District of Columbia served 1.4 percent of all U.S. public school students (Hoffman et al. 2005). Four years later, the number of charter schools had increased to 4,132 charter schools in 40 states and the District of Columbia serving about 2 percent of all U.S. public school students (Hoffman 2008). Some states and districts offer publicly funded voucher programs for students to attend private schools: currently, Arizona, Florida, Georgia, Maine, Ohio, Utah, Vermont, Wisconsin (Milwaukee), and the District of Columbia have such programs. Additionally, there are interdistrict school choice plans that allow students to attend a public school district other than the one in which they live, and intradistrict school choice plans that allow students to attend a school, other than their neighborhood school, within their district. Estimates from the 2007–08 school year suggest that these kinds of plans were available in 48 percent of school districts in the United States.⁹

Besides an expanded range of choice programs in the public school system, parents also have the option of sending their children to private schools. From 1995 to 2007, the percentage of elementary and secondary students enrolled in private schools has ranged from 10 to 12 percent (Planty et al. 2009). Trends in private school enrollment have varied by whether the school is religious or nonsectarian, and among religious schools, trends in enrollment have varied by the school's religious affiliation. Between 1995 and 2007, enrollment in Roman Catholic schools decreased while enrollment in Conservative Christian schools and in nonsectarian private schools increased (Planty et al. 2009).

Homeschooling is an additional education option available to parents. The percentage of students being homeschooled has increased in recent years. Over 1.5 million students were homeschooled in the United States in 2007 compared with 1.1 million in 2003, and 850,000 in 1999 (Bielick 2008).

Measuring School Choice

This report defines school choice as either student enrollment in a chosen public school (where parents reported that the student's public school was chosen rather than assigned) or as student enrollment in a private school (religious or nonsectarian). In the report, students in these types of schools of choice are compared with students enrolled in assigned public schools (where parents reported that the student attends the assigned public school).

⁸ Unpublished estimates on magnet schools and programs from the 2007–08 Schools and Staffing Survey (SASS), U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Enrollment for schools with magnet programs is the total enrollment for the school.

⁹ Unpublished estimate on plan availability from the 2007–08 SASS. Excludes districts with only one school.

The report also examines homeschooling as a school choice option. Students are considered to be home-schooled if a parent reported them as being schooled at home instead of at a public or private school for at least part of their education and if their part-time enrollment in public or private school did not exceed 25 hours a week. Students who were schooled at home primarily because of a temporary illness are not included as homeschoolers.

Measuring Parental Perceptions about School Choice Availability

In 2003 and 2007, the NHES asked parents four questions that measured (1) whether they thought public school choice was available in their own district or another district, (2) whether they had looked into other school options for their children, (3) if the school their children attended was the parents' first choice, and (4) if they had moved to their current neighborhood in order to send their children to a particular school. Each question had a "yes/no" response category format and, in this report, each question is analyzed separately.

Because the NHES is a household survey, estimates about school choice availability in schools and school districts across the United States cannot be determined from the NHES. School choice availability can be determined from school or district-based surveys, such as NCES's Schools and Staffing Survey.

Measuring Parental Satisfaction and Involvement

Both the parental satisfaction and parental involvement analyses are based on information provided for students in grades 3 through 12. The analyses are limited to these grades because the 1993 NHES did not ask parents of students in grades 1 or 2 questions about school satisfaction or involvement.

The NHES surveys used in this report measured parental satisfaction by asking parents how satisfied (very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied) they were with four aspects of their children's schools: (1) the school, (2) the teachers, (3) the academic standards, and (4) the order and discipline the school maintains. Additionally, the 2007 NHES asked parents how satisfied they were with staff interaction with parents.

There are many ways to measure and describe parent and family involvement in children's education. For example, involvement can include family involvement at children's schools, such as volunteering and attending school events; communication practices between families and schools; and family involvement at home and outside of school, such as helping with homework or visiting a library. This report considers family involvement at school. Since 1993, the NHES has asked about four types of activities that parents may be involved in at their children's schools during the school year. The activities measured are those that are typically available in most schools: (1) general meetings—such as a Parent Teacher Association (PTA) meeting, a general school meeting, an open house, or a back-to-school night, (2) regularly scheduled parent/teacher conferences, (3) school events—such as sports, and (4) volunteer events—such as serving as a volunteer in the child's classroom, on a school committee, or elsewhere in the school. Each activity was scored as a binary variable ("yes, attended" or "no, did not attend"), and cross-tabular analyses were performed on each individually.

Measuring Student and Family Demographic Characteristics

Parents were asked several questions about their children's and their family's demographic characteristics. This report examines differences in the school choice measures by students' sex, race/ethnicity, grade level (grades 1–5, 6–8, and 9–12), whether or not the student has a parent-reported disability, family poverty status (poor, near-poor, nonpoor), parents' highest level of education, family structure (two parents, one parent, nonparent guardians), geographic region where the student resides (Northeast, South, Midwest, West), and the locale type in which the student resides (city, suburb, town, rural).

More detailed information about the definition and construction of the variables used in this report is available in appendix A.

Findings

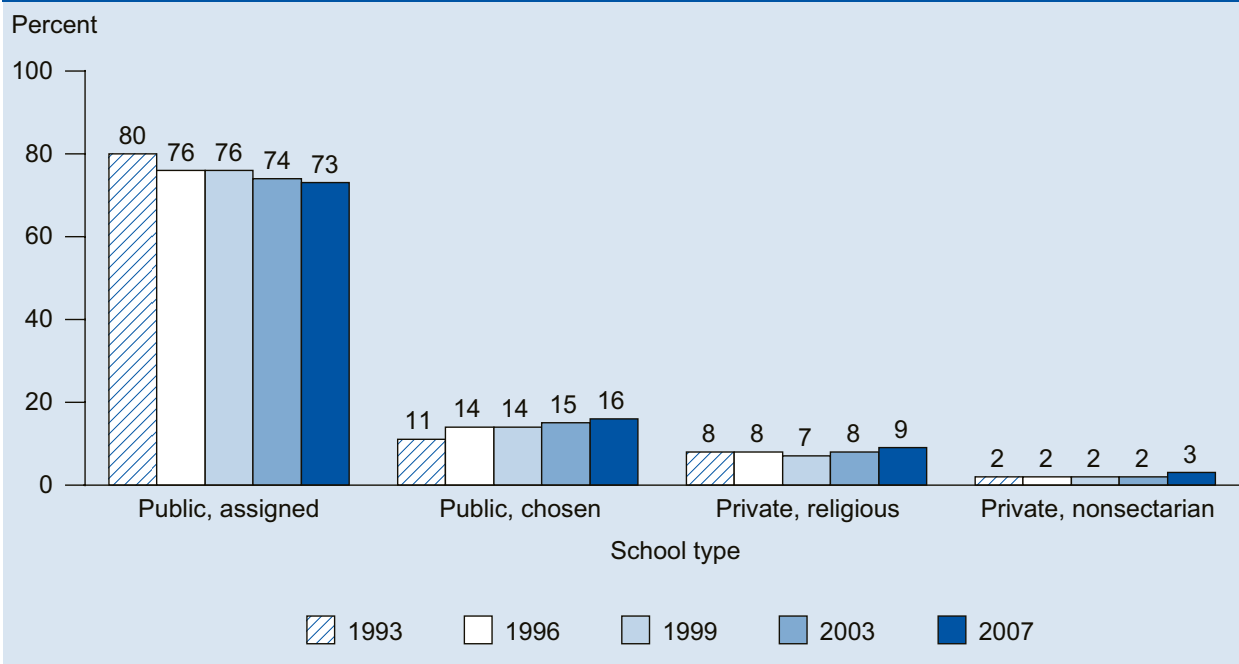
The findings for this report are organized into six sections that correspond with the topics listed in the introduction. The first section presents the overall student enrollment patterns and trends data by school type over a 14-year period (from 1993 to 2007) and characteristics of students enrolled in each school type in 2007. The second section presents the distributions of students' demographic characteristics within school types in 2007. The third section presents descriptive statistics on students in charter schools in 2007. The fourth section presents descriptive statistics on homeschooled students in 2007. The fifth section presents data on parents' perceptions of school choice availability in 2007 by the type of school students were attending and their demographic characteristics. The final section presents data on parents' satisfaction with and involvement in their children's schools in 2007.

Student Enrollment Patterns and Trends from 1993 to 2007

The NHES data show that almost three-fourths of students in grades 1 through 12 (73 percent) were enrolled in assigned public schools in 2007 (table 1). Sixteen percent of students were enrolled in chosen public schools, followed by 9 percent of students in religious private schools and 3 percent of students in nonsectarian private schools.

There were no measurable differences in the percentage of students enrolled across school types when data for 2003 are compared with data for 2007. However, several changes in school enrollment patterns have occurred over a longer time period dating from 1993. The percentage of 1st- through 12th-grade students enrolled in assigned public schools decreased from 80 to 73 percent between 1993 and 2007 (figure 1). This decrease was concurrent with an increase in the percentage of 1st- through 12th-grade students in chosen public schools, as the percentage enrollment rose from 11 to 16 percent between 1993 and 2007. Over the same time period, the percentage of students enrolled in nonsectarian private schools increased from 2 to 3 percent.

Figure 1. Percentage of students enrolled in grades 1–12, by public and private school type: 1993, 1996, 1999, 2003, and 2007



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993; School Safety and Discipline Survey of the NHES, 1993; Parent and Family Involvement in Education Survey of the NHES, 1996; Parent Survey of the NHES, 1999; Parent and Family Involvement in Education Survey of the NHES, 2003; and Parent and Family Involvement in Education Survey of the NHES, 2007.

Public, assigned schools

Patterns and trends: 1993 to 2007

From 1993 to 2007, the percentage of students enrolled in assigned public schools decreased (table 1 and figure 1). With some exceptions, the overall trend away from enrollment in assigned public schools between 1993 and 2007 was evident across student and household characteristics. The trend away from attending assigned public schools was evident for White students; Black students; and nonpoor students;¹⁰ students whose parents' highest level of education¹¹ was some college or graduate or professional school; students in two-parent households; and students living in all regions of the country. No measurable difference was found in the percentage enrollment in assigned public schools from 1993 to 2007 for the following students: Hispanic students, near-poor and poor students, students in one-parent households, and students whose parents' highest level of education was less than a high school diploma or GED.

Characteristics of students in assigned public schools in 2007

The percentage of students enrolled in assigned public schools in 2007 varied by race/ethnicity, poverty status, parents' highest level of education, and locale.¹² A higher percentage of Hispanic students were enrolled in assigned public schools than were Black students (76 vs. 69 percent, respectively) (table 1). Seventy-eight percent of both poor and near-poor students attended an assigned public school, whereas a smaller percentage of nonpoor students (70 percent) did so. The percentage of students enrolled in an assigned public school decreased as parents' highest level of education increased (table 1). For example, 85 percent of students with a parent who had less than a high school diploma or GED were enrolled in assigned public schools, compared with 80 percent of students with a parent whose highest level of education was a high school diploma or GED; 75 percent of students with a parent whose highest level of education was some college; 71 percent of students with a parent whose highest level of education was a bachelor's degree; and 62 percent of students with a parent whose highest level of education was graduate or professional school. A lower percentage of students living in cities attended assigned public schools than did students living in the suburbs, towns, or rural locales (63 percent vs. 75 percent, 81 percent, and 82 percent, respectively).

Public, chosen schools

Patterns and trends: 1993 to 2007

There was an increase in the percentage of students enrolled in chosen public schools when comparing 1993 to 2007 (table 1 and figure 1); this pattern was also observed, with some exceptions, when the data were subset by student and household characteristics. Among students whose parents reported having less than a high school education, the percentage of students enrolled in chosen public schools was lower in 2007, at 12 percent, than it was in 2003 when 20 percent were reported as enrolled in chosen public schools, but

¹⁰ Poor students were defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 to 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold. See the definition of the poverty status variable in Appendix A: Technical Notes.

¹¹ Parents' highest level of education is the highest level of educational attainment between both parents or guardians in the household or the only parent or guardian in the household. This means, for example, that parents whose highest education level is a high school diploma or GED did not attend a community college, vocational or technical school, or college or university beyond high school completion.

¹² Locale classifies the student's household zipcode as being in a city, suburb, town, or rural area. See the definition of the locale variable in Appendix A: Technical Notes.

there was no measurable difference in enrollment when comparing 1993 to 2007. Also the percentage of middle school students (grades 6 to 8) enrolled in chosen public schools was lower in 2007, at 12 percent, than it was in 2003 (15 percent), but there was no measurable difference in enrollment when comparing 1993 to 2007.

Characteristics of students in chosen public schools in 2007

The percentage of students enrolled in chosen public schools in 2007 varied by race/ethnicity, family structure, locale, and region. A higher percentage of Black students were enrolled in chosen public schools than were White, Hispanic, or Asian students (24 percent of Black students vs. 13 percent of White, 17 percent of Hispanic, and 14 percent of Asian students). Also, higher percentages of Hispanic students and students in the Other race category¹³ were enrolled in chosen public schools than were White students (table 1). With respect to family structure, a greater percentage of students from one-parent families attended chosen public schools than did students from two-parent families (18 vs. 14 percent, respectively). A greater percentage of students living in cities (23 percent) attended chosen public schools than did students living in the suburbs, towns, or rural locales (12 percent, each). A greater percentage of students in the West attended chosen public schools (20 percent) than did students in the Midwest (15 percent), South (14 percent) or Northeast (13 percent).

Private, religious schools

Patterns and trends: 1993 to 2007

Enrollment in religious private schools increased by 1 percentage point overall, from 8 to 9 percent, when comparing 1993 and 2007 (table 1 and figure 1). Increases when comparing 1993 to 2007 were also observed for the following subpopulations: White students (9 to 11 percent), Black students (3 to 6 percent), high school students (6 to 9 percent), students in the South (5 to 8 percent), and students in two-parent households (9 to 10 percent).

Characteristics of students in religious private schools in 2007

In 2007, the percentage of students enrolled in religious private schools varied by race/ethnicity, disability status, poverty status, parents' highest level of education, family structure, and locale (table 1). With respect to race/ethnicity, a greater percentage of White students attended religious private schools than did students of any other race/ethnicity (11 percent of White students vs. 7 percent of Asian students and 6 percent of students in each of the other racial/ethnic groups). In terms of disability status, a greater percentage of students with no disability attended religious private schools than did students with a disability (9 vs. 7 percent, respectively). Measurable differences were observed by poverty status, with nonpoor students having the highest rate of enrollment in religious private schools (12 percent of nonpoor students followed by 5 percent of near-poor students and 2 percent of poor students). With respect to parents' highest level of education, students of parents with more education had higher percentages of enrollment in religious private schools than did students of parents with less education. For example, fifteen percent of students with a parent who had a graduate education attended religious private schools compared with 12 percent of students with a parent who had a bachelor's degree, 7 percent of students with a parent who had some college or vocational training, 4 percent of students with a parent whose highest level of education was a high school diploma or GED, and 2 percent of students with a parent who had less than a high school diploma or GED. A greater

¹³ The Other race category includes non-Hispanic students of more than one race or who were American Indian or Alaska Native, or who were not White, Black, Asian, or Pacific Islander.

percentage of students living in two-parent families (10 percent) than in one-parent families (5 percent) were enrolled in religious private schools in 2007. With respect to region, the percentage of students enrolled in religious private schools was smaller among students living in the West (6 percent) than among students living in the Northeast (11 percent), the Midwest (10 percent), or in the South (8 percent). Finally, a greater percentage of students in cities and suburbs (10 and 11 percent, respectively) than in towns or rural locales (5 percent, each) were enrolled in religious private schools in 2007.

Private, nonsectarian schools

Patterns and trends: 1993 to 2007

In 2007, the overall percentage of students enrolled in nonsectarian private schools (3 percent) was lower than the percentage of students enrolled in religious private schools (9 percent) (table 1 and figure 1). Comparing 1993 to 2007, there was a 1 percentage point increase in the percentage of students enrolled in nonsectarian private schools (from 2 to 3 percent). There were also increases when comparing 1993 to 2007 for a number of the subpopulations examined, namely, White students, nonpoor students, students whose parents' highest level of education was high school completion or was graduate or professional school, and students living in two-parent families.

Characteristics of students in nonsectarian private schools in 2007

Nonsectarian private school enrollment in 2007 varied by student and household characteristics.¹⁴ The greatest variation in nonsectarian private enrollment in 2007 was observed by parents' highest level of education: students whose parents had a graduate degree had a higher percentage enrollment (7 percent) than students with parents with other levels of education. Also, a greater percentage of students whose parents' highest level of education was a bachelor's degree (2 percent) attended nonsectarian private schools compared with students whose parents' highest level of education was less than high school completion (1 percent), high school completion (1 percent), or some college education (1 percent). One percent of Hispanic students attended nonsectarian private schools, a smaller percentage than that of White (3 percent) or Asian (5 percent) students. Also, a larger percentage of Asian students than Black students (5 vs. 2 percent, respectively) attended nonsectarian private schools in 2007. Four percent of nonpoor students attended nonsectarian private schools, a larger percentage than that of near-poor students (1 percent) or poor students (1 percent). A smaller percentage of students living in the Midwest (1 percent) attended nonsectarian private schools than did students living in the Northeast or the West (3 percent for both groups). A greater percentage of students living in cities (4 percent) attended nonsectarian private schools than did students living in suburbs, towns, or rural locales (2 percent, 1 percent, and 1 percent respectively).

¹⁴ Interpret data with caution. Many estimates for nonsectarian private schools are unstable; the coefficient of variation is 30 percent or more.

Table 1. Percentage of students enrolled in grades 1–12, by public and private school type and student and household characteristics: 1993, 1996, 1999, 2003, and 2007

Student and household characteristics	School type									
	Public, assigned					Public, chosen				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Total	80	76	76	74	73	11	14	14	15	16
Sex										
Male	81	76	76	74	73	11	13	14	15	16
Female	79	76	75	74	73	11	14	15	15	15
Race/ethnicity ¹										
White	81	77	77	75	74	9	11	11	13	13
Black	77	73	71	68	69	19	22	23	24	24
Hispanic	79	76	77	78	76	14	16	18	15	17
Asian or Pacific Islander	—	—	—	68	74	—	—	—	19	14
Other race	—	—	—	72	72	—	—	—	20	20
Grade level										
Grades 1–5	79	74	74	72	71	12	15	15	17	17
Grades 6–8	81	79	79	75	77	10	11	12	15	12
Grades 9–12	81	76	77	76	73	11	14	16	14	16
Disability status										
Has a disability	—	—	76	74	76	—	—	16	17	15
Does not have a disability	—	—	76	74	73	—	—	14	15	16
Poverty status ²										
Poor	83	78	77	78	78	14	18	19	18	19
Near-poor	83	79	78	77	78	11	14	16	17	16
Nonpoor	77	74	75	71	70	10	12	12	14	14
Parents' highest level of education ³										
Less than high school diploma or GED	84	79	80	78	85	14	17	18	20	12
High school diploma or GED	84	82	80	79	80	11	12	14	16	15
Some college/vocational/technical	80	76	77	76	75	11	15	15	16	16
Bachelor's degree	76	71	72	69	71	9	13	13	14	15
Graduate/professional school	73	66	68	66	62	10	13	13	14	16
Family structure										
Two parents	80	76	77	74	73	9	12	12	14	14
One parent	79	75	74	74	75	15	18	18	18	18
Nonparent guardians	84	80	73	75	73	14	15	22	20	23
Region										
Northeast	78	74	74	74	72	9	13	14	12	13
South	82	79	78	76	75	11	13	14	16	14
Midwest	80	75	76	72	74	10	12	13	14	15
West	79	74	75	74	71	13	18	18	19	20
Locale										
City	—	—	—	—	63	—	—	—	—	23
Suburb	—	—	—	—	75	—	—	—	—	12
Town	—	—	—	—	81	—	—	—	—	12
Rural	—	—	—	—	82	—	—	—	—	12

See notes at end of table.

Table 1. Percentage of students enrolled in grades 1–12, by public and private school type and student and household characteristics: 1993, 1996, 1999, 2003, and 2007—Continued

Student and household characteristics	School type									
	Private, religious					Private, nonsectarian				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Total	8	8	7	8	9	2	2	2	2	3
Sex										
Male	7	8	7	8	8	2	3	2	2	3
Female	8	8	8	9	9	2	2	2	2	2
Race/ethnicity ¹										
White	9	9	9	10	11	2	3	3	3	3
Black	3	4	4	6	6	1	1	2	2	2
Hispanic	6	6	4	6	6	1	1	1	1	1
Asian or Pacific Islander	—	—	—	9	7	—	—	—	4	5
Other race	—	—	—	6	6	—	—	—	3	3
Grade level										
Grades 1–5	8	9	9	10	9	1	2	2	2	3
Grades 6–8	7	7	7	8	9	1	2	2	2	2
Grades 9–12	6	7	5	7	9	2	3	2	3	2
Disability status										
Has a disability	—	—	6	6	7	—	—	2	3	2
Does not have a disability	—	—	8	9	9	—	—	2	2	3
Poverty status ²										
Poor	3	3	3	3	2	#	1	2	1	1
Near-poor	6	6	5	5	5	1	1	1	2	1
Nonpoor	11	11	10	12	12	3	3	3	3	4
Parents' highest level of education ³										
Less than high school diploma or GED	2	2	2	2	2	#	2	1	1	1
High school diploma or GED	5	5	4	4	4	1	1	1	1	1
Some college/vocational/technical	8	7	6	7	7	1	2	1	2	1
Bachelor's degree	12	13	13	14	12	3	3	3	3	2
Graduate/professional school	13	15	13	14	15	4	6	6	6	7
Family structure										
Two parents	9	10	8	10	10	2	2	3	3	3
One parent	5	5	5	5	5	1	2	2	2	2
Nonparent guardians	2	2	4	4	4	1	3	1	2	1
Region										
Northeast	11	9	9	11	11	2	4	4	4	3
South	5	6	6	6	8	2	2	2	2	2
Midwest	9	11	9	12	10	1	1	1	2	1
West	7	6	5	6	6	1	2	2	2	3
Locale										
City	—	—	—	—	10	—	—	—	—	4
Suburb	—	—	—	—	11	—	—	—	—	2
Town	—	—	—	—	5	—	—	—	—	1
Rural	—	—	—	—	5	—	—	—	—	1!

— Not available. Comparable variables are not available on the datafiles in the survey years noted.

Rounds to zero.

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

¹ Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. The Other race category includes students who are not Hispanic, whose race was reported as either "American Indian or Alaska Native" or more than one race. Race categories exclude Hispanic origin unless specified.

² Poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold.

³ GED is General Educational Development.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993; School Safety and Discipline Survey of the NHES, 1993; Parent & Family Involvement in Education Survey of the NHES, 1996; Parent Survey of the NHES, 1999; Parent and Family Involvement in Education Survey of the NHES, 2003; and Parent and Family Involvement Survey of the NHES, 2007.

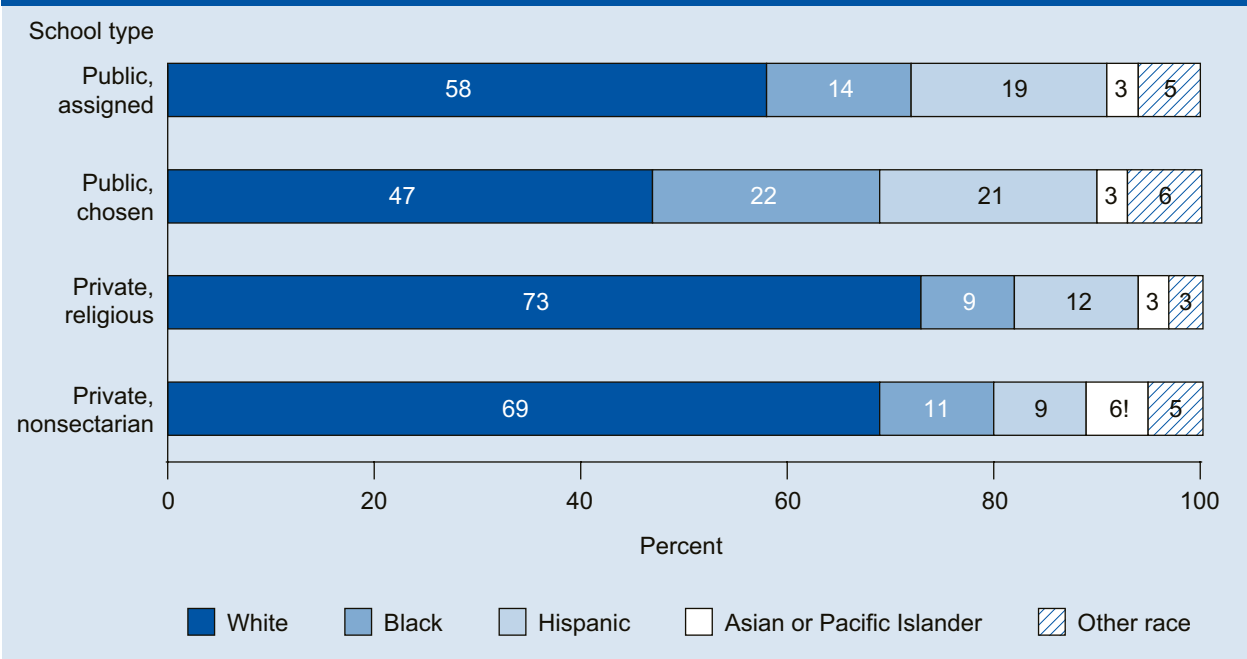
Demographic Variations in Student Enrollment in 2007

Another way to examine how student and household characteristics are associated with enrollment in different types of schools is to compare student and household characteristics within each type of school. Table 2 shows the distributions of students with different characteristics in assigned public schools, chosen public schools, religious private schools, and nonsectarian private schools in 2007.

Race/ethnicity

In 2007, some 58 percent of assigned public school students were White, 19 percent were Hispanic, 14 percent were Black, and 3 percent were Asian or Pacific Islander (table 2 and figure 2). The race/ethnicity distributions of students in the four school types reveal that a higher percentage of students in both types of private schools were White compared with students in both types of public schools (73 percent religious private and 69 percent nonsectarian private vs. 58 percent assigned public and 47 percent chosen public). A higher percentage of students in chosen public schools were Black (22 percent) compared with other school types (14 percent in assigned public schools, 9 percent in religious private schools, and 11 percent in nonsectarian private schools). A higher percentage of students in chosen public schools were Hispanic (21 percent) compared with other school types (19 percent in assigned public schools, 12 percent in religious private schools, and 9 percent in nonsectarian private schools). A higher percentage of students in both types of public schools than students in both types of private schools were Asian or Pacific Islander (3 percent in assigned public schools and 6 percent in chosen public schools vs. 3 percent in religious private schools and 5 percent in nonsectarian private schools).

Figure 2. Percentage of students enrolled in grades 1–12 within public and private school type, by race/ethnicity: 2007



! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

NOTE: Detail may not sum to totals because of rounding. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. The Other race category includes students who are not Hispanic, whose race was reported as either "American Indian or Alaska Native" or more than one race. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table 2. Percentage distribution of students enrolled in grades 1–12 within public and private school types, by student and household characteristics: 2007

Student and household characteristics	Total	School type			
		Public, assigned	Public, chosen	Private, religious	Private, nonsectarian
Total	100	100	100	100	100
Sex					
Male	52	52	53	50	57
Female	48	48	47	50	43
Race/ethnicity¹					
White	58	58	47	73	69
Black	15	14	22	9	11
Hispanic	19	19	21	12	9
Asian or Pacific Islander	3	3	3	3	6!
Other race	5	5	6	3	5
Grade level					
Grades 1–5	42	41	46	42	46
Grades 6–8	26	27	20	26	25
Grades 9–12	32	32	34	33	29
Disability status					
Has a disability	24	24	21	20	24
Does not have a disability	76	76	79	80	76
Poverty status²					
Poor	19	20	22	6	6!
Near-poor	19	20	21	11	4!
Nonpoor	62	60	57	84	90
Parents' highest level of education³					
Less than high school diploma or GED	7	8	5	1!	2!
High school diploma or GED	22	24	22	9	10
Some college/vocational/technical	29	29	30	25	12
Bachelor's degree	22	21	22	30	20
Graduate/professional school	21	18	22	36	56
Family structure					
Two parents	72	72	68	83	81
One parent	24	24	26	15	18
Nonparent guardians	4	4	6!	2	1!
Region					
Northeast	18	18	14	22	24
South	36	37	33	35	33
Midwest	22	22	21	26	12!
West	24	23	32	17	32
Locale					
City	32	27	46	35	53
Suburb	37	38	29	45	34
Town	11	12	8	7	6
Rural	20	22	17	13	7!

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

¹ Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. The Other race category includes students who are not Hispanic, whose race was reported as either "American Indian or Alaska Native" or more than one race. Race categories exclude Hispanic origin unless specified.

² Poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold.

³ GED is General Educational Development.

NOTE: 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 National Household Education Surveys Program (NHES), 2007.

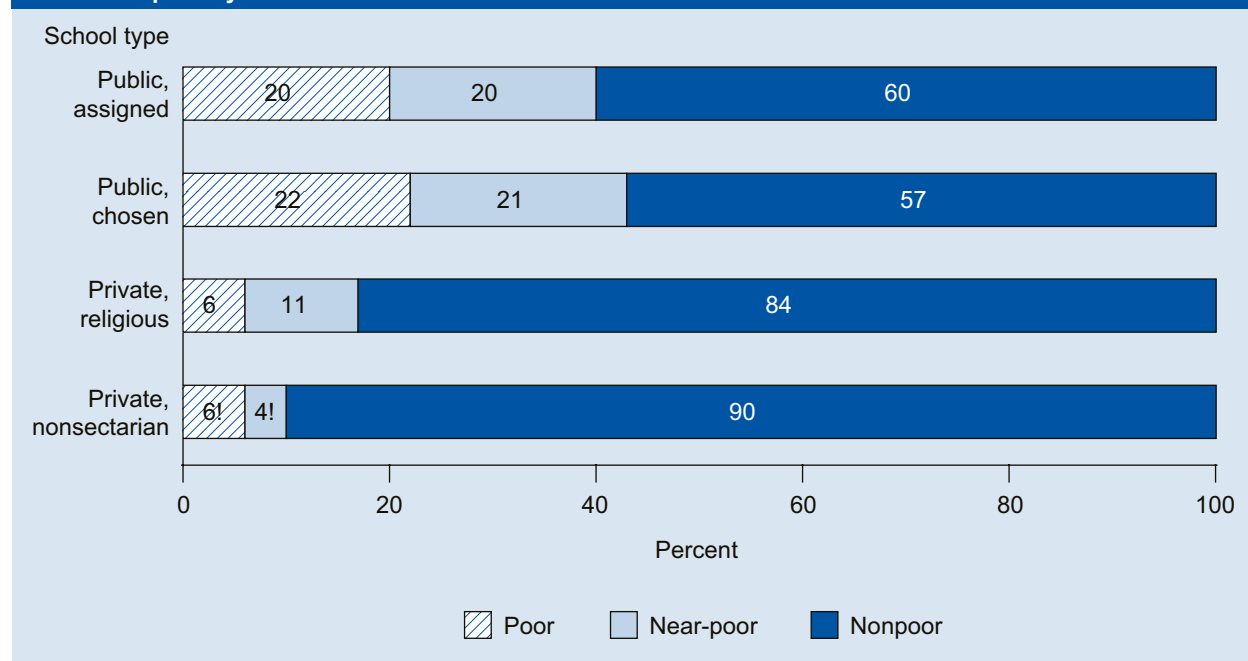
Disability status

Relatively more students in assigned public schools were reported by their parents as having a disability (24 percent), compared with students in religious private schools (20 percent) (table 2). No other measurable differences by school type were found for the percentages of students with disabilities.

Poverty status

Higher percentages of public school students were poor or near-poor compared with private school students (figure 3). For example, 20 percent of students in assigned public schools and 22 percent of students in chosen public schools were poor compared with 6 percent of students in religious private schools and 6 percent¹⁵ of students in nonsectarian private schools.

Figure 3. Percentage of students enrolled in grades 1–12 within public and private school type, by family poverty status: 2007

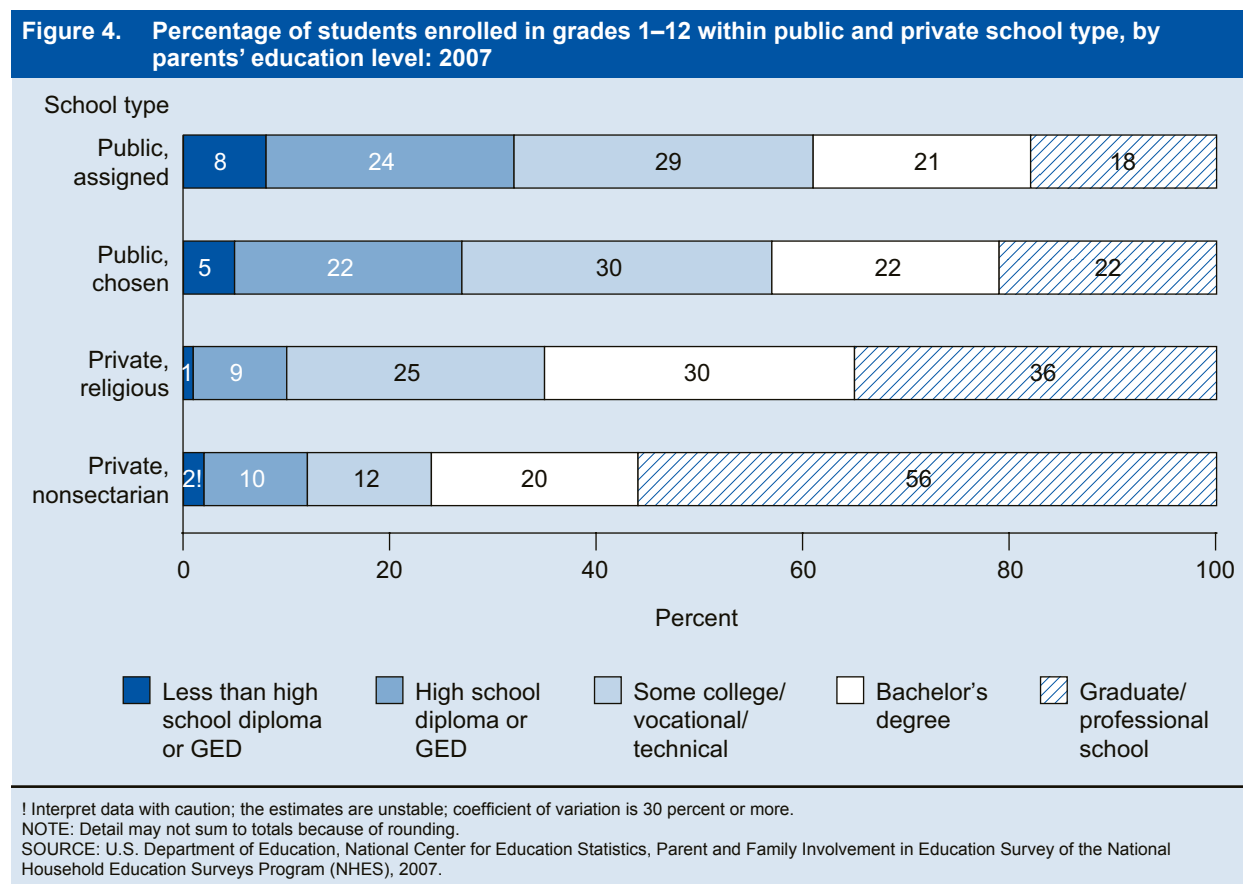


! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.
 NOTE: Detail may not sum to totals because of rounding. Poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

¹⁵ Interpret data with caution. This estimate is unstable; the coefficient of variation is 30 percent or more.

Parents' highest level of education

In 2007, a higher percentage of students in assigned and chosen public schools had parents who had less than a high school diploma or GED (8 percent and 5 percent) compared with students in private schools (1 and 2 percent)¹⁶ (figure 4). Also, a higher percentage of students in assigned public schools (24 percent) and chosen public schools (22 percent) compared with students in private schools (9 and 10 percent for religious and nonsectarian, respectively) had parents whose highest level of education was a high school diploma or GED. There was variation between school types when analyzing students whose parents had graduate or professional education. A higher percentage of both types of private school students had a parent with graduate or professional education (56 and 36 percent), than did students in both types of public schools (22 percent of chosen public school students, and 18 percent of assigned public school students).



¹⁶ Interpret data with caution. This estimate is unstable; the coefficient of variation is 30 percent or more.

Family structure

In 2007, a higher percentage of religious private school students were in two-parent families compared with either assigned public school or chosen public school students (83 percent vs. 72 and 68 percent, respectively) (table 2). A higher percentage of nonsectarian private school students were in two-parent families compared with chosen public school students (81 vs. 68 percent, respectively).

Locale

A higher percentage of students in both assigned public (38 percent) and private religious schools (45 percent) lived in suburbs compared to cities, towns or rural areas, whereas in chosen public and private nonsectarian schools, a higher percentage of students lived in cities (46 percent and 53 percent respectively) compared to other locale types. In addition, assigned public schools had the largest share of rural students (22 percent) compared to other school types.

Region

In 2007, there were differences across school type in the distribution of students by region (table 2). For example, 37 percent of assigned public school students resided in the South, compared with 18 percent in the Northeast, 22 percent in the Midwest, and 23 percent in the West. Similarly, a higher percentage of students attending chosen public schools resided in the South (33 percent) and the West (32 percent) than in the Northeast or the Midwest (14 and 21 percent, respectively). The smallest percentage of religious private school students lived in the West (17 percent), and the highest percentage lived in the South (35 percent).

Demographic Characteristics of Public Charter School Students in 2007

In addition to collecting information about whether a student's school was public or private and whether the student's parent chose the school or sent the student to his or her assigned school in 2007, NHES also matched the student's NCES school identification number to the Common Core of Data (CCD) to determine whether or not the student's school was a charter school.¹⁷ As noted in table 3, some charter school estimates should be interpreted with caution because the estimates are unstable (have coefficients of variation greater than 30 percent) due to small subgroup sample sizes.

NHES data show that about 2 percent of students attended a charter school in 2007¹⁸ (table 3).

¹⁷ About 0.3 percent of the students reported as being in assigned public schools in tables 1, 2, 7, 8, and 9, and 6.3 percent of the students reported as being in chosen public schools in the same tables are also represented in the following discussion about charter school students. A small number of students (0.3 percent) are reported by parents to be in assigned schools, which were later identified as charter schools. For these cases, it is not possible to verify whether or not, for example, the student was assigned to the charter school because of a special situation or if this was a reporting error by the parent. Therefore, the data are presented as reported.

¹⁸ Please see appendix A for more information about data and variables that were merged from the CCD.

Table 3. Percentage of public school students enrolled in grades 1–12 in charter schools, by student and household characteristics: 2007

Student and household characteristics	Charter school	Student and household characteristics	Charter school
Total	2	Parents' highest level of education ³	
Sex		Less than high school diploma or GED	5!
Male	2	High school diploma or GED	1
Female	2	Some college/vocational/technical	2
Race/ethnicity ¹		Bachelor's degree	1
White	1	Graduate/professional school	2
Black	3!	Family structure	
Hispanic	3	Two parents	1
Asian or Pacific Islander	1!	One parent	3
Other race	1!	Nonparent guardians	1!
Grade level		School type	
Grades 1–5	2	Public, assigned	#
Grades 6–8	2!	Public, chosen	6
Grades 9–12	1	Region	
Disability status		Northeast	2!
Has a disability	2!	South	#
Does not have a disability	1	Midwest	2!
Poverty status ²		West	3
Poor	3!	Locale	
Near-poor	2	City	4
Nonpoor	1	Suburb	1
		Town	1!
		Rural	1!

Rounds to zero.

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

¹ Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. The Other race category includes students who are not Hispanic, whose race was reported as either "American Indian or Alaska Native" or more than one race. Race categories exclude Hispanic origin unless specified.² Poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold.³ GED is General Educational Development.

NOTE: 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 National Household Education Surveys Program (NHES), 2007.

Table 4 shows the ways in which charter school students were different from students attending other public schools. A smaller percentage of charter school students were White (36 percent) than were students attending other public schools (57 percent). A smaller percentage of charter school students had parents whose highest level of education was a high school diploma or GED (11 percent) or a bachelor's degree (13 percent) than did students attending other public schools (23 and 21 percent, respectively). When looking at the racial/ethnic distribution of charter school students, White, Black, and Hispanic students each represented about a third of the population (36 percent White, 28 percent Black, and 30 percent Hispanic) in 2007. A smaller percentage of charter school students were in high school (grades 9 to 12) (24 percent) compared with other public schools (35 percent). About half of all charter school students (47 percent) were nonpoor. About a third (34 percent) of charter school students were poor, and 19 percent of charter school students were near-poor. Some 56 percent of charter school students were in two-parent families, while 42 percent were in one-parent families in 2007. Forty-five percent of charter school students lived in the West. Some 64 percent of charter school students lived in cities, while 22 percent lived in suburbs.

Table 4. Percentage distribution of public school students enrolled in grades 1–12 in charter schools and other public schools, by student and household characteristics: 2007

Student and household characteristics	Students in other public schools	Students in charter schools
Total	100	100
Sex		
Male	52	54
Female	48	46
Race/ethnicity ¹		
White	57	36
Black	16	28!
Hispanic	19	30
Asian or Pacific Islander	3	1!
Other race	5	4!
Grade level		
Grades 1–5	40	44
Grades 6–8	25	32!
Grades 9–12	35	24
Disability status		
Has a disability	25	34
Does not have a disability	76	66
Poverty status ²		
Poor	21	34
Near-poor	20	19
Nonpoor	59	47
Parents' highest level of education ³		
Less than high school diploma or GED	7	23!
High school diploma or GED	23	11
Some college/vocational/technical	30	31
Bachelor's degree	21	13
Graduate/professional school	18	22
Family structure		
Two parents	71	56
One parent	25	42
Nonparent guardians	5	2!
School type		
Public, assigned	83	19
Public, chosen	17	81
Region		
Northeast	17	20
South	36	10
Midwest	23	24!
West	24	45
Locale		
City	30	64
Suburb	37	22
Town	11	5!
Rural	22	9!

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

¹ Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. The Other race category includes students who are not Hispanic, whose race was reported as either "American Indian or Alaska Native" or more than one race. Race categories exclude Hispanic origin unless specified.

² Poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold.

³ GED is General Educational Development.

NOTE: 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 National Household Education Surveys Program (NHES), 2007.

Demographic Characteristics of Homeschooled Students in 2007

In each administration of the Parent and Family Involvement in Education survey of the NHES, students' parents were asked whether or not the child was homeschooled. NCES uses a consistent definition of the population of homeschooled students in its reports. This definition includes being ages 5 to 17 with a grade equivalent of kindergarten through 12th grade. To maintain consistency in reporting on the percentage of homeschooled students in 2007, this analysis of homeschooled students uses the same definition of the population of homeschooled students that is used in other NCES reports and reports estimates to one decimal place when the denominator is all students. As noted in table 5, some homeschool estimates should be interpreted with caution because the estimates are unstable (have coefficients of variation greater than 30 percent) due to small subgroup sample sizes.

Data from 2007 indicate that 2.9 percent of all students ages 5 to 17 were homeschooled in 2007 (table 5). Most of those students were homeschooled full-time. Less than a half of one percent of all students attended school part-time and were homeschooled part-time (14 percent of homeschooled students). The percentage of students who were homeschooled varied by sex, race/ethnicity, poverty status, parents' highest level of education, family structure, and locale. For example, a higher percentage of females (3.5 percent) were homeschooled than were males (2.4 percent). A higher percentage of White students (3.9 percent) were homeschooled in 2007 than Hispanic (1.5 percent) or Black (0.8 percent) students. A smaller percentage of poor students (1.8 percent) than near-poor (4.1 percent) or non-poor (2.9 percent) students were homeschooled in 2007. A smaller percentage of students whose parents' highest level of education was a high school diploma or GED (1.8 percent) were homeschooled than were students whose parents highest level of education was some college or a bachelor's degree (3.8 and 3.9 percent, respectively). A larger percentage of students in two-parent households (3.6 percent) were homeschooled than were students in one-parent households (1.0 percent). A higher percentage of rural students (4.9 percent) were homeschooled than were students living in cities or suburbs (2.0 and 2.7 percent, respectively).

Readers interested in the percentages of homeschooled students with selected demographic characteristics may refer to table 6. Table 6 shows how homeschooled students were distributed with respect to their demographic characteristics and hours homeschooled, in 2007. For example, about 84 percent of homeschooled students were homeschooled on a full-time basis, and 16 percent were homeschooled on a part-time basis.

Table 5. Percentage of students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade who were homeschooled, by student and household characteristics: 2007

Student and household characteristics	Homeschooled students
Total	2.9
Homeschooled entirely	2.5
Homeschooled and enrolled in school part-time	0.4
Sex	
Male	2.4
Female	3.5
Race/ethnicity ¹	
White	3.9
Black	0.8!
Hispanic	1.5
Asian or Pacific Islander	1.8!
Other race	4.3
Grade level	
Grades 1–5	3.0
Grades 6–8	2.9
Grades 9–12	2.8
Disability status	
Has a disability	2.6
Does not have a disability	3.1
Poverty status ²	
Poor	1.8
Near-poor	4.1
Nonpoor	2.9
Parents' highest level of education ³	
Less than high school diploma or GED	0.4
High school diploma or GED	1.8
Some college/vocational/technical	3.8
Bachelor's degree	3.9
Graduate/professional school	2.9
Family structure	
Two parents	3.6
One parent	1.0
Nonparent guardians	2.1!
Region	
Northeast	2.1
South	3.7
Midwest	2.2
West	3.1
Locale	
City	2.0
Suburb	2.7
Town	3.0
Rural	4.9

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

¹ Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. The Other race category includes students who are not Hispanic, whose race was reported as either "American Indian or Alaska Native" or more than one race. Race categories exclude Hispanic origin unless specified.

² Poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold.

³ GED is General Educational Development.

NOTE: Detail may not sum to totals because of rounding. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled primarily because of a temporary illness.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table 6. Percentage distribution of students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade, by homeschooling status and student and household characteristics: 2007

Student and household characteristics	Students not homeschooled	Homeschooled students
Total	100	100
Sex		
Male	52	42
Female	48	58
Race/ethnicity ¹		
White	58	77
Black	15	4!
Hispanic	19	10
Asian or Pacific Islander	3	2!
Other race	5	7
Homeschooled entirely	†	84
Homeschooled and enrolled in school part-time	†	16
Enrolled in school less than 9 hours per week	†	11
Enrolled in school 9–25 hours per week	†	5
Grade level		
Grades 1–5	42	44
Grades 6–8	26	26
Grades 9–12	32	30
Disability status		
Has a disability	23	21
Does not have a disability	77	79
Poverty status ²		
Poor	19	12
Near-poor	19	27
Nonpoor	62	62
Parents' highest level of education ³		
Less than high school diploma or GED	7	1!
High school diploma or GED	22	13
Some college/vocational/technical	28	36
Bachelor's degree	22	29
Graduate/professional school	21	21
Family structure		
Two parents	72	89
One parent	23	8
Nonparent guardians	4	3!
Region		
Northeast	18	13
South	36	46
Midwest	22	16
West	24	26
Locale		
City	32	22
Suburb	37	33
Town	11	11
Rural	20	34

† Not applicable.

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

¹ Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. The Other race category includes students who are not Hispanic, whose race was reported as either "American Indian or Alaska Native" or more than one race. Race categories exclude Hispanic origin unless specified.² Poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold.³ GED is General Educational Development.

NOTE: Detail may not sum to totals because of rounding. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled primarily because of a temporary illness.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Parental Perceptions and Considerations of Public School Choice Availability in 2003 and 2007

In 2007, NHES asked parents about their perception of the availability of public school choice in their district,¹⁹ whether they considered schools other than the one in which their children were currently enrolled, if the school in which their children were enrolled was their first choice, and if they had moved to a neighborhood so their children could attend a particular school.²⁰ This information was also collected in 2003. For almost all subpopulations, there was no measurable difference when comparing 2003 to 2007.

Parents who reported that public school choice was available

Table 7 shows that 50 percent of students had parents who thought that public school choice was available in their district in 2007. Awareness of public school choice varied by the school type in which students were enrolled, race/ethnicity, locale, and region. A greater percentage of students in assigned public schools had parents who reported that public choice was available than did parents of students in private schools. Specifically, 42 percent of students enrolled in assigned public schools had parents who thought that public school choice was available compared with 38 percent of students in religious private schools and 32 percent of students in nonsectarian private schools (figure 5). A smaller percentage of Asian students had parents who thought that public choice was available than did White, Black, or Hispanic students (41 percent vs. 48, 54, and 52 percent, respectively) (figure 6). A higher percentage of students living in cities had parents who thought public school choice was available (58 percent) compared with students living in suburbs, towns, or rural locales (43 percent suburbs, 49 percent towns, and 49 percent rural locales). Regionally, higher percentages of students from the West (59 percent) and the Midwest (58 percent) had parents who thought that public school choice was available than did students in either the South (45 percent) or the Northeast (36 percent).

Parents who considered other schools

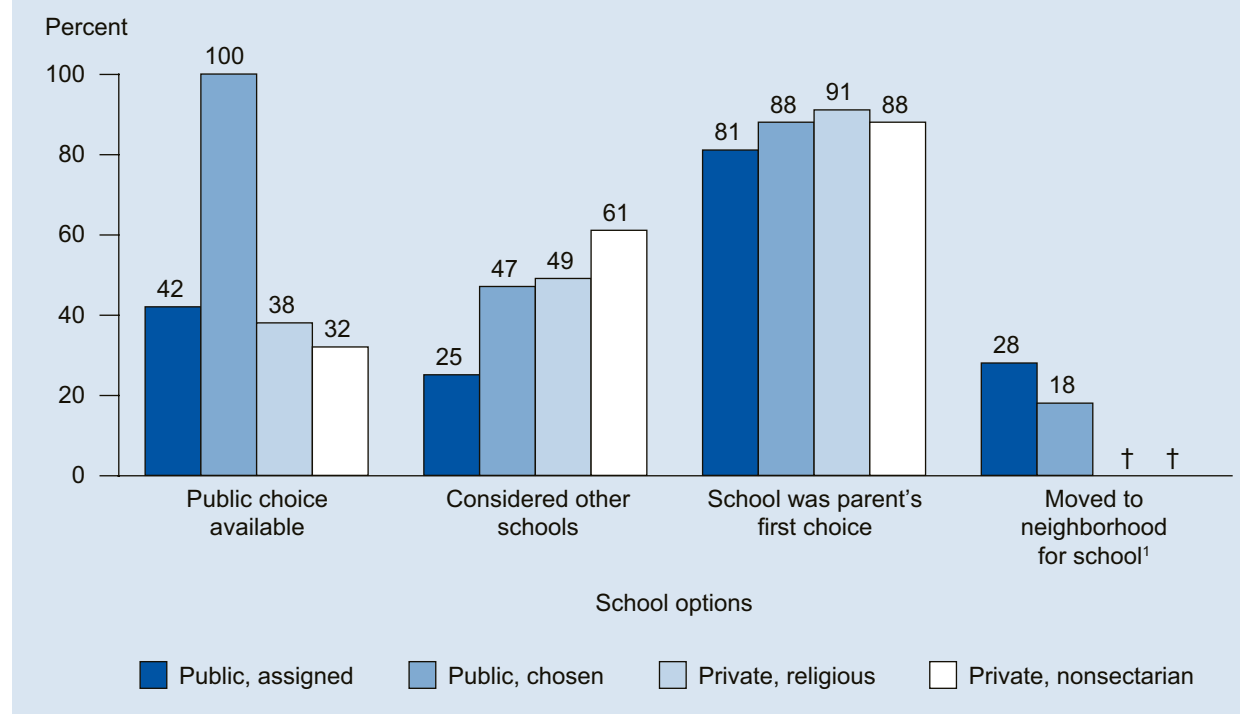
Overall, 32 percent of students had parents who considered enrolling them in a school other than the one they were attending in 2007 (table 7). Among students in assigned public schools, 25 percent had parents who considered enrolling them in other schools, which was lower than the percentage for students in chosen public schools (47 percent), religious private schools (49 percent), and nonsectarian private schools (61 percent). Forty-three percent of Black students had parents who considered enrolling them in other schools, which was higher than the 30 percent for White students, 28 percent for Hispanic students, and 34 percent for Asian students (figure 6). In terms of disability, a greater percentage of students with a disability than without a disability (37 vs. 30 percent, respectively) had parents who considered other schools for them. Thirty-three percent of nonpoor students, a greater percentage than that of near-poor students (29 percent), had parents who considered other schools for them (figure 7). Parents' education was also associated with whether they considered sending their children to other schools. A greater percentage of students whose parents' highest level of education was a graduate or professional school considered other schools (40 percent)

¹⁹ Parents who reported that their children attended a chosen public school were coded as having public school choice available in their school district.

²⁰ The results presented here represent the estimates for all students whose parents were asked about availability of public school choice, whether other schools were considered, and whether the school was the parents' first choice. Only public school students' parents were asked about moving to their neighborhood. Table B-10 in appendix B presents the estimates for the latter three questions (considered other schools, first-choice school, and moving to the neighborhood) for the subset of students whose parents reported that public school choice was available in their school district.

compared with students whose parents had less education (32 percent with a bachelor’s degree, 31 percent with some college or vocational or technical school, 27 percent who a high school diploma or GED, and 26 percent who did not complete high school) (figure 8). Also, 39 percent of students in cities had parents who considered sending them to other schools, compared with 31 percent of students in suburbs, 25 percent of students in towns, and 25 percent of students in rural locales.

Figure 5. Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by public and private school type: 2007

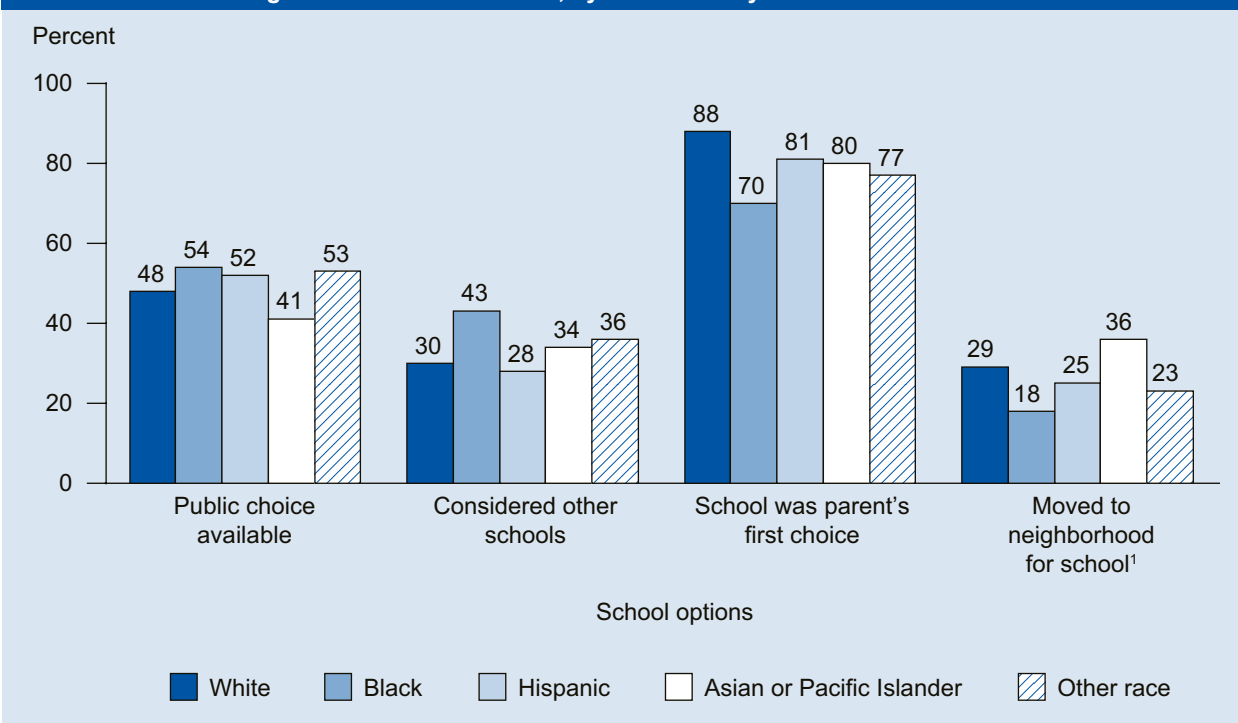


† Not applicable.

¹ Estimates for moved to neighborhood for school are for public school students only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Figure 6. Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by race/ethnicity: 2007



¹ Estimates for moved to neighborhood for school are for public school students only.

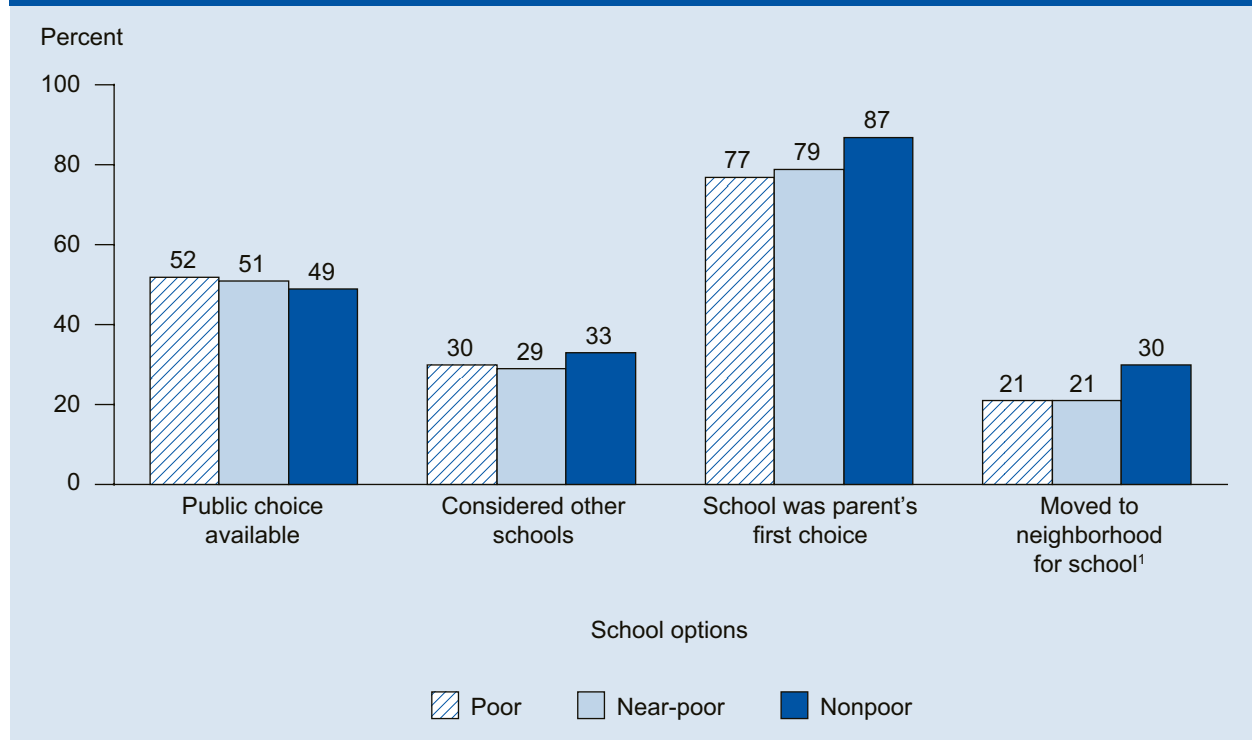
NOTE: Detail may not sum to totals because of rounding. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. The Other race category includes students who are not Hispanic, whose race was reported as either "American Indian or Alaska Native" or more than one race. Race categories exclude Hispanic origin unless specified.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Parents who reported that their child's school was their first choice

Although about one-third of students had parents who considered other schools for them in 2007, most (83 percent) had parents who reported that their child's school was their first choice (table 7). This percentage varied by school type and by student and household characteristics. A smaller percentage of students in assigned public schools (81 percent) than in any other type were attending the school that was their parents' first choice (figure 5). Black students had the lowest percentage (70 percent) of parents who reported that their children were enrolled in the school that was their first choice (figure 6). White students had the highest percentage of parents who reported that their child's school was their first choice (88 percent). A greater percentage of students without a disability (85 percent) than those with a disability (78 percent) had parents who reported that their child attended the school that was their first choice. A greater percentage of nonpoor students (87 percent) than near-poor or poor students (79 and 77 percent, respectively) were enrolled in the school that was their parents' first choice. Similarly, higher percentages of students with parents who had a bachelor's degree or graduate degree (87 and 88 percent, respectively) were enrolled in the school that was their parents' first choice compared with students with parents who had less education (figure 8). In terms of family structure, a greater percentage of students with two parents attended their parents' first-choice school than did students in one-parent families (86 percent vs. 75 percent, respectively). Finally, a smaller percentage of students living in cities (78 percent) than in suburbs, towns, and rural locales (84 percent suburbs, 88 percent towns, and 88 percent rural locales) were enrolled in the school that was their parents' first choice. Between 2003 and 2007, the percentage of students in chosen public schools who attended their parents' first-choice school increased from 83 to 88 percent.

Figure 7. Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by family poverty status: 2007

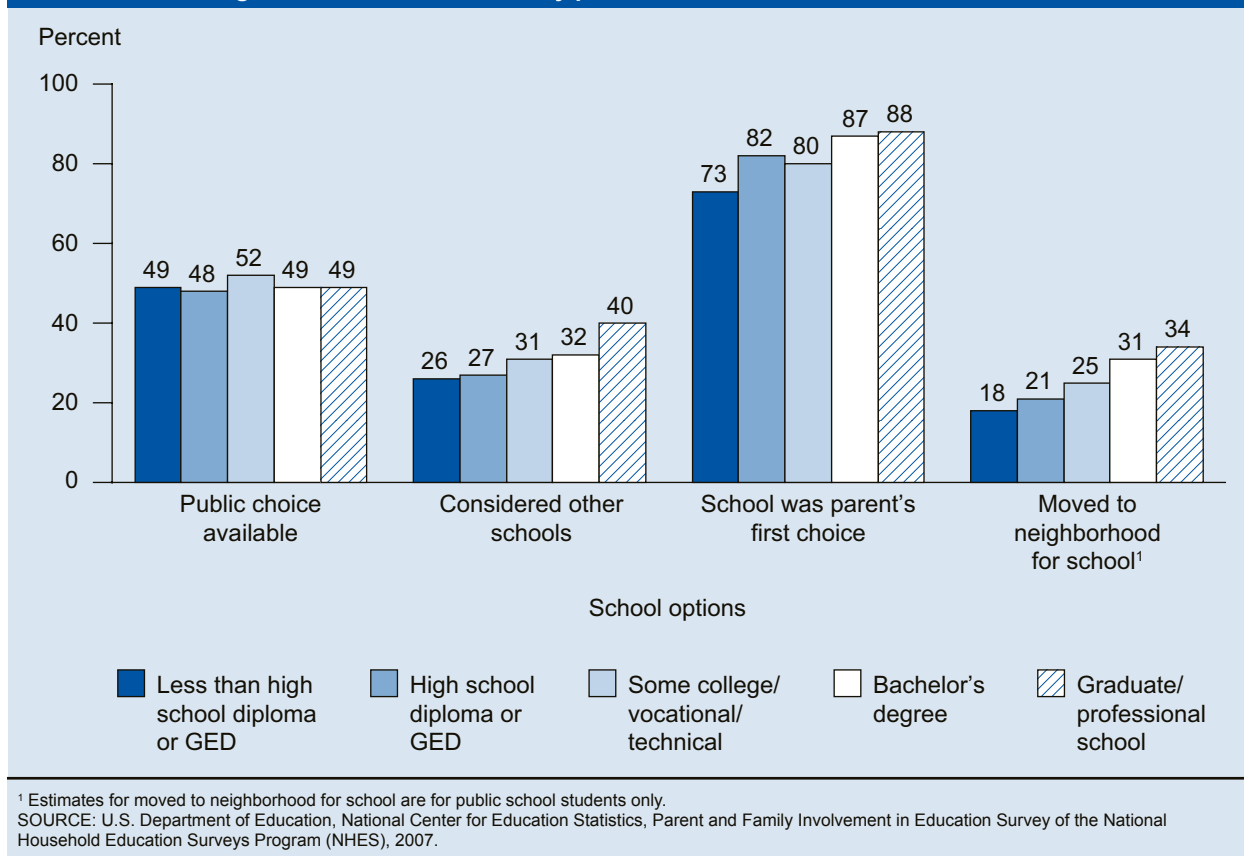


¹ Estimates for moved to neighborhood for school are for public school students only.
 NOTE: Poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Parents who reported that they moved to current neighborhood for a particular school

Moving to a neighborhood is an option some parents can use to enroll their child in a particular school. Table 7 shows the percentage of students whose parents moved to a particular neighborhood for their school by school type and student characteristics. In 2007, a greater percentage of students in assigned public schools (28 percent) than students in chosen public schools (18 percent) had parents who reported that they moved their family to a neighborhood for their child’s school (figure 5). A lower percentage of Black students’ families (18 percent) moved than did White (29 percent), Hispanic (25 percent), or Asian (36 percent) students’ families (figure 6). In turn, a higher percentage of Asian students’ families moved than did Hispanic students’ families, as did a higher percentage of White than Black or Hispanic students’ families. In terms of poverty status, a higher percentage of nonpoor students (30 percent) had parents who moved their family to a neighborhood for a particular school than did near-poor or poor students (21 percent for both

Figure 8. Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by parents' education level: 2007



groups) (figure 7). Smaller percentages of students whose parents had a high school diploma or GED or less than a high school diploma or GED (21 and 18 percent, respectively) had parents who moved their family to a neighborhood for a particular school than did students whose parents had more education (25 percent for some college; 31 percent, a bachelor's degree; and 34 percent, graduate education) (figure 8). Moving to attend a particular school varied by family structure as well. A higher percentage of students in two-parent families (29 percent) had families that moved than did students in one-parent families (22 percent). Regionally, a higher percentage of students in the Midwest (30 percent) had parents who moved their family to a neighborhood for a particular school than did students who lived in either the South (26 percent) or the West (24 percent). Finally, a higher percentage of students in the suburbs had parents who moved their family to the neighborhood (33 percent) than did students in cities, towns, and rural locales (23 percent for cities, 20 percent for towns, and 23 percent for rural locales).

Table 7. Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003 and 2007

Student and household characteristics	Public choice available ¹		Considered other schools		School was parent's first choice		Moved to neighborhood for school ²	
	2003	2007	2003	2007	2003	2007	2003	2007
Total	51	50	31	32	83	83	26	27
School type								
Public, assigned	44	42	25	25	82	81	28	28
Public, chosen ³	100	100	45	47	83	88	19	18
Private, religious	38	38	49	49	92	91	—	—
Private, nonsectarian	35	32	57	61	85	88	—	—
Sex								
Male	52	50	31	32	83	83	26	27
Female	51	50	30	31	84	84	26	27
Race/ethnicity ⁴								
White	50	48	29	30	87	88	28	29
Black	55	54	40	43	73	70	19	18
Hispanic	51	52	28	28	80	81	27	25
Asian or Pacific Islander	49	41	30	34	83	80	34	36
Other race	60	53	33	36	79	77	18	23
Grade level								
Grades 1–5	50	49	30	32	85	85	26	27
Grades 6–8	51	48	32	30	81	82	27	26
Grades 9–12	54	51	30	32	83	83	26	26
Disability status								
Has a disability	51	50	34	37	79	78	25	27
Does not have a disability	52	50	29	30	85	85	27	26
Poverty status ⁵								
Poor	53	52	28	30	77	77	22	21
Near-poor	52	51	29	29	81	79	21	21
Nonpoor	51	49	32	33	86	87	30	30
Parents' highest level of education ⁶								
Less than high school diploma or GED	54	49	21	26	81	73	22	18
High school diploma or GED	51	48	26	27	81	82	24	21
Some college/vocational/technical	54	52	30	31	82	80	24	25
Bachelor's degree	49	49	33	32	85	87	28	31
Graduate/professional school	49	49	39	40	88	88	34	34
Family structure								
Two parents	51	50	31	30	86	86	28	29
One parent	52	49	31	34	78	75	24	22
Nonparent guardians	52	54	24	39	79	77	18	10
Region								
Northeast	39	36	30	34	84	81	30	27
South	47	45	31	32	82	83	26	26
Midwest	58	58	29	29	85	87	29	30
West	61	59	32	32	82	83	22	24

See notes at end of table.

Table 7. Percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003 and 2007—Continued

Student and household characteristics	Public choice available ¹		Considered other schools		School was parent's first choice		Moved to neighborhood for school ²	
	2003	2007	2003	2007	2003	2007	2003	2007
Total	51	50	31	32	83	83	26	27
Locale								
City	—	58	—	39	—	78	—	23
Suburb	—	43	—	31	—	84	—	33
Town	—	49	—	25	—	88	—	20
Rural	—	49	—	25	—	88	—	23

— Not available.

† Not applicable.

¹ In 2007, there were 59 cases excluded from the analysis because parents reported the school as a private school when it was later found to be a public school and therefore questions about choice were not asked.

² In 2007, only parents of students in public schools were asked whether they moved to their current neighborhood for the child's school, therefore the analysis for both 2003 and 2007 is limited to students in public schools to maintain comparability.

³ Students who attended chosen public schools were automatically coded as "yes" for whether or not their district allowed public school choice.

⁴ Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. The Other race category includes students who are not Hispanic, whose race was reported as either "American Indian or Alaska Native" or more than one race. Race categories exclude Hispanic origin unless specified.

⁵ Poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold.

⁶ GED is General Educational Development.

NOTE: 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 National Household Education Surveys Program (NHES), 2003; and Parent and Family Involvement in Education Survey of the NHES, 2007.

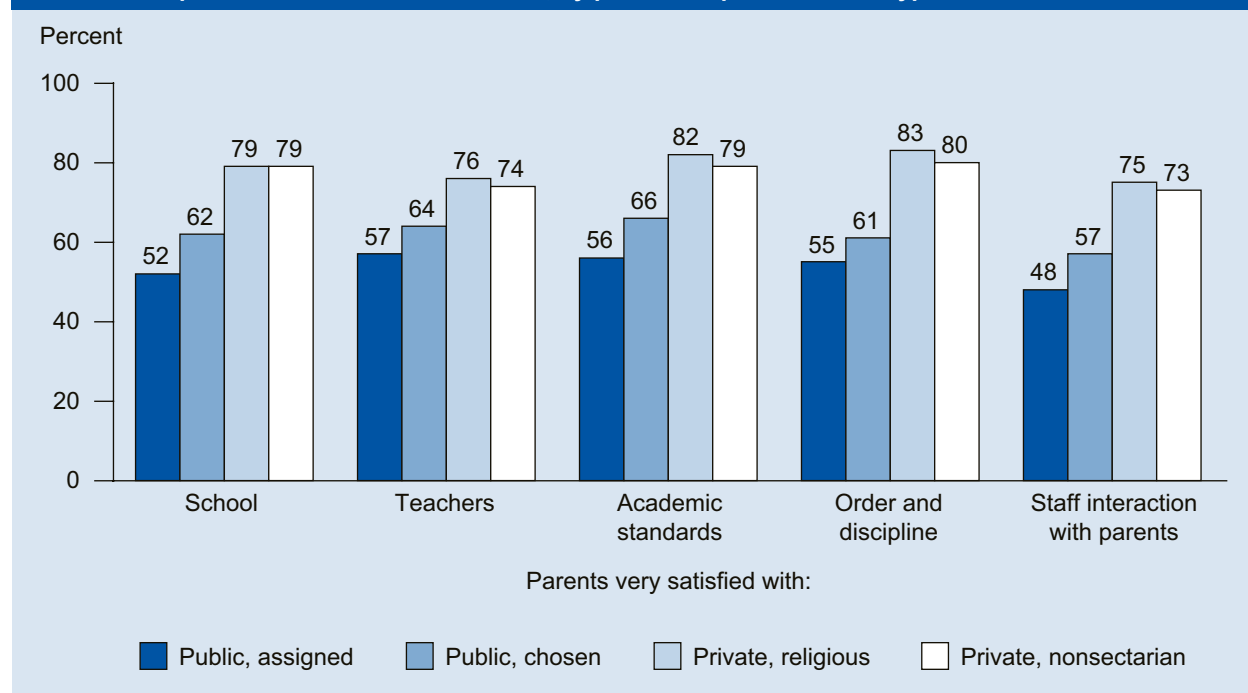
Parental Satisfaction and Involvement in Children's Schools from 1993 to 2007

Tables 8 and 9 present data on parents' satisfaction with and involvement in their children's schools in 1993 through 2007 across school type. The population used for these analyses is based on students in grades 3 through 12 because parents of 1st- and 2nd-grade students were not asked the school satisfaction and involvement questions in the 1993 NHES. Questions about school satisfaction were not asked at all in the 1996 NHES.

Parental satisfaction

Overall, the majority of students in every type of school had parents who reported being very satisfied with all four measures of schooling across all years (with one 1999 exception—48 percent of students in public assigned schools had parents who were very satisfied with their schools). In 1993, 1999, 2003, and 2007, a greater percentage of students attending chosen public schools and both types of private schools had parents who were very satisfied with their schools than did students attending assigned public schools (table 8 figure 9). Findings for parent satisfaction with teachers, academic standards, order and discipline, and staff interaction with parents showed the same patterns by school type as findings for parent satisfaction with schools.

Figure 9. Percentage of students enrolled in grades 3–12 whose parents were very satisfied with various aspects of their children's schools, by public and private school type: 2007



SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table 8. Percentage of students enrolled in grades 3–12 whose parents were satisfied or dissatisfied with various aspects of their children’s schools, by public and private school type: 1993, 1999, 2003, and 2007

Parent satisfaction	School type							
	Public, assigned				Public, chosen			
	1993	1999	2003	2007	1993	1999	2003	2007
Very satisfied								
School	52	48	54	52	61	62	64	62
Teachers	56	54	56	57	62	62	65	64
Academic standards	55	53	55	56	63	63	64	66
Order and discipline	55	54	56	55	63	63	65	61
Staff interaction with parents	—	—	—	48	—	—	—	57
Somewhat satisfied								
School	34	40	35	35	30	31	28	31
Teachers	35	38	35	34	33	31	29	30
Academic standards	36	36	35	33	31	29	29	28
Order and discipline	34	32	30	30	28	27	26	28
Staff interaction with parents	—	—	—	36	—	—	—	33
Somewhat dissatisfied								
School	9	8	7	8	7	5	6	6
Teachers	7	6	6	7	4	5	4	6
Academic standards	6	7	7	7	4	5	4	5
Order and discipline	7	9	8	9	6	6	5	7
Staff interaction with parents	—	—	—	11	—	—	—	7
Very dissatisfied								
School	4	4	4	5	2	2	3	2
Teachers	2	2	2	3	2	1	2	1!
Academic standards	3	4	3	4	2	3	3	1!
Order and discipline	4	6	6	9	3	4	4	5
Staff interaction with parents	—	—	—	5	—	—	—	3

See notes at end of table.

Table 8. Percentage of students enrolled in grades 3–12 whose parents were satisfied or dissatisfied with various aspects of their children’s schools, by public and private school type: 1993, 1999, 2003, and 2007—Continued

Parent satisfaction	School type							
	Private, religious				Private, nonsectarian			
	1993	1999	2003	2007	1993	1999	2003	2007
Very satisfied								
School	83	80	77	79	80	76	72	79
Teachers	75	76	72	76	77	75	70	74
Academic standards	84	81	80	82	81	79	77	79
Order and discipline	86	87	81	83	74	80	80	80
Staff interaction with parents	—	—	—	75	—	—	—	73
Somewhat satisfied								
School	14	19	19	18	16	21	23	18
Teachers	23	22	23	21	20	22	24	23
Academic standards	14	17	16	16	15	19	18	19
Order and discipline	11	10	15	15	20	13	16	17
Staff interaction with parents	—	—	—	21	—	—	—	23
Somewhat dissatisfied								
School	2!	1	3	3	3!	2!	5!	3!
Teachers	2	2	3	2	1!	2!	4!	3!
Academic standards	1!	1	3	2!	2!	1!	4!	2!
Order and discipline	1	2!	2	2	3!	5	4!	2!
Staff interaction with parents	—	—	—	2	—	—	—	3!
Very dissatisfied								
School	1!	0!	1!	0!	2!	1!	1!	0!
Teachers	0!	0!	1!	1!	2!	1!	2!	0
Academic standards	0!	0!	1!	0!	1!	1!	1!	0!
Order and discipline	1!	1!	2!	1!	3!	2!	0!	0!
Staff interaction with parents	—	—	—	1!	—	—	—	1!

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993; School Safety and Discipline Survey of the NHES, 1993; Parent Survey of the NHES, 1999; Parent and Family Involvement in Education Survey of the NHES, 2003; and Parent and Family Involvement in Education Survey of the NHES, 2007.

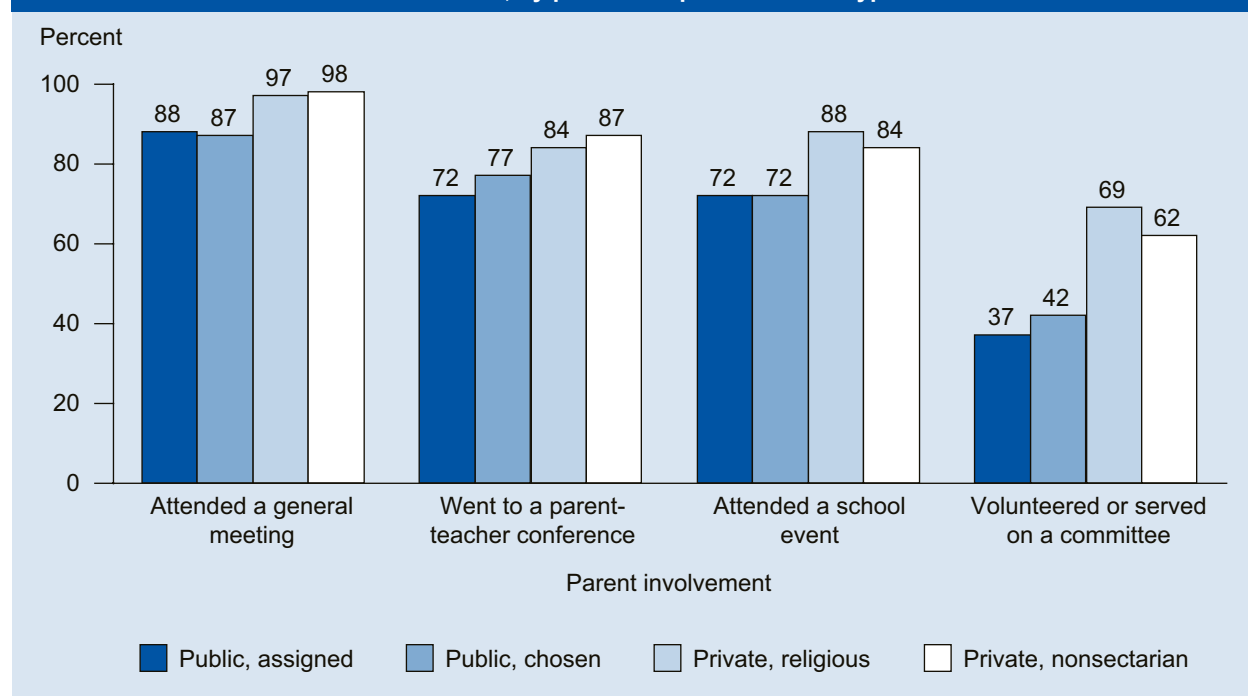
Parental involvement

Parental involvement also varied by school type. A larger percentage of private school students had parents who were involved in school activities compared with students enrolled in public schools (assigned or chosen) (table 9). In 2007, a higher percentage of students in private schools (both religious and nonsectarian) compared with students in assigned or chosen public schools had parents who attended a general school meeting (97 and 98 percent vs. 88 and 87 percent, respectively), attended a school event (88 and 84 percent vs. 72 and 72 percent, respectively), and volunteered or served on a committee (69 and 62 percent vs. 37 and 42 percent, respectively) (table 9 and figure 10). Also in 2007, a greater percentage of students in chosen public schools had parents who went to a parent-teacher conference (77 percent) than did students in assigned public schools (72 percent).

Comparing 1993 to 2007, the percentage of students whose parents attended a general school meeting increased for students in all types of schools. Increases were also seen for public school students in assigned and chosen schools in the other types of activities, but no measurable differences were found for private school

students. The percentage of students in assigned or chosen public schools whose parents volunteered or served on a school committee was higher in 2007 compared with 2003, and attendance at school events was higher, but there was no measurable trend over survey administrations during that time-period. No measurable differences were found between 2003 and 2007 for students in either type of private school.

Figure 10. Percentage of students enrolled in grades 3–12 whose parents were involved in various ways with their children’s schools, by public and private school type: 2007



SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table 9. Percentage of students enrolled in grades 3–12 whose parents were involved in various ways with their children’s schools, by public school type: 1993, 1996, 1999, 2003, and 2007

Ways parents were involved	Public school type									
	Public, assigned					Public, chosen				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Attended a general meeting	75	73	75	85	88	73	73	75	83	87
Went to a parent-teacher conference	—	65	66	70	72	—	70	67	77	77
Attended a school event	66	65	63	68	72	61	62	59	65	72
Volunteered/served on a committee	33	32	30	34	37	31	31	31	37	42
Ways parents were involved	Private school type									
	Private, religious					Private, nonsectarian				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Attended a general meeting	93	92	93	95	97	89	82	87	95	98
Went to a parent-teacher conference	—	82	86	85	84	—	75	74	82	87
Attended a school event	87	84	84	87	88	85	75	76	77	84
Volunteered/served on a committee	66	68	65	68	69	59	47	53	60	62

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993; School Safety and Discipline Survey of the NHES, 1993; Parent and Family Involvement in Education Survey of the NHES, 1996; Parent Survey of the NHES, 1999; Parent and Family Involvement in Education Survey of the NHES, 2003; and Parent and Family Involvement in Education Survey of the NHES, 2007.

Summary

Since 1993, NHES surveys have collected information from parents on the general types of public or private schools in which their children are enrolled. NHES data reveal that a greater percentage of students have parents who are choosing their child's school than in the past. The percentage of students enrolled in assigned public schools decreased between 1993 and 2007, as more students enrolled in other types of schools.

Overall, about 3 in 20 students (16 percent) were enrolled in chosen public schools in 2007, but some groups of students were enrolled at higher percentages than were others. Black students were enrolled in chosen public schools at a higher rate than were White, Hispanic, and Asian students. A greater percentage of students living in cities attended chosen public schools than did students living in the suburbs, towns, or rural locales.

Demographic differences were found in student enrollment among students enrolled in different types of schools. Higher percentages of private school students were White than were public school students. Higher percentages of public school students were poor or near-poor compared with private school students. A greater percentage of students enrolled in religious private schools lived in two-parent families than did students in assigned public schools or in chosen public schools. Also, higher percentages of students attending public schools than students attending private schools had parents whose highest level of education was a high school diploma or GED.

About 2 percent of all students in grades 1–12 attended charter schools in 2007. The students in charter schools represented 6 percent of students in chosen public schools. A higher percentage of Hispanic students attended charter schools than did White students or Asian students. Students living in cities attended charter schools at a greater rate than did students living in other locales. A smaller percentage of charter school students were White compared with students attending other public schools.

About 2.9 percent of all school-age students in 2007 were homeschooled. Some of these students also attended school part-time, but most of them were homeschooled full-time. A greater percentage of students from two-parent households were homeschooled compared with students from one-parent households, and a greater percentage of rural students were homeschooled than students living in other locales.

In 2007, students enrolled in chosen public schools and private schools had parents who were more satisfied with their children's schools than did students enrolled in assigned public schools. Also, higher percentages of private school students had parents who were involved in a range of school activities (i.e., attending general school meetings, parent-teacher conferences, and school events; volunteering for school committees) compared with public school students.

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Appendix A: Technical Notes

The National Household Education Surveys Program (NHES) is a telephone survey conducted for the U.S. Department of Education's National Center for Education Statistics (NCES). Data collections have taken place from January through early May in 1991 and January through April in 1993, 1995, 1996, 1999, 2003, 2005, and 2007. When appropriately weighted, each sample is nationally representative of all civilian, non-institutionalized persons in the 50 states and District of Columbia. The samples were selected using random-digit-dialing (RDD) methods, and the data were collected using computer-assisted telephone interviewing (CATI) technology.

Data from five administrations of the NHES were used in this report—the School Readiness Survey and the School Safety and Discipline Survey of the 1993 NHES, the Parent and Family Involvement in Education Survey of the 1996 NHES, the Parent Survey of the 1999 NHES, and the Parent and Family Involvement in Education Survey of the 2003 and 2007 NHES. A screening questionnaire administered to a member of the household age 18 or older was used to determine whether any students of the appropriate age lived in the household, to collect age and grade information on each child, and to identify the appropriate parent or guardian to respond for the sampled child. More detailed, extended interviews were conducted about each sampled child. Each interview was conducted with the parent or guardian most knowledgeable about the care and education of the sampled child. This report is based on subsets of the total sample in each of the survey years, specifically, students in 1st through 12th grades, unless otherwise noted. The 1993 data were collected in two separate extended interviews—the School Readiness Survey for children age three through 7 or in 2nd grade or below and the School Safety and Discipline Survey for students in 3rd grade through 12th grade. Data from these two files were merged to provide information on students in 1st through 12th grades.

Response Rates

Screening interviews were completed with some 63,844 households in 1993, some 55,838 households in 1996, some 55,929 households in 1999, some 32,049 households in 2003, and some 54,034 households in 2007. The unit response rate for the *screener interview* in each of these five survey years was at 82 percent in 1993, at 70 percent in 1996, at 74 percent in 1999, at 65 percent in 2003, and at 53 percent in 2007.

The unit response rates for the *extended interview* were 90 percent for the 1993 School Readiness Survey (ages 3 through 7 or in 2nd grade or below), 89 and 90 percent for the 1993 School Safety and Discipline Survey (3rd through 5th grade, and 6th through 12th grade, respectively),¹ 89 percent for the 1996 Parent and Family Involvement in Education Survey, 88 percent for the 1999 Parent Survey, 83 percent for the 2003 Parent and Family Involvement in Education Survey, and 74 percent for the 2007 Parent and Family Involvement in Education Survey.

The *overall unit response rates* (the product of the screener response rate and the extended interview response rate) were 74 percent for the 1993 School Readiness Survey (ages 3 through 7 or up to 2nd grade), 73 and 74 percent for the 1993 School Safety and Discipline Survey (3rd through 5th grade and 6th through 12th grade, respectively), 63 percent for the 1996 Parent and Family Involvement in Education Survey, 65 percent for the 1999 Parent Survey, 54 percent for the 2003 Parent and Family Involvement in Education Survey, and 39 percent for the 2007 Parent and Family Involvement in Education Survey.

¹ Unlike other survey years, in 1993 there were multiple surveys based on age group, which were combined to form the analysis in this report. Response rates for 1993 were therefore calculated separately by age group.

Bias analyses have been conducted periodically on the NHES to track potential bias due to declining response rates and undercoverage, and comparisons of estimates using surveys with higher response rates have been performed for each survey year. Bias examined in the NHES has been shown to be corrected with the weighting adjustments, although such adjustments may ignore correlated bias in other variables that cannot be examined. Therefore, the potential for bias remains. Statistical adjustments used in weighting were similar across all administrations of the NHES. Detailed nonresponse bias analyses were conducted on the NHES in 1999 and 2007 and neither found substantive biases in the NHES estimates (Van de Kerckhove et al. 2009, Montaquila et al. 2008, Nolin et al. 2000). In the 2007 study, some variables related to the preschool population were shown to have potential for bias, however, those variables were not used in this report (Van de Kerckhove et al. 2009). Undercoverage bias was assessed in 1993 and 1996 and again was shown to be corrected with weights. Poor households and rented households showed potential for bias before nonresponse adjustments were applied to the base weights (Brick et al. 1997, Montaquila et al. 1997). An unpublished comparison of estimates for 2003 shows that NHES estimates of the number of students in private school was 8 percent higher than estimates in the 2001 Current Population Survey (CPS) and that NHES had 5 to 6 percent more students in modal grades compared with the 2001 CPS.

In all five survey years, item nonresponse (the failure to complete some items in an otherwise completed interview) was very low (less than 2 percent for most variables in this report). For information about specific item response rates, see the data file user's manual for each survey year. All NHES items with missing responses (i.e., don't know, refused, or not ascertained), except those which were derived from the Common Core of Data (CCD) and the Private School Universe Survey (PSS) (i.e. inapplicable in CCD file or data are missing for school), were imputed using a hot-deck imputation procedure (Kalton and Kasprzyk 1986).² Variables taken from the CCD and PSS may contain missing data. These data were not imputed on the NHES. Cases with missing CCD or PSS information for variables applicable to this report were dropped from the analysis. Less than 0.5 percent of cases had missing CCD or PSS information. For more information on the CCD visit <http://nces.ed.gov/ccd>. Also see Sable, Thomas, and Sietsema 2007. For more information about the PSS visit <http://nces.ed.gov/surveys/pss>. Also see Tourkin et al. 2008.

Data Reliability

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

Nonsampling Errors

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

² For more information on the imputation procedures used in NHES:1993, NHES:1996, NHES:1999, NHES:2003, and NHES:2007, see the following: Brick et al. 1997; Montaquila and Brick 1997; Nolin et al. 2000; Hagedorn et al. 2004; and Hagedorn et al. 2008.

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

An important nonsampling error for a telephone survey is the failure to include persons who do not live in households with telephones. Weighting adjustments using characteristics related to telephone coverage were used to reduce the bias in the estimates associated with not including students who do not live in households with telephones. From January to June 2007, the percentage of children with no telephone service was 1.7 percent, and the percentage of children with wireless (cell-phone) service only was 11.9 percent (Blumberg and Luke 2007).

Sampling Errors

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

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

Standard errors for all of the estimates are presented in the tables. These standard errors can be used to produce confidence intervals. For example, an estimated 73 percent of students were reported to have attended an assigned public school in 2007 (table 1). This figure has an estimated standard error of 0.7. Therefore, the estimated 95 percent confidence interval for this statistic is approximately 72 to 74 percent [73 percent \pm (1.96*0.7)]. That is, in 95 out of 100 samples from the same population, the percentage of students enrolled in assigned public schools should fall between 72 and 74 percent.

Definitions of Variables

Besides school type, which had to be constructed from existing variables, most of the variables in this report were taken directly from the data files without manipulation. Some variables, such as locale type, were collapsed into fewer categories for the analysis. The definitions of important and unique variables are explained below.

School type

From 1993 to 2003, the school type variable was a derived variable in the data files. In these years it was derived from the following questions:

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

- 1 = Public
- 2 = Private

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

- 1 = Assigned
- 2 = Chosen
- 3 = Assigned school is school of choice (This response category was coded as a chosen school for this report)

Is the school affiliated with a religion? (1993)

- 1 = Yes
- 2 = No

Is the school church-related or not church-related? (1996, 1999, 2003)

- 1 = Church-related
- 2 = Not church-related

If the school was classified as public, it was further classified as either assigned or chosen. If the school was classified as private, it was further classified as either affiliated or not affiliated with a religion (1993) or church (1996, 1999, 2003). The response category “assigned school is school of choice” that appeared in all years was coded as a chosen school.

The school type variable in the 2007 data files was constructed differently than in previous years. In 2007, school type was constructed from three variables: SCHOICE, a parent-reported variable which comes from the same question asked in 1993, 1996, 1999, and 2003; S07PBPV, a derived variable using data from both the 2004–05 CCD and the 2003–04 PSS; and S07TYPE, also a derived variable using data from the 2004–05 CCD and the 2003–04 PSS. Details about these variables follow:

Parents were asked the name and address of their children’s schools and the schools were matched to the CCD and PSS data for some variables. The NHES 2007 datafile contains 7 variables whose data were obtained by matching the student’s school to information on the CCD or PSS. These variables are: S07CHART (charter school status); S07NUMST (number of students in the school); S07PBPV (public or private control); S07SAMSX (coeducational status of school); S07TITL1 (Title 1 status of school); S07TYPE (sectarian status of school), and; SCHLGRAD (grades taught at school). Of these variables, two are used to create the school type variable: S07PBPV and S07TYPE. If the student’s school was determined to be public because it was found in the CCD public school database (S07PBPV = 1), it was further classified as either assigned or chosen using response to SCHOICE, where the category “assigned school is school of choice” was coded as a chosen school. This report’s 2007 estimates exclude cases where data for SCHOICE were missing. If the school was private because it was found in the PSS private school database, as determined by S07TYPE = 1, 2, or 3, then schools were classified as private. The analysis further distinguishes private schools as “Religious” if the S07TYPE indicated the school was “Catholic” or “Other religious,” or as “Nonsectarian.” Two cases in which data from the PSS were missing are excluded from the 2007 estimates.

In NHES reports based on school choice data from previous years, the categories for school type were “public, assigned”; “public, chosen”; “private, church-related”; and “private, not church-related.” The private school categories “church-related” and “not church-related” reflect question wording from the 1996, 1999, and 2003 NHES questionnaires. The 2007 private school categories have been changed to “religious” and “nonsectarian” because they include cases where schools were considered religiously affiliated by the PSS but not necessarily church related. There is no reason to expect this change in wording to create notable differences in estimates between 2007 and previous years.

Poverty status

The poverty measures used in this report were developed by combining information about household composition and household income. Poor students were defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 to 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold. Information on exact incomes was not collected in every administration of the NHES, but categorical household income information was. To keep the measurement of poverty comparable across years, only categorical income information was used in this report. The poverty status measures used in this report were based on poverty thresholds published by the Bureau of the Census for 2006.³ Census poverty thresholds were rounded up or down to the nearest upper bound of an NHES income category. Thus, the poverty measures in this report are approximations of poverty. For example, in 2006, the Census poverty threshold for a four-person family was \$20,614; this number was rounded to the nearest upper bound of an NHES income category, which was \$20,000 (for the income category \$15,001 to \$20,000). So a four-person family making less than \$20,000 a year would be counted as “poor” in this report. Similar calculations were performed to determine whether households were “near-poor” (with an income at or above the upper bound of the NHES income category closest to 100 percent of the Census poverty threshold, but below the upper bound of the NHES income category closest to 200 percent of the Census poverty threshold) or “nonpoor” (with an income at or above the upper bound of the NHES income category closest to 200 percent of the Census poverty threshold). For example, in 2006, 200 percent of the Census poverty threshold for a four-person family was \$41,228; this number was rounded to the nearest upper bound of an NHES income category, which was \$40,000 (for the income category \$35,001 to \$40,000). So a four-person family making \$20,000 to \$39,999 in 2006 was considered near-poor in this report. A four-person family making \$40,000 or more in 2007 was considered nonpoor in this report. The definitions of poor, near-poor, and nonpoor differ across years because Census-defined weighted average poverty thresholds change somewhat from year to year to account for inflation, among other things. Poverty and 200 percent poverty thresholds used in this report are shown in table A-1 on the next page.

³ For exact details on the poverty thresholds for the 1993, 1996, 1999, 2003, and 2007 NHES, please see the Census Bureau, Current Population Survey (<http://www.census.gov/hhes/www/poverty/threshld.html>).

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

Household	Poverty threshold (Year)				
	1993	1996	1999	2003	2007
1 person	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000
2 people	10,000	10,000	10,000	10,000	15,000
3 people	10,000	15,000	15,000	15,000	15,000
4 people	15,000	15,000	15,000	20,000	20,000
5 people	15,000	20,000	20,000	20,000	25,000
6 people	20,000	20,000	25,000	25,000	30,000
7 people	20,000	25,000	25,000	30,000	30,000
8 people	25,000	25,000	30,000	30,000	35,000
9 people or more	30,000	30,000	35,000	35,000	40,000
	200 percent poverty threshold (Year)				
	1993	1996	1999	2003	2007
1 person	\$15,000	\$15,000	\$15,000	\$20,000	\$20,000
2 people	20,000	20,000	20,000	25,000	25,000
3 people	25,000	25,000	25,000	30,000	30,000
4 people	30,000	30,000	35,000	40,000	40,000
5 people	35,000	40,000	40,000	45,000	50,000
6 people	40,000	40,000	50,000	50,000	60,000
7 people	40,000	50,000	50,000	60,000	60,000
8 people	50,000	50,000	50,000	60,000	75,000
9 people or more	50,000	75,000	75,000	75,000	75,000

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

Region

In all survey years from 1993 to 2007, region was determined by the Census definition of regions. The following states and the District of Columbia are in each Census region:

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

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

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

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

Locale

From 1993 to 2003, locale was calculated using a different definition than those used in 2007. Therefore, data prior to 2007 are not available in this report. ZIPLOCL is a variable on the file that classifies the residential ZIP Code into a set of 12 community types and was derived using the respondent's Zip Code and Census data. This report recodes ZIPLOCL into 4 categories:

- 1 = City (large, midsize, or small)
- 2 = Suburb (large, midsize, or small)
- 3 = Town (fringe, distant, or remote)
- 4 = Rural (fringe, distant, or remote)

Disability status

Data on disability status are based on parent reports. Parents were asked whether or not a health professional ever told the parent that the sampled child had any of several types of disabilities. Each disability was asked in a "yes/no" format. If the parent reported that the child had one or more of the disabilities asked about, the child was coded as having a disability. Disability status was not asked in 1993 and was not asked of grades 6 through 12 in 1996.

Family structure

The number of parents living in the household determined the family structure for each case. Parents include birth, adoptive, step, or foster parents. If two such parents were in the household, the number of parents living in the household was two. If one such parent was in the household, the number of parents living in the household was one. If there were no such parents in the household, then a student was identified as living with non-parent guardians.

Parents' highest education level

This variable indicates the highest level of education attained for the students' parents or guardians who resided in the household. This measure is used in this report in the same format in which it appears on the data file. The categories are:

- 1 = Less than a high school diploma or its equivalent (GED)
- 2 = High school diploma or equivalent (GED)
- 3 = Some college or vocational/technical education after high school
- 4 = Bachelor's degree
- 5 = Graduate or professional school (with or without a degree)

Parents' highest level of education is the highest level of educational attainment between both parents or guardians in the household or the only parent or guardian in the household. This means, for example, that parents whose highest education level was a high school diploma or GED did not attend a community college, vocational or technical school, or college or university beyond high school completion.

Parent satisfaction with various aspects of the school

The NHES measures parent satisfaction by asking parents how satisfied they are with aspects of the students' school: the school; the teachers; the academic standards; and order and discipline. In 2007, a fifth aspect was added, which was satisfaction with staff interactions with parents. Parents were asked to rate their satisfaction as very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied.

Parent involvement at the school

Parent involvement was measured by a series of questions about parents' attendance at different parent/school activities since the beginning of the school year: A general meeting, such as an open house, a back-to-school night, or a Parent Teacher Association (PTA) meeting; a regularly scheduled parent-teacher conference; a school event, such as a play, dance, sports event, or science fair; and volunteering at the school or serving on a committee. The analysis considers each activity individually and measures attendance as a binary variable, "yes, attended" or "no, did not attend." In 2007, the questions "Have you attended a general school meeting, for example, an open house or back to school night?" and "Have you attended a meeting of the parent-teacher organization or association?" were combined to ascertain the number of parents attending a general school meeting or PTA meeting. Similarly the questions "Have you served as a volunteer in (CHILD's) classroom or elsewhere in the school?" and "Have you served on a school committee?" were combined to ascertain whether or not a parent volunteered in the child's school or served on a school committee.

Part-time homeschooled students

Data for part-time homeschoolers has been collected differently across some years of the NHES. Therefore, it is not possible to consistently classify part-time homeschoolers as enrolled or not for all survey years. Because part-time homeschoolers make-up less than one half of a percent of all students, the effect of this inconsistency on estimates of enrolled students is negligible. Note that the inconsistency only applies to estimates of enrolled students and does not affect the estimates of homeschooled students presented in the report.

Statistical Tests

All specific statements of comparisons have been tested for statistical significance at the .05 level using Student's t -statistics to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Readers are cautioned not to draw causal inferences based on the univariate and bivariate results presented. Many of the variables examined in this report may be related to one another, and complex interactions and relationships among the variables have not been explored. The variables examined here are also just a few of those that can be examined in these data.

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

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

where p_i is the estimated percentage of subgroup i ($i = 1, 2$) having the particular characteristic and $s.e.(p_i)$ is the standard error of that estimate. Thus, if p_1 is the 74 percent of students attending assigned public schools in 2003, with a standard error of 0.6, and p_2 is the 73 percent of students attending assigned public schools in 2007, with a standard error of 0.7, then the t -value is equal to 0.74. The decision rule is to reject the null hypothesis (i.e., there is no measurable difference between the two groups in the population in terms of the percentage having the characteristic) if $|t| > t_{\frac{\alpha}{2}, df}$, where $t_{\frac{\alpha}{2}, df}$ is the value such that the probability a Student's t random variable with df degrees of freedom exceeds that value is $\alpha/2$. All tests in this report are based on a significance level of 0.05, i.e., $\alpha = 0.05$. When the degrees of freedom are large, greater than 120, $t_{0.025; df} \approx 1.96$. Regarding the example given above, the t -value of 0.74, which is less than 1.96, indicates that the null hypothesis cannot be rejected. Simply put, there is no statistically measurable difference between the percentage of students attending assigned public schools in 2003 compared with 2007.

Tests of significant differences in estimates for students in assigned public schools across more than two years are based on regressions. Regression tests were used to verify that there was a positive or negative trend over time. We made one exception to discussing trends for only assigned public schools. We tested the overall trend in percentage enrollment for both types of private schools and chosen public schools with a regression for summary statements. However, in the detailed findings by subpopulations, we discuss only point-to-point comparisons.

Appendix B: Standard Error Tables

Table B-1. Standard errors for the percentage of students enrolled in grades 1–12, by public and private school type and student and household characteristics: 1993, 1996, 1999, 2003, and 2007

Student and household characteristics	School type									
	Public, assigned					Public, chosen				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Total	0.4	0.5	0.4	0.6	0.7	0.4	0.4	0.4	0.4	0.6
Sex										
Male	0.5	0.6	0.6	0.7	1.1	0.4	0.5	0.5	0.6	0.9
Female	0.6	0.7	0.6	0.8	0.9	0.5	0.6	0.5	0.6	0.7
Race/ethnicity										
White	0.5	0.6	0.5	0.6	0.7	0.4	0.4	0.4	0.5	0.5
Black	1.0	1.4	1.2	1.5	2.5	0.8	1.3	1.2	1.5	2.3
Hispanic	1.1	1.1	1.0	1.2	1.5	1.0	0.9	1.0	1.0	1.4
Asian or Pacific Islander	†	†	†	3.7	2.9	†	†	†	3.4	2.2
Other race	†	†	†	3.7	2.8	†	†	†	3.0	2.6
Grade level										
Grades 1–5	0.6	0.7	0.6	0.7	1.3	0.4	0.5	0.5	0.6	1.2
Grades 6–8	1.2	0.9	0.8	1.0	1.1	1.3	0.6	0.7	0.8	0.8
Grades 9–12	0.8	0.7	0.7	0.8	1.1	0.5	0.6	0.6	0.7	1.0
Disability status										
Has a disability	†	†	0.9	1.1	1.5	†	†	0.8	0.8	1.3
Does not have a disability	†	†	0.5	0.7	0.7	†	†	0.4	0.6	0.7
Poverty status										
Poor	1.1	1.1	1.1	1.2	2.5	1.1	1.0	1.1	1.1	2.7
Near-poor	0.6	0.9	0.8	1.1	1.3	0.7	0.7	0.7	1.0	1.2
Nonpoor	0.5	0.5	0.5	0.7	0.7	0.3	0.4	0.3	0.6	0.5
Parents' highest level of education										
Less than high school diploma or GED	1.1	1.7	1.4	1.9	1.9	1.1	1.5	1.5	1.8	1.8
High school diploma or GED	0.6	0.8	0.8	1.0	1.8	0.6	0.8	0.7	0.9	1.8
Some college/vocational/technical	0.7	0.9	0.7	0.9	1.3	0.7	0.7	0.7	0.8	1.2
Bachelor's degree	1.4	1.2	1.1	1.1	1.3	0.7	1.0	0.8	0.9	1.3
Graduate/professional school	1.1	1.2	1.1	1.4	1.4	0.7	0.9	0.7	1.1	1.1
Family structure										
Two parents	0.5	0.5	0.5	0.7	0.7	0.5	0.4	0.4	0.5	0.6
One parent	0.8	0.9	0.7	1.1	1.3	0.6	0.9	0.6	0.9	1.3
Nonparent guardians	2.4	2.9	2.6	2.9	6.3	2.0	2.1	2.7	2.5	6.6
Region										
Northeast	0.8	1.0	1.1	1.5	1.7	0.6	0.9	0.8	1.0	1.5
South	0.6	0.6	0.6	0.9	1.2	0.4	0.5	0.5	0.7	1.1
Midwest	0.8	0.9	0.8	1.3	1.4	0.6	0.8	0.8	0.9	1.1
West	1.1	1.0	0.9	1.2	1.4	1.0	0.8	0.7	1.1	1.3
Locale										
City	†	†	†	†	1.6	†	†	†	†	1.6
Suburb	†	†	†	†	0.9	†	†	†	†	0.7
Town	†	†	†	†	1.8	†	†	†	†	1.5
Rural	†	†	†	†	1.4	†	†	†	†	1.1

See notes at end of table.

Table B-1. Standard errors for the percentage of students enrolled in grades 1–12, by public and private school type and student and household characteristics: 1993, 1996, 1999, 2003, and 2007—Continued

Student and household characteristics	School type									
	Private, religious					Private, nonsectarian				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Total	0.3	0.3	0.3	0.3	0.4	0.1	0.1	0.1	0.2	0.2
Sex										
Male	0.4	0.4	0.3	0.4	0.5	0.2	0.2	0.2	0.2	0.4
Female	0.4	0.3	0.4	0.5	0.6	0.2	0.2	0.2	0.2	0.3
Race/ethnicity										
White	0.4	0.4	0.4	0.5	0.5	0.2	0.2	0.2	0.2	0.3
Black	0.4	0.4	0.5	0.6	0.6	0.2	0.3	0.3	0.5	0.5
Hispanic	0.5	0.7	0.4	0.7	0.6	0.2	0.3	0.2	0.2	0.3
Asian or Pacific Islander	†	†	†	1.9	1.5	†	†	†	1.2	1.4
Other race	†	†	†	1.9	1.2	†	†	†	1.2	0.8
Grade level										
Grades 1–5	0.4	0.4	0.4	0.5	0.6	0.1	0.2	0.2	0.2	0.4
Grades 6–8	0.5	0.5	0.4	0.6	0.7	0.2	0.2	0.2	0.4	0.5
Grades 9–12	0.5	0.4	0.4	0.5	0.7	0.3	0.3	0.2	0.3	0.3
Disability status										
Has a disability	†	†	0.4	0.5	0.6	†	†	0.3	0.4	0.3
Does not have a disability	†	†	0.3	0.4	0.5	†	†	0.2	0.2	0.3
Poverty status										
Poor	0.4	0.4	0.4	0.6	0.5	0.2	0.3	0.3	0.4	0.4
Near-poor	0.4	0.4	0.5	0.6	0.7	0.1	0.2	0.2	0.3	0.2
Nonpoor	0.4	0.4	0.5	0.5	0.5	0.2	0.2	0.2	0.2	0.4
Parents' highest level of education										
Less than high school diploma or GED	0.5	0.5	0.4	0.9	0.7	0.1	0.7	0.3	0.5	0.4
High school diploma or GED	0.3	0.4	0.4	0.4	0.6	0.2	0.1	0.2	0.3	0.4
Some college/vocational/technical	0.5	0.5	0.4	0.5	0.6	0.2	0.2	0.2	0.3	0.2
Bachelor's degree	1.0	0.9	0.8	1.0	0.7	0.4	0.4	0.4	0.4	0.4
Graduate/professional school	0.9	1.0	0.8	1.1	1.0	0.5	0.5	0.6	0.6	0.9
Family structure										
Two parents	0.3	0.4	0.4	0.5	0.5	0.2	0.2	0.2	0.2	0.3
One parent	0.5	0.4	0.4	0.5	0.6	0.2	0.2	0.3	0.3	0.5
Nonparent guardians	0.5	0.7	0.8	1.2	1.1	0.4	1.6	0.4	0.8	0.3
Region										
Northeast	0.7	0.6	0.6	1.0	1.0	0.4	0.4	0.4	0.5	0.5
South	0.3	0.4	0.4	0.5	0.5	0.2	0.3	0.2	0.3	0.3
Midwest	0.5	0.7	0.6	1.1	0.9	0.2	0.2	0.2	0.3	0.5
West	0.5	0.5	0.4	0.5	0.6	0.2	0.3	0.3	0.4	0.5
Locale										
City	†	†	†	†	0.7	†	†	†	†	0.7
Suburb	†	†	†	†	0.6	†	†	†	†	0.3
Town	†	†	†	†	0.8	†	†	†	†	0.4
Rural	†	†	†	†	1.0	†	†	†	†	0.3!

† Not applicable.

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993; School Safety and Discipline Survey of the NHES, 1993; Parent & Family Involvement in Education Survey of the NHES, 1996; Parent Survey of the NHES, 1999; Parent and Family Involvement in Education Survey of the NHES, 2003; and Parent and Family Involvement Survey of the NHES, 2007.

Table B-2. Standard errors for the percentage distribution of students enrolled in grades 1–12 within public and private school types, by student and household characteristics: 2007

Student and household characteristics	Total	School type			
		Public, assigned	Public, chosen	Private, religious	Private, nonsectarian
Total	†	†	†	†	†
Sex					
Male	0.8	0.9	1.9	2.3	4.9
Female	0.8	0.9	1.9	2.3	4.9
Race/ethnicity					
White	0.4	0.7	1.9	1.6	3.9
Black	0.3	0.5	1.8	1.1	3.0
Hispanic	0.2	0.4	1.4	1.1	2.3
Asian or Pacific Islander	0.3	0.3	0.5	0.5	1.8!
Other race	0.3	0.3	0.9	0.7	1.4
Grade level					
Grades 1–5	0.2	0.6	2.2	2.4	4.8
Grades 6–8	0.2	0.5	1.4	1.7	4.0
Grades 9–12	0.2	0.5	1.8	2.2	3.5
Disability status					
Has a disability	0.7	0.8	1.3	1.8	3.6
Does not have a disability	0.7	0.8	1.3	1.8	3.6
Poverty status					
Poor	0.5	0.7	2.7	1.1	2.7!
Near-poor	0.5	0.6	1.6	1.6	1.7!
Nonpoor	0.5	0.8	2.2	1.8	3.0
Parents' highest level of education					
Less than high school diploma or GED	0.4	0.6	0.9	0.6!	1.1!
High school diploma or GED	0.6	0.8	2.2	1.5	2.8
Some college/vocational/technical	0.6	0.7	2.1	1.7	2.5
Bachelor's degree	0.6	0.7	1.7	1.9	3.3
Graduate/professional school	0.5	0.6	1.5	2.1	4.4
Family structure					
Two parents	0.6	0.8	1.9	1.5	4.7
One parent	0.6	0.8	1.9	1.6	4.7
Nonparent guardians	0.4	0.3	2.1!	0.5	0.5!
Region					
Northeast	0.3	0.5	1.3	1.9	3.0
South	0.3	0.5	1.8	1.9	3.6
Midwest	0.3	0.5	1.7	1.9	4.5!
West	0.2	0.5	1.8	1.7	4.1
Locale					
City	0.6	0.7	2.2	2.4	5.5
Suburb	0.6	0.7	1.8	2.3	4.8
Town	0.4	0.5	1.2	1.0	1.8
Rural	0.3	0.5	1.5	2.2	2.3!

† Not applicable.

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table B-3. Standard errors for the percentage of public school students enrolled in grades 1–12 in charter schools, by student and household characteristics: 2007

Student and household characteristics	Charter school
Total	0.2
Sex	
Male	0.4
Female	0.2
Race/ethnicity	
White	0.2
Black	1.2!
Hispanic	0.5
Asian or Pacific Islander	0.5!
Other race	0.5!
Grade level	
Grades 1–5	0.3
Grades 6–8	0.8!
Grades 9–12	0.2
Disability status	
Has a disability	0.9!
Does not have a disability	0.2
Poverty status	
Poor	1.0!
Near-poor	0.4
Nonpoor	0.2
Parents' highest level of education	
Less than high school diploma or GED	2.6!
High school diploma or GED	0.2
Some college/vocational/technical	0.3
Bachelor's degree	0.3
Graduate/professional school	0.5
Family structure	
Two parents	0.2
One parent	0.8
Nonparent guardians	0.4!
School type	
Public, assigned	0.1
Public, chosen	0.9
Region	
Northeast	0.6!
South	0.1
Midwest	0.9!
West	0.5
Locale	
City	0.7
Suburb	0.2
Town	0.4!
Rural	0.2!

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table B-4. Standard errors for the percentage distribution of public school students enrolled in grades 1–12 in charter schools and other public schools, by student and household characteristics: 2007

Student and household characteristics	Students in other public schools	Students in charter schools
Total	†	†
Sex		
Male	0.9	7.8
Female	0.9	7.8
Race/ethnicity		
White	0.5	7.2
Black	0.3	9.9!
Hispanic	0.3	6.3
Asian or Pacific Islander	0.3	0.9!
Other race	0.3	1.6!
Grade level		
Grades 1–5	0.4	7.5
Grades 6–8	0.3	9.7!
Grades 9–12	0.3	4.9
Disability status		
Has a disability	0.8	10.1
Does not have a disability	0.8	10.1
Poverty status		
Poor	0.5	10.0
Near-poor	0.6	4.9
Nonpoor	0.5	8.0
Parents' highest level of education		
Less than high school diploma or GED	0.5	10.4!
High school diploma or GED	0.7	3.1
Some college/vocational/technical	0.7	6.1
Bachelor's degree	0.6	3.6
Graduate/professional school	0.5	5.7
Family structure		
Two parents	0.6	8.7
One parent	0.7	8.9
Nonparent guardians	0.4	1.1!
School type		
Public, assigned	0.7	4.4
Public, chosen	0.7	4.4
Region		
Northeast	0.3	5.6
South	0.3	2.7
Midwest	0.3	9.9!
West	0.3	7.4
Locale		
City	7.0	0.6
Suburb	4.6	0.6
Town	2.4!	0.5
Rural	3.1!	0.3

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table B-5. Standard errors for the percentage of students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade who were homeschooled, by student and household characteristics: 2007

Student and household characteristics	Homeschooled students
Total	0.23
Homeschooled entirely	0.20
Homeschooled and enrolled in school part-time	0.10
Sex	
Male	0.28
Female	0.39
Race/ethnicity	
White	0.34
Black	0.28!
Hispanic	0.29
Asian or Pacific Islander	1.42!
Other race	1.13
Grade level	
Grades 1–5	0.39
Grades 6–8	0.52
Grades 9–12	0.38
Disability status	
Has a disability	0.48
Does not have a disability	0.28
Poverty status	
Poor	0.40
Near-poor	0.69
Nonpoor	0.30
Parents' highest level of education	
Less than high school diploma or GED	0.21
High school diploma or GED	0.32
Some college/vocational/technical	0.52
Bachelor's degree	0.57
Graduate/professional school	0.46
Family structure	
Two parents	0.30
One parent	0.24
Nonparent guardians	0.81!
Region	
Northeast	0.47
South	0.46
Midwest	0.53
West	0.42
Locale	
City	0.26
Suburb	0.41
Town	0.66
Rural	0.71

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

Table B-6. Standard errors for the percentage distribution of students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade, by homeschooling status and student and household characteristics: 2007

Student and household characteristics	Students not homeschooled	Homeschooled students
Total	†	†
Sex		
Male	0.7	4.2
Female	0.7	4.2
Race/ethnicity		
White	0.4	3.0
Black	0.2	1.4!
Hispanic	0.2	1.7
Asian or Pacific Islander	0.2	1.5!
Other race	0.3	1.9
Homeschooled entirely	†	2.5
Homeschooled and enrolled in school part-time	†	2.5
Enrolled in school less than 9 hours per week	†	2.4
Enrolled in school 9-25 hours per week	†	1.4
Grade level		
Grades 1–5	0.2	4.4
Grades 6–8	0.1	4.2
Grades 9–12	0.2	3.4
Disability status		
Has a disability	0.7	3.6
Does not have a disability	0.7	3.6
Poverty status		
Poor	0.4	2.4
Near-poor	0.5	4.0
Nonpoor	0.5	4.2
Parents' highest level of education		
Less than high school diploma or GED	0.4	0.5!
High school diploma or GED	0.6	2.3
Some college/vocational/technical	0.6	4.0
Bachelor's degree	0.6	3.9
Graduate/professional school	0.5	2.9
Family structure		
Two parents	0.6	2.0
One parent	0.6	1.8
Nonparent guardians	0.4	1.1!
Region		
Northeast	0.2	2.7
South	0.2	4.2
Midwest	0.2	3.7
West	0.2	2.9
Locale		
City	0.6	2.8
Suburb	0.6	4.0
Town	0.4	2.4
Rural	0.2	4.1

† Not applicable.

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2007.

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Table B-7. Standard errors for the percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003 and 2007

Student and household characteristics	Public choice available		Considered other schools		School was parent's first choice		Moved to neighborhood for school	
	2003	2007	2003	2007	2003	2007	2003	2007
Total	0.6	0.7	0.6	0.7	0.4	0.6	0.6	0.7
School type								
Public, assigned	0.8	0.8	0.6	0.7	0.5	0.7	0.7	0.8
Public, chosen	0.0	0.0	1.7	2.2	1.2	1.3	1.3	1.5
Private, religious	1.6	2.1	1.8	2.5	0.9	1.1	†	†
Private, nonsectarian	3.6	4.6	3.5	5.0	3.0	1.8	†	†
Sex								
Male	0.8	1.1	0.8	1.1	0.6	0.8	0.8	1.0
Female	0.9	0.9	0.9	0.9	0.6	0.8	0.9	1.1
Race/ethnicity								
White	0.8	0.8	0.7	0.9	0.5	0.6	1.0	0.9
Black	2.0	2.6	1.6	2.7	1.6	2.3	1.4	2.0
Hispanic	1.3	1.7	1.2	1.4	1.1	1.3	1.1	1.6
Asian or Pacific Islander	3.4	3.3	3.2	3.3	2.9	3.6	3.9	3.6
Other race	3.9	3.1	3.4	3.1	2.7	2.7	3.2	2.6
Grade level								
Grades 1–5	1.0	1.4	0.9	1.2	0.7	1.0	0.9	1.2
Grades 6–8	1.0	1.5	1.1	1.4	0.9	1.2	1.1	1.3
Grades 9–12	1.0	1.3	0.8	1.1	0.7	0.9	1.1	1.2
Disability status								
Has a disability	1.0	1.7	1.2	1.7	0.9	1.6	1.2	1.7
Does not have a disability	0.8	0.8	0.6	0.8	0.5	0.6	0.7	0.8
Poverty status								
Poor	1.6	2.7	1.3	2.3	1.3	2.1	1.6	1.8
Near-poor	1.4	1.8	1.1	1.8	1.1	1.5	1.2	1.7
Nonpoor	0.9	0.7	0.7	0.8	0.5	0.5	0.8	0.9
Parents' highest level of education								
Less than high school diploma or GED	2.5	3.1	2.0	3.1	1.9	3.8	2.3	2.4
High school diploma or GED	1.5	1.9	1.2	1.7	1.1	1.3	1.6	1.3
Some college/vocational/technical	1.3	1.5	0.9	1.3	0.8	1.1	1.1	1.4
Bachelor's degree	1.4	1.5	1.3	1.3	1.1	0.9	1.3	1.4
Graduate/professional school	1.6	1.5	1.2	1.5	0.9	0.8	1.7	1.5
Family structure								
Two parents	0.8	0.8	0.7	0.7	0.5	0.6	0.8	0.9
One parent	1.2	1.6	1.0	1.5	1.0	1.6	1.0	1.2
Nonparent guardians	3.2	5.1	2.4	5.9	2.7	3.5	3.2	2.6
Region								
Northeast	1.6	1.6	1.2	1.7	1.0	1.4	1.6	1.6
South	1.1	1.4	1.0	1.3	0.7	1.0	1.0	1.4
Midwest	1.3	1.3	1.2	1.6	0.9	1.2	1.3	1.4
West	1.2	1.4	1.1	1.4	1.0	1.2	1.1	1.4

See notes at end of table.

Table B-7. Standard errors for the percentage of students in grades 1–12 whose parents reported having public school choice, considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003 and 2007—Continued

Student and household characteristics	Public choice available		Considered other schools		School was parent's first choice		Moved to neighborhood for school	
	2003	2007	2003	2007	2003	2007	2003	2007
Total	0.6	0.7	0.6	0.7	0.4	0.6	0.6	0.7
Locale								
City	†	1.4	†	1.4	†	1.2	†	1.3
Suburb	†	0.9	†	1.0	†	1.0	†	1.2
Town	†	2.0	†	1.7	†	1.3	†	1.7
Rural	†	1.9	†	1.5	†	1.1	†	1.7

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003; and Parent and Family Involvement in Education Survey of the NHES, 2007.

Table B-8. Standard errors for the percentage of students enrolled in grades 3–12 whose parents were satisfied or dissatisfied with various aspects of their children’s schools, by public and private school type: 1993, 1999, 2003, and 2007

Parent satisfaction	School type							
	Public, assigned				Public, chosen			
	1993	1999	2003	2007	1993	1999	2003	2007
Very satisfied								
School	0.7	0.7	0.8	1.0	2.6	1.0	1.7	2.3
Teachers	0.8	0.6	0.7	0.9	1.8	1.0	1.6	2.3
Academic standards	0.6	0.8	0.8	0.8	3.0	1.3	1.7	2.1
Order and discipline	0.8	0.6	0.8	1.0	1.7	1.2	1.8	2.2
Staff interaction with parents	—	—	—	1.0	—	—	—	2.2
Somewhat satisfied								
School	0.8	0.7	0.7	0.8	2.8	1.1	1.4	2.0
Teachers	0.9	0.6	0.7	0.8	1.8	1.0	1.6	1.9
Academic standards	0.6	0.7	0.8	0.8	2.9	1.2	1.6	2.0
Order and discipline	0.7	0.5	0.7	0.9	1.7	1.2	1.7	2.6
Staff interaction with parents	—	—	—	0.9	—	—	—	2.0
Somewhat dissatisfied								
School	0.4	0.4	0.4	0.4	1.0	0.6	0.8	1.0
Teachers	0.3	0.3	0.4	0.5	0.6	0.6	0.5	1.1
Academic standards	0.3	0.3	0.4	0.5	0.7	0.6	0.6	0.8
Order and discipline	0.3	0.3	0.4	0.5	1.2	0.7	0.7	1.0
Staff interaction with parents	—	—	—	0.6	—	—	—	0.9
Very dissatisfied								
School	0.3	0.3	0.3	0.4	0.5	0.5	0.5	0.5
Teachers	0.2	0.2	0.2	0.4	0.5	0.4	0.5	0.3!
Academic standards	0.2	0.3	0.3	0.4	0.5	0.5	0.6	0.3!
Order and discipline	0.2	0.3	0.4	0.5	0.6	0.5	0.7	0.8
Staff interaction with parents	—	—	—	0.5	—	—	—	0.6

See notes at end of table.

Table B-8. Standard errors for the percentage of students enrolled in grades 3–12 whose parents were satisfied or dissatisfied with various aspects of their children’s schools, by public and private school type: 1993, 1999, 2003, and 2007—Continued

Parent satisfaction	School type							
	Private, religious				Private, nonsectarian			
	1993	1999	2003	2007	1993	1999	2003	2007
Very satisfied								
School	1.5	1.7	2.0	2.0	3.3	2.4	3.6	3.6
Teachers	1.6	1.9	1.9	2.0	3.2	2.9	3.7	3.7
Academic standards	1.4	1.7	1.8	1.7	3.3	2.6	3.3	3.8
Order and discipline	1.1	1.3	1.8	2.0	3.5	2.8	3.2	3.1
Staff interaction with parents	—	—	—	1.9	—	—	—	4.0
Somewhat satisfied								
School	1.5	1.6	1.8	1.8	3.5	2.4	3.3	3.4
Teachers	1.6	1.8	1.7	1.9	3.2	3.0	3.3	3.8
Academic standards	1.3	1.6	1.5	1.6	3.4	2.6	3.0	3.7
Order and discipline	1.1	1.2	1.7	1.8	3.5	2.3	3.1	2.9
Staff interaction with parents	—	—	—	1.8	—	—	—	3.9
Somewhat dissatisfied								
School	0.5!	0.4	0.7	0.6	1.3!	0.8 !	2.0 !	1.5 !
Teachers	0.6	0.4	0.7	0.5	0.6!	0.7 !	1.7 !	1.3 !
Academic standards	0.5!	0.4	0.8	0.7 !	1.1!	0.3 !	1.9 !	1.3 !
Order and discipline	0.2	0.6 !	0.5	0.5	1.4!	1.4	1.4 !	1.3 !
Staff interaction with parents	—	—	—	0.6	—	—	—	1.4 !
Very dissatisfied								
School	0.5!	0.2 !	0.5 !	0.2 !	0.9!	0.6 !	0.8 !	0.3 !
Teachers	0.2!	0.2 !	0.4 !	0.3 !	1.0!	0.5 !	1.7 !	0.0
Academic standards	0.2!	0.2 !	0.4 !	0.1 !	0.7!	0.6 !	0.5 !	0.3 !
Order and discipline	0.5!	0.4 !	0.8 !	0.3 !	1.2!	0.9 !	0.2 !	0.3 !
Staff interaction with parents	—	—	—	0.4 !	—	—	—	0.9 !

! Interpret data with caution; the estimates are unstable; coefficient of variation is 30 percent or more.

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993; School Safety and Discipline Survey of the NHES, 1993; Parent Survey of the NHES, 1999; Parent and Family Involvement in Education Survey of the NHES, 2003; and Parent and Family Involvement in Education Survey of the NHES, 2007.

Table B-9. Standard errors for the percentage of students enrolled in grades 3–12 whose parents were involved in various ways with their children’s schools, by public school type: 1993, 1996, 1999, 2003, and 2007

Ways parents were involved	Public school type									
	Public, assigned					Public, chosen				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Attended a general meeting	0.7	0.6	0.6	0.6	0.6	2.1	1.3	1.3	1.1	2.0
Went to a parent-teacher conference	†	0.6	0.6	0.7	0.8	†	1.3	1.4	1.4	2.3
Attended a school event	0.8	0.6	0.7	0.7	0.8	1.8	1.5	1.4	1.6	2.1
Volunteered/served on a committee	1.1	0.5	0.5	0.8	0.9	2.8	1.3	1.2	1.8	2.2
Ways parents were involved	Private school type									
	Private, religious					Private, nonsectarian				
	1993	1996	1999	2003	2007	1993	1996	1999	2003	2007
Attended a general meeting	1.0	1.4	1.0	0.9	0.6	3.1	2.8	2.5	1.6	0.8
Went to a parent-teacher conference	†	1.5	1.1	1.4	2.5	†	2.9	3.0	2.9	2.5
Attended a school event	1.3	1.3	1.4	1.3	1.5	3.5	3.0	2.7	3.7	3.3
Volunteered/served on a committee	1.9	1.7	2.1	2.1	2.5	4.3	3.7	3.6	4.1	4.7

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 1993; School Safety and Discipline Survey of the NHES, 1993; Parent and Family Involvement in Education Survey of the NHES, 1996; Parent Survey of the NHES, 1999; Parent and Family Involvement in Education Survey of the NHES, 2003; and Parent and Family Involvement in Education Survey of the NHES, 2007.

Appendix C: Supplemental Table

The supplemental table appears on the following pages.

Table C-1. Percentage and standard errors for students in grades 1–12 whose parents reported having public school choice who considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003 and 2007

Student and household characteristics	Total				Considered other schools			
	2003		2007		2003		2007	
	percent	s.e.	percent	s.e.	percent	s.e.	percent	s.e.
Total	100	†	100	†	31	0.9	32	1.0
Sex								
Male	100	†	100	†	31	1.1	32	1.6
Female	100	†	100	†	31	1.3	32	1.4
Race/ethnicity ²								
White	100	†	100	†	30	1.2	29	1.2
Black	100	†	100	†	40	2.1	48	4.1
Hispanic	100	†	100	†	28	1.6	26	2.1
Asian or Pacific Islander	100	†	100	†	30	3.6	37	5.1
Other race	100	†	100	†	28	4.5	35	4.0
Grade level								
Grades 1–5	100	†	100	†	31	1.5	33	1.8
Grades 6–8	100	†	100	†	33	1.5	30	2.1
Grades 9–12	100	†	100	†	30	1.1	32	1.5
Disability status								
Has a disability	100	†	100	†	35	1.5	35	2.2
Does not have a disability	100	†	100	†	30	0.9	31	1.2
Poverty status ³								
Poor	100	†	100	†	27	1.9	31	3.7
Near-poor	100	†	100	†	31	1.7	28	2.5
Nonpoor	100	†	100	†	32	1.2	34	1.1
Parents' highest level of education ⁴								
Less than high school diploma or GED	100	†	100	†	21	3.0	30	4.7
High school diploma or GED	100	†	100	†	27	1.5	26	3.0
Some college/vocational/technical	100	†	100	†	30	1.3	31	1.8
Bachelor's degree	100	†	100	†	33	1.9	33	1.7
Graduate/professional school	100	†	100	†	41	1.8	41	2.1
Family structure								
Two parents	100	†	100	†	31	1.1	30	1.0
One parent	100	†	100	†	32	1.6	36	2.2
Non-parent guardians	100	†	100	†	27	3.9	49	9.6

See notes at end of table.

Table C-1. Percentage and standard errors for students in grades 1–12 whose parents reported having public school choice who considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003 and 2007—Continued

Student and household characteristics	School was parent's first choice				Moved to neighborhood for school ¹			
	2003		2007		2003		2007	
	percent	s.e.	percent	s.e.	percent	s.e.	percent	s.e.
Total	86	0.6	87	0.7	24	0.9	24	1.0
Sex								
Male	86	0.8	87	0.9	23	1.1	24	1.3
Female	86	0.8	87	1.1	24	1.3	24	1.4
Race/ethnicity ²								
White	89	0.8	91	0.8	24	1.2	25	1.3
Black	76	2.0	78	2.6	18	1.9	18	2.6
Hispanic	84	1.4	86	1.7	28	1.9	24	2.5
Asian or Pacific Islander	86	2.8	88	3.0	26	4.3	35	5.9
Other race	84	3.7	84	3.5	16	4.5	23	3.6
Grade level								
Grades 1–5	87	0.9	88	1.1	23	1.3	25	1.5
Grades 6–8	85	1.3	87	1.4	25	1.5	25	2.0
Grades 9–12	84	1.1	86	1.3	23	1.3	22	1.7
Disability status								
Has a disability	82	1.1	84	1.6	24	1.6	26	2.3
Does not have a disability	87	0.7	88	0.8	24	0.9	23	1.1
Poverty status ³								
Poor	82	1.9	85	2.3	20	2.1	23	2.7
Near-poor	85	1.3	83	1.6	20	1.8	21	2.3
Nonpoor	87	0.7	89	0.7	26	1.0	25	1.2
Parents' highest level of education ⁴								
Less than high school diploma or GED	82	2.6	75	5.0	23	3.2	17	3.0
High school diploma or GED	84	1.4	88	1.5	23	2.1	18	2.0
Some college/vocational/technical	85	1.0	85	1.4	22	1.4	25	2.0
Bachelor's degree	86	1.4	90	1.2	26	1.8	27	2.1
Graduate/professional school	90	1.0	90	1.2	27	2.2	28	1.8
Family structure								
Two parents	88	0.7	90	0.7	24	1.0	26	1.3
One parent	80	1.5	80	1.7	23	1.6	19	1.5
Non-parent guardians	81	3.3	80	5.5	16	2.9	12!	4.5

See notes at end of table.

Table C-1. Percentage and standard errors for students in grades 1–12 whose parents reported having public school choice who considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003 and 2007—Continued

Student and household characteristics	Total				Considered other schools			
	2003		2007		2003		2007	
	percent	s.e.	percent	s.e.	percent	s.e.	percent	s.e.
Total	100	†	100	†	31	0.9	32	1.0
School type								
Public, assigned	100	†	100	†	23	0.9	23	1.1
Public, chosen ⁵	100	†	100	†	46	1.8	48	2.3
Private, religious	100	†	100	†	45	3.3	45	3.0
Private, nonsectarian	100	†	100	†	52	5.4	48	6.9
Region								
Northeast	100	†	100	†	34	2.1	36	2.9
South	100	†	100	†	32	1.5	34	2.4
Midwest	100	†	100	†	28	1.5	29	1.8
West	100	†	100	†	32	1.6	32	1.9
Locale								
City	—	†	100	†	—	†	41	2.0
Suburb	—	†	100	†	—	†	30	1.4
Town	—	†	100	†	—	†	27	2.8
Rural	—	†	100	†	—	†	23	2.2

See notes at end of table.

Table C-1. Percentage and standard errors for students in grades 1–12 whose parents reported having public school choice who considered other schools, reported current school was their first choice, or moved to their current neighborhood for the school, by student and household characteristics: 2003 and 2007—Continued

Student and household characteristics	School was parent's first choice				Moved to neighborhood for school ¹			
	2003		2007		2003		2007	
	percent	s.e.	percent	s.e.	percent	s.e.	percent	s.e.
Total	86	0.6	87	0.7	24	0.9	24	1.0
School type								
Public, assigned	87	0.8	87	0.9	27	1.1	27	1.3
Public, chosen ⁵	82	1.3	87	1.4	16	1.4	16	1.5
Private, religious	92	1.6	90	2.1	—	†	—	†
Private, nonsectarian	79	6.3	87	4.3	—	†	—	†
Region								
Northeast	85	1.6	84	2.1	24	2.7	23	2.5
South	86	1.1	88	1.1	24	1.3	25	2.0
Midwest	87	1.3	87	1.6	26	1.8	25	1.9
West	85	1.1	88	1.1	21	1.6	22	1.9
Locale								
City	—	†	82	1.4	—	†	20	1.8
Suburb	—	†	88	1.3	—	†	30	1.6
Town	—	†	89	1.6	—	†	22	2.6
Rural	—	†	93	1.1	—	†	23	2.7

— Not available.

† Not applicable.

¹ In 2007, only parents of students in public schools were asked whether they moved to their current neighborhood for the child's school, therefore the analysis for both 2003 and 2007 is limited to students in public schools to maintain comparability.

² Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. The Other race category includes students who are not Hispanic, whose race was reported as either "American Indian or Alaska Native" or more than one race. Race categories exclude Hispanic origin unless specified.

³ Poor students are defined as those with household incomes below 100 percent of the poverty threshold; near-poor students as those with household incomes from 100 through 199 percent of the poverty threshold; and nonpoor students as those with household incomes at or above 200 percent of the poverty threshold.

⁴ GED is General Educational Development.

⁵ Students who attended chosen, public schools were automatically coded as "yes" for whether or not their district allowed public school choice.

NOTE: s.e. is standard error. Detail may not sum to totals because of rounding. In 2007, there were 57 cases where data were missing for whether or not school was child's choice and thus excluded from the analysis. There are an additional 2 cases where data were missing for private school type and are also excluded from analysis. There were 188 cases in 2003 and 154 cases in 2007 (where parents reported that their child's assigned school was their chosen school) that were missing and thus excluded from the analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003; and Parent and Family Involvement in Education Survey of the NHES, 2007.