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## Home Schooling: A Study to Determine Student Achievement and Family Characteristic Relationships

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**HOME SCHOOLING: A STUDY TO DETERMINE  
STUDENT ACHIEVEMENT AND  
FAMILY CHARACTERISTIC RELATIONSHIPS**

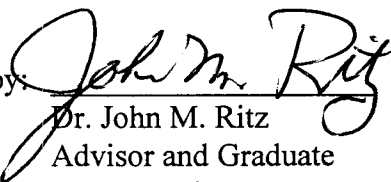
**A RESEARCH PAPER PRESENTED TO  
THE GRADUATE FACULTY OF  
OCCUPATIONAL AND TECHNICAL EDUCATIONAL STUDIES  
OLD DOMINION UNIVERSITY**


**IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF SCIENCE IN EDUCATION**

**BY  
DENNIS N. BLACKMORE  
AUGUST, 1996**

## APPROVAL PAGE

This research paper was prepared by Dennis N. Blackmore under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science of Education.

Approval by:   
Dr. John M. Ritz  
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Date

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## TABLE OF CONTENTS

	PAGE
Approval Page .....	i
Acknowledgments .....	ii
Table of Tables .....	v

### CHAPTER

<b>I.</b>	<b>INTRODUCTION .....</b>	1
	Statement of the Problem .....	3
	Research Goals .....	3
	Background and Significance .....	3
	Limitations .....	5
	Assumptions .....	6
	Procedures .....	7
	Definitions of Terms .....	7
	Overview of Chapter .....	8
<b>II.</b>	<b>REVIEW OF LITERATURE .....</b>	9
	History of Home Schooling .....	9
	How Home Schoolers View Education ..	10
	Reasons Why Parents Home School .....	11
	Characteristics of Home School Families	13
	Student Achievement .....	14
	Summary .....	17
<b>III.</b>	<b>METHODS AND PROCEDURES .....</b>	19
	Population .....	19
	Instrument .....	20
	Pilot Study .....	21
	Collection .....	21
	Data Gathering Techniques .....	21
	Summary .....	21
<b>IV.</b>	<b>FINDINGS .....</b>	22
	Report of the Findings .....	22
	Home School Family Characteristic	
	Questions .....	22
	Student Achievement .....	29
	Home School Family Profile .....	31
	Summary .....	31

<b>V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	32
Summary .....	32
Conclusions .....	36
Recommendations .....	38
<b>BIBLIOGRAPHY</b>	40
<b>APPENDICES</b>	43
A. Survey .....	44

## TABLE OF TABLES

		<b>PAGE</b>
Table I	Survey Collection	22
Table II	Educational Attainment of Fathers	23
Table III	Educational Attainment of Mothers	23
Table IV	Achievement by Certification Status of Parents	24
Table V	Number of Children Per Family	24
Table VI	Annual Income of Families	25
Table VII	Religious Preferences of Fathers	26
Table VIII	Religious Preferences of Mothers	27
Table IX	Number of Years Taught at Home Since Reaching Age Five	28
Table X	Student Achievement Related to Family Income	28
Table XI	1990 National Percentile Scores on Standardized Achievement Tests by Category	29
Table XII	1992 National Percentile Scores on Standardized Achievement Tests by Category	30
Table XIII	1994 National Percentile Scores on Standardized Achievement Tests by Category	31

## CHAPTER I

### INTRODUCTION

Between 750,000 and 1.2 million children are currently home schooled in grades K-12 in the United States and the movement continues to expand at an estimated rate of 15 percent per year (Kuznik, 1994, p. 8). This total represents more children than in the public schools of Vermont, Wyoming, Delaware, and the District of Columbia combined. For the purposes of this paper, home schooling means instruction and learning, at least some of which is through planned activity, taking place presumably at home in a family setting with a parent acting as teacher or supervisor of the activity and with one or more students who are members of the same family and who are doing K-12 grade work. Although home schooling is not the choice for everyone, the people who decide to commit themselves to this form of education are producing credible results (HSLDA Report, 1990, p. 1-3). At a time when “parental involvement and choice in education” is touted as a key to reforming the nation’s schools, home schooling is now affirming its value as a viable legal alternative throughout the entire United States. The enormous growth of home schooling and its effects on student achievement empowers scholars to conduct more detailed research.

During the 1980s most people probably never envisioned home schooling as having a place in the educational system. It could be surmised that people who knew parents home schooling their children may have thought they were radical, different, or religious fanatics. Nevertheless, the past several years have brought home schooling to



the front of the nation's educational system. Considering the many responsibilities a parent must consider when undertaking the home schooling endeavor, it became important to see how well the student's perform over the long term, how successful these students were in achievement, and how family characteristics played a role within the structure.

History has shown that parents have been educating their children at home since the colonial period of the United States. Some of this country's greatest forefathers such as George Washington, Abraham Lincoln, General Douglas MacArthur and Alexander Graham Bell were home schooled by their parents. Now home schooling, once the only means of education in this country, has resurged at an amazing rate. Many reasons can be attributed for the avoidance of public education and the growth in home schooling such as drug usage, teen pregnancy and sexuality issues, violence and safety, educational stifling and character/moral issues. Also, religion appears to be an important reason for home schooling as many religious conservatives simply desire to control the teaching of their children's education (Lines, 1987, p. 510-517) and avoid the perceived mediocrity within public education. However, today the growth of home schooling covers a broad spectrum of liberals, conservatives, religions, social classes and income levels. Each of these secular groups have various orientations, methodologies, ideologies and agendas for their children.

As in early history of this country, the family today plays a paramount role in the success of home schooling. As the home school phenomenon continues to grow, the sampling for research data improves and has yielded impressive results. This research

paper focuses on an important aspect of how family characteristic variables effect student achievement of home schooled children.

#### Statement of the Problem

The problem of this study was to analyze students receiving home schooling and their family characteristic variables relating to academic achievement.

#### Research Goals

The following research questions were intended to develop a plan of attack to reach conclusions:

1. Do home school students have higher percentile scores on standardized achievement tests than the national average?
2. Do home school students have higher percentile scores in specific subject areas on standardized achievement tests than the national average?
3. Do family characteristics relate to student achievement?

#### Background and Significance

Home Schooling is a choice. Parents who chose home schooling are taking charge of their children's education because they perceive values, morals, and outcomes are lacking in public education. Both home school parents and the public have appropriate curiosity about the performance of home school children and we desire to know if family characteristic variables play a role in the success of home school students. The lack of home school monitoring at the state level further complicates assessing progress.

The research about family characteristics and student achievement is very good but not current. The Home School Legal Defense Association (HSLDA) published a comprehensive nationwide study of home education in December, 1990, conducted by the National Home Education Research Institute (NHERI). The HSLDA indicated in 1990 that more research needs to be done relative to this study. Current investigative research indicates a 1996 study was in progress by NHERI to update home schooling family characteristics, legal matters, and student achievement.

Also, a review of dissertation abstracts by Brown (1992, p. 1) and Hines (1993, p. 1) revealed some information, but the time lapses in research related to this problem were still germane, particularly in family characteristics. The Hines' study was conducted in Arkansas and recommended that:

1. A study should be conducted to determine whether characteristics of home school families have a significant influence on student achievement.
2. A study should be conducted to gather opinion from parents of public school students regarding home schooling and public school education.
3. A study should be conducted to track the success of home school students as they enter post-secondary education and/or employment.

Since home schooling is growing, it is important to update research to measure its effectiveness.

One of the most common methods to measure student achievement was through the use of Standardized Achievement Test results. These results have been a bellwether in the education system for many years. Several times a year, in practically every

community in the country, the media has focused close attention to tests results. Parents checked the performance of their children to see if test scores were rising or falling and how well their children fared against others in the United States. In large part, whether or not students progressed up the educational hierarchy could be the result of how students achieved on Standardized Achievement Tests. Since testing was a tool to measure learning, it was important to understand how family characteristics contributed to the results home school students achieved.

In 1983, the National Commission on Excellence in Education study reported that public education student standardized achievement test scores had fallen short of those in other industrialized countries despite the United States out spending these countries in education dollars (Whitehead and Bird, 1984, p. 15-93). In 1989, President Bush stated “After two centuries of progress, we are stagnant....No modern nation can long afford to allow so many of its sons and daughters to emerge into adulthood ignorant and unskilled. The status quo is a guarantee of mediocrity, social decay and national decline” (Finn, 1991, p. 167-186). The increased number of students being home schooled was in part, because of the decline or perceived decline in the effectiveness of public education by parents of home schooled students. Therefore, it was critical to be able to evaluate and justify home schoolers’ achievement and how home schooling success could be applied to public education for the benefit of all children (Knowles, Muchmore and Spaulding, 1994, p. 238-242).

### Limitations

After carefully studying data available for review, the following limitations were

established:

1. The study was limited to Home Schooling.
2. The study was limited to Home Schooling Standardized Achievement Test data from 1990, 1992, and 1994.
3. The study was limited to the extent that the most recent Home School family characteristic data was from a 1990 HSLDA nation-wide report.

#### Assumptions

The following assumptions are put forth:

1. Home schooled students do better on standardized achievement tests. This assumption was based on a review of nation-wide statistics (HSLDA Report, 1990).
2. Home schooled students score above national averages in specific subject areas on standardized achievement tests. This assumption was based on review of nation-wide statistics comparing the two categories (HSLDA Report, 1990).
3. Home schooled students spend more time with teacher(s). This assumption is based on statements of authorities in the field of home schooling and the assumption of the parent(s) being the teacher (Ray, 1988, p. 16-31).
4. Home schooled students family characteristics can directly relate to better achievement as evidenced by demographic studies. This fact was documented from a review of literature and other home schooling appraisal studies (HSLDA Report, 1990).
5. Home schooled students' parents educational backgrounds do not relate to better achievement. This fact was documented in review of literature and other home schooling appraisal studies (HSLDA Report, 1990).

## Procedures

The home schooling achievement study was completed in the following steps. First, a thorough review of current literature was completed to determine the availability of data, both written and statistical, and methods used. Secondly, electronic and telephonic contact was made with scholarly experts in the field to discover other important sources of information. Lastly, the final step in completing the study was to analyze data collected from previous studies and interpret the results.

## Definitions of Terms

The following terms are defined for reader ease:

1. Achievement Test. A standardized test designed to measure and compare levels of knowledge of understanding in a given subject.
2. HSLDA: Home School Legal Defense Association.
3. NHERI: National Home Education Research Institute.
4. Public Education: A primary or secondary school supported by taxes.
5. Home Schooling: A substitute for formal schooling by which the parents educate their children at home.
6. Percentile: A type of scale widely used to compare relative standing between students.
7. Scale Score: A defined range of values from a minimum to a maximum for reporting the scores earned by students on a standardized test.
8. Family Characteristics: Includes demographic and educational characteristics

of home schooling families.

#### Overview of Chapter

Chapter I has discussed the home schooling phenomenon, choice of parents embarking on this method of educating and the growing numbers of home school families within the United States. Within the framework of home schooling, the family characteristic variables influencing student achievement are the emphasis of this research. Chapter II will focus on a Review of Literature, Chapter III will focus on Methods and Procedures, Chapter IV will discuss Findings and Chapter V is the Summary, Conclusions, and Recommendations.

## CHAPTER II

### REVIEW OF LITERATURE

The literature search at Old Dominion University Library, Regents University Library, and Virginia Beach Public Library yielded numerous journal articles, periodicals, abstracts, ERIC reports and books on home schooling. The use of the Regents University Library produced additional documents on home schooling with a religious emphasis. The use of the Internet and E-Mail produced leads to other reference literature. The wide scope of the above sources provided a review of the following topics: History of Home Schooling, How Home Schoolers View Education, Reasons Why Parents Home School, Characteristics of Home School Families, Student Achievement, and the Summary.

#### History of Home Schooling

The right of parents to guide or control the education of their children has been recognized as being fundamental. Before there were schools, parents educated children at home. During the seventeenth and eighteenth centuries, most children were educated at home by either parents or tutors (Knowles, Muchmore and Spaulding, 1994, p. 238). Also, parents had the choice not only whether to educate, but what subjects to educate their children. The parental interest in educating their children was not only fundamental, it was considered an obligation and not that of the government (Buchanan, 1987, p. 339-348).

Not until compulsory attendance laws came into effect in the mid-1800s did education begin to change. Between 1850 and 1970 only a small percentage of families



taught their children at home (Knowles, Marlow and Muchmore, 1992, p. 195-235). The 1970s saw an emergence of home schooling largely fueled by parents dissatisfied with public schools and liberal educators such as John Holt. Thoughts of free schools, community control and descaling, empowered parents to think they could teach better than public schools (Holt, 1969, p. 391-394). The radical concept of home schooling did not go unnoticed as many lawsuits were brought by various factions not accepting this departure from the norm. Not until the 1980s and 1990s did home schooling garner respectability and true acceptance. This acceptance has resulted in school districts adopting policies that have allowed home school students the opportunity to engage in programs and activities at local public schools.

#### How Home Schoolers View Education

A review of literature and previous studies shows similar interests how parents viewed home schooling. Generally, home educators were labeled either Ideologues or Pedagogues (Van Galen, 1988, p. 52-68; Van Galen and Pitman, 1991, p. 15-28). The differences were:

- Ideologues (what is taught and learned) stress conventional school techniques and materials but try to avoid public school values.

- Pedagogues (how things are taught) sought new ways to teach and dismissed the formal practices of public schools.

However, Van Galen points out that not every home educator fits into the category of an Ideologue or Pedagogue. Still another view placed home educators into the categories of Essentialism, Progressivism, Perennealism, and Existenalism (Hood, 1991, p. 1-8).

Viewed individually they were:

- Essentialism: Preservation of traditional values and a democratic way of life.

What knowledge and skills are most essential for students to acquire in order to become adequately prepared for adult life. Hard work, obedience and orderly environment were emphasized.

- Progressivism: Rooted in the philosophy of pragmatism of the 1870s in America. Progressivism was focused on the importance of change, adaptation, growth, and interrelationships of individuals and their social and physical environments.

- Perennialism: Belief in the existence of absolute values which are timeless and exist in all cultures. They advocate a single, classical curriculum for all students which emphasized traditional ideas modeled after Charlotte Mason, an English educator.

- Existentialists: Emphasis on the individual and their relationship to the world and to other people. Furthermore, emphasis is placed on the right of the individual to choose their own curricula and to retain individuality by avoiding exposure to measurement devices and labels.

Most existentialist's were followers of the late John Holt, a liberal teacher, writer and home school advocate of allowing home school students to proceed at their own pace even if this meant a long wait before the student expresses interest in anything (Lines, 1987, p. 510).

### Reasons Why Parents Home School

A review of literature and previous studies revealed similarities on why parents home school. Dr. Brian Ray, President of the NHERI and editor and publisher of the

Home School Researcher, states:

“Home education is chosen for various reasons, including concerns for both the cognitive development (e.g., to accomplish more academically and to individualize learning) and affective development (e.g., to be in a preferred moral environment, to learn selected religious or philosophical values, avoid peer pressure, greater parent-child contact, and better self-concept) of children.”

A review of the research indicated the following primary reasons why parents home school, listed in priority (Simmons, 1994, p. 47-49; Pike, 1992, p. 564-565; Knowles, Muchmore, and Spaulding, 1994, p. 238-243; Marlow, 1994, p. 440; Lines, 1987, p. 511; Wilson 1988, p. 11; Ray, 1992, p. 4):

- (1) Controlling the curriculum and content.
- (2) Religious concerns.
- (3) Instruction methods, time on task, adaptation and student ratio.
- (4) Achievement.
- (5) Morals, values and discipline.
- (6) Family building.
- (7) Safety - drugs, alcohol, sexual matters and violence.
- (8) Bureaucracy.
- (9) Discrimination.
- (10) No public schools available (Alaska, extreme rural areas).

Furthermore, Pike (1992, p. 564-5) and Simmons (1994, p. 47-8) contend that public education does not provide a suitable learning environment because:

- (1) Instruction methods are inflexible.
- (2) Overcrowding of classes.
- (3) Too much direct teaching and no guided practice.
- (4) Lack of consistent classroom discipline which interrupts learning.
- (5) Lack of parental involvement.

The research supports that control of curriculum and instruction, religious concerns, and the dissatisfaction with public schools were primary reasons why parents chose home schooling.

#### Characteristics of Home School Families

Related studies (Ray, 1992, p. 10-14) show similar demographic characteristics among home school families:

- (1) An average of three children per family.
- (2) They began formal instruction at 5.5 years of age.
- (3) There is no gender imbalance.
- (4) Ages 5-11 comprise the majority, about 65% of the population.
- (5) One parent has a college degree.
- (6) 55% of families have an income of \$25,000 to \$50,000. 21% are below \$25,000 and 24% are above \$50,000.
- (7) 75% are Christians and attend church regularly.
- (8) White is the dominant ethnic background - about 90%.
- (9) 25% attended public school prior to home school.
- (10) 25% attended private school prior to home school.

(11) 3% attended public school after home school.

(12) 3% attended private school after home school.

How did family characteristics of home school parents compare with the United States at large:

(1) Number of children for home schooled families exceeded the national average - 3.21 versus 1.56.

(2) Home school family income was slightly lower than the national average. This is best explained by the fact that the mother is the primary teacher and not earning an income. That accounts for the lower family income than the traditional two parent income family so prevalent in today's society.

(3) Home school parents had an average of 2-3 more years of college.

(4) Home schooling includes other religious groups comprised of atheists, Mormons, Jewish, Muslims, New Age, Reformed, Independent Charismatic, Adventist and other groups with various agendas.

(5) Blacks and orientals were the predominant remaining ethnic group home schooling (HSLDA Report, 1990, p. 1-3).

Teacher certification of parents who home schooled were reported to be at 6% for mothers and 13.9% for fathers. 92% were current with teaching certification. 70% were current with certification in the state they resided (Wartes, 1988, p. 42-51).

#### Student Achievement

The effectiveness of instruction is in large part determined by testing. Testing is an issue which effects all families and the majority of home school students participate in

achievement tests to measure progress (Wilson, 1988, p. 11).

Gauging home schooling student success using achievement testing versus national averages is easy to do, but, unfortunately does not consider the different characteristics of the two distinct groups. Nevertheless, home school students are compared to public school standards (Ray, 1992, p. 4-5).

Various studies from the mid 1980s to present, support that home school students do better on achievement tests. Examples include:

(1) In 1984-85, an experimental state program in Washington tested 200 home school students. They performed at or above average on achievement tests. No special demographic characteristics existed (Lines, 1987, p. 26).

(2) The Washington Home School Project was a private volunteer effort comprised of home school student's parents and public education people to gather information about Washington's home school students. The period of this study was from 1986-89. The study showed that home school students scored higher than public education students in all categories of testing (Wartes, 1991, p. 22-23).

(3) In 1990, HSLDA conducted a nationwide study of 2000 home school students. Of the home school students participating in achievement testing, the home school students scored, on the average, at or above the 80th percentile in categories of reading, listening, language, math, science, social studies, basic battery (reading, language, and math), and complete battery (all topics included in the overall testing of the student).

(4) In 1992, the NHERI analyzed the results of the test scores of 10,750 students

collected via a testing service. The scores ranged from a low of the 56th percentile to a high of the 84th percentile, with the majority of scores in the 70s percentile. No family characteristic data is available from this study. Other studies have found similar results. In Montana, students averaged at the 72nd percentile, in Pennsylvania students averaged in the 60-74th percentiles.

(5) In 1994, the NHERI analyzed the results of achievement scores from a testing service. The results support previous studies that home school students scored, on average, in the 77th percentile. Furthermore, the study showed that 54.7% of those students (K-12) are achieving individual scores in the top quarter of the population. This figure is more than double the number of public education students with similar results.

(6) There are examples of home school students who have excelled in higher education. Acceptance at Harvard and other Ivy League schools is not longer unheard of (Hawkins, 1996, p. 58; Miller, 1994, p. A14). The United States Air Force Academy holds 2% of its appointments for home school students (Wells, 1995, p. C11). The highest scores were achieved in Delaware (96%), but, the sample size was small. The lowest scores were in the District of Columbia (61%), and again the sample size was small.

There is significant argument that contends achievement scores should not be the only measure of educational progress. For example, in 1989, the National Association of Elementary School Principals recommended that a “range of assessment tools” be considered rather than achievement tests alone in measuring student’s progress (Sheffer, 1989, p. 35). Also, the SAT is never used as the only criterion for college admission

(Rudner, 1993, p. 4, 7). Hawaii, Vermont, Washington and Iowa offer the option of achievement testing or an alternative form of assessment (Marlow, 1994, p. 448-9). In Virginia, home school students can assess progress in various ways such as portfolios (Shaw, 1996, E-mail). On the other hand, since home school students do not generally have a litany of extra-curricular activities to include, they must have top test scores to compete in educational endeavors (Gibbs, 1994, p. 62-3).

There is an enormous amount of information supporting the above average educational abilities of home school students. Unfortunately, the statistics kept by individual states is small, if any. Virginia's Department of Education home school coordinator could offer little help in obtaining achievement or other comparative data versus public education. The coordinator's only assistance was referral to home school advocate institutions such as Bob Jones University and the HSLDA (Finley, January, 1996, telephone). As more states compile data, the profile of home school students will undoubtedly become more informative.

### Summary

Chapter II discusses five home school issues which are: (1) History of Home Schooling, (2) How Home School Parents View Education, (3) Reasons Why Parents Home School, (4) Characteristics of Home School Families, and (5) Student Achievement. Home schooling during the early history of this country was a necessity; there were no schools. Parents, particularly fathers embraced a responsibility to educate their children without help or government interference. Today, families with various characteristics have made the choice to home school. The reasons are prevalent --



curriculum, content, religion, morals and values, safety, drugs and violence -- to name just a few. These parents have taken responsibility and a lifestyle change to provide the best education possible. Achievement test results support their work. Their children are out-performing public students nation-wide and home school students are moving on to the best colleges and universities.

Chapter III describes the Methods and Procedures used in this study. It will explain how the data was gathered to find a solution to the problem outlined in this study. Chapter IV will discuss Findings, and Chapter V is the Summary, Conclusions, and Recommendations.

## CHAPTER III

### METHODS AND PROCEDURES

The purpose of this study was to collect and interpret data on three research goals of home schooling. The three research goals were: (1) Do Home School students have higher percentile scores on standardized achievement tests than the national average, (2) Do Home School students have higher percentile scores in specific subject areas on standardized achievement tests than the national average, and (3) Do Family Characteristics relate to student achievement.

The first research goal was to determine if home school students score higher on standardized achievement tests than the national average. The HSLDA reported in 1990, 1992, and 1994 that home school students do as well or better than public school students.

The second research goal was to determine if home schools students score higher in specific subject areas on standardized achievement tests than the national average. The HSLDA reported in 1990, 1992, and 1994, that home school students do as well or better than students in public schools.

The third research goal was to determine if home school family characteristics related to student achievement. The following sections of this chapter will provide the basis for answering these goals.

#### Population

The population for this study consisted of home school families who are members of the HSLDA. HSLDA is a non-profit membership organization located in Paconian

Springs, Virginia, and is designed to serve the home school community. The purpose of the HSLDA is to defend the right of parents to home school their children. HSLDA serves home school families of all religions and pedagogical and philosophical backgrounds. The demographic and test data population for 1990 was derived from approximately 2,000 families. The test data population for 1992 was 10,750 children, and 1994 was approximately 16,000 children.

#### Instrument

A National Home Education Research Institute (NHERI) survey questionnaire was used for gathering data for the period of 1990. For 1992 and 1994, standardized tests results were provided by a testing service and analyzed by NHERI. The 1990 instrument (Appendix A) has three parts:

- I. Information regarding all parents and family.
- II. Information regarding the home education legal status of the family.
- III. Information regarding the students.

For the purposes of this study, only the following items from Part I and III of the 1990 survey instrument will be reported on: Educational Attainment of Fathers, Educational Attainment of Mothers, Number of Children per Family, Annual Income of Families, Religious Preferences of the Fathers, Religious Preferences of the Mothers, Descriptive Information About the Children, Achievement by Certification Status of Parents, and Student Achievement Related to Family Income.

### Pilot Study

A Pilot Study was conducted using a sample of 100 families to determine if the instrument needed revision. The responses of 68 families indicated only minor revisions were required.

### Collection

A follow-up reminder to return the research instrument was mailed to all who had not returned them seven weeks after the initial mailing. All usable instruments returned within 15 weeks of the initial mailing were included in the study.

### Data Gathering Techniques

For 1990, the survey asked that student scores be reported on the survey and a copy of the official testing service scores be attached. The scores were compared to the scores listed on the survey and checked for accuracy. For 1992 and 1994, a testing service was used and the results analyzed by NHERI. Percentiles were converted to z-scores (Issac and Michael, 1995, p. 109-110). Means were calculated and comparison tests were executed using z-scores.

### Summary

Chapter III contained the Methods and Procedures used in this study. It described the purpose of the study, population involved, instrument used, and data gathering techniques. Chapter IV will present the Findings, and Chapter V is the Summary, Conclusions, and Recommendations.

## CHAPTER IV

### FINDINGS

The purpose of this chapter is to report the findings of the research study. The purpose of this study was to answer the three research goals: (1) Do Home School students have higher percentile scores on standardized achievement tests than the national average, (2) Do Home School students have higher percentile scores in specific subject areas on standardized achievement tests than the national average, and (3) Do Family Characteristics relate to student achievement.

#### Report of the Findings

Table I indicates the number and percentage of surveys sent compared to the number of surveys completed. A total of 2000 surveys were sent to home school families and 1516 returned. The percentage of surveys returned was 70.1 percent.

**Table I**

#### Survey Collection

	Total
Surveys Distributed	2000
Surveys Returned	1516
Not Returned	484
Percentage Returned	70.1%

#### Home School Family Characteristic Questions

Question Number 1: How many years of formal schooling did each parent have?

Tables II and III provide descriptive information regarding Educational Attainment of Fathers and Mothers. The average educational level of the fathers studied was 15 years of formal training (or about three years of college). The average educational

level of the mothers studied was 14.1 years (or about two years of college).

**TABLE II**

<b>Educational Attainment of the Fathers</b>		
<i>Years of Formal Education</i>	<i>Frequency</i>	<i>Percentage</i>
Less than 12	45	3.0
12 (H.S. diploma)	359	24.2
13-15 (some college)	334	22.5
16 (college degree)	434	29.3
17 or more	311	21.0
<b>Total</b>	<b>1483</b>	<b>100.0</b>

**TABLE III**

<b>Educational Attainment of the Mothers</b>		
<i>Years of Formal Education</i>	<i>Frequency</i>	<i>Percentage</i>
Less than 12	25	1.7
12 (H.S. diploma)	477	31.8
13-15 (some college)	469	31.3
16 (college degree)	412	27.5
17 or more	116	7.7
<b>Total</b>	<b>1499</b>	<b>100.0</b>

Question Number 3: Has either parent ever been a state-certified teacher?

Table IV provides descriptive information about Achievement by Certification Status of Parents. Only 6% of the fathers and 13.9% of the mothers surveyed had ever been certified teachers. The relationship between student achievement and the parents' teacher certification status was significant in its absence as there was no difference in students' total reading, math, or language scores based on teacher certification criteria.

**TABLE IV**

<b>Achievement by Certification Status of Parents</b>			
<i>Certification Status of Parents</i>	<i>National Percentile Mean in Reading</i>	<i>National Percentile Mean in Math</i>	<i>National Percentile Mean in Language</i>
Both have been certified	84th	84th	82nd
One has been certified	86th	84th	84th
Neither have been certified	84th	80th	79th
All public school students (Teacher certification required)	50th	50th	50th

Question Number 7: How many children to you have?

Table V provides descriptive information of the Number of Children per Family.

The average family in this study consisted of a father, a mother, and 3.2 children, or a family of about 5.2. The average American family during this study was 3.17. Only 1.6% of the families were headed by single parents, and all of these were mothers.

**TABLE V**

<b>Number of Children Per Family</b>		
<i>Number</i>	<i>Frequency</i>	<i>Percentage</i>
1	65	4.3
2	423	28.3
3	503	33.6
4	292	19.5
5	134	9.0
6 or more	79	5.3
<b>Total</b>	<b>1496</b>	<b>100.0</b>

Question Number 8: What is your total family annual income?

Table VI provides descriptive information of the Annual Income of Families.

Fifty-five percent of the home education families are within the \$25,000.00 to \$49,000.00 range for total annual income. The median income category for them was \$35,000.00 to \$49,999.00. Twenty-one percent are below \$25,000.00 and twenty-four are above \$50,000.00.

**TABLE VI**

<b>Annual Income of Families</b>		
<i>Income</i>	<i>Frequency</i>	<i>Percentage</i>
Under \$ 10,000	21	1.4
\$ 10,000-14,999	43	2.9
\$ 15,000-19,999	82	5.5
\$ 20,000-24,999	169	11.4
\$ 25,000-34,999	379	25.6
\$ 35,000-49,999	439	29.7
\$ 50,000-74,999	234	15.8
over \$ 75,000	112	7.6
<b>Total</b>	<b>1479</b>	<b>100.0</b>

Question Number 11:

Tables VII and VIII provide descriptive information on Religious Preferences of the Fathers and Mothers. The religious preferences of the fathers were dominantly Christian with 93.8% of the fathers describing themselves as “born-again.” About 40% of the fathers considered themselves independent Charismatic or Independent Fundamental/Evangelical. Baptist was the next largest category at 18.4% The religious preferences of the mothers were dominantly Christian with 96.4% of the mothers describing themselves as “born-again.” Baptist was the next largest category at 17.6%.



TABLE VII

Religious Preferences of the Fathers		
	<i>Frequency</i>	<i>Percentage</i>
<i>Religious Preference</i>		
Adventist	15	1.0
Amish	0	0.0
Assembly of God	111	7.6
Baptist	269	18.4
Catholic	49	3.4
Episcopal	5	0.3
Independent Charismatic	198	13.6
Independent Fundamental/Evangelical	378	25.9
Jewish	1	0.1
Ladder Day Saints (Mormon)	8	0.5
Lutheran	17	1.2
Mennonite	14	1.0
Methodist	13	0.9
Muslim	0	0.0
Nazarene	13	0.9
New Age	4	0.3
Pentecostal	40	2.7
Presbyterian	43	2.9
Reformed	38	2.6
Other	245	16.8
<b>Total</b>	<b>1461</b>	<b>100.0</b>

**TABLE VIII**

<b>Religious Preferences of the Mothers</b>		
	<i>Frequency</i>	<i>Percentage</i>
<i>Religious Preference</i>		
Adventist	21	1.4
Amish	2	0.1
Assembly of God	112	7.6
Baptist	260	17.6
Catholic	47	3.2
Episcopal	5	0.3
Independent Charismatic	217	14.7
Independent Fundamental/Evangelical	390	26.5
Jewish	1	0.1
Ladder Day Saints (Mormon)	9	0.6
Lutheran	16	1.1
Mennonite	14	0.9
Methodist	13	0.9
Muslim	0	0.0
Nazarene	13	0.9
New Age	3	0.2
Pentecostal	41	2.8
Presbyterian	40	2.7
Reformed	37	2.5
Other	233	15.8
<b>Total</b>	<b>1461</b>	<b>100.0</b>

Question Number 12 (Part III): Number of years taught at home since reaching age 5?

On average, the students had been taught at home for three years since age 5.

Table IX shows that a larger percentage of people are moving their children into the home education option than are leaving it.

**TABLE IX**

<b>Number of Years taught at home since reaching age 5</b>		
<i>Variable</i>	<i>Mean</i>	<i>Number</i>
Age	8.24	4602
Grade	3.25	4198
Years taught at home since 5 years old	3.02	3026
Years of public school prior to home school	3.36	908
Years of private school prior to home school	2.79	866
Years of public school after home school	2.31	101
Years of private school after home school	1.71	108
Grade through which parents intend to home school child	10.88	2434

Table X provides descriptive information about Student Achievement Related to Family Income. No difference in total reading or total language scores existed within any income level. Total math showed some difference where families with incomes of \$50,000.00 and above scored better in math than students in families with incomes under \$10,000.00. It should be noted that regardless of income levels, all home school students scored at or above the 60th percentile in math - still above national public school percentiles.

**TABLE X**

<b>Student Achievement Related to Family Income</b>						
Income Group	Total Reading Score		Total Math Score		Total Language Score	
	Number	Mean Percentile	Number	Mean Percentile	Number	Mean Percentile
Under \$ 10,000	10	85th	10	67th	8	78th
\$ 10,000-14,999	27	76th	28	67th	23	70th
\$ 15,000-19,999	57	83rd	57	77th	49	77th
\$ 20,000-24,999	124	84th	125	75th	112	82nd
\$ 25,000-34,999	249	83rd	258	79th	218	78th
\$ 35,000-49,999	323	84th	320	82nd	250	79th
\$ 50,000-74,999	171	84th	171	85th	138	81st
over \$ 75,000	87	85th	84	86th	66	84th
<b>Total</b>	<b>1048</b>	<b>84th</b>	<b>1053</b>	<b>81st</b>	<b>864</b>	<b>79th</b>

### Student Achievement

Home school children scored at higher levels than public school students on achievement tests taken during 1990. Home School students scored in the 82nd percentile in Basic Battery compared to conventional school student scores in the 50th percentile. Home School students scored in the 84th percentile in Reading compared to conventional school student scores in the 50th percentile. Home School students scored in the 81st percentile in Math compared to conventional school student scores in the 50th percentile. Home School students scored in the 80th percentile in language compared to conventional school student scores in the 50th percentile. The results of this comparison have been presented in Table XI.

**TABLE XI**

**1990 National Percentile Scores on Standardized Achievement Tests by Category**

Category	Basic Battery	Reading	Math	Language
Home School Students	82	84	81	80
Traditional School Students	50	50	50	50

N=1,516

Home school children scored at higher levels than public school students on achievement tests taken during 1992. Home School students scored in the 71st percentile in Basic Battery compared to conventional school student scores in the 50th percentile. Home School students scored in the 76th percentile in Reading compared to conventional school student scores in the 50th percentile. Home School students scored in the 65th

percentile in Math compared to conventional school student scores in the 50th percentile. Home School students scored in the 70th percentile in Language compared to conventional school student scores in the 50th percentile. The results of this comparison have been presented in Table XII.

**TABLE XII**

**1992 National Percentile Scores on Standardized Achievement Tests by Category**

<b>Category</b>	<b>Basic Battery</b>	<b>Reading</b>	<b>Math</b>	<b>Language</b>
Home School Students	71	76	65	70
Traditional School Students	50	50	50	50

\*N=10,750

Home school children scored at higher levels than public school students on achievement tests taken during 1994. Home School students scored in the 77th percentile in Basic Battery compared to conventional school student scores in the 50th percentile. Home School students scored in the 79th percentile in Reading compared to conventional school student scores in the 50th percentile. Home School students scored in the 73rd percentile in Math compared to conventional school student scores in the 50th percentile. Home School students scored in the 73rd percentile in Language compared to conventional school student scores in the 50th percentile. The results of this comparison have been presented in Table XIII.

TABLE XIII

## 1994 National Percentile Scores on Standardized Achievement Tests by Category

Category	Basic Battery	Reading	Math	Language
Home School Students	77	79	73	73
Traditional School Students	50	50	50	50

\*N=16,000

The Basic Battery consisted of total reading, total language, and total math. The results of the three comparisons indicated that home school students consistently scored above the 50th percentile and scored higher than public school students on the national level.

## Home School Family Profile

A profile of home school families emerged after summarizing the characteristic and demographic data. Both parents were likely to be high school graduates. The average number of family members was five, and the average number of children per home school family was 3.2. The average annual family income was reported between \$35,000.00 and \$49,000.00. The dominant religion of fathers and mothers was Christian.

## Summary

Chapter IV contained the Findings of this study. It described the purpose of the study, report of findings, home school family characteristic questions, a home school family profile, and student achievement. Chapter IV contained the presentation of data in narrative and tabular form. Chapter V contains the Summary, Conclusions, and Recommendations.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted to determine the following: (1) Do Home School students have higher percentile scores on standardized achievement tests than the national average, (2) Do Home School students have higher percentile scores in specific subject areas on standardized achievement tests than the national average, and (3) Do Family Characteristics relate to student achievement.

#### Summary

Chapter I reported that home schooling exists due to parental involvement and choice in education. Some parents believe the public education system produced academic mediocrity, undesirable moral influences on their children, and poor performance on standardized achievement tests. As a result, home schooling continues to grow and is now estimated to include between 750,000 and 1.2 million children in the United States.

A literature search of Old Dominion University Library, Regents University Library, and Virginia Beach Public Library provided numerous journal articles, periodicals, abstracts, ERIC reports and books on home schooling. Also, E-Mail discussions with experts in the home schooling field revealed other important sources.

Five issues were discussed. These included:

1. History of Home Schooling.
2. How Home School Parents View Education.

3. Reasons Why Parents Home School.
4. Characteristics of Home School Families.
5. Student Achievement.

The Methods and Procedures included collecting and interpreting the data for the following research goals: (1) Do Home School students have higher percentile scores on standardized achievement tests than the national average, (2) Do Home School students have higher percentile scores in specific subject areas on standardized achievement tests than the national average, and (3) Do Family Characteristics relate to student achievement. The data collected from the Home School Legal Defense Association (HSLDA) reported in 1990, 1992 and 1994 that home school students do as well or better than students in public schools. The instrument, a 1990 National Home Education Research Institute (NHERI) survey collected data on the following items: Educational Attainment of Fathers, Educational Attainment of Mothers, Number of Children per Family, Annual Income of Families, Religious Preferences of the Fathers, Religious Preferences of the Mothers, Descriptive Information About the Children, Achievement by Certification Status of Parents, and Student Achievement Related to Family Income. A testing service was used to collect the data for 1992 and 1994 and the results were analyzed by the NHERI.

Chapter IV reported the following findings:

Table I reported that 2000 surveys were mailed out and 1516 replies were received for a 70.1 return rate.



Tables II and III reported on Educational Attainment of the Fathers and Mothers. The average educational level of the fathers studied was 15 years of formal training and the average educational level of the mothers studied was 14.1 years of formal training.

Table IV reported on Achievement by Certification Status of Parents. Only 6% of the fathers and 13.9% of the mothers had ever been certified teachers.

Table V reported on Number of Children Per Family. The average family in this study consisted of a father, a mother, and 3.2 children or a family of about 5.2.

Table VI reported on Annual Income of Families. Fifty-five percent of the home education families are within the \$25,000.00 to \$49,000.00 range for total annual income. The median income category for them was \$35,000.00 to \$49,000.00. Twenty-one percent are below \$25,000.00 and twenty-four are above \$50,000.00.

Tables VII and VIII report on Religious Preferences of the Fathers and Mothers. The religious preferences of the fathers and mothers were predominantly Christian with 93.8% of the fathers and 96.4% of the mothers describing themselves as "born again." About 40% of the fathers and mothers considered themselves independent Charismatic or Independent Fundamental/Evangelical. Baptist was the next largest category for both fathers and mothers at 18.4% and 17.6% respectively.

Table IX reported on Number of Years taught at home since reaching age 5. On average, the students had been taught at home for three years since age 5.

Table X reported on Student Achievement Related to Family Income. No difference existed in total reading or total language. Total math showed some difference

where families with incomes of \$50,000.00 and above scored better in math than students in families with incomes under \$10,000.00.

Table XI reported on 1990 National Percentile Scores on Standardized Achievement Tests by Category. Home School students scored at the 82nd percentile in Basic Battery, 84th percentile in Reading, 81st percentile in Math, and 80th percentile in Language. Conventional school students scored in the 50th percentile for the above categories.

Table XII reported on 1992 National Percentile Scores on Standardized Achievement Tests by Category. Home School students scored at the 72st percentile in Basic Battery, 76th percentile in Reading, 65th percentile in Math, and 70th percentile in Language. Conventional school students scored in the 50th percentile for the above categories.

Table XIII reported on 1994 National Percentile Scores on Standardized Achievement Tests by Category. Home School students scored at the 77th percentile in Basic Battery, 79th percentile in Reading, 73rd percentile in Math, and 73rd percentile in Language. Conventional school students scored in the 50th percentile for the above categories.

Previous home school research has indicated that home school students perform better than public school students on standardized achievement tests. The findings from Home School Family Characteristic questions provided information to form a profile of home school families. The profile showed an educated, religious influenced population involved heavily with their children's education.

## Conclusions

The research goals were established to assist in solving the problem of the study.

The research goals are presented with the conclusions immediately following:

1. Do Home School students have higher percentile scores on standardized achievement tests than the national average? Home School students scored between 20.0 to 30.5 percent higher than public school students on standardized achievement tests based on national test scores from 1990, 1992, and 1994.

2. Do Home School students have higher percentile scores in specific subject areas on standardized achievement tests than the national average? Home School students scored between 15.00 to 30.0 percent higher than public school students in specific subject areas on standardized achievement tests based on national test scores from 1990, 1992, and 1994.

3. Do family characteristics relate to student achievement? There are distinguishable characteristics which include:

a. Educational Attainment of Fathers and Mothers. The average educational level of the fathers studied was 15 years of formal training, or about three years of college. The average educational level of the mothers studied was 14.1, or about two years of college.

b. Achievement by Certification Status of Parents. Only 6% of the fathers and 13.9% of the mothers had ever been certified teachers. The relationship between student achievement and the teacher certification status of the parents was significant in

its absence as there was no difference in students' total reading, total math, or total language scores based on teacher certification criteria. The findings of this study do not support the idea that parents need to be certified teachers for successful academic achievement for their children.

c. Number of Children per Family. The average family in this study consisted of a father, a mother, and 3.2 children, or a family of about 5.2. The average American family during this study was 3.17. Home School families are on the average 64% larger than the average American family. Only 1.6% of the families were headed by single parents, and all of these were mothers.

d. Annual Income of Families. Fifty-five percent of home education families are within the \$25,000.00 to \$49,000.00 range for total annual income. The median income category for them was \$35,000.00 to \$49,000.00. The median income in the United States during this time was approximately \$31,000.00. Twenty-one percent are below \$25,000.00 and twenty-four percent are above \$50,000.00. The father earns 96% of the income of the family.

e. Religious Preferences of Fathers and Mothers. The religious preferences of the fathers and mothers were predominantly Christian with 93.8% and 96.4% respectively reporting themselves as "born again". About 40% of the fathers and mothers considered themselves independent Charismatic or Independent Fundamental/Evangelical. Baptist was the next largest category at 18.4% for fathers and 17.6% for mothers. This population of home educators was dominantly Christian or Protestant in aggregate.

f. Number of Years taught at home since reaching age 5. On average, the students reported on had been taught at home for three years since age 5. It is evident from this table that a significantly larger percentage of people are moving their children into home schooling than are leaving it.

g. Student Achievement Related to Family Income. No difference in total reading or total language scores existed within any income level. Total math showed some difference where families with incomes of \$50,000.00 and above scored better in math than students in families with incomes under \$10,000.00. However, regardless of income levels, all home school students scored at or above the 60th percentile in math compared to public schools students who scored at the 50th percentile. The findings do not support the idea that home school students from low income families will do poorly in achievement.

### Recommendations

The following recommendations are submitted for further study:

1. A study should be conducted to determine if public school students who score above the national percentile averages on standardized achievement tests have family characteristics that relate to home school characteristics.
2. A longitudinal study should be conducted to indentify if public school students score better on standardized achievement tests with parental study assistance after school hours.
3. A study should be conducted to gather information on public school students who have a strong religious influence within their families.

4. A study should be conducted on the social characteristics of home schooled students.

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**APPENDIX A**

**INSTRUMENT USED FOR COLLECTING DATA**

**PART I - INFORMATION REGARDING THE PARENTS AND FAMILY**

**PART III - INFORMATION REGARDING THE CHILDREN**

## PART I. INFORMATION REGARDING THE PARENTS AND FAMILY

Note: Any time you want to specify "Father" or "Mother" in your response, please use "F" for father and "M" for mother.

Please ignore the numbers in brackets to the right; they are there to aid in the data entry process.

1. How many years of formal schooling did each parent have? (Completed high school = 12; bachelor's degree = 16.)

\_\_\_\_ Father  
\_\_\_\_ Mother

2. What percentage of the formal academic teaching is normally done by each parent? (Total should equal 100.)

\_\_\_\_ Father  
\_\_\_\_ Mother  
\_\_\_\_ Other situation

3. Has either parent ever been a state-certified teacher? \_\_\_\_ Yes \_\_\_\_ No

Which parent? \_\_\_\_ Father \_\_\_\_ Mother

Answer the following questions using "F" and "M" designations:

Is certification current? \_\_\_\_ Yes \_\_\_\_ No

Certification for: \_\_\_\_ Elementary  
\_\_\_\_ Junior high/middle school  
\_\_\_\_ Secondary  
\_\_\_\_ Other

Is/was your certification from the state in which you are currently living?

\_\_\_\_ Yes \_\_\_\_ No

4. What is father's primary occupation, profession, or trade? \_\_\_\_\_

5. What is mother's primary occupation, profession, or trade? \_\_\_\_\_

6. Is mother employed outside the home? \_\_\_\_ Yes \_\_\_\_ No

If yes, indicate the average number of working hours per week: \_\_\_\_

7. How many children do you have? \_\_\_\_\_

8. What is your total family annual income?

____ Under \$10,000	____ \$25,000 - \$34,999
____ \$10,000 - \$14,999	____ \$35,000 - 49,999
____ \$15,000 - \$19,999	____ \$50,000 - 74,999
____ \$20,000 - \$24,999	____ \$75,000 and over

9. \_\_\_\_ % of income from father \_\_\_\_ % of income from mother

10. Are you a single parent? \_\_\_\_ Yes \_\_\_\_ No

If yes, you are the: \_\_\_\_ Father \_\_\_\_ Mother

11. How would you categorize your religious preference? Select the one that most accurately describes your preference(s). Place an "M" on the line for "Mother" and an "F" on the line for "Father." Both parents may be on the same or separate lines.

- |   |  |
|---|--|
| a. <input type="checkbox"/> Adventist                           | k. <input type="checkbox"/> Lutheran     |
| b. <input type="checkbox"/> Amish                               | l. <input type="checkbox"/> Mennonite    |
| c. <input type="checkbox"/> Assembly of God                     | m. <input type="checkbox"/> Methodist    |
| d. <input type="checkbox"/> Baptist                             | n. <input type="checkbox"/> Muslim       |
| e. <input type="checkbox"/> Catholic                            | o. <input type="checkbox"/> Nazarene     |
| f. <input type="checkbox"/> Episcopal                           | p. <input type="checkbox"/> New Age      |
| g. <input type="checkbox"/> Independent Charismatic             | q. <input type="checkbox"/> Pentecostal  |
| h. <input type="checkbox"/> Independent Fundamental/Evangelical | r. <input type="checkbox"/> Presbyterian |
| i. <input type="checkbox"/> Jewish                              | s. <input type="checkbox"/> Reformed     |
| j. <input type="checkbox"/> LDS (Mormon)                        |  |
| t. <input type="checkbox"/> Other (Please specify): _____       |  |

- 12 - 13. Would you describe yourselves as "born-again Christians"?

12. Father: ☐ Yes ☐ No      13. Mother: ☐ Yes ☐ No

- 14 - 21. For questions 14-21, please mark your responses with an "M" for "Mother" and an "F" for "Father" to indicate which parent is giving the response.

SA=Strongly Agree    A=Agree    N=No Opinion    D=Disagree    SD=Strongly Disagree

14. I believe the Bible is the inspired word of God and is literally true in all of its details.

☐ SA      ☐ A      ☐ N      ☐ D      ☐ SD

15. I believe that there are places such as heaven and hell.

☐ SA      ☐ A      ☐ N      ☐ D      ☐ SD

16. Eternal life is the gift of God only to those who believe in Jesus Christ as their Savior and Lord.

☐ SA      ☐ A      ☐ N      ☐ D      ☐ SD

17. Satan is an actual personality working in the world today.

☐ SA      ☐ A      ☐ N      ☐ D      ☐ SD

18. God lives and is real.

☐ SA      ☐ A      ☐ N      ☐ D      ☐ SD

19. The life forms in existence today (such as humans, fish, and birds) have all evolved from the same common ancestor.

SA      A      N      D      SD

20. God created the earth and its life forms within six 24-hour days.

SA      A      N      D      SD

21. God created the earth and its life forms, but we do not know how He did it or how long it took.

SA      A      N      D      SD

22. How many times per month do your children go to the public library?

  0     1     2     3     4     5     6     7     8     9   10 or more   

23. Do you have a computer of any kind in your home?

   Yes       No

24. What is the response of your children's paternal grandparents to your home schooling? (Please select one.)

   Opposed  
   Opposed, but not interfering  
   Neutral  
   Originally opposed, now supportive  
   Supportive  
   Supportive and participating

25. What is the response of your children's maternal grandparents to your home schooling? (Please select one.)

   Opposed  
   Opposed, but not interfering  
   Neutral  
   Originally opposed, now supportive  
   Supportive  
   Supportive and participating

26. The amount of money we spend, on the average, per child per year for home schooling is \$                      
 (Include tuition, field trips, special resources, etc.)

## Part III. INFORMATION REGARDING YOUR CHILDREN

Circle the number of the child (see page 3): 1 2 3 4 5 6 7 8 9 10

It is important that you fill out one sheet for each of your children, even those who are no longer living in your home. Include children from a previous marriage only if you or your spouse are the primary custodial parent and the child is currently living in your home.

Please answer the following questions concerning this child.

1. Age \_\_\_\_\_

2. ☐ Boy ☐ Girl

**\*\* If child is under 5 answer only the next question (#3); otherwise go on to the following question. \*\***

3. Do you intend to home school this child when he or she reaches school age?

☐ Yes ☐ No (Skip this question if child is over 5.)

4. Current Grade Level \_\_\_\_\_

5. Has this child ever been home schooled? ☐ Yes ☐ No

If no, answer only the next question (#6).

6. (For children never home schooled) What type of school attended?

☐ Public school exclusively

☐ Private school exclusively

☐ Attended both public and private school

**\*\* All remaining questions to be answered only for children who have ever been home schooled. \*\***

7. Is this child currently being home schooled?

☐ Yes ☐ No

Please answer the following concerning your curriculum for this child during the 1989-1990 school year.

8. What kind of curriculum do you use for this child? (Mark all that apply.)

☐ Parent-designed curriculum (major components handpicked by parents)

☐ Satellite school curriculum

☐ Home school program provided by a local private school

☐ Complete curricular package (includes language, social studies, mathematics, science material for full year) If you check this option, please indicate the one package you use for this child:

a. ☐ A Beka, Pensacola FL

b. ☐ Alaska State Dept. of Ed., Juneau AK

c. ☐ Alpha Omega, Tempe AZ

d. ☐ Basic Education (ACE), Dallas/Ft. Worth TX

e. ☐ BJU Press, Greenville SC

f. ☐ Calvert School, Baltimore MD

g. ☐ Christian Liberty Acad., Arlington Hts. IL

h. ☐ Christian Light, full serv. plan, Harrison VA

i. ☐ Covenant Home Curriculum, Brookfield WI

j. ☐ Evangel. & Faith Enterpris. of Am., Oliver TN

k. ☐ Hewitt Child Development Center, Washougal WA

l. ☐ Home Study International, Takoma Park MD

m. ☐ International Institute, Park Ridge IL

n. ☐ Living Heritage Academy (See Basic Education)

o. ☐ Nat. Acad. of Christian Ed., Reynoldsburg OH

p. ☐ Oak Meadow Ed. Services, Blacksburg VA & Ojai CA

q. ☐ Our Lady of Victory, Mission Hills CA

r. ☐ Seton School Home Study, Front Royal VA

s. ☐ Summit Christian Academy, Dallas TX

t. ☐ Sycamore Tree, Costa Mesa CA

u. Other (Name & Location): \_\_\_\_\_

9. If you indicated use of a complete curricular package, did you obtain it directly from the curriculum developer this year?

☐ Yes, I obtained it this year from the developer.

☐ No, purchased during an earlier year

☐ No, purchased second hand

☐ Other (please specify): \_\_\_\_\_

10. Is this child enrolled in any type of correspondence course, satellite school, local private school's home schooling program or the like?

☐ Yes ☐ No

If yes, specify which program: \_\_\_\_\_

11. This program is ☐ Local ☐ National

Please answer the following concerning your child's educational history since age 5. (Include the current school year as a full year.)

12. Number of years taught at home since reaching age 5 \_\_\_\_\_  
 13. Number of years attending public school prior to home schooling \_\_\_\_\_  
 14. Number of years attending private school prior to home schooling \_\_\_\_\_  
 15. Number of years attending public school after home schooling \_\_\_\_\_  
 16. Number of years attending private school after home schooling \_\_\_\_\_  
 17. We intend to home school this child through the \_\_\_\_\_ grade.

18. ☐ Check here if child was not home schooled during the 1989-1990 school year.

If this child was home schooled for the 1989-1990 school year, please answer the following questions regarding standardized tests. (We know #19-32 require much work on your part, but this is a very important part of this study.) If you don't have 1990 test results, use 1989 results if within the past 12 months.

19. Has this child taken a standardized achievement test in the past twelve months?

☐ Yes ☐ No

Indicate date \_\_\_\_\_

Please fill in any of the following which were reported for this child's test:

20. The name of the test \_\_\_\_\_  
 21. Your child's age \_\_\_\_\_ [27] 26. Percentile ranking for "total math" \_\_\_\_\_  
 22. The grade level of the test \_\_\_\_\_ [28] 27. The percentile ranking for "science" \_\_\_\_\_  
 23. Percentile ranking for "total reading" \_\_\_\_\_ [29] 28. The percentile ranking for "social studies" \_\_\_\_\_  
 24. Percentile ranking for "total listening" \_\_\_\_\_ [30] 29. Percentile ranking for "basic battery total" \_\_\_\_\_  
 25. Percentile ranking for "total language" \_\_\_\_\_ [31] 30. Percentile ranking for "complete battery total" \_\_\_\_\_

31. Please attach a copy of this child's test results (if available). Please black out your child's name and any other personal identification information.

☐ Yes, I have attached a copy of the test results.

☐ No, I did not attach a copy of the test results.

32. Who administered the test?

☐ Public school teacher

☐ Parent

☐ Private school teacher

☐ Other \_\_\_\_\_

33. Immediately after high school "graduation," this child went to:

☐ Junior college

☐ 4-year college

☐ Trade school (e.g., welding, dental technician, cosmetology)

☐ Business school (e.g., secretarial, computers)

☐ Full time employment

☐ Military

☐ Other, please specify \_\_\_\_\_

34. If this child is married, respond to this item. He/she:

Plans to home school his/her children ☐ yes ☐ no ☐ don't know

Currently home schools his/her children ☐ yes ☐ no