

School Choice in the United States: 2019



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Executive Summary

Across the United States, an evolving school choice landscape reflects changes in the accessibility and desirability of an array of education options, including traditional and nontraditional public schools, private schools, and homeschooling. Using survey data from the National Center for Education Statistics (NCES), this report examines eight indicators related to enrollment, achievement, safety, and parent satisfaction for multiple categories of elementary and secondary school settings. Of note:

- **Enrollment Trends:** Between around 2000 and 2016, traditional public school, public charter school, and homeschool enrollment increased, while private school enrollment decreased (*Indicator 1*). Traditional public school enrollment increased to 47.3 million (1 percent increase), charter school enrollment grew to 3.0 million students (from 0.4 million), and the number of homeschooled students nearly doubled to 1.7 million. Private school enrollment fell 4 percent, to 5.8 million students.
- **School and Student Characteristics:** Public schools enrolled higher percentages of Black and Hispanic students than private schools (*Indicator 3*). Compared with traditional public school students in fall 2016, a higher percentage of charter students were enrolled in high-poverty schools (34 vs. 24 percent).¹ Over half (56 percent) of charter schools operated in cities in fall 2016 (*Indicator 2*). Additionally, more public school students than private school students lived in one-parent households or had parents whose highest education level was less than a high school diploma, a high school

diploma or GED, or some college (*Indicator 4*). Of the 5.8 million private school students in 2015, 76 percent attended religious schools (*Indicator 3*).

- **Characteristics of Homeschooled Students:** In 2016, the percentage of students who were homeschooled was higher for White and Hispanic students than for Black and Asian students (*Indicator 5*). Homeschooling was more prevalent among students in rural areas than for those in cities and suburban areas, and was also most prevalent among households with three or more children. Concerns about the school environment drove the choice to homeschool (a reason cited by 34 percent of families), followed by dissatisfaction with instruction (17 percent) and a desire for religious instruction (16 percent).
- **Academic Performance:** In 2017, at grades 4 and 8, no measurable differences in average reading and mathematics scores on the National Assessment of Educational Progress (NAEP) were observed between students in traditional public and public charter schools (*Indicator 6*).
- **School Crime and Safety:** In 2017, higher percentages of public school students than of private school students reported a gang presence, seeing hate-related graffiti, and being called hate-related words at school (*Indicator 7*).
- **Parental Choice and Satisfaction:** In 2016, household perceptions of school options differed by family characteristics, with a higher percentage of students in cities than of students in other locales having parents who reported that public school choice was available (*Indicator 8*). Lower percentages of poor or near-poor households had considered other schools than had families with more resources. Families of students in private schools largely reported that they were very satisfied with their schools (77 percent of students), with families of 60 percent of students who chose their public school and 54 percent of students assigned to their public school reporting the same.

¹ Schools in which more than 75 percent of students qualify for free or reduced-price lunch (FRPL) under the National School Lunch Program (NSLP) are considered high-poverty schools. Schools in which 25 percent or less of students qualify for FRPL are considered low-poverty schools. In fall 2016, some 5 percent of public charter school students and less than 1 percent of traditional public school students were enrolled in schools which did not participate in the NSLP or had missing data.

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Introduction

The term “school choice” describes an array of elementary and secondary education options available to students and their families. Parents can send their children to the public schools designated for their home address, or they may have other options within the public school system such as to enroll their children in charter schools or to apply for enrollment in other public schools within or across districts.¹ Parents can also choose to send their children to private schools, which can be either religious or nonsectarian. Additionally, parents can choose to homeschool their children instead of enrolling them in a public or private school.

The U.S. Department of Education’s National Center for Education Statistics (NCES) has a long tradition of analyzing issues related to school choice. NCES has implemented a wide range of data collections to measure student enrollment in different types of schooling. For example, surveys of traditional public schools and private schools started more than 100 years ago, and new data collections on charter schools and homeschooling were administered beginning in the 1990s. Using data from the National Household Education Survey (NHES), some previous NCES reports examined school choice: *Trends in the Use of School Choice: 1993 to 1999* (NCES 2003-031); *Trends in the Use of School Choice: 1993 to 2003* (NCES 2007-045); *Trends in the Use of School Choice: 1993 to 2007* (NCES 2010-004); *Parent and Family Involvement in Education, From the National Household Education Surveys Program of 2012* (NCES 2013-028); and *Homeschooling in the United States: 2012* (NCES 2016-096). Drawing from multiple data sources,

the current report provides updated information on a range of topics related to school choice in the United States.

In this report, indicators using sample survey data collected at the household level often categorize public schools as either assigned or chosen. A student is considered to be attending an assigned public school if the parent indicates that the school is the student’s “regularly assigned” school; a student is considered to be attending a chosen public school if the parent indicates that the school is not the student’s regularly assigned school (e.g., a traditional public school located outside the assignment boundary based on the student’s residence, a charter school, or a magnet school).² In indicators using administrative universe data or school-based sample survey data that rely on the universe data for sampling, two categories of public schools are discussed—traditional public schools and public charter schools. Public charter schools are publicly funded schools that are typically governed by a group or organization under a legislative contract (or charter) with the state, district, or other entity. Traditional public schools include all publicly funded schools other than public charter schools. Since data on parental choice of a program or school other than the assigned public school are not available in the school-based administrative data, in indicators using these administrative data the traditional public school category also includes chosen public schools that are not charter schools. In this report, private schools are educational institutions that are controlled by an individual or organization other than a government agency and are usually not supported primarily by public funds. Data for private schools come from either household-based or school-based surveys.

¹ Open enrollment includes interdistrict and intradistrict school choice policies. Interdistrict school choice policies allow students to attend a public school district other than the one in which they live and were mandatory in 23 states in 2017. Intradistrict school choice policies allow students to attend a school, other than their neighborhood school, within their district and were mandatory in 19 states in 2017. For more information, see State Education Reforms (SER) Table 4.2: https://nces.ed.gov/programs/statereform/tab4_2.asp.

² The assigned public school could also be the chosen public school for a family if the family chose its residence based on public school assignment. In such cases, the parent might identify the student as attending an assigned public school.

Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness. All homeschooling data in this report come from household-based sample survey data.

The foundation of the public school choice movement can be traced back to the alternative schools reform models of the 1960s (Schneider, Teske, and Marschall 2000). Since those early reforms, other approaches to public school choice have emerged; these approaches have increased the number of options available to parents and their children. For instance, enrollment in charter schools has been rising since the inception of this type of school in the early 1990s. In the 2000–01 school year, 1,993 charter schools in 35 states and the District of Columbia served 1 percent of all U.S. public school students. In the 2016–17 school year, 7,011 charter schools in 43 states and the District of Columbia served about 6 percent of all public school students.³

Besides an expanded range of school choice programs provided by the public school system, parents also have the option of sending their children to private schools. Based on the school's religious orientation, this report categorizes a private school as Catholic, conservative Christian, affiliated religious (schools that are affiliated with denominations other than Catholic or conservative Christian), unaffiliated religious (schools that have a religious orientation or purpose but are not affiliated with any specific denomination), or nonsectarian. Private school enrollment in prekindergarten through grade 12 was lower in fall 2015 (5.8 million students) than in fall 1999 (6.0 million students).⁴

Homeschooling is an additional education option available to parents. While fewer families choose this option instead of enrolling their children in public or private schools, the number of students who receive homeschool instruction is still substantial: over 1.7 million students were homeschooled in the United

States in 2016. This number was higher than in 2003 (1.1 million students) and in 1999 (850,000 students).⁵

Although the availability of school choice options has generally increased over time, not all options are available in all communities due to factors such as the enrollment size and density of the school district and local and state policies. This report is designed to provide a national perspective on general patterns in the availability of school choice across broad categories of schooling arrangements: enrollment in an assigned public school versus in a chosen public school, enrollment in a traditional public school versus in a public charter school, enrollment in a private school, and the choice to homeschool. This report does not provide detailed breakouts on other school choice options within these broader categories, such as magnet schools,⁶ virtual schools,⁷ or the usage of open enrollment within or across districts. Also, the general national patterns in school choice availability and participation described in this report do not necessarily reflect patterns for specific states or localities.

Drawing from both school-based and household-based data sources, this report presents data on the following topics: how student enrollment in public and private schools has changed over time; how frequently families use homeschooling; the characteristics and experiences of students enrolled in various schooling arrangements; and whether there are differences across school types in student perceptions of school safety, in parental satisfaction, and in student outcomes.

⁵ See *Digest of Education Statistics 2017*, table 206.10: https://nces.ed.gov/programs/digest/d17/tables/dt17_206.10.asp.

⁶ A magnet school is a school designed to attract students of different racial/ethnic backgrounds or to provide an academic or social focus on a particular theme (Wang, Schweig, and Herman 2014). A magnet school can offer an entire schoolwide program or a magnet program within a school.

⁷ A virtual school, or cyber school, is a school that delivers academic instruction via the Internet or a computer network to students in locations other than a classroom supervised by a teacher who is physically present. Children can be enrolled in online courses to supplement their regular curriculum, or they can be enrolled as full-time virtual school students. As of the 2017–18 school year, 37 states allow full-time virtual charter schools; for more information, see State Education Reforms (SER) Table 4.3: https://nces.ed.gov/programs/statereform/tab4_3.asp.

³ See *Digest of Education Statistics 2018*, table 216.90: https://nces.ed.gov/programs/digest/d18/tables/dt18_216.90.asp.

⁴ See *The Condition of Education*, Private School Enrollment: https://nces.ed.gov/programs/coe/indicator_cgc.asp.

Organization of the Report

This report begins with a discussion of the changes over time in enrollment in elementary and secondary traditional public, public charter, and private schools, as well as changes in the number of students who were homeschooled (*Indicator 1*). It then presents the individual, school, and household characteristics of students enrolled in public and private schools (*Indicators 2, 3, and 4*), as well as characteristics of students who were homeschooled (*Indicator 5*). Next, this report discusses reading and mathematics achievement for students enrolled in traditional public and public charter schools (*Indicator 6*). To shed light on the school environments, *Indicator 7* examines differences between public and private school students' reports of various incidents related to school crime and safety. Finally, *Indicator 8* examines the differences in the school choice options that parents selected and their satisfaction with their children's school.

Data Sources

The data in these indicators were obtained from many different sources—including students, parents, and local elementary and secondary schools—using surveys and compilations of administrative records. Users should be cautious when comparing data from different sources. Differences in aspects such as procedures, timing, question phrasing, and interviewer training can affect the comparability of results across data sources.

Most indicators summarize data from surveys conducted by NCES. Brief explanations of the major surveys used in these indicators can be found in the Guide to Sources and table A. More detailed explanations can be obtained on the NCES website (<https://nces.ed.gov>) under “Surveys and Programs.”

Table A. Nationally representative sample and universe surveys used in this report

Survey	Population	Year(s) of survey	Reference time period	Indicator(s)
Common Core of Data (CCD)	Universe (public primary and secondary schools in the United States)	2000–01 through 2016–17	School year	1, 2
National Assessment of Educational Progress (NAEP)	School-based sample of students in grades 4 and 8	2017	School year	6
Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI–NHES)	Household-based sample of children and youth age 20 or younger enrolled in kindergarten through 12th grade in a public or private school or who are being homeschooled for the equivalent grades	2003, 2007, 2012, 2016	Time of data collection (January through April 2003; January through May 2007; January through August 2012; January through September 2016)	1, 4, 5, 8
Parent Survey of the National Household Education Surveys Program (Parent–NHES)	Household-based sample of children and youth age 20 or younger enrolled in kindergarten through 12th grade in a public or private school or who are being homeschooled for the equivalent grades	1999	Time of data collection (January through April 1999)	1
Private School Universe Survey (PSS)	Universe (private schools in the United States)	1999–2000 through 2015–16	School year	1, 3
School Crime Supplement (SCS) to the National Crime Victimization Survey	Household-based sample of students ages 12–18 enrolled in public and private schools during the school year	2001 through 2017	Incidents during the school year	7

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Indicators

School Enrollment Over Time

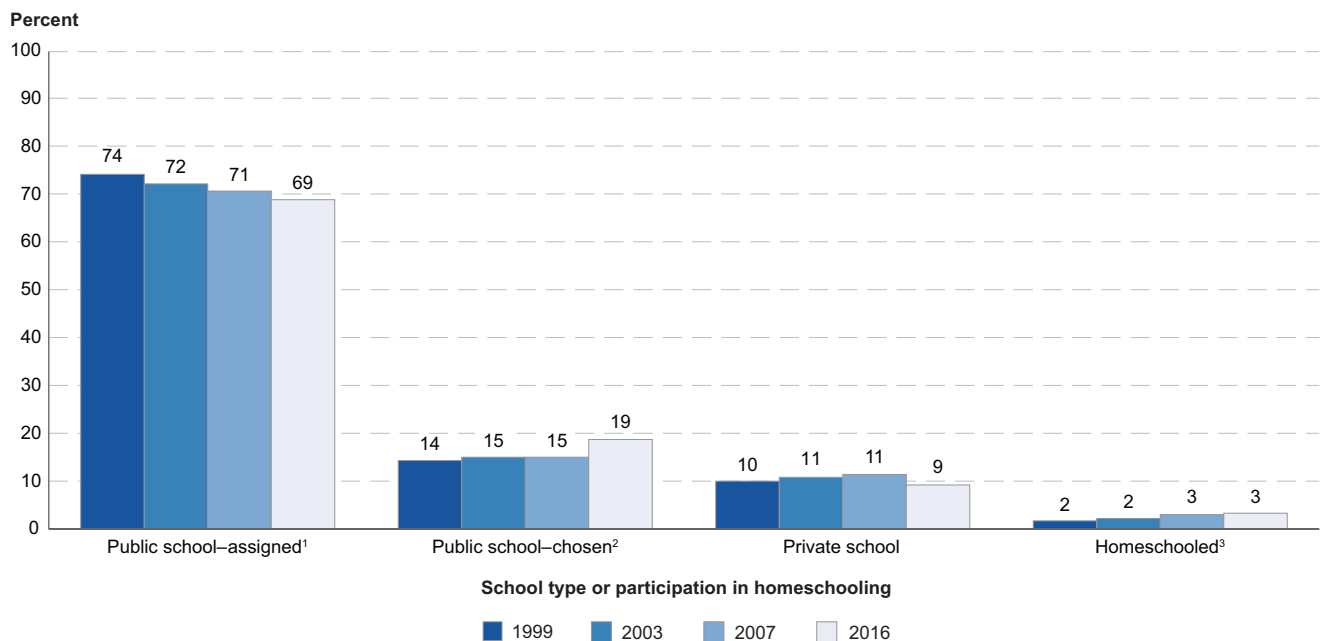
The percentage of students enrolled in assigned public schools in 2016 (69 percent) was lower than the percentage in 1999 (74 percent), while the percentage of students who were enrolled in chosen public schools (19 percent) and the percentage of homeschooled students (3 percent) were both higher in 2016 than the corresponding percentages in 1999 (14 and 2 percent, respectively). The percentage of students enrolled in private schools in 2016 (9 percent) was not measurably different from the percentage in 1999.

This indicator discusses enrollment changes among various types of elementary and secondary schools, as well as changes in the number of students who are homeschooled. Data for this indicator come from the

Common Core of Data (CCD), the Private School Universe Survey (PSS), and the Parent and Family Involvement in Education (PFI) Survey of the National Household Education Surveys Program (NHES).

Enrollment Patterns in Various School Choice Options From 1999 to 2016

Figure 1.1. Percentage distribution of students ages 5 through 17 attending kindergarten through 12th grade, by school type or participation in homeschooling: Selected years, 1999 through 2016



¹ A student is considered to be attending an assigned public school if the parent indicates that the school is the student's "regularly assigned" school.

² A student is considered to be attending a chosen public school if the parent indicates that the school is not the student's regularly assigned school (e.g., a traditional public school located outside the assignment boundary based on the student's residence) or if the student is attending a charter school or a magnet school.

³ Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness.

NOTE: While National Household Education Surveys Program (NHES) administrations in 1999, 2003, and 2007 were administered via telephone with an interviewer, NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for 2016 and estimates for the earlier years in this figure could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Detail may not sum to totals because of rounding. Data are based on parent reports. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey and Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (Parent-NHES:1999 and PFI-NHES:2003, 2007, and 2016).

Data from the NHES PFI survey reveal patterns in student enrollment in assigned and chosen public schools, private schools, as well as in homeschooling. Based on parent reports, these enrollment data include students ages 5 through 17. A student is considered to be attending an assigned public school if the parent indicates that the school is the student's "regularly assigned" school. A student is considered to be attending a chosen public school if the parent indicates that the school is not the student's regularly assigned school (e.g., a traditional public school located outside the assignment boundary based on the student's residence, a charter school, or a magnet school). Private schools are controlled by an individual or organization other than a government agency and are usually not supported primarily by public funds. Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not

exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness.

Based on 2016 data from the NHES, 69 percent of students ages 5 to 17 attending kindergarten through grade 12 were enrolled in assigned public schools, while 19 percent were enrolled in chosen public schools and 9 percent were enrolled in private schools. In addition, 3 percent of 5- to 17-year-olds were reported by their parents as being homeschooled. The percentage of students enrolled in assigned public schools in 2016 was lower than the percentage in 1999 (74 percent). In contrast, the percentage of students enrolled in chosen public schools and the percentage of homeschooled students were both higher in 2016 than the corresponding percentages were in 1999 (14 and 2 percent, respectively). The percentage of students enrolled in private schools in 2016 (9 percent) was not measurably different from the percentage in 1999.

Traditional Public and Public Charter School Enrollment Trends: 2000 to 2016

Table 1.1. Traditional public and public charter school enrollment, by school level: Fall 2000 and fall 2016

Public charter status and level	Enrollment, fall 2000	Enrollment, fall 2016	Percent change in enrollment, 2000 to 2016
Traditional public, total	46,612,000	47,264,000	1.4
Elementary	30,424,000	30,621,000	0.6
Secondary	14,959,000	15,294,000	2.2
Combined elementary/secondary	1,149,000	1,342,000	16.7
Public charter, total	448,000	3,010,000	571.4
Elementary	249,000	1,512,000	506.9
Secondary	80,000	504,000	533.6
Combined elementary/secondary	117,000	994,000	746.9

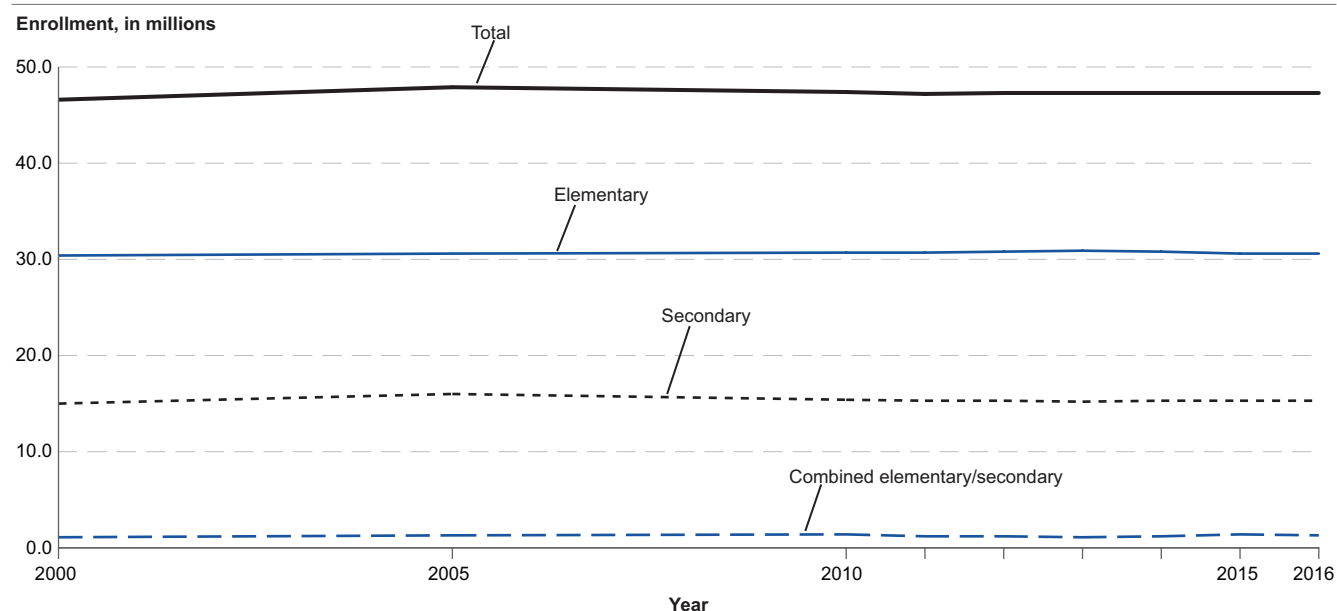
NOTE: Elementary schools include schools beginning with grade 6 or below and with no grade higher than 8. Secondary schools include schools with no grade lower than 7. Combined elementary/secondary schools include schools beginning with grade 6 or below and ending with grade 9 or above. Total includes enrollment in schools without grade spans that are not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01 and 2016–17.

The number of students enrolled in public elementary and secondary schools can be calculated using data from the CCD. Based on administrative universe data, the CCD categorizes public schools as either traditional or charter public schools. Public charter schools are publicly funded schools that are typically governed by a group or organization under a legislative contract (or charter)

with the state, district, or other entity. Traditional public schools include all publicly funded schools other than public charter schools. Since data on parental choice of a program or school other than the assigned public school are not available in the school-based administrative data, the traditional public school category also includes chosen public schools that are not charter schools.

Figure 1.2. Traditional public school enrollment, by school level: Selected years, fall 2000 through fall 2016



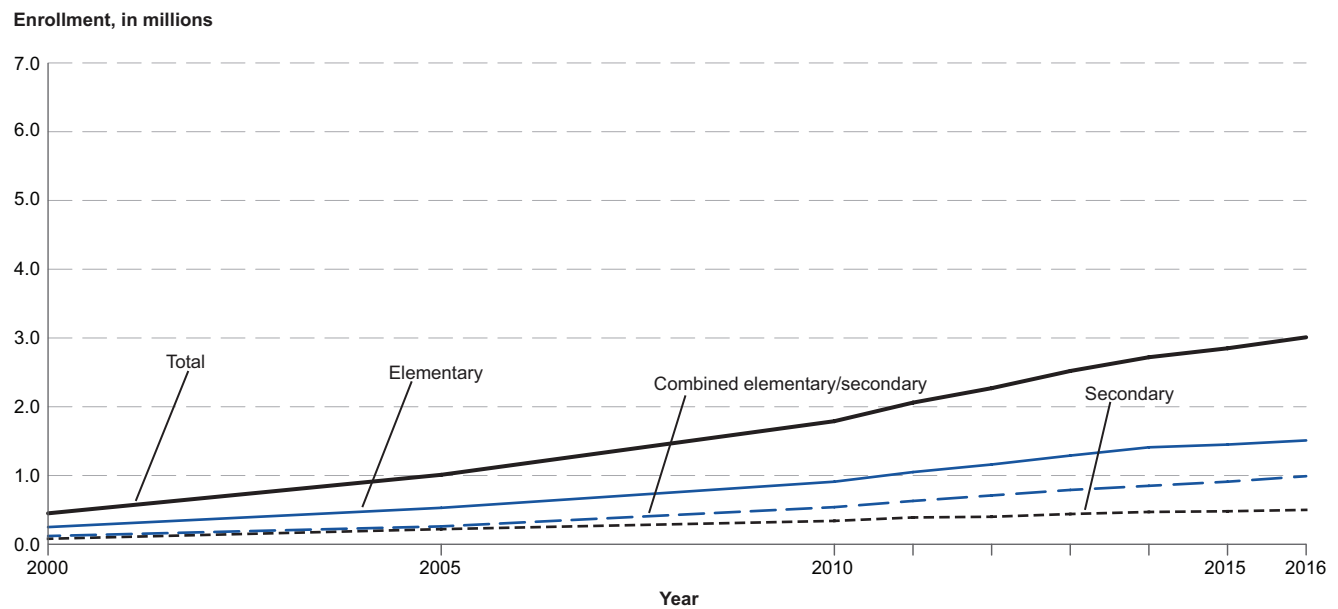
NOTE: Elementary schools include schools beginning with grade 6 or below and with no grade higher than 8. Secondary schools include schools with no grade lower than 7. Combined elementary/secondary schools include schools beginning with grade 6 or below and ending with grade 9 or above. Total includes enrollment in schools without grade spans that are not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," selected years, 2000–01 through 2016–17.

Enrollment in traditional public elementary and secondary schools increased from 46.6 million students in 2000 to 47.9 million students in 2005, then decreased to 47.3 million students in 2016. Overall, total enrollment in traditional public schools was 1 percent higher in 2016 than in 2000. The numbers of students enrolled in traditional public schools were higher in 2016 than in 2000 for all school levels: enrollment in elementary schools was 1 percent higher (from 30.4 million to 30.6 million students);

enrollment in secondary schools was 2 percent higher (from 15.0 million to 15.3 million students); and enrollment in combined elementary/secondary schools was 17 percent higher (from 1.1 million to 1.3 million students).¹ Of those 47.3 million students enrolled in traditional public schools in 2016, some 65 percent were enrolled in elementary schools, 32 percent were enrolled in secondary schools, and 3 percent were enrolled in combined elementary/secondary schools.

Figure 1.3. Public charter school enrollment, by school level: Selected years, fall 2000 through fall 2016



NOTE: Elementary schools include schools beginning with grade 6 or below and with no grade higher than 8. Secondary schools include schools with no grade lower than 7. Combined elementary/secondary schools include schools beginning with grade 6 or below and ending with grade 9 or above. Total includes enrollment in schools without grade spans that are not separately shown.

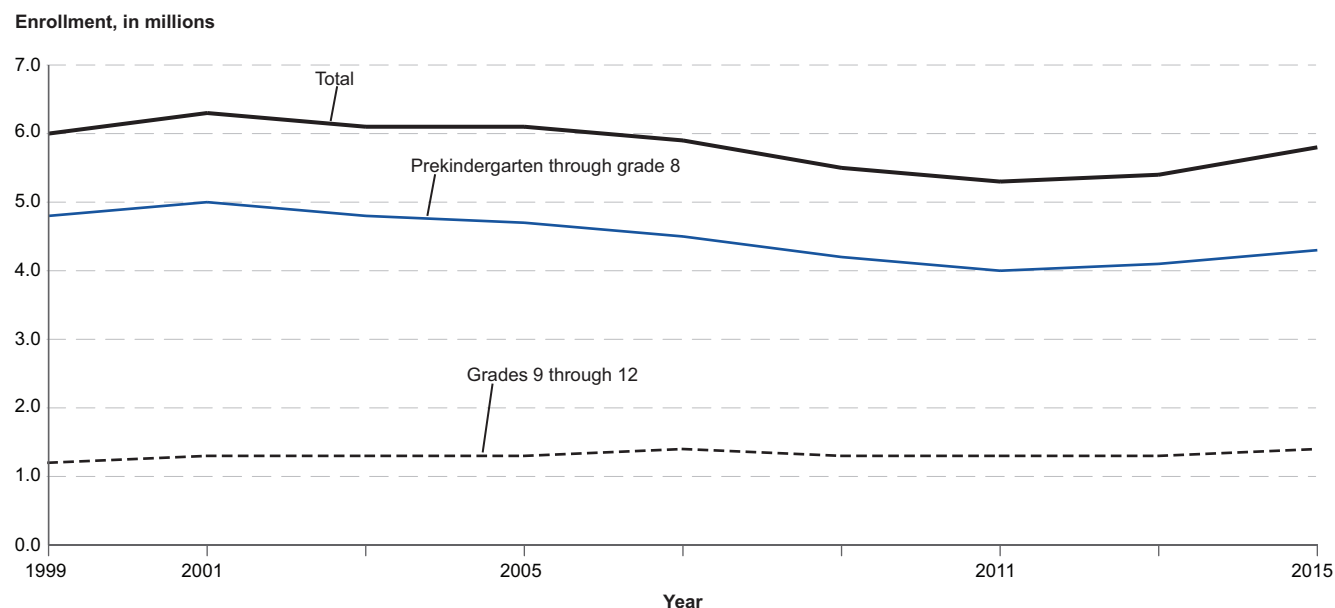
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," selected years, 2000–01 through 2016–17.

Public charter school enrollment increased much more rapidly than enrollment in traditional public schools, growing from 0.4 million students in fall 2000 to 3.0 million students in fall 2016, an overall increase of 2.6 million students. During this period, public charter school enrollment increased across school levels. From fall 2000 to fall 2016, enrollment increased by more than 5 times in elementary schools (from 0.2 million to 1.5 million students) and secondary schools (from

0.1 million to 0.5 million students) and by more than 7 times in combined elementary/secondary schools (from 0.1 million to 1.0 million students). Of those 3.0 million students enrolled in public charter schools in 2016, some 50 percent were enrolled in elementary schools, 17 percent were enrolled in secondary schools, and 33 percent were enrolled in combined elementary/secondary schools.

Private School Enrollment Trends: 1999 to 2015

Figure 1.4. Private school enrollment, by grade level: Fall 1999 through fall 2015



NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grades. Total private school enrollment includes ungraded students. Ungraded students are prorated into prekindergarten through grade 8 and grades 9 through 12.

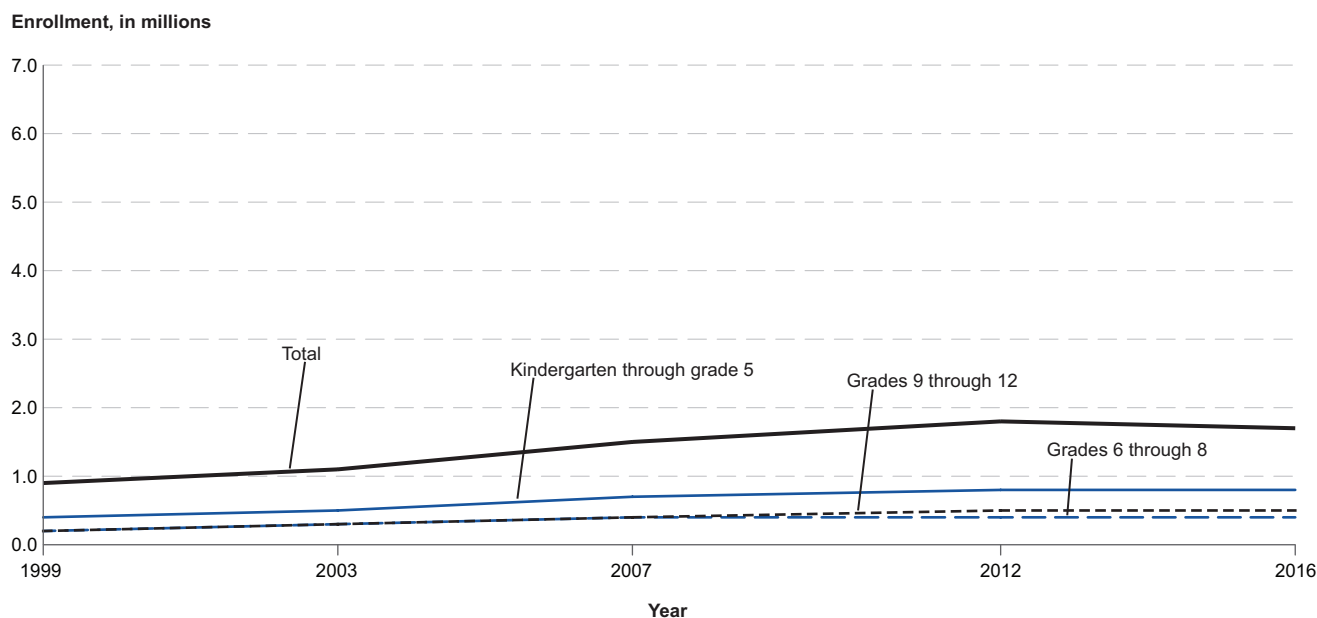
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1999–2000 through 2015–16.

Private elementary and secondary school enrollment is calculated using data from the PSS. Private school enrollment in prekindergarten through grade 12 includes schools that offer kindergarten or higher grades. About 5.8 million students were enrolled in private elementary and secondary schools in fall 2015, an overall decrease of 0.3 million students (or 4 percent) from fall 1999 (6.0 million students). Enrollment in prekindergarten through grade 8 followed a similar

pattern: it decreased by 10 percent, from 4.8 million students in fall 1999 to 4.3 million students in fall 2015. However, enrollment in grades 9 through 12 was 18 percent higher in fall 2015 (1.4 million students) than in fall 1999 (1.2 million students). Of those 5.8 million students enrolled in private elementary and secondary schools in 2015, some 75 percent were enrolled in prekindergarten through grade 8, and 25 percent were enrolled in grades 9 through 12.

Homeschool Enrollment Trends: 1999 to 2016

Figure 1.5. Number of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade, by grade equivalent: Selected years, 1999 through 2016



NOTE: Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness. Homeschooled students include children ages 5 to 17 with a grade equivalent of kindergarten through grade 12. Students whose grade equivalent was “ungraded” were excluded from the grade analysis. While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 and NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for years prior to 2012 and estimates for later years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. The National Center for Education Statistics uses a statistical adjustment for estimates of homeschoolers in 2012. For more information about this adjustment, please see *Homeschooling in the United States: 2012* (NCES 2016-096REV).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey and Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (Parent-NHES:1999 and PFI-NHES:2003, 2007, 2012, and 2016).

Data on homeschooled students come from the NHES PFI survey. Homeschooled students include children ages 5 to 17 with a grade equivalent of kindergarten through grade 12. The number of homeschooled students in 2016 (1.7 million) was almost double the number in 1999 (0.9 million). The numbers of homeschooled students have increased in all grade equivalent levels. From 1999 to 2016, the numbers of homeschooled students increased by 79 percent for students with a grade equivalent of kindergarten through

grade 5 (from 0.4 million to 0.8 million), by 114 percent for students with a grade equivalent of grade 6 through grade 8 (from 0.2 million to 0.4 million), and by 124 percent for students with a grade equivalent of grade 9 through grade 12 (from 0.2 million to 0.5 million). Of the 1.7 million homeschooled students in 2016, some 45 percent had a grade equivalent of kindergarten through grade 5, some 24 percent had a grade equivalent of grades 6 through 8, and the remaining 31 percent had a grade equivalent of grades 9 through 12.

Endnotes:

¹ Elementary schools include schools beginning with grade 6 or below and with no grade higher than 8. Secondary schools include schools with no grade lower than 7. Combined elementary/secondary schools include schools beginning with grade 6 or below and ending with grade 9 or above.

Reference tables: Tables 1.1, 1.2, 1.3, and 1.4

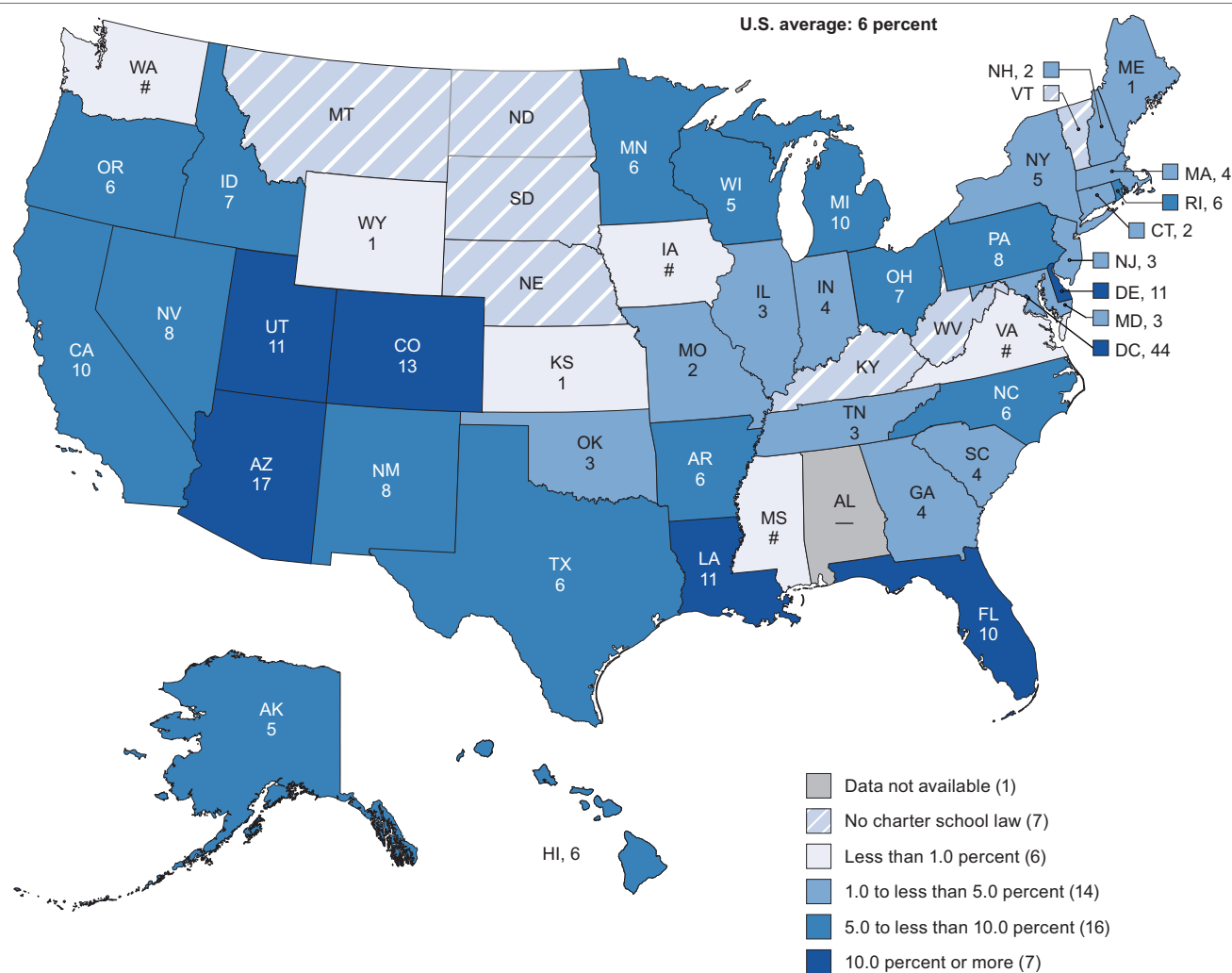
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Public Schools and Enrollment

In fall 2016, a higher percentage of public charter school students than of traditional public school students were Black (26 vs. 15 percent) and Hispanic (33 vs. 26 percent), while a higher percentage of traditional public school students than of public charter school students were White (49 vs. 32 percent) and Asian/Pacific Islander (6 vs. 4 percent).

In fall 2016, about 47.3 million (94 percent) public school students attended traditional public schools and 3.0 million (6 percent) attended public charter schools.¹ Traditional public schools accounted for 93 percent (91,100) of all public schools, while public charter schools accounted for 7 percent (7,000). The pupil/teacher ratio was 16.1 at traditional public schools and 17.8 at public charter schools.² The number of public charter schools and their enrollments have increased substantially in recent years. The number of public

charter schools increased by 252 percent (from 2,000 to 7,000) between fall 2001 and fall 2016, compared with a slight decrease of less than 1 percent for traditional public schools. The enrollment of public charter schools increased by 571 percent (from 0.4 million to 3.0 million) during the same period, compared with an increase of 1 percent for traditional public schools. This indicator uses the Common Core of Data to examine the characteristics of traditional and charter public schools and their students.

Figure 2.1. Percentage of all public school students enrolled in public charter schools, by state: Fall 2016

— Not available.

Rounds to zero.

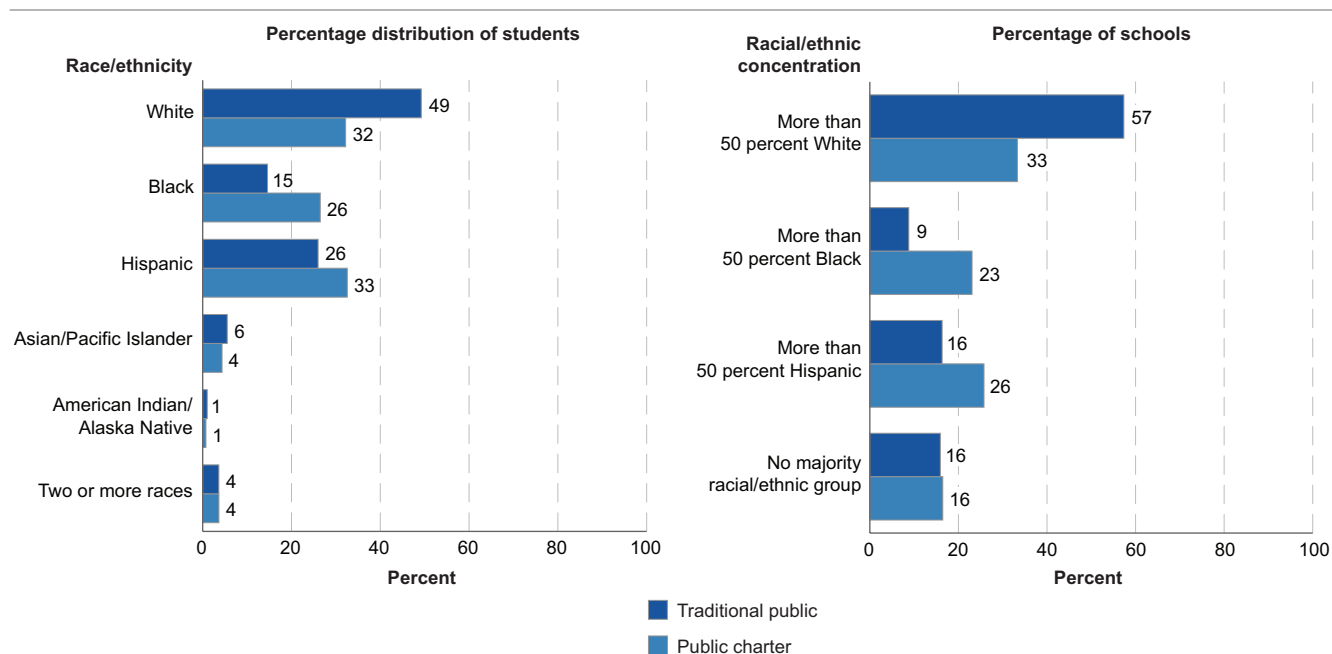
NOTE: Categorizations are based on unrounded percentages.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2016–17.

As of fall 2016, charter school legislation had been passed in 43 states and the District of Columbia. Seven states (Kentucky, Montana, Nebraska, North Dakota, South Dakota, Vermont, and West Virginia) had not passed public charter school legislation by that time. Even among those states with charter school legislation, the laws varied from state to state with respect to issues such as the entities that could authorize charter schools and the required teacher qualifications.³ Of

the 44 jurisdictions with legislative approval for public charter schools as of fall 2016,⁴ the District of Columbia had the highest percentage of public school students enrolled in charter schools (44 percent), followed by Arizona (17 percent) and Colorado (13 percent). In contrast, less than 1 percent of public school students were enrolled in charter schools in Iowa, Kansas, Mississippi, Virginia, Washington, and Wyoming.

Figure 2.2. Percentage distribution of students in traditional public schools and public charter schools, by race/ethnicity, and percentage of traditional public schools and public charter schools, by racial/ethnic concentration: 2016–17



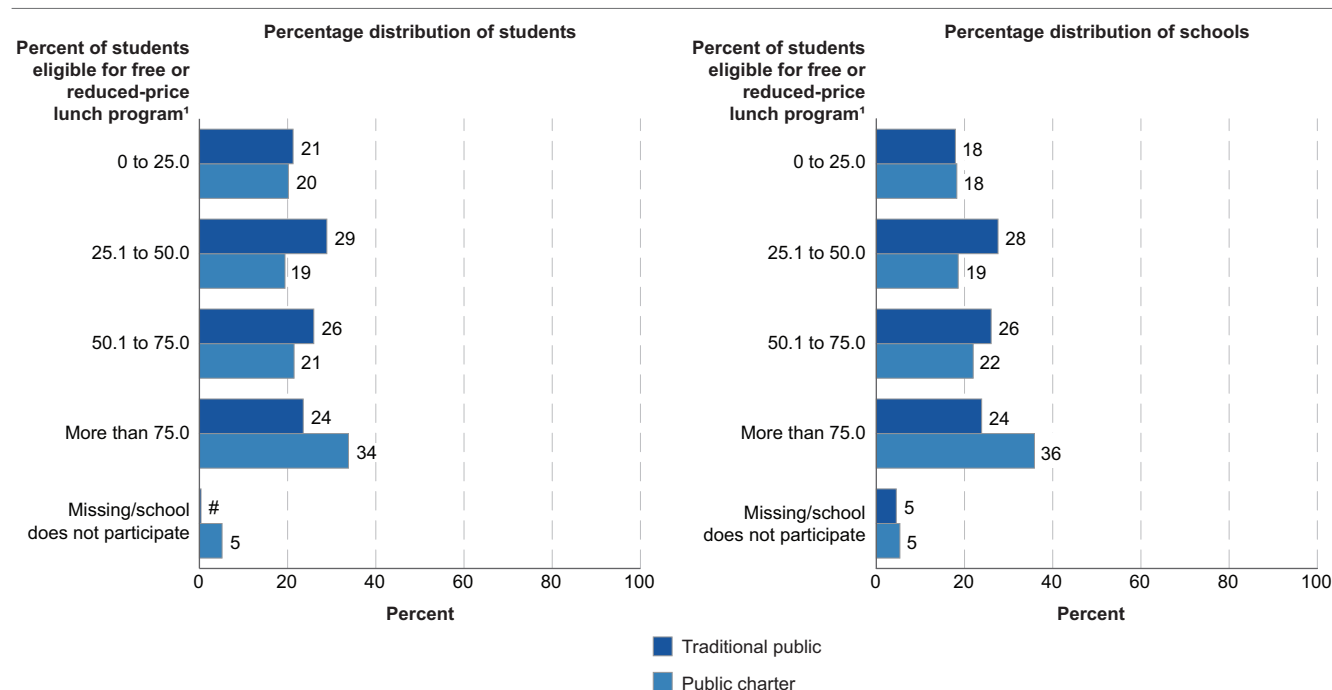
NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Schools with other racial/ethnic concentrations, such as those with enrollment that is more than 50 percent Asian, Pacific Islander, American Indian/Alaska Native, or Two or more races, are not shown. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2016–17.

In fall 2016, a higher percentage of traditional public school students than of public charter school students were White (49 vs. 32 percent) or Asian/Pacific Islander (6 vs. 4 percent). In contrast, a higher percentage of public charter school students than of traditional public school students were Black (26 vs. 15 percent) or Hispanic (33 vs. 26 percent). For both traditional public schools and public charter schools, 4 percent of their enrolled students were of Two or more races and 1 percent were American Indian/Alaska Native.

Consistent with these patterns, a higher percentage of traditional public schools than of public charter schools had more than 50 percent White enrollment (57 vs. 33 percent) in fall 2016, while a higher percentage of public charter schools than of traditional public schools had more than 50 percent Black enrollment (23 vs. 9 percent) and more than 50 percent Hispanic enrollment (26 vs. 16 percent). The percentage of schools with no majority racial/ethnic group was 16 percent each for traditional public schools and public charter schools.

Figure 2.3. Percentage distribution of students in traditional public schools and public charter schools and percentage distribution of traditional public schools and public charter schools, by percentage of students in school eligible for free or reduced-price lunch: 2016–17



Rounds to zero.

¹ The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program, a student must be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the poverty threshold. In addition, children may qualify for free or reduced-price school lunches through participation in other federal programs or through the Community Eligibility provisions.

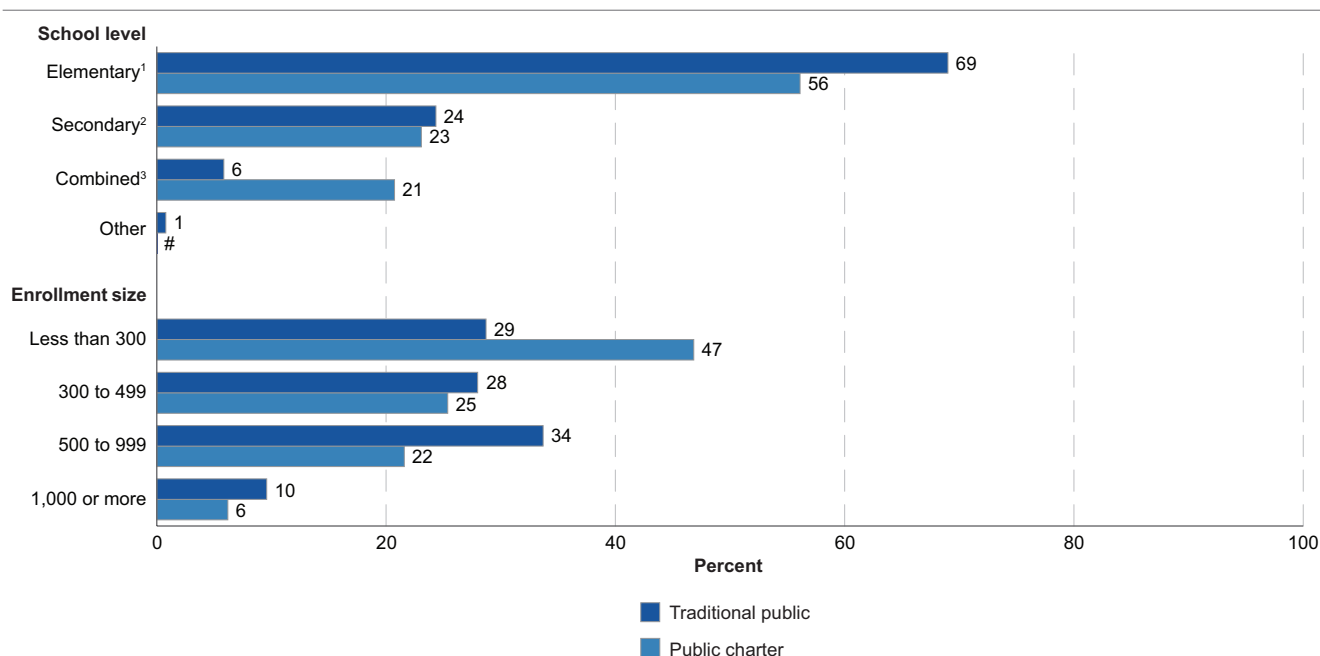
NOTE: Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2016–17.

Schools in which more than 75 percent of students qualify for free or reduced-price lunch (FRPL) under the National School Lunch Program are considered high-poverty schools. Those in which 25 percent or less of students qualify for FRPL are considered low-poverty schools. Compared with traditional public school students, a higher percentage of public charter school students in fall 2016 were enrolled in high-poverty schools (34 vs. 24 percent) and a lower percentage were enrolled in low-poverty schools (20 vs. 21 percent).⁵

Similar to the pattern observed for students, a higher percentage of public charter schools than of traditional public schools were considered high-poverty schools in fall 2016 (36 vs. 24 percent). However, the percentage of public charter schools considered low-poverty schools was 0.3 of a percentage point higher than the percentage of traditional public schools.⁶

Figure 2.4. Percentage distribution of traditional public schools and public charter schools, by school level and enrollment size: 2016–17



Rounds to zero.

¹ Includes schools beginning with grade 6 or below and with no grade higher than 8.

² Includes schools with no grade lower than 7.

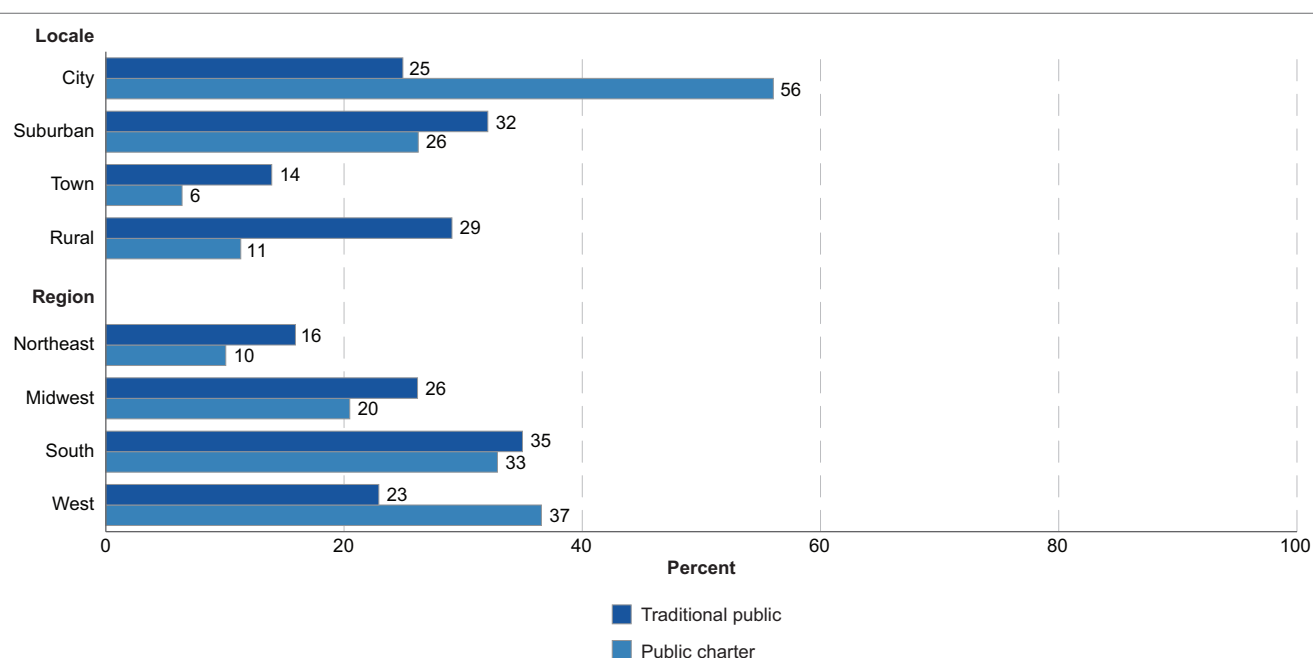
³ Includes schools beginning with grade 6 or below and ending with grade 9 or above.

NOTE: Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2016–17.

In fall 2016, a higher percentage of traditional public schools than of public charter schools were elementary schools (69 vs. 56 percent) and secondary schools (24 vs. 23 percent). In comparison, a higher percentage of public charter schools than of traditional public schools were combined elementary/secondary schools (21 vs. 6 percent).

Almost half (47 percent) of public charter schools in fall 2016 had an enrollment of less than 300, compared with 29 percent of traditional public schools. Schools of larger sizes (those with an enrollment of 300 to 499, 500 to 999, or 1,000 or more) were more prevalent among traditional public schools than among public charter schools. For instance, 34 percent of traditional public schools had an enrollment of 500 to 999, compared with 22 percent of public charter schools.

Figure 2.5. Percentage distribution of traditional public schools and public charter schools, by school locale and region: 2016–17

NOTE: Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2016–17.

In fall 2016, over half (56 percent) of public charter schools were located in cities, compared with 25 percent of traditional public schools. The percentages of traditional public schools in other locales (suburban areas, towns, and rural areas) were all higher than the percentages of public charter schools. For instance, 29 percent of traditional public schools were located in rural areas, compared with 11 percent of public charter schools.

With respect to region, a higher percentage of public charter schools than of traditional public schools in fall 2016 were located in the West (37 vs. 23 percent) while a higher percentage of traditional public schools than of public charter schools were located in the Northeast (16 vs. 10 percent), Midwest (26 vs. 20 percent), and South (35 vs. 33 percent).

Endnotes:

¹ For a definition of traditional public and public charter schools, see *Indicator 1*. For more information on the growth of traditional public school and public charter school enrollment over time, also see *Indicator 1*.

² Pupil/teacher ratio is based on schools that reported both enrollment and teacher data

³ Wixom, M.A. (2018). *50-State Comparison: Charter School Policies*. Denver, CO: Education Commission of the States. Retrieved January 9, 2019, from <https://www.ecs.org/charter-school-policies/>.

⁴ Data on fall enrollment in public charter schools were not available for Alabama in 2016.

⁵ In fall 2016, some 5 percent of public charter school students and less than 1 percent of traditional public school students were enrolled in schools that did not participate in FRPL or had missing data.

⁶ In fall 2016, some 5 percent each of public charter schools and traditional public schools did not participate in FRPL or had missing data.

Reference tables: Tables 2.1 and 2.2

Private Schools and Enrollment

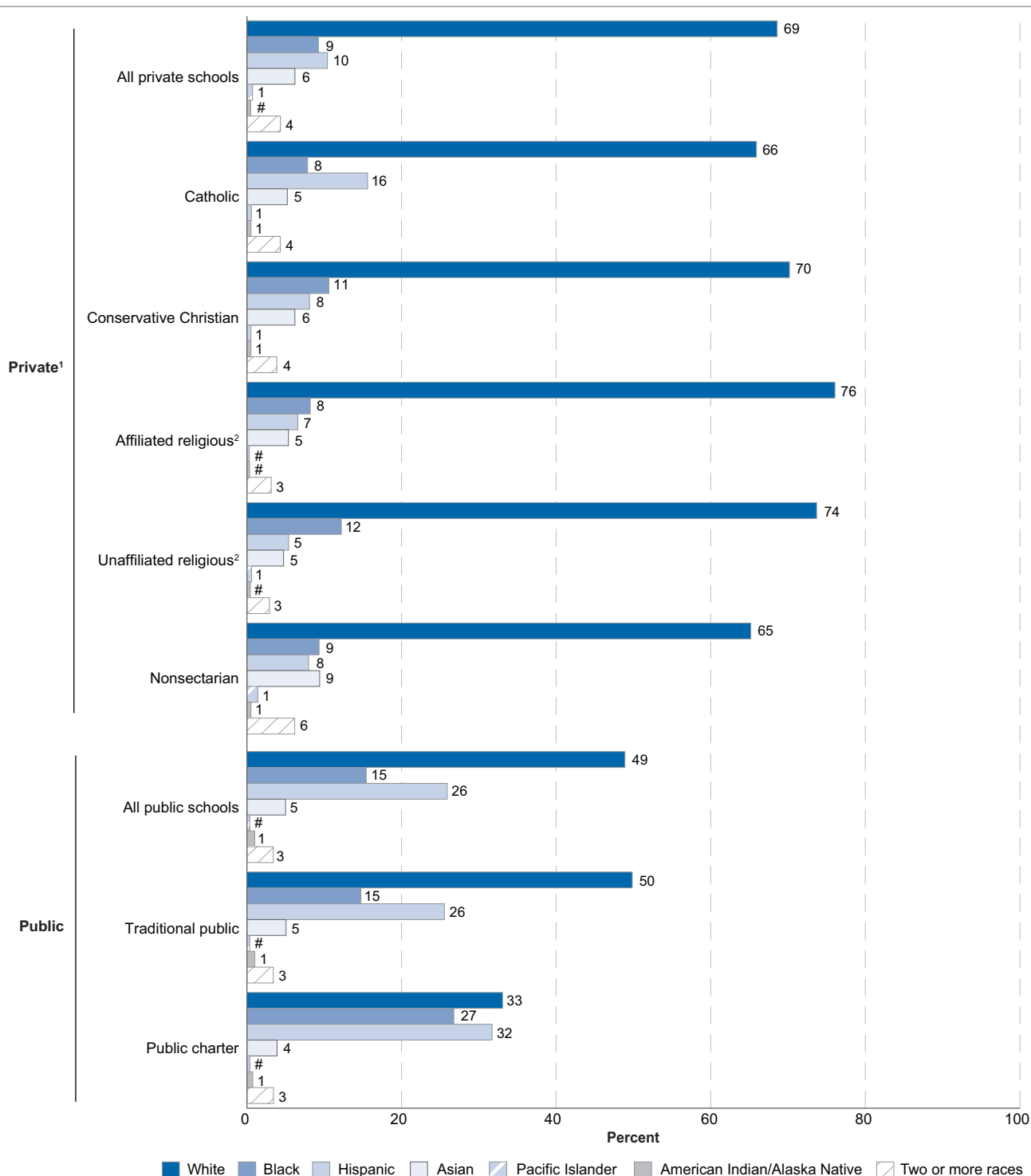
In fall 2015, some 5.8 million students (10.2 percent of all elementary and secondary students) were enrolled in private elementary and secondary schools. Thirty-six percent of private school students were enrolled in Catholic schools, 13 percent were enrolled in conservative Christian schools, 10 percent were enrolled in affiliated religious schools, 16 percent were enrolled in unaffiliated religious schools, and 24 percent were enrolled in nonsectarian schools.

Private elementary and secondary schools are educational institutions that are not primarily supported by public funds. In fall 2015, some 5.8 million students were enrolled in private elementary and secondary schools, accounting for 10.2 percent of all elementary and secondary school enrollment. The pupil/teacher ratio was 11.9 at private schools, which was lower than the ratio of 16.2 at public schools. This indicator describes the characteristics of students enrolled in private elementary and secondary schools, with a focus on how these characteristics vary by religious orientation of the schools. Data come from the Private School Universe Survey (PSS).

This indicator groups private schools into the following five categories based on the school's religious orientation: Catholic, conservative Christian, affiliated religious (schools that are affiliated with denominations other

than Catholic or conservative Christian), unaffiliated religious (schools that have a religious orientation or purpose but are not affiliated with any specific denomination), and nonsectarian (schools that are not religiously affiliated). In fall 2015, of the 34,600 private elementary and secondary schools in the United States, 20 percent were Catholic schools, 12 percent were conservative Christian schools, 9 percent were affiliated religious schools, 26 percent were unaffiliated religious schools, and 33 percent were nonsectarian schools. Of the 5.8 million students enrolled in private elementary and secondary schools, 36 percent were enrolled in Catholic schools, 13 percent were enrolled in conservative Christian schools, 10 percent were enrolled in affiliated religious schools, 16 percent were enrolled in unaffiliated religious schools, and 24 percent were enrolled in nonsectarian schools.¹

Figure 3.1. Percentage distribution of elementary and secondary enrollment, by private school religious orientation, public school type, and student race/ethnicity: Fall 2015



Rounds to zero.

¹ Race/ethnicity was not collected for prekindergarten students at private schools (846,900 out of 5,750,520 students in 2015), thus this figure only includes private enrollment in kindergarten through grade 12. Percentage distribution is based on the students for whom race/ethnicity was reported.

² Affiliated religious schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian. Unaffiliated religious schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated.

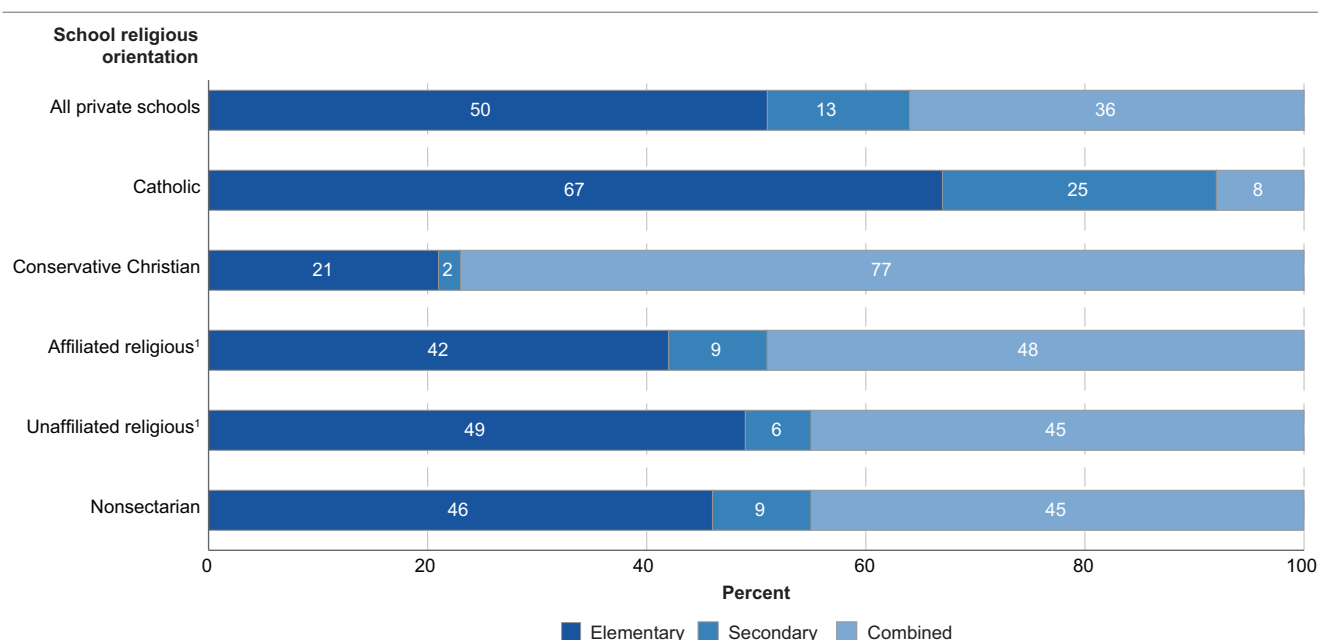
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2015–16; and Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2015–16.

In fall 2015, some 69 percent of all private elementary and secondary students were White, 9 percent were Black, 10 percent were Hispanic, 6 percent were Asian, 1 percent were Pacific Islander, one-half of 1 percent were American Indian/Alaska Native, and 4 percent were of Two or more races. In comparison, 50 percent of traditional public school students in fall 2015 were White, 15 percent were Black, 26 percent were Hispanic, 5 percent were Asian, less than one-half of 1 percent were Pacific Islander, 1 percent were American Indian/Alaska Native, and 3 percent were of Two or more races. For public charter school students, 33 percent were White, 27 percent were Black, 32 percent were Hispanic, 4 percent were Asian, less than one-half of 1 percent were Pacific Islander, 1 percent were American Indian/Alaska Native, and 3 percent were of Two or more races.² Similar to the overall pattern for all private elementary

and secondary students, White students constituted the largest share of enrollment across all five categories of private schools: Catholic (66 percent), conservative Christian (70 percent), affiliated religious (76 percent), unaffiliated religious (74 percent), and nonsectarian (65 percent). Black students made up the second-largest share of enrollment at conservative Christian schools (11 percent), affiliated religious schools (8 percent), and unaffiliated religious schools (12 percent); Hispanic students made up the second-largest share of enrollment at Catholic schools (16 percent). The percentages of students who were Asian or of Two or more races were larger at nonsectarian schools (9 and 6 percent, respectively) than at schools with a religious orientation. Pacific Islander and American Indian/Alaska Native students each made up 1 percent or less of the enrollment across all five categories of private schools.

Figure 3.2. Percentage distribution of private school enrollment in prekindergarten through grade 12, for each school religious orientation, by school level: Fall 2015

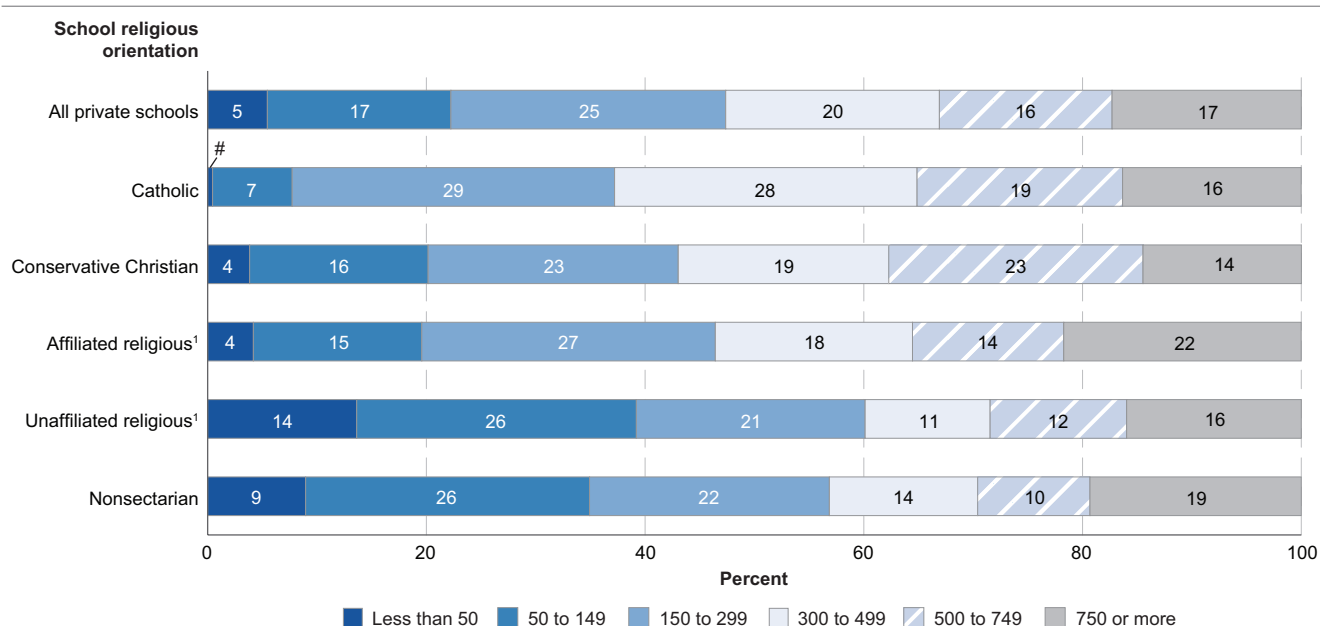


¹ Affiliated religious schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian. Unaffiliated religious schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated.
NOTE: Includes enrollment in prekindergarten through grade 12; excludes enrollment in schools that only offer prekindergarten. Elementary schools have grade 6 or lower and no grade higher than 8. Secondary schools have no grade lower than 7. Combined schools include those that have grades lower than 7 and higher than 8, as well as those that do not classify students by grade level. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2015–16.

In fall 2015, half of all private elementary and secondary students (50 percent) were at elementary schools, 13 percent were at secondary schools, and 36 percent were at combined elementary and secondary schools. The share of students at elementary schools was highest at Catholic schools (67 percent) and lowest at conservative Christian schools (21 percent). A quarter of Catholic school students (25 percent) attended secondary

schools, while 9 percent each of affiliated religious and nonsectarian school students, 6 percent of unaffiliated religious school students, and 2 percent of conservative Christian school students did so. In comparison, the share of students at combined schools was lowest at Catholic schools (8 percent) and highest at conservative Christian schools (77 percent).

Figure 3.3. Percentage distribution of private school enrollment in prekindergarten through grade 12, for each school religious orientation, by school enrollment: Fall 2015



Rounds to zero.

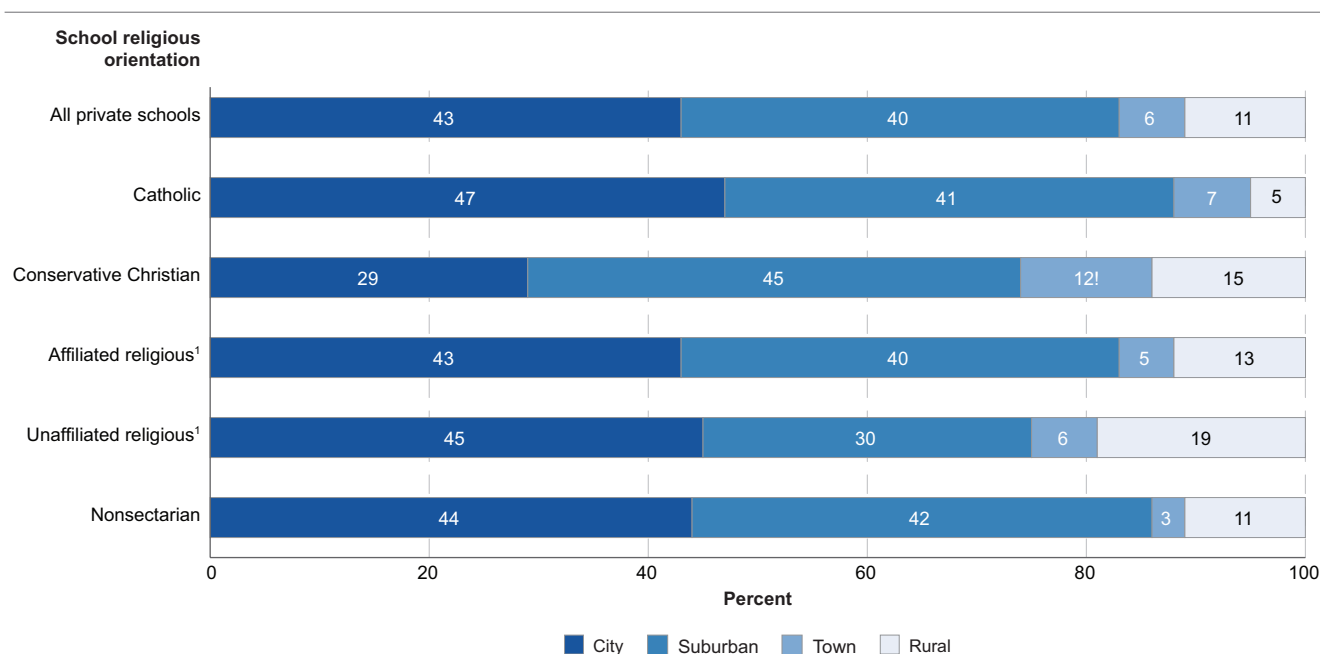
¹ Affiliated religious schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian. Unaffiliated religious schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated.

NOTE: Includes enrollment in prekindergarten through grade 12; excludes enrollment in schools that only offer prekindergarten. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2015–16.

On average, private schools were smaller than public schools. In fall 2015, the average private school had 166 students and the average public school had 526 students.³ In fall 2015, some 5 percent of all private elementary and secondary students were enrolled in schools with less than 50 students, 17 percent were enrolled in schools with 50 to 149 students, 25 percent were enrolled in schools with 150 to 299 students, 20 percent were enrolled in schools with 300 to 499 students, 16 percent were enrolled in schools with 500 to 749 students, and 17 percent were enrolled in schools with 750 or more students. The share of students enrolled in schools with less than 50 students

was lowest for Catholic school students (one-half of 1 percent) and highest for unaffiliated religious school students (14 percent). In contrast, the share of students enrolled in schools with 300 to 499 students was highest for Catholic school students (28 percent) and lowest for unaffiliated religious school students (11 percent). Twenty-two percent of affiliated religious school students and 19 percent of nonsectarian school students were enrolled in schools with 750 or more students, compared with 16 percent each of Catholic and unaffiliated religious school students and 14 percent of conservative Christian school students.

Figure 3.4. Percentage distribution of private school enrollment in prekindergarten through grade 12, for each school religious orientation, by school locale: Fall 2015

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Affiliated religious schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian. Unaffiliated religious schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated.

NOTE: Includes enrollment in prekindergarten through grade 12; excludes enrollment in schools that only offer prekindergarten. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2015–16.

In fall 2015, some 43 percent of all private elementary and secondary students were enrolled in schools in cities, 40 percent were enrolled in schools in suburban areas, 6 percent were enrolled in schools in towns, and 11 percent were enrolled in schools in rural areas. The percentage of students enrolled in schools in cities was lower for public elementary and secondary students (30 percent) than for private elementary and secondary students, while the percentages of public elementary and secondary students enrolled in schools in towns (11 percent) and in rural areas (19 percent) were higher than the percentages for private elementary and secondary students.⁴ In 2015, the distribution of private elementary and secondary students by school locale varied by school religious orientation. The share of students enrolled in

schools in cities was lower at conservative Christian schools (29 percent) than at schools of any other religious orientation; this percentage was also lower at affiliated religious schools (43 percent) and nonsectarian schools (44 percent) than at Catholic schools (47 percent). The share of students enrolled in schools in suburban areas was lower at unaffiliated religious schools (30 percent) than at schools of any other religious orientation, and the share of students enrolled in schools in towns was lowest at nonsectarian schools (3 percent). The share of students enrolled in schools in rural areas was lowest at Catholic schools (5 percent); this percentage was also lower at nonsectarian schools (11 percent) than at conservative Christian schools (15 percent) and unaffiliated religious schools (19 percent).

Table 3.1. Number and percentage of private school students enrolled in prekindergarten through grade 12, for each affiliation of school enrolling 50,000 or more students: Fall 2015

Religious affiliation of school	Number of students	Percent of all private school students ¹
Roman Catholic	2,082,700	36
Christian (no specific denomination)	876,400	15
Jewish	334,400	6
Baptist	239,200	4
Lutheran Church—Missouri Synod	158,300	3
Episcopal	103,700	2
Amish	68,800 !	1 !
Presbyterian	56,100	1
Seventh-Day Adventist	53,300	1

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Detail does not sum to 100 percent because not all categories are reported.

NOTE: Includes enrollment in prekindergarten through grade 12; excludes enrollment in schools that only offer prekindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2015–16.

An analysis of schools with specific religious affiliations provides more detailed information about private school enrollment. In 2015, schools with nine religious affiliations accounted for 69 percent of the total private elementary and secondary school enrollment, and each of these types of schools enrolled 50,000 or more students: Roman Catholic (2,082,700 students), Christian, no specific denomination (876,400 students), Jewish (334,400 students), Baptist (239,200 students), Lutheran Church—Missouri Synod (158,300 students), Episcopal (103,700 students), Amish (68,800 students),

Presbyterian (56,100 students), and Seventh-Day Adventist (53,300 students). Between 1999 and 2015, most affiliations experienced changes in student enrollment of more than 10 percent. For instance, enrollment in Roman Catholic schools was 22 percent lower in 2015 than in 1999 (2,660,400 students), while enrollment in Christian schools with no specific denomination was 44 percent higher in 2015 than in 1999 (609,200 students) and enrollment in Jewish schools was 68 percent higher in 2015 than in 1999 (198,600 students).⁵

Endnotes:

¹ Detail does not sum to 100 percent because of rounding.

² Data presented in this indicator on traditional public and public charter schools come from the fall 2015 data collection to provide a comparison with fall 2015 data on private schools. More recent data on traditional public and public charter schools are presented in *Indicator 2*.

³ See tables 3.5 and 3.3, respectively, for the average enrollment sizes of private and public schools.

⁴ See table 3.3 for the percentage distribution of public school enrollment by locale.

⁵ See table 3.5 for the fall 1999 student enrollment for each religious affiliation.

Reference tables: Tables 3.1, 3.2, 3.3, 3.4, and 3.5

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Indicator 4

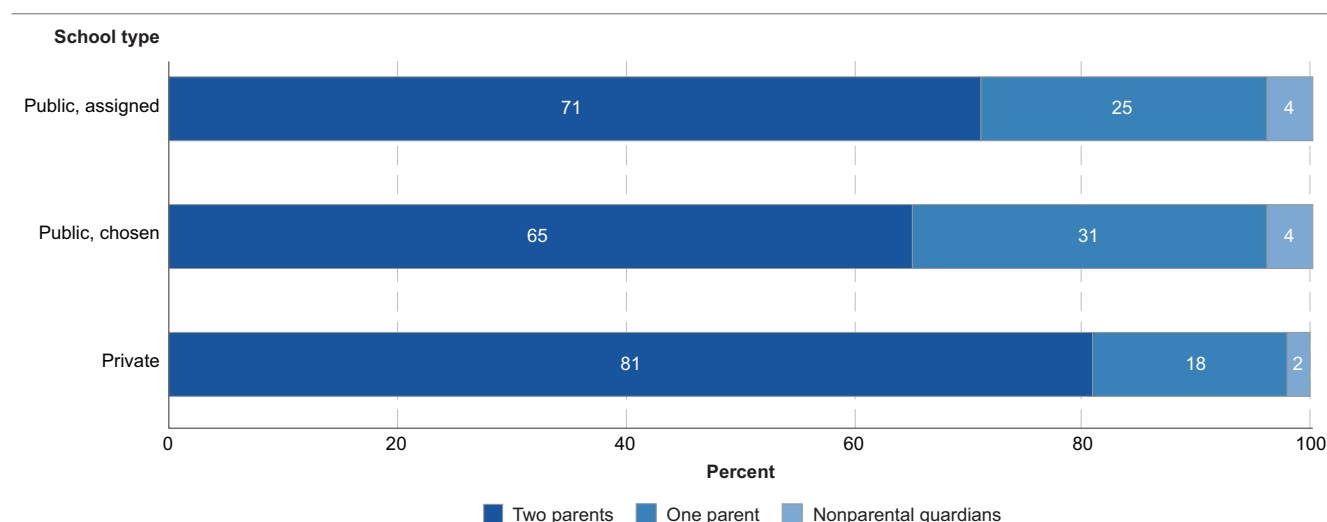
Household Characteristics of Students in Public and Private Schools

In 2016, the percentage of students in grades 1 through 12 living in poor households was higher for chosen public school students (19 percent) and assigned public school students (18 percent) than for private school students (8 percent).

This indicator examines student enrollment in assigned public, chosen public, and private schools by selected household characteristics, including the number of parents in the household, the highest education level of parents, and the poverty status of the household.¹ Estimates are based on students enrolled in grades 1 through 12 in public and private schools, and they

exclude homeschooled students. Data come from the Parent and Family Involvement in Education (PFI) questionnaire of the National Household Education Surveys Program (NHES). For information on the student and school characteristics for students enrolled in public and private schools, see [Indicators 2](#) and [3](#) of this report.

Figure 4.1. Percentage distribution of students enrolled in grades 1 through 12, by school type and number of parents in the household: 2016



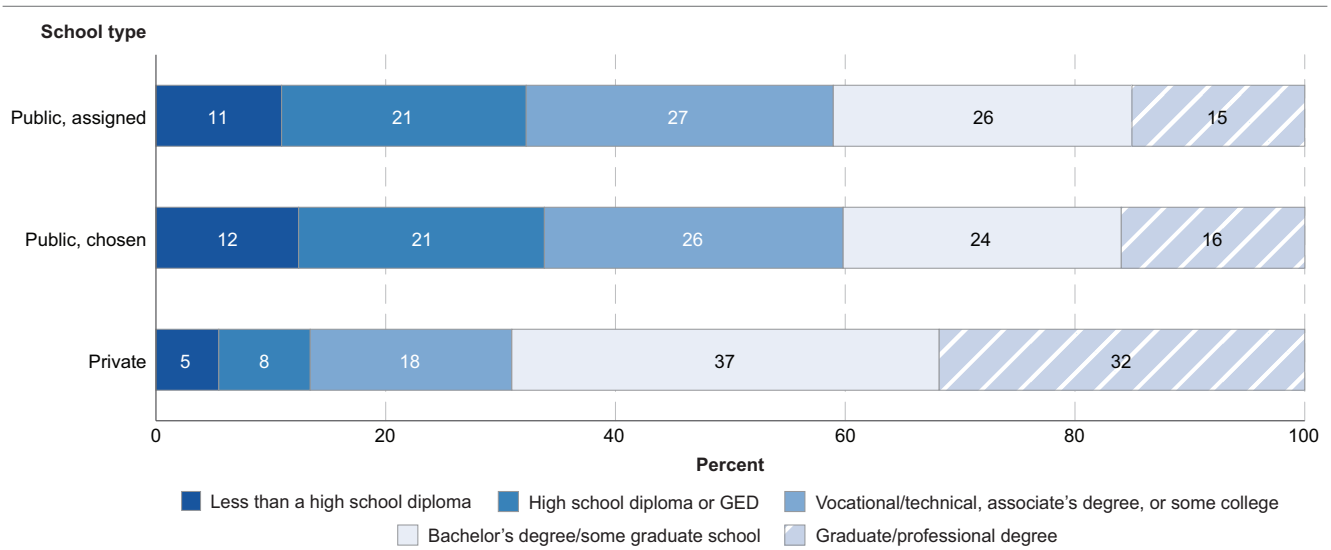
NOTE: Data exclude homeschooled children. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

In 2016, the percentage of students in grades 1 through 12 who lived in two-parent households was lowest for chosen public school students (65 percent), followed by assigned public school students (71 percent), and was highest for private school students (81 percent). In contrast, the percentage of students who lived in one-parent households was highest for chosen public school students (31 percent), followed by assigned public school

students (25 percent), and was lowest for private school students (18 percent). For students enrolled in each of the three types of schools, 4 percent or less lived in households with only nonparental guardians, and this percentage was higher for assigned and chosen public school students (4 percent each) than for private school students (2 percent).

Figure 4.2. Percentage distribution of students enrolled in grades 1 through 12, by school type and highest education level of parents: 2016



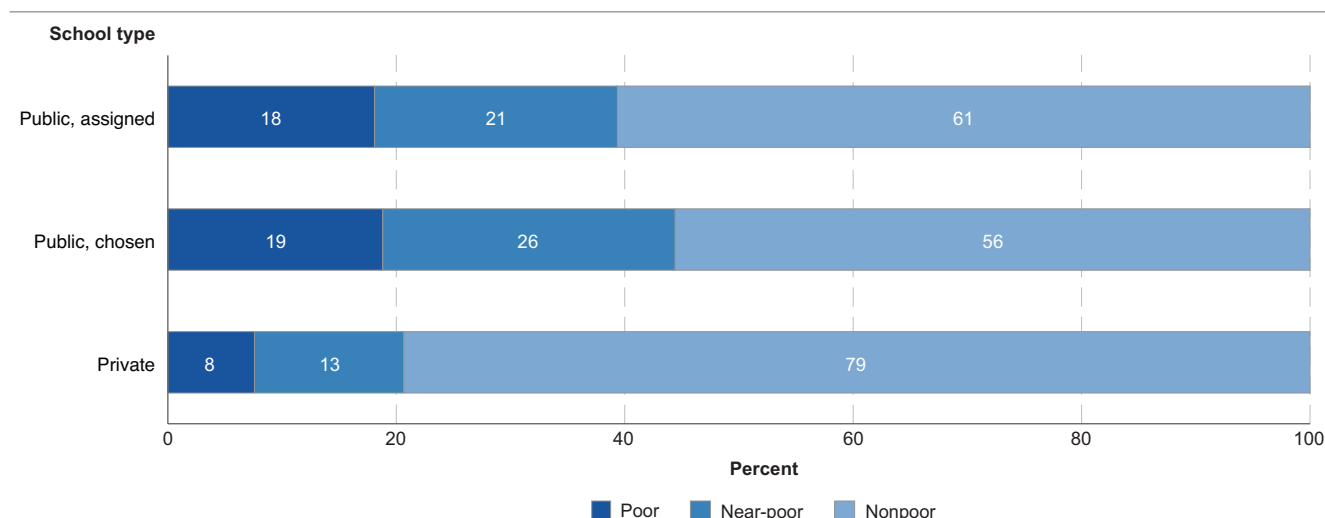
NOTE: Data exclude homeschooled children. Detail may not sum to totals because of rounding. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

In 2016, higher percentages of assigned and chosen public school students than of private school students in grades 1 through 12 had parents whose highest education level was less than a high school diploma, a high school diploma or GED, or some college (some college also includes parents with a vocational/technical diploma or an associate's degree). For example, 12 percent of chosen public school students and 11 percent of assigned public school students had parents who did not complete high school, compared with 5 percent of private school

students. In contrast, lower percentages of assigned and chosen public school students than of private school students had parents whose highest education level was a bachelor's degree² or a graduate/professional degree. For example, 15 percent of assigned public school students and 16 percent of chosen public school students had parents who had completed a graduate/professional degree, compared with 32 percent of private school students.

Figure 4.3. Percentage distribution of students enrolled in grades 1 through 12, by school type and poverty status of household: 2016



NOTE: Data exclude homeschooled children. Poor children are those whose family incomes were below the U.S. Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,036. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

In 2016, the percentage of students in grades 1 through 12 living in poor households³ was higher for chosen public school students (19 percent) and assigned public school students (18 percent) than for private school students (8 percent). The percentage of students living in near-poor households was highest for chosen public school students (26 percent), followed by assigned public

school students (21 percent), and was lowest for private school students (13 percent). In contrast, the percentage of students living in nonpoor households was lowest for chosen public school students (56 percent), followed by assigned public school students (61 percent), and was highest for private school students (79 percent).

Endnotes:

¹ A student is considered to be attending an assigned public school if the parent indicates that the school is the student's "regularly assigned" school. A student is considered to be attending a chosen public school if the parent indicates that the school is not the student's regularly assigned school (e.g., a traditional public school located outside the assignment boundary based on the student's residence, a charter school, or a magnet school).

² Includes parents with some graduate school education but no graduate/professional degree.

³ Poor children are those whose family incomes were below the U.S. Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes

ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,036. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

Reference tables: Table 4.1

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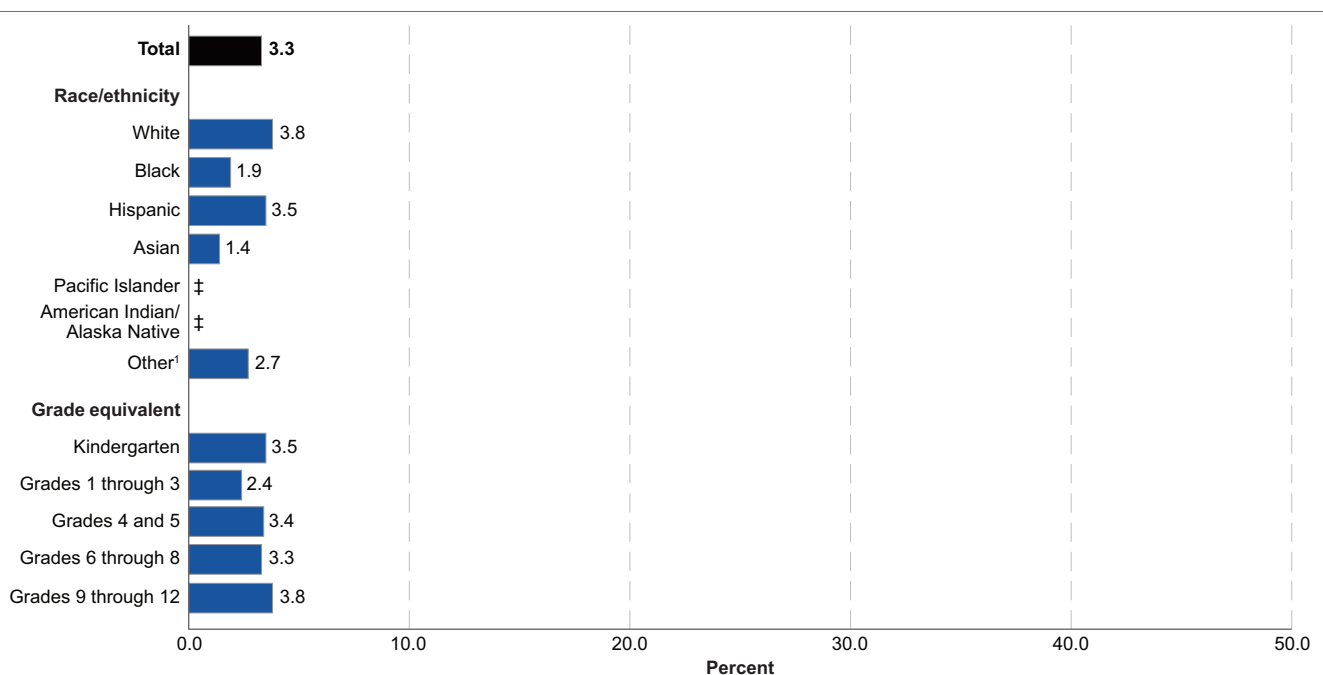
Homeschooling

In 2016, the percentage of students who were homeschooled was higher for those living in households with three or more children (4.7 percent) than for those who were the only child in the household (2.7 percent) and for those living in households with two children (2.3 percent).

Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness. Homeschooled students include children ages 5 to 17 with a grade equivalent of kindergarten through grade 12. The number of homeschooled students increased from 850,000 in 1999

to 1,690,000 in 2016, and the percentage of students who were homeschooled increased from 1.7 percent to 3.3 percent over the same time period (see [Indicator 1](#)). This indicator describes characteristics of students who were homeschooled in 2016 and the reasons parents chose to homeschool their children. Data come from the Parent and Family Involvement in Education (PFI) questionnaire of the National Household Education Survey (NHES).

Figure 5.1. Percentage of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through grade 12, by student's race/ethnicity and grade equivalent: 2016



‡ Reporting standards not met (too few cases for a reliable estimate).

¹ Includes Two or more races and race/ethnicity not reported.

NOTE: Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness. Although rounded numbers are displayed, the figures are based on unrounded data.

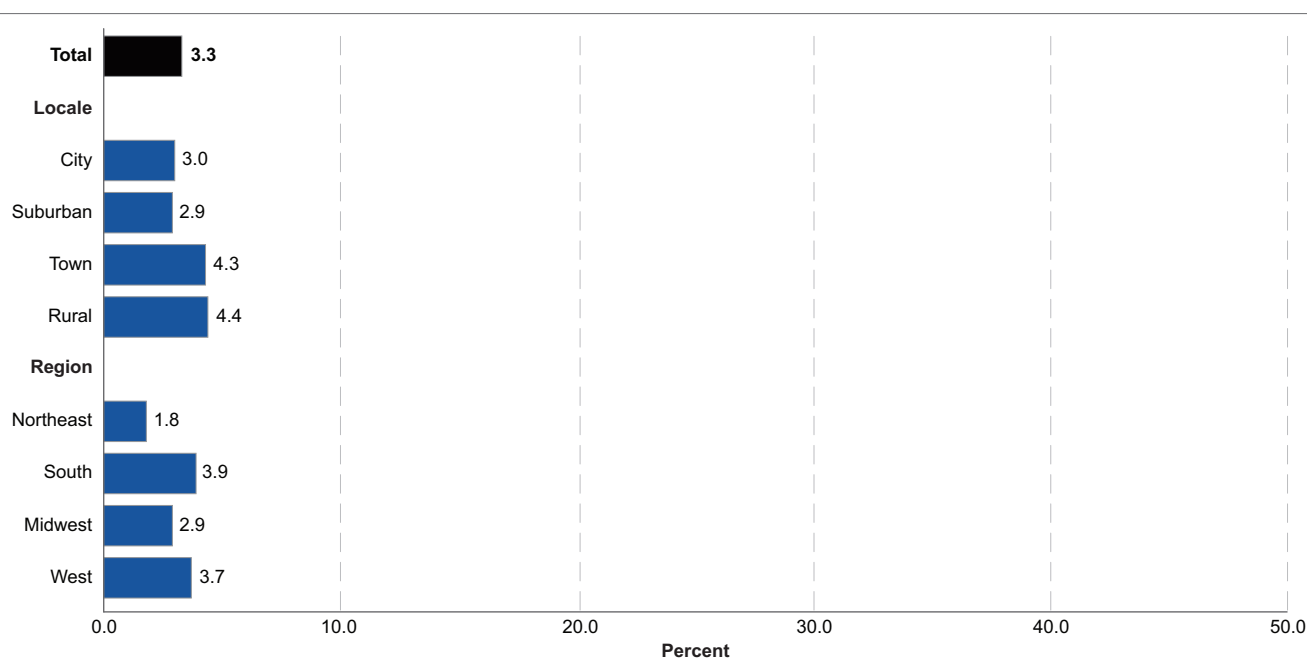
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

In 2016, about 3.3 percent of children ages 5 to 17 with a grade equivalent of kindergarten through grade 12 were homeschooled, as reported by their parents. The percentage of students who were homeschooled was higher for White (3.8 percent) and Hispanic (3.5 percent) students than for Black (1.9 percent) and Asian (1.4 percent) students. A higher percentage of students whose grade equivalent was 9th through 12th grade were homeschooled (3.8 percent) compared with the percentage of students whose grade equivalent was 1st through 3rd grade (2.4 percent). No measurable

differences in the percentages of students who were homeschooled were observed either by students' sex or by students' parent-reported disability status.

The percentage of students who were homeschooled was higher in 2016 than in 1999 for White and Hispanic students and for students whose grade equivalents were from 1st through 12th grade.¹ The percentage of students who were homeschooled was also higher in 2016 than in 1999 for both males and females and for both students who did and those who did not have a disability.

Figure 5.2. Percentage of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through grade 12, by locale and region: 2016



NOTE: Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness. Although rounded numbers are displayed, the figures are based on unrounded data.

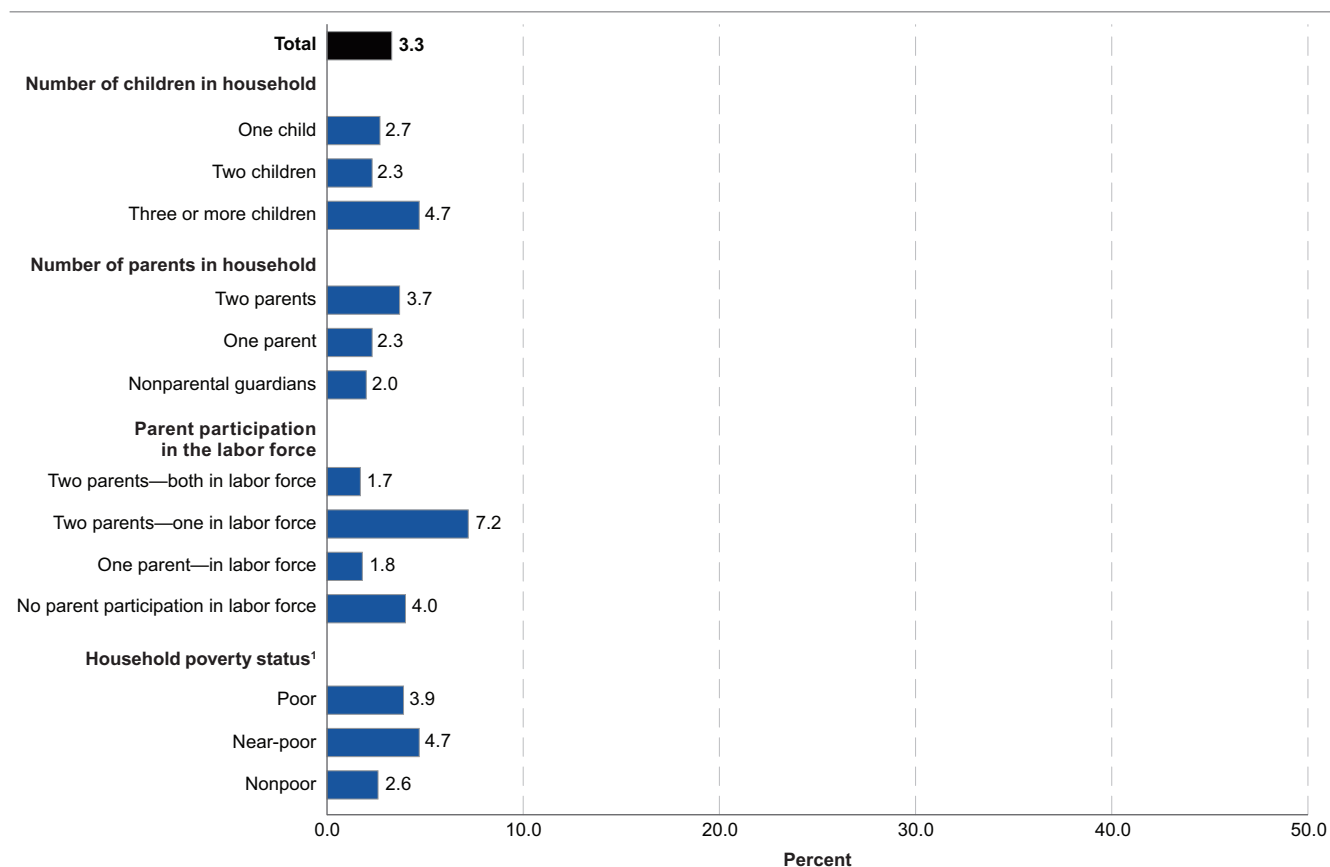
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

The percentage of students who were homeschooled in 2016 varied by the locale in which they lived. A higher percentage of students who lived in rural areas (4.4 percent) than of those who lived in cities (3.0 percent) and suburban areas (2.9 percent) were homeschooled. The percentage of students living in towns who were homeschooled (4.3 percent) was not measurably different from the percentages of students living in other locales who were homeschooled. Higher percentages of students in the South and in the West

than in the Northeast were homeschooled (3.9 percent in the South, 3.7 percent in the West vs. 1.8 percent in the Northeast). The percentage of students in the Midwest who were homeschooled (2.9 percent) was not measurably different from the percentages of students in other regions who were homeschooled.

The percentage of students who were homeschooled was higher in 2016 than in 1999 for students living in the South, Midwest, and West regions.

Figure 5.3. Percentage of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through grade 12, by selected family/household characteristics: 2016



¹ Poor children are those whose family incomes were below the U.S. Census Bureau's poverty threshold in the year prior to data collection, near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold, and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,036. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

In 2016, the percentage of students who were homeschooled was higher for those living in households with three or more children (4.7 percent) than for those who were the only child in the household (2.7 percent) and for those living in households with two children (2.3 percent). Also, the percentage of students who were homeschooled was higher for those who had two parents living in the household (3.7 percent), compared with those who had one parent (2.3 percent) or who had only nonparental guardians (2.0 percent) in the household.

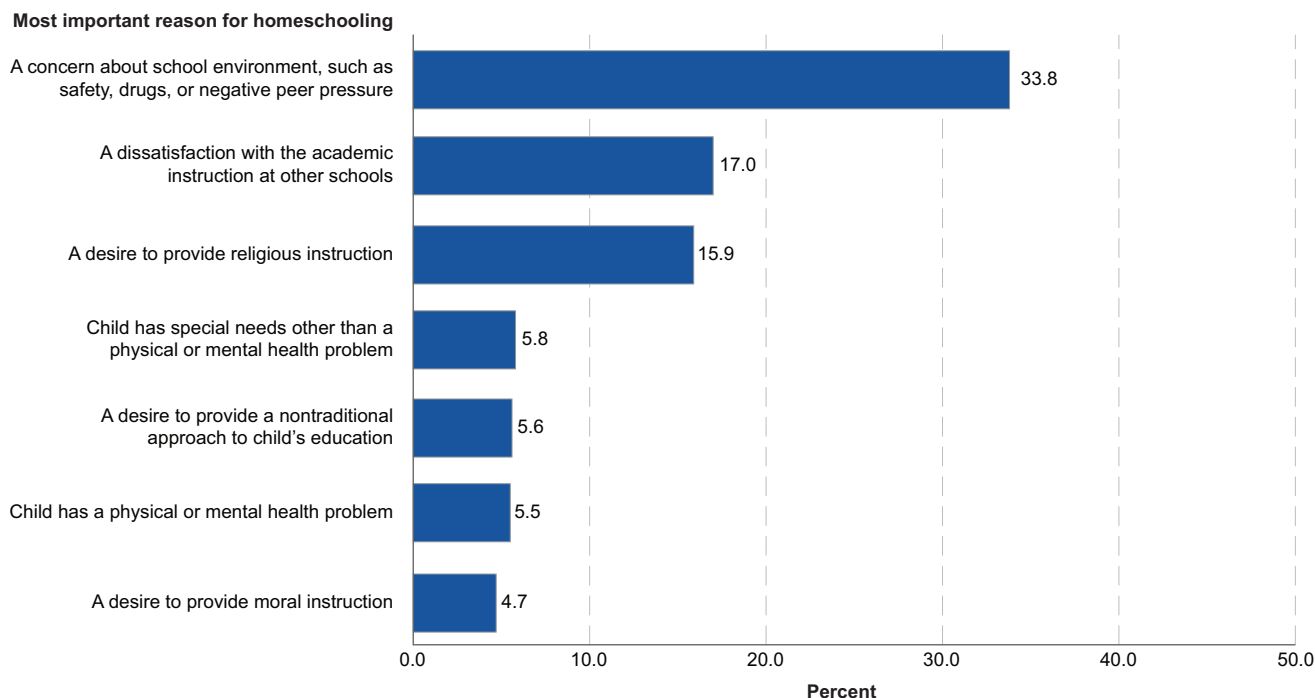
The percentage of students who were homeschooled was higher in 2016 than in 1999 for each of the number of children household groups. The percentage of students who were homeschooled was also higher in 2016 than in 1999 for students living in two-parent households and for those living in single-parent households.

The percentage of students who were homeschooled also varied by parent participation in the labor force and family income level. The percentage of students who were homeschooled in 2016 was highest for those who had two parents, one of whom was in the labor force (7.2 percent), and next highest for students who had no parent in the labor force (4.0 percent). Lower

percentages of students who were homeschooled were from two-parent households with both parents in the labor force (1.7 percent) and from one-parent households with the parent in the labor force (1.8 percent). The percentages of students who were homeschooled were also higher for those who were poor² (3.9 percent) and near poor (4.7 percent) than for those who were nonpoor (2.6 percent). No measurable differences were observed for the percentage of students who were homeschooled in relation to their parents' educational attainment.

The percentage of students who were homeschooled was higher in 2016 than in 1999 for students in all labor force and family income level groups. The percentage of students who were homeschooled was also higher in 2016 than in 1999 for students whose parents' educational attainment was a high school diploma or GED or vocational/technical, an associate's degree, or some college. In contrast, the percentage of students who were homeschooled was not measurably different between 2016 and 1999 for students whose parents' educational attainment was a bachelor's degree³ or a graduate/professional degree.⁴

Figure 5.4. Percentage of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through grade 12 whose parents identified each listed reason as their most important reason for homeschooling: 2016



NOTE: Students are considered to be homeschooled if their parents reported them being schooled at home instead of at a public or private school, if their enrollment in public or private schools did not exceed 25 hours a week, and if they were not being homeschooled only due to a temporary illness. In addition to selecting listed reasons, parents could also write in "another reason." About 11 percent of parents wrote in another reason for homeschooling as the most important one; other reasons included family time, finances, travel, and a more flexible schedule.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

In 2016, parents of homeschooled students were asked to identify the most important reason for choosing to homeschool their child. The reason for choosing homeschooling that was reported as the most important by the highest percentage of homeschooled students' parents was a concern about school environment, such

as safety, drugs, or negative peer pressure (34 percent). The two other reasons for homeschooling frequently cited as most important by students' parents were dissatisfaction with the academic instruction at their schools (17 percent) and a desire to provide religious instruction (16 percent).

Endnotes:

¹ See tables 5.1 and 5.3 for the 1999 data referenced in this indicator.

² Poor children are those whose family incomes were below the U.S. Census Bureau's poverty threshold in the year prior to data collection, near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold, and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account

for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,036. Survey respondents were asked to select the range within which their income fell, rather than to give the exact amount of their income; therefore, the measure of poverty status is an approximation.

³ Includes parents with some graduate school education.

⁴ A comparison was not conducted for students whose parents' educational attainment was less than a high school diploma/GED, because the 1999 data did not meet reporting standards.

Reference tables: Tables 5.1, 5.2, and 5.3

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Reading and Mathematics Performance

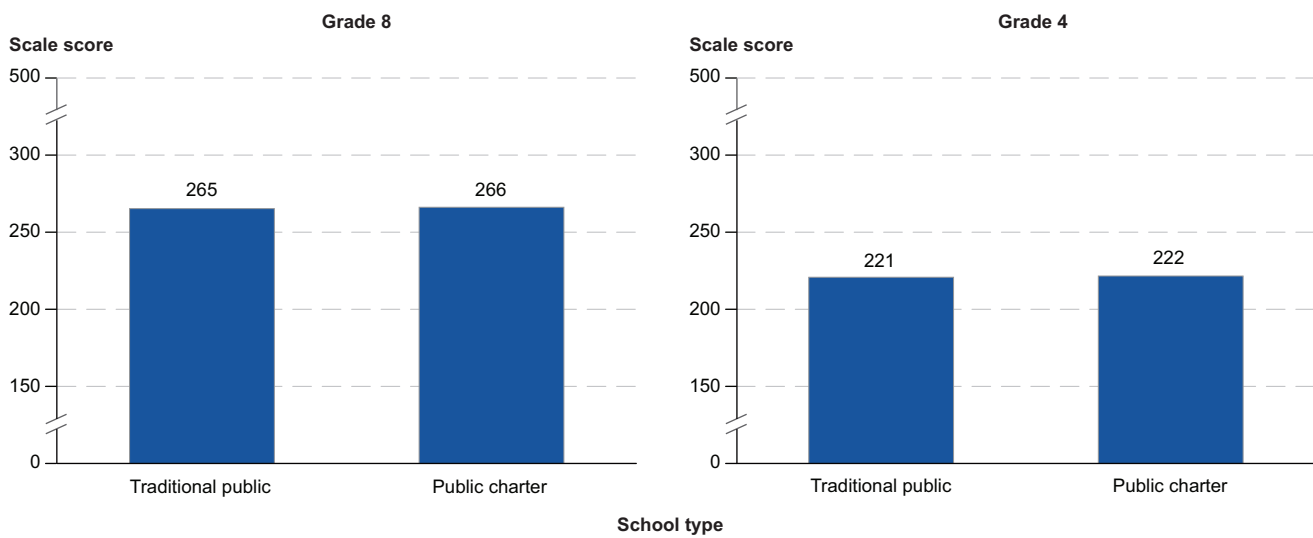
In 2017, no measurable differences in average 8th-grade reading and mathematics scores on the National Assessment of Educational Progress (NAEP) were observed between students in traditional public and public charter schools. This pattern persisted after taking into account how differences in parents' educational attainment were related to the assessment scores.

The National Assessment of Educational Progress (NAEP) assesses student academic performance at grades 4, 8, and 12 in both public and private schools across the nation. Using data collected in the NAEP 2017 reading and mathematics administrations, this indicator describes student assessment scores in 4th and 8th grade for students enrolled in traditional public schools and public charter schools.¹ The NAEP reading and mathematics scores range from 0 to 500 for both grade levels.²

Achievement score differences between students who were enrolled in traditional public and public charter schools could be influenced by factors other than school type, including socioeconomic background characteristics such as parents' educational attainment. In addition, enrollment in different types of schools varies by socioeconomic background.³ Thus, it is important that explorations of how student achievement varies

by school type account for these factors. This indicator reports findings from bivariate (t test) comparisons of 8th-grade reading and mathematics scores for students in traditional public and public charter schools, as well as multiple regression analyses that compare scores after controlling for parents' educational attainment. For each subject area, a regression analysis was conducted using the NAEP Data Explorer (NDE). For the analysis, which included all public school students, the dependent variable was the reading or mathematics score and the independent variables were public school type (traditional vs. charter) and parents' highest educational attainment. More complex relationships cannot be reported, and the available data do not allow controls for other student and school characteristics that research has shown are substantively correlated with student assessment scores and school type.⁴ In addition, regression analyses were not possible for 4th-grade scores because students did not report on their parents' educational attainment.

Figure 6.1. Average National Assessment of Educational Progress (NAEP) reading scale score of 8th- and 4th-graders in traditional public and public charter schools: 2017

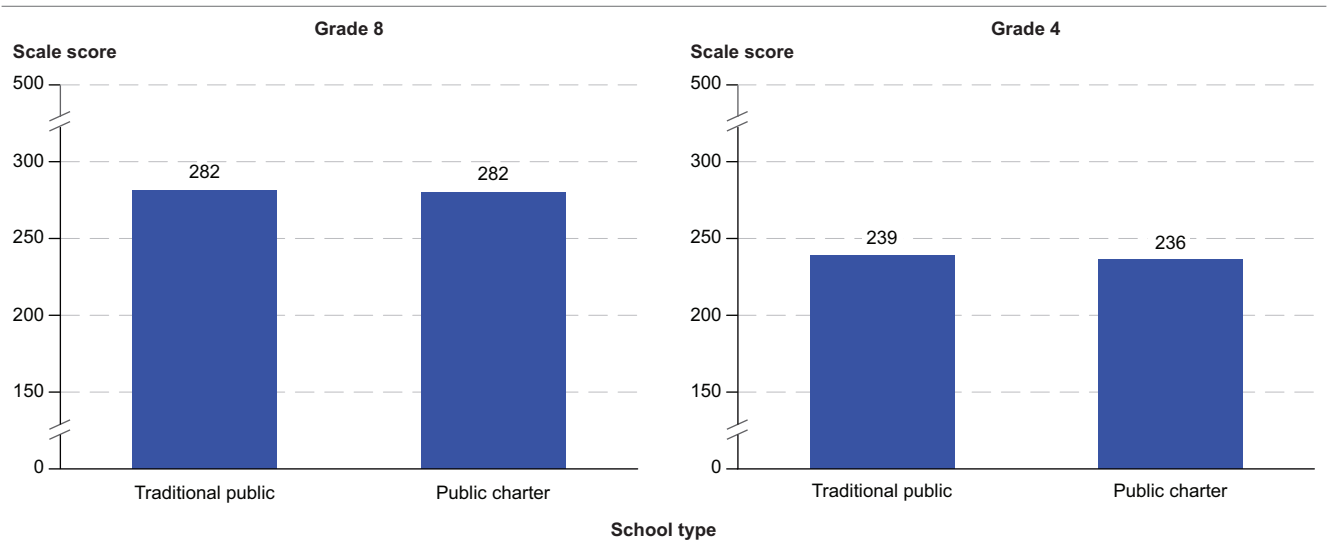


NOTE: While both the 8th- and 4th-grade scores are reported on a scale from 0 to 500, the scale scores are independent of each other—8th-grade results are not comparable to 4th-grade results. This is because the assessments increase in complexity and difficulty at each higher grade level, with the result that they measure different skills at the different grades, even though a progression is implied. Includes students tested with accommodations (11 percent of all 8th-graders and 12 percent of all 4th-graders); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all students at both grades). Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment, retrieved January 8, 2018, from the Main NAEP Data Explorer (<https://nces.ed.gov/nationsreportcard/naepdata/>).

In 2017, no measurable differences were observed between the average 8th-grade reading scores of students in traditional public (265) and public charter schools (266). This pattern was consistent with results from the regression analysis of 8th-grade scores, in which no measurable differences were observed between the scores of students in traditional public and public charter schools, after controlling for parents' educational attainment.

Bivariate comparisons of average reading scores in grade 4 by school type were consistent with the patterns observed in grade 8. In 2017, no measurable differences were observed between the 4th-grade reading scores of students in traditional public (221) and public charter schools (222).

Figure 6.2. Average National Assessment of Educational Progress (NAEP) mathematics scale score of 8th- and 4th-graders in traditional public and public charter schools: 2017



NOTE: While both the 8th- and 4th-grade scores are reported on a scale from 0 to 500, the scale scores are independent of each other—8th-grade results are not comparable to 4th-grade results. This is because the assessments increase in complexity and difficulty at each higher grade level, with the result that they measure different skills at the different grades, even though a progression is implied. Includes students tested with accommodations (12 percent of all 8th-graders and 12 percent of all 4th-graders); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all students at both grades). Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment, retrieved January 8, 2018, from the Main NAEP Data Explorer (<https://nces.ed.gov/nationsreportcard/naepdata/>).

In 2017, no measurable differences were observed between the average 8th-grade mathematics scores of students in traditional public and public charter schools (282 each). This pattern was consistent with results from the regression analysis of 8th-grade scores, in which no measurable differences were observed between the scores of students in traditional public and public charter schools, after controlling for parents’ educational attainment.

Bivariate comparisons of average mathematics scores in grade 4 by school type were consistent with the patterns observed in grade 8. In 2017, no measurable differences were observed between the 4th-grade mathematics scores of students in traditional public (239) and public charter schools (236).

Endnotes:

¹ In the 2017 NAEP Nations Report Card, results for private schools overall and for non-Catholic private schools were suppressed because these schools did not meet NAEP statistical and reporting standards requiring a school response rate of at least 70 percent. Response rates for private schools overall were 61 percent at grade 4 and 60 percent at grade 8.

² While both the 4th- and 8th-grade scores are reported on a scale from 0 to 500, the scale scores are independent of each other—4th-grade results are not comparable to 8th-grade results. This is because the assessments increase in complexity and difficulty at each higher grade level, with the result that they measure different skills at the different grades, even though a progression is implied.

³ For example, as noted in *Indicator 4*, the percentage of students whose family incomes were at or above 200 percent of the poverty threshold was lowest for students attending chosen public schools (56 percent), followed by students attending assigned public schools (61 percent), and was highest for students attending private schools (79 percent).

⁴ See *The 2017 Mathematics & Reading Assessments Highlighted Results for the Nation, States, and Districts at Grades 4 and 8* (NCES 2018-037) (https://www.nationsreportcard.gov/reading_math_2017_highlights/) for more information on score differences associated with student and school characteristics.

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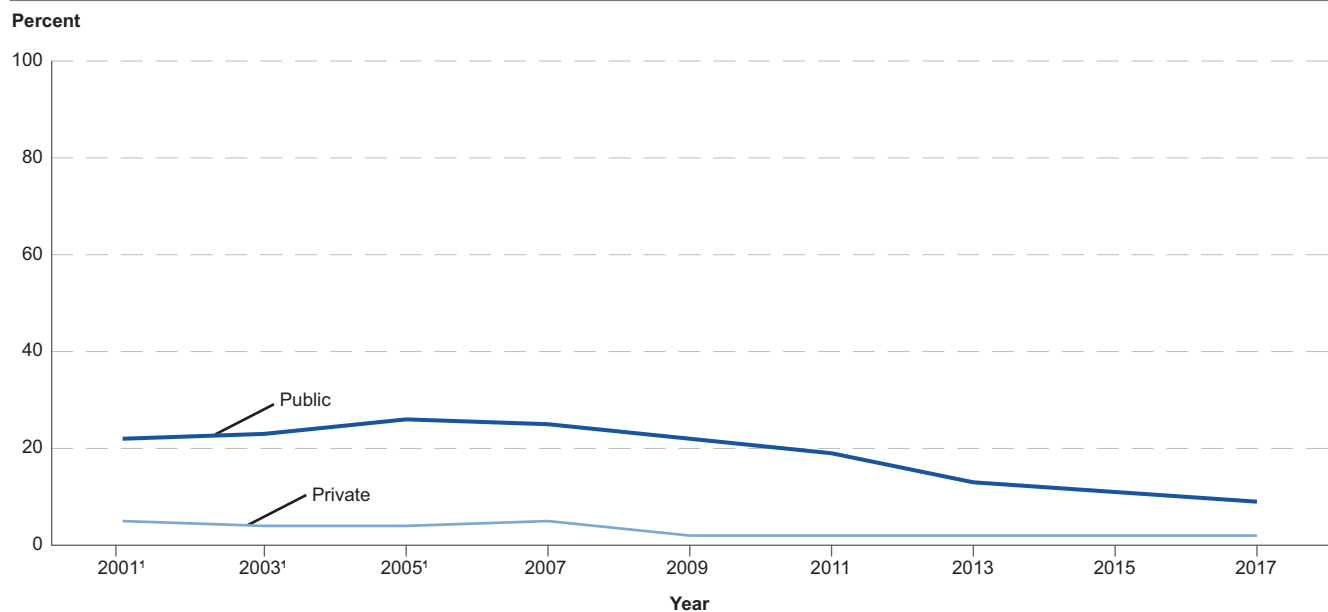
School Crime and Safety for Public and Private School Students

In 2017, a higher percentage of public school students ages 12–18 than of private school students in the same age group reported knowing of a gang presence at school (9 vs. 2 percent), seeing hate-related graffiti at school (25 vs. 6 percent), and being called hate-related words at school (7 vs. 4 percent) during the school year.

Measures of school crime and safety provide important insight into school climate. The School Crime Supplement (SCS) to the National Crime Victimization Survey collected data from students ages 12–18 who were enrolled in public and private schools on various aspects of school crime and safety, including: knowing of gang presence¹ at school,² seeing hate-related graffiti

at school, being called hate-related words at school, and being bullied³ at school. Although differences may exist among specific types of public and private schools, this indicator focuses on the overall differences between public and private school students' reports of these incidents as well as trends in the gaps between these groups over time.

Figure 7.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by school type: Selected years, 2001 through 2017



¹ In 2005 and prior years, the period covered by the survey question was “during the last 6 months,” whereas the period was “during this school year” beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

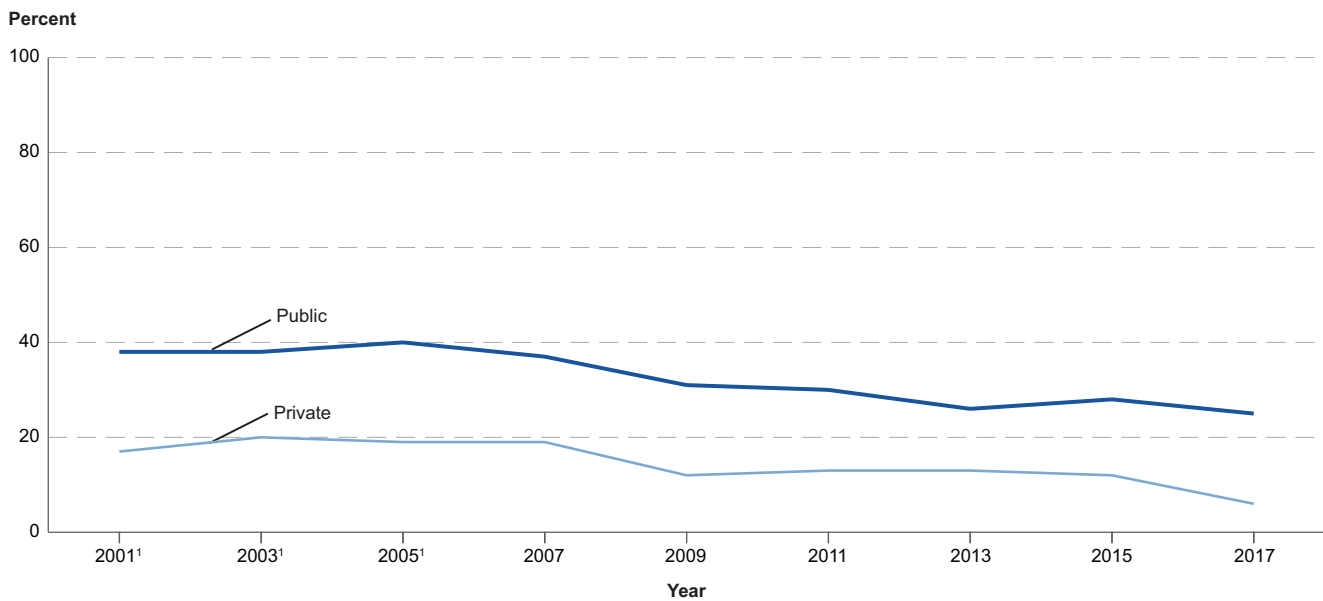
NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. “At school” includes in the school building, on school property, on a school bus, and going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

In 2017, a higher percentage of public school students ages 12–18 than of private school students in the same age group reported that gangs were present at their school during the school year (9 vs. 2 percent). The same pattern was observed in every survey year since 2001. Between 2001 and 2017, the percentage of students who reported a gang presence at their school decreased

for both public school students (from 22 to 9 percent) and private school students (from 5 to 2 percent). Since the decrease was larger for public school students (13 percentage points) than for private school students (3 percentage points), the gap between public and private school students was smaller in 2017 (8 percentage points) than in 2001 (17 percentage points).

Figure 7.2. Percentage of students ages 12–18 who reported seeing hate-related graffiti at school during the school year, by school type: Selected years, 2001 through 2017

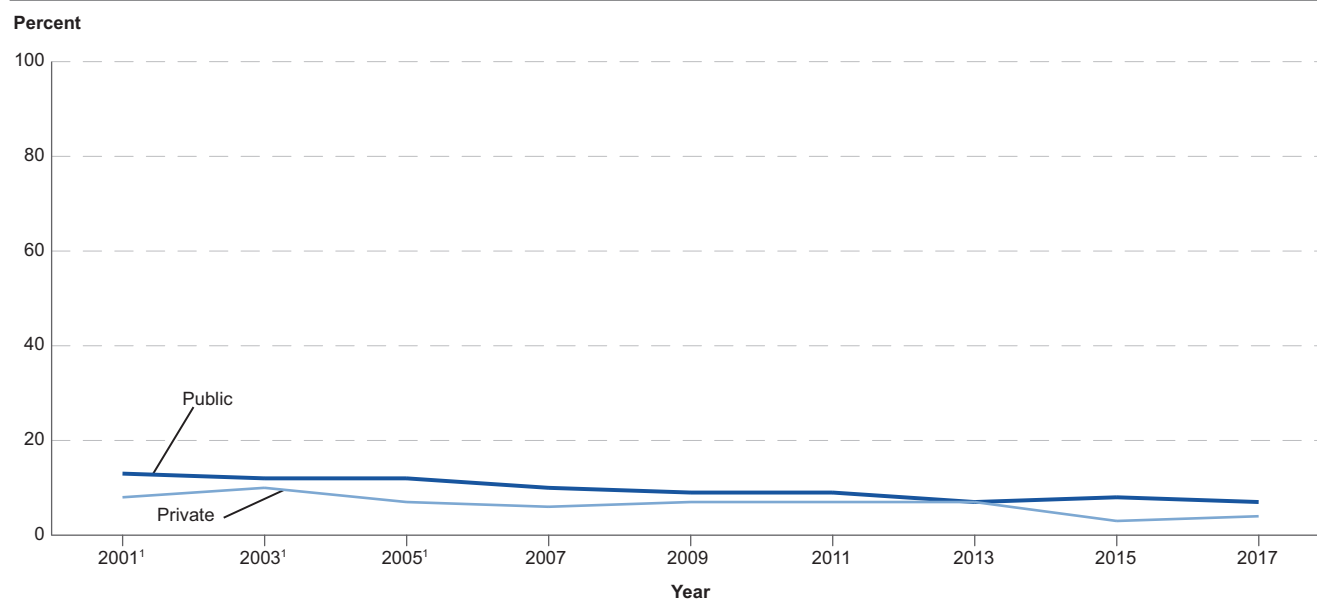


¹ In 2005 and prior years, the period covered by the survey question was “during the last 6 months,” whereas the period was “during this school year” beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
NOTE: “At school” includes in the school building, on school property, on a school bus, and going to and from school. “Hate-related” refers to derogatory terms used by others in reference to students’ personal characteristics.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

Approximately 25 percent of public school students ages 12–18 reported seeing hate-related graffiti at school—that is, hate-related words or symbols written in classrooms, bathrooms, or hallways or on the outside of the school building—in 2017. In comparison, 6 percent of private school students ages 12–18 reported seeing hate-related graffiti at school. While the percentages of public and private school students who reported seeing hate-related graffiti at school both decreased between

2001 and 2017 (from 38 to 25 percent and from 17 to 6 percent, respectively), the percentage reported by public school students was higher than the percentage reported by private school students in every survey year during this period. Additionally, the gap between the percentages reported by public and private school students did not change measurably between 2001 and 2017.

Figure 7.3. Percentage of students ages 12–18 who reported being called hate-related words at school during the school year, by school type: Selected years, 2001 through 2017



¹ In 2005 and prior years, the period covered by the survey question was “during the last 6 months,” whereas the period was “during this school year” beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

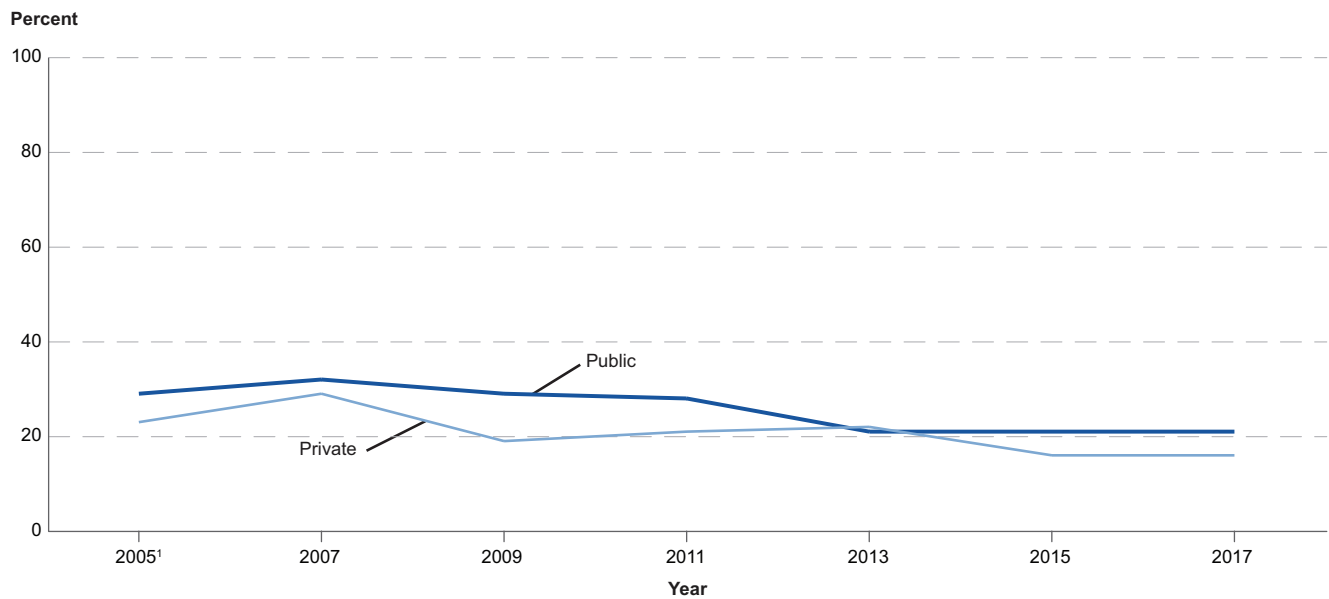
NOTE: “At school” includes in the school building, on school property, on a school bus, and going to and from school. “Hate-related” refers to derogatory terms used by others in reference to students’ personal characteristics.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

The SCS also asked students ages 12–18 whether someone at school had called them an insulting or bad name having to do with their race, ethnicity, religion, disability, gender, or sexual orientation. In 2017, a higher percentage of public school students than of private school students reported being called hate-related words at school during the school year (7 vs. 4 percent); this pattern was also observed in 2001, 2005, 2007, and

2015. Between 2001 and 2017, the percentage of public school students who reported being called hate-related words at school decreased from 13 to 7 percent and the percentage for private school students decreased from 8 to 4 percent. The gap between the percentages reported by public and private school students in 2017 was not measurably different from the gap in 2001.

Figure 7.4. Percentage of students ages 12–18 who reported being bullied at school during the school year, by school type: Selected years, 2005 through 2017



¹ In 2005, the period covered by the survey question was “during the last 6 months,” whereas the period was “during this school year” beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

NOTE: “At school” includes in the school building, on school property, on a school bus, and going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005 through 2017.

In 2017, about 21 percent of public school students ages 12–18 reported being bullied at school during the school year. This was not measurably different from the percentage of private school students who reported being bullied (16 percent).⁴ Between 2005 and 2017, the percentage of public school students who reported being

bullied at school decreased from 29 to 21 percent.⁵ The percentage of private school students who reported being bullied at school was also lower in 2017 than in 2005 (16 vs. 23 percent); however, there was no clear pattern of consistent decrease during this period.

Endnotes:

¹ All gangs, regardless of whether or not they were involved in violent or illegal activity, were included.

² “At school” includes in the school building, on school property, on a school bus, and going to and from school.

³ “Bullying” includes students who reported that another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; tried to make them do something they did not want to do; excluded them from activities on purpose; destroyed their property on purpose; or pushed, shoved, tripped, or spit on them. In the total

for students bullied at school, students who reported more than one type of bullying were counted only once.

⁴ The apparent difference between these estimates was not measurably different due to the confidence interval around the estimates.

⁵ Data from prior to 2005 are excluded from this time series analysis due to a significant redesign of the bullying items in 2005.

Reference tables: Tables 7.1, 7.2, and 7.3

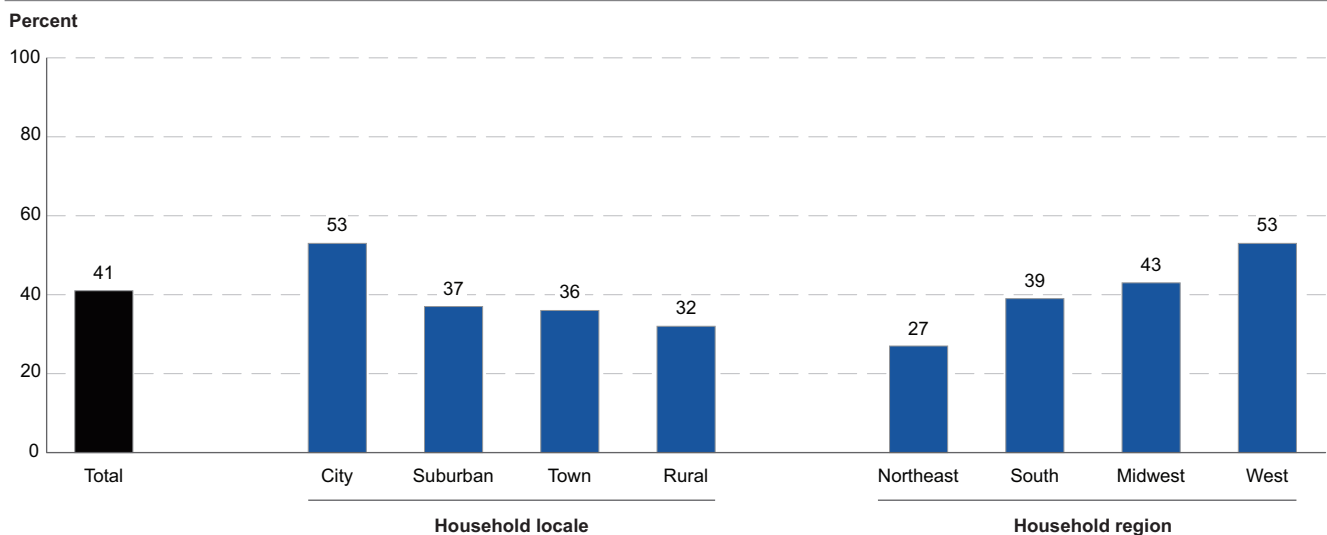
Parental Choice and Satisfaction

In 2016, a higher percentage of students who lived in cities (53 percent) than of those who lived in suburbs (37 percent), towns (36 percent), and rural areas (32 percent) had parents who reported that public school choice was available.

Parental choices about the school their children will attend depend on the options that are available. This indicator examines differences in the choices parents make and their satisfaction with their children's school. Data come from the Parent and Family Involvement in Education questionnaire of the National Household Education Surveys Program (NHES). NHES asked parents about their perception of the availability of public school choice in their school district, whether

they considered schools other than the one in which their children were currently enrolled, if the school in which their children were enrolled was their first choice, and if they had moved to a neighborhood so their children could attend a particular school. NHES also asked parents how satisfied they were with their children's school and teachers, the school's academic standards and order and discipline, and the school staff's interaction with parents.

Figure 8.1. Percentage of students enrolled in grades 1 through 12 whose parents reported having public school choice, by household locale and region: 2016



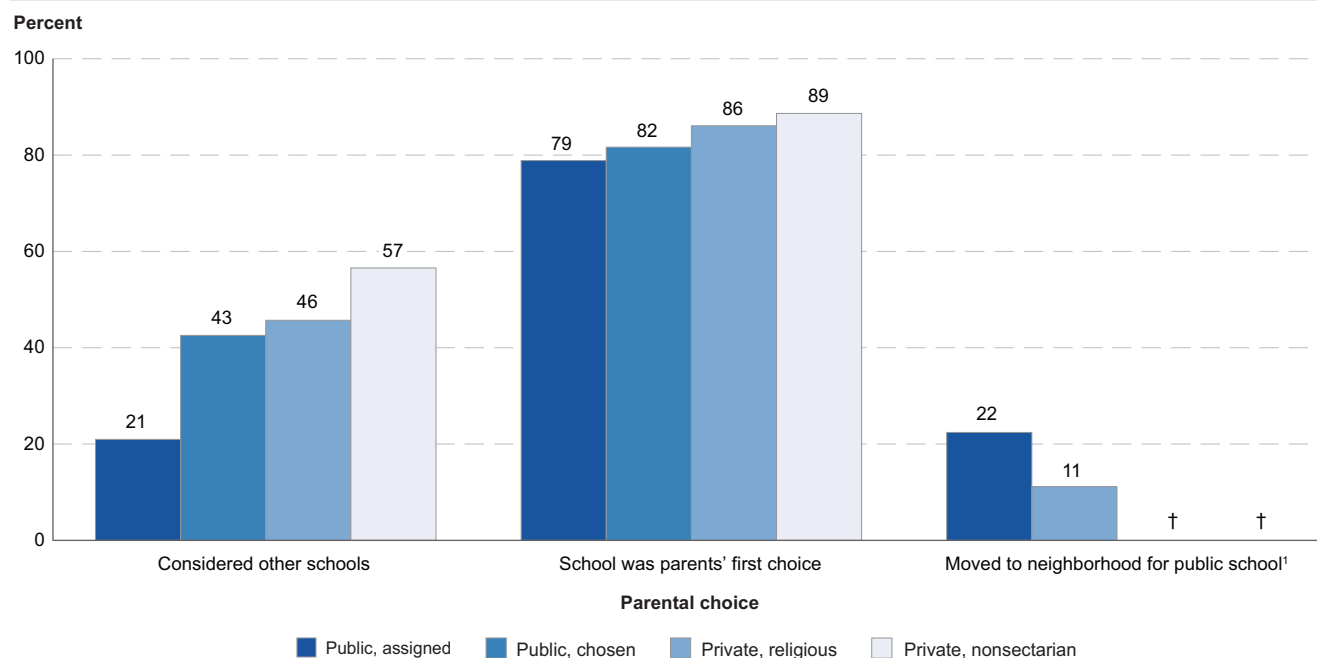
NOTE: Data exclude homeschooled children.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

In 2016, about 41 percent of students enrolled in grades 1 through 12 had parents who reported that public school choice was available to them. Public school choice was more common in some places than others. For example, a higher percentage of students who lived in cities (53 percent) than of students who lived in suburban areas (37 percent), towns (36 percent),

and rural areas (32 percent) had parents who reported that public school choice was available. Additionally, the percentage of students whose parents reported that public school choice was available was highest for students in the West (53 percent), followed by students in the Midwest (43 percent), the South (39 percent), and the Northeast (27 percent).

Figure 8.2. Percentage of students enrolled in grades 1 through 12 whose parents considered other schools, reported current school was their first choice, or moved to their current neighborhood for the public school, by school type: 2016



† Not applicable.

¹ Includes public school students only. Private school students are excluded.

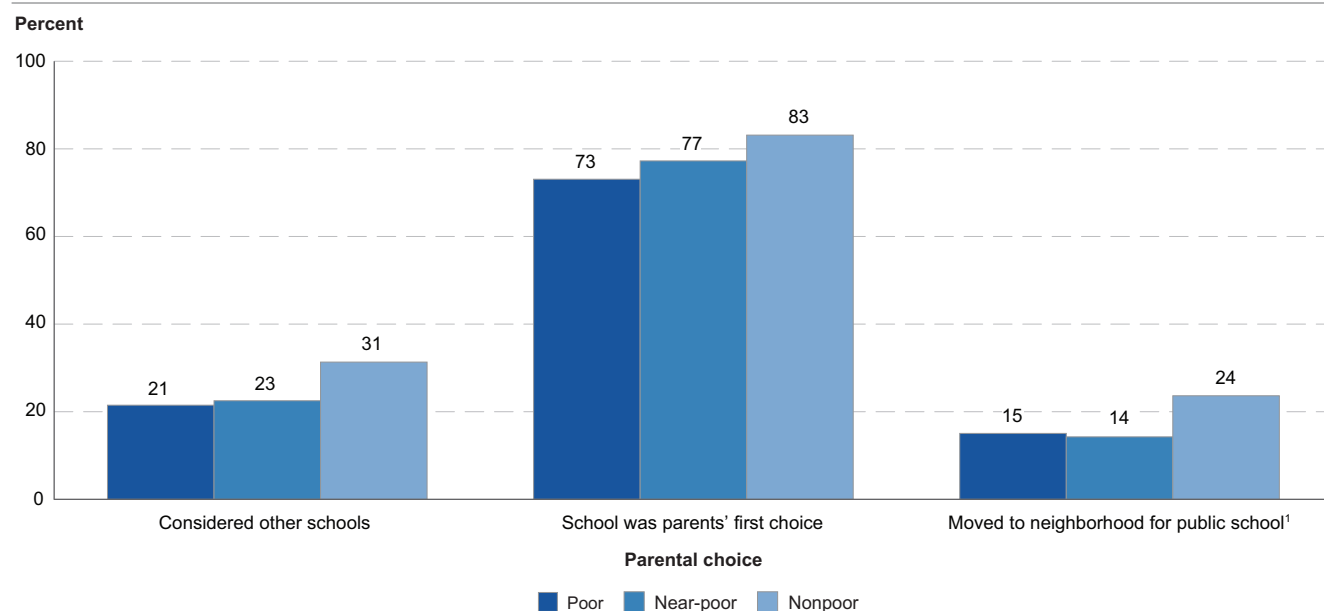
NOTE: Data exclude homeschooled children.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

The percentage of students enrolled in grades 1 through 12 in 2016 whose parents reported that they considered other schools for their children differed by the type of school their children currently attended. A higher percentage of students who attended private, nonsectarian schools (57 percent) than of students who attended any other types of schools had parents who reported that they considered other schools. In addition, the percentages of students who attended private, religious schools (46 percent) and chosen public schools (43 percent) whose parents considered other schools were higher than the percentage of students who attended

their assigned public school (21 percent).¹ The percentage of students whose parents reported that the school their children attended was their first choice was higher for students who attended private, nonsectarian schools and for students who attended private, religious schools than for those who attended public schools (whether chosen or assigned). Of students who attended public schools, the percentage of students whose parents reported that they moved to the neighborhood so their children could attend their current school was higher for students who attended their assigned schools (22 percent) than for students who attended chosen schools (11 percent).

Figure 8.3. Percentage of students enrolled in grades 1 through 12 whose parents considered other schools, reported current school was their first choice, or moved to their current neighborhood for the public school, by family poverty status: 2016



¹ Includes public school students only. Private school students are excluded.

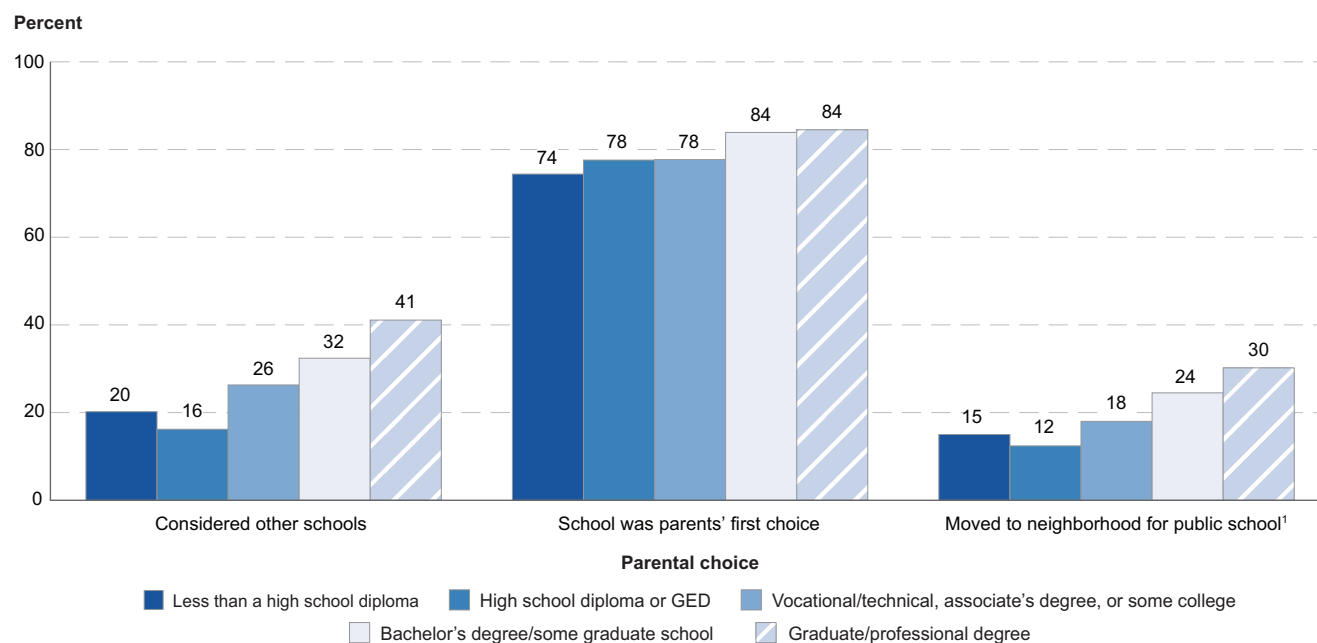
NOTE: Data exclude homeschooled children.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

Parental decisions about schools also differed by family poverty status. In 2016, a higher percentage of students enrolled in grades 1 through 12 from nonpoor households (31 percent) than of students from near-poor households (23 percent) or poor households (21 percent) had parents who reported that they considered other

schools. Similarly, higher percentages of students from nonpoor households than of students from near-poor or poor households had parents who reported that the school their children attended was their first choice and that they moved to the neighborhood so their children could attend their current public school.

Figure 8.4. Percentage of students enrolled in grades 1 through 12 whose parents considered other schools, reported current school was their first choice, or moved to their current neighborhood for the public school, by highest education level of parents: 2016



¹ Includes public school students only. Private school students are excluded.

NOTE: Data exclude homeschooled children. Although rounded numbers are displayed, the figures are based on unrounded data.

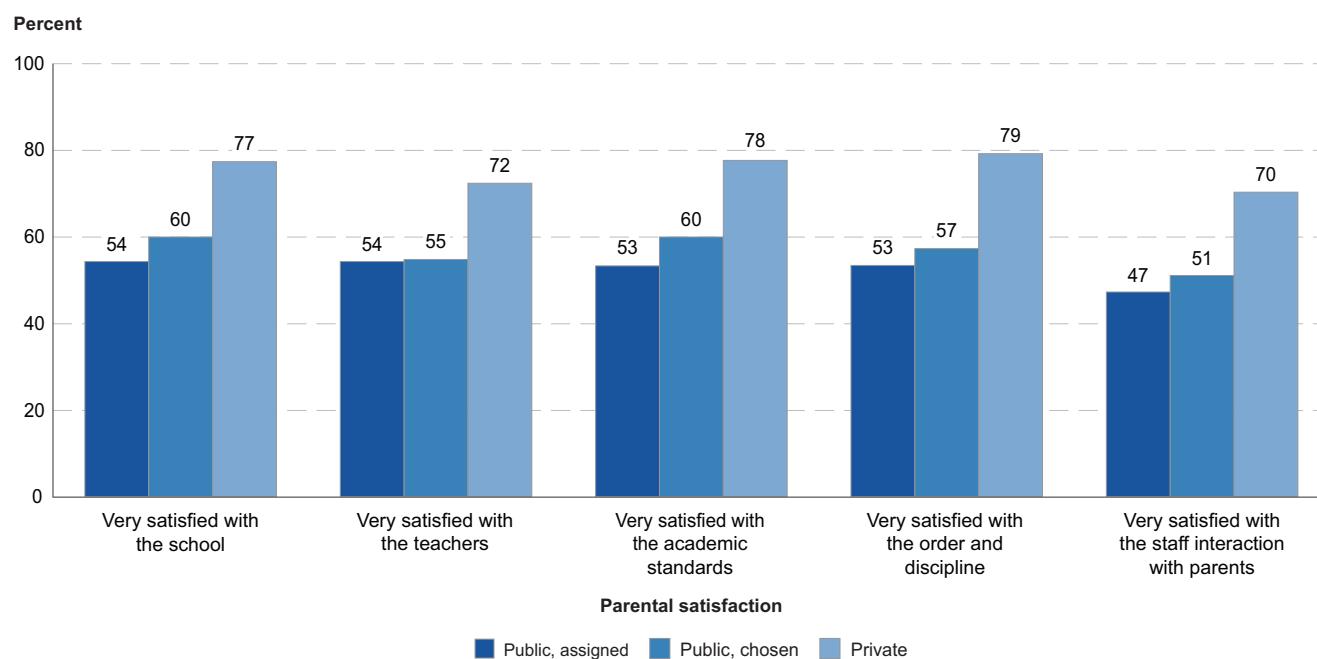
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

In 2016, the percentages of students whose parents reported that they considered other schools, that the school their children attended was their first choice, and that they moved to the neighborhood so their children could attend their current public school were higher at each subsequent level of parental educational attainment, with some exceptions. For any of the three parental choices, there were no measurable differences between the percentages for students whose parents' highest level of educational attainment was less than a high school diploma and students whose parents' highest level of educational attainment was a high school diploma or GED.

In 2016, a higher percentage of Black students enrolled in grades 1 through 12 (31 percent) than of White students

(26 percent) and Asian students (25 percent) had parents who reported that they considered other schools.² A higher percentage of White students (84 percent) than of Asian students (80 percent) and Hispanic students (78 percent) had parents who reported that the school their children attended was their first choice. Additionally, the percentage of Black students whose parents reported that the school their children attended was their first choice (70 percent) was lower than the percentages of White, Asian, and Hispanic students. Higher percentages of Asian students (27 percent) and White students (22 percent) than of Hispanic students (17 percent) and Black students (14 percent) had parents who reported that they moved to the neighborhood so their children could attend their current public school.

Figure 8.5. Percentage of students enrolled in grades 3 through 12 whose parents were very satisfied with various aspects of their children's schools, by school type: 2016



NOTE: Data exclude homeschooled children.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016).

Parents' satisfaction with different aspects of their children's school differed based on the type of school their children attended. Of students enrolled in grades 3 through 12 in 2016, a higher percentage of students who attended private schools (77 percent) than of students who attended chosen public schools (60 percent) or assigned public schools (54 percent) had parents who reported that they were very satisfied with the school. The percentage was also higher for those attending chosen public schools than assigned public schools.

This same pattern was evident in parental satisfaction with academic standards, order and discipline, and staff interaction with parents. Additionally, a higher percentage of students who attended private schools (72 percent) than of students who attended chosen public schools (55 percent) and assigned public schools (54 percent) had parents who reported that they were very satisfied with the teachers at the school, but there was no measurable difference between the percentages for chosen and assigned public schools.

Endnotes:

¹ A student is considered to be attending an assigned public school if the parent indicates that the school is the student's "regularly assigned" school; a student is considered to be attending a chosen public school if the parent indicates that the school is not the student's regularly assigned school (e.g., a traditional public

school located outside the assignment boundary based on the student's residence, a charter school, or a magnet school).

² See table 8.1 for school choice information by student race/ethnicity.

Reference tables: Tables 8.1 and 8.2

References

- Schneider, M., Teske, P., and Marschall, M. (2000). *Choosing Schools: Consumer Choice and the Quality of American Schools*. Princeton, NJ: Princeton University Press.
- U.S. Department of Education, National Center for Education Statistics. (2003). *NCES Statistical Standards* (NCES 2003-601). Washington, DC.
- Wang, J., Schweig, J.D., and Herman, J.L. (2014). *Is There a Magnet School Effect? Using Meta-Analysis to Explore Variation in Magnet School Success* (CRESST Report 843). National Center for Research on Evaluation, Standards, and Student Testing. Los Angeles, CA. Retrieved February 7, 2019, from <https://eric.ed.gov/?id=ED565781>.

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Reference Tables

Table 1.1. Private elementary and secondary school enrollment and private enrollment as a percentage of total enrollment in public and private schools, by region and grade level: Selected years, fall 1995 through fall 2015

[Standard errors appear in parentheses]

Grade level and year	Total private enrollment		Private enrollment, by region							
			Northeast		Midwest		South		West	
	In thousands	Percent of total enrollment	In thousands	Percent of total enrollment in Northeast	In thousands	Percent of total enrollment in Midwest	In thousands	Percent of total enrollment in South	In thousands	Percent of total enrollment in West
1	2	3	4	5	6	7	8	9	10	11
Total, all grades										
1995	5,918 (31.8)	11.7 (0.06)	1,509 (18.8)	16.0 (0.20)	1,525 (14.2)	12.7 (0.12)	1,744 (12.8)	9.8 (0.07)	1,141 (11.5)	10.0 (0.10)
1997	5,944 (18.5)	11.4 (0.04)	1,496 (8.3)	15.6 (0.09)	1,528 (11.6)	12.5 (0.10)	1,804 (11.3)	9.8 (0.06)	1,116 (5.2)	9.4 (0.04)
1999	6,018 (30.2)	11.4 (0.06)	1,507 (7.9)	15.5 (0.08)	1,520 (10.3)	12.4 (0.09)	1,863 (26.7)	10.0 (0.14)	1,127 (5.4)	9.2 (0.04)
2001	6,320 (40.3)	11.7 (0.08)	1,581 (9.5)	16.1 (0.10)	1,556 (22.9)	12.6 (0.19)	1,975 (21.4)	10.3 (0.11)	1,208 (23.4)	9.6 (0.19)
2003	6,099 (41.2)	11.2 (0.08)	1,513 (25.8)	15.4 (0.27)	1,460 (15.1)	11.9 (0.12)	1,944 (21.0)	9.9 (0.11)	1,182 (19.1)	9.1 (0.15)
2005	6,073 (42.4)	11.0 (0.08)	1,430 (7.7)	14.8 (0.08)	1,434 (21.0)	11.7 (0.17)	1,976 (24.7)	9.8 (0.12)	1,234 (26.3)	9.4 (0.20)
2007	5,910 (28.4)	10.7 (0.05)	1,426 (11.0)	14.9 (0.12)	1,352 (8.3)	11.2 (0.07)	1,965 (21.5)	9.6 (0.11)	1,167 (12.3)	8.9 (0.09)
2009	5,488 (35.9)	10.0 (0.07)	1,310 (15.7)	14.0 (0.17)	1,296 (25.9)	10.8 (0.22)	1,842 (17.6)	9.1 (0.09)	1,041 (8.0)	8.0 (0.06)
2011	5,268 (24.9)	9.7 (0.04)	1,252 (18.0)	13.7 (0.17)	1,263 (17.1)	10.7 (0.13)	1,747 (2.6)	8.5 (0.01)	1,006 (0.4)	7.8 (#)
2013	5,396 (50.3)	9.8 (0.08)	1,201 (9.5)	13.2 (0.09)	1,326 (45.2)	11.2 (0.34)	1,840 (8.3)	8.7 (0.04)	1,028 (18.3)	7.9 (0.13)
2015	5,751 (85.7)	10.3 (0.14)	1,314 (37.3)	14.3 (0.35)	1,408 (54.5)	11.9 (0.40)	1,965 (53.2)	9.1 (0.22)	1,062 (12.5)	8.0 (0.09)
Prekindergarten through grade 8										
1995	4,756 (28.4)	12.8 (0.08)	1,174 (16.8)	17.2 (0.25)	1,238 (13.5)	14.3 (0.16)	1,413 (11.9)	10.7 (0.09)	931 (9.2)	11.1 (0.11)
1997	4,759 (17.3)	12.6 (0.05)	1,165 (8.3)	16.8 (0.12)	1,235 (11.0)	14.1 (0.13)	1,449 (10.0)	10.8 (0.07)	909 (4.4)	10.5 (0.05)
1999	4,789 (23.1)	12.5 (0.06)	1,168 (7.5)	16.7 (0.11)	1,222 (8.4)	13.9 (0.10)	1,487 (19.6)	10.9 (0.14)	913 (4.4)	10.4 (0.05)
2001	5,023 (36.1)	12.9 (0.09)	1,216 (9.4)	17.3 (0.14)	1,253 (21.2)	14.3 (0.24)	1,584 (17.8)	11.3 (0.13)	969 (21.2)	10.6 (0.23)
2003	4,788 (30.3)	12.3 (0.08)	1,131 (7.8)	16.4 (0.11)	1,167 (13.6)	13.5 (0.16)	1,547 (18.6)	10.9 (0.13)	944 (18.1)	10.2 (0.20)
2005	4,724 (33.0)	12.1 (0.09)	1,063 (6.6)	15.9 (0.10)	1,142 (19.3)	13.3 (0.23)	1,551 (21.2)	10.7 (0.15)	969 (15.0)	10.5 (0.16)
2007	4,546 (21.9)	11.7 (0.06)	1,047 (6.3)	16.0 (0.10)	1,065 (7.7)	12.6 (0.09)	1,525 (17.7)	10.4 (0.12)	909 (8.1)	9.9 (0.09)
2009	4,179 (33.2)	10.8 (0.09)	938 (12.6)	14.6 (0.20)	1,016 (25.1)	12.1 (0.30)	1,424 (16.2)	9.8 (0.11)	802 (7.2)	8.8 (0.08)
2011	3,977 (18.2)	10.3 (0.04)	898 (12.8)	14.1 (0.17)	967 (12.8)	11.7 (0.14)	1,337 (1.8)	9.0 (0.01)	774 (0.3)	8.6 (#)
2013	4,084 (42.4)	10.5 (0.10)	859 (8.8)	13.5 (0.12)	1,036 (37.9)	12.4 (0.40)	1,403 (7.9)	9.2 (0.05)	786 (15.0)	8.6 (0.15)
2015	4,304 (69.2)	10.9 (0.16)	932 (27.8)	14.6 (0.37)	1,099 (48.9)	13.1 (0.51)	1,471 (38.4)	9.5 (0.23)	802 (12.2)	8.7 (0.12)
Grades 9 through 12										
1995	1,163 (4.6)	8.5 (0.03)	335 (2.9)	13.0 (0.11)	287 (0.9)	8.6 (0.03)	331 (2.1)	7.1 (0.04)	209 (2.3)	6.8 (0.08)
1997	1,185 (2.4)	8.3 (0.02)	331 (0.5)	12.5 (0.02)	293 (0.7)	8.5 (0.02)	354 (1.7)	7.2 (0.03)	207 (1.2)	6.4 (0.04)
1999	1,229 (8.3)	8.4 (0.06)	340 (1.1)	12.6 (0.04)	299 (2.5)	8.6 (0.07)	376 (7.6)	7.5 (0.15)	215 (1.8)	6.3 (0.05)
2001	1,296 (6.7)	8.6 (0.04)	365 (0.8)	13.1 (0.03)	302 (2.0)	8.6 (0.06)	390 (4.4)	7.5 (0.08)	239 (4.5)	6.8 (0.13)
2003	1,311 (24.7)	8.4 (0.16)	382 (24.0)	13.1 (0.83)	294 (4.1)	8.2 (0.11)	397 (3.0)	7.4 (0.06)	238 (3.5)	6.4 (0.09)
2005	1,349 (18.1)	8.3 (0.11)	367 (1.7)	12.3 (0.06)	292 (5.0)	7.9 (0.14)	425 (7.2)	7.5 (0.13)	265 (15.7)	6.7 (0.40)
2007	1,364 (12.0)	8.3 (0.07)	379 (8.8)	12.7 (0.30)	287 (1.3)	7.8 (0.04)	440 (5.5)	7.6 (0.10)	257 (5.7)	6.5 (0.14)
2009	1,309 (6.5)	8.0 (0.04)	372 (5.7)	12.6 (0.20)	280 (2.2)	7.7 (0.06)	418 (1.7)	7.3 (0.03)	239 (1.1)	6.1 (0.03)
2011	1,291 (15.4)	8.1 (0.09)	353 (5.2)	12.6 (0.16)	295 (14.4)	8.4 (0.38)	411 (1.8)	7.1 (0.03)	232 (0.1)	5.9 (#)
2013	1,312 (14.9)	8.2 (0.09)	342 (0.8)	12.4 (0.03)	291 (13.1)	8.4 (0.35)	437 (1.3)	7.4 (0.02)	242 (7.0)	6.2 (0.17)
2015	1,446 (23.8)	8.8 (0.13)	382 (10.5)	13.7 (0.32)	309 (10.9)	8.8 (0.28)	494 (18.2)	8.0 (0.27)	261 (1.9)	6.6 (0.04)

#Rounds to zero.

NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Ungraded students are prorated into prekindergarten through grade 8 and grades 9 through 12. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1995–96 through 2015–16; and Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1995–96 through 2015–16. (This table was prepared June 2018.)

Table 1.2. Number and percentage of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade, by selected child, parent, and household characteristics: Selected years, 1999 through 2016

[Standard errors appear in parentheses]

Selected child, parent, or household characteristic	1999				2003				2007				2012				2016			
	Number homeschooled ¹ (in thousands)		Percent homeschooled ¹		Number homeschooled ¹ (in thousands)		Percent homeschooled ¹		Number homeschooled ¹ (in thousands)		Percent homeschooled ¹		Number homeschooled ^{1,2} (in thousands)		Percent homeschooled ^{1,2}		Number homeschooled ¹ (in thousands)		Percent homeschooled ¹	
1	2		3		4		5		6		7		8		9		10		11	
Total	850	(71.1)	1.7	(0.14)	1,096	(92.3)	2.2	(0.18)	1,520	(118.0)	3.0	(0.23)	1,773	(115.7)	3.4	(0.23)	1,690	(118.4)	3.3	(0.23)
Sex of child																				
Male	417	(43.9)	1.6	(0.17)	569	(61.9)	2.2	(0.24)	639	(75.1)	2.4	(0.28)	875	(73.7)	3.3	(0.28)	807	(79.2)	3.0	(0.30)
Female	434	(46.1)	1.8	(0.19)	527	(58.2)	2.1	(0.23)	881	(97.4)	3.5	(0.39)	898	(80.3)	3.6	(0.32)	882	(74.8)	3.5	(0.29)
Race/ethnicity of child																				
White	640	(62.3)	2.0	(0.19)	843	(77.5)	2.7	(0.25)	1,171	(102.2)	3.9	(0.34)	1,205	(95.7)	4.5	(0.35)	998	(92.6)	3.8	(0.35)
Black	84	(24.8)	1.0	(0.31)	103	(33.9)	1.3	(0.42)	61	(21.2)	0.8	(0.28)	140	(37.1)	2.0	(0.52)	132	(27.6)	1.9	(0.39)
Hispanic	77	(17.7)	1.1	(0.25)	59	(21.1)	0.7	(0.26)	147	(27.5)	1.5	(0.29)	265	(41.1)	2.3	(0.35)	444	(62.2)	3.5	(0.50)
Asian/Pacific Islander	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)	73	(21.9)	2.8	(0.9)	44	(12.6)	1.4	(0.40)
Asian	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	42	(12.0)	1.4	(0.40)
Pacific Islander	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)
American Indian/Alaska Native	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)
Other ³	16	(6.4)	1.6	(0.62)	59	(26.9)	4.9	(2.13)	111	(29.5)	4.8	(1.30)	82	(16.3)	3.2	(0.61)	69	(15.2)	2.7	(0.62)
Grade equivalent ⁴																				
Kindergarten through grade 5	428	(48.1)	1.8	(0.20)	472	(55.3)	1.9	(0.23)	717	(83.8)	3.0	(0.36)	833	(84.8)	3.2	(0.33)	767	(74.4)	3.0	(0.29)
Kindergarten	92	(19.7)	2.4	(0.52)	±	(±)	±	(±)	±	(±)	±	(±)	212	(47.3)	4.0	(0.9)	181	(40.7)	3.5	(0.80)
Grades 1 through 3	199	(36.7)	1.6	(0.29)	214	(33.3)	1.8	(0.28)	406	(64.5)	3.4	(0.54)	353	(50.9)	2.9	(0.42)	300	(34.1)	2.4	(0.28)
Grades 4 and 5	136	(22.5)	1.7	(0.28)	160	(30.1)	1.9	(0.35)	197	(41.4)	2.5	(0.52)	268	(44.2)	3.2	(0.52)	287	(51.8)	3.4	(0.62)
Grades 6 through 8	186	(28.0)	1.6	(0.24)	302	(44.9)	2.4	(0.36)	371	(65.3)	3.0	(0.53)	424	(49.0)	3.5	(0.41)	398	(49.1)	3.3	(0.41)
Grades 9 through 12	235	(33.3)	1.7	(0.24)	315	(47.0)	2.3	(0.33)	422	(58.2)	2.8	(0.38)	516	(53.6)	3.8	(0.39)	525	(55.9)	3.8	(0.40)
Number of children in the household																				
One child	132	(18.0)	1.3	(0.17)	110	(22.3)	1.4	(0.27)	197	(32.5)	2.3	(0.38)	418	(29.6)	3.4	(0.23)	338	(35.5)	2.7	(0.27)
Two children	248	(28.4)	1.3	(0.15)	306	(45.1)	1.5	(0.22)	414	(67.2)	2.0	(0.32)	493	(51.5)	2.5	(0.26)	475	(55.3)	2.3	(0.27)
Three or more children	470	(63.9)	2.3	(0.31)	679	(80.2)	3.1	(0.36)	909	(102.4)	4.1	(0.46)	862	(88.4)	4.5	(0.47)	877	(84.8)	4.7	(0.45)
Number of parents in the household																				
Two parents	683	(68.3)	2.1	(0.21)	886	(82.7)	2.5	(0.23)	1,357	(111.5)	3.6	(0.30)	1,354	(104.2)	3.8	(0.29)	1,358	(103.7)	3.7	(0.28)
One parent	142	(25.0)	0.9	(0.16)	196	(42.6)	1.5	(0.32)	118	(28.4)	1.0	(0.24)	342	(51.6)	2.5	(0.37)	293	(38.4)	2.3	(0.30)
Nonparental guardians	25	(14.4)	±	(±)	±	(±)	±	(±)	±	(±)	±	(±)	77	(31.9)	4.0	(1.6)	38	(9.9)	2.0	(0.54)
Parent participation in the labor force																				
Two parents—both in labor force	237	(39.8)	1.0	(0.17)	274	(44.1)	1.1	(0.18)	518	(76.2)	2.0	(0.29)	588	(63.5)	2.5	(0.27)	427	(56.5)	1.7	(0.23)
Two parents—one in labor force	444	(53.9)	4.6	(0.55)	594	(73.7)	5.6	(0.67)	808	(94.3)	7.5	(0.82)	719	(76.3)	6.2	(0.65)	935	(87.8)	7.2	(0.68)
One parent in labor force	98	(21.8)	0.7	(0.16)	174	(39.8)	1.4	(0.33)	127	(29.5)	1.3	(0.30)	247	(40.9)	2.2	(0.36)	189	(29.6)	1.8	(0.29)
No parent participation in labor force	71	(18.8)	1.9	(0.48)	±	(±)	±	(±)	±	(±)	±	(±)	130	(31.9)	4.8	(1.15)	139	(23.9)	4.0	(0.72)
Highest education level of parents																				
High school diploma or less	160	(26.5)	0.9	(0.15)	269	(51.6)	1.7	(0.32)	208	(35.5)	1.5	(0.24)	560	(81.7)	3.4	(0.50)	510	(66.1)	3.3	(0.43)
Vocational/technical, associate's degree, or some college	287	(37.3)	1.9	(0.24)	338	(57.7)	2.1	(0.36)	559	(77.5)	3.8	(0.52)	525	(45.6)	3.4	(0.29)	418	(49.2)	3.1	(0.36)
Bachelor's degree/some graduate school	213	(36.2)	2.6	(0.42)	309	(48.5)	2.8	(0.45)	444	(64.7)	3.9	(0.57)	434	(51.4)	3.7	(0.43)	501	(64.0)	3.6	(0.45)
Graduate/professional degree	190	(39.8)	2.3	(0.46)	180	(41.6)	2.3	(0.55)	309	(50.0)	2.9	(0.46)	255	(27.3)	3.3	(0.36)	260	(30.7)	3.0	(0.35)
Household income ⁵																				
\$20,000 or less	184	(35.2)	1.5	(0.28)	164	(38.9)	1.8	(0.43)	186	(42.1)	2.2	(0.50)	219	(41.8)	2.9	(0.56)	184	(29.0)	2.9	(0.46)
\$20,001 to \$50,000	356	(42.9)	1.8	(0.22)	430	(60.3)	2.6	(0.36)	420	(59.8)	3.1	(0.42)	528	(65.5)	3.8	(0.47)	483	(59.4)	3.7	(0.46)
\$50,001 to \$75,000	162	(25.5)	1.9	(0.30)	264	(51.1)	2.4	(0.46)	414	(58.8)	4.0	(0.57)	370	(48.9)	3.9	(0.53)	435	(58.6)	4.8	(0.65)
\$75,001 to \$100,000	148	(26.5)	1.5	(0.28)	169	(42.9)	2.6	(0.66)	264	(57.2)	3.8	(0.83)	288	(47.3)	4.2	(0.69)	268	(38.4)	3.8	(0.55)
Over \$100,000	—	(—)	—	(—)	±	(±)	±	(±)	236	(57.5)	2.0	(0.49)	367	(42.8)	2.7	(0.31)	319	(39.0)	1.9	(0.24)
Locale																				
City	—	(±)	—	(±)	—	(±)	—	(±)	327	(40.4)	2.0	(0.26)	493	(59.5)	3.3	(0.40)	493	(56.0)	3.0	(0.33)
Suburban	—	(±)	—	(±)	—	(±)	—	(±)	503	(78.8)	2.6	(0.41)	601	(66.8)	3.1	(0.34)	651	(76.2)	2.9	(0.33)
Town	—	(±)	—	(±)	—	(±)	—	(±)	168	(37.1)	3.0	(0.65)	127	(30.8)	2.6	(0.63)	177	(30.0)	4.3	(0.70)
Rural	—	(±)	—	(±)	—	(±)	—	(±)	523	(75.9)	4.9	(0.71)	552	(68.2)	4.5	(0.55)	368	(45.1)	4.4	(0.54)

—Not available.

±Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

±Reporting standards not met (too few cases for a reliable estimate).

!Excludes students who were enrolled in school for more than 25 hours a week. Also excludes students who were homeschooled only due to a temporary illness.

*The National Center for Education Statistics uses a statistical adjustment for estimates of homeschoolers in 2012. For more information about this adjustment, please see *Homeschooling in the United States: 2012* (NCES 2016-096REV).

!Includes Two or more races and race/ethnicity not reported.

*Students whose grade equivalent was "ungraded" were excluded from the grade analysis. The percentage of students with an "ungraded" grade equivalent was 0.02 percent in 2003 and 2007. There were no students with an "ungraded" grade equivalent in 2012.

*For 1999, estimates combine the "\$75,001 to \$100,000" and "Over \$100,000" categories.

NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 and NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for years prior to 2012 and estimates for later years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey and Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (Parent-NHES:1999 and PFI-NHES:2003, 2007, 2012, and 2016). (This table was prepared February 2018.)

Table 1.3. Percentage distribution of students ages 5 through 17 attending kindergarten through 12th grade, by school type or participation in homeschooling and selected child, parent, and household characteristics: Selected years, 1999 through 2016

[Standard errors appear in parentheses]

Selected child, parent, or household characteristic	1999				2003				2007				2016			
	Public school		Private school	Home-schooled ¹	Public school		Private school	Home-schooled ¹	Public school		Private school	Home-schooled ¹	Public school ²		Private school	Home-schooled ¹
	Assigned	Chosen			Assigned	Chosen			Assigned	Chosen			Assigned	Chosen		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total	74.1 (0.45)	14.3 (0.33)	10.0 (0.28)	1.7 (0.14)	72.1 (0.57)	15.0 (0.41)	10.8 (0.39)	2.2 (0.18)	70.6 (0.70)	15.0 (0.55)	11.4 (0.45)	3.0 (0.23)	68.8 (0.62)	18.7 (0.52)	9.2 (0.32)	3.3 (0.23)
Sex of child																
Male	74.8 (0.60)	13.9 (0.44)	9.7 (0.34)	1.6 (0.17)	72.1 (0.70)	15.0 (0.56)	10.7 (0.48)	2.2 (0.24)	70.7 (1.05)	15.3 (0.79)	11.5 (0.73)	2.4 (0.28)	69.6 (0.88)	18.4 (0.78)	8.9 (0.42)	3.0 (0.30)
Female	73.4 (0.61)	14.6 (0.45)	10.3 (0.41)	1.8 (0.19)	72.1 (0.78)	14.9 (0.54)	10.8 (0.51)	2.1 (0.23)	70.5 (0.88)	14.7 (0.64)	11.2 (0.54)	3.5 (0.39)	68.0 (0.93)	19.0 (0.83)	9.5 (0.48)	3.5 (0.29)
Race/ethnicity of child																
White	75.0 (0.54)	11.2 (0.35)	11.8 (0.39)	2.0 (0.19)	72.7 (0.67)	12.4 (0.47)	12.2 (0.48)	2.7 (0.25)	69.9 (0.80)	12.0 (0.46)	14.2 (0.61)	3.9 (0.34)	71.8 (0.74)	13.4 (0.52)	11.0 (0.48)	3.8 (0.35)
Black	70.2 (1.24)	22.6 (1.22)	6.2 (0.47)	1.0 (0.31)	66.6 (1.49)	23.4 (1.45)	8.6 (0.85)	1.3! (0.42)	68.4 (2.30)	23.0 (2.20)	7.8 (1.33)	0.8! (0.28)	60.3 (2.02)	30.1 (2.13)	8.0 (0.91)	1.9 (0.39)
Hispanic	76.0 (1.02)	17.6 (0.91)	5.2 (0.40)	1.1 (0.25)	77.2 (1.17)	15.0 (0.99)	7.1 (0.66)	0.7! (0.26)	74.6 (1.41)	17.5 (1.25)	6.3 (0.57)	1.5 (0.29)	66.8 (1.40)	23.1 (1.35)	6.1 (0.59)	3.5 (0.50)
Asian/Pacific Islander	68.8 (3.13)	18.1 (2.74)	11.3 (1.68)	± (†)	65.8 (3.52)	19.1 (3.23)	14.0 (2.21)	± (†)	72.1 (3.22)	13.6 (2.10)	12.1 (2.08)	± (†)	69.2 (2.45)	19.5 (2.06)	9.8 (1.58)	1.4 (0.40)
Asian	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	71.4 (3.15)	12.8 (2.11)	13.4 (2.25)	± (†)	69.4 (2.53)	19.2 (2.11)	9.9 (1.58)	1.4 (0.40)
Pacific Islander	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	77.9 (11.74)	± (†)	± (†)	± (†)	63.2 (12.42)	26.9! (12.19)	± (†)	± (†)
Other ³	70.2 (2.90)	17.2 (2.50)	10.7 (1.96)	1.9 (0.56)	68.2 (3.75)	18.3 (2.87)	8.8 (2.14)	4.6! (1.76)	69.4 (2.83)	18.6 (2.41)	7.8 (1.22)	4.2 (1.13)	69.9 (1.94)	18.8 (1.79)	8.7 (1.17)	2.6 (0.56)
Disability status of child as reported by parent																
Has a disability	74.8 (0.93)	15.3 (0.78)	8.0 (0.49)	1.8 (0.27)	72.4 (1.12)	16.2 (0.75)	9.2 (0.70)	2.2 (0.35)	72.7 (1.35)	14.0 (0.91)	10.5 (0.96)	2.7 (0.49)	69.0 (1.29)	19.8 (1.17)	7.2 (0.61)	4.1 (0.50)
Does not have a disability	73.9 (0.51)	14.0 (0.36)	10.5 (0.34)	1.7 (0.16)	72.0 (0.67)	14.5 (0.51)	11.3 (0.44)	2.1 (0.21)	69.9 (0.76)	15.3 (0.63)	11.7 (0.48)	3.1 (0.28)	68.7 (0.70)	18.5 (0.59)	9.6 (0.38)	3.1 (0.24)
Grade equivalent ⁴																
Kindergarten through grade 5	71.5 (0.61)	15.1 (0.43)	11.6 (0.41)	1.8 (0.20)	70.1 (0.70)	16.2 (0.56)	11.8 (0.53)	1.9 (0.23)	68.5 (1.16)	16.2 (1.04)	12.2 (0.69)	3.0 (0.36)	70.0 (0.89)	17.8 (0.80)	9.1 (0.50)	3.0 (0.29)
Kindergarten	66.2 (1.67)	15.4 (1.13)	15.9 (1.29)	2.4 (0.52)	69.0 (1.50)	15.5 (1.18)	12.8 (1.21)	2.7 (0.64)	66.4 (2.20)	14.7 (1.60)	15.8 (1.61)	± (†)	70.3 (2.54)	17.1 (2.24)	9.4 (1.17)	3.5 (0.80)
Grades 1 through 3	72.2 (0.87)	15.3 (0.67)	10.9 (0.53)	1.6 (0.29)	70.0 (1.18)	16.2 (0.96)	12.1 (0.73)	1.8 (0.28)	68.4 (1.68)	15.9 (1.63)	12.3 (0.93)	3.4 (0.54)	69.5 (1.35)	18.5 (1.16)	8.4 (0.84)	2.4 (0.28)
Grades 4 and 5	72.9 (1.17)	14.6 (0.79)	10.7 (0.77)	1.7 (0.28)	70.7 (1.12)	16.5 (0.96)	10.9 (0.76)	1.9 (0.35)	69.7 (1.62)	17.5 (1.34)	10.3 (1.08)	2.5 (0.52)	70.7 (1.37)	17.4 (1.30)	9.9 (0.77)	3.4 (0.62)
Grades 6 through 8	77.4 (0.79)	11.5 (0.65)	9.5 (0.47)	1.6 (0.24)	73.3 (1.03)	14.1 (0.81)	10.2 (0.59)	2.4 (0.36)	74.4 (1.44)	11.6 (0.81)	11.0 (1.14)	3.0 (0.53)	68.9 (1.13)	17.9 (0.89)	8.8 (0.62)	3.3 (0.41)
Grades 9 through 12	75.7 (0.75)	15.1 (0.60)	7.5 (0.44)	1.7 (0.24)	74.6 (0.97)	13.6 (0.76)	9.5 (0.63)	2.3 (0.33)	70.8 (1.07)	15.9 (0.84)	10.5 (0.75)	2.8 (0.38)	66.4 (0.88)	20.9 (0.81)	8.8 (0.53)	3.8 (0.40)
Number of parents in the household																
Two parents	74.5 (0.54)	12.0 (0.35)	11.5 (0.37)	2.1 (0.21)	71.8 (0.67)	13.6 (0.51)	12.1 (0.47)	2.5 (0.23)	69.5 (0.73)	13.8 (0.49)	12.9 (0.52)	3.6 (0.30)	68.5 (0.75)	17.2 (0.54)	10.5 (0.42)	3.7 (0.28)
One parent	73.5 (0.78)	18.2 (0.55)	7.3 (0.47)	0.9 (0.16)	72.9 (1.09)	18.0 (0.98)	7.6 (0.67)	1.5 (0.32)	73.6 (1.39)	17.2 (1.14)	8.1 (1.18)	1.0 (0.24)	68.9 (1.39)	22.7 (1.30)	6.2 (0.55)	2.3 (0.30)
Nonparental guardians ..	71.6 (2.70)	21.9 (2.72)	5.1 (0.84)	± (†)	73.2 (3.05)	20.1 (2.59)	5.8 (1.36)	± (†)	72.2 (5.91)	23.0 (6.19)	2.6 (0.74)	± (†)	74.2 (2.92)	19.5 (2.83)	4.0 (0.84)	2.0 (0.54)
Highest education level of parents																
Less than a high school diploma	79.1 (1.38)	18.0 (1.46)	2.7 (0.51)	± (†)	76.9 (2.06)	18.9 (1.76)	2.9! (1.18)	± (†)	83.5 (2.77)	11.9 (1.93)	± (†)	± (†)	71.7 (2.53)	19.2 (2.03)	4.2 (1.00)	4.4 (1.02)
High school diploma or GED	79.0 (0.84)	14.3 (0.72)	5.6 (0.44)	1.1 (0.19)	77.8 (1.01)	15.5 (0.89)	4.9 (0.45)	1.8 (0.34)	79.3 (1.74)	15.1 (1.66)	3.8 (0.56)	1.8 (0.32)	73.9 (1.59)	19.6 (1.36)	3.7 (0.68)	2.7 (0.39)
Vocational/technical, associate's degree, or some college	75.8 (0.72)	14.7 (0.63)	7.7 (0.40)	1.9 (0.24)	74.0 (0.97)	15.5 (0.74)	8.3 (0.58)	2.1 (0.36)	72.0 (1.03)	15.3 (0.99)	8.8 (0.70)	3.8 (0.52)	71.7 (0.97)	19.0 (0.90)	6.1 (0.56)	3.1 (0.36)
Bachelor's degree/some graduate school	68.6 (1.06)	13.2 (0.75)	15.8 (0.75)	2.4 (0.37)	67.1 (1.00)	13.2 (0.84)	16.8 (0.90)	2.8 (0.45)	67.3 (1.28)	14.6 (1.11)	14.2 (0.85)	3.9 (0.57)	65.8 (1.06)	17.9 (0.84)	12.8 (0.61)	3.6 (0.45)
Graduate/professional degree	65.0 (1.14)	12.4 (0.77)	20.2 (0.91)	2.4 (0.54)	63.6 (1.50)	13.5 (1.14)	20.5 (1.28)	2.3 (0.55)	59.3 (1.35)	16.0 (0.95)	21.8 (1.13)	2.9 (0.46)	61.5 (1.09)	18.2 (0.87)	17.6 (0.81)	3.0 (0.35)

See notes at end of table.

Table 1.3. Percentage distribution of students ages 5 through 17 attending kindergarten through 12th grade, by school type or participation in homeschooling and selected child, parent, and household characteristics: Selected years, 1999 through 2016—Continued

[Standard errors appear in parentheses]

Selected child, parent, or household characteristic	1999				2003				2007				2016			
	Public school		Private school	Home-schooled ¹	Public school		Private school	Home-schooled ¹	Public school		Private school	Home-schooled ¹	Public school ²		Private school	Home-schooled ¹
	Assigned	Chosen			Assigned	Chosen			Assigned	Chosen			Assigned	Chosen		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Poverty status of household ⁵																
Poor	74.8 (1.16)	19.2 (1.06)	4.3 (0.50)	1.7 (0.34)	76.3 (1.28)	17.7 (1.10)	3.7 (0.67)	2.3 (0.58)	76.6 (2.48)	17.8 (2.35)	3.7 (1.04)	1.8 (0.40)	72.9 (1.54)	19.2 (1.31)	3.6 (0.68)	3.9 (0.58)
Near-poor	76.8 (0.79)	15.3 (0.70)	5.9 (0.48)	2.0 (0.31)	75.1 (1.17)	16.0 (0.87)	5.9 (0.69)	3.1 (0.50)	73.8 (1.51)	16.8 (1.19)	5.3 (0.73)	4.1 (0.66)	68.6 (1.26)	21.1 (1.32)	5.4 (0.67)	4.7 (0.51)
Nonpoor	72.5 (0.57)	11.8 (0.34)	14.0 (0.47)	1.6 (0.18)	69.8 (0.70)	13.8 (0.54)	14.6 (0.54)	1.8 (0.21)	67.9 (0.74)	13.6 (0.48)	15.5 (0.54)	3.0 (0.30)	67.7 (0.79)	17.7 (0.61)	12.1 (0.43)	2.6 (0.24)
Locale																
City	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	61.7 (1.46)	22.1 (1.38)	14.2 (0.97)	2.0 (0.26)	57.7 (1.22)	15.9 (0.71)	10.7 (0.58)	3.0 (0.33)
Suburban	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	72.7 (0.95)	11.8 (0.67)	12.8 (0.68)	2.6 (0.41)	71.2 (0.92)	13.6 (1.39)	10.2 (0.57)	2.9 (0.33)
Town	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	77.3 (1.77)	12.4 (1.43)	7.1 (0.75)	3.0 (0.65)	78.6 (1.69)	9.9 (0.67)	3.5 (0.56)	4.3 (0.70)
Rural	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	76.7 (1.36)	11.5 (1.03)	6.8 (1.09)	4.9 (0.71)	79.0 (1.05)	9.9 (0.67)	6.4 (0.61)	4.4 (0.54)
Region																
Northeast	72.8 (1.06)	13.4 (0.78)	12.6 (0.63)	1.1 (0.30)	71.6 (1.42)	11.9 (1.02)	14.6 (1.03)	1.8! (0.58)	72.5 (1.42)	11.8 (1.11)	13.6 (0.98)	2.2 (0.47)	73.4 (1.70)	28.4 (1.04)	12.1 (0.98)	1.8 (0.38)
South	75.4 (0.65)	13.2 (0.52)	9.3 (0.43)	2.0 (0.28)	74.2 (0.88)	14.9 (0.72)	8.3 (0.58)	2.6 (0.39)	71.9 (1.15)	13.6 (0.96)	10.8 (0.58)	3.8 (0.46)	67.5 (1.05)	15.9 (0.71)	8.2 (0.47)	3.9 (0.42)
Midwest	74.3 (0.80)	13.4 (0.72)	10.9 (0.61)	1.4 (0.24)	69.9 (1.27)	14.4 (0.92)	13.8 (1.04)	2.0 (0.37)	70.8 (1.54)	14.2 (1.06)	12.8 (1.14)	2.2 (0.53)	71.0 (1.44)	13.6 (1.39)	11.0 (0.83)	2.9 (0.48)
West	72.7 (0.95)	17.7 (0.73)	7.5 (0.49)	2.0 (0.34)	71.9 (1.07)	17.9 (0.97)	8.3 (0.59)	2.0 (0.34)	67.0 (1.40)	20.3 (1.17)	9.4 (0.75)	3.1 (0.42)	65.5 (1.30)	9.9 (0.67)	7.1 (0.58)	3.7 (0.40)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹Excludes students who were enrolled in school for more than 25 hours a week. Also excludes students who were homeschooled only due to a temporary illness.

²In 63 cases in 2016, questions about whether a student's school was assigned were not asked because parents reported the school as a private school, and it was only later identified as a public school based on administrative data. Due to the missing data on whether the school was assigned or chosen, these cases were excluded from the analysis of public chosen and assigned schools.

³Includes American Indian/Alaska Native, Two or more races, and race/ethnicity not reported.

⁴Students whose grade equivalent was "ungraded" were excluded from the grade analysis. The percentage of students with an "ungraded" grade equivalent was 0.03 percent in 1999 and 0.02 percent in 2003 and 2007.

⁵Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty

threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,036. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: Data are based on parent reports. While National Household Education Surveys Program (NHES) administrations in 1999, 2003, and 2007 were administered via telephone with an interviewer, NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for 2016 and estimates for the earlier years in this table could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey and Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (Parent-NHES:1999 and PFI-NHES:2003, 2007, and 2016). (This table was prepared February 2018.)

Table 1.4. Number and enrollment of public elementary and secondary schools, by school level, type, and charter, magnet, and virtual status: Selected years, 1990–91 through 2016–17

School level, type, and charter, magnet, or virtual status	Number of schools										Fall enrollment									
	1990–91	2000–01	2005–06	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	1990–91	2000–01	2005–06	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Total, all schools	84,538	93,273	97,382	98,817	98,328	98,454	98,271	98,176	98,277	98,158	41,141,366	47,060,714	48,912,085	49,177,617	49,256,120	49,519,559	49,777,410	50,009,771	50,115,178	50,274,747
School type																				
Regular	80,395	85,422	87,585	88,929	88,663	89,031	89,183	89,386	89,501	89,527	40,599,943	46,194,730	47,957,375	48,259,245	48,273,539	48,583,049	48,863,752	49,178,890	49,313,134	49,468,870
Special education	1,932	2,008	2,128	2,206	2,087	2,034	2,010	1,954	2,005	1,991	209,145	174,577	222,497	190,910	195,161	198,626	214,611	186,269	180,155	184,261
Vocational	1,060	1,025	1,221	1,485	1,434	1,403	1,380	1,387	1,396	1,391	198,117	199,669	217,621	164,013	159,905	160,207	148,447	147,550	146,321	146,601
Alternative ¹	1,151	4,818	6,448	6,197	6,144	5,986	5,698	5,449	5,375	5,249	134,161	491,738	514,592	563,449	627,515	577,677	550,600	497,062	475,568	475,015
School level and type																				
Elementary ²	59,015	64,601	66,026	67,086	66,689	66,708	67,034	67,073	66,758	66,837	26,503,677	30,673,453	31,104,018	31,581,751	31,724,573	31,918,613	32,226,881	32,225,908	32,035,708	32,132,682
Regular	58,440	63,674	64,996	65,874	65,461	65,572	65,948	66,036	65,734	65,853	26,400,740	30,582,610	31,003,942	31,441,027	31,545,886	31,772,432	32,083,759	32,116,995	31,930,363	32,034,365
Special education	419	496	508	587	544	541	543	578	568	551	58,204	42,127	49,652	58,987	58,844	59,826	62,596	54,161	50,508	43,555
Vocational	31	8	8	16	17	15	7	6	5	5	17,686	2,409	1,713	3,495	4,558	3,734	1,791	1,749	1,729	1,960
Alternative ¹	125	423	514	609	667	580	536	453	451	428	27,047	46,307	48,711	78,242	115,285	82,621	78,735	53,003	53,108	52,802
Secondary ³	21,135	21,994	23,998	24,544	24,357	24,294	24,067	24,181	24,040	23,814	13,569,787	15,038,171	16,219,309	15,692,610	15,708,815	15,670,275	15,640,128	15,731,561	15,748,184	15,798,446
Regular	19,459	18,456	19,252	19,449	19,441	19,479	19,411	19,441	19,325	19,264	13,313,097	14,567,969	15,685,032	15,197,786	15,194,153	15,161,226	15,167,671	15,270,834	15,296,173	15,355,391
Special education	165	219	368	359	339	333	331	339	313	316	11,913	12,607	42,696	27,909	27,905	28,235	28,312	24,729	21,929	21,700
Vocational	1,010	997	1,185	1,387	1,349	1,324	1,311	1,318	1,329	1,332	174,105	193,981	209,762	154,088	154,187	154,610	144,066	144,042	142,611	142,332
Alternative ¹	501	2,322	3,193	3,349	3,228	3,158	3,014	3,083	3,073	2,902	70,672	263,614	281,819	312,746	332,570	326,204	300,079	291,956	287,471	279,023
Combined elementary/ secondary ⁴	2,325	5,096	5,707	6,137	6,311	6,329	6,189	6,347	6,788	6,783	925,887	1,266,778	1,526,186	1,897,712	1,818,020	1,926,786	1,898,252	2,049,039	2,329,346	2,335,618
Regular	1,784	2,780	3,121	3,363	3,435	3,558	3,446	3,713	4,236	4,236	855,814	1,007,368	1,263,952	1,620,031	1,533,002	1,649,010	1,611,918	1,790,208	2,085,918	2,078,659
Special education	376	715	735	964	970	935	940	935	923	907	43,992	86,253	91,966	99,120	104,344	107,295	111,958	106,500	107,658	112,826
Vocational	19	20	28	82	68	64	62	63	62	54	6,326	3,279	6,146	6,430	1,160	1,863	2,590	1,759	1,981	2,309
Alternative ¹	146	1,581	1,823	1,728	1,838	1,772	1,741	1,636	1,567	1,586	19,755	169,878	164,122	172,131	179,514	168,618	171,786	150,572	133,789	141,824
Other (not classified by grade span)	2,063	1,582	1,651	1,050	971	1,123	981	575	691	724	142,015	82,312	62,572	5,544	4,712	3,885	12,149	3,263	1,940	8,001
Regular	712	512	216	243	326	422	378	196	206	174	30,292	36,783	4,449	401	498	381	404	853	680	455
Special education	972	578	517	296	234	225	196	102	201	217	95,036	33,590	38,183	4,813	4,068	3,270	11,745	879	60	6,180
Vocational	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Alternative ¹	379	492	918	511	411	476	407	277	284	333	16,687	11,939	19,940	330	146	234	0	1,531	1,200	1,366
Charter status and level																				
All charter schools ⁵	—	1,993	3,780	5,274	5,696	6,079	6,465	6,747	6,855	7,011	—	448,343	1,012,906	1,787,091	2,057,599	2,269,435	2,522,022	2,721,786	2,845,322	3,010,287
Elementary ²	—	1,011	1,969	2,866	3,127	3,388	3,634	3,851	3,854	3,934	—	249,101	532,217	905,575	1,045,492	1,156,075	1,288,568	1,405,015	1,448,523	1,511,812
Secondary ³	—	467	1,057	1,368	1,418	1,465	1,522	1,563	1,576	1,618	—	79,588	219,627	341,534	386,482	399,921	443,423	467,231	482,296	504,301
Combined elementary/ secondary ⁴	—	448	704	1,027	1,112	1,204	1,268	1,330	1,406	1,454	—	117,377	259,837	539,653	625,429	713,073	789,883	848,875	914,110	994,021
Other (not classified by grade span)	—	67	50	13	39	22	41	3	19	5	—	2,277	1,225	329	196	366	148	665	393	153
Magnet status and level																				
All magnet schools ⁶	—	1,469	2,736	2,722	2,949	3,151	3,254	3,285	3,237	3,164	—	1,213,976	2,103,013	2,055,133	2,248,177	2,478,531	2,556,644	2,609,104	2,604,145	2,537,011
Elementary ²	—	1,111	1,994	1,849	2,012	2,150	2,164	2,216	2,135	2,087	—	704,763	1,186,160	1,035,288	1,158,405	1,287,771	1,300,317	1,312,571	1,281,873	1,266,076
Secondary ³	—	328	643	746	802	862	939	911	884	853	—	484,684	869,010	944,434	1,015,267	1,118,574	1,178,272	1,207,248	1,188,316	1,141,181
Combined elementary/ secondary ⁴	—	29	80	103	116	121	133	142	203	205	—	24,529	47,509	75,411	74,505	72,148	78,055	89,277	133,956	129,752
Other (not classified by grade span)	—	1	19	24	19	18	18	16	15	19	—	0	334	0	0	38	0	8	0	2
Virtual status and level																				
All virtual schools ^{5,6}	—	—	—	—	—	—	477	576	592	562	—	—	—	—	—	—	200,343	229,608	234,148	212,311
Elementary ²	—	—	—	—	—	—	65	77	74	68	—	—	—	—	—	—	14,277	19,064	19,064	14,669
Secondary ³	—	—	—	—	—	—	100	132	144	132	—	—	—	—	—	—	18,625	29,303	32,535	23,355
Combined elementary/ secondary ⁴	—	—	—	—	—	—	310	366	373	361	—	—	—	—	—	—	167,441	180,964	182,549	174,287
Other (not classified by grade span)	—	—	—	—	—	—	2	1	1	1	—	—	—	—	—	—	0	0	0	0

—Not available.

¹Includes schools that provide nontraditional education, address needs of students that typically cannot be met in regular schools, serve as adjuncts to regular schools, or fall outside the categories of regular, special education, or vocational education.²Includes schools beginning with grade 6 or below and with no grade higher than 8.³Includes schools with no grade lower than 7.⁴Includes schools beginning with grade 6 or below and ending with grade 9 or above.⁵Magnet, charter, and virtual schools are also included under regular, special education, vocational, or alternative schools as appropriate.⁶Virtual schools are defined as having instruction during which students and teachers are separated by time and/or location and interact via internet-connected computers or other electronic devices.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1990–91 through 2016–17. (This table was prepared June 2019.)

Table 2.1. Number and percentage distribution of public elementary and secondary students and schools, by traditional or charter school status and selected characteristics: Selected years, 2000–01 through 2016–17

Selected characteristic	2000–01			2005–06			2010–11			2016–17		
	Total, all public schools	Traditional (non-charter) schools	Charter schools	Total, all public schools	Traditional (non-charter) schools	Charter schools	Total, all public schools	Traditional (non-charter) schools	Charter schools	Total, all public schools	Traditional (non-charter) schools	Charter schools
1	2	3	4	5	6	7	8	9	10	11	12	13
Fall enrollment (in thousands)	47,061	46,612	448	48,912	47,899	1,013	49,178	47,391	1,787	50,275	47,264	3,010
Percentage distribution of students												
Sex	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	51.4	51.4	51.2	51.4	51.4	49.9	51.4	51.4	49.5	51.4	51.5	49.6
Female	48.6	48.6	48.8	48.6	48.6	50.1	48.6	48.6	50.5	48.6	48.5	50.4
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	61.0	61.2	42.7	57.1	57.4	40.5	52.5	53.1	36.2	48.2	49.2	32.2
Black	17.0	16.9	33.2	17.2	16.9	32.1	16.0	15.5	28.9	15.3	14.6	26.5
Hispanic	16.6	16.6	19.4	19.8	19.8	22.4	23.1	22.9	27.3	26.4	26.0	32.6
Asian/Pacific Islander	4.2	4.2	2.9	4.6	4.6	3.6	5.0	5.0	3.7	5.5	5.5	4.4
American Indian/Alaska Native	1.2	1.2	1.8	1.2	1.2	1.4	1.1	1.1	0.9	1.0	1.0	0.7
Two or more races	—	—	—	—	—	—	2.4	2.3	2.9	3.6	3.6	3.6
Percent of students eligible for free or reduced-price lunch program ¹	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
0 to 25.0	34.3	34.3	39.3	32.9	32.9	36.1	23.9	23.8	26.7	21.2	21.2	20.2
25.1 to 50.0	24.7	24.8	12.7	29.1	29.4	15.9	28.9	29.2	18.9	28.3	28.9	19.4
50.1 to 75.0	16.0	16.1	14.9	21.0	21.0	17.4	26.6	26.8	20.4	25.7	25.9	21.5
More than 75.0	12.4	12.4	14.7	15.9	15.8	22.0	20.1	19.7	30.7	24.2	23.5	33.8
Missing/school does not participate	12.5	12.4	18.4	1.0	0.9	8.6	0.5	0.4	3.2	0.7	0.4	5.1
Number of teachers ²	2,747,649	2,729,033	18,616	3,057,723	3,008,581	49,142	3,001,994	2,910,869	91,126	3,096,459	2,942,705	153,754
Pupil/teacher ratio ²	16.4	16.4	18.2	16.0	16.0	17.3	16.4	16.4	18.0	16.2	16.1	17.8
Total number of schools	93,273	91,280	1,993	97,382	93,602	3,780	98,817	93,543	5,274	98,158	91,147	7,011
Percentage distribution of schools												
School level	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Elementary ³	69.3	69.7	50.7	67.8	68.4	52.1	67.9	68.7	54.3	68.1	69.0	56.1
Secondary ⁴	23.6	23.6	23.4	24.6	24.5	28.0	24.8	24.8	25.9	24.3	24.4	23.1
Combined ⁵	5.5	5.1	22.5	5.9	5.3	18.6	6.2	5.5	19.5	6.9	5.8	20.7
Other	1.7	1.7	3.4	1.7	1.7	1.3	1.1	1.1	0.2	0.7	0.8	0.1
Size of enrollment	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 300	31.9	31.0	75.2	32.3	30.7	69.6	30.9	29.3	59.0	30.0	28.7	46.8
300 to 499	26.5	26.8	12.7	26.7	27.1	16.5	27.8	28.1	22.3	27.8	28.0	25.4
500 to 999	32.0	32.5	9.7	31.2	32.1	10.9	32.3	33.4	14.8	32.8	33.7	21.6
1,000 or more	9.6	9.8	2.4	9.8	10.1	3.0	9.0	9.3	3.9	9.3	9.6	6.2
Racial/ethnic concentration												
More than 50 percent White	70.2	70.6	51.6	65.4	66.2	46.5	60.4	61.7	38.4	55.6	57.4	33.3
More than 50 percent Black	11.1	10.8	25.1	11.6	10.9	26.4	10.7	9.8	25.4	9.8	8.8	23.1
More than 50 percent Hispanic	9.2	9.1	11.5	11.9	11.7	15.1	14.5	14.1	20.8	17.0	16.3	25.8
Percent of students eligible for free or reduced-price lunch program ¹	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
0 to 25.0	29.9	29.8	33.1	28.3	28.1	32.7	23.2	22.9	27.7	18.0	17.9	18.3
25.1 to 50.0	25.0	25.3	11.5	27.9	28.4	15.2	26.9	27.4	17.4	27.0	27.6	18.6
50.1 to 75.0	16.8	16.9	11.1	21.6	21.8	16.9	26.4	26.8	20.1	25.8	26.0	22.0
More than 75.0	12.2	12.2	13.1	16.6	16.4	22.7	21.3	20.7	33.1	24.7	23.9	35.9
Missing/school does not participate	16.2	15.8	31.1	5.6	5.3	12.5	2.2	2.3	1.7	4.6	4.5	5.3
Locale	—	—	—	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
City	—	—	—	25.0	24.0	52.5	26.2	24.5	55.5	27.2	24.9	56.0
Suburban	—	—	—	28.2	28.4	22.2	27.4	27.8	21.3	31.7	32.1	26.2
Town	—	—	—	15.3	15.5	9.4	14.0	14.4	7.6	13.4	13.9	6.4
Rural	—	—	—	31.5	32.1	16.0	32.3	33.3	15.6	27.8	29.1	11.3
Region	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Northeast	16.2	16.3	10.9	15.7	16.0	9.0	15.5	15.9	9.5	15.5	15.9	10.1
Midwest	28.7	28.8	23.3	27.9	27.9	27.4	26.4	26.6	23.1	25.8	26.2	20.5
South	33.1	33.2	27.5	33.8	34.1	26.5	34.7	35.0	29.5	34.8	35.0	32.9
West	22.0	21.6	38.3	22.6	22.0	37.2	23.4	22.5	37.9	23.9	22.9	36.6

—Not available.

¹The National School Lunch Program (NSLP) is a federally assisted meal program. To be eligible for free lunch under the program, a student must be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the poverty threshold. Data for 2016–17 include students whose NSLP eligibility has been determined through direct certification.

²Pupil/teacher ratio based on schools that reported both enrollment and teacher data.

³Includes schools beginning with grade 6 or below and with no grade higher than 8.

⁴Includes schools with no grade lower than 7.

⁵Includes schools beginning with grade 6 or below and ending with grade 9 or above. NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01 through 2016–17. (This table was prepared February 2019.)

Table 2.2. Public elementary and secondary charter schools and enrollment, and charter schools and enrollment as a percentage of total public schools and total enrollment in public schools, by state: Selected years, 2000–01 through 2016–17

State	Number of charter schools					Fall enrollment in charter schools					Charter schools as a percent of total public schools				Charter school enrollment as a percent of total fall enrollment in public schools			
	2000–01	2005–06	2010–11	2015–16	2016–17	2000–01	2005–06	2010–11	2015–16	2016–17	2000–01	2005–06	2010–11	2016–17	2000–01	2005–06	2010–11	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
United States	1,993	3,780	5,274	6,855	7,011	448,343	1,012,906	1,787,091	2,845,322	3,010,287	2.1	3.9	5.3	7.1	1.0	2.1	3.6	6.0
Alabama	0	0	0	0	1	0	0	0	0	—	0.0	0.0	0.0	0.1	0.0	0.0	0.0	—
Alaska	19	23	27	28	28	2,594	4,660	5,751	6,343	6,677	3.7	4.6	5.3	5.5	1.9	3.5	4.4	5.0
Arizona	313	501	519	552	550	45,596	90,597	124,467	176,894	185,588	18.2	24.1	22.9	23.8	5.4	8.3	11.6	16.6
Arkansas	3	19	40	65	75	708	4,006	10,209	24,182	27,896	0.3	1.7	3.6	6.9	0.2	0.8	2.1	5.7
California	302	543	908	1,224	1,248	115,582	195,876	363,916	568,774	602,837	3.4	5.6	9.0	12.1	1.9	3.1	5.9	9.7
Colorado	77	121	168	226	238	20,155	44,254	74,685	108,793	114,694	4.7	7.1	9.4	12.6	2.8	5.7	8.9	12.7
Connecticut	16	14	18	24	24	2,429	2,927	5,139	9,132	9,573	1.3	1.3	1.6	1.9	0.4	0.5	0.9	1.8
Delaware	7	13	19	28	27	2,716	6,566	9,525	13,622	14,722	3.7	5.9	8.9	11.8	2.4	5.4	7.4	10.8
District of Columbia	33	52	97	109	110	—	17,260	26,910	35,798	37,151	16.7	22.7	42.5	49.3	—	22.5	37.8	43.7
Florida	148	342	458	653	655	26,893	92,335	154,703	270,953	283,560	4.5	9.2	11.1	15.7	1.1	3.5	5.9	10.1
Georgia	30	58	67	82	84	20,066	26,440	41,981	72,170	66,905	1.5	2.4	2.7	3.7	1.4	1.7	2.5	3.8
Hawaii	6	27	31	34	34	1,343	6,498	8,289	10,444	10,669	2.3	9.5	10.7	11.7	0.7	3.5	4.6	5.9
Idaho	9	26	40	54	57	1,083	8,003	15,330	19,381	20,579	1.3	3.7	5.3	7.7	0.4	3.1	5.6	6.9
Illinois	20	29	50	64	63	7,552	16,968	43,049	64,108	65,169	0.5	0.7	1.1	1.5	0.4	0.8	2.1	3.2
Indiana	0	29	60	88	93	0	7,409	22,472	39,671	43,079	0.0	1.5	3.1	4.8	0.0	0.7	2.2	4.1
Iowa	0	6	7	3	3	0	520	298	430	398	0.0	0.4	0.5	0.2	0.0	0.1	0.1	0.1
Kansas	1	26	25	10	10	67	1,914	4,618	3,186	3,159	0.1	1.8	1.8	0.8	#	0.4	1.0	0.6
Kentucky	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Louisiana	19	26	78	138	151	3,212	8,315	29,199	74,030	79,022	1.2	1.9	5.3	10.8	0.4	1.3	4.2	11.0
Maine	1	0	0	7	9	154	0	0	1,518	1,955	0.1	0.0	0.0	1.5	0.1	0.0	0.0	1.1
Maryland	0	15	44	50	49	0	3,363	14,492	20,988	22,366	0.0	1.0	3.0	3.4	0.0	0.4	1.7	2.5
Massachusetts	41	59	63	81	78	13,712	21,958	28,422	40,199	42,596	2.2	3.1	3.4	4.2	1.4	2.3	3.0	4.5
Michigan	205	264	300	370	376	54,751	91,384	111,344	145,483	147,061	5.1	6.5	7.7	10.9	3.3	5.3	7.2	10.0
Minnesota	73	161	176	216	220	9,395	20,603	37,253	50,812	54,211	3.1	6.1	7.4	8.8	1.1	2.5	4.4	6.2
Mississippi	1	1	0	2	3	367	374	0	226	523	0.1	0.1	0.0	0.3	0.1	0.1	0.0	0.1
Missouri	21	23	53	70	72	7,061	10,972	20,076	21,619	22,803	0.9	1.0	2.2	3.0	0.8	1.2	2.2	2.5
Montana	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nebraska	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nevada	8	19	34	47	49	1,255	4,818	14,127	35,130	40,074	1.6	3.4	5.3	7.5	0.4	1.2	3.2	8.5
New Hampshire	0	6	14	31	31	0	200	983	3,011	3,422	0.0	1.3	2.9	6.3	0.0	0.1	0.5	1.9
New Jersey	53	54	76	89	88	10,179	14,937	24,591	41,026	46,274	2.2	2.2	2.9	3.4	0.8	1.1	1.8	3.4
New Mexico	10	53	81	99	99	1,335	8,595	15,290	22,079	25,139	1.3	6.2	9.4	11.4	0.4	2.6	4.6	7.6
New York	38	79	170	256	267	0	21,539	54,443	117,710	128,784	0.9	1.7	3.6	5.6	0.0	0.8	2.0	4.8
North Carolina	90	99	99	158	167	15,523	27,441	42,141	82,521	92,281	4.1	4.2	3.9	6.4	1.2	1.9	2.8	6.0
North Dakota	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ohio	66	316	339	373	362	14,745	68,679	96,669	118,603	116,279	1.7	7.9	9.0	10.1	0.8	3.7	5.5	6.8
Oklahoma	6	14	18	45	48	1,208	4,081	6,585	19,893	24,248	0.3	0.8	1.0	2.7	0.2	0.6	1.0	3.5
Oregon	12	54	108	126	124	559	5,192	20,372	30,728	32,323	0.9	4.3	8.3	10.0	0.1	1.0	3.7	5.7
Pennsylvania	65	116	145	175	179	18,981	55,630	90,613	130,940	132,979	2.0	3.6	4.5	6.0	1.0	3.0	5.1	7.8
Rhode Island	3	11	16	29	30	557	2,571	3,971	7,310	8,137	0.9	3.3	5.0	9.5	0.4	1.7	2.8	5.8
South Carolina	8	27	44	68	70	484	4,104	16,390	29,470	32,343	0.7	2.3	3.6	5.6	0.1	0.6	2.3	4.2
South Dakota	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Tennessee	0	12	29	100	104	0	1,685	6,517	29,274	34,984	0.0	0.7	1.6	5.9	0.0	0.2	0.7	3.5
Texas	201	319	561	702	753	37,978	70,895	164,940	284,617	310,846	2.7	3.7	6.4	8.5	1.0	1.6	3.3	5.8
Utah	8	36	78	117	124	537	11,439	39,862	67,398	71,417	1.0	3.8	7.7	12.0	0.1	2.2	6.8	10.8
Vermont	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Virginia	2	3	4	7	8	55	210	348	1,001	1,176	0.1	0.1	0.2	0.4	#	#	#	0.1
Washington	0	0	0	9	8	0	0	0	1,225	1,676	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.2
West Virginia	0	0	0	0	0	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Wisconsin	78	181	207	242	237	9,511	27,450	36,863	44,162	44,209	3.6	8.1	9.2	10.5	1.1	3.1	4.2	5.1
Wyoming	0	3	3	4	5	0	238	258	468	503	0.0	0.8	0.8	1.3	0.0	0.3	0.3	0.5

—Not available.
#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01 through 2016–17. (This table was prepared December 2018.)

Table 3.1. Enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and grade level: Selected years, fall 1995 through fall 2015

[Standard errors appear in parentheses]

Grade level and year	Total private enrollment	Catholic					Other religious					Nonsectarian
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated ¹	Unaffiliated ¹			
1	2	3	4	5	6	7	8	9	10	11		
Total, all grades	Enrollment											
	1995	5,918,040 (31,815)	2,660,450 (6,878)	1,458,990 (2,079)	850,560 (5,674)	350,900 (1,176)	2,094,690 (16,956)	786,660 (8,815)	697,280 (4,886)	610,750 (11,831)	1,162,900 (18,443)	
	1997	5,944,320 (18,543)	2,665,630 (5,472)	1,438,860 (5,331)	873,780 (761)	352,990 (1,405)	2,097,190 (13,733)	823,610 (7,342)	646,500 (3,104)	627,080 (11,133)	1,181,510 (12,013)	
	1999	6,018,280 (30,179)	2,660,420 (4,831)	1,397,570 (4,421)	880,650 (†)	382,190 (1,945)	2,193,370 (27,176)	871,060 (4,827)	646,280 (4,894)	676,030 (24,593)	1,164,500 (8,156)	
	2001	6,319,650 (40,272)	2,672,650 (12,460)	1,309,890 (5,626)	979,050 (6,976)	383,710 (3,152)	2,328,160 (17,281)	937,420 (6,070)	663,190 (8,636)	727,550 (13,303)	1,318,840 (27,300)	
2003	6,099,220 (41,219)	2,520,120 (10,580)	1,183,250 (9,937)	963,140 (4,754)	373,740 (3,996)	2,228,230 (19,674)	889,710 (8,852)	650,530 (5,860)	688,000 (14,805)	1,350,870 (29,197)		
2005	6,073,240 (42,446)	2,402,800 (9,293)	1,062,950 (6,355)	956,610 (6,325)	383,230 (3,996)	2,303,330 (22,368)	957,360 (9,561)	696,910 (6,677)	649,050 (14,200)	1,367,120 (27,558)		
2007	5,910,210 (28,363)	2,308,150 (6,083)	945,860 (5,361)	969,940 (1,788)	392,340 (3,432)	2,283,210 (20,628)	883,180 (6,616)	527,040 (3,512)	872,990 (18,217)	1,318,850 (18,235)		
2009	5,488,490 (35,857)	2,160,220 (3,494)	856,440 (3,088)	909,010 (4,393)	394,770 (1,087)	2,076,220 (32,751)	737,020 (1,891)	516,310 (4,366)	822,890 (31,180)	1,252,050 (8,849)		
2011	5,268,090 (24,908)	2,087,870 (14,426)	804,410 (3,686)	899,810 (14,320)	383,650 (459)	1,991,950 (21,814)	730,570 (4,721)	565,340 (2,990)	696,040 (20,419)	1,188,270 (5,376)		
2013	5,395,740 (50,342)	2,055,140 (37,142)	739,850 (18,829)	936,320 (32,000)	378,970 (980)	2,030,930 (30,090)	707,100 (7,544)	565,490 (5,884)	758,350 (28,152)	1,309,670 (14,800)		
2015	5,750,520 (85,729)	2,082,660 (42,791)	716,120 (24,336)	960,590 (22,533)	405,950 (14,453)	2,268,820 (68,162)	760,790 (53,772)	587,490 (23,414)	920,550 (45,692)	1,399,030 (29,132)		
Prekindergarten through grade 8	1995	4,755,540 (28,435)	2,041,990 (5,249)	1,368,340 (2,079)	575,190 (3,528)	98,460 (1,176)	1,752,510 (14,834)	651,050 (7,219)	574,820 (4,581)	526,630 (11,121)	961,040 (17,471)	
	1997	4,759,060 (17,323)	2,046,620 (5,469)	1,352,620 (5,331)	598,380 (761)	95,620 (1,393)	1,744,500 (12,194)	678,660 (5,957)	529,050 (2,504)	536,790 (10,120)	967,940 (11,050)	
	1999	4,788,990 (23,055)	2,033,900 (4,830)	1,317,300 (4,421)	607,860 (†)	108,740 (1,943)	1,818,260 (19,897)	713,020 (3,748)	529,280 (3,866)	575,970 (17,632)	936,820 (7,302)	
	2001	5,023,160 (36,096)	2,032,080 (10,751)	1,226,960 (4,494)	687,540 (6,976)	117,580 (2,978)	1,926,870 (15,459)	765,080 (5,110)	535,850 (7,370)	625,940 (12,240)	1,064,210 (24,703)	
	2003	4,788,070 (30,338)	1,886,530 (11,055)	1,108,320 (9,937)	670,910 (4,754)	107,300 (337)	1,835,930 (16,931)	722,460 (6,517)	519,310 (4,134)	594,160 (13,504)	1,065,620 (15,379)	
2005	4,724,310 (33,034)	1,779,830 (9,318)	993,390 (6,355)	673,110 (6,286)	113,330 (2,896)	1,865,430 (19,380)	764,920 (8,028)	561,320 (5,730)	539,190 (12,633)	1,079,050 (15,497)		
2007	4,545,910 (21,853)	1,685,220 (5,288)	878,830 (4,562)	688,260 (1,640)	118,130 (3,104)	1,833,540 (18,364)	698,930 (5,885)	417,610 (3,218)	717,000 (16,573)	1,027,150 (11,379)		
2009	4,179,060 (33,168)	1,541,830 (3,250)	782,050 (3,085)	642,720 (846)	117,050 (578)	1,665,680 (30,216)	579,190 (1,685)	401,430 (3,952)	685,050 (28,928)	971,550 (8,113)		
2011	3,976,960 (18,241)	1,481,620 (3,867)	737,090 (3,675)	630,970 (321)	113,560 (459)	1,583,610 (16,558)	568,150 (3,607)	443,780 (2,604)	571,690 (15,197)	911,730 (3,469)		
2013	4,083,860 (42,441)	1,466,550 (27,646)	680,370 (18,826)	666,260 (20,228)	119,930 (843)	1,615,120 (29,311)	544,610 (5,638)	446,050 (5,316)	624,470 (27,948)	1,002,180 (11,849)		
2015	4,304,470 (69,171)	1,487,620 (42,646)	662,670 (24,233)	677,540 (22,542)	147,410 (14,387)	1,771,440 (47,422)	576,570 (38,496)	445,620 (15,105)	749,250 (33,313)	1,045,410 (27,611)		
Grades 9 through 12	1995	1,162,500 (4,625)	618,460 (2,786)	90,650 (†)	275,370 (2,786)	252,440 (†)	342,180 (3,174)	135,610 (2,338)	122,460 (645)	84,120 (1,720)	201,860 (1,495)	
	1997	1,185,260 (2,374)	619,010 (96)	86,240 (†)	275,400 (†)	257,370 (96)	352,690 (2,261)	144,950 (1,660)	117,450 (848)	90,290 (1,221)	213,560 (1,860)	
	1999	1,229,290 (8,260)	626,520 (70)	80,270 (†)	272,790 (†)	273,460 (70)	375,100 (7,920)	158,040 (1,640)	117,000 (1,237)	100,060 (7,461)	227,670 (2,208)	
	2001	1,296,480 (6,669)	640,570 (2,317)	82,930 (2,293)	291,520 (†)	266,130 (338)	401,290 (3,527)	172,340 (2,633)	127,340 (1,625)	101,600 (1,852)	254,620 (4,465)	
	2003	1,311,150 (24,733)	633,590 (3,888)	74,930 (†)	292,230 (†)	266,430 (3,888)	392,310 (4,195)	167,250 (3,144)	131,220 (1,924)	93,840 (2,031)	285,250 (23,952)	
2005	1,348,930 (18,073)	622,970 (1,538)	69,560 (†)	283,510 (700)	269,900 (1,341)	437,900 (6,541)	192,440 (3,404)	135,590 (1,493)	109,860 (5,190)	288,070 (16,551)		
2007	1,364,300 (11,958)	622,930 (1,377)	67,030 (1,201)	281,680 (566)	274,210 (364)	449,680 (3,796)	184,260 (1,768)	109,430 (374)	156,000 (3,052)	291,700 (11,156)		
2009	1,309,430 (6,480)	618,390 (4,409)	74,380 (42)	266,290 (4,311)	277,720 (920)	410,540 (4,285)	157,830 (362)	114,880 (1,074)	137,840 (4,111)	280,500 (1,880)		
2011	1,291,130 (15,396)	606,250 (14,313)	67,320 (10)	268,840 (14,313)	270,090 (†)	408,330 (5,747)	162,420 (1,349)	121,560 (513)	124,350 (5,792)	276,550 (3,485)		
2013	1,311,880 (14,936)	588,580 (13,452)	59,480 (358)	270,060 (13,416)	259,040 (905)	415,810 (2,774)	162,490 (1,942)	119,440 (1,862)	133,880 (1,762)	307,490 (6,938)		
2015	1,446,060 (23,777)	595,050 (2,166)	53,450 (1,662)	283,050 (38)	258,550 (1,388)	497,390 (23,622)	184,220 (15,411)	141,870 (9,045)	171,300 (16,438)	353,620 (5,530)		

See notes at end of table.

Table 3.1. Enrollment and percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and grade level: Selected years, fall 1995 through fall 2015—Continued

[Standard errors appear in parentheses]

Grade level and year	Total private enrollment	Catholic				Other religious				Nonsectarian
		Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated ¹	Unaffiliated ¹	
1	2	3	4	5	6	7	8	9	10	11
Percentage distribution										
Total, all grades										
1995	100.0 (†)	45.0 (0.19)	24.7 (0.13)	14.4 (0.08)	5.9 (0.03)	35.4 (0.19)	13.3 (0.12)	11.8 (0.08)	10.3 (0.18)	19.7 (0.23)
1997	100.0 (†)	44.8 (0.13)	24.2 (0.09)	14.7 (0.05)	5.9 (0.03)	35.3 (0.18)	13.9 (0.12)	10.9 (0.06)	10.5 (0.17)	19.9 (0.17)
1999	100.0 (†)	44.2 (0.24)	23.2 (0.14)	14.6 (0.07)	6.4 (0.04)	36.4 (0.28)	14.5 (0.09)	10.7 (0.08)	11.2 (0.36)	19.3 (0.11)
2001	100.0 (†)	42.3 (0.25)	20.7 (0.14)	15.5 (0.12)	6.1 (0.04)	36.8 (0.22)	14.8 (0.13)	10.5 (0.13)	11.5 (0.18)	20.9 (0.33)
2003	100.0 (†)	41.3 (0.27)	19.4 (0.17)	15.8 (0.14)	6.1 (0.07)	36.5 (0.25)	14.6 (0.13)	10.7 (0.10)	11.3 (0.22)	22.1 (0.36)
2005	100.0 (†)	39.6 (0.26)	17.5 (0.13)	15.8 (0.14)	6.3 (0.07)	37.9 (0.25)	15.8 (0.14)	11.5 (0.09)	10.7 (0.20)	22.5 (0.34)
2007	100.0 (†)	39.1 (0.20)	16.0 (0.11)	16.4 (0.09)	6.6 (0.06)	38.6 (0.25)	14.9 (0.12)	8.9 (0.06)	14.8 (0.26)	22.3 (0.25)
2009	100.0 (†)	39.4 (0.25)	15.6 (0.11)	16.6 (0.13)	7.2 (0.05)	37.8 (0.37)	13.4 (0.09)	9.4 (0.07)	15.0 (0.48)	22.8 (0.16)
2011	100.0 (†)	39.6 (0.25)	15.3 (0.09)	17.1 (0.25)	7.3 (0.04)	37.8 (0.28)	13.9 (0.09)	10.7 (0.08)	13.2 (0.34)	22.6 (0.15)
2013	100.0 (†)	38.1 (0.50)	13.7 (0.33)	17.4 (0.51)	7.0 (0.07)	37.6 (0.44)	13.1 (0.16)	10.5 (0.13)	14.1 (0.47)	24.3 (0.28)
2015	100.0 (†)	36.2 (0.66)	12.5 (0.38)	16.7 (0.40)	7.1 (0.24)	39.5 (0.80)	13.2 (0.85)	10.2 (0.39)	16.0 (0.73)	24.3 (0.51)
Prekindergarten through grade 8										
1995	100.0 (†)	42.9 (0.20)	28.8 (0.17)	12.1 (0.06)	2.1 (0.02)	36.9 (0.22)	13.7 (0.13)	12.1 (0.09)	11.1 (0.21)	20.2 (0.28)
1997	100.0 (†)	43.0 (0.15)	28.4 (0.12)	12.6 (0.05)	2.0 (0.03)	36.7 (0.20)	14.3 (0.13)	11.1 (0.06)	11.3 (0.19)	20.3 (0.19)
1999	100.0 (†)	42.5 (0.23)	27.5 (0.16)	12.7 (0.06)	2.3 (0.04)	38.0 (0.26)	14.9 (0.09)	11.1 (0.07)	12.0 (0.32)	19.6 (0.12)
2001	100.0 (†)	40.5 (0.27)	24.4 (0.17)	13.7 (0.14)	2.3 (0.05)	38.4 (0.25)	15.2 (0.15)	10.7 (0.14)	12.5 (0.20)	21.2 (0.37)
2003	100.0 (†)	39.4 (0.25)	23.1 (0.18)	14.0 (0.13)	2.2 (0.01)	38.3 (0.23)	15.1 (0.12)	10.8 (0.09)	12.4 (0.24)	22.3 (0.22)
2005	100.0 (†)	37.7 (0.25)	21.0 (0.14)	14.2 (0.15)	2.4 (0.06)	39.5 (0.21)	16.2 (0.16)	11.9 (0.09)	11.4 (0.22)	22.8 (0.23)
2007	100.0 (†)	37.1 (0.20)	19.3 (0.13)	15.1 (0.09)	2.6 (0.07)	40.3 (0.27)	15.4 (0.14)	9.2 (0.07)	15.8 (0.30)	22.6 (0.21)
2009	100.0 (†)	36.9 (0.29)	18.7 (0.15)	15.4 (0.12)	2.8 (0.03)	39.9 (0.43)	13.9 (0.11)	9.6 (0.10)	16.4 (0.57)	23.2 (0.20)
2011	100.0 (†)	37.3 (0.18)	18.5 (0.11)	15.9 (0.08)	2.9 (0.02)	39.8 (0.24)	14.3 (0.08)	11.2 (0.08)	14.4 (0.32)	22.9 (0.11)
2013	100.0 (†)	35.9 (0.53)	16.7 (0.42)	16.3 (0.44)	2.9 (0.04)	39.5 (0.52)	13.3 (0.17)	10.9 (0.15)	15.3 (0.59)	24.5 (0.31)
2015	100.0 (†)	34.6 (0.78)	15.4 (0.48)	15.7 (0.50)	3.4 (0.31)	41.2 (0.81)	13.4 (0.82)	10.4 (0.35)	17.4 (0.73)	24.3 (0.61)
Grades 9 through 12										
1995	100.0 (†)	53.2 (0.20)	7.8 (0.03)	23.7 (0.20)	21.7 (0.09)	29.4 (0.20)	11.7 (0.18)	10.5 (0.06)	7.2 (0.14)	17.4 (0.12)
1997	100.0 (†)	52.2 (0.10)	7.3 (0.01)	23.2 (0.05)	21.7 (0.04)	29.8 (0.16)	12.2 (0.13)	9.9 (0.08)	7.6 (0.10)	18.0 (0.14)
1999	100.0 (†)	51.0 (0.34)	6.5 (0.04)	22.2 (0.15)	22.2 (0.15)	30.5 (0.45)	12.9 (0.14)	9.5 (0.11)	8.1 (0.56)	18.5 (0.19)
2001	100.0 (†)	49.4 (0.26)	6.4 (0.17)	22.5 (0.12)	20.5 (0.10)	31.0 (0.19)	13.3 (0.17)	9.8 (0.12)	7.8 (0.13)	19.6 (0.28)
2003	100.0 (†)	48.3 (0.91)	5.7 (0.11)	22.3 (0.42)	20.3 (0.44)	29.9 (0.59)	12.8 (0.32)	10.0 (0.23)	7.2 (0.20)	21.8 (1.43)
2005	100.0 (†)	46.2 (0.60)	5.2 (0.07)	21.0 (0.28)	20.0 (0.27)	32.5 (0.52)	14.3 (0.28)	10.1 (0.16)	8.1 (0.37)	21.4 (0.97)
2007	100.0 (†)	45.7 (0.40)	4.9 (0.09)	20.6 (0.18)	20.1 (0.17)	33.0 (0.33)	13.5 (0.16)	8.0 (0.07)	11.4 (0.22)	21.4 (0.65)
2009	100.0 (†)	47.2 (0.25)	5.7 (0.03)	20.3 (0.27)	21.2 (0.12)	31.4 (0.25)	12.1 (0.06)	8.8 (0.08)	10.5 (0.28)	21.4 (0.15)
2011	100.0 (†)	47.0 (0.63)	5.2 (0.06)	20.8 (0.88)	20.9 (0.25)	31.6 (0.49)	12.6 (0.18)	9.4 (0.13)	9.6 (0.43)	21.4 (0.35)
2013	100.0 (†)	44.9 (0.64)	4.5 (0.06)	20.6 (0.83)	19.7 (0.24)	31.7 (0.42)	12.4 (0.19)	9.1 (0.17)	10.2 (0.19)	23.4 (0.47)
2015	100.0 (†)	41.1 (0.67)	3.7 (0.13)	19.6 (0.32)	17.9 (0.30)	34.4 (1.11)	12.7 (0.96)	9.8 (0.59)	11.8 (1.02)	24.5 (0.51)

†Not applicable.

¹Affiliated schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian. Unaffiliated schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated.

NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Ungraded students are prorated into prekindergarten through grade 8 and grades 9 through 12. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1995–96 through 2015–16. (This table was prepared May 2017.)

Table 3.2. Percentage distribution of students enrolled in private elementary and secondary schools, by school orientation and selected characteristics: Selected years, fall 2005 through fall 2015

[Standard errors appear in parentheses]

Selected characteristic	2005	2009	2013	2015										Nonsectarian
				Total	Catholic			Other religious						
					Total	Parochial	Diocesan	Private	Total	Conservative Christian	Affiliated ¹	Unaffiliated ¹		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Total	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	
School level ²														
Elementary	56.8 (0.34)	53.5 (0.24)	52.8 (0.47)	50.3 (0.80)	66.5 (0.69)	89.7 (0.46)	66.4 (0.79)	26.1 (2.63)	37.9 (1.57)	21.1 (1.46)	42.1 (1.70)	49.1 (2.58)	46.2 (0.85)	
Secondary	14.2 (0.34)	14.3 (0.11)	13.7 (0.19)	13.5 (0.20)	25.4 (0.53)	6.8 (0.38)	28.0 (0.66)	52.0 (1.85)	5.5 (0.28)	2.2 (0.18)	9.4 (0.46)	5.6 (0.50)	8.7 (0.26)	
Combined	29.1 (0.29)	32.2 (0.21)	33.5 (0.48)	36.2 (0.88)	8.1 (0.17)	3.5 (0.12)	5.6 (0.14)	21.9 (0.78)	56.6 (1.76)	76.6 (1.62)	48.4 (2.06)	45.3 (2.86)	45.1 (0.73)	
Student race/ethnicity ³														
White	75.3 (0.10)	72.6 (0.20)	69.6 (0.31)	68.6 (0.34)	65.9 (0.50)	67.1 (1.04)	66.7 (0.51)	62.4 (0.68)	73.1 (0.73)	70.2 (1.32)	76.1 (0.79)	73.7 (1.79)	65.2 (0.21)	
Black	9.6 (0.08)	9.2 (0.07)	9.3 (0.27)	9.3 (0.31)	7.8 (0.23)	6.9 (0.65)	7.5 (0.15)	10.0 (0.14)	10.6 (0.74)	10.6 (0.49)	8.2 (0.24)	12.2 (1.81)	9.3 (0.12)	
Hispanic	9.2 (0.05)	9.4 (0.09)	10.2 (0.11)	10.4 (0.15)	15.6 (0.30)	16.2 (0.67)	15.2 (0.25)	15.6 (0.49)	6.6 (0.16)	8.1 (0.48)	6.6 (0.27)	5.4 (0.19)	8.0 (0.12)	
Asian	4.1 (0.05)	5.1 (0.05)	5.9 (0.05)	6.2 (0.06)	5.2 (0.08)	4.9 (0.12)	5.0 (0.08)	6.3 (0.25)	5.4 (0.10)	6.2 (0.51)	5.4 (0.21)	4.7 (0.41)	9.4 (0.08)	
Pacific Islander	— (†)	0.6 (0.02)	0.7 (0.01)	0.7 (0.02)	0.6 (0.01)	0.6 (0.02)	0.5 (#)	0.7 (0.02)	0.5 (0.03)	0.5 (0.04)	0.3 (0.01)	0.6 (0.08)	1.4 (0.02)	
American Indian/Alaska Native	1.8 (0.01)	0.4 (#)	0.5 (0.01)	0.5 (0.01)	0.5 (0.01)	0.5 (0.02)	0.5 (0.01)	0.6 (0.04)	0.4 (0.03)	0.5 (0.04)	0.3 (0.01)	0.4 (0.06)	0.5 (0.01)	
Two or more races	— (†)	2.7 (0.02)	3.9 (0.03)	4.3 (0.08)	4.3 (0.07)	3.9 (0.12)	4.5 (0.08)	4.4 (0.10)	3.3 (0.15)	3.9 (0.40)	3.1 (0.08)	2.9 (0.15)	6.2 (0.16)	
School enrollment														
Less than 50	4.5 (0.10)	5.4 (0.39)	5.4 (0.47)	5.5 (0.39)	0.4 (0.05)	0.5! (0.21)	0.2 (0.01)	0.8 (0.10)	7.9 (0.95)	3.8 (0.31)	4.2 (1.21)	13.6 (1.94)	9.0 (0.56)	
50 to 149	16.7 (0.17)	17.3 (0.18)	17.1 (0.23)	16.8 (0.40)	7.3 (0.58)	7.9 (1.18)	7.6 (0.85)	5.4 (0.42)	19.8 (0.85)	16.3 (1.31)	15.4 (0.66)	25.6 (1.48)	26.0 (0.56)	
150 to 299	26.6 (0.18)	25.9 (0.17)	25.5 (0.29)	25.1 (0.49)	29.5 (0.50)	37.8 (1.47)	28.3 (0.71)	17.7 (2.53)	23.1 (1.01)	22.9 (1.65)	26.8 (2.79)	20.9 (1.11)	21.9 (0.81)	
300 to 499	21.1 (0.20)	21.0 (0.19)	20.4 (0.21)	19.5 (0.49)	27.7 (0.90)	29.1 (1.01)	29.1 (1.54)	21.7 (1.54)	15.8 (0.86)	19.2 (2.05)	18.0 (0.72)	11.4 (0.62)	13.6 (0.46)	
500 to 749	15.0 (0.31)	14.0 (0.09)	14.5 (0.24)	15.8 (0.97)	18.8 (1.01)	19.2 (3.19)	17.8 (0.42)	20.4 (0.73)	16.4 (2.26)	23.2 (5.15)	13.8 (0.55)	12.5 (3.28)	10.3 (0.24)	
750 or more	16.1 (0.24)	16.3 (0.12)	17.0 (0.54)	17.3 (0.29)	16.3 (0.34)	5.4 (0.18)	17.0 (0.40)	34.0 (1.21)	17.0 (0.56)	14.5 (1.22)	21.7 (0.87)	16.0 (0.80)	19.3 (0.46)	
Region														
Northeast	23.5 (0.19)	23.9 (0.26)	22.3 (0.25)	22.9 (0.59)	23.2 (0.51)	22.7 (0.86)	20.0 (0.47)	31.7 (1.15)	20.9 (1.40)	12.7! (4.49)	25.2 (1.03)	25.1 (1.43)	25.5 (0.88)	
Midwest	23.6 (0.30)	23.6 (0.38)	24.6 (0.64)	24.5 (0.77)	36.5 (1.28)	41.0 (1.94)	36.8 (1.49)	27.9 (2.28)	21.0 (1.35)	21.8 (3.96)	17.5 (0.76)	22.6 (2.29)	12.3 (0.48)	
South	32.5 (0.33)	33.6 (0.29)	34.1 (0.33)	34.2 (0.73)	23.3 (0.52)	21.0 (0.94)	26.0 (0.61)	21.2 (0.77)	42.0 (1.50)	42.1 (3.05)	42.8 (2.28)	41.5 (2.66)	37.6 (1.13)	
West	20.3 (0.36)	19.0 (0.17)	19.1 (0.32)	18.5 (0.33)	16.9 (0.50)	15.3 (0.87)	17.2 (0.41)	19.1 (1.53)	16.0 (0.52)	23.5 (1.80)	14.5 (0.58)	10.9 (0.56)	24.7 (0.70)	
School locale														
City	41.3 (0.26)	41.0 (0.31)	42.5 (0.50)	43.0 (0.77)	47.0 (1.03)	42.4 (1.48)	48.6 (1.21)	51.2 (1.83)	38.8 (1.44)	28.6 (2.12)	42.7 (1.71)	44.8 (2.59)	43.8 (0.91)	
Suburban	40.0 (0.35)	39.0 (0.34)	41.0 (0.44)	40.2 (0.82)	41.4 (1.11)	45.5 (1.79)	39.4 (0.93)	38.9 (2.00)	37.7 (1.60)	44.8 (3.63)	40.0 (1.62)	30.3 (1.50)	42.3 (0.70)	
Town	7.2 (0.13)	7.1 (0.17)	6.3 (0.33)	6.2 (0.56)	7.1 (0.18)	8.6 (0.42)	8.0 (0.19)	2.4 (0.09)	7.4 (1.40)	11.6! (4.00)	4.5 (0.18)	5.8 (0.45)	2.8 (0.07)	
Rural	11.5 (0.37)	12.9 (0.42)	10.1 (0.47)	10.7 (0.57)	4.5 (0.34)	3.5 (0.20)	4.0 (0.09)	7.5 (1.66)	16.1 (1.31)	15.0 (1.12)	12.7 (3.46)	19.2 (2.01)	11.0 (0.46)	

—Not available.

†Not applicable.

#Rounds to zero.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹Affiliated schools belong to associations of schools with a specific religious orientation other than Catholic or conservative Christian. Unaffiliated schools have a religious orientation or purpose but are not classified as Catholic, conservative Christian, or affiliated.

²Elementary schools have grade 6 or lower and no grade higher than 8. Secondary schools have no grade lower than 7. Combined schools include those that have grades lower than 7 and higher than 8, as well as those that do not classify students by grade level.

³Race/ethnicity was not collected for prekindergarten students (846,900 out of 5,750,520 students in 2015). Percentage distribution is based on the students for whom race/ethnicity was reported.

NOTE: Includes enrollment in prekindergarten through grade 12 in schools that offer kindergarten or higher grade. Prior to 2009, data on students of Two or more races and separate data for Pacific Islanders were not collected. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2005–06 through 2015–16. (This table was prepared May 2017.)

Table 3.3. Public elementary and secondary school enrollment, number of schools, and other selected characteristics, by locale: Fall 2012 through fall 2015

Enrollment, number of schools, and other characteristics	Total	City				Suburban				Town				Rural				Locale unknown
		Total	Large ¹	Mid-size ²	Small ³	Total	Large ⁴	Mid-size ⁵	Small ⁶	Total	Fringe ⁷	Distant ⁸	Remote ⁹	Total	Fringe ¹⁰	Distant ¹¹	Remote ¹²	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Fall 2012																		
Enrollment (in thousands)	49,520	15,026	7,977	3,371	3,678	19,661	16,868	1,810	983	5,681	1,436	2,504	1,741	9,152	5,193	2,920	1,039	†
Percentage distribution of enrollment, by race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	†
White	51.1	30.4	20.9	33.6	48.1	52.4	50.6	62.3	65.7	65.4	69.2	66.4	61.0	73.1	68.7	80.5	73.9	†
Black	15.6	24.1	26.8	24.8	17.9	13.6	14.3	10.3	8.4	10.2	7.2	11.8	10.5	9.4	10.8	7.6	7.1	†
Hispanic	24.3	34.6	41.1	31.8	23.3	24.2	25.0	19.6	19.0	17.8	17.8	16.4	19.9	11.6	14.5	7.4	9.0	†
Asian	4.8	6.7	7.5	5.4	5.9	5.9	6.4	3.0	3.2	1.3	1.5	1.0	1.5	1.4	2.1	0.5	0.5	†
Pacific Islander	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.2	0.4	0.5	0.1	0.9	0.2	0.2	0.1	0.3	†
American Indian/Alaska Native	1.1	0.7	0.8	0.6	0.9	0.5	0.4	0.7	0.7	2.2	1.2	1.7	3.7	2.2	1.1	2.1	7.4	†
Two or more races	2.8	3.0	2.5	3.5	3.6	3.0	2.9	3.6	2.8	2.6	2.7	2.6	2.5	2.2	2.5	1.9	1.8	†
Students participating in English language learner (ELL) programs (in thousands) ¹³	4,494	2,132	1,346	440	345	1,777	1,603	109	64	336	76	148	113	250	155	59	36	†
ELL program participants as a percent of enrollment ¹³	9.0	13.6	16.1	12.2	9.3	8.5	8.8	5.8	6.8	5.9	5.9	5.8	6.1	3.4	4.3	2.1	3.6	†
Schools	98,454	26,545	13,873	5,916	6,756	30,922	25,780	3,226	1,916	13,530	2,973	5,916	4,641	27,457	10,368	10,545	6,544	†
Average school size ¹⁴	522	587	589	601	571	655	674	579	534	444	500	447	404	346	522	285	165	†
Pupil/teacher ratio ¹⁵	16.4	16.9	17.2	17.0	16.3	16.8	16.8	16.6	16.9	15.9	16.6	15.7	15.5	14.9	15.9	14.3	12.6	†
Enrollment (percentage distribution)	100.0	30.3	16.1	6.8	7.4	39.7	34.1	3.7	2.0	11.5	2.9	5.1	3.5	18.5	10.5	5.9	2.1	†
Schools (percentage distribution)	100.0	27.0	14.1	6.0	6.9	31.4	26.2	3.3	1.9	13.7	3.0	6.0	4.7	27.9	10.5	10.7	6.6	†
Fall 2013																		
Enrollment (in thousands)	49,777	15,136	8,039	3,397	3,699	19,794	16,986	1,823	985	5,691	1,438	2,509	1,744	9,156	5,225	2,899	1,032	†
Percentage distribution of enrollment, by race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	†
White	50.3	30.0	20.7	33.1	47.3	51.5	49.7	61.4	65.1	64.7	68.6	65.6	60.4	72.4	67.8	80.1	73.7	†
Black	15.6	23.9	26.5	24.6	17.7	13.6	14.3	10.3	8.3	10.1	7.0	11.7	10.4	9.3	10.9	7.5	6.9	†
Hispanic	24.9	35.1	41.5	32.3	23.9	24.8	25.6	20.3	19.5	18.4	18.3	17.1	20.4	12.2	15.2	7.7	9.3	†
Asian	4.8	6.7	7.6	5.4	6.0	6.0	6.5	3.0	3.2	1.3	1.5	1.0	1.5	1.4	2.1	0.5	0.5	†
Pacific Islander	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.2	0.4	0.4	0.1	0.9	0.2	0.2	0.1	0.3	†
American Indian/Alaska Native	1.0	0.7	0.7	0.6	0.8	0.5	0.4	0.7	0.7	2.2	1.2	1.7	3.8	2.1	1.1	2.0	7.4	†
Two or more races	3.0	3.2	2.7	3.7	3.8	3.2	3.1	3.9	3.1	2.8	3.0	2.8	2.7	2.4	2.7	2.1	2.0	†
Students participating in English language learner (ELL) programs (in thousands) ¹³	4,568	2,159	1,368	450	342	1,816	1,637	114	65	340	76	151	112	253	156	59	39	†
ELL program participants as a percent of enrollment ¹³	9.2	13.7	16.1	12.4	9.5	8.5	8.9	5.9	6.8	6.0	5.9	6.0	6.1	3.5	4.4	2.2	3.9	†
Schools	98,271	26,581	13,910	5,916	6,755	30,941	25,795	3,224	1,922	13,485	2,962	5,893	4,630	27,264	10,333	10,442	6,489	†
Average school size ¹⁴	525	590	592	605	574	657	676	582	536	446	501	450	403	347	527	286	164	†
Pupil/teacher ratio ¹⁵	16.3	17.0	17.3	17.1	16.3	16.7	16.7	16.3	17.0	15.8	16.5	15.7	15.4	14.9	15.9	14.3	12.5	†
Enrollment (percentage distribution)	100.0	30.4	16.2	6.8	7.4	39.8	34.1	3.7	2.0	11.4	2.9	5.0	3.5	18.4	10.5	5.8	2.1	†
Schools (percentage distribution)	100.0	27.0	14.2	6.0	6.9	31.5	26.2	3.3	2.0	13.7	3.0	6.0	4.7	27.7	10.5	10.6	6.6	†
Fall 2014																		
Enrollment (in thousands)	50,010	15,235	8,042	3,319	3,874	19,882	17,072	1,821	989	5,680	1,436	2,694	1,549	9,213	5,310	2,881	1,022	†
Percentage distribution of enrollment, by race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	†
White	49.6	29.5	20.4	32.5	45.8	50.6	48.7	60.7	64.4	64.2	67.8	65.4	58.9	71.6	66.9	79.6	73.3	†
Black	15.5	23.7	26.1	25.0	17.5	13.7	14.4	10.1	8.4	10.0	7.0	11.6	10.1	9.4	10.9	7.5	6.8	†
Hispanic	25.4	35.6	42.0	32.1	25.4	25.4	26.2	21.0	19.8	18.9	19.0	17.3	21.6	12.7	15.9	8.1	9.5	†
Asian	4.9	6.8	7.6	5.5	6.2	6.1	6.6	3.0	3.2	1.3	1.5	1.0	1.6	1.4	2.1	0.5	0.5	†
Pacific Islander	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.2	0.4	0.4	0.1	0.9	0.2	0.2	0.1	0.3	†
American Indian/Alaska Native	1.0	0.7	0.7	0.6	0.8	0.5	0.4	0.7	0.7	2.2	1.2	1.6	4.1	2.1	1.1	2.0	7.5	†
Two or more races	3.2	3.4	2.9	3.9	4.0	3.4	3.3	4.1	3.4	3.0	3.1	3.0	2.8	2.6	2.9	2.2	2.1	†

See notes at end of table.

Table 3.3. Public elementary and secondary school enrollment, number of schools, and other selected characteristics, by locale: Fall 2012 through fall 2015—Continued

Enrollment, number of schools, and other characteristics	Total	City				Suburban				Town				Rural				Locale unknown
		Total	Large ¹	Mid-size ²	Small ³	Total	Large ⁴	Mid-size ⁵	Small ⁶	Total	Fringe ⁷	Distant ⁸	Remote ⁹	Total	Fringe ¹⁰	Distant ¹¹	Remote ¹²	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Students participating in English language learner (ELL) programs (in thousands) ¹³	4,670	2,186	1,358	441	387	1,879	1,696	116	67	352	79	160	113	255	159	61	35	†
ELL program participants as a percent of enrollment ¹³	9.3	13.8	16.2	12.2	10.2	8.8	9.1	6.2	6.7	6.2	5.9	5.9	6.8	3.5	4.5	2.2	3.6	†
Schools	98,176	26,560	13,870	5,745	6,945	31,099	25,966	3,217	1,916	13,391	2,949	6,299	4,143	27,126	10,422	10,315	6,389	†
Average school size ¹⁴	525	591	593	599	579	655	673	579	537	445	500	448	398	350	528	286	165	†
Pupil/teacher ratio ¹⁵	16.2	16.9	17.1	17.0	16.3	16.5	16.5	16.2	16.9	15.8	16.4	15.6	15.5	14.9	15.9	14.2	12.5	†
Enrollment (percentage distribution)	100.0	30.5	16.1	6.6	7.7	39.8	34.1	3.6	2.0	11.4	2.9	5.4	3.1	18.4	10.6	5.8	2.0	†
Schools (percentage distribution)	100.0	27.1	14.1	5.9	7.1	31.7	26.4	3.3	2.0	13.6	3.0	6.4	4.2	27.6	10.6	10.5	6.5	†
Fall 2015																		
Enrollment (in thousands)	50,112	15,276	8,276	3,368	3,632	19,903	17,095	1,819	989	5,630	1,422	2,670	1,538	9,303	5,434	2,855	1,014	3
Percentage distribution of enrollment, by race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	48.9	29.1	20.2	32.6	46.0	49.7	47.8	59.9	63.6	63.6	67.1	64.8	58.3	70.8	65.9	79.3	73.1	48.7
Black	15.4	23.4	25.7	24.2	17.4	13.7	14.4	10.2	8.4	10.0	7.0	11.5	10.1	9.4	11.0	7.3	6.6	11.5
Hispanic	25.9	36.0	42.4	32.4	24.8	25.9	26.7	21.5	20.3	19.4	19.5	17.8	22.1	13.2	16.4	8.4	9.7	30.1
Asian	5.0	6.8	7.6	5.6	6.4	6.3	6.8	3.0	3.2	1.3	1.5	1.0	1.6	1.5	2.3	0.5	0.5	5.5
Pacific Islander	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.2	0.4	0.4	0.1	0.9	0.2	0.2	0.1	0.3	0.2
American Indian/Alaska Native	1.0	0.7	0.7	0.6	0.8	0.4	0.4	0.6	0.7	2.1	1.1	1.5	4.0	2.1	1.1	2.0	7.5	0.3
Two or more races	3.4	3.6	3.0	4.2	4.3	3.6	3.5	4.4	3.6	3.2	3.3	3.2	3.0	2.8	3.1	2.4	2.3	3.6
Number of English language learner (ELL) students (in thousands) ¹³	4,795	2,217	1,402	452	363	1,941	1,754	119	68	365	81	164	120	272	173	64	36	#
ELL students as a percent of enrollment ¹³	9.5	14.0	16.3	12.4	10.0	9.1	9.5	6.5	6.7	6.5	6.2	6.1	7.4	3.6	4.5	2.4	3.7	0.9
Schools	98,277	26,636	14,214	5,828	6,594	31,081	25,963	3,209	1,909	13,307	2,922	6,279	4,106	27,146	10,546	10,262	6,338	107
Average school size ¹⁴	526	591	595	598	575	657	675	582	538	445	500	447	401	354	535	285	165	26
Pupil/teacher ratio ¹⁵	16.2	16.8	17.1	16.8	16.3	16.5	16.5	16.4	16.8	15.8	16.3	15.7	15.4	14.9	15.9	14.3	12.5	11.8
Enrollment (percentage distribution)	100.0	30.5	16.5	6.7	7.2	39.7	34.1	3.6	2.0	11.2	2.8	5.3	3.1	18.6	10.8	5.7	2.0	#
Schools (percentage distribution)	100.0	27.1	14.5	5.9	6.7	31.6	26.4	3.3	1.9	13.5	3.0	6.4	4.2	27.6	10.7	10.4	6.4	0.1

†Not applicable.

#Rounds to zero.

¹Located inside an urbanized area and inside a principal city with a population of 250,000 or more.²Located inside an urbanized area and inside a principal city with a population of at least 100,000, but less than 250,000.³Located inside an urbanized area and inside a principal city with a population less than 100,000.⁴Located inside an urbanized area and outside a principal city with a population of 250,000 or more.⁵Located inside an urbanized area and outside a principal city with a population of at least 100,000, but less than 250,000.⁶Located inside an urbanized area and outside a principal city with a population less than 100,000.⁷Located inside an urban cluster that is 10 miles or less from an urbanized area.⁸Located inside an urban cluster that is more than 10 but less than or equal to 35 miles from an urbanized area.⁹Located inside an urban cluster that is more than 35 miles from an urbanized area.¹⁰Located outside any urbanized area or urban cluster, but 5 miles or less from an urbanized area or 2.5 miles or less from an urban cluster.¹¹Located outside any urbanized area or urban cluster and more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2.5 miles but less than or equal to 10 miles from an urban cluster.¹²Located outside any urbanized area or urban cluster, more than 25 miles from an urbanized area, and more than 10 miles from an urban cluster.¹³Data are based on locales of school districts rather than locales of schools as in the rest of the table. Includes imputed data for Alabama in 2012 and for New York in 2012 and 2013. Data for 2014 and earlier years include only those ELL students who participated in ELL programs. Starting with 2015, data include all ELL students, regardless of program participation.¹⁴Average for schools reporting enrollment. Enrollment data were available for 94,859 out of 98,454 schools in 2012–13, 94,876 out of 98,271 schools in 2013–14, 95,230 out of 98,176 schools in 2014–15, and 95,240 out of 98,277 schools in 2015–16.¹⁵Ratio for schools reporting both full-time-equivalent teachers and fall enrollment data.

NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity. Enrollment and ratios are based on data reported by schools and may differ from data reported in other tables that reflect aggregate totals reported by states. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2012–13, 2013–14, 2014–15, and 2015–16; and "Local Education Agency Universe Survey," 2012–13, 2013–14, 2014–15, and 2015–16. (This table was prepared October 2017.)

Table 3.4. Number and percentage distribution of public elementary and secondary students and schools, by traditional or charter school status and selected characteristics: Selected years, 2000–01 through 2015–16

Selected characteristic	2000–01			2005–06			2010–11			2015–16		
	Total, all public schools	Traditional (noncharter) schools	Charter schools	Total, all public schools	Traditional (noncharter) schools	Charter schools	Total, all public schools	Traditional (noncharter) schools	Charter schools	Total, all public schools	Traditional (noncharter) schools	Charter schools
1	2	3	4	5	6	7	8	9	10	11	12	13
Fall enrollment (in thousands)	47,061	46,612	448	48,912	47,899	1,013	49,178	47,391	1,787	50,115	47,270	2,845
Percentage distribution of students												
Sex	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	51.4	51.4	51.2	51.4	51.4	49.9	51.4	51.4	49.5	51.4	51.5	49.6
Female	48.6	48.6	48.8	48.6	48.6	50.1	48.6	48.6	50.5	48.6	48.5	50.4
Race/ethnicity	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	61.0	61.2	42.7	57.1	57.4	40.5	52.5	53.1	36.2	48.9	49.9	33.1
Black	17.0	16.9	33.2	17.2	16.9	32.1	16.0	15.5	28.9	15.4	14.7	26.8
Hispanic	16.6	16.6	19.4	19.8	19.8	22.4	23.1	22.9	27.3	25.9	25.6	31.7
Asian/Pacific Islander	4.2	4.2	2.9	4.6	4.6	3.6	5.0	5.0	3.7	5.3	5.4	4.3
American Indian/Alaska Native	1.2	1.2	1.8	1.2	1.2	1.4	1.1	1.1	0.9	1.0	1.0	0.7
Two or more races	—	—	—	—	—	—	2.4	2.3	2.9	3.4	3.4	3.4
Percent of students eligible for free or reduced-price lunch program ¹	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
0 to 25.0	34.3	34.3	39.3	32.9	32.9	36.1	23.9	23.8	26.7	19.7	19.6	22.2
25.1 to 50.0	24.7	24.8	12.7	29.1	29.4	15.9	28.9	29.2	18.9	26.8	27.4	18.0
50.1 to 75.0	16.0	16.1	14.9	21.0	21.0	17.4	26.6	26.8	20.4	26.4	26.9	18.6
More than 75.0	12.4	12.4	14.7	15.9	15.8	22.0	20.1	19.7	30.7	24.4	23.9	32.6
Missing/school does not participate	12.5	12.4	18.4	1.0	0.9	8.6	0.5	0.4	3.2	2.6	2.3	8.7
Number of teachers ²	2,747,649	2,729,033	18,616	3,057,723	3,008,581	49,142	3,001,994	2,910,869	91,126	3,037,591	2,896,006	141,585
Pupil/teacher ratio ²	16.4	16.4	18.2	16.0	16.0	17.3	16.4	16.4	18.0	16.2	16.1	17.9
Total number of schools	93,273	91,280	1,993	97,382	93,602	3,780	98,817	93,543	5,274	98,277	91,422	6,855
Percentage distribution of schools												
School level	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Elementary ³	69.3	69.7	50.7	67.8	68.4	52.1	67.9	68.7	54.3	67.9	68.8	56.2
Secondary ⁴	23.6	23.6	23.4	24.6	24.5	28.0	24.8	24.8	25.9	24.5	24.6	23.0
Combined ⁵	5.5	5.1	22.5	5.9	5.3	18.6	6.2	5.5	19.5	6.9	5.9	20.5
Other	1.7	1.7	3.4	1.7	1.7	1.3	1.1	1.1	0.2	0.7	0.7	0.3
Size of enrollment	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 300	31.9	31.0	75.2	32.3	30.7	69.6	30.9	29.3	59.0	30.1	28.7	48.7
300 to 499	26.5	26.8	12.7	26.7	27.1	16.5	27.8	28.1	22.3	27.6	27.8	24.7
500 to 999	32.0	32.5	9.7	31.2	32.1	10.9	32.3	33.4	14.8	33.0	33.9	20.9
1,000 or more	9.6	9.8	2.4	9.8	10.1	3.0	9.0	9.3	3.9	9.3	9.6	5.8
Racial/ethnic concentration												
More than 50 percent White	70.2	70.6	51.6	65.4	66.2	46.5	60.4	61.7	38.4	56.5	58.2	34.4
More than 50 percent Black	11.1	10.8	25.1	11.6	10.9	26.4	10.7	9.8	25.4	9.9	8.9	23.4
More than 50 percent Hispanic	9.2	9.1	11.5	11.9	11.7	15.1	14.5	14.1	20.8	16.7	16.0	25.2
Percent of students eligible for free or reduced-price lunch program ¹	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
0 to 25.0	29.9	29.8	33.1	28.3	28.1	32.7	23.2	22.9	27.7	16.8	16.5	20.6
25.1 to 50.0	25.0	25.3	11.5	27.9	28.4	15.2	26.9	27.4	17.4	25.2	25.8	17.3
50.1 to 75.0	16.8	16.9	11.1	21.6	21.8	16.9	26.4	26.8	20.1	26.4	27.0	19.3
More than 75.0	12.2	12.2	13.1	16.6	16.4	22.7	21.3	20.7	33.1	25.1	24.4	34.7
Missing/school does not participate	16.2	15.8	31.1	5.6	5.3	12.5	2.2	2.3	1.7	6.5	6.4	8.2
Locale	—	—	—	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
City	—	—	—	25.0	24.0	52.5	26.2	24.5	55.5	27.1	24.9	56.5
Suburban	—	—	—	28.2	28.4	22.2	27.4	27.8	21.3	31.7	32.1	25.9
Town	—	—	—	15.3	15.5	9.4	14.0	14.4	7.6	13.6	14.1	6.7
Rural	—	—	—	31.5	32.1	16.0	32.3	33.3	15.6	27.7	28.9	10.9
Region	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Northeast	16.2	16.3	10.9	15.7	16.0	9.0	15.5	15.9	9.5	15.7	16.1	10.1
Midwest	28.7	28.8	23.3	27.9	27.9	27.4	26.4	26.6	23.1	25.8	26.1	20.9
South	33.1	33.2	27.5	33.8	34.1	26.5	34.7	35.0	29.5	34.8	34.9	32.2
West	22.0	21.6	38.3	22.6	22.0	37.2	23.4	22.5	37.9	23.8	22.9	36.8

—Not available.

¹The National School Lunch Program is a federally assisted meal program. To be eligible for free lunch under the program, a student must be from a household with an income at or below 130 percent of the poverty threshold; to be eligible for reduced-price lunch, a student must be from a household with an income between 130 percent and 185 percent of the poverty threshold.

²Pupil/teacher ratio based on schools that reported both enrollment and teacher data.

³Includes schools beginning with grade 6 or below and with no grade higher than 8.

⁴Includes schools with no grade lower than 7.

⁵Includes schools beginning with grade 6 or below and ending with grade 9 or above. NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01 through 2015–16. (This table was prepared August 2017.)

Table 3.5. Number and percentage distribution of private elementary and secondary students, number of teachers and pupil/teacher ratio, and number and average enrollment size of schools, by religious affiliation of school: Fall 1999, fall 2009, and fall 2015

[Standard errors appear in parentheses]

Religious affiliation of school	Students ¹								Teachers, 2015 ²		Schools, 2015	
	Fall 1999		Fall 2009		Fall 2015				Number	Pupil/teacher ratio	Number	Average enrollment size
	Total number	Percentage distribution	Total number	Percentage distribution	Total number	Percentage distribution	Number in prekindergarten through grade 8	Number in grade 9 through grade 12				
1	2	3	4	5	6	7	8	9	10	11	12	13
Total	6,018,280 (30,179)	100.0 (†)	5,488,490 (35,857)	100.0 (†)	5,750,520 (85,729)	100.0 (†)	4,304,470 (69,171)	1,446,060 (23,777)	481,560 (7,265)	11.9 (0.06)	34,580 (953)	166 (4.1)
Religiously affiliated	4,853,780 (26,450)	80.7 (0.11)	4,236,440 (32,943)	77.2 (0.16)	4,351,490 (80,288)	75.7 (0.51)	3,259,050 (63,688)	1,092,430 (23,546)	336,400 (6,712)	12.9 (0.10)	23,270 (878)	187 (6.6)
African Methodist Episcopal	1,630 (†)	# (†)	2,190 (†)	# (†)	1,180 (†)	# (†)	1,070 (†)	110 (†)	100 (†)	12.0 (†)	10 (†)	129 (†)
Amish	20,480 (1,483)	0.3 (0.02)	49,630! (21,679)	0.9! (0.39)	68,780! (24,246)	1.2! (0.42)	68,610! (24,246)	160 (†)	3,860! (1,552)	17.8 (1.63)	2,110! (637)	33 (2.3)
Assembly of God	91,170 (682)	1.5 (0.01)	51,660 (846)	0.9 (0.02)	42,080 (†)	0.7 (0.01)	35,120 (†)	6,960 (†)	2,980 (†)	14.1 (†)	250 (†)	171 (†)
Baptist	374,740 (4,831)	6.2 (0.07)	289,480 (7,176)	5.3 (0.13)	239,170 (8,492)	4.2 (0.16)	190,620 (6,345)	48,550 (2,694)	19,760 (716)	12.1 (0.06)	1,860 (153)	128 (8.8)
Brethren	9,490 (†)	0.2 (†)	8,150 (†)	0.1 (†)	5,860 (†)	0.1 (†)	4,590 (†)	1,260 (†)	590 (†)	9.9 (†)	70 (†)	89 (†)
Calvinist	43,360 (†)	0.7 (†)	28,770 (2,809)	0.5 (0.05)	23,120 (†)	0.4 (0.01)	17,540 (†)	5,590 (†)	1,620 (†)	14.3 (†)	100 (†)	226 (†)
Christian (no specific denomination)	609,210 (13,920)	10.1 (0.20)	699,800 (11,027)	12.8 (0.18)	876,430 (67,287)	15.2 (1.01)	646,900 (45,531)	229,530 (23,314)	77,310 (6,296)	11.3 (0.24)	5,410 (347)	162 (11.2)
Church of Christ	57,060 (†)	0.9 (†)	35,510 (†)	0.6 (†)	29,520 (†)	0.5 (0.01)	21,450 (†)	8,080 (†)	2,290 (†)	12.9 (†)	120 (†)	253 (†)
Church of God	19,120 (949)	0.3 (0.02)	14,260 (515)	0.3 (0.01)	10,370 (†)	0.2 (†)	7,720 (†)	2,650 (†)	750 (†)	13.7 (†)	80 (†)	130 (†)
Church of God in Christ ..	3,710 (321)	0.1 (0.01)	4,100! (1,348)	0.1! (0.02)	2,870 (†)	# (†)	2,010 (†)	860 (†)	120 (†)	23.2 (†)	20 (†)	143 (†)
Church of the Nazarene	— (†)	— (†)	18,490! (8,673)	0.3! (0.16)	9,250 (†)	0.2 (†)	8,280 (†)	970 (†)	590 (†)	15.6 (†)	70 (†)	132 (†)
Disciples of Christ	† (†)	† (†)	1,420 (†)	# (†)	1,780 (†)	# (†)	1,770 (†)	20 (†)	90 (†)	20.3 (†)	10 (†)	205 (†)
Episcopal	135,100 (16,971)	2.2 (0.28)	112,710 (919)	2.1 (0.02)	103,710 (†)	1.8 (0.03)	75,820 (†)	27,880 (†)	11,090 (†)	9.3 (†)	350 (†)	293 (†)
Friends	18,760 (471)	0.3 (0.01)	22,140 (†)	0.4 (†)	24,450 (†)	0.4 (0.01)	17,140 (†)	7,310 (†)	3,000 (†)	8.2 (†)	90 (†)	276 (†)
Greek Orthodox	5,520 (†)	0.1 (†)	4,670 (†)	0.1 (†)	6,310 (347)	0.1 (0.01)	5,910 (347)	400 (†)	540 (29)	11.8 (0.01)	40 (4)	168 (9.5)
Islamic	20,450 (993)	0.3 (0.02)	34,550 (1,547)	0.6 (0.03)	46,000 (1,653)	0.8 (0.03)	40,170 (1,653)	5,820 (†)	4,870 (335)	9.4 (0.32)	290 (44)	157 (18.8)
Jewish	198,580 (465)	3.3 (0.02)	256,250 (14,752)	4.7 (0.26)	334,410 (12,335)	5.8 (0.24)	255,970 (9,419)	78,430 (3,728)	32,670 (1,269)	10.2 (0.11)	1,120 (74)	299 (11.3)
Latter Day Saints	710 (†)	# (†)	1,720 (†)	# (†)	1,660 (†)	# (†)	1,210 (†)	440 (†)	140 (†)	11.6 (†)	10 (†)	305 (†)
Lutheran Church—Missouri Synod	211,360 (1,658)	3.5 (0.03)	163,750 (33)	3.0 (0.02)	158,330 (5,416)	2.8 (0.10)	135,710 (4,069)	22,610 (3,575)	9,690 (364)	16.3 (0.18)	1,000 (45)	158 (5.5)
Evangelical Lutheran Church in America ..	32,530 (348)	0.5 (0.01)	20,370 (†)	0.4 (†)	16,410 (†)	0.3 (†)	16,050 (†)	360 (†)	950 (†)	17.2 (†)	130 (†)	126 (†)
Wisconsin Evangelical Lutheran Synod	37,230 (†)	0.6 (†)	35,420 (†)	0.6 (†)	33,920 (†)	0.6 (0.01)	27,970 (†)	5,950 (†)	2,260 (†)	15.0 (†)	320 (†)	107 (†)
Other Lutheran	5,100 (70)	0.1 (†)	5,300 (†)	0.1 (†)	6,530 (†)	0.1 (†)	5,930 (†)	600 (†)	410 (†)	16.1 (†)	70 (†)	89 (†)
Mennonite	24,800 (1,337)	0.4 (0.02)	29,260 (3,261)	0.5 (0.06)	30,530 (3,651)	0.5 (0.06)	24,880 (3,651)	5,650 (†)	2,860 (434)	10.7 (0.38)	610 (137)	50 (5.8)
Methodist	41,920 (1,401)	0.7 (0.02)	37,980 (1,437)	0.7 (0.03)	36,590 (1,692)	0.6 (0.03)	32,600 (1,692)	3,990 (†)	2,000 (26)	18.3 (0.61)	290 (26)	127 (5.4)
Pentecostal	38,370 (599)	0.6 (0.01)	20,570 (2,628)	0.4 (0.05)	21,490 (3,701)	0.4 (0.06)	16,420 (2,278)	5,060 (1,423)	2,210 (414)	9.7 (0.18)	430! (143)	50 (9.7)
Presbyterian	50,990 (†)	0.8 (†)	51,530 (360)	0.9 (0.01)	56,090 (4,379)	1.0 (0.07)	47,710 (4,272)	8,380 (251)	3,770 (274)	14.9 (0.79)	320 (65)	174 (25.6)
Roman Catholic	2,660,420 (4,831)	44.2 (0.24)	2,160,220 (3,494)	39.4 (0.25)	2,082,660 (42,791)	36.2 (0.66)	1,487,620 (42,646)	595,050 (2,166)	143,190 (1,958)	14.5 (0.13)	7,010 (121)	297 (5.1)
Seventh-Day Adventist ..	63,540 (240)	1.1 (0.01)	53,820 (365)	1.0 (0.01)	53,330 (550)	0.9 (0.02)	39,600 (550)	13,720 (†)	4,000 (46)	13.3 (0.05)	800 (46)	67 (3.2)
Other	76,690 (8,847)	1.3 (0.14)	22,720 (†)	0.4 (†)	28,670 (800)	0.5 (0.02)	22,640 (800)	6,030 (†)	2,700 (240)	10.6 (0.66)	300 (80)	94 (24.7)
Not religiously affiliated	1,164,500 (8,156)	19.3 (0.11)	1,252,050 (8,849)	22.8 (0.16)	1,399,030 (29,132)	24.3 (0.51)	1,045,410 (27,611)	353,620 (5,530)	145,160 (2,801)	9.6 (0.09)	11,300 (424)	124 (2.7)

—Not available.

†Not applicable.

#Rounds to zero.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹Includes students in prekindergarten in schools that offer kindergarten or higher grade.

²Reported in full-time equivalents (FTE). Excludes teachers who teach only prekindergarten students.

NOTE: Tabulation includes schools that offer kindergarten or higher grade. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 1999–2000, 2009–10, and 2015–16. (This table was prepared January 2019.)

Table 4.1. Percentage distribution of students enrolled in grades 1 through 12, by public school type and charter status, private school orientation, and selected child and household characteristics: 2016

[Standard errors appear in parentheses]

Selected child or household characteristic and public school type	Total, all schools	Public school, total	Public school type ¹		Public school charter status		Private school, total	Private school orientation	
			Assigned	Chosen	Traditional ²	Charter		Religious	Nonsectarian
1	2	3	4	5	6	7	8	9	10
Percentage distribution of all enrolled students, by school type and charter status	100.0 (t)	90.5 (0.32)	70.6 (0.61)	19.8 (0.52)	85.9 (0.44)	4.6 (0.31)	9.5 (0.32)	7.6 (0.32)	1.9 (0.18)
Percentage distribution of students in schools of each type or status, by characteristic	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)
Total, all students	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)	100.0 (t)
Sex of child									
Male	51.8 (0.67)	52.0 (0.72)	52.2 (0.87)	51.2 (1.69)	52.0 (0.78)	51.4 (3.38)	50.3 (1.92)	50.2 (2.18)	50.9 (5.01)
Female	48.2 (0.67)	48.0 (0.72)	47.8 (0.87)	48.8 (1.69)	48.0 (0.78)	48.6 (3.38)	49.7 (1.92)	49.8 (2.18)	49.1 (5.01)
Race/ethnicity of child									
White	51.8 (0.41)	50.7 (0.44)	54.6 (0.57)	36.9 (1.19)	51.8 (0.47)	30.4 (2.85)	62.1 (1.85)	64.0 (2.15)	54.6 (5.02)
Black	14.3 (0.19)	14.5 (0.26)	12.1 (0.41)	23.2 (1.27)	13.9 (0.31)	26.2 (3.63)	12.2 (1.34)	12.3 (1.57)	11.6 (2.75)
Hispanic	23.8 (0.28)	24.7 (0.35)	23.3 (0.52)	29.9 (1.43)	24.1 (0.37)	36.0 (3.09)	15.0 (1.38)	15.4 (1.51)	13.5 (3.25)
Asian/Pacific Islander	5.7 (0.26)	5.6 (0.29)	5.6 (0.30)	5.7 (0.63)	5.6 (0.30)	4.7 (1.37)	6.3 (1.05)	4.4 (0.90)	13.7 (3.54)
Asian	5.4 (0.25)	5.3 (0.28)	5.3 (0.29)	5.3 (0.60)	5.4 (0.28)	4.0 (1.15)	6.0 (1.02)	4.1 (0.85)	13.7 (3.54)
Pacific Islander	0.3 (0.05)	0.3 (0.06)	0.2 (0.06)	0.4 (0.19)	0.2 (0.05)	± (t)	± (t)	± (t)	± (t)
Other ³	4.5 (0.26)	4.5 (0.29)	4.5 (0.33)	4.3 (0.49)	4.6 (0.30)	2.7 (0.71)	4.4 (0.63)	3.9 (0.64)	6.7 (1.85)
Disability status of child as reported by parent									
Has a disability	16.9 (0.57)	17.3 (0.61)	17.4 (0.68)	17.0 (1.04)	17.3 (0.61)	15.9 (2.00)	13.3 (1.20)	12.7 (1.40)	15.8 (2.86)
Does not have a disability	83.1 (0.57)	82.7 (0.61)	82.6 (0.68)	83.0 (1.04)	82.7 (0.61)	84.1 (2.00)	86.7 (1.20)	87.3 (1.40)	84.2 (2.86)
Grade level									
Grades 1 through 5	43.5 (0.33)	43.6 (0.35)	44.2 (0.51)	41.3 (1.15)	43.2 (0.40)	51.6 (3.23)	42.7 (1.89)	43.2 (2.14)	40.9 (4.79)
Grades 6 through 8	25.2 (0.33)	24.9 (0.34)	25.3 (0.52)	23.8 (1.11)	24.8 (0.37)	27.9 (2.89)	27.4 (1.55)	27.8 (1.74)	25.8 (3.80)
Grades 9 through 12	31.3 (0.27)	31.5 (0.32)	30.5 (0.44)	34.8 (1.09)	32.0 (0.35)	20.5 (2.13)	29.9 (1.60)	29.0 (1.84)	33.4 (3.54)
Number of parents in the household									
Two parents	70.3 (0.51)	69.3 (0.57)	70.5 (0.72)	64.9 (1.34)	69.3 (0.57)	68.2 (3.61)	80.6 (1.52)	80.0 (1.71)	82.7 (2.59)
One parent	25.7 (0.55)	26.6 (0.62)	25.4 (0.73)	30.7 (1.29)	26.4 (0.62)	28.7 (3.43)	17.7 (1.46)	18.2 (1.67)	15.4 (2.46)
Nonparental guardians	3.9 (0.26)	4.2 (0.28)	4.1 (0.37)	4.5 (0.62)	4.2 (0.30)	3.0 (0.59)	1.8 (0.37)	1.8 (0.36)	± (t)
Highest education level of parents									
Less than a high school diploma	10.7 (0.30)	11.3 (0.34)	10.9 (0.44)	12.4 (1.13)	11.0 (0.35)	17.1 (3.53)	5.5 (1.27)	5.8 (1.37)	± (t)
High school diploma or GED	20.0 (0.27)	21.3 (0.30)	21.3 (0.48)	21.4 (1.28)	21.5 (0.36)	17.7 (3.26)	8.0 (1.43)	8.9 (1.62)	± (t)
Vocational/technical, associate's degree, or some college	25.7 (0.44)	26.6 (0.45)	26.7 (0.58)	26.0 (1.07)	26.7 (0.47)	25.0 (2.57)	17.5 (1.57)	19.5 (1.76)	9.7 (2.46)
Bachelor's degree/some graduate school	26.7 (0.46)	25.6 (0.47)	26.0 (0.60)	24.2 (0.99)	25.8 (0.50)	22.8 (1.96)	37.2 (1.60)	38.2 (1.89)	33.1 (3.76)
Graduate/professional degree	16.8 (0.18)	15.2 (0.19)	15.0 (0.27)	16.0 (0.78)	15.1 (0.19)	17.4 (1.87)	31.8 (1.68)	27.5 (1.75)	49.0 (5.11)
Poverty status of household⁴									
Poor	17.3 (0.42)	18.3 (0.47)	18.1 (0.50)	18.8 (1.26)	18.2 (0.46)	19.9 (2.80)	7.6 (1.36)	7.0 (1.38)	9.9 (4.05)
Near-poor	21.4 (0.45)	22.2 (0.51)	21.3 (0.59)	25.6 (1.50)	21.9 (0.52)	28.2 (4.09)	13.1 (1.59)	14.9 (1.90)	6.0 (1.70)
Nonpoor	61.4 (0.46)	59.5 (0.49)	60.6 (0.66)	55.6 (1.33)	59.9 (0.51)	51.8 (3.60)	79.3 (1.79)	78.1 (2.07)	84.1 (3.83)
Locale									
City	31.2 (0.74)	30.5 (0.79)	25.6 (0.80)	48.1 (1.58)	29.1 (0.74)	57.8 (3.20)	37.2 (1.76)	36.8 (2.02)	38.6 (3.24)
Suburban	44.5 (0.73)	44.1 (0.77)	46.0 (0.82)	37.7 (1.47)	44.6 (0.76)	34.8 (2.90)	48.1 (1.90)	47.9 (2.19)	48.6 (3.38)
Town	7.9 (0.37)	8.5 (0.40)	9.3 (0.47)	5.4 (0.56)	8.7 (0.42)	3.4 (0.95)	3.0 (0.42)	3.0 (0.49)	2.6 (0.89)
Rural	16.4 (0.42)	16.9 (0.45)	19.1 (0.51)	8.7 (0.66)	17.5 (0.46)	4.0 (1.14)	11.8 (1.19)	12.2 (1.33)	10.2 (2.42)
Region									
Northeast	19.9 (0.50)	19.3 (0.57)	20.8 (0.65)	13.8 (1.23)	19.4 (0.57)	16.8 (2.93)	26.1 (1.81)	25.0 (2.02)	30.4 (4.34)
South	23.9 (0.53)	24.0 (0.56)	23.2 (0.65)	26.8 (1.57)	24.4 (0.56)	16.7 (2.15)	23.3 (1.51)	21.8 (1.73)	29.2 (3.50)
Midwest	21.9 (0.55)	21.5 (0.60)	22.3 (0.66)	18.2 (1.42)	21.5 (0.58)	20.6 (3.61)	26.5 (1.65)	31.0 (1.83)	8.4 (1.65)
West	34.2 (0.63)	35.3 (0.68)	33.7 (0.79)	41.2 (1.73)	34.7 (0.71)	45.9 (3.25)	24.1 (1.59)	22.2 (1.82)	32.1 (3.71)
Public school type¹									
Assigned	70.6 (0.61)	78.0 (0.57)	100.0 (t)	± (t)	82.1 (0.53)	100.0 (t)	± (t)	± (t)	± (t)
Chosen	19.8 (0.52)	21.8 (0.58)	± (t)	100.0 (t)	17.6 (0.54)	± (t)	± (t)	± (t)	± (t)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹In 31 cases, questions about whether a student's school was assigned were not asked because parents reported the school as a private school, and it was only later identified as a public school based on administrative data. Due to the missing data on whether the school was assigned or chosen, these cases were included neither with assigned public schools nor with chosen public schools. These cases were included in the public school totals, however, and they could still be accurately classified as either traditional or charter schools based on administrative data.

²Includes all types of public noncharter schools.

³Includes American Indian/Alaska Native, Two or more races, and race/ethnicity not reported.

⁴Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,036. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: Data exclude homeschooled children. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016). (This table was prepared February 2018.)

Table 5.1. Number and percentage of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through 12th grade, by selected child, parent, and household characteristics: Selected years, 1999 through 2016

[Standard errors appear in parentheses]

Selected child, parent, or household characteristic	1999				2003				2007				2012				2016			
	Number homeschooled ¹ (in thousands)		Percent homeschooled ¹		Number homeschooled ¹ (in thousands)		Percent homeschooled ¹		Number homeschooled ¹ (in thousands)		Percent homeschooled ¹		Number homeschooled ^{1,2} (in thousands)		Percent homeschooled ^{1,2}		Number homeschooled ¹ (in thousands)		Percent homeschooled ¹	
1	2	3	4	5	6	7	8	9	10	11										
Total	850	(71.1)	1.7	(0.14)	1,096	(92.3)	2.2	(0.18)	1,520	(118.0)	3.0	(0.23)	1,773	(115.7)	3.4	(0.23)	1,690	(118.4)	3.3	(0.23)
Sex of child																				
Male	417	(43.9)	1.6	(0.17)	569	(61.9)	2.2	(0.24)	639	(75.1)	2.4	(0.28)	875	(73.7)	3.3	(0.28)	807	(79.2)	3.0	(0.30)
Female	434	(46.1)	1.8	(0.19)	527	(58.2)	2.1	(0.23)	881	(97.4)	3.5	(0.39)	898	(80.3)	3.6	(0.32)	882	(74.8)	3.5	(0.29)
Race/ethnicity of child																				
White	640	(62.3)	2.0	(0.19)	843	(77.5)	2.7	(0.25)	1,171	(102.2)	3.9	(0.34)	1,205	(95.7)	4.5	(0.35)	998	(92.6)	3.8	(0.35)
Black	84	(24.8)	1.0	(0.31)	103	(33.9)	1.3	(0.42)	61	(21.2)	0.8	(0.28)	140	(37.1)	2.0	(0.52)	132	(27.6)	1.9	(0.39)
Hispanic	77	(17.7)	1.1	(0.25)	59	(21.1)	0.7	(0.26)	147	(27.5)	1.5	(0.29)	265	(41.1)	2.3	(0.35)	444	(62.2)	3.5	(0.50)
Asian/Pacific Islander	+	(+)	+	(+)	+	(+)	+	(+)	+	(+)	+	(+)	73	(21.9)	2.8	(0.9)	44	(12.6)	1.4	(0.40)
Asian	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)
Pacific Islander	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)	—	(—)
American Indian/Alaska Native	+	(+)	+	(+)	+	(+)	+	(+)	+	(+)	+	(+)	+	(+)	+	(+)	+	(+)	+	(+)
Other ²	16	(6.4)	1.6	(0.62)	59	(26.9)	4.9	(2.13)	111	(29.5)	4.8	(1.30)	82	(16.3)	3.2	(0.61)	69	(15.2)	2.7	(0.62)
Grade equivalent ⁴																				
Kindergarten through grade 5	428	(48.1)	1.8	(0.20)	472	(55.3)	1.9	(0.23)	717	(83.8)	3.0	(0.36)	833	(84.8)	3.2	(0.33)	767	(74.4)	3.0	(0.29)
Kindergarten	92	(19.7)	2.4	(0.52)	+	(+)	+	(+)	+	(+)	+	(+)	212	(47.3)	4.0	(0.9)	181	(40.7)	3.5	(0.80)
Grades 1 through 3	199	(36.7)	1.6	(0.29)	214	(33.3)	1.8	(0.28)	406	(64.5)	3.4	(0.54)	353	(50.9)	2.9	(0.42)	300	(34.1)	2.4	(0.28)
Grades 4 and 5	136	(22.5)	1.7	(0.28)	160	(30.1)	1.9	(0.35)	197	(41.4)	2.5	(0.52)	268	(44.2)	3.2	(0.52)	287	(51.8)	3.4	(0.62)
Grades 6 through 8	186	(28.0)	1.6	(0.24)	302	(44.9)	2.4	(0.36)	371	(65.3)	3.0	(0.53)	424	(49.0)	3.5	(0.41)	398	(49.1)	3.3	(0.41)
Grades 9 through 12	235	(33.3)	1.7	(0.24)	315	(47.0)	2.3	(0.33)	422	(58.2)	2.8	(0.38)	516	(53.6)	3.8	(0.39)	525	(55.9)	3.8	(0.40)
Number of children in the household																				
One child	132	(18.0)	1.3	(0.17)	110	(22.3)	1.4	(0.27)	197	(32.5)	2.3	(0.38)	418	(29.6)	3.4	(0.23)	338	(35.5)	2.7	(0.27)
Two children	248	(28.4)	1.3	(0.15)	306	(45.1)	1.5	(0.22)	414	(67.2)	2.0	(0.32)	493	(51.5)	2.5	(0.26)	475	(55.3)	2.3	(0.27)
Three or more children	470	(63.9)	2.3	(0.31)	679	(80.2)	3.1	(0.36)	909	(102.4)	4.1	(0.46)	862	(88.4)	4.5	(0.47)	877	(84.8)	4.7	(0.45)
Number of parents in the household																				
Two parents	683	(68.3)	2.1	(0.21)	886	(82.7)	2.5	(0.23)	1,357	(111.5)	3.6	(0.30)	1,354	(104.2)	3.8	(0.29)	1,358	(103.7)	3.7	(0.28)
One parent	142	(25.0)	0.9	(0.16)	196	(42.6)	1.5	(0.32)	118	(28.4)	1.0	(0.24)	342	(51.6)	2.5	(0.37)	293	(38.4)	2.3	(0.30)
Nonparental guardians	25	(14.4)	+	(+)	+	(+)	+	(+)	+	(+)	+	(+)	77	(31.9)	4.0	(1.6)	38	(9.9)	2.0	(0.54)
Parent participation in the labor force																				
Two parents—both in labor force	237	(39.8)	1.0	(0.17)	274	(44.1)	1.1	(0.18)	518	(76.2)	2.0	(0.29)	588	(63.5)	2.5	(0.27)	427	(56.5)	1.7	(0.23)
Two parents—one in labor force	444	(53.9)	4.6	(0.55)	594	(73.7)	5.6	(0.67)	808	(94.3)	7.5	(0.82)	719	(76.3)	6.2	(0.65)	935	(87.8)	7.2	(0.68)
One parent in labor force	98	(21.8)	0.7	(0.16)	174	(39.8)	1.4	(0.33)	127	(29.5)	1.3	(0.30)	247	(40.9)	2.2	(0.36)	189	(29.6)	1.8	(0.29)
No parent participation in labor force	71	(18.8)	1.9	(0.48)	+	(+)	+	(+)	+	(+)	+	(+)	130	(31.9)	4.8	(1.15)	139	(23.9)	4.0	(0.72)
Highest education level of parents																				
High school diploma or less	160	(26.5)	0.9	(0.15)	269	(51.6)	1.7	(0.32)	208	(35.5)	1.5	(0.24)	560	(81.7)	3.4	(0.50)	510	(66.1)	3.3	(0.43)
Vocational/technical, associate's degree, or some college	287	(37.3)	1.9	(0.24)	338	(57.7)	2.1	(0.36)	559	(77.5)	3.8	(0.52)	525	(45.6)	3.4	(0.29)	418	(49.2)	3.1	(0.36)
Bachelor's degree/some graduate school	213	(36.2)	2.6	(0.42)	309	(48.5)	2.8	(0.45)	444	(64.7)	3.9	(0.57)	434	(51.4)	3.7	(0.43)	501	(64.0)	3.6	(0.45)
Graduate/professional degree	190	(39.8)	2.3	(0.46)	180	(41.6)	2.3	(0.55)	309	(50.0)	2.9	(0.46)	255	(27.3)	3.3	(0.36)	260	(30.7)	3.0	(0.35)
Household income ⁵																				
\$20,000 or less	184	(35.2)	1.5	(0.28)	164	(38.9)	1.8	(0.43)	186	(42.1)	2.2	(0.50)	219	(41.8)	2.9	(0.56)	184	(29.0)	2.9	(0.46)
\$20,001 to \$50,000	356	(42.9)	1.8	(0.22)	430	(60.3)	2.6	(0.36)	420	(59.8)	3.1	(0.42)	528	(65.5)	3.8	(0.47)	483	(59.4)	3.7	(0.46)
\$50,001 to \$75,000	162	(25.5)	1.9	(0.30)	264	(51.1)	2.4	(0.46)	414	(58.8)	4.0	(0.57)	370	(48.9)	3.9	(0.53)	435	(58.6)	4.8	(0.65)
\$75,001 to \$100,000	148	(26.5)	1.5	(0.28)	169	(42.9)	2.6	(0.66)	264	(57.2)	3.8	(0.83)	288	(47.3)	4.2	(0.69)	268	(38.4)	3.8	(0.55)
Over \$100,000	—	(+)	—	(+)	+	(+)	+	(+)	236	(57.5)	2.0	(0.49)	367	(42.8)	2.7	(0.31)	319	(39.0)	1.9	(0.24)
Locale																				
City	—	(+)	—	(+)	—	(+)	—	(+)	327	(40.4)	2.0	(0.26)	493	(59.5)	3.3	(0.40)	493	(56.0)	3.0	(0.33)
Suburban	—	(+)	—	(+)	—	(+)	—	(+)	503	(78.8)	2.6	(0.41)	601	(66.8)	3.1	(0.34)	651	(76.2)	2.9	(0.33)
Town	—	(+)	—	(+)	—	(+)	—	(+)	168	(37.1)	3.0	(0.65)	127	(30.8)	2.6	(0.63)	177	(30.0)	4.3	(0.70)
Rural	—	(+)	—	(+)	—	(+)	—	(+)	523	(75.9)	4.9	(0.71)	552	(68.2)	4.5	(0.55)	368	(45.1)	4.4	(0.54)

—Not available.

+Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met (too few cases for a reliable estimate).

†Excludes students who were enrolled in school for more than 25 hours a week. Also excludes students who were homeschooled only due to a temporary illness.

‡The National Center for Education Statistics uses a statistical adjustment for estimates of homeschoolers in 2012. For more information about this adjustment, please see *Homeschooling in the United States: 2012* (NCES 2016-096REV).

§Includes Two or more races and race/ethnicity not reported.

¶Students whose grade equivalent was "ungraded" were excluded from the grade analysis. The percentage of students with an "ungraded" grade equivalent was 0.02 percent in 2003 and 2007. There were no students with an "ungraded" grade equivalent in 2012.

§For 1999, estimates combine the "\$75,001 to \$100,000" and "Over \$100,000" categories.

NOTE: While National Household Education Surveys Program (NHES) administrations prior to 2012 were administered via telephone with an interviewer, NHES:2012 and NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for years prior to 2012 and estimates for later years could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey and Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (Parent-NHES:1999 and PFI-NHES:2003, 2007, 2012, and 2016). (This table was prepared February 2018.)

Table 5.2. Percentage and percentage distribution of homeschooled students ages 5 through 17 with a grade equivalent of kindergarten through grade 12, by reasons their parents gave for homeschooling, the one reason their parents identified as most important, and race/ethnicity of child: 2015–16

[Standard errors appear in parentheses]

Reason for homeschooling	Percent of homeschooled students whose parents selected each reason as one of their reasons for homeschooling ¹						Percentage distribution of homeschooled students, by the one reason identified by their parents as most important ²					
	Total	White	Black	Hispanic	Asian/ Pacific Islander	Other ³	Total	White	Black	Hispanic	Asian/ Pacific Islander	Other ³
1	2	3	4	5	6	7	8	9	10	11	12	13
A concern about school environment, such as safety, drugs, or negative peer pressure	80.4 (2.39)	85.3 (2.43)	54.3 (11.30)	78.9 (4.98)	52.7! (16.03)	88.7 (7.87)	33.8 (3.15)	28.0 (2.94)	32.4! (11.73)	47.9 (8.20)	± (†)	33.7 (8.23)
A dissatisfaction with the academic instruction at other schools	60.5 (3.02)	69.0 (3.52)	47.4 (11.57)	43.6 (6.61)	45.8! (15.69)	82.4 (7.72)	17.0 (2.16)	18.7 (2.62)	15.0! (6.11)	10.5! (3.90)	± (†)	35.8 (10.70)
A desire to provide religious instruction	51.3 (3.04)	64.7 (3.31)	32.9! (11.31)	28.1 (6.00)	46.3! (15.92)	46.1 (12.75)	15.9 (2.68)	20.8 (3.83)	± (†)	6.5! (2.71)	± (†)	± (†)
A desire to provide moral instruction	66.9 (2.93)	79.0 (2.59)	53.2 (11.57)	46.7 (6.84)	38.8! (15.30)	68.3 (10.37)	4.7 (1.27)	5.6! (1.87)	± (†)	± (†)	± (†)	± (†)
Child has a physical or mental health problem	14.1 (1.49)	14.4 (1.92)	± (†)	14.0 (3.82)	± (†)	23.4! (8.43)	5.5 (1.19)	4.7 (1.37)	± (†)	9.0! (3.11)	± (†)	± (†)
Child has a temporary illness ⁴	3.7 (0.83)	3.4 (0.92)	± (†)	4.3! (2.00)	± (†)	± (†)	± (†)	± (†)	± (†)	± (†)	± (†)	± (†)
Child has other special needs	19.8 (1.91)	20.7 (2.71)	18.3! (6.52)	17.4 (4.16)	± (†)	32.2! (9.75)	5.8 (1.26)	4.4 (1.20)	11.9! (5.82)	6.6! (2.89)	± (†)	± (†)
A desire to provide a nontraditional approach to child's education	39.0 (2.67)	47.4 (3.85)	29.9! (11.53)	24.2 (5.11)	± (†)	42.6 (8.32)	5.6 (1.18)	8.2 (1.97)	± (†)	± (†)	± (†)	± (†)
Other reasons ⁵	21.8 (2.74)	17.6 (2.72)	30.8! (10.14)	27.9 (7.54)	± (†)	24.7! (9.67)	11.4 (1.85)	9.1 (2.30)	24.5! (9.52)	14.1! (5.06)	± (†)	± (†)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

±Reporting standards not met (too few cases for a reliable estimate).

¹Parents could give more than one reason. They answered "yes" or "no" to each of the listed reasons.

²Parents could identify only one reason as the most important.

³Includes American Indian/Alaska Native, Two or more races, and race/ethnicity not reported.

⁴Students are excluded from this table if a temporary illness was the only reason that their parents gave for homeschooling.

⁵In addition to selecting listed reasons, parents could also write in "another reason." Other reasons that parents gave for homeschooling include family time, finances, travel, and a more flexible schedule.

NOTE: Excludes students who were enrolled in school for more than 25 hours a week. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding and suppression of data that do not meet reporting standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016). (This table was prepared November 2018.)

Table 5.3. Percentage distribution of students ages 5 through 17 attending kindergarten through 12th grade, by school type or participation in homeschooling and selected child, parent, and household characteristics: Selected years, 1999 through 2016

[Standard errors appear in parentheses]

Selected child, parent, or household characteristic	1999				2003				2007				2016			
	Public school		Private school	Home-schooled ¹	Public school		Private school	Home-schooled ¹	Public school		Private school	Home-schooled ¹	Public school ²		Private school	Home-schooled ¹
	Assigned	Chosen			Assigned	Chosen			Assigned	Chosen			Assigned	Chosen		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total	74.1 (0.45)	14.3 (0.33)	10.0 (0.28)	1.7 (0.14)	72.1 (0.57)	15.0 (0.41)	10.8 (0.39)	2.2 (0.18)	70.6 (0.70)	15.0 (0.55)	11.4 (0.45)	3.0 (0.23)	68.8 (0.62)	18.7 (0.52)	9.2 (0.32)	3.3 (0.23)
Sex of child																
Male	74.8 (0.60)	13.9 (0.44)	9.7 (0.34)	1.6 (0.17)	72.1 (0.70)	15.0 (0.56)	10.7 (0.48)	2.2 (0.24)	70.7 (1.05)	15.3 (0.79)	11.5 (0.73)	2.4 (0.28)	69.6 (0.88)	18.4 (0.78)	8.9 (0.42)	3.0 (0.30)
Female	73.4 (0.61)	14.6 (0.45)	10.3 (0.41)	1.8 (0.19)	72.1 (0.78)	14.9 (0.54)	10.8 (0.51)	2.1 (0.23)	70.5 (0.88)	14.7 (0.64)	11.2 (0.54)	3.5 (0.39)	68.0 (0.93)	19.0 (0.83)	9.5 (0.48)	3.5 (0.29)
Race/ethnicity of child																
White	75.0 (0.54)	11.2 (0.35)	11.8 (0.39)	2.0 (0.19)	72.7 (0.67)	12.4 (0.47)	12.2 (0.48)	2.7 (0.25)	69.9 (0.80)	12.0 (0.46)	14.2 (0.61)	3.9 (0.34)	71.8 (0.74)	13.4 (0.52)	11.0 (0.48)	3.8 (0.35)
Black	70.2 (1.24)	22.6 (1.22)	6.2 (0.47)	1.0 (0.31)	66.6 (1.49)	23.4 (1.45)	8.6 (0.85)	1.3! (0.42)	68.4 (2.30)	23.0 (2.20)	7.8 (1.33)	0.8! (0.28)	60.3 (2.02)	30.1 (2.13)	8.0 (0.91)	1.9 (0.39)
Hispanic	76.0 (1.02)	17.6 (0.91)	5.2 (0.40)	1.1 (0.25)	77.2 (1.17)	15.0 (0.99)	7.1 (0.66)	0.7! (0.26)	74.6 (1.41)	17.5 (1.25)	6.3 (0.57)	1.5 (0.29)	66.8 (1.40)	23.1 (1.35)	6.1 (0.59)	3.5 (0.50)
Asian/Pacific Islander	68.8 (3.13)	18.1 (2.74)	11.3 (1.68)	‡ (†)	65.8 (3.52)	19.1 (3.23)	14.0 (2.21)	‡ (†)	72.1 (3.22)	13.6 (2.10)	12.1 (2.08)	‡ (†)	69.2 (2.45)	19.5 (2.06)	9.8 (1.58)	1.4 (0.40)
Asian	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	71.4 (3.15)	12.8 (2.11)	13.4 (2.25)	‡ (†)	69.4 (2.53)	19.2 (2.11)	9.9 (1.58)	1.4 (0.40)
Pacific Islander	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	77.9 (11.74)	‡ (†)	‡ (†)	‡ (†)	63.2 (12.42)	26.9! (12.19)	‡ (†)	‡ (†)
Other ³	70.2 (2.90)	17.2 (2.50)	10.7 (1.96)	1.9 (0.56)	68.2 (3.75)	18.3 (2.87)	8.8 (2.14)	4.6! (1.76)	69.4 (2.83)	18.6 (2.41)	7.8 (1.22)	4.2 (1.13)	69.9 (1.94)	18.8 (1.79)	8.7 (1.17)	2.6 (0.56)
Disability status of child as reported by parent																
Has a disability	74.8 (0.93)	15.3 (0.78)	8.0 (0.49)	1.8 (0.27)	72.4 (1.12)	16.2 (0.75)	9.2 (0.70)	2.2 (0.35)	72.7 (1.35)	14.0 (0.91)	10.5 (0.96)	2.7 (0.49)	69.0 (1.29)	19.8 (1.17)	7.2 (0.61)	4.1 (0.50)
Does not have a disability	73.9 (0.51)	14.0 (0.36)	10.5 (0.34)	1.7 (0.16)	72.0 (0.67)	14.5 (0.51)	11.3 (0.44)	2.1 (0.21)	69.9 (0.76)	15.3 (0.63)	11.7 (0.48)	3.1 (0.28)	68.7 (0.70)	18.5 (0.59)	9.6 (0.38)	3.1 (0.24)
Grade equivalent⁴																
Kindergarten through grade 5	71.5 (0.61)	15.1 (0.43)	11.6 (0.41)	1.8 (0.20)	70.1 (0.70)	16.2 (0.56)	11.8 (0.53)	1.9 (0.23)	68.5 (1.16)	16.2 (1.04)	12.2 (0.69)	3.0 (0.36)	70.0 (0.89)	17.8 (0.80)	9.1 (0.50)	3.0 (0.29)
Kindergarten	66.2 (1.67)	15.4 (1.13)	15.9 (1.29)	2.4 (0.52)	69.0 (1.50)	15.5 (1.18)	12.8 (1.21)	2.7 (0.64)	66.4 (2.20)	14.7 (1.60)	15.8 (1.61)	‡ (†)	70.3 (2.54)	17.1 (2.24)	9.4 (1.17)	3.5 (0.80)
Grades 1 through 3	72.2 (0.87)	15.3 (0.67)	10.9 (0.53)	1.6 (0.29)	70.0 (1.18)	16.2 (0.96)	12.1 (0.73)	1.8 (0.28)	68.4 (1.68)	15.9 (1.63)	12.3 (0.93)	3.4 (0.54)	69.5 (1.35)	18.5 (1.16)	8.4 (0.84)	2.4 (0.28)
Grades 4 and 5	72.9 (1.17)	14.6 (0.79)	10.7 (0.77)	1.7 (0.28)	70.7 (1.12)	16.5 (0.96)	10.9 (0.76)	1.9 (0.35)	69.7 (1.62)	17.5 (1.34)	10.3 (1.08)	2.5 (0.52)	70.7 (1.37)	17.4 (1.30)	9.9 (0.77)	3.4 (0.62)
Grades 6 through 8	77.4 (0.79)	11.5 (0.65)	9.5 (0.47)	1.6 (0.24)	73.3 (1.03)	14.1 (0.81)	10.2 (0.59)	2.4 (0.36)	74.4 (1.44)	11.6 (0.81)	11.0 (1.14)	3.0 (0.53)	68.9 (1.13)	17.9 (0.89)	8.8 (0.62)	3.3 (0.41)
Grades 9 through 12	75.7 (0.75)	15.1 (0.60)	7.5 (0.44)	1.7 (0.24)	74.6 (0.97)	13.6 (0.76)	9.5 (0.63)	2.3 (0.33)	70.8 (1.07)	15.9 (0.84)	10.5 (0.75)	2.8 (0.38)	66.4 (0.88)	20.9 (0.81)	8.8 (0.53)	3.8 (0.40)
Number of parents in the household																
Two parents	74.5 (0.54)	12.0 (0.35)	11.5 (0.37)	2.1 (0.21)	71.8 (0.67)	13.6 (0.51)	12.1 (0.47)	2.5 (0.23)	69.5 (0.73)	13.8 (0.49)	12.9 (0.52)	3.6 (0.30)	68.5 (0.75)	17.2 (0.54)	10.5 (0.42)	3.7 (0.28)
One parent	73.5 (0.78)	18.2 (0.55)	7.3 (0.47)	0.9 (0.16)	72.9 (1.09)	18.0 (0.98)	7.6 (0.67)	1.5 (0.32)	73.6 (1.39)	17.2 (1.14)	8.1 (1.18)	1.0 (0.24)	68.9 (1.39)	22.7 (1.30)	6.2 (0.55)	2.3 (0.30)
Nonparental guardians	71.6 (2.70)	21.9 (2.72)	5.1 (0.84)	‡ (†)	73.2 (3.05)	20.1 (2.59)	5.8 (1.36)	‡ (†)	72.2 (5.91)	23.0 (6.19)	2.6 (0.74)	‡ (†)	74.2 (2.92)	19.5 (2.83)	4.0 (0.84)	2.0 (0.54)
Highest education level of parents																
Less than a high school diploma	79.1 (1.38)	18.0 (1.46)	2.7 (0.51)	‡ (†)	76.9 (2.06)	18.9 (1.76)	2.9! (1.18)	‡ (†)	83.5 (2.77)	11.9 (1.93)	‡ (†)	‡ (†)	71.7 (2.53)	19.2 (2.03)	4.2 (1.00)	4.4 (1.02)
High school diploma or GED	79.0 (0.84)	14.3 (0.72)	5.6 (0.44)	1.1 (0.19)	77.8 (1.01)	15.5 (0.89)	4.9 (0.45)	1.8 (0.34)	79.3 (1.74)	15.1 (1.66)	3.8 (0.56)	1.8 (0.32)	73.9 (1.59)	19.6 (1.36)	3.7 (0.68)	2.7 (0.39)
Vocational/technical, associate's degree, or some college	75.8 (0.72)	14.7 (0.63)	7.7 (0.40)	1.9 (0.24)	74.0 (0.97)	15.5 (0.74)	8.3 (0.58)	2.1 (0.36)	72.0 (1.03)	15.3 (0.99)	8.8 (0.70)	3.8 (0.52)	71.7 (0.97)	19.0 (0.90)	6.1 (0.56)	3.1 (0.36)
Bachelor's degree/some graduate school	68.6 (1.06)	13.2 (0.75)	15.8 (0.75)	2.4 (0.37)	67.1 (1.00)	13.2 (0.84)	16.8 (0.90)	2.8 (0.45)	67.3 (1.28)	14.6 (1.11)	14.2 (0.85)	3.9 (0.57)	65.8 (1.06)	17.9 (0.84)	12.8 (0.61)	3.6 (0.45)
Graduate/professional degree	65.0 (1.14)	12.4 (0.77)	20.2 (0.91)	2.4 (0.54)	63.6 (1.50)	13.5 (1.14)	20.5 (1.28)	2.3 (0.55)	59.3 (1.35)	16.0 (0.95)	21.8 (1.13)	2.9 (0.46)	61.5 (1.09)	18.2 (0.87)	17.6 (0.81)	3.0 (0.35)

See notes at end of table.

Table 5.3. Percentage distribution of students ages 5 through 17 attending kindergarten through 12th grade, by school type or participation in homeschooling and selected child, parent, and household characteristics: Selected years, 1999 through 2016—Continued

[Standard errors appear in parentheses]

Selected child, parent, or household characteristic	1999				2003				2007				2016			
	Public school		Private school	Home-schooled ¹	Public school		Private school	Home-schooled ¹	Public school		Private school	Home-schooled ¹	Public school ²		Private school	Home-schooled ¹
	Assigned	Chosen			Assigned	Chosen			Assigned	Chosen			Assigned	Chosen		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Poverty status of household ⁵																
Poor	74.8 (1.16)	19.2 (1.06)	4.3 (0.50)	1.7 (0.34)	76.3 (1.28)	17.7 (1.10)	3.7 (0.67)	2.3 (0.58)	76.6 (2.48)	17.8 (2.35)	3.7 (1.04)	1.8 (0.40)	72.9 (1.54)	19.2 (1.31)	3.6 (0.68)	3.9 (0.58)
Near-poor	76.8 (0.79)	15.3 (0.70)	5.9 (0.48)	2.0 (0.31)	75.1 (1.17)	16.0 (0.87)	5.9 (0.69)	3.1 (0.50)	73.8 (1.51)	16.8 (1.19)	5.3 (0.73)	4.1 (0.66)	68.6 (1.26)	21.1 (1.32)	5.4 (0.67)	4.7 (0.51)
Nonpoor	72.5 (0.57)	11.8 (0.34)	14.0 (0.47)	1.6 (0.18)	69.8 (0.70)	13.8 (0.54)	14.6 (0.54)	1.8 (0.21)	67.9 (0.74)	13.6 (0.48)	15.5 (0.54)	3.0 (0.30)	67.7 (0.79)	17.7 (0.61)	12.1 (0.43)	2.6 (0.24)
Locale																
City	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	61.7 (1.46)	22.1 (1.38)	14.2 (0.97)	2.0 (0.26)	57.7 (1.22)	15.9 (0.71)	10.7 (0.58)	3.0 (0.33)
Suburban	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	72.7 (0.95)	11.8 (0.67)	12.8 (0.68)	2.6 (0.41)	71.2 (0.92)	13.6 (1.39)	10.2 (0.57)	2.9 (0.33)
Town	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	77.3 (1.77)	12.4 (1.43)	7.1 (0.75)	3.0 (0.65)	78.6 (1.69)	9.9 (0.67)	3.5 (0.56)	4.3 (0.70)
Rural	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	76.7 (1.36)	11.5 (1.03)	6.8 (1.09)	4.9 (0.71)	79.0 (1.05)	9.9 (0.67)	6.4 (0.61)	4.4 (0.54)
Region																
Northeast	72.8 (1.06)	13.4 (0.78)	12.6 (0.63)	1.1 (0.30)	71.6 (1.42)	11.9 (1.02)	14.6 (1.03)	1.8! (0.58)	72.5 (1.42)	11.8 (1.11)	13.6 (0.98)	2.2 (0.47)	73.4 (1.70)	28.4 (1.04)	12.1 (0.98)	1.8 (0.38)
South	75.4 (0.65)	13.2 (0.52)	9.3 (0.43)	2.0 (0.28)	74.2 (0.88)	14.9 (0.72)	8.3 (0.58)	2.6 (0.39)	71.9 (1.15)	13.6 (0.96)	10.8 (0.58)	3.8 (0.46)	67.5 (1.05)	15.9 (0.71)	8.2 (0.47)	3.9 (0.42)
Midwest	74.3 (0.80)	13.4 (0.72)	10.9 (0.61)	1.4 (0.24)	69.9 (1.27)	14.4 (0.92)	13.8 (1.04)	2.0 (0.37)	70.8 (1.54)	14.2 (1.06)	12.8 (1.14)	2.2 (0.53)	71.0 (1.44)	13.6 (1.39)	11.0 (0.83)	2.9 (0.48)
West	72.7 (0.95)	17.7 (0.73)	7.5 (0.49)	2.0 (0.34)	71.9 (1.07)	17.9 (0.97)	8.3 (0.59)	2.0 (0.34)	67.0 (1.40)	20.3 (1.17)	9.4 (0.75)	3.1 (0.42)	65.5 (1.30)	9.9 (0.67)	7.1 (0.58)	3.7 (0.40)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹Excludes students who were enrolled in school for more than 25 hours a week. Also excludes students who were homeschooled only due to a temporary illness.²In 63 cases in 2016, questions about whether a student's school was assigned were not asked because parents reported the school as a private school, and it was only later identified as a public school based on administrative data. Due to the missing data on whether the school was assigned or chosen, these cases were excluded from the analysis of public chosen and assigned schools.³Includes American Indian/Alaska Native, Two or more races, and race/ethnicity not reported.⁴Students whose grade equivalent was "ungraded" were excluded from the grade analysis. The percentage of students with an "ungraded" grade equivalent was 0.03 percent in 1999 and 0.02 percent in 2003 and 2007.⁵Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty

threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,036. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: Data are based on parent reports. While National Household Education Surveys Program (NHES) administrations in 1999, 2003, and 2007 were administered via telephone with an interviewer, NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for 2016 and estimates for the earlier years in this table could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent Survey and Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (Parent-NHES:1999 and PFI-NHES:2003, 2007, and 2016). (This table was prepared February 2018.)

Table 6.1. Average National Assessment of Educational Progress (NAEP) reading scale score and percentage distribution of 4th- and 8th-graders in traditional public, public charter, and private schools, by selected characteristics: 2017

[Standard errors appear in parentheses]

Selected characteristic	Public schools, grade 4			Public schools, grade 8			Private schools, grade 4 ¹	Private schools, grade 8 ¹
	Total	Traditional public	Public charter	Total	Traditional public	Public charter		
1	2	3	4	5	6	7	8	9
Average scale score ²								
All students	221 (0.2)	221 (0.3)	222 (1.8)	265 (0.3)	265 (0.3)	266 (1.7)	235 (1.1)	281 (1.2)
Sex								
Male	218 (0.3)	218 (0.4)	220 (1.9)	260 (0.3)	260 (0.3)	261 (1.9)	232 (1.4)	277 (1.4)
Female	224 (0.3)	224 (0.3)	223 (2.1)	270 (0.3)	270 (0.4)	271 (1.7)	237 (1.4)	285 (1.4)
Race/ethnicity								
White	231 (0.3)	231 (0.3)	236 (1.9)	274 (0.3)	274 (0.3)	281 (1.7)	238 (1.2)	284 (1.3)
Black	205 (0.5)	205 (0.5)	208 (2.1)	248 (0.5)	248 (0.5)	252 (1.5)	220 (3.3)	265 (2.2)
Hispanic	208 (0.5)	208 (0.5)	216 (4.5)	255 (0.5)	254 (0.5)	262 (2.4)	224 (2.8)	273 (2.0)
Asian	241 (1.0)	241 (1.1)	240 (4.6)	283 (1.0)	283 (1.1)	280 (3.4)	244 (2.2)	289 (2.5)
Pacific Islander	210 (2.7)	210 (2.8)	± (†)	254 (2.6)	254 (2.6)	251 (11.4)	± (†)	± (†)
American Indian/Alaska Native	203 (2.0)	203 (2.1)	± (†)	253 (1.3)	252 (1.3)	± (†)	± (†)	± (†)
Two or more races	226 (0.9)	226 (0.9)	231 (5.4)	270 (0.9)	270 (0.9)	276 (4.6)	239 (4.0)	288 (5.4)
English language learner (ELL) status								
ELL	189 (0.9)	188 (0.9)	200 (8.2)	226 (0.8)	225 (0.8)	235 (4.0)	200 (4.9)	± (†)
Non-ELL	225 (0.2)	225 (0.3)	224 (1.6)	268 (0.3)	268 (0.3)	269 (1.7)	235 (1.1)	281 (1.2)
Disability status ³								
Identified as student with disability (SD)	186 (0.5)	186 (0.6)	188 (3.0)	231 (0.5)	231 (0.5)	236 (2.5)	205 (4.8)	260 (5.9)
Not identified as SD	226 (0.2)	226 (0.3)	226 (1.8)	270 (0.3)	270 (0.3)	270 (1.8)	236 (1.2)	282 (1.0)
Percent of students in school eligible for free or reduced-price lunch								
0 to 25 percent eligible	240 (0.6)	240 (0.6)	240 (2.3)	281 (0.5)	281 (0.5)	289 (2.7)	236 (2.5)	283 (1.8)
26 to 50 percent eligible	228 (0.6)	228 (0.6)	232 (2.8)	270 (0.4)	270 (0.5)	275 (4.0)	223 (3.3)	273 (3.4)
51 to 75 percent eligible	218 (0.6)	218 (0.6)	219 (2.9)	261 (0.5)	260 (0.5)	264 (2.3)	± (†)	± (†)
76 to 100 percent eligible	205 (0.5)	205 (0.5)	207 (3.0)	249 (0.5)	249 (0.5)	253 (1.9)	206 (3.7)	266 (3.8)
School locale								
City	215 (0.5)	215 (0.5)	216 (2.0)	260 (0.5)	260 (0.5)	259 (1.6)	234 (1.7)	280 (1.7)
Suburban	226 (0.4)	226 (0.4)	225 (4.2)	270 (0.4)	270 (0.4)	274 (2.5)	238 (1.7)	286 (1.7)
Town	216 (0.9)	216 (0.9)	218 (5.2)	262 (0.6)	261 (0.5)	283 (6.2)	229 (2.4)	267 (4.2)
Rural	222 (0.7)	221 (0.7)	236 (3.6)	265 (0.6)	265 (0.6)	269 (3.1)	227 (5.6)	277 (2.5)
Percentage distribution								
All students	100 (†)	100 (†)	100 (†)	100 (†)	100 (†)	100 (†)	100 (†)	100 (†)
Sex								
Male	51 (0.1)	51 (0.1)	51 (1.0)	51 (0.1)	51 (0.1)	50 (0.8)	49 (1.3)	49 (1.1)
Female	49 (0.1)	49 (0.1)	49 (1.0)	49 (0.1)	49 (0.1)	50 (0.8)	51 (1.3)	51 (1.1)
Race/ethnicity								
White	47 (0.3)	48 (0.3)	34 (2.8)	50 (0.3)	51 (0.3)	30 (2.5)	63 (1.8)	66 (1.9)
Black	15 (0.2)	15 (0.2)	32 (2.7)	15 (0.3)	14 (0.3)	29 (2.5)	12 (1.1)	10 (1.2)
Hispanic	27 (0.3)	27 (0.3)	26 (3.5)	25 (0.3)	25 (0.4)	32 (2.9)	13 (1.3)	12 (1.2)
Asian	5 (0.3)	5 (0.3)	4 (0.7)	6 (0.2)	6 (0.2)	5 (0.6)	7 (0.8)	6 (0.7)
Pacific Islander	# (†)	# (†)	1 (0.2)	# (†)	# (†)	1 (0.2)	# (0.1)	# (0.1)
American Indian/Alaska Native	1 (0.1)	1 (0.1)	1 (0.2)	1 (#)	1 (#)	1 (0.2)	# (0.1)	1 (0.3)
Two or more races	4 (0.1)	4 (0.1)	3 (0.4)	3 (0.1)	3 (0.1)	3 (0.3)	4 (0.5)	4 (0.5)
English language learner (ELL) status								
ELL	12 (0.2)	12 (0.2)	10 (2.4)	6 (0.1)	6 (0.2)	8 (0.9)	3 (0.6)	1 (0.4)
Non-ELL	88 (0.2)	88 (0.2)	90 (2.4)	94 (0.1)	94 (0.2)	92 (0.9)	97 (0.6)	99 (0.4)
Disability status ³								
Identified as student with disability (SD)	13 (0.1)	13 (0.1)	11 (1.0)	13 (0.1)	13 (0.1)	11 (0.7)	6 (0.8)	6 (0.6)
Not identified as SD	87 (0.1)	87 (0.1)	89 (1.0)	87 (0.1)	87 (0.1)	89 (0.7)	94 (0.8)	94 (0.6)
Percent of students in school eligible for free or reduced-price lunch								
0 to 25 percent eligible	19 (0.7)	20 (0.7)	13 (2.5)	22 (0.8)	22 (0.8)	16 (4.3)	55 (5.2)	67 (5.7)
26 to 50 percent eligible	24 (0.9)	24 (0.9)	20 (5.4)	30 (0.8)	30 (0.9)	24 (4.8)	24 (4.7)	15 (4.5)
51 to 75 percent eligible	24 (0.8)	24 (0.8)	19 (3.8)	24 (0.8)	24 (0.8)	15 (3.0)	6 (2.7)	2 (1.5)
76 to 100 percent eligible	33 (0.8)	33 (0.8)	48 (5.3)	25 (0.7)	24 (0.7)	45 (5.0)	15 (4.2)	16 (4.2)
School locale								
City	30 (0.3)	29 (0.4)	52 (4.5)	29 (0.3)	27 (0.4)	52 (4.1)	42 (1.9)	41 (1.7)
Suburban	40 (0.4)	40 (0.4)	34 (4.2)	40 (0.3)	41 (0.4)	32 (3.9)	42 (2.0)	41 (2.1)
Town	11 (0.3)	11 (0.3)	3 (1.0)	11 (0.4)	12 (0.3)	6 (2.8)	8 (1.0)	8 (1.4)
Rural	19 (0.3)	19 (0.4)	11 (2.4)	19 (0.3)	20 (0.3)	10 (2.2)	9 (1.1)	10 (1.1)

†Not applicable.

#Rounds to zero.

‡Reporting standards not met (too few cases for a reliable estimate).

¹Results are for private schools overall, including Catholic and other (non-Catholic) private schools. In the 2017 NAEP Nations Report Card, results for private schools overall and for non-Catholic private schools were suppressed because these schools did not meet NAEP statistical and reporting standards requiring a school response rate of at least 70 percent. Response rates for private schools overall were 61 percent at grade 4 and 60 percent at grade 8. (Within the private school sector, response rates for Catholic schools were 89 percent at grade 4 and 86 percent at grade 8, while response rates for non-Catholic private schools were 41 percent at grade 4 and 39 percent at grade 8.) Please interpret these data with caution.

²Scale ranges from 0 to 500.

³The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP).

NOTE: Includes students tested with accommodations (12 percent of all 4th-graders and 11 percent of all 8th-graders); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all students at both grades). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment, retrieved January 8, 2018, from the Main NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata/>); and unpublished tabulations. (This table was prepared May 2018.)

Table 6.2. Average National Assessment of Educational Progress (NAEP) mathematics scale score and percentage distribution of 4th- and 8th-graders in traditional public, public charter, and private schools, by selected characteristics: 2017

[Standard errors appear in parentheses]

Selected characteristic	Public schools, grade 4			Public schools, grade 8			Private schools, grade 4 ¹	Private schools, grade 8 ¹
	Total	Traditional public	Public charter	Total	Traditional public	Public charter		
1	2	3	4	5	6	7	8	9
Average scale score ²								
All students	239 (0.2)	239 (0.2)	236 (1.6)	282 (0.3)	282 (0.3)	282 (1.9)	246 (0.9)	293 (1.3)
Sex								
Male	240 (0.3)	240 (0.3)	238 (1.6)	282 (0.3)	282 (0.3)	282 (2.1)	248 (1.2)	295 (1.6)
Female	238 (0.2)	238 (0.3)	234 (1.8)	282 (0.3)	282 (0.4)	282 (2.1)	245 (1.2)	291 (1.5)
Race/ethnicity								
White	248 (0.2)	248 (0.2)	250 (1.6)	292 (0.3)	292 (0.3)	299 (2.2)	251 (0.9)	297 (1.4)
Black	223 (0.5)	223 (0.5)	224 (2.0)	260 (0.5)	259 (0.5)	262 (1.7)	226 (2.3)	273 (3.7)
Hispanic	229 (0.4)	229 (0.5)	231 (4.1)	268 (0.5)	268 (0.5)	276 (2.8)	234 (2.1)	281 (2.4)
Asian	260 (1.1)	261 (1.1)	254 (4.8)	312 (1.5)	312 (1.6)	308 (4.8)	258 (2.4)	310 (4.4)
Pacific Islander	228 (2.6)	228 (2.7)	†	272 (2.1)	271 (2.3)	293 (6.0)	†	†
American Indian/Alaska Native	228 (1.3)	228 (1.3)	231 (12.3)	268 (1.5)	268 (1.5)	†	†	†
Two or more races	244 (0.8)	244 (0.8)	239 (3.3)	285 (1.1)	285 (1.3)	294 (6.6)	253 (3.2)	302 (3.7)
English language learner (ELL) status								
ELL	217 (0.7)	216 (0.7)	219 (5.3)	245 (0.8)	245 (0.8)	253 (5.2)	216 (4.3)	†
Non-ELL	242 (0.2)	242 (0.3)	238 (1.4)	284 (0.3)	284 (0.3)	284 (1.9)	247 (0.9)	294 (1.3)
Disability status ³								
Identified as student with disability (SD)	214 (0.4)	214 (0.4)	209 (2.4)	246 (0.4)	246 (0.5)	248 (2.6)	222 (4.0)	263 (5.5)
Not identified as SD	243 (0.3)	243 (0.3)	240 (1.5)	287 (0.3)	287 (0.3)	287 (1.9)	247 (0.9)	296 (1.3)
Percent of students in school eligible for free or reduced-price lunch								
0 to 25 percent eligible	257 (0.6)	257 (0.6)	256 (2.4)	302 (0.7)	302 (0.8)	309 (3.7)	252 (1.9)	295 (2.2)
26 to 50 percent eligible	245 (0.4)	245 (0.4)	243 (1.4)	287 (0.6)	287 (0.5)	291 (4.8)	241 (2.6)	276 (4.9)
51 to 75 percent eligible	236 (0.5)	236 (0.5)	235 (2.4)	275 (0.6)	275 (0.6)	277 (2.2)	†	†
76 to 100 percent eligible	225 (0.5)	225 (0.5)	223 (2.8)	262 (0.5)	262 (0.6)	265 (2.2)	215 (3.0)	268 (5.4)
School locale								
City	234 (0.5)	234 (0.5)	231 (2.1)	277 (0.5)	277 (0.6)	274 (2.1)	247 (1.5)	292 (1.8)
Suburban	243 (0.4)	243 (0.4)	240 (3.4)	287 (0.4)	287 (0.5)	292 (3.8)	248 (1.7)	296 (1.8)
Town	237 (0.7)	237 (0.7)	231 (5.2)	278 (0.8)	277 (0.7)	295 (4.2)	245 (2.5)	288 (3.5)
Rural	240 (0.6)	240 (0.6)	250 (3.4)	282 (0.6)	282 (0.6)	284 (4.6)	241 (3.1)	288 (5.1)
Percentage distribution								
All students	100 (†)	100 (†)	100 (†)	100 (†)	100 (†)	100 (†)	100 (†)	100 (†)
Sex								
Male	51 (0.1)	51 (0.1)	50 (0.8)	51 (0.1)	51 (0.1)	50 (1.0)	49 (1.3)	49 (1.3)
Female	49 (0.1)	49 (0.1)	50 (0.8)	49 (0.1)	49 (0.1)	50 (1.0)	51 (1.3)	51 (1.3)
Race/ethnicity								
White	47 (0.3)	48 (0.3)	33 (2.7)	50 (0.3)	51 (0.3)	32 (2.8)	62 (1.8)	67 (1.8)
Black	15 (0.2)	15 (0.2)	32 (2.9)	15 (0.3)	14 (0.3)	27 (2.4)	10 (1.3)	10 (1.3)
Hispanic	27 (0.3)	27 (0.3)	26 (3.5)	25 (0.3)	25 (0.3)	32 (2.8)	16 (1.4)	13 (1.0)
Asian	5 (0.3)	5 (0.3)	5 (0.9)	5 (0.2)	5 (0.2)	6 (0.8)	7 (0.8)	6 (0.9)
Pacific Islander	#	#	†	#	#	1 (0.1)	#	#
American Indian/Alaska Native	1 (#)	1 (#)	1 (0.3)	1 (#)	1 (#)	#	#	1 (0.3)
Two or more races	4 (0.1)	4 (0.1)	4 (0.6)	3 (0.1)	3 (0.1)	2 (0.5)	5 (0.5)	4 (0.6)
English language learner (ELL) status								
ELL	12 (0.2)	12 (0.2)	11 (2.1)	6 (0.2)	6 (0.2)	8 (1.1)	2 (0.5)	1 (0.4)
Non-ELL	88 (0.2)	88 (0.2)	89 (2.1)	94 (0.2)	94 (0.2)	92 (1.1)	98 (0.5)	99 (0.4)
Disability status ³								
Identified as student with disability (SD)	13 (0.1)	13 (0.1)	12 (0.8)	13 (0.1)	13 (0.1)	12 (0.7)	5 (0.5)	7 (0.9)
Not identified as SD	87 (0.1)	87 (0.1)	88 (0.8)	87 (0.1)	87 (0.1)	88 (0.7)	95 (0.5)	93 (0.9)
Percent of students in school eligible for free or reduced-price lunch								
0 to 25 percent eligible	19 (0.7)	20 (0.7)	13 (2.5)	22 (0.8)	22 (0.8)	17 (4.5)	55 (5.2)	65 (5.8)
26 to 50 percent eligible	24 (0.9)	24 (0.9)	20 (5.3)	30 (0.8)	30 (0.9)	23 (4.9)	24 (4.7)	17 (4.7)
51 to 75 percent eligible	24 (0.8)	24 (0.8)	18 (3.8)	24 (0.8)	24 (0.8)	15 (2.8)	6 (2.7)	2 (1.5)
76 to 100 percent eligible	33 (0.8)	33 (0.8)	49 (5.5)	25 (0.6)	24 (0.7)	45 (5.0)	15 (4.4)	16 (4.3)
School locale								
City	30 (0.3)	29 (0.4)	53 (4.5)	29 (0.3)	27 (0.4)	53 (4.2)	40 (1.8)	40 (1.6)
Suburban	40 (0.4)	40 (0.4)	34 (4.2)	41 (0.3)	41 (0.5)	32 (3.9)	42 (1.9)	41 (2.2)
Town	11 (0.3)	11 (0.3)	3 (1.0)	11 (0.4)	12 (0.3)	6 (2.9)	8 (1.0)	8 (1.6)
Rural	19 (0.4)	19 (0.4)	11 (2.4)	19 (0.3)	20 (0.3)	10 (2.2)	10 (1.2)	10 (1.1)

†Not applicable.

#Rounds to zero.

‡Reporting standards not met (too few cases for a reliable estimate).

¹Results are for private schools overall, including Catholic and other (non-Catholic) private schools. In the 2017 NAEP Nations Report Card, results for private schools overall and for non-Catholic private schools were suppressed because these schools did not meet NAEP statistical and reporting standards requiring a school response rate of at least 70 percent. Response rates for private schools overall were 61 percent at grade 4 and 60 percent at grade 8. (Within the private school sector, response rates for Catholic schools were 89 percent at grade 4 and 86 percent at grade 8, while response rates for non-Catholic private schools were 41 percent at grade 4 and 39 percent at grade 8.) Please interpret these data with caution.

²Scale ranges from 0 to 500.

³The student with disability (SD) variable used in this table includes students who have a 504 plan, even if they do not have an Individualized Education Plan (IEP).

NOTE: Includes students tested with accommodations (12 percent of all 4th-graders and 12 percent of all 8th-graders); excludes only those students with disabilities and English language learners who were unable to be tested even with accommodations (2 percent of all students at both grades). Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment, retrieved January 8, 2018, from the Main NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata/>); and unpublished tabulations. (This table was prepared May 2018.)

Table 7.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by grade, control of school, and urbanicity: Selected years, 2001 through 2017

[Standard errors appear in parentheses]

Year and urbanicity ¹	Total	Grade								Control of school	
		6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade		Public	Private
1	2	3	4	5	6	7	8	9		10	11
2001²											
Total	20.3 (0.72)	11.3 (1.29)	15.8 (1.09)	17.4 (1.23)	24.3 (1.27)	23.8 (1.49)	24.2 (1.56)	21.2 (1.55)		21.7 (0.78)	5.0 (1.06)
Urban	29.2 (1.24)	15.2 (2.45)	23.9 (2.53)	24.5 (2.70)	35.4 (2.78)	33.6 (3.08)	34.2 (3.18)	34.2 (3.23)		32.2 (1.35)	5.1 (1.41)
Suburban	18.4 (0.72)	9.1 (1.53)	13.8 (1.57)	16.6 (1.51)	20.9 (1.48)	22.5 (1.58)	22.9 (1.71)	18.8 (1.82)		19.6 (0.80)	4.3! (1.46)
Rural	13.3 (1.72)	11.2 (2.80)	8.9 (1.87)	10.1 (2.24)	18.9 (3.03)	14.5 (3.05)	15.8 (3.86)	11.6! (4.53)		13.8 (1.81)	‡ (t)
2003²											
Total	21.0 (0.71)	10.9 (1.28)	16.4 (1.15)	17.9 (1.29)	26.2 (1.45)	26.6 (1.39)	23.5 (1.67)	22.4 (1.52)		22.6 (0.78)	3.9 (0.82)
Urban	31.0 (1.34)	21.6 (3.42)	25.6 (2.33)	25.3 (2.62)	38.3 (3.25)	35.6 (2.86)	34.6 (2.81)	35.1 (2.76)		33.8 (1.51)	6.0 (1.63)
Suburban	18.5 (0.84)	7.6 (1.26)	13.3 (1.29)	16.3 (1.66)	24.3 (1.58)	24.3 (1.74)	20.5 (2.34)	19.6 (1.94)		20.1 (0.92)	2.4! (0.78)
Rural	12.5 (1.86)	‡ (t)	9.5 (2.58)	10.9 (3.26)	13.8 (3.00)	18.7 (3.66)	15.4 (3.64)	13.3 (3.60)		12.9 (2.04)	‡ (t)
2005²											
Total	24.2 (0.93)	12.1 (1.41)	17.3 (1.21)	19.1 (1.79)	28.3 (1.59)	32.6 (1.89)	28.0 (1.89)	27.9 (2.16)		25.8 (1.01)	4.2 (0.94)
Urban	36.2 (2.00)	19.9 (3.11)	24.2 (2.64)	30.5 (3.81)	40.3 (3.70)	50.6 (3.79)	44.3 (3.89)	39.5 (3.73)		39.1 (2.12)	7.7 (2.26)
Suburban	20.8 (0.93)	8.9 (1.52)	14.9 (1.46)	14.6 (2.01)	24.8 (1.92)	27.9 (2.37)	25.5 (2.21)	25.1 (2.60)		22.3 (1.01)	3.0! (1.02)
Rural	16.4 (2.53)	8.3! (3.29)	15.2 (3.46)	14.7 (4.22)	21.0 (4.00)	22.0 (3.61)	13.3! (4.36)	15.8! (5.82)		17.2 (2.67)	‡ (t)
2007											
Total	23.2 (0.80)	15.3 (1.99)	17.4 (1.28)	20.6 (1.68)	28.0 (1.51)	28.1 (1.73)	25.9 (1.61)	24.4 (1.69)		24.9 (0.87)	5.2 (1.14)
Urban	32.3 (1.49)	17.8 (3.45)	24.1 (2.96)	25.9 (2.90)	41.1 (3.40)	38.6 (3.36)	34.7 (3.05)	38.4 (4.01)		35.6 (1.61)	7.3 (2.07)
Suburban	21.0 (0.97)	14.0 (2.40)	15.4 (1.67)	19.6 (2.23)	23.1 (1.78)	26.6 (2.01)	23.6 (2.22)	22.4 (2.26)		22.7 (1.05)	2.8! (1.09)
Rural	15.5 (2.78)	15.6! (6.21)	13.1 (2.79)	14.7 (4.26)	21.7 (4.43)	15.2 (3.39)	18.7 (3.98)	7.6! (2.90)		15.6 (2.91)	11.8! (5.84)
2009											
Total	20.4 (0.85)	11.0 (1.76)	14.8 (1.70)	15.9 (1.60)	24.9 (2.01)	27.7 (1.75)	22.6 (1.53)	21.9 (2.02)		22.0 (0.89)	2.3! (0.82)
Urban	30.7 (1.86)	14.5 (4.13)	21.0 (3.37)	24.4 (3.24)	34.2 (4.01)	44.8 (3.41)	34.9 (4.08)	36.0 (4.32)		33.7 (1.94)	4.1! (1.83)
Suburban	16.6 (0.80)	9.7 (1.90)	11.2 (1.89)	11.8 (1.73)	22.4 (2.10)	21.0 (2.07)	19.4 (1.88)	17.6 (2.29)		18.1 (0.85)	‡ (t)
Rural	16.0 (3.08)	8.3! (3.11)	16.5 (4.19)	14.2! (4.41)	18.8 (5.04)	19.6 (5.02)	13.4 (3.50)	17.3! (5.37)		16.2 (3.18)	‡ (t)
2011											
Total	17.5 (0.71)	8.2 (1.20)	10.2 (1.08)	11.3 (1.02)	21.7 (1.47)	23.0 (1.63)	23.2 (1.74)	21.3 (1.82)		18.9 (0.77)	1.9! (0.69)
Urban	22.8 (1.34)	5.4! (1.98)	11.7 (2.02)	16.2 (2.29)	27.5 (3.12)	31.1 (3.13)	28.1 (3.17)	32.9 (3.88)		25.7 (1.47)	‡ (t)
Suburban	16.1 (0.97)	8.6 (1.79)	9.3 (1.37)	9.0 (1.22)	18.9 (1.79)	21.5 (2.10)	23.7 (2.46)	18.5 (2.27)		17.1 (1.01)	2.9! (1.20)
Rural	12.1 (2.42)	11.1 (2.97)	10.1 (2.64)	9.6! (2.89)	19.3 (4.99)	13.9 (4.02)	10.6! (3.69)	9.2! (3.04)		12.5 (2.49)	‡ (t)
2013											
Total	12.4 (0.62)	5.0 (1.15)	7.7 (0.96)	7.8 (0.96)	13.9 (1.43)	17.7 (1.46)	17.1 (1.65)	14.6 (1.58)		13.3 (0.67)	2.3! (0.94)
Urban	18.3 (1.23)	9.6 (2.75)	12.0 (2.44)	13.2 (2.30)	19.6 (2.53)	24.8 (2.86)	26.7 (3.21)	18.2 (3.07)		19.9 (1.35)	4.6! (2.08)
Suburban	10.8 (0.76)	3.0! (1.25)	6.6 (1.14)	6.3 (1.19)	12.2 (1.95)	15.4 (1.91)	15.1 (2.00)	14.1 (2.06)		11.7 (0.82)	‡ (t)
Rural	6.8 (1.44)	‡ (t)	4.2! (1.88)	‡ (t)	8.0! (3.19)	11.3 (3.37)	8.1! (3.32)	9.0! (3.56)		6.8 (1.47)	‡ (t)
2015											
Total	10.7 (0.60)	5.7 (1.13)	6.8 (0.95)	7.2 (1.00)	13.3 (1.42)	13.3 (1.27)	13.3 (1.74)	13.1 (1.58)		11.3 (0.64)	2.4! (0.90)
Urban	15.3 (1.22)	6.4! (2.02)	9.0 (2.10)	10.9 (2.21)	19.5 (3.12)	19.8 (2.48)	21.9 (3.69)	17.3 (3.12)		16.4 (1.31)	4.4! (1.89)
Suburban	10.2 (0.75)	6.0 (1.46)	5.8 (1.11)	6.3 (1.37)	13.4 (1.93)	12.1 (1.82)	12.1 (2.02)	13.3 (2.07)		10.7 (0.80)	‡ (t)
Rural	3.9 (0.90)	‡ (t)	5.5! (1.96)	3.2! (1.60)	4.5! (1.80)	5.3! (2.63)	‡ (t)	‡ (t)		4.1 (0.93)	‡ (t)
2017											
Total	8.6 (0.48)	4.8 (1.10)	5.4 (0.82)	6.6 (0.96)	10.9 (1.15)	11.4 (1.16)	9.7 (1.15)	9.8 (1.28)		9.2 (0.53)	1.6! (0.79)
Urban	11.3 (1.06)	5.2! (2.36)	5.8 (1.55)	10.1 (2.31)	13.2 (2.49)	14.9 (2.80)	14.2 (2.95)	12.9 (2.72)		12.0 (1.14)	‡ (t)
Suburban	7.6 (0.56)	3.7 (0.97)	5.1 (1.00)	5.2 (1.06)	10.1 (1.55)	10.6 (1.59)	8.5 (1.21)	8.5 (1.39)		8.2 (0.61)	‡ (t)
Rural	6.6 (1.56)	7.5! (3.34)	5.9! (2.42)	4.7! (2.19)	9.3 (2.46)	6.3! (2.26)	5.2! (2.24)	7.5! (2.79)		6.7 (1.62)	‡ (t)

¹Not applicable.

Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

²Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.³"Urbanicity" refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."⁴In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017. (This table was prepared September 2018.)

Table 7.2. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	1999 ¹	2001 ¹	2003 ¹	2005 ¹	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
Hate-related words										
Total	13.3 (0.53)	12.3 (0.47)	11.8 (0.47)	11.2 (0.50)	9.7 (0.43)	8.7 (0.52)	9.1 (0.48)	6.6 (0.40)	7.2 (0.43)	6.4 (0.34)
Sex										
Male	12.4 (0.66)	12.9 (0.65)	12.1 (0.61)	11.7 (0.68)	9.9 (0.61)	8.5 (0.62)	9.0 (0.60)	6.6 (0.51)	7.8 (0.58)	6.0 (0.41)
Female	14.4 (0.71)	11.8 (0.52)	11.4 (0.64)	10.7 (0.64)	9.6 (0.57)	8.9 (0.72)	9.1 (0.68)	6.7 (0.53)	6.7 (0.61)	6.9 (0.50)
Race/ethnicity ²										
White	12.6 (0.68)	12.0 (0.58)	11.0 (0.57)	10.4 (0.60)	8.9 (0.50)	7.2 (0.59)	8.3 (0.60)	5.3 (0.43)	6.3 (0.60)	6.1 (0.48)
Black	16.6 (1.17)	14.1 (1.10)	14.3 (1.13)	15.0 (1.49)	11.4 (1.35)	11.1 (1.35)	10.7 (1.30)	7.8 (1.20)	9.4 (1.07)	7.4 (1.03)
Hispanic	12.1 (1.08)	11.1 (1.15)	11.4 (0.96)	10.5 (1.15)	10.6 (1.18)	11.2 (1.13)	9.8 (0.98)	7.4 (0.84)	6.5 (0.78)	6.3 (0.74)
Asian/Pacific Islander	13.9 (1.98)	13.0 (2.07)	11.4 (2.06)	10.7 (2.45)	10.5 (1.91)	10.9 (2.61)	9.6 (1.92)	9.8 (2.02)	11.2 (2.28)	4.7 (1.21)
Asian	— (†)	— (†)	11.4 (2.17)	11.0 (2.57)	11.1 (1.97)	10.7 (2.81)	9.0 (2.00)	10.3 (2.19)	10.8 (2.39)	4.8 (1.24)
Pacific Islander	— (†)	— (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)
American Indian/Alaska Native	28.5 (6.62)	17.4 (7.96)	18.6 (5.92)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)
Two or more races	— (†)	— (†)	19.4 (4.92)	10.6 (3.79)	11.7 (3.34)	9.8 (3.24)	11.1 (2.89)	13.5 (3.19)	8.5 (2.34)	11.4 (2.50)
Grade										
6th	13.1 (1.36)	12.2 (1.26)	11.9 (1.32)	11.1 (1.58)	12.1 (1.54)	8.3 (1.39)	9.0 (1.43)	6.7 (1.33)	10.1 (1.58)	6.7 (1.20)
7th	15.8 (1.14)	14.2 (1.13)	12.5 (1.05)	13.1 (1.16)	10.7 (1.02)	9.6 (1.22)	9.9 (1.02)	7.5 (0.89)	7.0 (1.03)	7.3 (0.95)
8th	16.1 (1.00)	13.0 (1.07)	12.9 (0.92)	11.2 (1.04)	11.0 (1.19)	10.9 (1.22)	8.4 (0.94)	7.4 (1.01)	9.2 (1.11)	7.0 (0.89)
9th	13.3 (0.91)	12.2 (1.00)	13.5 (1.24)	12.8 (1.12)	10.9 (1.08)	8.0 (1.09)	10.2 (1.10)	6.6 (0.94)	7.4 (0.89)	8.2 (1.07)
10th	11.9 (1.10)	13.2 (0.95)	11.7 (1.13)	10.9 (1.04)	9.0 (0.99)	9.7 (1.18)	9.6 (1.14)	6.4 (0.97)	6.5 (0.94)	6.3 (0.86)
11th	10.6 (1.04)	12.7 (1.13)	8.3 (0.97)	9.0 (1.17)	8.6 (1.01)	8.4 (1.14)	8.7 (1.01)	7.5 (1.01)	6.0 (0.97)	4.7 (0.90)
12th	11.8 (1.27)	8.0 (0.88)	10.9 (1.27)	9.7 (1.35)	6.0 (0.98)	5.8 (0.96)	7.5 (1.01)	4.1 (0.78)	5.4 (0.99)	4.6 (0.82)
Urbanicity ³										
Urban	14.2 (0.79)	12.0 (0.74)	13.3 (0.83)	12.2 (0.86)	9.7 (0.83)	9.9 (0.93)	8.0 (0.77)	7.2 (0.76)	6.5 (0.68)	6.8 (0.65)
Suburban	13.3 (0.53)	12.5 (0.63)	10.8 (0.59)	9.4 (0.52)	9.3 (0.62)	8.3 (0.64)	9.8 (0.71)	6.6 (0.50)	8.3 (0.62)	6.3 (0.45)
Rural	12.2 (1.76)	12.4 (1.11)	12.3 (1.35)	15.5 (1.74)	11.0 (1.07)	8.1 (1.37)	8.5 (1.00)	5.7 (0.80)	4.9 (0.85)	6.2 (0.99)
Control of school										
Public	13.9 (0.56)	12.7 (0.51)	11.9 (0.49)	11.6 (0.53)	10.1 (0.46)	8.9 (0.54)	9.3 (0.50)	6.6 (0.41)	7.6 (0.45)	6.6 (0.35)
Private	8.2 (1.05)	8.2 (1.13)	9.8 (1.14)	6.8 (1.18)	6.1 (1.25)	6.6 (1.62)	6.9 (1.29)	6.7 (1.41)	2.8 (0.96)	3.8 (1.00)
Hate-related graffiti										
Total	36.6 (0.95)	36.0 (0.76)	36.9 (0.83)	38.4 (0.83)	35.0 (0.89)	29.2 (0.96)	28.4 (0.88)	24.6 (0.88)	27.2 (0.98)	23.2 (0.83)
Sex										
Male	34.0 (1.06)	35.4 (0.91)	35.6 (0.97)	37.7 (1.10)	34.5 (1.12)	29.0 (1.26)	28.6 (1.11)	24.1 (1.11)	26.3 (1.20)	22.6 (1.11)
Female	39.3 (1.14)	36.6 (0.94)	38.2 (1.07)	39.1 (0.93)	35.5 (1.11)	29.3 (1.09)	28.1 (1.07)	25.1 (1.05)	28.1 (1.25)	23.8 (0.99)
Race/ethnicity ²										
White	36.8 (1.21)	36.5 (0.96)	35.8 (0.86)	38.5 (0.96)	35.6 (1.05)	28.3 (1.10)	28.2 (1.19)	23.7 (1.20)	28.6 (1.42)	24.0 (1.09)
Black	38.0 (1.74)	34.0 (1.56)	38.7 (1.99)	37.9 (2.29)	33.7 (2.37)	29.0 (2.44)	28.1 (1.90)	26.3 (2.10)	24.9 (1.92)	24.8 (1.94)
Hispanic	35.8 (1.48)	35.6 (1.88)	40.9 (2.24)	38.0 (1.78)	34.9 (1.79)	32.2 (1.61)	29.1 (1.33)	25.6 (1.52)	26.7 (1.48)	21.0 (1.48)
Asian/Pacific Islander	30.9 (2.49)	33.5 (3.23)	27.7 (3.58)	34.5 (3.64)	28.5 (3.05)	29.9 (3.56)	29.8 (4.35)	20.8 (3.07)	19.5 (2.37)	15.2 (2.71)
Asian	— (†)	— (†)	26.8 (3.68)	34.7 (3.76)	28.2 (3.01)	31.2 (3.59)	29.9 (4.56)	20.8 (3.22)	17.5 (2.62)	14.6 (2.64)
Pacific Islander	— (†)	— (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)
American Indian/Alaska Native	47.1 (7.97)	31.5 (5.28)	35.9 (13.33)	† (†)	27.3 (7.87)	† (†)	16.8 (6.61)	22.0 (8.04)	† (†)	27.8 (11.39)
Two or more races	— (†)	— (†)	40.8 (4.91)	47.7 (5.81)	41.9 (4.25)	30.3 (5.19)	27.4 (4.27)	31.1 (4.39)	29.1 (4.24)	35.0 (4.39)

See notes at end of table.

Table 7.2. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2017—Continued

[Standard errors appear in parentheses]

Student or school characteristic	1999 ¹	2001 ¹	2003 ¹	2005 ¹	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
Grade										
6th	30.7 (1.84)	35.2 (1.90)	36.1 (1.85)	34.0 (2.24)	35.6 (2.31)	28.1 (2.26)	25.9 (2.13)	21.9 (1.77)	30.0 (2.36)	20.6 (2.32)
7th	35.1 (1.42)	35.5 (1.38)	37.6 (1.43)	37.0 (1.63)	32.4 (1.52)	27.9 (1.88)	26.0 (1.70)	21.7 (1.49)	24.7 (1.77)	21.2 (1.51)
8th	35.9 (1.53)	37.2 (1.40)	35.1 (1.51)	35.7 (1.61)	33.5 (1.80)	30.8 (1.80)	25.9 (1.55)	24.0 (1.80)	27.2 (2.05)	22.4 (1.68)
9th	39.5 (1.56)	36.1 (1.56)	37.6 (1.52)	41.6 (1.64)	34.6 (1.77)	28.1 (1.83)	28.7 (1.69)	27.2 (1.74)	28.2 (1.88)	25.2 (1.49)
10th	39.3 (1.78)	36.8 (1.53)	41.4 (1.67)	40.7 (1.83)	36.5 (1.69)	31.0 (2.03)	33.3 (1.78)	26.0 (1.58)	28.6 (1.85)	27.0 (1.93)
11th	37.3 (1.75)	36.5 (1.76)	37.2 (1.76)	40.2 (1.70)	35.4 (1.81)	27.4 (2.01)	32.1 (1.70)	25.8 (2.03)	26.2 (1.72)	22.6 (1.74)
12th	35.8 (2.04)	33.5 (1.81)	32.6 (1.80)	37.8 (2.34)	37.7 (2.03)	30.4 (2.00)	25.7 (1.51)	24.2 (1.91)	26.1 (1.97)	22.2 (1.79)
Urbanicity ³										
Urban	37.4 (1.20)	36.3 (1.22)	39.2 (1.29)	40.9 (1.43)	34.6 (1.35)	31.1 (1.56)	27.5 (1.49)	27.8 (1.48)	26.4 (1.48)	23.6 (1.62)
Suburban	37.6 (1.12)	36.5 (0.89)	36.4 (1.15)	38.0 (1.02)	34.3 (1.03)	28.6 (1.15)	29.9 (1.08)	23.7 (1.11)	28.0 (1.09)	23.1 (0.98)
Rural	32.9 (2.61)	34.1 (2.58)	34.7 (1.99)	35.8 (2.40)	37.9 (3.06)	27.7 (2.43)	24.9 (2.25)	21.6 (2.71)	25.7 (3.50)	22.6 (2.27)
Control of school										
Public	38.3 (0.98)	37.8 (0.81)	38.5 (0.90)	40.0 (0.87)	36.5 (0.93)	30.7 (1.01)	29.7 (0.95)	25.6 (0.94)	28.3 (1.04)	24.6 (0.88)
Private	20.8 (1.86)	17.3 (1.38)	19.8 (1.74)	18.6 (1.97)	18.5 (2.07)	11.8 (1.93)	13.4 (1.56)	12.6 (1.74)	11.5 (1.82)	6.4 (1.27)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹In 2005 and prior years, the period covered by the survey question was “during the last 6 months,” whereas the period was “during this school year” beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

²Race categories exclude persons of Hispanic ethnicity. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

³Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent’s household as defined by the U.S. Census Bureau. Categories include “central city of an MSA (Urban),” “in MSA but not in central city (Suburban),” and “not MSA (Rural).”

NOTE: “At school” includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. “Hate-related” refers to derogatory terms used by others in reference to students’ personal characteristics. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2017. (This table was prepared October 2018.)

Table 7.3. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected student and school characteristics: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	2005 ¹	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8
Total	28.5 (0.70)	31.7 (0.74)	28.0 (0.83)	27.8 (0.76)	21.5 (0.66)	20.8 (0.99)	20.2 (0.71)
Sex							
Male	27.5 (0.90)	30.3 (0.96)	26.6 (1.04)	24.5 (0.91)	19.5 (0.81)	18.8 (1.31)	16.7 (0.87)
Female	29.7 (0.85)	33.2 (0.99)	29.5 (1.08)	31.4 (0.99)	23.7 (0.98)	22.8 (1.39)	23.8 (1.01)
Race/ethnicity							
White	30.3 (0.85)	34.1 (0.97)	29.3 (1.03)	31.5 (1.07)	23.7 (0.93)	21.6 (1.43)	22.8 (1.02)
Black	29.2 (2.23)	30.4 (2.18)	29.1 (2.29)	27.2 (1.97)	20.3 (1.81)	24.7 (3.29)	22.9 (1.98)
Hispanic	22.3 (1.29)	27.3 (1.53)	25.5 (1.71)	21.9 (1.07)	19.2 (1.30)	17.2 (1.58)	15.7 (1.12)
Asian/Pacific Islander	20.8 (2.61)	17.2 (2.47)	17.8 (2.79)	13.8 (2.48)	9.3 (1.67)	19.4 (4.45)	7.3 (1.54)
Asian	20.9 2.7	18.1 (2.60)	17.3 (3.01)	14.9 (2.70)	9.2 (1.67)	15.6 (4.02)	7.3 (1.56)
Pacific Islander	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)
American Indian/Alaska Native	† (†)	29.8 (7.40)	† (†)	21.1! (6.72)	24.3! (9.87)	† (†)	27.2 (5.93)
Two or more races	34.6 (4.44)	38.2 (3.95)	27.3 (5.56)	26.9 (4.30)	27.6 (4.50)	17.7 (3.96)	23.2 (3.03)
Grade							
6th	37.0 (2.06)	42.7 (2.23)	39.4 (2.60)	37.0 (2.17)	27.8 (2.31)	31.0 (3.53)	29.5 (2.79)
7th	35.1 (1.70)	35.6 (1.78)	33.1 (1.87)	30.3 (1.64)	26.4 (1.65)	25.1 (2.48)	24.4 (1.60)
8th	31.3 (1.60)	36.9 (1.84)	31.7 (1.85)	30.7 (1.68)	21.7 (1.42)	22.2 (2.41)	25.3 (1.69)
9th	28.3 (1.59)	30.6 (1.72)	28.0 (1.90)	26.5 (1.66)	23.0 (1.42)	19.0 (2.11)	19.3 (1.52)
10th	25.1 (1.42)	27.7 (1.44)	26.6 (1.71)	28.0 (1.56)	19.5 (1.48)	21.2 (2.13)	18.9 (1.67)
11th	23.5 (1.62)	28.5 (1.48)	21.1 (1.69)	23.8 (1.72)	20.0 (1.50)	15.8 (2.24)	14.7 (1.45)
12th	20.8 (1.83)	23.0 (1.60)	20.4 (1.63)	22.0 (1.34)	14.1 (1.51)	14.9 (2.18)	12.2 (1.34)
Urbanicity²							
Urban	26.2 (1.32)	30.7 (1.36)	27.4 (1.25)	24.8 (1.28)	20.7 (1.10)	21.5 (1.84)	18.3 (1.32)
Suburban	29.4 (0.80)	31.2 (1.07)	27.5 (1.06)	29.0 (1.07)	22.0 (0.90)	21.1 (1.22)	19.7 (0.80)
Rural	29.5 (1.97)	35.2 (1.73)	30.7 (1.99)	29.7 (1.82)	21.4 (1.86)	18.2 (2.86)	26.7 (2.13)
Control of school³							
Public	29.0 (0.74)	32.0 (0.76)	28.8 (0.88)	28.4 (0.82)	21.5 (0.67)	21.1 (1.06)	20.6 (0.73)
Private	23.3 (2.16)	29.1 (2.10)	18.9 (2.16)	21.5 (1.91)	22.4 (2.71)	16.1 (3.40)	16.0 (2.39)

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate 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.

¹In 2005, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for 2005 are comparable to those for 2007 and later years.²Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey*.

Supplement to the National Crime Victimization Survey, which were based on the urban-centric measure of the location of the school that the child attended.

³Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey*.

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2017. (This table was prepared September 2018.)

Table 8.1. Percentage of students enrolled in grades 1 through 12 whose parents reported having public school choice, considered other schools, reported current school was their first choice, or moved to their current neighborhood for the public school, by school type and selected child and household characteristics: 2016

[Standard errors appear in parentheses]

School type and selected child or household characteristic	Public choice available		Considered other schools		School was parent's first choice		Moved to neighborhood for public school ¹	
1	2		3		4		5	
Total	41.2	(0.69)	27.7	(0.58)	80.1	(0.56)	20.0	(0.62)
School type ²								
Public, assigned	27.5	(0.82)	21.0	(0.66)	78.9	(0.64)	22.4	(0.70)
Public, chosen ³	100.0	(0.00)	42.6	(1.50)	81.6	(1.29)	11.2	(1.07)
Private, religious	20.8	(1.65)	45.7	(2.20)	86.1	(1.78)	†	(†)
Private, nonsectarian	20.2	(3.18)	56.6	(3.64)	88.6	(2.90)	†	(†)
Sex of child								
Male	41.5	(0.98)	28.5	(0.86)	79.3	(0.83)	18.6	(0.85)
Female	40.8	(1.00)	26.9	(0.77)	81.0	(0.81)	21.5	(0.82)
Race/ethnicity of child								
White	35.7	(0.81)	26.0	(0.65)	84.1	(0.69)	22.3	(0.80)
Black	51.6	(2.20)	31.1	(1.91)	69.6	(2.41)	13.8	(1.47)
Hispanic	46.9	(1.62)	28.7	(1.34)	78.2	(1.35)	17.1	(1.31)
Asian/Pacific Islander	40.3	(2.24)	25.7	(1.96)	80.0	(1.85)	27.4	(2.28)
Asian	40.0	(2.33)	24.7	(1.91)	79.9	(1.91)	27.2	(2.37)
Pacific Islander	44.8	(11.83)	45.8	(12.32)	80.3	(10.12)	31.4 [†]	(13.93)
Other ⁴	41.0	(2.91)	32.8	(2.47)	79.1	(2.00)	20.4	(2.21)
Disability status of child as reported by parent								
Has a disability	41.5	(1.51)	30.2	(1.43)	76.1	(1.64)	18.5	(1.35)
Does not have a disability	41.1	(0.75)	27.2	(0.58)	81.0	(0.64)	20.3	(0.64)
Grade level								
Grades 1 through 5	39.0	(1.19)	27.9	(0.97)	79.8	(0.93)	20.6	(1.00)
Grades 6 through 8	40.8	(1.29)	27.3	(1.20)	78.8	(1.29)	19.0	(1.06)
Grades 9 through 12	44.5	(0.88)	28.0	(0.90)	81.8	(0.78)	19.9	(0.83)
Number of parents in the household								
Two parents	40.6	(0.79)	28.6	(0.72)	82.1	(0.65)	20.4	(0.72)
One parent	42.3	(1.39)	26.8	(1.12)	76.3	(1.25)	19.9	(0.98)
Nonparental guardians	43.6	(3.88)	18.3	(2.64)	70.8	(4.07)	13.2	(2.76)
Highest education level of parents								
Less than a high school diploma	44.5	(2.54)	20.2	(2.54)	74.4	(2.98)	15.0	(2.14)
High school diploma or GED	42.0	(1.77)	16.2	(1.31)	77.6	(1.55)	12.4	(1.28)
Vocational/technical, associate's degree, or some college	41.6	(1.30)	26.3	(0.94)	77.7	(0.98)	18.0	(0.98)
Bachelor's degree/some graduate school	39.9	(1.20)	32.4	(0.99)	83.9	(1.02)	24.5	(1.10)
Graduate/professional degree	39.6	(1.10)	41.1	(1.13)	84.5	(0.90)	30.2	(1.30)
Poverty status of household ⁵								
Poor	42.2	(1.92)	21.5	(1.61)	73.1	(2.00)	15.1	(1.37)
Near-poor	46.4	(1.79)	22.5	(1.29)	77.3	(1.47)	14.3	(1.42)
Nonpoor	39.1	(0.82)	31.3	(0.63)	83.1	(0.58)	23.6	(0.72)
Locale								
City	53.1	(1.21)	34.1	(1.28)	77.6	(1.11)	17.8	(1.03)
Suburban	37.1	(0.92)	28.5	(0.81)	80.3	(0.90)	24.4	(0.89)
Town	36.0	(2.34)	18.3	(2.11)	82.0	(2.07)	12.3	(1.50)
Rural	32.1	(1.50)	18.1	(1.13)	83.8	(1.34)	16.3	(1.31)
Region								
Northeast	27.0	(1.78)	26.0	(1.55)	80.2	(1.33)	20.4	(1.28)
South	38.9	(1.14)	28.0	(0.95)	77.1	(1.14)	21.0	(0.98)
Midwest	42.7	(1.53)	24.4	(1.21)	83.2	(1.08)	19.8	(1.25)
West	52.9	(1.49)	31.5	(1.27)	81.8	(1.06)	18.5	(1.27)

†Not applicable.

¹Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

²This column shows percentages of public school students only. Private school students are excluded from the analysis.

³In 31 cases, questions about whether a student's public school was assigned were not asked because parents reported the school as a private school, and it was only later identified as a public school based on administrative data. Due to the missing data, these cases were excluded from the analysis of public chosen and assigned schools.

⁴Students who attended chosen public schools were automatically coded as "yes" for whether or not their district allowed public school choice.

⁵Includes American Indian/Alaska Native, Two or more races, and race/ethnicity not reported.

⁵Poor children are those whose family incomes were below the Census Bureau's poverty threshold in the year prior to data collection; near-poor children are those whose family incomes ranged from the poverty threshold to 199 percent of the poverty threshold; and nonpoor children are those whose family incomes were at or above 200 percent of the poverty threshold. The poverty threshold is a dollar amount that varies depending on a family's size and composition and is updated annually to account for inflation. In 2015, for example, the poverty threshold for a family of four with two children was \$24,036. Survey respondents are asked to select the range within which their income falls, rather than giving the exact amount of their income; therefore, the measure of poverty status is an approximation.

NOTE: Data exclude homeschooled children. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2016). (This table was prepared January 2018.)

Table 8.2. Percentage of students enrolled in grades 3 through 12 whose parents were satisfied or dissatisfied with various aspects of their children's schools, by school type: Selected years, 2003 through 2016

[Standard errors appear in parentheses]

Parent satisfaction	2003				2007				2016			
	Public school			Private school	Public school			Private school	Public school			Private school
	Total	Assigned	Chosen		Total ¹	Assigned ¹	Chosen ¹		Total ¹	Assigned ¹	Chosen ¹	
1	2	3	4	5	6	7	8	9	10	11	12	13
Very satisfied												
School	55.4 (0.75)	53.7 (0.79)	64.2 (1.72)	75.7 (1.73)	54.0 (0.93)	52.1 (0.96)	62.1 (2.34)	78.6 (1.76)	55.4 (0.76)	54.2 (0.84)	59.9 (1.66)	77.2 (1.77)
Teachers	57.8 (0.73)	56.4 (0.74)	64.5 (1.62)	71.8 (1.55)	57.9 (0.80)	56.6 (0.88)	63.5 (2.32)	75.8 (1.69)	54.3 (0.70)	54.2 (0.86)	54.7 (1.63)	72.3 (1.52)
Academic standards	56.1 (0.73)	54.5 (0.78)	63.8 (1.75)	78.9 (1.62)	58.2 (0.80)	56.3 (0.84)	65.9 (2.09)	81.3 (1.59)	54.6 (0.80)	53.2 (0.86)	59.9 (1.85)	77.5 (1.71)
Order and discipline	57.4 (0.73)	55.9 (0.78)	64.8 (1.81)	80.9 (1.47)	56.2 (0.89)	55.0 (0.97)	60.9 (2.21)	82.2 (1.55)	54.1 (0.66)	53.3 (0.77)	57.2 (1.59)	79.1 (1.70)
Staff interaction with parents	— (†)	— (†)	— (†)	— (†)	49.5 (0.93)	47.7 (1.00)	56.7 (2.24)	74.9 (1.77)	48.0 (0.67)	47.2 (0.79)	51.0 (1.74)	70.2 (1.77)
Somewhat satisfied												
School	34.0 (0.66)	35.3 (0.74)	27.6 (1.40)	19.7 (1.66)	34.0 (0.75)	34.9 (0.82)	30.5 (2.01)	18.3 (1.62)	35.3 (0.73)	36.0 (0.77)	32.6 (1.71)	19.5 (1.70)
Teachers	34.4 (0.71)	35.4 (0.71)	29.3 (1.57)	23.6 (1.35)	33.3 (0.74)	34.1 (0.84)	29.8 (1.87)	21.6 (1.67)	37.3 (0.70)	37.1 (0.78)	38.3 (1.71)	23.7 (1.51)
Academic standards	34.3 (0.71)	35.4 (0.79)	29.1 (1.59)	16.8 (1.42)	31.8 (0.75)	32.7 (0.84)	28.2 (1.99)	16.4 (1.40)	36.6 (0.73)	37.5 (0.76)	33.5 (1.82)	19.5 (1.59)
Order and discipline	29.7 (0.65)	30.5 (0.72)	26.0 (1.67)	15.0 (1.42)	29.6 (0.81)	30.1 (0.85)	27.6 (2.57)	15.1 (1.45)	33.9 (0.61)	34.9 (0.71)	30.7 (1.44)	17.2 (1.62)
Staff interaction with parents	— (†)	— (†)	— (†)	— (†)	35.7 (0.82)	36.4 (0.92)	33.5 (2.03)	21.5 (1.71)	38.5 (0.73)	39.0 (0.83)	37.1 (1.67)	24.4 (1.63)
Somewhat dissatisfied												
School	7.1 (0.34)	7.4 (0.37)	5.6 (0.75)	3.5 (0.69)	7.9 (0.42)	8.4 (0.45)	5.5 (0.98)	2.7 (0.53)	6.9 (0.43)	7.3 (0.50)	5.4 (0.71)	2.6 (0.55)
Teachers	5.8 (0.34)	6.2 (0.38)	4.1 (0.52)	3.5 (0.69)	6.4 (0.45)	6.6 (0.48)	5.6 (1.11)	2.0 (0.54)	6.7 (0.37)	7.1 (0.43)	5.4 (0.77)	3.1 (0.56)
Academic standards	6.3 (0.32)	6.6 (0.37)	4.3 (0.56)	3.6 (0.71)	6.4 (0.41)	6.8 (0.47)	4.9 (0.83)	2.1! (0.63)	6.5 (0.33)	7.0 (0.39)	4.8 (0.61)	2.4 (0.52)
Order and discipline	7.4 (0.39)	7.8 (0.42)	5.0 (0.69)	2.5 (0.53)	8.3 (0.45)	8.6 (0.50)	7.0 (1.00)	2.2 (0.49)	7.9 (0.39)	7.6 (0.51)	8.9 (0.91)	3.1 (0.56)
Staff interaction with parents	— (†)	— (†)	— (†)	— (†)	9.9 (0.46)	10.7 (0.59)	6.7 (0.93)	2.4 (0.53)	9.8 (0.40)	10.1 (0.50)	9.0 (0.86)	4.5 (0.71)
Very dissatisfied												
School	3.4 (0.23)	3.6 (0.26)	2.6 (0.54)	1.1! (0.43)	4.1 (0.37)	4.6 (0.44)	1.8 (0.51)	0.4! (0.17)	2.5 (0.22)	2.5 (0.21)	2.1 (0.44)	0.7! (0.25)
Teachers	2.0 (0.15)	2.0 (0.16)	2.1 (0.45)	1.0! (0.48)	2.4 (0.31)	2.7 (0.39)	1.1! (0.34)	0.7! (0.25)	1.7 (0.21)	1.6 (0.21)	1.6 (0.38)	0.9! (0.29)
Academic standards	3.3 (0.23)	3.4 (0.28)	2.7 (0.59)	0.7! (0.32)	3.7 (0.35)	4.3 (0.43)	1.0! (0.30)	0.3! (0.13)	2.3 (0.20)	2.4 (0.22)	1.8 (0.36)	0.6! (0.23)
Order and discipline	5.5 (0.35)	5.8 (0.38)	4.2 (0.72)	1.6! (0.62)	5.9 (0.41)	8.6 (0.50)	4.5 (0.82)	‡ (†)	4.0 (0.37)	4.2 (0.43)	3.2 (0.49)	0.7! (0.23)
Staff interaction with parents	— (†)	— (†)	— (†)	— (†)	4.9 (0.42)	5.3 (0.48)	3.2 (0.62)	1.3 (0.38)	3.7 (0.30)	3.8 (0.34)	2.9 (0.69)	0.9! (0.29)

—Not available.

†Not applicable.

!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹In 68 cases in 2007 and 31 cases in 2016, questions about whether a student's school was assigned were not asked because parents reported the school as a private school, and it was only later identified as a public school based on administrative data. Due to the missing data on whether the school was assigned or chosen, these cases were included neither with assigned public schools nor with chosen public schools; however, they were included in the public school totals.

NOTE: Data exclude homeschooled children. While National Household Education Surveys Program (NHES) administrations in 2003 and 2007 were administered via telephone with an interviewer, NHES:2016 used self-administered paper-and-pencil questionnaires that were mailed to respondents. Measurable differences between estimates for 2016 and estimates for the earlier years in this table could reflect actual changes in the population, or the changes could be due to the mode change from telephone to mail. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (PFI-NHES:2003, 2007, and 2016). (This table was prepared February 2018.)

Technical Notes

Estimates

Data for indicators are obtained from two types of surveys: universe surveys and sample surveys. In universe surveys, information is collected about every member of the population. When data from an entire population are available, estimates of the total population or a subpopulation are made by simply summing the units in the population or subpopulation. As a result, there is no sampling error, and observed differences are reported as true.

Since a universe survey is often expensive and time consuming, many surveys collect more detailed data from a sample of the population of interest (sample survey). For example, the National Assessment of Educational Progress (NAEP) assesses a representative sample of students rather than the entire population of students. When a sample survey is used, statistical uncertainty is introduced, because the data come from only a portion of the entire population. This statistical uncertainty must be considered when reporting estimates and making comparisons.

Various types of statistics derived from universe and sample surveys are reported in the indicators. Many indicators report the size of a population or a subpopulation, and often the size of a subpopulation is expressed as a percentage of the total population. In addition, the average (or mean) value of some characteristic of the population or subpopulation may be reported. The average is obtained by summing the values for all members of the population and dividing the sum by the size of the population.

Standard Errors

Using estimates calculated from data based on a sample of the population requires consideration of several factors before differences in the estimates can be described as meaningful. When using data from a sample, some *margin of error* will always be present in estimations of characteristics of the total population or

subpopulation because the data are available from only a portion of the total population. Consequently, data from samples can provide only an approximation of the true or actual value. The margin of error of an estimate, or the range of potential true or actual values, depends on several factors such as the amount of variation in the responses, the size and representativeness of the sample, and the size of the subgroup for which the estimate is computed. The magnitude of this margin of error is measured by what statisticians call the “standard error” of an estimate.

When data from sample surveys are reported, the standard error is calculated for each estimate. The standard errors for all estimated totals, means, or percentages are reported in the Reference tables.

In order to caution the reader when interpreting findings in the indicators that may be unstable, estimates from sample surveys are flagged with a “!” when the standard error is between 30 and 50 percent of the estimate, and suppressed and replaced with a “‡” when the standard error is 50 percent of the estimate or greater.

Data Analysis and Interpretation

When estimates are from a sample, caution is warranted when drawing conclusions about one estimate in comparison to another, or about whether a time series of estimates is increasing, decreasing, or staying the same. Although one estimate may appear to be larger than another, a statistical test may find that the apparent difference between them is not reliably measurable due to the uncertainty around the estimates. In this case, the estimates will be described as having *no measurable difference*, meaning that the difference between them is not statistically significant. Conversely, statistically significant differences may be referred to as *measurably different* in the text.

For all indicators that report estimates based on samples, differences between estimates are stated only when they are statistically significant. Findings

described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant. To determine whether differences reported are statistically significant, two-tailed t tests at the .05 level are typically used. The t test formula for determining statistical significance is adjusted when the samples being compared are dependent. The t test formula is not adjusted for multiple comparisons. When the variables to be tested are postulated to form a trend, the relationship may be tested using linear regression, logistic regression, or ANOVA trend analysis instead of a series of t tests. These alternate methods of analysis test for specific relationships (e.g., linear, quadratic, or cubic) among variables. For more information on data analysis, please see the NCES Statistical Standards, Standard 5-1, available at <https://nces.ed.gov/statprog/2012/pdf/Chapter5.pdf>.

In general, only statistically significant findings are discussed in the text. However, statistically nonsignificant differences between groups may be highlighted for clarification purposes. Statistically nonsignificant differences may also be discussed when they relate to a primary focus of the report, such as if the percentage of students enrolled in a certain type of school remained unchanged over time.

Multivariate analyses, such as ordinary least squares (OLS) regression models, provide information on whether the relationship between an independent variable and an outcome measure (such as group differences in the outcome measure) persists after taking into account other variables (such as student, family, and school characteristics). For indicators that include a regression analysis, multiple categorical or continuous independent variables are entered simultaneously. A significant regression coefficient indicates an association between the dependent (outcome) variable and the independent variable, after controlling for other independent variables included in the regression model.

Data presented in the indicators typically do not investigate more complex hypotheses or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets at <https://nces.ed.gov>.

A number of considerations influence the ultimate selection of the data years to feature in the indicators. To make analyses as timely as possible, the latest year

of available data is shown. In the case of indicators discussing trends and using surveys with long time frames, such as surveys measuring enrollment, a decade's beginning year (e.g., 2000–01) often starts the trend line. The narrative for the indicators typically compares the most current year's data with those from the initial year. Where applicable, the narrative may also note years in which the data begin to diverge from previous trends.

Rounding and Other Considerations

All calculations within the indicators are based on unrounded estimates. Therefore, the reader may find that a calculation, such as a difference or a percentage change, cited in the text or figure may not be identical to the calculation obtained by using the rounded values shown in the accompanying tables. Although values reported in the Reference tables are generally rounded to one decimal place (e.g., 76.5 percent), values reported in each indicator are generally rounded to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent rather than 100 percent. While the data labels on the figures have been rounded to whole numbers for most indicators, the graphical presentation of these data is based on the unrounded estimates.

Race and Ethnicity

The Office of Management and Budget (OMB) is responsible for the standards that govern the categories used to collect and present federal data on race and ethnicity. OMB revised the guidelines on racial/ethnic categories used by the federal government in October 1997, with a January 2003 deadline for implementation. The revised standards require a minimum of these five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The standards also require the collection of data on ethnicity categories, at a minimum, Hispanic or Latino and Not Hispanic or Latino. It is important to note that Hispanic origin is an ethnicity rather than a race, and therefore persons of Hispanic origin may be of any race. Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. The race categories White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native, as presented in these

indicators, exclude persons of Hispanic origin unless noted otherwise.

The categories are defined as follows:

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Within these indicators, some of the category labels have been shortened in the text, tables, and figures for ease of reference. American Indian or Alaska Native is denoted as American Indian/Alaska Native (except when separate estimates are available for American Indians alone or Alaska Natives alone); Black or African American is shortened to Black; and Hispanic or Latino is shortened to Hispanic. Native Hawaiian or Other Pacific Islander is shortened to Pacific Islander.

The indicators in this report draw from a number of different data sources, and some indicators include data collected prior to the adoption of OMB standards. This report focuses on the six categories that are the most common among the various data sources used: White, Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native. Asians and Pacific Islanders are combined into one category in indicators for which the data were not collected separately for the two groups.

Surveys from which data are presented in these indicators generally give respondents the option of selecting either an “other” race category, a “Two or more races” or “multiracial” category, or both. Where possible, indicators present data on the “Two or more races” category; however, in some cases this category may not be separately shown because the information was not collected or due to other data issues. In general, the “other” category is not separately shown. Any comparisons made between persons of one racial/ethnic group to “all other racial/ethnic groups” include only the racial/ethnic groups shown in the indicator. In the earlier administrations of some surveys prior to the implementation of the OMB guidelines, respondents were not given the option to select more than one race. In these surveys, respondents of Two or more races must select a single race category. Any comparisons between data from surveys that give the option to select more than one race and surveys that do not offer such an option should take into account the fact that there is a potential for bias if members of one racial group are more likely than members of the others to identify themselves as “Two or more races.”¹

Locale

Federal departments and agencies use various classification systems to define community types. Indicators in this report use the National Center for Education Statistics (NCES) system of locale codes. These locale codes are based on an address’s proximity to an urbanized area.

- **City:** Territory inside an urbanized area and inside a principal city.
- **Suburb:** Territory outside a principal city and inside an urbanized area.
- **Town:** Territory inside an urban cluster.
- **Rural:** Census-defined rural territory that is apart from an urbanized area or an urban cluster.

¹ Such bias was found by a National Center for Health Statistics study that examined race/ethnicity responses to the 2000 Census. This study found, for example, that as the percentage of multiple-race respondents in a county increased, the likelihood of respondents stating Black as their primary race increased among Black/White respondents but decreased among American Indian or Alaska Native/Black respondents.

Symbols

In accordance with the NCES Statistical Standards, many tables in this report use a series of symbols to alert the reader to special statistical notes. These symbols, and their meanings, are as follows:

— Not available.

† Not applicable.

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate 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) for this estimate is 50 percent or greater.

Guide to Sources

Common Core of Data

The Common Core of Data (CCD) is NCES's primary database on public elementary and secondary education in the United States. It is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts containing data designed to be comparable across all states. This database can be used to select samples for other NCES surveys and provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

The CCD collects statistical information annually from approximately 100,000 public elementary and secondary schools and approximately 18,000 public school districts (including supervisory unions and regional education service agencies) in the 50 states, the District of Columbia, the Department of Defense Education Activity (DoDEA), the Bureau of Indian Education (BIE), Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. Three categories of information are collected in the CCD survey: general descriptive information on schools and school districts, data on students and staff, and fiscal data. The general school and district descriptive information includes name, address, phone number, and type of locale; the data on students and staff include selected demographic characteristics; and the fiscal data pertain to revenues and current expenditures.

The *EDFacts* data collection system is the primary collection tool for the CCD. NCES works collaboratively with the Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from state education agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the *EDFacts* collection system. Prior to submitting CCD files to *EDFacts*, SEAs must collect and compile information from their respective local education

agencies (LEAs) through established administrative records systems within their state or jurisdiction.

Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the data for quality assurance. Even though the CCD is a universe collection and thus not subject to sampling errors, nonsampling errors can occur. The two potential sources of nonsampling errors are nonresponse and inaccurate reporting. NCES attempts to minimize nonsampling errors through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures. In addition, each year SEAs are given the opportunity to revise their state-level aggregates from the previous survey cycle.

The CCD survey consists of five components: The Public Elementary/Secondary School Universe Survey, the Local Education Agency (School District) Universe Survey, the State Nonfiscal Survey of Public Elementary/Secondary Education, the National Public Education Financial Survey (NPEFS), and the School District Finance Survey (F-33). This report uses data from the Public Elementary/Secondary School Universe Survey.

Public Elementary/Secondary School Universe Survey

The Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1–13, and ungraded students. For school year 2016–17, the survey included records for each public elementary and secondary school in the 50 states, the District of Columbia, the DoDEA, the BIE, Puerto Rico, American Samoa, the Northern Mariana Islands, Guam, and the U.S. Virgin Islands.

The Public Elementary/Secondary School Universe Survey includes data for the following variables: NCES school ID number, state school ID number, name of the school, name of the agency that operates

the school, mailing address, physical location address, phone number, school type, operational status, locale code, latitude, longitude, county number, county name, full-time-equivalent classroom teacher count, low/high grade span offered, congressional district code, school level, students eligible for free lunch, students eligible for reduced-price lunch, total students eligible for free and reduced-price lunch, and student totals and detail (by grade, by race/ethnicity, and by sex). The survey also contains flags indicating whether a school is Title I eligible, schoolwide Title I eligible, a magnet school, a charter school, a shared-time school, or a BIE school, as well as which grades are offered at the school.

Further information on the nonfiscal CCD data may be obtained from:

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National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a series of cross-sectional studies initially implemented in 1969 to assess the educational achievement of U.S. students and monitor changes in those achievements. In the main national NAEP, a nationally representative sample of students is assessed at grades 4, 8, and 12 in various academic subjects. The assessment is based on frameworks developed by the National Assessment Governing Board (NAGB). It includes both multiple-choice items and constructed-response items (those requiring written answers). Results are reported in two ways: by average score and by achievement level. Average scores are reported for the nation, for participating states and jurisdictions, and for subgroups of the population. Percentages of students performing at or above three achievement levels (*Basic*, *Proficient*, and *Advanced*) are also reported for these groups.

From 1990 until 2001, main NAEP was conducted for states and other jurisdictions that chose to participate. In 2002, under the provisions of the No Child Left

Behind Act of 2001, all states began to participate in main NAEP, and an aggregate of all state samples replaced the separate national sample. (School district-level assessments—under the Trial Urban District Assessment [TUDA] program—also began in 2002.)

Results are available for the mathematics assessments administered in 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017. In 2005, NAGB called for the development of a new mathematics framework. The revisions made to the mathematics framework for the 2005 assessment were intended to reflect recent curricular emphases and better assess the specific objectives for students at each grade level.

The revised mathematics framework focuses on two dimensions: mathematical content and cognitive demand. By considering these two dimensions for each item in the assessment, the framework ensures that NAEP assesses an appropriate balance of content, as well as a variety of ways of knowing and doing mathematics.

Since the 2005 changes to the mathematics framework were minimal for grades 4 and 8, comparisons over time can be made between assessments conducted before and after the framework's implementation for these grades. The changes that the 2005 framework made to the grade 12 assessment, however, were too drastic to allow grade 12 results from before and after implementation to be directly compared. These changes included adding more questions on algebra, data analysis, and probability to reflect changes in high school mathematics standards and coursework; merging the measurement and geometry content areas; and changing the reporting scale from 0–500 to 0–300. For more information regarding the 2005 mathematics framework revisions, see <https://nces.ed.gov/nationsreportcard/mathematics/frameworkcomparison.asp>.

Results are available for the reading assessments administered in 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017. In 2009, a new framework was developed for the 4th-, 8th-, and 12th-grade NAEP reading assessments.

Both a content alignment study and a reading trend, or bridge, study were conducted to determine if the new reading assessment was comparable to the prior assessment. Overall, the results of the special analyses suggested that the assessments were similar in terms of their item and scale characteristics and the results

they produced for important demographic groups of students. Thus, it was determined that the results of the 2009 reading assessment could still be compared to those from earlier assessment years, thereby maintaining the trend lines first established in 1992. For more information regarding the 2009 reading framework revisions, see <https://nces.ed.gov/nationsreportcard/reading/whatmeasure.asp>.

The online Highlights report *2017 NAEP Mathematics and Reading Assessments: Highlighted Results at Grades 4 and 8 for the Nation, States, and Districts* (NCES 2018-037) presents an overview of results from the NAEP 2017 mathematics and reading reports. Highlighted results include key findings for the nation, states/jurisdictions, and 27 districts that participated in the TUDA in mathematics and reading at grades 4 and 8.

Further information on NAEP may be obtained from:

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<https://nces.ed.gov/nationsreportcard>

National Household Education Surveys Program

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. Surveys have been conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, 2005, 2007, 2012, and 2016. NHES targets specific populations for detailed data collection. It is intended to provide more detailed data on the topics and populations of interest than are collected through supplements to other household surveys.

NHES:1999 collected end-of-decade estimates of key indicators from the surveys conducted throughout the 1990s. Approximately 60,000 households were screened for a total of about 31,000 interviews with parents of children from birth through grade 12 (including about 6,900 infants, toddlers, and preschoolers) and adults age 16 or older not enrolled in grade 12 or below. Key indicators included participation of children in

nonparental care and early childhood programs, school experiences, parent/family involvement in education at home and at school, youth community service activities, plans for future education, and adult participation in educational activities and community service.

NHES:2003 included two surveys: the Parent and Family Involvement in Education Survey and the Adult Education for Work-Related Reasons Survey (the first administration). The Parent and Family Involvement Survey expanded on the first survey fielded on this topic in 1996. For this survey, interviews were completed by the parents of about 12,400 of the 14,900 sampled children in kindergarten through grade 12, yielding a weighted unit response rate of 83 percent.

NHES:2007 fielded the Parent and Family Involvement in Education Survey and the School Readiness Survey. The Parent and Family Involvement in Education Survey was similar in design and content to the one included in the 2003 collection. New features added to this survey included questions about supplemental education services provided by schools and school districts (including use of and satisfaction with such services), as well as questions that would efficiently identify the school attended by the sampled students. For the Parent and Family Involvement Survey, interviews were completed with parents of 10,680 sampled children in kindergarten through grade 12, including 10,370 students enrolled in public or private schools and 310 homeschooled children. Parents who were interviewed about children in kindergarten through 2nd grade were also asked some questions about these children's school readiness.

The 2007 and earlier administrations of NHES used a random-digit-dial sample of landline phones and computer-assisted telephone interviewing to conduct interviews. However, due to declining response rates for all telephone surveys and the increase in households that only or mostly use a cell phone instead of a landline, the data collection method was changed to an address-based sample survey for NHES:2012. Because of this change in survey mode, readers should use caution when comparing NHES:2012 estimates to those of prior NHES administrations.

NHES:2012 included the Parent and Family Involvement in Education Survey and the Early Childhood Program Participation Survey. The Parent and Family Involvement

in Education Survey gathered data on students age 20 or younger who were enrolled in kindergarten through grade 12 or who were homeschooled at equivalent grade levels. Survey questions that pertained to students enrolled in kindergarten through grade 12 requested information on various aspects of parent involvement in education (such as help with homework, family activities, and parent involvement at school) and survey questions pertaining to homeschooled students requested information on the student's homeschooling experiences, the sources of the curriculum, and the reasons for homeschooling.

The 2012 Parent and Family Involvement in Education Survey questionnaires were completed for 17,563 (397 homeschooled and 17,166 enrolled) children, for a weighted unit response rate of 78.4 percent. The overall estimated unit response rate (the product of the screener unit response rate of 73.8 percent and the Parent and Family Involvement in Education Survey unit response rate) was 57.8 percent.

NHES:2016 used a nationally representative address-based sample covering the 50 states and the District of Columbia. The 2016 administration included a screener survey questionnaire that identified households with children or youth under age 20 and adults ages 16 to 65. A total of 206,000 households were selected based on this screener, and the screener response rate was 66.4 percent. All sampled households received initial contact by mail. Although the majority of respondents completed paper questionnaires, a small sample of cases was part of a web experiment with mailed invitations to complete the survey online.

The 2016 Parent and Family Involvement in Education Survey, like its predecessor in 2012, gathered data about students age 20 or under who were enrolled in kindergarten through grade 12 or who were being homeschooled for the equivalent grades. The 2016 survey's questions also covered aspects of parental involvement in education similar to those in the 2012 survey. The total number of completed questionnaires in the 2016 survey was 14,075 (13,523 enrolled and 552 homeschooled children), representing a population of 53.2 million students either homeschooled or enrolled in a public or private school in 2015–16. The survey's weighted unit response rate was 74.3 percent, and the overall response rate was 49.3 percent.

Data for the 2016 Parent and Family Involvement in Education Survey are available in *Parent and Family Involvement in Education: Results From the National Household Education Surveys Program of 2016* (NCES 2017-102).

Further information on NHES may be obtained from:

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Private School Universe Survey

The purposes of the Private School Universe Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Begun in 1989, the PSS has been conducted every 2 years, and data for the 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, 2001–02, 2003–04, 2005–06, 2007–08, 2009–10, 2011–12, 2013–14, and 2015–16 school years have been released. The First Look report *Characteristics of Private Schools in the United States: Results From the 2015–16 Private School Universe Survey* (NCES 2017-073) presents selected findings from the 2015–16 PSS.

The PSS produces data similar to that of the Common Core of Data for public schools and can be used for public-private comparisons. The data are useful for a variety of policy- and research-relevant issues, such as the growth of religiously affiliated schools, the number of private high school graduates, the length of the school year for various private schools, and the number of private school students and teachers.

The target population for this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is not administered by a public agency, and is not operated in a private home).

The survey universe is composed of schools identified from a variety of sources. The main source is a list frame initially developed for the 1989–90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 124 geographic areas, conducted by the U.S. Census Bureau.

Of the 40,302 schools included in the 2009–10 sample, 10,229 were found ineligible for the survey. Those not responding numbered 1,856, and those responding numbered 28,217. The unweighted response rate for the 2009–10 PSS survey was 93.8 percent.

Of the 39,325 schools included in the 2011–12 sample, 10,030 cases were considered as out-of-scope (not eligible for the PSS). A total of 26,983 private schools completed a PSS interview (15.8 percent completed online), while 2,312 schools refused to participate, resulting in an unweighted response rate of 92.1 percent.

There were 40,298 schools in the 2013–14 sample; of these, 10,659 were considered as out-of-scope (not eligible for the PSS). A total of 24,566 private schools completed a PSS interview (34.1 percent completed online), while 5,073 schools refused to participate, resulting in an unweighted response rate of 82.9 percent.

The 2015–16 PSS included 42,389 schools, of which 12,754 were considered as out-of-scope (not eligible for the PSS). A total of 22,428 private schools completed a PSS interview and 7,207 schools failed to respond, which resulted in an unweighted response rate of 75.7 percent.

Further information on the PSS may be obtained from:

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School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS)

Created as a supplement to the National Crime Victimization Survey (NCVS) and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about school-related victimizations on a national level. This report includes data from the 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 collections. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in after-school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

The SCS survey was conducted for a 6-month period from January through June in all households selected for the NCVS.¹ Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, were enrolled in grades 6–12, and were not homeschooled. In 2007, the questionnaire was changed and household members who attended school sometime during the school year of

¹ For the NCVS, households were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interviews. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for households constructed after the decennial census. The number of NCVS-eligible households in the 2017 sample was approximately 192,111.

the interview were included. The age range of students covered in this report is 12–18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview.

In 2001, the SCS survey instrument was modified. In 1995 and 1999, “at school” had been defined for respondents as meaning in the school building, on the school grounds, or on a school bus. In 2001, the definition of “at school” was changed to mean in the school building, on school property, on a school bus, or going to and from school. The change to the definition of “at school” in the 2001 questionnaire was made in order to render the definition there consistent with the definition as it is constructed in the NCVS. This change to the definition of “at school” has been retained in subsequent SCS collections. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of “at school” would not have a substantial impact on the estimates.

A total of about 9,700 students participated in the 1995 SCS, and 8,400 students participated in both the 1999 and 2001 SCS. In 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017, the numbers of students participating were 7,200, 6,300, 5,600, 5,000, 6,500, 5,700, 5,500, and 7,100, respectively.

In the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 SCS collections, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, 90 percent, 92 percent, 91 percent, 86 percent, 82 percent, and 76 percent, respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, 62 percent, 58 percent, 56 percent, 63 percent, 60 percent, 58 percent, and 52 percent, respectively. The overall SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was about 74 percent in 1995, 73 percent in 1999, 72 percent in 2001, 64 percent in 2003, 56 percent in 2005, 53 percent in 2007, 51 percent in 2009, 57 percent in 2011, 51 percent in 2013, 48 percent in 2015, and 40 percent in 2017. (Prior to 2011, overall SCS unit response rates were unweighted; starting in 2011, overall SCS unit response rates are weighted.)

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). Due to the low unit response rate in 2005, 2007, 2009, 2011, 2013, 2015, and 2017, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents. In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has several key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, age, race/ethnicity, household income, region, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

In 2005, the analysis of unit nonresponse bias found evidence of bias for the race, household income, and urbanicity variables. White (non-Hispanic) and Other (non-Hispanic) respondents had higher response rates than Black (non-Hispanic) and Hispanic respondents. Respondents from households with an income of \$35,000–\$49,999 and \$50,000 or more had higher response rates than those from households with incomes of less than \$7,500, \$7,500–\$14,999, \$15,000–\$24,999, and \$25,000–\$34,999. Respondents who live in urban areas had lower response rates than those who live in rural or suburban areas. Although the extent of nonresponse bias cannot be determined, weighting adjustments, which corrected for differential response rates, should have reduced the problem.

In 2007, the analysis of unit nonresponse bias found evidence of bias by the race/ethnicity and household income variables. Hispanic respondents had lower response rates than respondents of other races/ethnicities. Respondents from households with an income of \$25,000 or more had higher response rates than those from households with incomes of less than \$25,000. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2009, the analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and urbanicity variables. White students and students of other races/ethnicities had higher response rates than did Black and Hispanic respondents. Respondents from households located in rural areas had higher response rates than those from households located in urban areas. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2011, the analysis of unit nonresponse bias found evidence of potential bias for the age variable. Respondents 12 to 17 years old had higher response rates than did 18-year-old respondents in the NCVS and SCS interviews. Weighting the data adjusts for unequal selection probabilities and for the effects of nonresponse. The weighting adjustments that correct for differential response rates are created by region, age, race, and sex, and should have reduced the effect of nonresponse.

In 2013, the analysis of unit nonresponse bias found evidence of potential bias for the age, region, and Hispanic origin variables in the NCVS interview response. Within the SCS portion of the data, only the age and region variables showed significant unit nonresponse bias. Further analysis indicated only the age 14 and the west region categories showed positive response biases that were significantly different from some of the other categories within the age and region variables. Based on the analysis, nonresponse bias seems to have little impact on the SCS results.

In 2015, the analysis of unit nonresponse bias found evidence of potential bias for age, race, Hispanic origin, urbanicity, and region in the NCVS interview response. For the SCS interview, the age, race, urbanicity, and region variables showed significant unit nonresponse bias. The age 14 group and rural areas showed positive response biases that were significantly different from other categories within the age and urbanicity variables. The northeast region and Asian race group showed negative response biases that were significantly different from other categories within the region and race variables. These results provide evidence that these subgroups may have a nonresponse bias associated with them.

In 2017, the analysis of unit nonresponse bias found that the race/ethnicity and census region variables showed significant differences in response rates between different race/ethnicity and census region subgroups. Respondent and nonrespondent distributions were significantly different for the race/ethnicity subgroup only. However, after using weights adjusted for person nonresponse, there was no evidence that these response differences introduced nonresponse bias in the final victimization estimates.

Response rates for SCS survey items in all survey years were high—typically over 95 percent of all eligible respondents, meaning there is little potential for item nonresponse bias for most items in the survey. The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years.

For more information about SCS, contact:

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