

Parent and Family Involvement in Education: 2023

First Look



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National Household Education Surveys Program

First Look

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Introduction

This report presents data on students in the United States in kindergarten through grade 12 in a physical or virtual school or are homeschooled for equivalent grades. The focus of the report is on parent and family involvement in the students' education during the 2022–23 school year, as reported by the students' parents or guardians.¹ It includes the percentage of students who participated in selected family activities. Demographic information about students and families is presented, including students' poverty status and parents' education and language spoken at home, as well as school characteristics, such as school size and school type. Tabular findings are in appendix A. These data represent circumstances after the termination of most COVID-19 pandemic safety measures limiting in-person group activities. The President of the United States announced on Jan. 30, 2023, that the COVID-19 public health emergency would end on May 11, 2023.

The data for this report come from the Parent and Family Involvement in Education (PFI) Survey, administered as part of the 2023 National Household Education Surveys Program (NHES:2023). The PFI survey collects data about students who are enrolled in kindergarten through grade 12 in a physical or virtual school or are homeschooled for equivalent grades and asks questions about various aspects of parent involvement in education, such as help with homework, family activities, and parent involvement at school. For homeschooled students, the survey asks questions related to students' homeschooling experiences, subject of classes taught, and the reasons for homeschooling. For students taking virtual courses, the survey asks about parents' reasons for choosing virtual schooling, the cost, and the amount of time each week the student takes virtual courses. The PFI questionnaires were completed by a parent or guardian who knew about the sampled child.

The NHES:2023 used a nationally representative address-based sample covering the 50 states and the District of Columbia. The survey was conducted by the U.S. Census Bureau from January through August 2023. The 2023 administration of NHES included a screener survey and two topical surveys: the Early Childhood Program Participation Survey, and the PFI. The screener survey asked for an enumeration of household members and was used to select an eligible child to be the focus of a topical survey. For more information about the NHES:2023 methodology, please reference the forthcoming *National Household Education Surveys Program of 2023: Data File User's Manual* (Wan et al., forthcoming).

Although the NHES is a repeating cross-sectional survey, changes in the sample frame, data collection methods and wording of some items have occurred over time. Because of these changes, caution should be used in comparing results in this report to those from prior NHES collections.² The total number of cases used in this report is 19,562 students, representing a population of approximately 53 million students in kindergarten through grade 12 in the 2022–23 school year.

¹ Respondents to the PFI questionnaire are referred to as “parents” throughout this report, irrespective of their relationship to the sampled child.

² For information about these changes, please see the data file user's manuals <https://nces.ed.gov/nhes/dataproducts.asp>.

PFI questionnaires were completed for 19,562 students in kindergarten through grade 12 in a physical or virtual school or were homeschooled for equivalent grades, for a weighted PFI unit response rate of 87.7 percent and an overall estimated weighted unit response rate (the screener weighted unit response rate multiplied by the PFI unit weighted response rate) of 53.3 percent. An analysis of bias in the NHES:2023 data detected some measurable bias in certain demographic characteristics and survey responses. The level of potential bias detected is considered to be low. Additional details about the survey methodology, response rates, and data reliability are provided in appendix B.

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

This *First Look* report presents selected descriptive information. Readers are cautioned not to draw causal inferences based on the results presented. Many of the variables examined in this report may be related to one another, but the interactions and relationships among them have not been explored. The variables examined here are just a few of the variables that can be examined in these data; they were selected to demonstrate the range of information available from the study. The release of this report is intended to encourage in-depth analysis of the data.

This *First Look* report begins with selected findings from the results in tables A-1 through A-8. Those are followed by estimate tables and their associated standard error tables (appendix A). The report concludes with Technical Notes (appendix B) and a Glossary of Terms (appendix C) which provide readers details about the survey administration and data reliability, and the construction of variables used in the analysis.

Selected Findings

- In the 2022–23 school year, school communication with parents, as reported by parents, most commonly occurred through school-wide newsletters, memos, e-mails, or notices. This type of communication, addressed to all parents, was reported for 90 percent of students in kindergarten through grade 12. Receiving emails or notes specifically about the student was reported for 66 percent of students and receiving phone calls about the student was reported for 41 percent of students (table A-1).
- On average, students in kindergarten through grade 12 had parents who reported participating in 6 school-related activities in the 2022–23 school year. The most common school-related activity was attending a general school or parent-teacher organization or association meeting (reported for 83 percent of students). That was followed by attending a school or class event (74 percent) and attending a regularly scheduled parent-teacher conference (72 percent) (table A-2).
- For students whose parents reported that they had homework outside of school, 79 percent had parents who said the amount of homework was “about right.” Parents also reported being “very satisfied” (the highest on a four-point scale) with the following school characteristics: the school overall (for 63 percent of students); the student’s current teachers (62 percent); the academic standards of the school (60 percent); the order and discipline at the school (55 percent); and the school staff’s interaction with parents (55 percent) (table A-3).
- For students who were not homeschooled and whose parents had considered other schools for the student, the factors most frequently rated as “very important” when choosing a school were the quality of teachers, principal or other staff at the school (77 percent); safety, which includes student discipline (74 percent); and curriculum focus or unique academic programs (57 percent) (table A-4).
- According to parents, a higher percentage of students attended a community, religious, or ethnic event (44 percent) with their family in the past month than attended an athletic or sporting event (40 percent); went to a play, concert, or other live show (32 percent); visited a bookstore (29 percent); visited a library (29 percent); visited an art gallery, a museum, or a historical site (23 percent); or visited a zoo or an aquarium (21 percent) (table A-5).
- In the 2022–23 school year, among students aged 5 through 17 with a grade equivalent of kindergarten through grade 12, some 5.2 percent received instruction at home (either homeschooled or in full-time virtual education), which is higher than the percentage of students who received instruction at home in the school year 2018–19 (3.7 percent). In the school year 2022–23, some 3.4 percent were reported as being homeschooled and 2.5 percent of students were enrolled in full-time virtual education, regardless of whether the parent considers the child to be homeschooled or not. Specifically, 1.8 percent of students who were enrolled full time in virtual programs were doing so as students of public or private schools, and 0.7 percent were doing so as homeschoolers. (table A-6).

- According to parents whose children were homeschooled, the reason most frequently rated as “important” to homeschool was a concern about environment of other schools (83 percent). This percentage was higher than those for the other reasons, including a desire to provide moral instruction (75 percent), a desire to emphasize family life together (72 percent) and a dissatisfaction with academic instruction at other schools (72 percent). When asked about the *most* important reason for homeschooling, concern about the environment of other schools was also cited most often at 28 percent (table A-7).
- In the 2022–23 school year, 93 percent took no virtual courses and 7 percent of enrolled or homeschooled students took at least one virtual course. Specifically, 3 percent took all courses virtually, and 5 percent took some but not all courses virtually (table A-8).³

³ Details may not sum to total because of rounding.

Appendix A: Estimate and Standard Error Tables

Table A-1. Percentage of students enrolled in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2022–23

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
Total	51,167	66	90	41
School type¹				
Public school, total	46,349	66	89	42
Public school, assigned	40,220	65	89	41
Public school, chosen	6,129	69	92	43
Private school, total	4,815	69	93	32
Private school, religious	3,582	67	94	30
Private school, nonreligious	1,234	75	91	37
School size¹				
Under 300	6,910	65	90	40
300–599	17,423	69	91	42
600–999	13,449	68	89	43
1,000 or more	13,234	61	88	37
Locale of student's household²				
City	15,249	66	89	45
Suburban	21,775	67	91	40
Town	4,161	65	88	36
Rural	9,982	63	88	38
Student's sex				
Male	26,038	69	90	45
Female	25,129	63	89	37
Student's race/ethnicity				
American Indian or Alaska Native, non-Hispanic	306	78	78	39
Asian or Pacific Islander, non-Hispanic	3,520	60	89	37
Asian, non-Hispanic	3,364	60	89	36
Native Hawaiian or other Pacific Islander, non-Hispanic	156	48 !	89	39 !
Black, non-Hispanic	6,655	65	85	49
Hispanic	13,451	67	88	47
Cuban	257	68	85	48
Mexican, Mexican American, or Chicano	7,682	66	88	45
Puerto Rican	1,097	67	94	51
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	4,415	69	87	49
White, non-Hispanic	24,170	66	92	36
Two or more races, non-Hispanic ³	3,065	70	90	38
Student's grade level				
Kindergarten–2nd grade	12,553	72	93	44
3rd–5th grade	11,585	71	93	44
6th–8th grade	12,273	65	88	40
9th–12th grade	14,755	58	85	36
Family type				
Two parents or guardians ⁴	39,477	66	91	38
One parent or guardian	11,690	66	86	48

See notes at end of table.

Table A-1. Percentage of students enrolled in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
Highest education level of parents/guardians				
Less than high school	4,647	57	79	47
High school graduate or equivalent	9,392	62	82	46
Vocational/technical or some college	12,007	65	89	45
Bachelor's degree	14,058	69	94	36
Graduate or professional school	11,063	72	97	35
English spoken at home by parents/guardians⁵				
Both/only parent(s)/guardian(s) speak(s) English	43,746	67	91	40
One of two parents/guardians speaks English	2,026	61	82	43
No parent/guardian speaks English	5,395	63	84	45
Labor force status of parents/guardians⁶				
Two-parent/guardian family				
Both full time	18,861	68	92	37
One full time, one part time	6,598	66	94	38
One full time, one not in labor force	10,080	66	88	42
Other	3,937	59	84	39
Single-parent/guardian family				
Full time	7,555	66	87	47
Part time	1,587	67	88	51
Not in the labor force	2,025	65	81	51
Looking for work	522	69	82	57
Household income				
\$20,000 or less	3,974	58	80	50
\$20,001–\$50,000	8,654	64	83	49
\$50,001–\$75,000	7,400	66	87	45
\$75,001–\$100,000	6,654	66	88	39
\$100,001 or more	24,484	69	95	35
Poverty status⁷				
Below poverty threshold	7,683	59	80	50
At or above poverty threshold	43,484	67	91	39

! ! Interpret with caution; coefficient of variation is between 30 and 50 percent.

¹ Less than 1 percent of cases are missing school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student's school was not able to be matched to these data sources. Detail may not sum to totals because of rounding.

² Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

³ "Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

⁴ "Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

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

⁶ Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working fewer than 35 hours per week.

⁷ Determined by the federal government, the poverty threshold is the income necessary to meet the household's needs, given the household's size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix C.

NOTE: Data are weighted estimates of the population. Students who were homeschooled full or part-time were excluded from the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES: 2023).

Table A-2. Among students enrolled in kindergarten through grade 12, mean number of meetings or activities their parents reported and percentage of participation in school-related activities attended, by selected school, student, and family characteristics: 2022–23

Characteristic	Participation in school activities by parent or other household member						
	Mean number of meetings or activities attended at child's school	Attended a general school or PTO/PTA ¹ meeting	Attended a school or class event	Attended regularly scheduled parent-teacher conference	Participated in school fundraising	Volunteered or served on school committee	Met with a guidance counselor
Total	6	83	74	72	52	36	28
School type²							
Public school, total	6	82	73	71	50	33	28
Public school, assigned	6	82	72	70	49	32	27
Public school, chosen	6	85	77	74	51	40	30
Private school, total	10	92	88	85	72	62	28
Private school, religious	11	93	88	84	77	64	25
Private school, nonreligious	8	91	88	87	56	55	37
School size							
Under 300	8	87	79	82	58	46	28
300–599	6	86	77	83	55	38	25
600–999	6	85	74	73	53	35	27
1,000 or more	6	75	67	52	43	28	33
Locale of student's household³							
City	6	81	71	73	45	34	29
Suburban	6	84	75	72	53	37	27
Town	6	82	72	70	50	29	26
Rural	8	84	78	72	59	39	27
Student's sex							
Male	6	83	72	74	51	34	29
Female	6	83	76	71	53	37	27

See notes at end of table.

Table A-2. Among students enrolled in kindergarten through grade 12, mean number of meetings or activities their parents reported and percentage of participation in school-related activities attended, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Participation in school activities by parent or other household member						
	Mean number of meetings or activities attended at child's school	Attended a general school or PTO/PTA ¹ meeting	Attended a school or class event	Attended regularly scheduled parent-teacher conference	Participated in school fundraising	Volunteered or served on school committee	Met with a guidance counselor
Student's race/ethnicity							
American Indian or Alaska Native, non-Hispanic	5	70	62	65	49	29	32
Asian or Pacific Islander, non-Hispanic	4	81	68	70	46	32	21
Asian, non-Hispanic	4	80	68	69	46	32	20
Native Hawaiian or other Pacific Islander, non-Hispanic	5	89	51	82	43 !	20 !	29 !
Black, non-Hispanic	5	82	70	71	44	30	37
Hispanic	5	79	68	70	42	28	28
Cuban	4	79	60	60	50	31	30
Mexican, Mexican American, or Chicano	5	78	68	69	42	28	27
Puerto Rican	4	68	67	75	47	26	30
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	5	82	68	71	42	30	28
White, non-Hispanic	7	86	79	73	60	41	26
Two or more races, non-Hispanic ⁴	7	86	78	79	52	38	28
Student's grade level							
Kindergarten–2nd grade	6	87	78	88	60	45	19
3rd–5th grade	6	90	80	86	58	42	24
6th–8th grade	6	83	71	68	48	29	28
9th–12th grade	6	74	68	51	43	28	38
Family type							
Two parents or guardians ⁵	6	85	76	73	55	39	26
One parent or guardian	5	78	66	68	40	25	34
Highest education level of parents/guardians							
Less than high school	4	72	53	65	28	18	29
High school graduate or equivalent	5	75	62	67	40	20	28
Vocational/technical or some college	5	83	73	71	49	31	30
Bachelor's degree	7	87	81	74	60	44	26
Graduate or professional school	7	91	85	78	64	51	27

See notes at end of table.

Table A-2. Among students enrolled in kindergarten through grade 12, mean number of meetings or activities their parents reported and percentage of participation in school-related activities attended, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Participation in school activities by parent or other household member						
	Mean number of meetings or activities attended at child's school	Attended a general school or PTO/PTA ¹ meeting	Attended a school or class event	Attended regularly scheduled parent-teacher conference	Participated in school fundraising	Volunteered or served on school committee	Met with a guidance counselor
English spoken at home by parents/guardians⁶							
Both/only parent(s)/guardian(s) speak(s) English	6	85	77	73	55	38	28
One of two parents/guardians speaks English	4	73	63	63	35	22	26
No parent/guardian speaks English	4	73	55	65	32	21	26
Labor force status of parents/guardians⁷							
Two-parent/guardian family							
Both full time	6	86	80	73	58	40	25
One full time, one part time	6	87	77	74	57	43	22
One full time, one not in labor force	6	86	73	76	51	38	27
Other	5	73	67	66	46	29	31
Single-parent/guardian family							
Full time	5	78	69	68	43	26	31
Part time	4	78	64	73	36	26	36
Not in the labor force	5	79	58	69	33	21	47
Looking for work	5	73	59	63	33	25	29
Household income							
\$20,000 or less	4	74	55	65	32	22	36
\$20,001–\$50,000	5	76	65	70	38	21	32
\$50,001–\$75,000	5	80	70	70	45	29	30
\$75,001–\$100,000	5	82	74	71	49	32	24
\$100,001 or more	7	88	82	75	62	46	25
Poverty status⁸							
Below poverty threshold	5	74	60	67	35	22	34
At or above poverty threshold	6	85	76	73	55	38	27

See notes at end of table.

! Interpret with caution; coefficient of variation is between 30 and 50 percent.

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

² Less than 1 percent of cases are missing from school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student's school was not able to be matched to these data sources.

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

⁴ "Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

⁵ "Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

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

⁷ Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working fewer than 35 hours per week.

⁸ Determined by the federal government, the poverty threshold is the income necessary to meet the household's needs, given the household's size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix C.

NOTE: Data are weighted estimates of the population. Students who were homeschooled full or part-time were excluded from the table, resulting in a weighted population of approximately 51,168,000 students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES: 2023).

Table A-3. Percentage of students enrolled in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and with amount of homework, by selected school, student, and family characteristics: 2022–23

Characteristic	Percentage of students whose parents reported being “very satisfied”					Percentage of students whose parents reported the amount of homework assigned is “about right” ¹
	With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
Total	63	62	60	55	55	79
School type²						
Public school, total	61	60	57	53	52	78
Public school, assigned	60	60	56	52	52	78
Public school, chosen	65	60	63	56	56	79
Private school, total	82	77	81	78	77	83
Private school, religious	82	77	81	79	77	82
Private school, nonreligious	82	77	82	75	76	85
School size						
Under 300	70	71	66	64	65	85
300–599	66	67	62	58	59	81
600–999	63	63	60	56	54	77
1,000 or more	55	50	52	47	44	74
Locale of student’s household³						
City	61	60	59	55	55	77
Suburban	63	63	60	56	55	78
Town	61	62	56	50	53	82
Rural	65	63	60	56	55	81
Student’s sex						
Male	63	63	59	56	56	79
Female	62	61	60	54	53	78

See notes at end of table.

Table A-3. Percentage of students enrolled in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and with amount of homework, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Percentage of students whose parents reported being “very satisfied”					Percentage of students whose parents reported the amount of homework assigned is “about right” ¹
	With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
Student’s race/ethnicity						
American Indian or Alaska Native, non-Hispanic	59	62	58	57	61	70
Asian or Pacific Islander, non-Hispanic	64	62	58	58	55	74
Asian, non-Hispanic	64	62	58	57	55	73
Native Hawaiian or other Pacific Islander, non-Hispanic	71	61	53 !	64	53	88
Black, non-Hispanic	59	59	59	54	53	78
Hispanic	62	61	59	54	54	79
Cuban	71	57	61	65	62	74
Mexican, Mexican American, or Chicano	61	60	57	51	53	80
Puerto Rican	62	63	66	60	54	80
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	63	62	60	57	55	79
White, non-Hispanic	65	64	61	56	56	79
Two or more races, non-Hispanic ⁴	58	60	56	52	52	76
Student’s grade level						
Kindergarten–2nd grade	74	79	71	68	69	86
3rd–5th grade	67	68	62	61	61	78
6th–8th grade	56	54	54	47	47	76
9th–12th grade	55	49	53	47	44	76
Family type						
Two parents or guardians ⁵	64	63	61	56	56	79
One parent or guardian	58	57	56	52	51	78
Highest education level of parents/guardians						
Less than high school	63	64	58	56	56	83
High school graduate or equivalent	60	61	61	55	54	81
Vocational/technical or some college	57	58	54	49	48	77
Bachelor’s degree	65	63	61	56	57	79
Graduate or professional school	68	65	62	61	58	76

See notes at end of table.

Table A-3. Percentage of students enrolled in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and with amount of homework, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Percentage of students whose parents reported being “very satisfied”					Percentage of students whose parents reported the amount of homework assigned is “about right” ¹
	With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
English spoken at home by parents/guardians⁶						
Both/only parent(s)/guardian(s) speak(s) English	63	62	60	55	55	78
One of two parents/guardians speaks English	58	61	55	49	54	76
No parent/guardian speaks English	66	64	60	57	55	80
Labor force status of parents/guardians⁷						
Two-parent/guardian family						
Both full time	63	62	60	55	54	78
One full time, one part time	63	64	62	57	55	78
One full time, one not in labor force	67	65	61	58	58	80
Other	65	63	62	57	57	79
Single-parent/guardian family						
Full time	57	56	55	51	50	78
Part time	65	65	61	57	54	77
Not in the labor force	59	57	55	55	54	76
Looking for work	55	49	51	41	45	78
Household income						
\$20,000 or less	63	62	60	57	59	79
\$20,001–\$50,000	56	58	55	50	50	78
\$50,001–\$75,000	62	61	59	54	53	79
\$75,001–\$100,000	61	62	58	52	51	80
\$100,001 or more	66	64	62	58	57	78
Poverty status⁸						
Below poverty threshold	60	61	59	54	55	79
At or above poverty threshold	63	62	60	56	55	78

See notes at end of table.

¹ Interpret with caution; coefficient of variation is between 30 and 50 percent.

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

² Less than 1 percent of cases are missing from school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student's school was not able to be matched to these data sources.

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

⁴ “Two or more races, non-Hispanic” includes non-Hispanic students of Two or more races.

⁵ “Two parents or guardians” does not indicate a marital relationship between the adults identified as parents.

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

⁷ Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working fewer than 35 hours per week.

⁸ Determined by the federal government, the poverty threshold is the income necessary to meet the household’s needs, given the household’s size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix C.

NOTE: Data are weighted estimates of the population. Students who were homeschooled full or part-time were excluded from the table, resulting in a weighted population of approximately 51,168,000 students. Less than 1 percent of cases are missing from school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student's school was not able to be matched to these data sources.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES: 2023).

Table A-4. Among students enrolled in kindergarten through grade 12 whose parents considered other schools for them, percentage whose parents rated various factors used to select the school as “very important,” by school, student, and family characteristics: 2022–23

Characteristic	School selection factor											
	Quality of teachers, principal, or other school staff	Safety (including student discipline)	Curriculum focus or unique academic programs (e.g., language immersion, STEM focus)	Academic performance of students (such as test scores, dropout rates, and so on)	Class size	Student body characteristics	Extra-curricular options (including before- and after-school programs)	Convenient Location	Cost	Quality or availability of special education (including services for students with disabilities)	Special facilities (e.g., gymnasium, planetarium, library)	The religious orientation of the school ¹
Total	77	74	57	48	33	31	29	29	27	25	23	10
School type²												
Public school, total	76	73	56	47	31	30	30	31	28	27	24	7
Public school, assigned	76	75	55	48	33	31	32	34	29	29	27	8
Public school, chosen	75	69	60	45	27	26	22	21	24	19	15	6
Private school, total	88	74	62	49	41	38	24	15	20	13	16	24
Private school, religious	87	77	61	49	38	40	24	13	21	12	15	33
Private school, nonreligious	89	68	63	49	48	34	24	18	16	15	16	3 !
School size												
Under 300	78	70	59	46	38	35	26	25	24	24	19	20
300–599	78	76	57	48	34	31	29	28	27	26	24	10
600–999	78	76	56	48	32	30	30	34	27	28	24	7
1,000 or more	75	70	55	48	30	29	29	26	27	20	21	5
Locale of student’s household³												
City	75	72	57	49	33	30	30	30	28	24	23	9
Suburban	81	75	58	50	33	33	28	29	28	24	23	9
Town	76	74	56	39	29	28	28	30	26	25	20	11
Rural	74	73	52	42	31	28	28	23	22	27	21	12
Student’s sex												
Male	77	73	56	46	33	31	28	29	27	26	22	9
Female	78	74	57	49	33	31	30	29	27	24	23	11
Student’s race/ethnicity												
American Indian or Alaska Native, non-Hispanic	84	68	77	72	42 !	68	46 !	‡	48 !	53	49 !	‡
Asian or Pacific Islander, non-Hispanic	79	76	61	58	26	30	29	32	27	21	25	8
Asian, non-Hispanic	79	76	61	57	26	30	29	31	26	20	24	8
Native Hawaiian or other Pacific Islander, non-Hispanic	92	80	59 !	72	‡	‡	‡	‡	58 !	52 !	‡	‡
Black, non-Hispanic	81	84	67	65	47	37	40	40	41	37	37	17
Hispanic	76	75	59	48	33	36	33	34	30	28	25	8
Cuban	82	73	72	53	39	39	44	34	30	33	32	‡
Mexican, Mexican American, or Chicano	73	74	57	46	30	35	35	31	27	26	24	7
Puerto Rican	89	78	61	46	28	33	23	48	39 !	43	26	‡
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	77	77	62	53	37	38	32	35	32	26	27	10
White, non-Hispanic	77	69	51	41	29	26	23	22	21	20	17	9
Two or more races, non-Hispanic ⁴	76	72	56	44	32	28	26	28	24	22	20	6

See notes at end of table.

Table A-4. Among students enrolled in kindergarten through grade 12 whose parents considered other schools for them, percentage whose parents rated various factors used to select the school as “very important,” by school, student, and family characteristics: 2022–23—Continued

Characteristic	School selection factor											
	Quality of teachers, principal, or other school staff	Safety (including student discipline)	Curriculum focus or unique academic programs (e.g., language immersion, STEM focus)	Academic performance of students (such as test scores, dropout rates, and so on)	Class size	Student body characteristics	Extra-curricular options (including before- and after-school programs)	Convenient Location	Cost	Quality or availability of special education (including services for students with disabilities)	Special facilities (e.g., gymnasium, planetarium, library)	The religious orientation of the school ¹
Student’s grade level												
Kindergarten–2nd grade	81	77	58	47	34	30	29	32	28	28	22	11
3rd–5th grade	80	78	59	52	38	34	30	33	28	29	27	12
6th–8th grade	76	73	56	46	32	30	27	27	25	24	23	8
9th–12th grade	72	68	55	47	28	29	30	24	26	20	20	8
Family type												
Two parents or guardians ⁵	78	73	55	47	32	29	26	27	24	22	20	9
One parent or guardian	76	77	62	51	36	37	40	34	36	34	32	12
Highest education level of parents/guardians												
Less than high school	67	73	56	49	41	37	47	38	36	42	41	17
High school graduate or equivalent	74	74	60	49	29	35	33	35	35	39	31	10
Vocational/technical or some college	76	79	57	49	36	32	31	29	30	31	27	10
Bachelor’s degree	79	72	55	45	32	29	25	26	25	18	19	8
Graduate or professional school	81	69	57	47	30	28	24	26	19	15	14	9
English spoken at home by parents/guardians⁶												
Both/only parent(s)/guardian(s) speak(s) English	79	74	57	47	33	30	29	28	26	24	22	9
One of two parents/guardians speaks English	63	70	48	47	26	27	26	30	20	25	23	15
No parent/guardian speaks English	71	73	62	50	34	36	34	39	35	32	33	11
Labor force status of parents/guardians⁷												
Two-parent/guardian family												
Both full time	79	74	56	47	32	29	28	26	23	19	20	9
One full time, one part time	78	69	51	44	32	28	22	25	24	17	17	10
One full time, one not in labor force	75	71	55	47	30	28	21	27	25	28	20	10
Other	78	75	57	49	34	33	35	40	30	32	29	7
Single-parent/guardian family												
Full time	77	76	61	51	33	34	38	31	34	25	28	10
Part time	71	78	60	47	30	37	36	32	32	47	29	12 !
Not in the labor force	74	79	66	48	48	45	44	39	44	54	48	15
Looking for work	90	85	80	68	64	52	59	62	52	54	56	35 !
Household income												
\$20,000 or less	74	76	69	57	45	44	51	46	44	56	48	22
\$20,001–\$50,000	76	78	61	52	35	37	39	37	37	41	33	9
\$50,001–\$75,000	73	75	54	42	33	29	28	32	34	24	27	13
\$75,001–\$100,000	75	78	54	42	34	28	29	25	29	22	23	9
\$100,001 or more	80	70	55	48	30	28	24	24	19	17	16	8
Poverty status⁸												
Below poverty threshold	73	75	63	52	38	39	44	41	41	49	40	15
At or above poverty threshold	78	73	56	47	32	30	27	27	25	21	20	9

See notes at end of table.

! Interpret with caution; coefficient of variation is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ The response options for the religious orientation of the school item include “Not at all important”, “Somewhat important”, “Important”, “Very Important”, and “Child's school is not religious.”

² Less than 1 percent of cases are missing from school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student's school was not able to be matched to these data sources.

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

⁴ “Two or more races, non-Hispanic” includes non-Hispanic students of Two or more races.

⁵ “Two parents or guardians” does not indicate a marital relationship between the adults identified as parents.

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

⁷ Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working fewer than 35 hours per week.

⁸ Determined by the federal government, the poverty threshold is the income necessary to meet the household’s needs, given the household’s size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix C.

NOTE: Data are weighted estimates of the population. Students who were homeschooled full or part-time and students whose parents did not consider other schools were excluded from the table, resulting in a weighted population of approximately 18,310,000 students. The parents of 36 percent of students reported that they considered other schools. Less than 1 percent of cases are missing from school type and school size because not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student's school was not able to be matched to these data sources.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES: 2023).

Table A-5. Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage whose parents reported participation in various non-school activities in the past month, by selected school, student, and family characteristics: 2022–23

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Activities in the past month						
		Attended a community/religious/ethnic event ¹	Attended athletic/sporting event ²	Went to a play, a concert, or other live show	Visited bookstore	Visited library	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium
Total	52,995	44	40	32	29	29	23	21
School type^{3,4}								
Public school, total	46,473	42	40	31	28	28	22	20
Public school, assigned	40,272	42	40	32	28	27	21	20
Public school, chosen	6,201	43	38	30	31	30	26	21
Private school, total	4,828	58	48	38	35	33	29	19
Private school, religious	3,592	67	50	37	33	33	25	19
Private school, nonreligious	1,236	34	42	42	39	35	38	19
Instruction-at-home ⁵	2,808	55	33	27	36	44	35	26
Homeschool, total ⁶	1,828	61	37	31	38	53	43	28
Virtual, full-time ⁷	1,340	41	27	19	33	29	22	22
School size^{3,8}								
Under 300	6,931	50	42	32	29	32	22	19
300–599	17,471	43	41	31	29	34	24	23
600–999	13,499	45	41	33	30	27	23	22
1,000 or more	13,253	40	39	33	28	20	21	16
Locale of student's household⁹								
City	15,600	42	37	31	33	30	26	22
Suburban	22,472	44	41	35	30	30	24	21
Town	4,383	45	43	29	24	28	20	21
Rural	10,539	48	44	28	25	27	18	18
Student's sex								
Male	27,056	44	42	30	26	27	23	21
Female	25,939	45	39	35	33	31	24	20

See notes at end of table.

Table A-5. Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage whose parents reported participation in various non-school activities in the past month, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Activities in the past month						
		Attended a community/religious/ethnic event ¹	Attended athletic/sporting event ²	Went to a play, a concert, or other live show	Visited bookstore	Visited library	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium
Student's race/ethnicity								
American Indian or Alaska Native, non-Hispanic	315	61	45	43	39	41	31	23 !
Asian or Pacific Islander, non-Hispanic	3,548	45	27	36	32	39	28	22
Asian, non-Hispanic	3,387	45	26	36	32	38	28	22
Native Hawaiian or other Pacific Islander, non-Hispanic	160	38 !	47 !	34 !	40 !	49 !	27 !	‡
Black, non-Hispanic	6,775	52	43	32	28	29	23	22
Hispanic	13,705	40	36	29	29	25	22	27
Cuban	269	30	32	25	29	16	27	32
Mexican, Mexican American, or Chicano	7,799	40	36	30	30	25	20	26
Puerto Rican	1,114	32	35	19	24	27	25	31
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	4,523	42	37	32	30	25	25	27
White, non-Hispanic	25,459	45	44	33	29	29	22	17
Two or more races, non-Hispanic ¹⁰	3,193	44	40	32	35	32	26	19
Student's grade level								
Kindergarten–2nd grade	13,095	47	38	32	31	40	27	30
3rd–5th grade	12,025	47	43	32	31	36	26	23
6th–8th grade	12,650	45	44	33	30	24	21	17
9th–12th grade	15,225	39	38	31	26	19	19	14
Family type								
Two parents or guardians ¹¹	41,100	46	41	33	29	30	23	20
One parent or guardian	11,894	39	38	30	29	27	22	22
Highest education level of parents/guardians								
Less than high school	4,697	40	31	22	26	23	17	26
High school graduate or equivalent	9,686	36	34	24	23	23	16	23
Vocational/technical or some college	12,592	40	40	29	28	24	21	20
Bachelor's degree	14,625	47	44	34	31	31	25	19
Graduate or professional school	11,394	54	47	44	37	39	32	19
English spoken at home by parents/guardians¹²								
Both/only parent(s)/guardian(s) speak(s) English	45,543	44	42	33	30	29	24	20
One of two parents/guardians speaks English	2,044	44	28	30	28	26	21	25
No parent/guardian speaks English	5,408	45	29	27	26	26	19	26

See notes at end of table.

Table A-5. Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage whose parents reported participation in various non-school activities in the past month, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Activities in the past month						
		Attended a community/religious/ethnic event ¹	Attended athletic/sporting event ²	Went to a play, a concert, or other live show	Visited bookstore	Visited library	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium
Labor force status of parents/guardians¹³								
Two-parent/guardian family								
Both full time	19,074	46	44	34	30	28	24	20
One full time, one part time	6,910	47	44	36	30	33	25	18
One full time, one not in labor force	11,057	49	36	30	29	32	24	21
Other	4,060	38	33	27	25	27	17	24
Single-parent/guardian family								
Full time	7,647	37	39	31	30	24	23	20
Part time	1,650	41	36	27	29	34	21	24
Not in the labor force	2,066	41	37	27	26	29	18	24
Looking for work	531	40	49	31	27	34	31	31
Household income								
\$20,000 or less	4,088	39	35	26	26	32	19	27
\$20,001–\$50,000	8,890	39	34	25	26	27	20	22
\$50,001–\$75,000	7,801	44	36	28	28	26	20	22
\$75,001–\$100,000	6,947	44	36	29	28	26	20	21
\$100,001 or more	25,269	47	46	38	32	31	26	18
Poverty status¹⁴								
Below poverty threshold	7,895	40	35	26	26	29	19	25
At or above poverty threshold	45,100	45	41	33	30	29	24	20

See notes at end of table.

! Interpret with caution; coefficient of variation is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

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

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

³ Less than 1 percent of cases are missing from school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student's school was not able to be matched to these data sources. Detail may not sum to totals because of rounding.

⁴ Detail does not add up to total because enrolled and homeschooled students may also receive virtual instruction.

⁵ Instruction-at-home refers to the total population of students who are homeschooled or in full-time virtual education, regardless of whether the parent considers the child to be homeschooled or not.

⁶ Homeschooled students are children ages 5 through 17 who receive instruction at home instead of at a public or private school either all or most of the time; excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness.

⁷ Full-time virtual education includes students for whom all courses are taken virtually, regardless of whether the parent considers the child to be homeschooled or not; excludes those who are taking virtual courses only because of a temporary illness.

⁸ Excludes full-time homeschooled students.

⁹ Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

¹⁰ "Two or more races, non-Hispanic" includes non-Hispanic students of Two or more races.

¹¹ "Two parents or guardians" does not indicate a marital relationship between the adults identified as parents.

¹² Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

¹³ Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working fewer than 35 hours per week.

¹⁴ Determined by the federal government, the poverty threshold is the income necessary to meet the household's needs, given the household's size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix C.

NOTE: Data are weighted estimates of the population. Enrolled students, homeschooled students, and full-time virtual students are included in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES:2023).

Table A-6. Among students ages 5 through 17 enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage instructed at home, homeschooled, and enrolled full-time in virtual course-taking, by enrollment status, selected student and family characteristics: 2022–23

Characteristic	Instruction-at-home ¹	Homeschooling ²	Full-time virtually enrolled by homeschool status	
			Full-time virtual enrolled in public or private school ³	Full-time virtual homeschooled only ⁴
Total	5.2	3.4	1.8	0.7
Locale of student's household⁵				
City	4.3	2.1	2.2	0.7
Suburban	4.6	3.1	1.5	0.5 !
Town	6.1	5.1	1.0	1.2 !
Rural	7.5	5.2	2.3	0.8
Student's sex				
Male	5.4	3.7	1.7	0.7
Female	5.0	3.1	1.9	0.7
Student's race/ethnicity				
American Indian or Alaska Native, non-Hispanic	3.4 !	‡	‡	‡
Asian or Pacific Islander, non-Hispanic	1.9	0.8 !	1.1 !	‡
Asian, non-Hispanic	1.8	0.7 !	1.2 !	‡
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡	‡
Black, non-Hispanic	5.1	1.7	3.4	‡
Hispanic	3.8	1.8	2.0	0.4
Cuban	‡	‡	‡	‡
Mexican, Mexican American, or Chicano	3.6	1.4	2.3	0.4
Puerto Rican	5.0 !	1.6 !	‡	‡
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	3.6	2.4	1.2	0.3 !
White, non-Hispanic	6.5	5.1	1.4	0.9
Two or more races, non-Hispanic ⁶	5.4	4.0	1.5	1.0 !
Student's grade equivalent				
Kindergarten–2nd grade	4.9	4.0	0.9	0.5 !
3rd–5th grade	4.6	3.6	1.0	0.6
6th–8th grade	4.5	3.0	1.5	0.8
9th–12th grade	6.6	3.1	3.5	0.8
Family type				
Two parents or guardians ⁷	5.5	3.9	1.6	0.7
One parent or guardian	4.1	1.6	2.5	0.7
Highest education level of parents/guardians				
Less than high school	2.8	‡	1.7 !	‡
High school graduate or equivalent	6.3	2.8	3.4	1.0
Vocational/technical or some college	6.9	4.7	2.3	1.1
Bachelor's degree	4.9	3.8	1.1	0.5
Graduate or professional school	3.8	3.0	0.8	0.2 !
English spoken at home by parents/guardians⁸				
Both/only parent(s)/guardian(s) speak(s) English	5.8	3.9	1.9	0.8
One of two parents/guardians speaks English	3.9 !	0.9 !	3.0 !	‡
No parent/guardian speaks English	1.1	‡	1.0	‡

See notes at end of table.

Table A-6. Among students ages 5 through 17 enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage instructed at home, homeschooled, and enrolled full-time in virtual course-taking, by enrollment status, selected student and family characteristics: 2022–23—Continued

Characteristic	Instruction-at-home ¹	Homeschooling ²	Full-time virtually enrolled by homeschool status	
			Full-time virtual enrolled in public or private school ³	Full-time virtual homeschooled only ⁴
Labor force status of parents/guardians⁹				
Two-parent/guardian family				
Both full time	2.6	1.1	1.5	0.3 !
One full time, one part time	5.7	4.5	1.2	0.8 !
One full time, one not in labor force	10.5	8.8	1.7	1.2
Other	5.5	2.9	2.6	0.7 !
Single-parent/guardian family				
Full time	3.5	1.2	2.3	0.4
Part time	5.3	2.9	2.4 !	1.2 !
Not in the labor force	5.3	1.8	3.5	1.0 !
Looking for work	3.8 !	‡	2.1 !	‡
Household income				
\$20,000 or less	5.7	2.4	3.3	1.2
\$20,001–\$50,000	5.3	2.6	2.7	0.8
\$50,001–\$75,000	7.3	5.0	2.3	1.1
\$75,001–\$100,000	6.3	4.2	2.1 !	1.1 !
\$100,001 or more	4.2	3.1	1.0	0.3
Poverty status¹⁰				
Below poverty threshold	5.4	2.5	3.0	1.1
At or above poverty threshold	5.2	3.6	1.6	0.6

! Interpret with caution; coefficient of variation is between 30 and 50 percent.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ This column provides the percentage of students who are homeschooled or in full-time virtual education regardless of whether the parent considers the child to be homeschooled or not.

² This column provides the percentage of the total subgroup that is homeschooled. For example, in 2023, some 3.7 percent of all school-age males were homeschooled. The total number of homeschooled students in 2023 was approximately 1,765,000.

³ Full-time virtual enrolled students are students for whom all courses are taken virtually and the parent did not consider the student homeschooled, excluding those who are taking virtual courses only because of a temporary illness.

⁴ Full-time virtual homeschooled are homeschooled students for whom all courses are taken virtually.

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

⁶ “Two or more races, non-Hispanic” includes non-Hispanic students of Two or more races.

⁷ “Two parents or guardians” does not indicate a marital relationship between the adults identified as parents.

⁸ Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

⁹ Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working fewer than 35 hours per week.

¹⁰ Determined by the federal government, the poverty threshold is the income necessary to meet the household’s needs, given the household’s size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix C.

NOTE: Data are weighted estimates of the population. Full-time virtual course-taking includes students for whom all courses are taken virtually, excluding those who are taking virtual course only because of temporary illness, regardless of whether the parent considers the child to be homeschooled or not. Homeschooled students are school-age children who receive instruction at home instead of at a public or private school either all or most of the time. Excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. For more detail about how homeschooling and virtual course taking are defined, please refer to the 2019 Homeschooling and Full-Time Virtual Education Rates report (<https://nces.ed.gov/pubs2023/2023101.pdf>).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES:2023).

Table A-7. Among children ages 5 through 17 who were homeschooled with a grade equivalent of kindergarten through grade 12, percentage whose parents reported each reason as important for homeschooling, and who reported each reason as most important for homeschooling: 2022–23

	Important ¹	Most important ²
A concern about environment of other schools ³	83	28
A desire to provide moral instruction	75	6
A desire to emphasize family life together	72	8
A dissatisfaction with academic instruction at other schools	72	17
A desire to provide religious instruction	53	11
A desire to provide a nontraditional approach to child’s education	50	8
Child has other special needs	21	7
Child has a physical or mental health problem	15	5
Specific academic approaches	10	3
Specific educational goal	6	1 !
COVID-19 related reasons	3	‡
Bullying	2 !	‡
Child has a temporary illness	2	‡
Convenience or flexibility	2 !	‡
Parent's responsibility or rights	‡	‡
Racial discrimination	‡	‡
Other reasons ⁴	13	5

¹ Interpret with caution; coefficient of variation is between 30 and 50 percent.

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

¹ Respondents could choose more than one reason.

² Detail may not sum to totals because of rounding.

³ Based on the response to the question, “You are concerned about the school environment, such as safety, drugs, or negative peer pressure?”

⁴ Parents homeschool their children for many reasons that are often unique to their family situation. “Other reasons” parents gave for homeschooling include family time, finances, travel, and a more flexible schedule.

NOTE: Data are weighted estimates of the population. Estimates represent approximately 1,765,000 homeschooled students. Homeschooled students are children ages 5 through 17 who receive instruction at home instead of at a public or private school either all or most of the time; excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness. For more detail about how homeschooling is defined, please refer to the 2019 Homeschooling and Full-Time Virtual Education Rates report (<https://nces.ed.gov/pubs2023/2023101.pdf>).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES:2023).

Table A-8. Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage of students taking any courses virtually, and percentage distribution of students whose parents reported they were taking virtual courses, by selected school, student, and family characteristics: 2022–23

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Percentage of students taking any courses virtually ¹	Percentage distribution of students taking virtual courses ²	Percentage distribution of virtual coursetaking		
				Taking all courses virtually ³	Taking some but not all courses virtually, or taking any virtual courses only due to temporary illness	Taking no virtual courses
Total	52,995	7	100	3	5	93
School type^{4,5,8}						
Public school, total	46,473	6	76	2	4	94
Public school, assigned	40,272	6	59	2	4	94
Public school, chosen	6,201	11	17	6	5	89
Private school, total	4,828	3	3	1	2	97
Private school, religious	3,592	2	2	1 !	2	98
Private school, nonreligious	1,236	4	1	1 !	3	96
Instruction-at-home rate ⁶	2,808	66	48	48	18	34
Homeschool, total ⁷	1,828	48	23	20	28	52
Virtual, full-time ³	1,340	100	35	100	†	†
School size⁸						
Under 300	6,931	8	17	4	4	92
300–599	17,471	4	25	1	3	96
600–999	13,499	4	20	1	3	96
1,000 or more	13,253	9	38	3	6	91
Locale of student's household⁹						
City	15,600	7	30	3	5	93
Suburban	22,472	6	38	2	4	94
Town	4,383	7	8	2	5	93
Rural	10,539	9	24	3	5	91
Student's sex						
Male	27,056	7	50	2	5	93
Female	25,939	7	50	3	5	93

See notes at end of table.

Table A-8. Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage of students taking any courses virtually, and percentage distribution of students whose parents reported they were taking virtual courses, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Percentage of students taking any courses virtually ¹	Percentage distribution of students taking virtual courses ²	Percentage distribution of virtual coursetaking		
				Taking all courses virtually ³	Taking some but not all courses virtually, or taking any virtual courses only due to temporary illness	Taking no virtual courses
Student's race/ethnicity						
American Indian or Alaska Native, non-Hispanic	315	15 !	1 !	‡	‡	85
Asian or Pacific Islander, non-Hispanic	3,548	7	6	1 !	5	93
Asian, non-Hispanic	3,387	7	6	1 !	5	93
Native Hawaiian or other Pacific Islander, non-Hispanic	160	‡	‡	‡	‡	91
Black, non-Hispanic	6,775	10	17	4	6	90
Hispanic	13,705	6	21	2	3	94
Cuban	269	3 !	#	‡	‡	97
Mexican, Mexican American, or Chicano	7,799	6	12	3	3	94
Puerto Rican	1,114	7	2	4 !	3	93
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	4,523	6	7	2	4	94
White, non-Hispanic	25,459	7	46	2	5	93
Two or more races, non-Hispanic ¹⁰	3,193	10	8	3	7	90
Student's grade level						
Kindergarten–2nd grade	13,095	4	13	1	2	96
3rd–5th grade	12,025	5	16	2	4	95
6th–8th grade	12,650	6	19	2	3	94
9th–12th grade	15,225	13	53	4	9	87
Family type						
Two parents or guardians ¹¹	41,100	7	72	2	4	93
One parent or guardian	11,894	9	28	3	6	91
Highest education level of parents/guardians						
Less than high school	4,697	6	7	3	3	94
High school graduate or equivalent	9,686	10	26	5	6	90
Vocational/technical or some college	12,592	9	28	3	5	91
Bachelor's degree	14,625	6	23	2	4	94
Graduate or professional school	11,394	5	16	1	4	95

See notes at end of table.

Table A-8. Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage of students taking any courses virtually, and percentage distribution of students whose parents reported they were taking virtual courses, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Percentage of students taking any courses virtually ¹	Percentage distribution of students taking virtual courses ²	Percentage distribution of virtual coursetaking		
				Taking all courses virtually ³	Taking some but not all courses virtually, or taking any virtual courses only due to temporary illness	Taking no virtual courses
English spoken at home by parents/guardians¹²						
Both/only parent(s)/guardian(s) speak(s) English	45,543	8	90	3	5	92
One of two parents/guardians speaks English	2,044	7	4	3 !	4 !	93
No parent/guardian speaks English	5,408	4	6	1	3	96
Labor force status of parents/guardians¹³						
Two-parent/guardian family						
Both full time	19,074	5	26	2	3	95
One full time, one part time	6,910	6	12	2	4	94
One full time, one not in labor force	11,057	9	25	3	6	91
Other	4,060	8	9	3	5	92
Single-parent/guardian family						
Full time	7,647	8	17	3	6	92
Part time	1,650	9	4	4	6	91
Not in the labor force	2,066	9	5	5	4	91
Looking for work	531	17 !	2 !	3 !	14 !	83
Household income						
\$20,000 or less	4,088	10	10	5	5	90
\$20,001–\$50,000	8,890	9	21	4	6	91
\$50,001–\$75,000	7,801	8	17	3	5	92
\$75,001–\$100,000	6,947	8	14	3	5	92
\$100,001 or more	25,269	6	37	1	4	94
Poverty status¹⁴						
Below poverty threshold	7,895	10	20	4	6	90

See notes at end of table.

Rounds to zero.

† Not applicable.

! Interpret data with caution; coefficient of variation is between 30 and 50 percent.

‡ Reporting standards not met. There are either too few cases for a reliable estimate or the coefficient of variation is larger than 50 percent.

¹ The virtual coursetaking rate is the percentage of students whose parent indicated that the child was enrolled in “any online, virtual or cyber courses.” The weighted population of virtually schooled students in 2023 was approximately 3,851,000.

² This column provides the percentage distribution of students who took at least one virtual course by school, student and family characteristics.

³ Full-time virtual education includes students for whom all courses are taken virtually, regardless of whether the parent considers the child to be homeschooled or not; excludes those who are taking virtual courses only because of a temporary illness. For more detail about how virtual coursetaking is defined, please refer to the 2019 Homeschooling and Full-Time Virtual Education Rates report (<https://nces.ed.gov/pubs2023/2023101.pdf>).

⁴ School type classifies the school currently attended as public, private, homeschool, or full-time virtual. Public schools are further classified according to whether the school was chosen or assigned. Private schools are also classified as being religious or nonreligious. Part-time homeschool students are defined as those students who were enrolled in a public or private school less than 25 hours per week in addition to receiving instruction at home.

⁵ Detail does not add up to total because enrolled and homeschooled students may also receive virtual instruction.

⁶ The instruction-at-home rate is the rate at which students are homeschooled or in full-time virtual education regardless of whether the parent considers the child to be homeschooled or not.

⁷ Homeschooled students are children ages 5 through 17 who receive instruction at home instead of at a public or private school either all or most of the time; excludes students who were enrolled in public or private school more than 25 hours per week and students who were homeschooled only because of temporary illness.

⁸ Less than 1 percent of cases are missing from school type and school size because data were not available on the Common Core of Data (CCD) or Private School Universe Survey (PSS) or a student's school was not able to be matched to these data sources. Detail may not sum to totals because of rounding.

⁹ Locale of student's household classifies the residential ZIP code into a set of four major locale categories: city, suburban, town, rural.

¹⁰ “Two or more races, non-Hispanic” includes non-Hispanic students of Two or more races.

¹¹ “Two parents or guardians” does not indicate a marital relationship between the adults identified as parents.

¹² Complete descriptions of the categories for English spoken at home by parents/guardians are as follows: (1) Both parents/guardians or the only parent/guardian learned English first or currently speak(s) English in the home, (2) One of two parents/guardians in a two-parent/guardian household learned English first or currently speaks English in the home, and (3) No parent/guardian learned English first and both parents/guardians or the only parent/guardian currently speak(s) a non-English language in the home.

¹³ Full-time employment is defined as working 35 hours or more per week. Part-time employment is defined as working fewer than 35 hours per week.

¹⁴ Students are considered poor if living in households with incomes below the poverty threshold, which is a dollar amount determined by the federal government to meet the household's needs, given its size and composition. Income is collected in categories in the survey, rather than as an exact amount, and therefore the poverty measures used in this report are approximations of poverty. Detailed information on the poverty status calculation used in this report is available in appendix C.

NOTE: Data are weighted estimates of the population. 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 2023 National Household Education Surveys Program (PFI-NHES:2023).

Table A-S1. Standard errors for table A-1: Percentage of students enrolled in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2022–23

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
Total	108.3	0.6	0.3	0.6
School type				
Public school, total	208.8	0.6	0.3	0.7
Public school, assigned	258.7	0.7	0.4	0.8
Public school, chosen	187.7	1.4	0.8	1.4
Private school, total	181.2	1.9	1.3	1.7
Private school, religious	151.4	2.5	1.4	2.1
Private school, nonreligious	86.8	3.5	2.6	3.3
School size				
Under 300	246.7	2.0	1.0	1.3
300–599	246.9	1.0	0.6	1.1
600–999	237.9	1.1	0.8	1.2
1,000 or more	201.2	0.9	0.7	0.8
Locale of student’s household				
City	300.8	1.0	0.7	1.0
Suburban	328.8	0.9	0.5	0.9
Town	198.2	1.9	1.3	2.1
Rural	235.9	1.2	0.9	1.4
Student’s sex				
Male	314.6	0.7	0.5	0.9
Female	296.6	0.8	0.6	0.7
Student’s race/ethnicity				
American Indian or Alaska Native, non-Hispanic	46.0	5.2	7.6	8.6
Asian or Pacific Islander, non-Hispanic	117.2	2.1	1.4	1.8
Asian, non-Hispanic	113.6	2.1	1.4	1.8
Native Hawaiian or other Pacific Islander, non-Hispanic	42.8	14.6	6.3	13.6
Black, non-Hispanic	31.4	1.5	1.0	1.8
Hispanic	31.0	1.1	0.7	1.3
Cuban	32.0	6.0	4.4	6.8
Mexican, Mexican American, or Chicano	171.6	1.3	1.1	1.7
Puerto Rican	124.0	6.5	2.1	5.8
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	137.9	1.9	1.3	2.0
White, non-Hispanic	200.7	0.9	0.3	0.7
Two or more races, non-Hispanic	130.7	2.2	1.3	2.1
Student’s grade level				
Kindergarten–2nd grade	92.3	1.3	0.6	1.3
3rd–5th grade	113.1	1.2	0.6	1.4
6th–8th grade	115.9	1.1	0.8	1.3
9th–12th grade	99.7	0.8	0.6	0.7
Family type				
Two parents or guardians	243.4	0.7	0.3	0.7
One parent or guardian	215.0	1.2	0.8	1.2

See notes at end of table.

Table A-S1. Standard errors for table A-1: Percentage of students enrolled in kindergarten through grade 12 whose parents reported school-initiated communication practices, by method of communication and selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Method by which school communicated with parents		
		Notes or e-mail about student	Newsletters, memos, e-mail, or notices addressed to all parents	Telephone call about student
Highest education level of parents/guardians				
Less than high school	32.6	2.5	2.0	2.7
High school graduate or equivalent	56.7	1.6	1.3	1.7
Vocational/technical or some college	194.0	1.3	0.6	1.0
Bachelor's degree	200.3	0.9	0.4	1.0
Graduate or professional school	38.0	0.8	0.3	0.9
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English	218.9	0.6	0.3	0.6
One of two parents/guardians speaks English	116.5	3.3	2.3	3.0
No parent/guardian speaks English	186.7	2.1	1.3	2.4
Labor force status of parents/guardians				
Two-parent/guardian family				
Both full time	266.2	0.9	0.4	0.8
One full time, one part time	181.9	1.6	0.6	1.6
One full time, one not in labor force	221.6	1.6	0.9	1.5
Other	205.1	3.4	2.0	2.9
Single-parent/guardian family				
Full time	198.6	1.4	1.0	1.3
Part time	107.8	2.6	1.6	3.1
Not in the labor force	119.3	2.7	2.1	3.2
Looking for work	58.3	5.9	4.8	6.2
Household income				
\$20,000 or less	25.1	2.2	1.6	2.2
\$20,001–\$50,000	25.8	1.5	1.2	1.6
\$50,001–\$75,000	48.9	1.5	1.0	1.6
\$75,001–\$100,000	44.6	1.5	1.0	1.7
\$100,001 or more	58.8	0.8	0.4	0.8
Poverty status				
Below poverty threshold	120.7	1.5	1.4	1.7
At or above poverty threshold	156.0	0.6	0.3	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES:2023).

Table A-S2. Standard errors for table A-2: Among students enrolled in kindergarten through grade 12, mean number of meetings or activities their parents reported and percentage of participation in school-related activities attended, by selected school, student, and family characteristics: 2022–23

Characteristic	Participation in school activities by parent or other household member						
	Mean number of meetings or activities attended at child's school	Attended a general school or PTO/PTA meeting	Attended a school or class event	Attended regularly scheduled parent-teacher conference	Participated in school fundraising	Volunteered or served on school committee	Met with a guidance counselor
Total	0.1	0.4	0.5	0.5	0.6	0.5	0.5
School type							
Public school, total	0.1	0.5	0.6	0.5	0.6	0.6	0.5
Public school, assigned	0.1	0.5	0.6	0.6	0.6	0.6	0.5
Public school, chosen	0.2	1.1	1.3	1.3	1.4	1.4	1.4
Private school, total	0.7	1.0	1.3	1.0	1.8	1.9	1.5
Private school, religious	0.9	1.3	1.7	1.2	2.1	2.3	1.9
Private school, nonreligious	0.9	1.7	1.7	1.8	3.5	3.6	3.1
School size							
Under 300	0.5	1.3	1.5	1.4	1.8	1.7	1.8
300–599	0.2	0.7	0.9	0.8	1.1	1.1	0.8
600–999	0.1	0.9	1.1	0.9	1.2	1.1	1.0
1,000 or more	0.2	0.9	1.1	1.1	0.9	0.8	0.9
Locale of student's household							
City	0.1	0.9	0.9	1.0	1.1	1.0	0.8
Suburban	0.1	0.6	0.8	0.7	0.8	0.7	0.7
Town	0.3	1.8	2.3	1.8	2.1	1.6	1.6
Rural	0.4	1.2	1.2	1.3	1.1	1.2	1.2
Student's sex							
Male	0.2	0.6	0.7	0.7	0.9	0.7	0.7
Female	0.1	0.6	0.8	0.7	0.7	0.8	0.6

See notes at end of table.

Table A-S2. Standard errors for table A-2: Among students enrolled in kindergarten through grade 12, mean number of meetings or activities their parents reported and percentage of participation in school-related activities attended, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Participation in school activities by parent or other household member						
	Mean number of meetings or activities attended at child's school	Attended a general school or PTO/PTA meeting	Attended a school or class event	Attended regularly scheduled parent-teacher conference	Participated in school fundraising	Volunteered or served on school committee	Met with a guidance counselor
Student's race/ethnicity							
American Indian or Alaska Native, non-Hispanic	0.7	7.3	7.8	7.2	8.0	8.0	8.2
Asian or Pacific Islander, non-Hispanic	0.2	1.8	2.1	1.8	2.3	1.7	1.4
Asian, non-Hispanic	0.2	1.9	1.9	1.9	2.3	1.7	1.3
Native Hawaiian or other Pacific Islander, non-Hispanic	1.3	5.9	14.6	7.8	13.4	9.7	13.6
Black, non-Hispanic	0.2	1.3	2.0	1.3	1.8	1.7	1.6
Hispanic	0.1	1.2	1.3	1.2	1.2	1.1	1.0
Cuban	0.7	6.4	6.9	6.7	7.0	6.2	6.1
Mexican, Mexican American, or Chicano	0.1	1.4	1.5	1.5	1.6	1.3	1.5
Puerto Rican	0.3	7.9	6.5	4.4	6.1	4.1	4.0
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	0.2	1.4	1.9	1.9	1.8	1.7	1.9
White, non-Hispanic	0.2	0.6	0.7	0.7	0.7	0.7	0.6
Two or more races, non-Hispanic	0.4	1.2	2.0	1.8	2.4	2.0	2.2
Student's grade level							
Kindergarten–2nd grade	0.3	1.0	1.2	1.0	1.5	1.2	1.1
3rd–5th grade	0.2	0.7	1.1	0.7	1.1	1.2	1.0
6th–8th grade	0.2	0.8	1.1	1.1	1.2	0.9	1.1
9th–12th grade	0.2	0.8	0.8	0.9	0.9	0.8	1.0
Family type							
Two parents or guardians	0.1	0.5	0.6	0.6	0.6	0.6	0.5
One parent or guardian	0.2	1.0	1.2	1.1	1.2	0.9	1.2
Highest education level of parents/guardians							
Less than high school	0.7	2.1	2.9	2.4	2.5	2.2	2.4
High school graduate or equivalent	0.2	1.1	1.6	1.6	1.8	1.3	1.4
Vocational/technical or some college	0.1	0.7	1.0	0.9	1.1	1.1	0.9
Bachelor's degree	0.2	0.8	0.9	0.8	0.9	1.0	0.9
Graduate or professional school	0.2	0.5	0.7	0.6	0.8	0.8	0.8

See notes at end of table.

Table A-S2. Standard errors for table A-2: Among students enrolled in kindergarten through grade 12, mean number of meetings or activities their parents reported and percentage of participation in school-related activities attended, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Participation in school activities by parent or other household member						
	Mean number of meetings or activities attended at child's school	Attended a general school or PTO/PTA meeting	Attended a school or class event	Attended regularly scheduled parent-teacher conference	Participated in school fundraising	Volunteered or served on school committee	Met with a guidance counselor
English spoken at home by parents/guardians							
Both/only parent(s)/guardian(s) speak(s) English	0.1	0.4	0.5	0.5	0.6	0.5	0.5
One of two parents/guardians speaks English	0.2	2.8	2.8	3.2	2.6	2.3	2.1
No parent/guardian speaks English	0.6	2.2	2.4	1.7	2.2	1.8	2.1
Labor force status of parents/guardians							
Two-parent/guardian family							
Both full time	0.1	0.6	0.7	0.7	0.7	0.9	0.6
One full time, one part time	0.2	1.1	1.4	1.3	1.5	1.3	1.3
One full time, one not in labor force	0.4	0.9	1.3	1.3	1.2	1.2	1.2
Other	0.3	3.2	3.3	3.1	2.2	2.9	2.7
Single-parent/guardian family							
Full time	0.2	1.1	1.4	1.3	1.5	1.1	1.3
Part time	0.2	3.2	3.1	2.9	3.6	2.8	3.5
Not in the labor force	0.4	2.9	3.3	2.9	3.3	3.0	3.3
Looking for work	0.7	6.1	6.2	6.1	6.1	5.2	4.7
Household income							
\$20,000 or less	0.3	2.3	2.4	2.5	2.5	2.0	2.1
\$20,001–\$50,000	0.2	1.3	1.6	1.4	1.3	1.2	1.4
\$50,001–\$75,000	0.2	1.2	1.4	1.5	1.9	1.5	1.8
\$75,001–\$100,000	0.2	1.2	1.6	1.5	1.6	1.6	1.3
\$100,001 or more	0.2	0.5	0.7	0.6	0.8	0.7	0.7
Poverty status							
Below poverty threshold	0.2	1.5	1.8	1.7	1.6	1.4	1.6
At or above poverty threshold	0.1	0.4	0.5	0.5	0.7	0.5	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (NHES:2023).

Table A-S3. Standard errors for table A-3: Percentage of students enrolled in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and with amount of homework, by selected school, student, and family characteristics: 2022–23

Characteristic	Percentage of students whose parents reported being “very satisfied”					Percentage of students whose parents reported the amount of homework assigned is “about right”
	With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
Total	0.5	0.5	0.5	0.6	0.6	0.5
School type						
Public school, total	0.6	0.5	0.5	0.6	0.6	0.5
Public school, assigned	0.6	0.6	0.6	0.7	0.7	0.6
Public school, chosen	1.7	1.6	1.5	1.6	1.7	1.2
Private school, total	1.3	1.2	1.3	1.7	1.3	1.2
Private school, religious	1.8	1.5	1.5	1.7	1.6	1.5
Private school, nonreligious	2.0	2.1	2.0	3.4	2.4	1.9
School size						
Under 300	1.8	1.6	1.7	1.8	1.8	1.3
300–599	1.0	1.1	1.0	1.0	1.1	0.8
600–999	1.2	1.1	1.1	1.1	1.1	1.2
1,000 or more	1.0	0.9	1.0	1.0	0.9	1.0
Locale of student’s household						
City	1.1	1.0	1.0	1.1	1.1	0.8
Suburban	0.8	0.8	0.9	0.8	0.8	0.8
Town	1.9	1.9	1.6	2.0	2.1	1.7
Rural	1.3	1.2	1.3	1.5	1.5	0.9
Student’s sex						
Male	0.7	0.7	0.8	0.8	0.8	0.6
Female	0.8	0.8	0.8	0.9	0.9	0.7

See notes at end of table.

Table A-S3. Standard errors for table A-3: Percentage of students enrolled in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and with amount of homework, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Percentage of students whose parents reported being “very satisfied”					Percentage of students whose parents reported the amount of homework assigned is “about right”
	With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
Student’s race/ethnicity						
American Indian or Alaska Native, non-Hispanic	7.7	7.8	7.6	7.9	7.6	8.3
Asian or Pacific Islander, non-Hispanic	1.9	2.0	2.2	2.1	2.0	1.8
Asian, non-Hispanic	1.9	2.0	2.2	2.1	2.0	1.9
Native Hawaiian or other Pacific Islander, non-Hispanic	11.7	13.9	16.1	13.6	15.7	7.4
Black, non-Hispanic	1.6	1.6	1.6	1.6	1.9	1.5
Hispanic	1.3	1.2	1.4	1.4	1.3	1.1
Cuban	5.2	6.6	6.2	6.6	5.8	5.5
Mexican, Mexican American, or Chicano	1.6	1.3	1.8	1.7	1.7	1.4
Puerto Rican	7.3	7.3	5.3	6.8	7.1	6.2
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	2.0	2.1	2.0	2.1	2.2	1.7
White, non-Hispanic	0.8	0.7	0.7	0.7	0.7	0.7
Two or more races, non-Hispanic	2.0	2.2	2.1	1.8	2.3	2.0
Student’s grade level						
Kindergarten–2nd grade	1.2	0.9	1.2	1.3	1.3	0.9
3rd–5th grade	1.3	1.1	1.3	1.3	1.2	1.0
6th–8th grade	1.0	1.0	1.1	1.1	1.0	1.1
9th–12th grade	0.8	0.8	0.9	0.9	0.8	0.8
Family type						
Two parents or guardians	0.7	0.5	0.7	0.7	0.7	0.6
One parent or guardian	1.1	1.1	1.0	1.1	1.3	1.0
Highest education level of parents/guardians						
Less than high school	2.6	2.3	2.7	2.3	2.7	2.1
High school graduate or equivalent	1.7	1.6	1.5	1.7	1.8	1.5
Vocational/technical or some college	1.1	1.0	1.2	1.1	1.1	1.0
Bachelor’s degree	0.9	0.9	1.0	1.0	1.0	0.8
Graduate or professional school	0.8	0.8	0.9	0.9	0.8	0.7

See notes at end of table.

Table A-S3. Standard errors for table A-3: Percentage of students enrolled in kindergarten through grade 12 whose parents reported satisfaction with school characteristics and with amount of homework, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Percentage of students whose parents reported being “very satisfied”					Percentage of students whose parents reported the amount of homework assigned is “about right”
	With the school	With teachers student had this year	With academic standards of the school	With order and discipline at the school	With the way school staff interacts with parents	
English spoken at home by parents/guardians						
Both/only parent(s)/guardian(s) speak(s) English	0.6	0.5	0.6	0.5	0.6	0.6
One of two parents/guardians speaks English	2.8	2.9	2.5	3.0	2.8	2.5
No parent/guardian speaks English	1.9	1.9	2.2	2.4	2.2	1.5
Labor force status of parents/guardians						
Two-parent/guardian family						
Both full time	0.9	0.8	0.9	0.8	0.9	0.7
One full time, one part time	1.6	1.4	1.4	1.6	1.4	1.2
One full time, one not in labor force	1.4	1.1	1.5	1.4	1.6	1.1
Other	2.7	3.0	2.2	2.9	2.7	2.2
Single-parent/guardian family						
Full time	1.4	1.4	1.3	1.3	1.4	1.3
Part time	3.2	2.9	3.1	4.0	4.0	2.5
Not in the labor force	3.2	3.4	3.3	3.4	3.2	3.2
Looking for work	6.5	6.3	6.6	6.7	6.8	5.5
Household income						
\$20,000 or less	1.7	1.8	1.7	1.8	1.6	1.7
\$20,001–\$50,000	1.4	1.3	1.3	1.5	1.4	1.4
\$50,001–\$75,000	1.5	1.6	1.6	1.6	1.6	1.3
\$75,001–\$100,000	1.5	1.6	1.9	1.5	1.8	1.2
\$100,001 or more	0.8	0.7	0.7	0.7	0.8	0.6
Poverty status						
Below poverty threshold	1.6	1.5	1.5	1.6	1.6	1.5
At or above poverty threshold	0.6	0.5	0.6	0.6	0.6	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES:2023).

Table A-S4. Standard errors for table A-4: Among students enrolled in kindergarten through grade 12 whose parents considered other schools for them, percentage whose parents rated various factors used to select the school as "very important," by school, student, and family characteristics: 2022–23

Characteristic	School selection factor											
	Quality of teachers, principal, or other school staff	Safety (including student discipline)	Curriculum focus or unique academic programs (e.g., language immersion, STEM focus)	Academic performance of students (such as test scores, dropout rates, and so on)	Class size	Student body characteristics	Extra-curricular options (including before- and after-school programs)	Convenient Location	Cost	Quality or availability of special education (including services for students with disabilities)	Special facilities (e.g., gymnasium, planetarium, library)	The religious orientation of the school
Total	0.8	0.9	0.9	0.9	1.0	0.9	0.9	0.9	1.0	1.0	0.9	0.6
School type												
Public school, total	0.9	1.0	0.9	1.0	1.1	0.9	1.0	1.0	1.0	1.1	1.0	0.7
Public school, assigned	1.1	1.1	1.1	1.2	1.3	1.1	1.2	1.2	1.2	1.2	1.2	0.8
Public school, chosen	1.6	1.8	2.1	1.8	1.5	1.5	1.7	1.9	1.7	1.9	1.4	1.1
Private school, total	1.2	2.1	2.5	1.9	2.1	2.4	1.7	1.7	1.8	1.3	1.6	1.7
Private school, religious	1.5	2.0	3.0	2.1	2.6	3.0	1.9	1.3	2.2	1.4	1.9	2.4
Private school, nonreligious	2.3	4.4	4.3	4.1	4.0	3.8	3.4	4.3	2.5	2.7	2.8	1.6
School size												
Under 300	2.0	2.1	2.4	2.4	2.1	2.4	2.0	2.4	2.0	2.4	2.0	2.1
300–599	1.5	1.4	1.7	1.7	1.7	1.6	1.9	1.6	1.6	1.7	1.4	1.3
600–999	1.5	1.7	1.9	1.8	1.8	1.7	1.6	2.1	1.8	1.9	1.7	1.0
1,000 or more	1.5	1.5	1.6	1.6	1.5	1.4	1.6	1.4	1.5	1.4	1.2	0.6
Locale of student's household												
City	1.5	1.6	1.5	1.5	1.6	1.4	1.4	1.5	1.4	1.5	1.3	1.1
Suburban	1.0	1.3	1.3	1.5	1.2	1.3	1.2	1.4	1.5	1.5	1.3	0.8
Town	3.0	2.9	3.4	3.1	3.1	3.0	3.4	3.1	3.1	2.9	2.6	2.1
Rural	2.1	1.9	2.5	2.3	2.4	2.4	2.3	2.1	1.8	2.8	2.1	1.7
Student's sex												
Male	1.2	1.3	1.3	1.3	1.3	1.3	1.2	1.2	1.1	1.2	1.2	0.9
Female	1.1	1.2	1.2	1.3	1.4	1.4	1.3	1.3	1.4	1.3	1.1	0.9
Student's race/ethnicity												
American Indian or Alaska Native, non-Hispanic	8.9	15.3	8.8	10.0	17.6	13.2	17.4	†	16.9	15.6	16.4	†
Asian or Pacific Islander, non-Hispanic	3.8	3.8	3.7	3.4	2.7	3.3	3.2	3.2	2.9	2.7	3.1	1.5
Asian, non-Hispanic	3.9	3.9	3.8	3.4	2.8	3.4	3.3	3.3	2.8	2.5	3.1	1.5
Native Hawaiian or other Pacific Islander, non-Hispanic	8.4	11.5	21.9	13.4	†	†	†	†	21.4	21.6	†	†
Black, non-Hispanic	2.4	2.3	2.4	2.7	2.8	2.6	2.6	2.7	3.0	2.8	2.0	2.1
Hispanic	1.8	1.6	2.0	1.8	1.7	2.0	2.5	2.0	2.0	2.2	1.7	1.0
Cuban	7.1	9.6	8.0	9.0	9.9	9.6	8.9	9.1	8.0	8.9	9.3	†
Mexican, Mexican American, or Chicano	2.6	2.4	2.7	2.6	2.4	2.9	3.6	2.5	2.6	3.1	2.4	1.5
Puerto Rican	3.8	8.7	10.0	10.1	7.6	8.7	6.5	10.8	12.1	11.3	7.6	†
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	2.6	2.4	2.9	3.5	2.9	3.0	2.7	3.3	3.2	2.5	2.3	1.7
White, non-Hispanic	0.9	1.3	1.2	1.3	1.2	1.2	1.1	1.2	0.9	1.2	1.0	0.9
Two or more races, non-Hispanic	2.5	2.8	2.7	2.8	2.8	2.8	3.0	2.8	3.0	2.7	2.4	1.6

See notes at end of table.

Table A-S4. Standard errors for table A-4: Among students enrolled in kindergarten through grade 12 whose parents considered other schools for them, percentage whose parents rated various factors used to select the school as "very important," by school, student, and family characteristics: 2022–23—Continued

Characteristic	School selection factor											
	Quality of teachers, principal, or other school staff	Safety (including student discipline)	Curriculum focus or unique academic programs (e.g., language immersion, STEM focus)	Academic performance of students (such as test scores, dropout rates, and so on)	Class size	Student body characteristics	Extra-curricular options (including before- and after-school programs)	Convenient Location	Cost	Quality or availability of special education (including services for students with disabilities)	Special facilities (e.g., gymnasium, planetarium, library)	The religious orientation of the school
Student's grade level												
Kindergarten–2nd grade	1.6	1.7	2.2	2.1	2.3	2.2	2.0	1.9	2.1	2.1	1.8	1.4
3rd–5th grade	1.3	1.5	1.9	2.0	2.0	1.9	1.8	1.7	2.0	2.0	1.9	1.4
6th–8th grade	1.5	1.7	1.6	1.7	1.6	1.5	1.6	1.9	1.7	1.8	1.6	1.3
9th–12th grade	1.5	1.4	1.5	1.6	1.4	1.5	1.4	1.2	1.4	1.4	1.3	0.7
Family type												
Two parents or guardians	1.0	1.0	1.0	1.2	1.2	1.1	1.0	1.0	1.0	1.1	0.9	0.7
One parent or guardian	1.6	1.9	1.9	1.9	1.7	1.6	1.9	1.8	1.8	2.0	1.9	1.6
Highest education level of parents/guardians												
Less than high school	5.5	4.8	5.1	4.9	5.2	4.6	5.6	4.3	5.1	5.1	5.1	3.7
High school graduate or equivalent	2.9	2.6	2.9	2.9	2.5	3.2	3.0	3.0	3.3	3.2	3.0	1.8
Vocational/technical or some college	1.7	1.5	1.7	2.2	2.1	1.6	1.8	1.9	1.7	2.2	1.5	1.4
Bachelor's degree	1.3	1.7	1.6	1.6	1.5	1.3	1.2	1.4	1.5	1.4	1.3	1.1
Graduate or professional school	1.1	1.3	1.4	1.4	1.2	1.3	1.3	1.2	1.1	1.1	1.0	0.9
English spoken at home by parents/guardians												
Both/only parent(s)/guardian(s) speak(s) English	0.8	1.0	0.8	1.0	1.0	1.0	0.9	0.9	1.0	1.0	0.8	0.7
One of two parents/guardians speaks English	5.4	5.7	4.9	4.5	3.6	4.1	4.5	4.2	3.4	3.9	3.9	4.2
No parent/guardian speaks English	3.2	2.6	3.6	3.6	3.7	3.1	4.0	3.5	3.9	3.7	3.8	2.3
Labor force status of parents/guardians												
Two-parent/guardian family												
Both full time	1.3	1.1	1.2	1.4	1.6	1.3	1.2	1.1	1.2	1.2	1.3	0.8
One full time, one part time	2.1	2.6	2.4	2.5	2.3	2.4	2.0	2.1	1.9	1.9	1.9	1.5
One full time, one not in labor force	2.2	2.7	2.2	2.3	2.3	2.2	1.8	2.2	2.1	2.4	1.7	1.6
Other	3.4	3.9	4.0	4.5	3.7	4.1	4.3	4.8	4.7	4.9	4.0	1.4
Single-parent/guardian family												
Full time	2.0	2.3	2.4	2.3	1.9	1.8	2.3	2.2	2.3	2.0	1.8	1.4
Part time	5.2	4.4	5.3	6.0	4.4	6.5	6.6	5.1	5.2	6.5	5.3	4.9
Not in the labor force	4.6	4.3	5.1	5.6	5.5	5.6	5.9	5.8	5.4	5.0	5.5	4.2
Looking for work	5.3	6.7	8.3	11.2	11.8	11.7	11.6	12.0	12.0	11.4	12.8	13.9
Household income												
\$20,000 or less	3.5	3.4	3.5	3.7	3.7	3.4	3.7	4.0	3.9	4.1	3.5	3.3
\$20,001–\$50,000	2.1	1.9	2.4	2.6	2.3	2.6	3.0	2.7	2.8	2.9	2.3	1.1
\$50,001–\$75,000	2.4	2.3	2.5	2.3	2.5	2.6	2.3	2.5	2.4	2.6	2.8	1.7
\$75,001–\$100,000	2.4	1.9	2.7	2.6	2.5	2.4	2.5	2.0	2.1	2.2	2.2	1.3
\$100,001 or more	0.9	1.2	1.0	1.2	1.3	1.2	1.0	1.2	1.1	1.1	0.9	0.8
Poverty status												
Below poverty threshold	3.0	2.7	3.1	2.9	2.7	2.7	2.9	3.1	3.5	3.2	2.7	2.0
At or above poverty threshold	0.8	0.9	0.9	1.0	1.1	1.0	1.0	0.9	0.8	1.0	0.9	0.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES:2023).

Table A-S5. Standard errors for table A-5: Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage whose parents reported participation in various non-school activities in the past month, by selected school, student, and family characteristics: 2022–23

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Activities in the past month						
		Attended a community/religious/ethnic event	Attended athletic/sporting event	Went to a concert, or other live show	Visited bookstore	Visited library	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium
Total	#	0.6	0.6	0.6	0.5	0.5	0.4	0.5
School type								
Public school, total	207.1	0.6	0.6	0.6	0.5	0.6	0.5	0.5
Public school, assigned	257.8	0.7	0.7	0.6	0.5	0.6	0.5	0.5
Public school, chosen	186.7	1.6	1.4	1.3	1.2	1.3	1.3	1.3
Private school, total	182.2	2.0	1.7	1.7	1.6	1.7	1.6	1.5
Private school, religious	152.1	2.3	2.1	1.9	1.8	2.2	1.7	1.7
Private school, nonreligious	86.9	2.9	3.0	3.2	3.2	3.3	3.7	2.9
Instruction-at-home rate	130.2	2.1	1.8	1.7	2.0	2.4	2.1	1.8
Homeschool, total	108.3	2.3	2.0	2.3	2.4	2.6	2.6	2.2
Virtual, full-time	91.1	3.4	2.9	2.0	3.3	3.1	2.5	3.5
School size								
Under 300	247.5	1.8	2.0	1.6	1.3	1.5	1.4	1.6
300–599	248.9	1.1	1.1	1.0	1.0	1.1	0.8	0.9
600–999	239.8	1.2	0.9	1.1	0.8	1.0	0.9	0.9
1,000 or more	200.6	0.9	0.9	1.1	0.8	0.9	0.8	0.9
Locale of student's household								
City	296.1	0.9	1.1	1.0	1.1	1.1	0.9	0.8
Suburban	310.4	0.8	0.7	0.7	0.7	0.7	0.6	0.7
Town	197.9	1.9	2.2	1.8	1.9	1.8	1.6	1.9
Rural	240.8	1.4	1.6	1.1	1.1	1.2	1.1	1.1
Student's sex								
Male	313.0	0.8	0.8	0.8	0.6	0.8	0.5	0.6
Female	313.0	0.8	0.9	0.8	0.7	0.7	0.8	0.7

See notes at end of table.

Table A-S5. Standard errors for table A-5: Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage whose parents reported participation in various non-school activities in the past month, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Activities in the past month						
		Attended a community/religious/ethnic event	Attended athletic/sporting event	Went to a play, a concert, or other live show	Visited bookstore	Visited library	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium
Student's race/ethnicity								
American Indian or Alaska Native, non-Hispanic	46.8	6.8	8.3	8.4	7.8	9.0	8.4	7.9
Asian or Pacific Islander, non-Hispanic	116.3	2.2	1.7	1.9	2.1	1.8	1.9	1.6
Asian, non-Hispanic	113.2	2.3	1.7	1.9	2.0	1.8	1.9	1.7
Native Hawaiian or other Pacific Islander, non-Hispanic	42.8	16.1	15.9	13.5	13.9	14.7	9.1	†
Black, non-Hispanic	#	1.6	1.6	1.5	1.5	1.7	1.6	1.6
Hispanic	#	1.2	1.2	1.0	1.1	1.2	0.9	1.2
Cuban	33.5	5.9	6.1	4.9	5.4	4.5	6.2	6.6
Mexican, Mexican American, or Chicano	169.2	1.5	1.4	1.4	1.4	1.6	1.2	1.7
Puerto Rican	124.3	6.5	5.8	3.1	3.4	5.4	4.0	7.1
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	131.4	2.2	2.0	1.8	1.9	1.7	1.6	1.8
White, non-Hispanic	175.8	0.8	0.8	0.7	0.7	0.6	0.6	0.6
Two or more races, non-Hispanic	137.3	2.3	2.0	2.3	2.2	1.9	1.8	1.9
Student's grade level								
Kindergarten–2nd grade	77.9	1.4	1.4	1.1	1.2	1.4	1.1	1.2
3rd–5th grade	110.3	1.2	1.3	1.1	1.1	1.4	1.0	1.1
6th–8th grade	107.1	1.0	1.2	1.0	1.0	0.9	0.9	0.8
9th–12th grade	87.5	0.9	0.8	0.8	0.7	0.7	0.6	0.7
Family type								
Two parents or guardians	216.6	0.7	0.6	0.6	0.6	0.6	0.6	0.5
One parent or guardian	216.6	1.0	1.1	1.1	1.0	0.9	1.0	1.0
Highest education level of parents/guardians								
Less than high school	19.2	2.6	2.9	2.0	2.3	2.6	1.8	1.9
High school graduate or equivalent	29.9	1.5	1.5	1.5	1.3	1.3	1.0	1.5
Vocational/technical or some college	192.3	1.1	1.0	0.9	1.0	1.0	1.0	1.1
Bachelor's degree	196.3	1.0	0.9	1.0	0.8	1.1	1.1	0.9
Graduate or professional school	17.1	0.9	0.8	1.0	0.8	0.9	0.8	0.7
English spoken at home by parents/guardians								
Both/only parent(s)/guardian(s) speak(s) English	194.2	0.6	0.6	0.6	0.5	0.5	0.5	0.5
One of two parents/guardians speaks English	116.6	3.0	2.6	2.7	2.5	3.0	2.5	2.4
No parent/guardian speaks English	186.5	2.3	2.1	1.7	2.0	2.1	1.5	2.0

See notes at end of table.

Table A-S5. Standard errors for table A-5: Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage whose parents reported participation in various non-school activities in the past month, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Activities in the past month							
		Attended a community/religious/ethnic event	Attended athletic/sporting event	Went to a play, a concert, or other live show	Visited bookstore	Visited library	Visited an art gallery, a museum, or a historical site	Visited a zoo or an aquarium	
Labor force status of parents/guardians									
Two-parent/guardian family									
Both full time	264.4	0.8	0.8	0.7	0.7	0.8	0.7	0.8	
One full time, one part time	184.3	1.5	1.3	1.3	1.2	1.3	1.4	1.1	
One full time, one not in labor force	230.4	1.2	1.3	1.3	1.3	1.4	1.2	1.2	
Other	204.6	2.7	2.6	2.2	2.1	2.4	1.8	2.4	
Single-parent/guardian family									
Full time	193.4	1.3	1.3	1.3	1.2	1.2	1.2	1.2	
Part time	107.5	3.0	3.2	2.9	2.6	3.4	2.6	3.3	
Not in the labor force	119.6	3.3	3.5	3.2	2.4	3.1	2.8	3.3	
Looking for work	58.4	6.9	5.9	5.8	6.0	5.9	6.1	5.5	
Household income									
\$20,000 or less	#	2.3	1.9	2.0	2.0	1.9	1.5	1.7	
\$20,001–\$50,000	#	1.5	1.3	1.4	1.1	1.4	1.3	1.1	
\$50,001–\$75,000	#	1.5	1.5	1.2	1.3	1.3	1.2	1.4	
\$75,001–\$100,000	#	1.6	1.6	1.5	1.7	1.7	1.2	1.3	
\$100,001 or more	#	0.9	0.8	0.9	0.7	0.7	0.7	0.7	
Poverty status									
Below poverty threshold	117.4	1.6	1.5	1.5	1.5	1.6	1.3	1.3	
At or above poverty threshold	117.4	0.6	0.6	0.6	0.5	0.5	0.5	0.5	

Rounds to zero.

† Not applicable.

NOTE: For population estimates, small standard errors can occur when the total population or almost the total population is present based on the variables used in weighting to rake the weights to known population totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES:2023).

Table A-S6. Standard errors for table A-6: Among students ages 5 through 17 enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage instructed at home, homeschooled, and enrolled full-time in virtual course-taking, by enrollment status, selected student and family characteristics: 2022–23

Characteristic	Instruction-at-home	Homeschooling	Full-time virtually enrolled by homeschool status	
			Full-time virtual enrolled in public or private school	Full-time virtual homeschooled only
Total	0.25	0.21	0.14	0.10
Locale of student's household				
City	0.45	0.24	0.37	0.12
Suburban	0.37	0.31	0.18	0.17
Town	0.76	0.74	0.20	0.40
Rural	0.60	0.46	0.31	0.18
Student's sex				
Male	0.34	0.30	0.17	0.11
Female	0.35	0.24	0.25	0.13
Student's race/ethnicity				
American Indian or Alaska Native, non-Hispanic	1.56	†	†	†
Asian or Pacific Islander, non-Hispanic	0.49	0.23	0.40	†
Asian, non-Hispanic	0.49	0.21	0.42	†
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†
Black, non-Hispanic	0.60	0.48	0.47	†
Hispanic	0.44	0.20	0.40	0.08
Cuban	†	†	†	†
Mexican, Mexican American, or Chicano	0.68	0.25	0.66	0.10
Puerto Rican	1.89	0.51	†	†
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	0.55	0.52	0.29	0.11
White, non-Hispanic	0.42	0.39	0.16	0.20
Two or more races, non-Hispanic	0.75	0.72	0.39	0.34
Student's grade equivalent				
Kindergarten–2nd grade	0.48	0.39	0.26	0.16
3rd–5th grade	0.43	0.35	0.18	0.15
6th–8th grade	0.43	0.38	0.22	0.23
9th–12th grade	0.52	0.30	0.43	0.13
Family type				
Two parents or guardians	0.29	0.24	0.15	0.12
One parent or guardian	0.35	0.19	0.31	0.12
Highest education level of parents/guardians				
Less than high school	0.79	†	0.53	†
High school graduate or equivalent	0.74	0.48	0.60	0.25
Vocational/technical or some college	0.56	0.46	0.29	0.21
Bachelor's degree	0.39	0.33	0.19	0.10
Graduate or professional school	0.35	0.33	0.12	0.05
English spoken at home by parents/guardians				
Both/only parent(s)/guardian(s) speak(s) English	0.28	0.24	0.15	0.12
One of two parents/guardians speaks English	1.37	0.31	1.34	†
No parent/guardian speaks English	0.25	†	0.24	†

See notes at end of table.

Table A-S6. Standard errors for table A-6: Among students ages 5 through 17 enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage instructed at home, homeschooled, and enrolled full-time in virtual course-taking, by enrollment status, selected student and family characteristics: 2022–23—Continued

Characteristic	Instruction-at-home	Homeschooling	Full-time virtually enrolled by homeschool status	
			Full-time virtual enrolled in public or private school	Full-time virtual homeschooled only
Labor force status of parents/guardians				
Two-parent/guardian family				
Both full time	0.32	0.18	0.27	0.12
One full time, one part time	0.56	0.47	0.26	0.29
One full time, one not in labor force	0.70	0.67	0.29	0.25
Other	0.83	0.49	0.57	0.21
Single-parent/guardian family				
Full time	0.46	0.26	0.41	0.11
Part time	1.01	0.66	0.75	0.44
Not in the labor force	0.86	0.41	0.80	0.33
Looking for work	1.61	†	0.99	†
Household income				
\$20,000 or less	0.72	0.41	0.57	0.29
\$20,001–\$50,000	0.51	0.30	0.43	0.20
\$50,001–\$75,000	0.74	0.63	0.38	0.31
\$75,001–\$100,000	1.00	0.66	0.72	0.51
\$100,001 or more	0.31	0.24	0.16	0.05
Poverty status				
Below poverty threshold	0.59	0.28	0.48	0.23
At or above poverty threshold	0.28	0.24	0.15	0.11

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES:2023).

Table A-S7. Standard errors for table A-7: Among children ages 5 through 17 who were homeschooled with a grade equivalent of kindergarten through grade 12, percentage whose parents reported each reason as important for homeschooling, and who reported each reason as most important for homeschooling: 2022–23

	Important	Most important
A concern about environment of other schools	1.9	2.2
A desire to provide moral instruction	2.0	1.5
A desire to emphasize family life together	1.7	1.2
A dissatisfaction with academic instruction at other schools	2.3	1.7
A desire to provide religious instruction	2.8	1.3
A desire to provide a nontraditional approach to child’s education	2.4	1.1
Child has other special needs	1.8	1.1
Child has a physical or mental health problem	1.9	1.3
Specific academic approaches	1.3	0.7
Specific educational goal	1.2	0.4
COVID-19 related reasons	0.7	†
Bullying	0.7	†
Child has a temporary illness	0.4	†
Convenience or flexibility	0.5	†
Parent’s responsibility or rights	†	†
Racial discrimination	†	†
Other reasons	1.7	1.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES:2023).

Table A-S8. Standard errors for table A-8: Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage of students taking any courses virtually, and percentage distribution of students whose parents reported they were taking virtual courses, by selected school, student, and family characteristics: 2022–23

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Percentage of students taking any courses virtually	Percentage distribution of students taking virtual courses	Percentage distribution of virtual coursetaking		
				Taking all courses virtually	Taking some but not all courses virtually, or taking any virtual courses only due to temporary illness	Taking no virtual courses
Total	#	0.3	†	0.2	0.2	0.3
School type						
Public school, total	207.1	0.3	1.6	0.1	0.2	0.3
Public school, assigned	257.8	0.3	2.2	0.2	0.2	0.3
Public school, chosen	186.7	0.9	1.2	0.6	0.6	0.9
Private school, total	182.2	0.3	0.3	0.2	0.2	0.3
Private school, religious	152.1	0.3	0.3	0.2	0.3	0.3
Private school, nonreligious	86.9	0.7	0.2	0.4	0.6	0.7
Instruction-at-home rate	130.2	1.8	1.8	2.2	1.7	1.8
Homeschool, total	108.3	2.4	1.7	2.4	2.5	2.4
Virtual, full-time	91.1	†	1.8	†	†	†
School size						
Under 300	247.5	0.7	1.4	0.5	0.5	0.7
300–599	248.9	0.4	1.9	0.2	0.4	0.4
600–999	239.8	0.5	2.1	0.4	0.3	0.5
1,000 or more	200.6	0.5	2.1	0.3	0.5	0.5
Locale of student's household						
City	296.1	0.6	1.9	0.4	0.4	0.6
Suburban	310.4	0.4	1.8	0.2	0.3	0.4
Town	197.9	0.8	0.8	0.5	0.6	0.8
Rural	240.8	0.6	1.5	0.4	0.5	0.6
Student's sex						
Male	313.0	0.4	2.0	0.2	0.3	0.4
Female	313.0	0.4	2.0	0.3	0.3	0.4

See notes at end of table.

Table A-S8. Standard errors for table A-8: Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage of students taking any courses virtually, and percentage distribution of students whose parents reported they were taking virtual courses, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Percentage of students taking any courses virtually	Percentage distribution of students taking virtual courses	Percentage distribution of virtual coursetaking		
				Taking all courses virtually	Taking some but not all courses virtually, or taking any virtual courses only due to temporary illness	Taking no virtual courses
Student's race/ethnicity						
American Indian or Alaska Native, non-Hispanic	46.8	6.4	0.6	†	†	6.4
Asian or Pacific Islander, non-Hispanic	116.3	1.1	0.9	0.5	1.0	1.1
Asian, non-Hispanic	113.2	1.1	0.9	0.5	1.0	1.1
Native Hawaiian or other Pacific Islander, non-Hispanic	42.8	†	†	†	†	7.3
Black, non-Hispanic	#	1.0	1.5	0.5	1.0	1.0
Hispanic	#	0.6	1.9	0.4	0.4	0.6
Cuban	33.5	1.5	0.1	†	†	1.5
Mexican, Mexican American, or Chicano	169.2	0.9	1.7	0.6	0.4	0.9
Puerto Rican	124.3	2.0	0.6	1.8	0.8	2.0
Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin	131.4	0.7	0.8	0.3	0.7	0.7
White, non-Hispanic	175.8	0.4	1.8	0.3	0.3	0.4
Two or more races, non-Hispanic	137.3	1.4	1.1	0.5	1.3	1.4
Student's grade level						
Kindergarten–2nd grade	77.9	0.5	1.6	0.3	0.3	0.5
3rd–5th grade	110.3	0.5	1.5	0.3	0.5	0.5
6th–8th grade	107.1	0.5	1.4	0.3	0.4	0.5
9th–12th grade	87.5	0.6	2.0	0.4	0.5	0.6
Family type						
Two parents or guardians	216.6	0.3	1.4	0.2	0.2	0.3
One parent or guardian	216.6	0.6	1.4	0.3	0.5	0.6
Highest education level of parents/guardians						
Less than high school	19.2	1.2	1.4	0.7	0.9	1.2
High school graduate or equivalent	29.9	0.9	1.7	0.6	0.7	0.9
Vocational/technical or some college	192.3	0.6	1.7	0.4	0.5	0.6
Bachelor's degree	196.3	0.4	1.3	0.2	0.3	0.4
Graduate or professional school	17.1	0.3	1.0	0.1	0.3	0.3

See notes at end of table.

Table A-S8. Standard errors for table A-8: Among students enrolled or homeschooled in kindergarten through grade 12 or equivalent, percentage of students taking any courses virtually, and percentage distribution of students whose parents reported they were taking virtual courses, by selected school, student, and family characteristics: 2022–23—Continued

Characteristic	Number of students in kindergarten through grade 12 or equivalent (thousands)	Percentage of students taking any courses virtually	Percentage distribution of virtual coursetaking				
			Percentage distribution of students taking virtual courses	Taking all courses virtually	Taking some but not all courses virtually, or taking any virtual courses only due to temporary illness	Taking no virtual courses	
English spoken at home by parents/guardians							
Both/only parent(s)/guardian(s) speak(s) English	194.2	0.3	1.3	0.2	0.2	0.3	
One of two parents/guardians speaks English	116.6	1.9	1.0	1.3	1.3	1.9	
No parent/guardian speaks English	186.5	0.6	0.8	0.2	0.5	0.6	
Labor force status of parents/guardians							
Two-parent/guardian family							
Both full time	264.4	0.3	1.3	0.3	0.2	0.3	
One full time, one part time	184.3	0.6	1.1	0.4	0.5	0.6	
One full time, one not in labor force	230.4	0.7	1.7	0.4	0.6	0.7	
Other	204.6	1.2	1.2	0.6	1.0	1.2	
Single-parent/guardian family							
Full time	193.4	0.7	1.3	0.4	0.6	0.7	
Part time	107.5	1.4	0.6	0.8	1.2	1.4	
Not in the labor force	119.6	1.3	0.7	0.9	0.8	1.3	
Looking for work	58.4	6.6	1.0	1.2	6.6	6.6	
Household income							
\$20,000 or less	#	1.0	1.0	0.6	0.7	1.0	
\$20,001–\$50,000	#	0.8	1.6	0.5	0.7	0.8	
\$50,001–\$75,000	#	0.8	1.4	0.5	0.6	0.8	
\$75,001–\$100,000	#	1.1	1.8	0.9	0.6	1.1	
\$100,001 or more	#	0.3	1.9	0.2	0.3	0.3	
Poverty status							
Below poverty threshold	117.4	1.0	1.9	0.6	0.8	1.0	
At or above poverty threshold	117.4	0.3	1.9	0.2	0.2	0.3	

Rounds to zero.

† Not applicable.

NOTE: For population estimates, small standard errors can occur when the total population or almost the total population is present based on the variables used in weighting to rake the weights to known population totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2023 National Household Education Surveys Program (PFI-NHES:2023).

Appendix B. Technical Notes

The National Household Education Surveys Program (NHES) is a set of surveys sponsored by the U.S. Department of Education’s National Center for Education Statistics (NCES). This *First Look* report presents survey data released from the Parent and Family Involvement in Education (PFI) Survey of the 2023 NHES. Earlier administrations of the NHES—in 1996, 1999, 2003, 2007, 2012, 2016 and 2019—also focused on parent and family involvement in education.

The PFI data collection was conducted by the U.S. Census Bureau, from January through August of 2023. This section provides a brief description of the study methodology. For more extensive information on the study methodology and data collection procedures, readers are advised to consult the *National Household Education Surveys Program of 2023: Data File User’s Manual* (Wan et al., forthcoming).

The NHES:2023 sample was selected using a two-stage address-based sampling frame. The first sampling stage selected residential addresses. To increase the number of Blacks and Hispanics in the sample, census tracts with higher percentages of Black and Hispanic households were sampled at a higher rate than other census tracts. Also, to increase the number of households with children, households predicted to have any eligible children were sampled at higher rates than those predicted not to have any eligible children. Sampled households were asked to complete a screener questionnaire to identify the presence of eligible children at the address. At the second stage, one child from each household was sampled to be the focus of a topical survey. The majority of data were collected using a web-based survey instrument that respondents accessed with credentials they received in a mailed invitation. Paper surveys were used for non-response follow-up and for a small experiment.

The NHES:2023 included two topical survey instruments: the PFI survey and the Early Childhood Program Participation (ECPP) survey. A within-household sampling scheme controlled for the number of children sampled for topical questionnaires in each household. No household received more than one survey; one child was sampled for either the ECPP survey, or the PFI survey.

The PFI sample is nationally representative of all noninstitutionalized students in the 50 states and the District of Columbia, ages 3 through 20 who were enrolled in kindergarten through grade 12 or homeschooled for these grades.

The respondent to the PFI questionnaire was a parent or guardian in the household who knew about the sampled child. The respondent was asked questions about school choice, homeschooling, virtual course-taking, school characteristics, student experiences, teacher feedback on school performance and behavior, family involvement in the school, school practices to involve and support families, satisfaction with different aspects of the school, family involvement in schoolwork, and family involvement in selected non-school activities with students. The respondent was also asked demographic questions about the child as well as questions about the child’s health and disability status, parent/guardian characteristics, and household characteristics.

Multiple follow-up attempts were made to obtain completed questionnaires with respondents who did not respond to the first invitation that was mailed to them. The survey materials (both paper and online) were offered in both English and Spanish.

The PFI data used in this report are nationally representative of students enrolled in kindergarten through grade 12 or homeschooled, including children enrolled in private schools, enrolled in public schools, taking virtual courses., and homeschooled students. The total number of cases used in this report is 19,562 students, representing a population of approximately 53.0 million students in kindergarten through grade 12 or homeschooled in the 2022–23 school year when weighted to reflect population totals.

Data Reliability

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

Nonsampling Errors

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

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

Sampling Errors

The sample of households selected for the NHES:2023 is just one of many possible samples that could have been selected from all households based on addresses. Therefore, estimates produced from this survey may differ from estimates that would have been produced from other samples. This type of variability is called *sampling error* because it arises from using a sample of households rather than all households.

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

1.65 standard errors is about 90 percent, and the chance that the difference would be less than 1.96 standard errors is about 95 percent.

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

Weighting

To produce consistent and unbiased estimates representing national totals rather than sample characteristics, all of the analyses in this report were weighted using the probabilities of selection of the respondents and other adjustments to account for nonresponse and coverage bias. The weight used in this *First Look* report is FPWT, which is the weight variable available in the PFI data file that is used to estimate the characteristics of the school-age children. In addition to weighting the responses, special procedures for estimating the standard errors of the estimates were employed because the NHES:2023 data were collected using a complex sample design.

Complex sample designs result in data that violate some of the assumptions that are normally made when assessing the statistical significance of results from a simple random sample. For example, the standard errors of the estimates from these surveys may vary from those that would be expected if the sample were a simple random sample and the observations were independent and identically distributed random variables. The estimates and standard errors presented in this report were produced using Stata 18 software and the jackknife option (*jkrweight*) as a replication procedure. Eighty replicate weights, FPWT1 to FPWT80, were used to compute sampling errors of estimates. These replicate weights are also available in the PFI data file.

Response Rates

In the NHES:2023 collection, an initial invitation to complete a screener questionnaire was sent to all sampled households to determine which household members were eligible to be sampled for a second-stage survey on a specific topic. Screener questionnaires were completed by 104,912 households, for a weighted screener unit response rate of 60.7 percent. PFI questionnaires were completed for 19,562 children, for a weighted PFI unit response rate of 87.8 percent and an overall estimated unit response rate (the product of the screener unit response rate and the PFI unit response rate) of 53.3 percent.

Bias Analysis

NCES statistical standards require a bias analysis be conducted if the response rate at any phase of data collection falls below 85 percent. The NHES:2023 included a bias analysis to evaluate whether nonresponse at the unit and item levels impacted the estimates. The term *bias* has a specific technical definition in this context: It is the expected difference between the estimate from the survey and the actual population value. For example, if all households were included

in the survey (i.e., if a census was conducted rather than a sample survey), then the difference between the estimate from the survey and the actual population value (which includes persons who did not respond to the survey) would be the bias due to unit nonresponse after adjusting for sampling error. Because NHES is based on a sample, the bias is defined as the expected or average value of this difference over all possible samples.

A number of strategies were used to evaluate the level of bias in NHES:2023 estimates. First, characteristics of the full sample of NHES:2023 addresses were compared to the sample of completed NHES surveys. Because we have relatively limited information about sampled addresses, the number of such possible comparisons is constrained to information available on the commercially purchased sample frame, auxiliary data from the Census Bureau at the block group level, and variables related to survey operations, such as the types of mailings sent. These comparisons represent the most direct evidence of bias because they compare all sampled addresses, including nonresponders, to responding addresses.

Three additional analyses were conducted to look for approximate evidence of bias; the additional analyses suggest potential for bias but do not measure bias. In one set of analyses, addresses with responses to either of the first two survey mailings were compared to addresses who responded only after receiving the third or fourth survey mailings. The assumption behind these analyses is that late responders are more like nonresponders than early responders and that any differences between these groups can suggest potential sources of bias from nonresponding households. In another set of analyses, estimates generated using nonresponse-adjusted weights were compared to estimates generated using unadjusted weights to evaluate the extent to which the nonresponse adjustments may have reduced bias in the estimates. Finally, NHES estimates were compared to extant survey estimates to find large differences, which may suggest some bias in NHES estimates. Results of all analyses are summarized below and suggest a small number of demographic characteristics are underrepresented in the NHES survey but that this underrepresentation is ameliorated with nonresponse weighting adjustments. Chapter 8 of the *National Household Education Surveys Program of 2023: Data File User's Manual* (Wan et al., forthcoming) contains a detailed description of the nonresponse bias analysis.

Comparisons between the full sample population, adjusted for the probability of selection into the sample, and respondent populations were made before and after the nonresponse weighting adjustments were applied to evaluate the extent to which the adjustments reduced any observed nonresponse bias. The NHES sampling frame variables were used for the unit nonresponse bias analysis for the screener and topical surveys. The analysis of unit nonresponse bias showed some evidence of bias based on the distributions of student, household and survey administration sample characteristics compared with the full eligible sample. Seven estimates for the topical-level PFI survey showed bias prior to the nonresponse weighting adjustments: the “other race, likely-child” screener stratum, one estimate for the race/ethnicity of the head of the household, two estimates of mode of survey response, and three topical incentive levels. The adjustment for topical-level nonresponse reduced the percentage of topical-level PFI estimates with statistically significant bias (greater than 1 percentage point) from 8.1 percent to 0 percent, corresponding to a reduction from 7 estimates to 0 estimates showing bias.

Key survey estimates were also compared between early and late respondents at both the topical and screener phases. The subgroups with the highest percent relative difference between early

and late topical respondents for the PFI were students with no household internet access (239.3 percent relative difference); students whose household income was \$10,001 to \$20,000 (77.7 percent relative difference); and students whose parents' highest educational attainment was less than a high school diploma (82.0 percent relative difference). This finding suggests a potential for bias in some estimates, although the magnitude of the potential bias is unknown because it might be incorrect to assume that late responders are more like nonresponders than like early responders.

Nonresponse bias might be present in other variables that were not studied. For this reason, it is important to consider other methods of examining unit nonresponse bias. One such method is comparing NHES estimates with other sources. NHES estimates were compared with estimates from the American Community Survey, Current Population Survey, and prior NHES collections. Comparisons were made on common variables of interest—such as child's race/ethnicity and sex, key questionnaire items, and parents' education and household income—to discover any indication of potential bias that might exist in the NHES:2023 data. The results from these comparisons indicate that NHES survey estimates are comparable with other data sources and can be found in the NHES:2023 data file user's manual (Wan et al., forthcoming).

Statistical Tests

Comparisons of proportions were tested using Student's *t* statistic. Differences between proportions were tested against the probability of a Type I error⁴ or significance level. The statistical significance of each comparison was determined by calculating the Student's *t* value for the difference between each pair of proportions and comparing the *t* value with published tables of significance levels for two-tailed hypothesis testing. Student's *t* values were computed to test differences between independent proportions⁵ using the following formula:

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

where p_1 and p_2 are the proportions to be compared and $s.e.(p_1)$ and $s.e.(p_2)$ are their corresponding standard errors.

Some comparisons may require a Student's *t* test of differences between dependent proportions, in which instances the following formula should be used:

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

⁴ A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

⁵ Significance tests for *dependent* samples were used when the two proportions were estimated using partially or wholly overlapping samples. This test is similar to the test used for independent samples but accounts for the covariance between p_1 and p_2 .

where p_1 and p_2 are the proportions to be compared and $s.e.(p_1)$ and $s.e.(p_2)$ are their corresponding standard errors.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large t statistics may appear to merit special attention. This can be misleading because the magnitude of the t statistic is related not only to the observed differences in proportions but also to the number of respondents in the specific categories used for comparisons. Hence, a small difference compared across a large number of respondents would produce a large (and thus possibly statistically significant) t statistic.

A second hazard in reporting statistical tests is the possibility that one can report a “false positive” or Type I error. Statistical tests are designed to limit the risk of this type of error using a value denoted by alpha. The alpha level of .05 (and associated critical Student’s t value of 1.96) was selected for findings in this report and ensures that a difference of a certain magnitude or larger would be produced when there was no actual difference between the quantities in the underlying population no more than 1 time out of 20.⁶ When analysts test hypotheses that show alpha values at the .05 level or smaller, they reject the null hypothesis that there is no difference between the two quantities. Failing to reject a null hypothesis (i.e., detect a difference), however, does not imply the values are the same or equivalent.

⁶ No adjustments were made for multiple comparisons.

Appendix C. Glossary of Terms

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

Row Variables

School Characteristics

School type: The variable school type is created by classifying the school currently attended by the student as either public or private using the variable S23PBPV. Public schools are then subdivided into district-assigned and chosen using the variable DISTASSI, and private schools are subdivided into religious and nonreligious using the variable S23TYPE.

The values are as follows:

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

In tables A-5 and A-8, additional rows indicate students' instruction at home, homeschooling, and virtual course-taking rates. Homeschool status is classified by using the variable HMSCHLX. This variable identifies the homeschool status of the school-aged focus child, either full-time, part-time, or not homeschooled. Category 3 also includes cases in which the child was homeschooled for the reason of temporary illness only.

The values are as follows:

- 1 = Child is homeschooled full time
- 2 = Child is homeschooled part time (in school 25 or fewer hours per week)
- 3 = Child is not homeschooled or is homeschooled only due to temporary illness

Virtual course-taking status is classified by using ANYONLINE. This variable identifies whether the child takes any K–12 online classes, either full or part-time.

The values are as follows:

- 1 = Child takes some or all online courses

2 = Child takes no online courses

Full-time virtual course-taking status is classified by using FLTMVRTL. This variable identifies whether or not the focal child is a full-time virtual student.

The values are as follows:

1 = Child is a full-time virtual student

2 = Child is not a full-time virtual/online/cyber student, or is a virtual/online/cyber student only due to temporary illness

The instruction-at-home rate is the rate at which students are homeschooled or in full-time virtual education regardless of whether the parent considers the child to be homeschooled or not. Both HMSCHLX and FLTMVRTL were used to classify instruction-at-home. Children that were homeschooled for all or some classes (HMSCHLX=1 or 2) or are full-time virtual students (FLTMVRTL=1) were coded as receiving instruction at home. Children who were homeschooled for some classes but were enrolled in school for more than 25 hours per week or were homeschooled only because of temporary illness were excluded from the definition of instruction-at-home.

School size: The variable S23NUMST classifies the student's school on the basis of the number of students currently enrolled. The data come from the Common Core of Data (CCD) and Private School Universe Survey (PSS) data files.

The values are as follows:

1 = Under 300

2 = 300–599

3 = 600–999

4 = 1,000–2,499

5 = 2,500 or more

-1 = Homeschooled student

-2 = Inapplicable in the CCD universe file

-9 = Data are missing for school

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

Student Characteristics

Locale of student's household: ZIPLOCL is a household location variable that classifies the ZIP code into a set of community types. This variable was derived using the respondent's ZIP code and census data.

The values for ZIPLOCL are as follows:

1 = City—Large

2 = City—Midsize

3 = City—Small

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

For the analyses, the first three categories from ZIPLOCL are combined to form the “City” category. Other categories from ZIPLOCL are combined to form the categories “Suburban” (categories 4, 5, and 6), “Town” (categories 7, 8, and 9), and “Rural” (10, 11, and 12). For definitions of these 12 categories of community type, see Gevert (2015).

Student’s sex: The data for the variable CSEX are taken directly from responses to the screener or topical survey. They are imputed from the screener interview where possible; and when a screener value is not available, the value from the topical survey is used.

Student’s race/ethnicity:

RACEETH2 indicates the detailed race and ethnicity of sampled students. This measure was derived from CWHITE, CBLACK, CAMIND, CASIAN, CPACI, CRACEOTH, and CHISPANX.

The values of RACEETH2 are as follows:

- 1 = White, non-Hispanic
- 2 = Black, non-Hispanic
- 3 = Mexican, Mexican American, or Chicano
- 4 = Puerto Rican
- 5 = Cuban
- 6 = Another Hispanic, Latino, or Spanish origin or more than one Hispanic, Latino, or Spanish origin
- 7 = Asian, non-Hispanic
- 8 = Native Hawaiian or other Pacific Islander, non-Hispanic
- 9 = American Indian or Alaska Natives, non-Hispanic
- 10 = All other races and multiple races, non-Hispanic

Cases for which the respondent indicated that the student is both Asian and Native Hawaiian or other Pacific Islander are included in the “All other races and multiple races, non-Hispanic” category.

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

Family Characteristics

Family type: HHPARN23_BRD is derived from P2GUARD and indicates whether a child lives with two parents or guardians or a single parent/guardian. Two-parent households include those with same-sex partners, partners of parents, and or any individual identified by the responding parent as a parent or guardian.

The values for HHPARN23_BRD are as follows:

- 1 = Two parents or guardians
- 2 = Single parent or guardian

Highest education level of parents/guardians: PARGRADEX indicates the highest level of education for either of the child's parents or nonparent guardians who reside in the household. This measure, which is used in this report in the same format in which it appears on the data file, is derived from P1EDUC and P2EDUC.

The values for PARGRADEX are as follows:

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

English spoken at home by parents/guardians: LANGUAGEX indicates the knowledge and/or use of English by the parent(s)/guardian(s) in the household. LANGUAGEX is used in this report in the same format in which it appears on the data file and is created using the variables P1FRLNG, P1SPEAK, HHPARN23_BRD, P2FRLNG, and P2SPEAK.

The values for LANGUAGEX are as follows:

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

Parents who reported their first language or language they speak at home now as "English and Spanish equally" or "English and another language equally" are categorized as 1 or 2.

Labor force status of parents/guardians: This variable indicates the employment status of the parents/guardians in the household. This variable is created using the variables PAR1EMPL, PAR2EMPL that provide employment information on the parents/guardians in the household, and HHPARN23_BRD to inform the number of parents/guardians in a household that hold employment if there are two parents/guardians in the household.

The values for PAR1EMPL and PAR2EMPL are as follows:

- 1 = Working 35 hours or more per week
- 2 = Working less than 35 hours per week
- 3 = Looking for work
- 4 = Not in the labor force

Working 35 hours or more per week was classified as full time; working less than 35 hours per week was classified as part time.

The values for labor force status of parents/guardians are as follows:

Two-parent/guardian family

- 1 = Both full time
- 2 = One full time, one part time
- 3 = One full time, one not in labor force
- 4 = Other

Single-parent/guardian family

- 5 = Full time
- 6 = Part time
- 7 = Not in the labor force
- 8 = Looking for work

For two-parent/guardian households, the “other” category includes all labor force combinations besides both parents/guardians working full time; one parent/guardian working full time, one parent/guardian working part time; and one parent/guardian working full time, one parent/guardian not in labor force.

Household income: TTLHHINC represents household income in broad ranges. Households were asked to report the total income of all persons in the household over the past 12 months using income ranges rather than exact dollars (e.g., \$0–\$10,000, \$10,001–\$20,000, \$20,001–\$30,000, up to \$250,001 or more). Income cut points for this report were selected to support estimates for the column variables represented in the tables.

The values of TTLHHINC were collapsed for presentation as follows:

- 1 = \$20,000 or less
- 2 = \$20,001–\$50,000
- 3 = \$50,001–\$75,000
- 4 = \$75,001–\$100,000
- 5 = \$100,001 or more

Poverty Status: This variable indicates whether a sample child resided in a household categorized as “below poverty threshold” or “at or above poverty threshold.” The variable TTLHHINC provides household income in ranges (e.g., \$0–\$10,000, \$10,001–\$20,000, \$20,001–\$30,000, up to \$250,001 or more). To derive an approximate measure of poverty, the

midpoint of the household’s income variable range was calculated. Using the income range midpoints and household size (HHTOTALXX), poverty thresholds are then used to establish whether a child resided in a household categorized as “below poverty threshold” or “at or above poverty threshold”. Thresholds to define poverty are based on weighted averages from 2018 Census poverty thresholds. A household is considered “below poverty threshold” if a household of a particular size matches the income categories shown in Exhibit C-1. Otherwise, the household is considered to be “at or above poverty threshold.”

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

Household size (HHTOTALXX)	Income categories in variable (TTLHHINC)
2	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
3	Less than or equal to \$20,000 (TTLHHINC = 1, 2)
4	Less than or equal to \$30,000 (TTLHHINC = 1, 2, 3)
5	Less than or equal to \$40,000 (TTLHHINC = 1, 2, 3, 4)
6	Less than or equal to \$40,000 (TTLHHINC = 1, 2, 3, 4)
7	Less than or equal to \$50,000 (TTLHHINC = 1, 2, 3, 4, 5)
8	Less than or equal to \$50,000 (TTLHHINC = 1, 2, 3, 4, 5)
9+	Less than or equal to \$60,000 (TTLHHINC = 1, 2, 3, 4, 5, 6)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education of the 2023 National Household Education Surveys Program (PFI-NHES:2023); U.S. Census Bureau, Poverty Thresholds for 2022 by Size of Family and Number of Related Children Under 18 Years, retrieved October 10, 2023, from <https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>.

Column Variables

Table A-1. Method by which school communicated with parents

Data for table A-1 is restricted to students enrolled in kindergarten through grade 12. Parents were asked whether their children’s teachers or school sent them notes or e-mail about their child (FSNOTESX); whether the school sent newsletters, memos, e-mail, or notices addressed to all parents (FSMEMO); and whether the school called them on the phone about their child (FSPHONCHX).

Table A-2. Parental participation in school activities

Data for table A-2 is restricted to students enrolled in kindergarten through grade 12. The first column of this table presents the mean number of meetings or activities attended at the child’s school (FSFREQ), which is computed from parents’ responses to an item asking, “During this school year, how many times has any adult in the household gone to meetings or participated in activities at this child’s school?” Parents were also asked whether they or anyone else in their household had done the following things since the beginning of the school year: attended a meeting of the parent-teacher organization or association (FSPTMTNG); attended a general school meeting such as an open house or a back-to-school night (FSMTNG); attended a school or class event such as a play, dance, sports event, or science fair (FSSPORTX); went to a regularly scheduled parent-teacher conference with their child’s teacher (FSATCNFN); participated in fundraising for the school (FSFUNDRS); served as a volunteer in the child’s classroom or elsewhere in the school (FSVOL); served on a school committee (FSCOMMTE);

and met with a guidance counselor in person (FSCOUNSLR). For this report, attending a general school meeting or attending a parent-teacher organization or association meeting are combined so that the estimates reported indicate the percentages of students whose parents reported attendance at either of these types of meetings since the beginning of the school year. Similarly, volunteering and serving on a school committee are combined so that the estimate reported indicates the percentage of students whose parents volunteered or served on a committee.

Table A-3. Parental satisfaction with school characteristics and amount of homework

Data for table A-3 is restricted to students enrolled in kindergarten through grade 12. Parents were asked to rate how satisfied they were with the school their child attends this year (FCSCHOOL). The choices were “very satisfied,” “somewhat satisfied,” “somewhat dissatisfied,” and “very dissatisfied.” Table A-3 reports the percentage of students whose parents were “very satisfied.” The other items in the table, coded in the same way as FCSCHOOL, are satisfaction with the teachers their child has this year (FCTEACHR), satisfaction with the academic standards of the school (FCSTDS), satisfaction with the order and discipline at the school (FCORDER), and satisfaction with the way the school staff interacts with parents (FCSUPPRT). Valid skips to these variables were not included in the table because the questions were only asked of enrolled students.

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

Table A-4. Importance of factors in school selection

Data for table A-4 is restricted to students enrolled in kindergarten through grade 12. Parents were asked to rate the importance of various factors in their selection of their child’s school. The choices were “very important,” “important,” “somewhat important,” and “not at all important.” Table A-4 reports the percentage of students whose parents rated various factors as “very important.” The factors parents rated were: safety (including student discipline) (SCHLSAFETY); curriculum focus or unique academic programs (AVAILCOURSE); academic performance of students (STUDNTPERFORM); number of students in class (CLSSIZE); student body characteristics (STUDNTCHAR); extracurricular options (XTRACURRIC); convenient location (LOCALE); cost (SCHLCOST); quality of teachers, principal, or other school staff (SCHLSTFQUALITY); quality or availability of special education (SPECALEDSERVS); special facilities (SPECIALFACILTS); and religious orientation of the school (RELIGSOR); These questions were asked of parents who responded in SCONSIDR that, yes, they had considered different schools for their child.

Table A-5. Family participation in non-school-related activities

The data for table A-5 include both students enrolled in kindergarten through grade 12 and homeschooled students. Parents were asked whether they did the following activities with the child in the past month: attended an event sponsored by a community religious or ethnic group

(FOGROUPX); attended an athletic or sporting event outside of school in which the child was not a player (FOSPRTEVX); went to a play, concert, or other live show (FOCONCRTX); visited a bookstore (FOBOOKSTX); visited a library (FOLIBRAYX); visited an art gallery, a museum, or a historical site (FOMUSEUMX); and visited a zoo (FOZOOX). Responses were yes or no.

Table A-6. Percentage receiving instruction at home, homeschooled, and enrolled full-time in virtual course-taking, by enrollment status, selected student and family characteristics

The data for table A-6 include both students aged 5 through 17 enrolled in kindergarten through grade 12 and homeschoolers. Table A-6 provides the percentage of students who received instruction at home, including those who were homeschooled and/or taking virtual courses full-time. It also provides the rate of homeschooling. The homeschooling rate is the percentage of ALL students who are homeschooled within each characteristic subgroup (e.g., the percentage of students who are homeschooled within each locale group). Table A-6 also provides the full-time virtual instruction rates by enrollment status (i.e., enrolled students and homeschoolers). These rates are then broken down by selected students and family characteristics.

Homeschooled students are defined by NCES as:

- Ages 5 through 17 (AGE2022), and in a grade equivalent of at least kindergarten and not higher than grade 12.
- Receiving instruction at home instead of at a public or private school either all or most of the time.
 - If the parent marked “Yes” for “Student is homeschooled, including co-ops” for the question, “Students today take part in many different types of schools and education settings. What type of school does this child attend?”, they were routed to the Child’s Homeschooling section of the questionnaire. If the parent marked “Yes” for the question, “Is this child being schooled at home instead of at school for at least some classes or subjects?” (HOMESCHLX) and also indicated that the child is homeschooled for either “all classes or subject areas” or “some classes or subject areas” or when asked “Which of the following statements best describes your homeschooling arrangement for this child?” (HMSCHARR), the child was considered to be receiving instruction at home.
- Excluding students who were enrolled in public or private school more than 25 hours per week (SCHLHRSWK) and students who were homeschooled only because of temporary illness (HSILLX).

Table A-7. Importance of reasons for homeschooling

The data for table A-7 is restricted to homeschoolers only. Parents were asked whether any of the following reasons pertained to their decision to choose to homeschool their child: concern about the school environment, such as safety, drugs, or negative peer pressure (HSSAFETYX); prefer to teach this child at home so that you can provide moral instruction (HSMORAL); want to emphasize family life together (HSFMLY); dissatisfied with the academic instruction at other

schools (HSDISSATX); prefer to teach this child at home so that you can provide religious instruction (HSRELGON); interested in a nontraditional approach to children’s education (HSALTX); child has other special needs that you feel the school can’t or won’t meet (HSSPCLNDX); child has a physical or mental health program that has lasted six months or more (HSDISABLX); child has temporary illness that prevents him or her from going to school (HSILLX). Responses written in the other specify text box accompanying HSOTHERX were up-coded into the following reasons: bullying (HSBULLYX); specific educational goal (HSGOALX); Racial discrimination (HSRACDISX); Convenience or flexibility (HSCONVX); Parent’s responsibility or rights (HSRESPX); or COVID-19 related reasons (HSCOVIDX); or other reason for homeschooling this child (HSOTHERX). Parents were then asked to report the reasons their family chose to homeschool their child, and which one would they say is the most important reason to them (HSMOSTX).

Table A-8. Percentage of students taking any courses virtually and percentage distribution of virtual course-taking

The data for table A-8 include both students enrolled in kindergarten through grade 12 and homeschoolers. Table A-8 provides the distribution and percentage of students taking virtual courses. The percentage distribution provides the breakdown of child and family characteristics among ALL students who took any online courses (e.g., among virtual course-taking students, the percentage who live in each type of locale code). The variable ANYONLINE identifies students who took any online courses. Virtual course-taking is presented as the percentage of ALL students who took any course online within each characteristic subgroup (e.g., the percentage of students who took any online courses within each locale group).

Table A-8 also provides the percentage distribution of virtual course-taking status. This percentage distribution provides the breakdown of their virtual course-taking status (i.e., full-time, part-time, no virtual course) among ALL students within each characteristic subgroups (e.g., among students who live in rural area, the percentage of students who took all courses virtually, who took some but not all courses virtually, and who took no virtual courses at all). Full-time virtual course-taking students were classified using FLTMVRTL. Part-time virtual course-taking students were those with a value 2 for the variable FLTMVRTL and a value of 1 (child takes some or all online courses) for ANYONLINE. Students taking no virtual course have a value of 2 (child takes no online courses) for ANYONLINE.

Appendix D. References

- Geverdt, D. (2015). *Education Demographic and Geographic Estimates Program (EDGE): Locale Boundaries User's Manual* (NCES 2016-012). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved March 31, 2017, from https://nces.ed.gov/programs/edge/docs/NCES_LOCALE_USERSMANUAL_2016012.pdf.
- Wan, C., McMillan, A., Xia, J., Battle, D., Kincel, B., and Cox, C. (forthcoming). *National Household Education Surveys Program of 2023: Data File User's Manual* (NCES 2023-XXX). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.