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School Sector and Satisfaction: Evidence from a Nationally Representative Sample

Corey A. DeAngelis
Reason Foundation & Cato Institute

Access to private schools and public charter schools might improve parent and student satisfaction through competitive pressures and improved matches between educators and students. Using a nationally representative sample of 13,436 students in the United States in 2016, I find that public charter schools and private schools outperform traditional public schools on six measures of parent and student satisfaction. Respondents with children in private schools also tend to report higher levels of satisfaction than respondents with children in public charter schools. The results are robust to various analytic techniques and specifications.

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School Sector and Satisfaction: Evidence from a Nationally Representative Sample

Corey A. DeAngelis, Ph.D.
Reason Foundation
&
Cato Institute
Corey.DeAngelis@gmail.com
ORCID: 0000-0003-4431-9489

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Abstract

Access to private schools and public charter schools might improve parent and student satisfaction through competitive pressures and improved matches between educators and students. Using a nationally representative sample of 13,436 students in the United States in 2016, I find that public charter schools and private schools outperform traditional public schools on six measures of parent and student satisfaction. Respondents with children in private schools also tend to report higher levels of satisfaction than respondents with children in public charter schools. The results are robust to various analytic techniques and specifications.

Keywords: private schooling, charter schools, school choice, school satisfaction

JEL Classifications: I28, I20

Introduction

A recent nationally representative survey of families with children in kindergarten through grade 12 finds that only 57 percent of parents report being "very satisfied" with their children's residentially assigned public schools, whereas over 75 percent of parents with children in religious and nonreligious private schools report being very satisfied (McQuiggan, Megra, & Grady, 2017). In the traditional education system, families who are dissatisfied with their children's residentially assigned schools generally have five either costly or ineffective options:

(1) pay for a private school out of pocket while still paying for the traditional public school through taxes,

(2) move to a residence that is assigned to a better traditional public school,

(3) incur the costs associated with homeschooling while still paying for the traditional public school through taxes,

(4) advocate for their child to the traditional public school and hope things get better, or

(5) vote for a school board member who will advocate for policies that work.

Because these options are generally highly costly, particularly for low-income families, some economists would argue that residentially assigned public schools hold significant monopoly power (Chubb & Moe, 1988; Chubb & Moe, 1990; Friedman, 1955).

Access to private schools and public charter schools might lead to increases in satisfaction for students and their families by increasing competitive pressures and reducing the degree of monopoly power in the education system (DeAngelis & Flanders, 2019; Egalite, 2013; Jabbar et al., 2019; Hoxby, 2000; Hoxby, 2007). An increase in access to additional educational options could shift power from education providers to education consumers, which could theoretically increase incentives for schools to cater to the needs of students and their families

(Friedman, 1997). Private schools might also experience a competitive advantage since they generally face fewer government regulations than traditional public schools (Shakeel & DeAngelis, 2017). Freedom from government regulations might help private schools and public charter schools establish strong school cultures and brands (Cheng, Trivitt & Wolf, 2016; Shakeel & DeAngelis, 2018; Trivitt & Wolf, 2011). School choice could increase school satisfaction levels, without affecting objective measures of school quality, by improving the match between educators and students (DeAngelis & Holmes Erickson, 2018). However, it is also possible that school choice could increase reported levels of school satisfaction, without providing access to an objectively higher quality education, by introducing choice-supportive bias (Lind et al., 2017). School choice could also decrease satisfaction levels if private schools and charter schools do not fulfill their advertised promises (Lubienski, 2007), if families unintentionally choose schools that they perceive to be low-quality (Abdulkadiroğlu et al., 2017), or if families experience choice overload (Scheibehenne, Greifeneder, & Todd, 2010). This study tests the following research hypotheses:

H1: Respondents with children in private schools and public charter schools report higher levels of school satisfaction than respondents with children in traditional public schools.

H2: Respondents with children in private schools report higher levels of school satisfaction than respondents with children in public charter schools.

Using a nationally representative sample of 13,436 students in the United States in 2016, I find that public charter schools and private schools outperform traditional public schools on six measures of parent and student satisfaction. These satisfaction advantages for private schools and public charter schools generally remain statistically and substantively significant after including the full set of 236 control variables. Respondents with children in private schools tend to report

higher levels of satisfaction than respondents with children in public charter schools. The results are robust to various analytic techniques and specifications. The next section discusses the literature on the effects of private schools and public charter schools on parent and student satisfaction.

Literature Review

Several studies have examined the differences in reported satisfaction across school sectors. Rhinesmith (2017) reviewed 19 evaluations estimating the effects of private school choice programs in the United States on parent satisfaction. Rhinesmith (2017) found that each of the 19 evaluations suggested that private school choice programs improved parental satisfaction. A review by EdChoice (2019) similarly found that each of the 26 studies on the topic indicated that private school choice programs in the United States were associated with higher levels of parent satisfaction. Eight random assignment studies found that winning the lottery to use a private school choice program had large positive effects on satisfaction for parents or students (Greene, 2001; Howell & Peterson, 2002 (four locations); Kisida & Wolf, 2015; Peterson & Campbell, 2001; Webber et al., 2019). For example, Howell and Peterson (2002) found that the nationwide Children's Scholarship Fund increased parent satisfaction by 95 percent of a standard deviation, and Kisida and Wolf (2015) found that the D.C. Opportunity Scholarship Program increased the average grade that parents assigned to their child's school by over a third of a standard deviation. While eight random assignment studies link private school choice to satisfaction, most of the evaluations on the subject are merely observational and limited to certain geographic areas (e.g. Catt & Rhinesmith; Egalite, Gray, & Stallings, 2017; Greene & Forster, 2003; Greene, Howell, & Peterson, 1998; Metcalf, 1999; Peterson, Campbell, & West, 2001; Peterson, Howell, & Greene, 1999; Peterson, Myers, & Howell, 1999; Weinschrott & Kilgore, 1998; Witte, 2000;

Witte et al., 2008). Peterson, Myers, and Howell (1999) point out that while the random assignment studies substantially reduce selection bias, parents who did not win a scholarship through a lottery are not representative of typical public school parents. After all, parents might select into the private school choice lottery because they are particularly dissatisfied with their child's residentially assigned public school. In other words, control groups used in quasi-experimental evaluations might be more appropriate for satisfaction outcomes (Rhinesmith, 2017).

Some evaluations have compared satisfaction levels of parents with children in public charter schools to their traditional public school counterparts (e.g. Buckley & Schneider, 2006). Gleason et al. (2010) found that winning the lottery to attend public charter middle schools across 15 states increased parent satisfaction by 33 percentage points. Tuttle et al. (2013) similarly found that winning a lottery to attend KIPP (Knowledge Is Power Program) charter middle schools increased parent and student reports of satisfaction. Using a nationally representative survey from 2016, Barrows et al. (2017) found that parents of students in public charter schools were about 13 percentage points more likely to report being very satisfied with school characteristics than parents of students in traditional public schools after controlling for the respondent's education, income, race, homeowner status, region, and whether the respondent lived in an urban area. Barrows et al. (2017) also found that respondents with children in private schools were about 12 percentage points more likely to report being very satisfied than respondents with children in public charter schools. Jochim et al. (2014) examined parental satisfaction data from eight cities with high degrees of school choice, but generally found no statistically significant differences in satisfaction between sectors.

Wang, Rathbun, & Musu (2019) use nationally representative data from the 2016 round of the Parent and Family Involvement in Education Survey (PFI) of the National Household Education Surveys Program. The authors found that 77 percent of families of students in private schools were very satisfied with their schools, while only 54 percent of families of students in residentially assigned public school reported the same. The authors found similarly large private school advantages for satisfaction with teachers, academic standards, order and discipline, and staff interaction with parents. However, this federal report did not control for any differences in students between school sectors. Oberfield (2019) also used PFI data and compared satisfaction levels between sectors after controlling for observable differences in students in public charter schools and traditional public schools. To attempt to account for selection into public charter schools, Oberfield (2019) controlled for whether the child's school was the parent's first choice and whether the child's parents considered other schools for the child. Oberfield (2019) also included controls for whether the family changed residences for the child to attend school, whether the child was ever suspended, and the letter grades the child usually received at school.

The current study builds on Oberfield (2019) in several important ways:

(1) Results for three different categories of private schools (Catholic religious, non-Catholic religious, and nonreligious) are estimated in addition to public charter schools.

(2) Substantially more control variables (236 in the fully specified model) are included.

(3) Several controls for family engagement at school and home are included.

(4) More appropriate analytic techniques (ordered probit regression and ordered logistic regression as opposed to OLS, which add analytic power and allow for more meaningful interpretations of the results) are used.

(5) Five parental satisfaction outcomes and one student satisfaction outcome (as opposed to only one index for parental satisfaction) are examined.

(6) Heterogeneous effects are estimated.

The next sections describe the data used and methods employed. The results are then presented and discussed.

Data

I use publicly available data from the 2016 Parent and Family Involvement in Education (PFI) survey at the National Center for Education Statistics (NCES).[1] The sample is nationally representative of households with children and youth age 20 or younger who were enrolled in kindergarten through 12th grade in public or private schools, or who were homeschooled for those grades in 2016. A total of 206,000 U.S. households were selected based on a screener for households with children or youths under 20 years of age and adults between 16 and 65 years of age (McPhee et al., 2018). The weighted screener response rate was 66.4 percent and the weighted topical response rate was 74.3 percent for the PFI survey, meaning the weighted overall response rate was 49.3 percent for the PFI survey (66.4 percent times 74.3 percent). The PFI survey file contains responses representing 14,075 students in the United States, 13,523 (96 percent) of whom were not homeschooled. The analytic sample in this study is 13,436 students because 82 observations were missing school enrollment data and 5 observations were from ungraded schools (0.6 percent missing).

Differences in means between school sectors are shown for a sample of variables in Table 1. Respondents with children in public charter schools and private schools report higher levels of satisfaction than respondents with children in traditional public schools for each of the

[1] National Household Education Surveys Program (NHES). National Center for Education Statistics. Retrieved from https://nces.ed.gov/nhes/dataproducts.asp#2016dp

six satisfaction variables. Control variables tend to suggest that students in private schools (columns 2 through 4) tend to be more advantaged, while students in public charter schools (column 5) tend to be less advantaged, than students in traditional public schools (column 1). For example, students in private schools tend to come from families with higher incomes, higher levels of engagement at school and home, higher levels of education, and are more likely to have two parents or guardians in the household than students in traditional public schools. On the other hand, students in public charter schools tend to come from families with lower incomes, lower levels of education, are less likely to have two parents or guardians in the household, are less likely to have English be primarily spoken at home, and are less likely to be born in the U.S. than students in traditional public schools.

Because of these observable differences in students between school sectors, the models presented in the following section include each of these variables, and others, as controls. The fully specified model includes 236 control variables that are listed in Table A1 and Table A2 in the Appendix.

Table 1: Observable Differences Between Sectors

	(1) Traditional Public	(2) Catholic Private	(3) Other Religious Private	(4) Nonreligious Private	(5) Public Charter
Dependent Variables					
School (Very Satisfied)	57.61	75.98***	77.85***	82.53***	65.87***
Teachers (Very Satisfied)	56.60	66.92***	71.81***	76.08***	62.90***
Academics (Very Satisfied)	56.58	77.34***	80.09***	79.84***	65.28***
Discipline (Very Satisfied)	56.47	80.36***	79.42***	79.57***	65.87***
Interaction (Very Satisfied)	50.10	67.07***	74.50***	73.66***	60.05***
Enjoy (Strongly Agree)	35.44	50.15***	51.90***	66.13***	40.55**
Child Characteristics					
Black/African American	13.40	9.52**	15.66	13.98	18.07***
Hispanic	20.60	17.98	10.96***	16.40*	34.48***
Hispanic (Race Missing)	4.62	2.42**	1.34***	2.42*	9.04***
Asian	8.93	8.31	9.62	12.63*	8.32
White	76.55	83.53***	77.85	75.54	66.23***
Female	48.04	50.60	51.45	51.34	51.37
Born in United States	94.45	95.77	93.51	93.55	91.08***
Attention Deficit Disorder	11.88	9.82	10.51	13.98	12.49
Specific Learning Disability	6.84	4.53*	6.26	8.33	5.11
Grade	9.70	9.99	9.21**	9.31	9.21***
Family Involved School					
Play/Sport/Science Fair	78.68	93.05***	92.17***	95.16***	76.69
Volunteer	38.41	74.92***	66.89***	64.78***	44.00**
Committee	11.32	27.64***	26.17***	28.76***	9.75
School Meetings (#)	7.47	12.66***	11.79***	10.55***	6.87*
Family Involved at Home					
Dinner Last Week (#)	4.75	7.73	4.82	4.66	4.82
Bookstore Last Week	34.54	45.47***	39.37*	49.46***	39.60**
Museum Last Week	24.61	32.02***	32.66***	36.29***	29.25**
Exercise Last Week	72.18	80.06***	76.51*	79.84**	74.91
Parent Characteristics					
Highest Education	5.86	6.94***	6.84***	7.64***	5.41***
Months Worked Last Year	9.36	9.81*	9.88*	9.40	8.75***
Born in United States	78.23	83.08**	84.56**	75.81	64.33***
Age in Years	44.65	47.49***	45.80**	46.97***	44.25
Household Characteristics					
Household Income	6.51	8.00***	7.79***	8.08***	5.64***
Second Parent in Household	73.53	80.21***	80.31**	79.84**	68.13***
English Primarily Spoken	89.97	91.84	93.74**	92.74	80.26***
Welfare Last Year	4.46	1.81**	1.79**	3.49	5.23
Food Stamps Last Year	14.41	6.65***	4.70***	8.06***	19.62***
N (Sample Size)	13,436	13,436	13,436	13,436	13,436

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. Statistical significance is calculated using t-tests comparing the groups to traditional public school students. Sample size is 11,114 children in traditional public schools, 662 children in Catholic private schools, 447 children in other religious private schools, 372 children in nonreligious private schools, and 841 children in public charter schools.

Methods

Because the six dependent variables are ordered and categorical, I employ an ordered probit regression model of the form:

$$Prob(Satisfied_i) = \beta_0 + \beta_1 Catholic_i + \beta_2 OtherReligious_i + \beta_3 Nonreligious_i + \beta_4 Charter_i + \beta_5 Controls_i + \varepsilon_i$$

Where the outcome, *Satisfied*, is a four-point Likert-scale survey response ranging from "very dissatisfied" to "very satisfied" for five different school satisfaction questions for child *i* (satisfaction with school, satisfaction with teachers, satisfaction with academic standards, satisfaction with order and discipline, and satisfaction with school staff's interactions with parents). The sixth school satisfaction outcome is a four-point Likert scale survey response ranging from "strongly disagree" to "strongly agree" for the statement "This child enjoys school." The four independent variables of interest (*Catholic*, *OtherReligious*, *Nonreligious*, and *Charter*) are indicator variables representing child *i*'s school sector. The variable *Catholic* takes on the value of one if the child is in a private Catholic school and zero otherwise. The variable *OtherReligious* takes on the value of one if the child is in a religious private school that is non-Catholic and zero otherwise. The variable *Nonreligious* takes on the value of one if the child is in a nonreligious private school and zero otherwise. The variable *Charter* takes on the value of one if the child is in a public charter school and zero otherwise. These four independent variables of interest each take on the value of zero if the child is in a traditional public school. If Catholic private, other religious private, and nonreligious private schools outperform traditional public schools on satisfaction, then β_1, β_2, and β_3, respectively, will be positive. If public charter schools outperform traditional public schools on satisfaction, then β_4 will be positive.

Homeschooled children (3.9 percent of the total sample) are excluded from the analysis because satisfaction outcome data are not available.

Control is a vector of 236 control variables that are each listed in the Appendix. These control variables include several characteristics about the child (e.g. sex, race, primary language, country of birth, year of birth, month of birth, grade, disabilities), their parents (e.g. age, sex, race, highest level of education, marital status, employment status, months worked last year), family engagement (e.g. number of school meetings attended, frequency of dinners at home, whether a family member volunteered at school this year, whether a family member read the child a story last week, whether the family attended a sporting event last month, whether the family visited a museum last month, whether the family visited a bookstore last month), and their households (e.g. total income, government assistance programs, languages spoken at home, internet access, total number of people in household, number of siblings, whether there is a second parent or guardian in the household, whether the family owns or rents the property, census region, percent of families below the poverty level in their zip code, and the percent of racial or ethnic minorities in their zip code). The random error term is ε_i. All variables are from the most recent survey year (2016). The next section presents results from various analytic models and specifications.

Overall Results

Tables 2 through 7 show differences in reports of satisfaction for four school choice sectors relative to traditional public schools. The first column in each table displays results based on a model without any control variables. Each column adds control variables and column eight displays the fully specified model. The specific control variables added to each column can be found in Appendix Table A1. Private and public charter schools outperform traditional public schools on overall school satisfaction in all eight models. The satisfaction advantages become smaller in magnitude for private schools and larger in magnitude for public charter schools as control variables are added to the models. This pattern of results suggests evidence of positive selection into private schools and negative selection into public charter schools since more-advantaged families tend to be more satisfied with their children's educations.

The preferred model finds that respondents with children in Catholic private schools are 14.7 percentage points (25.5 percent) more likely to be "very satisfied" with their child's school than respondents with children in traditional public schools (Table 2). Respondents with children in non-Catholic religious private schools are 17.2 percentage points (29.9 percent) more likely to be "very satisfied" with their child's school than respondents with children in traditional public schools. Respondents with children in nonreligious private schools are 15.6 percentage points (27.1 percent) more likely to be "very satisfied" with their child's school than respondents with children in traditional public schools. Respondents with children in public charter schools are 9.3 percentage points (16.1 percent) more likely to be "very satisfied" with their child's school than respondents with children in traditional public schools. These statistically significant results hold across all four satisfaction categories (Table A3).

Similar results emerge for the remaining five satisfaction outcomes. Respondents with children in private and public charter schools are more likely to report being very satisfied with their child's school's teachers, academic standards, order and discipline, and staff's interactions with parents than respondents with children in traditional public schools. Respondents with children in private schools and public charter schools are also more likely to "strongly agree" that their child enjoys school than respondents with children in traditional public schools. For example, respondents with children in Catholic private schools are 10.8 percentage points (30.5 percent) more likely to "strongly agree" that their child enjoys school than respondents with children in traditional public schools (Table 7). However, the result for student enjoyment for public charter schools is only marginally significant in the preferred model at a p-value of 0.054.

Coefficients on the 236 control variables can be found for each of the six outcomes in Table A2 in the Appendix. These coefficients behave as expected where statistical significance arises. Respondents with children with serious emotional disturbances and attention deficit disorder tend to report lower levels of satisfaction. Families who considered other schools tend to report lower levels of satisfaction with their child's current school, perhaps because they have higher standards or because dissatisfaction led them to consider other schools. Families who are more engaged at school tend to be more satisfied with their child's current school. The overall results for the six outcomes are also robust to models using ordered logistic regression (Table A4).[2]

[2] These results also generally hold for a model that adds controls for whether the child's school is the parent's first choice and the letter grades the child usually receives in school (Table A5); however the Catholic school advantage for satisfaction with teachers becomes marginally significant at a p-value of 0.060, the nonreligious private school advantage for satisfaction with discipline becomes marginally significant at a p-value of 0.084, and the nonreligious private school advantage for satisfaction with teachers becomes statistically insignificant at a p-value of 0.105. The results from this model suggest neither grade inflation nor choice-supportive bias fully explain most differences in satisfaction between sectors. The model in Table A5 is not preferred because it controls away the sector treatment.

Heterogeneous Effects

Heterogeneous effects are also calculated by school type in Table A4. None of the results for non-Catholic religious private schools are statistically different from the results for Catholic private schools. One statistically significant heterogeneous effect suggests that respondents with children in nonreligious private schools are 10.4 percentage points (97.2 percent) more likely to "strongly agree" that their child enjoys school than respondents with children in Catholic private schools. Three statistically significant heterogeneous effects suggest that respondents with children in public charter schools report lower levels of satisfaction for academic standards (30.6 percent lower), order and discipline (45.8 percent lower), and student enjoyment of school (69.2 percent lower) than respondents with children in Catholic private schools.

Heterogeneous effects by parents' highest level of education (Table 8), total household income (Table 9), student race/ethnicity (Table 10), and whether the student has a disability (Table 11) are also estimated. The satisfaction advantages for religious private schools and public charter schools do not differ by subgroup for any of the six outcomes. However, six statistically significant heterogeneous effects are detected for nonreligious private schools. One statistically significant heterogeneous effect indicates that the advantage for student enjoyment of school for nonreligious private schools is about 22.1 percentage points larger for children with a parent who has a bachelor's degree or higher than for children with a parent who does not. Similarly, three statistically significant heterogeneous effects indicate that satisfaction advantages for nonreligious private schools are larger for children from households with total annual incomes above $75,000 than for children from households with lower income levels. Two statistically significant heterogeneous effects indicate that satisfaction advantages for nonreligious private schools are larger for nonwhite children than for white children.

Table 2: School Type and Satisfaction with School

	(1) Satisfaction	(2) Satisfaction	(3) Satisfaction	(4) Satisfaction	(5) Satisfaction	(6) Satisfaction	(7) Satisfaction	(8) Satisfaction
Private (Catholic)	0.210***	0.187***	0.191***	0.182***	0.152***	0.148***	0.146***	0.147***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Other Religious)	0.231***	0.209***	0.211***	0.198***	0.182***	0.180***	0.173***	0.172***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Nonreligious)	0.212***	0.173**	0.174**	0.169**	0.158**	0.157**	0.151**	0.156**
	(0.000)	(0.005)	(0.001)	(0.002)	(0.004)	(0.003)	(0.003)	(0.002)
Public Charter	0.088**	0.096***	0.091***	0.090***	0.098***	0.093***	0.093***	0.093***
	(0.001)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Location		X	X	X	X	X	X	X
Questionnaire Type/Language		X	X	X	X	X	X	X
School Level		X	X	X	X	X	X	X
School Enrollment		X	X	X	X	X	X	X
Online Coursework		X	X	X	X	X	X	X
Student Grade			X	X	X	X	X	X
Student MOB/YOB/COB			X	X	X	X	X	X
Student Race/Sex/Language			X	X	X	X	X	X
Student Disabilities				X	X	X	X	X
Student Mobility					X	X	X	X
Family Considered Other School					X	X	X	X
Family School Involvement					X	X	X	X
Family Home Involvement						X	X	X
Home Size/Structure						X	X	X
Parent Background							X	X
Economic Advantage								X
N	13,436	13,436	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0111	0.0322	0.0476	0.0546	0.0777	0.0841	0.0890	0.0903

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied"). Each observation is weighted by the inverse of the probability of response. "MOB" is "Month of Birth." "YOB" is "Year of Birth." "COB" is "Country of Birth."

Table 3: School Type and Satisfaction with Teachers

	(1) Satisfaction	(2) Satisfaction	(3) Satisfaction	(4) Satisfaction	(5) Satisfaction	(6) Satisfaction	(7) Satisfaction	(8) Satisfaction
Private (Catholic)	0.115***	0.084***	0.100***	0.094***	0.073**	0.072**	0.071**	0.069**
	(0.000)	(0.001)	(0.000)	(0.000)	(0.004)	(0.004)	(0.004)	(0.006)
Private (Other Religious)	0.185***	0.162***	0.166***	0.158***	0.147***	0.146***	0.140***	0.138***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Nonreligious)	0.156**	0.118	0.113*	0.111*	0.105	0.110*	0.105*	0.108*
	(0.003)	(0.059)	(0.042)	(0.049)	(0.059)	(0.038)	(0.044)	(0.032)
Public Charter	0.070**	0.068**	0.063**	0.062**	0.072**	0.071***	0.072***	0.072***
	(0.005)	(0.006)	(0.007)	(0.007)	(0.001)	(0.001)	(0.001)	(0.000)
Location		X	X	X	X	X	X	X
Questionnaire Type/Language		X	X	X	X	X	X	X
School Level		X	X	X	X	X	X	X
School Enrollment		X	X	X	X	X	X	X
Online Coursework		X	X	X	X	X	X	X
Student Grade			X	X	X	X	X	X
Student MOB/YOB/COB			X	X	X	X	X	X
Student Race/Sex/Language			X	X	X	X	X	X
Student Disabilities				X	X	X	X	X
Student Mobility					X	X	X	X
Family Considered Other School					X	X	X	X
Family School Involvement					X	X	X	X
Family Home Involvement						X	X	X
Home Size/Structure						X	X	X
Parent Background							X	X
Economic Advantage								X
N	13,436	13,436	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0057	0.0333	0.0486	0.0532	0.0718	0.0758	0.0799	0.0821

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied"). Each observation is weighted by the inverse of the probability of response. "MOB" is "Month of Birth." "YOB" is "Year of Birth." "COB" is "Country of Birth."

Table 4: School Type and Satisfaction with Academic Standards

	(1) Satisfaction	(2) Satisfaction	(3) Satisfaction	(4) Satisfaction	(5) Satisfaction	(6) Satisfaction	(7) Satisfaction	(8) Satisfaction
Private (Catholic)	0.225***	0.211***	0.223***	0.216***	0.200***	0.197***	0.193***	0.193***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Other Religious)	0.247***	0.235***	0.242***	0.232***	0.224***	0.224***	0.219***	0.219***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Nonreligious)	0.189***	0.157**	0.162**	0.160**	0.156**	0.152**	0.150**	0.156**
	(0.000)	(0.009)	(0.002)	(0.003)	(0.004)	(0.003)	(0.002)	(0.001)
Public Charter	0.111***	0.124***	0.117***	0.116***	0.126***	0.127***	0.130***	0.129***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Location		X	X	X	X	X	X	X
Questionnaire Type/Language		X	X	X	X	X	X	X
School Level		X	X	X	X	X	X	X
School Enrollment		X	X	X	X	X	X	X
Online Coursework		X	X	X	X	X	X	X
Student Grade			X	X	X	X	X	X
Student MOB/YOB/COB			X	X	X	X	X	X
Student Race/Sex/Language			X	X	X	X	X	X
Student Disabilities				X	X	X	X	X
Student Mobility					X	X	X	X
Family Considered Other School					X	X	X	X
Family School Involvement					X	X	X	X
Family Home Involvement						X	X	X
Home Size/Structure						X	X	X
Parent Background							X	X
Economic Advantage								X
N	13,436	13,436	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0121	0.0264	0.0382	0.0429	0.0599	0.0651	0.0704	0.0718

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied"). Each observation is weighted by the inverse of the probability of response. "MOB" is "Month of Birth." "YOB" is "Year of Birth." "COB" is "Country of Birth."

Table 5: School Type and Satisfaction with Order and Discipline

	(1) Satisfaction	(2) Satisfaction	(3) Satisfaction	(4) Satisfaction	(5) Satisfaction	(6) Satisfaction	(7) Satisfaction	(8) Satisfaction
Private (Catholic)	0.248***	0.230***	0.238***	0.231***	0.217***	0.213***	0.204***	0.202***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Other Religious)	0.254***	0.227***	0.228***	0.218***	0.213***	0.215***	0.204***	0.201***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Nonreligious)	0.181***	0.138*	0.140**	0.138**	0.137**	0.127*	0.111*	0.117*
	(0.000)	(0.015)	(0.006)	(0.008)	(0.009)	(0.013)	(0.030)	(0.017)
Public Charter	0.096***	0.099***	0.098***	0.099***	0.111***	0.109***	0.112***	0.112***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Location		X	X	X	X	X	X	X
Questionnaire Type/Language		X	X	X	X	X	X	X
School Level		X	X	X	X	X	X	X
School Enrollment		X	X	X	X	X	X	X
Online Coursework		X	X	X	X	X	X	X
Student Grade			X	X	X	X	X	X
Student MOB/YOB/COB			X	X	X	X	X	X
Student Race/Sex/Language			X	X	X	X	X	X
Student Disabilities				X	X	X	X	X
Student Mobility					X	X	X	X
Family Considered Other School					X	X	X	X
Family School Involvement					X	X	X	X
Family Home Involvement						X	X	X
Home Size/Structure						X	X	X
Parent Background							X	X
Economic Advantage								X
N	13,436	13,436	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0123	0.0331	0.0434	0.0488	0.0624	0.0684	0.0735	0.0770

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied"). Each observation is weighted by the inverse of the probability of response. "MOB" is "Month of Birth." "YOB" is "Year of Birth." "COB" is "Country of Birth."

Table 6: School Type and Satisfaction with Staff Interaction with Parents

	(1) Satisfaction	(2) Satisfaction	(3) Satisfaction	(4) Satisfaction	(5) Satisfaction	(6) Satisfaction	(7) Satisfaction	(8) Satisfaction
Private (Catholic)	0.199***	0.156***	0.178***	0.173***	0.144***	0.142***	0.138***	0.138***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Other Religious)	0.271***	0.226***	0.234***	0.228***	0.213***	0.210***	0.206***	0.204***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Nonreligious)	0.224***	0.166**	0.170**	0.168**	0.156**	0.153**	0.145**	0.154**
	(0.000)	(0.006)	(0.001)	(0.002)	(0.004)	(0.003)	(0.003)	(0.001)
Public Charter	0.105***	0.098***	0.095***	0.094***	0.103***	0.103***	0.106***	0.103***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Location		X	X	X	X	X	X	X
Questionnaire Type/Language		X	X	X	X	X	X	X
School Level		X	X	X	X	X	X	X
School Enrollment		X	X	X	X	X	X	X
Online Coursework		X	X	X	X	X	X	X
Student Grade			X	X	X	X	X	X
Student MOB/YOB/COB			X	X	X	X	X	X
Student Race/Sex/Language			X	X	X	X	X	X
Student Disabilities				X	X	X	X	X
Student Mobility					X	X	X	X
Family Considered Other School					X	X	X	X
Family School Involvement					X	X	X	X
Family Home Involvement						X	X	X
Home Size/Structure						X	X	X
Parent Background							X	X
Economic Advantage								X
N	13,436	13,436	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0112	0.0337	0.0434	0.0465	0.0681	0.0741	0.0785	0.0811

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied"). Each observation is weighted by the inverse of the probability of response. "MOB" is "Month of Birth." "YOB" is "Year of Birth." "COB" is "Country of Birth."

Table 7: School Type and Student Enjoyment of School

	(1) Satisfaction	(2) Satisfaction	(3) Satisfaction	(4) Satisfaction	(5) Satisfaction	(6) Satisfaction	(7) Satisfaction	(8) Satisfaction
Private (Catholic)	0.166***	0.149***	0.181***	0.168***	0.117***	0.116***	0.113***	0.108***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Other Religious)	0.180***	0.185***	0.196***	0.177***	0.157***	0.158***	0.161***	0.160***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Nonreligious)	0.267***	0.244***	0.241***	0.236***	0.215***	0.222***	0.214***	0.207***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Public Charter	0.080**	0.065*	0.046	0.048*	0.050*	0.041	0.039	0.042
	(0.002)	(0.014)	(0.053)	(0.045)	(0.033)	(0.070)	(0.072)	(0.054)
Location		X	X	X	X	X	X	X
Questionnaire Type/Language		X	X	X	X	X	X	X
School Level		X	X	X	X	X	X	X
School Enrollment		X	X	X	X	X	X	X
Online Coursework		X	X	X	X	X	X	X
Student Grade			X	X	X	X	X	X
Student MOB/YOB/COB			X	X	X	X	X	X
Student Race/Sex/Language			X	X	X	X	X	X
Student Disabilities				X	X	X	X	X
Student Mobility					X	X	X	X
Family Considered Other School					X	X	X	X
Family School Involvement					X	X	X	X
Family Home Involvement						X	X	X
Home Size/Structure						X	X	X
Parent Background							X	X
Economic Advantage								X
N	13,436	13,436	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0085	0.0414	0.0692	0.0828	0.0992	0.1163	0.1209	0.1242

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Strongly Agree"). Each observation is weighted by the inverse of the probability of response. "MOB" is "Month of Birth." "YOB" is "Year of Birth." "COB" is "Country of Birth."

Table 8: Heterogeneous Effects (Parent Education)

	(1) School	(2) Teachers	(3) Academics	(4) Order	(5) Interaction	(6) Enjoyment
Private (Catholic) < Bachelor's	0.152**	0.073	0.185***	0.193***	0.174***	0.113**
	(0.001)	(0.130)	(0.000)	(0.000)	(0.000)	(0.002)
Private (Catholic) Bachelor's or Higher	0.154***	0.069*	0.219***	0.231***	0.122***	0.104***
	(0.000)	(0.020)	(0.000)	(0.000)	(0.000)	(0.000)
Difference	-0.002	0.003	-0.034	-0.038	0.051	0.008
	(0.970)	(0.950)	(0.524)	(0.484)	(0.324)	(0.853)
Private (Other Religious) < Bachelor's	0.219***	0.173**	0.254***	0.251***	0.262***	0.118**
	(0.000)	(0.001)	(0.000)	(0.000)	(0.000)	(0.007)
Private (Other Religious) Bachelor's or Higher	0.159***	0.126***	0.230***	0.187***	0.181***	0.192***
	(0.000)	(0.001)	(0.000)	(0.000)	(0.000)	(0.000)
Difference	0.059	0.047	0.024	0.064	0.081	-0.074
	(0.341)	(0.439)	(0.721)	(0.338)	(0.193)	(0.159)
Private (Nonreligious) < Bachelor's	0.060	0.054	0.045	0.091	0.092	0.052
	(0.620)	(0.669)	(0.692)	(0.447)	(0.450)	(0.514)
Private (Nonreligious) Bachelor's or Higher	0.216***	0.136**	0.219***	0.127**	0.184***	0.273***
	(0.000)	(0.007)	(0.000)	(0.010)	(0.000)	(0.000)
Difference	-0.157	-0.082	-0.174	-0.037	-0.092	-0.221**
	(0.216)	(0.532)	(0.141)	(0.769)	(0.459)	(0.009)
Public Charter < Bachelor's	0.100***	0.075**	0.137***	0.141***	0.097***	0.048
	(0.001)	(0.005)	(0.000)	(0.000)	(0.000)	(0.068)
Public Charter Bachelor's or Higher	0.083*	0.069*	0.121***	0.056	0.118***	0.026
	(0.017)	(0.041)	(0.001)	(0.145)	(0.001)	(0.378)
Difference	0.017	0.006	0.015	0.085	-0.021	0.022
	(0.707)	(0.879)	(0.740)	(0.071)	(0.634)	(0.566)
All Controls	X	X	X	X	X	X
N	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0907	0.0822	0.0722	0.0773	0.0814	0.1249

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied" for columns 1 through 5 and "Strongly Agree" for column 6). Each observation is weighted by the inverse of the probability of response. "Difference" is the coefficient for "less than bachelor's" minus the coefficient for "bachelor's or higher."

Table 9: Heterogeneous Effects (Household Income)

	(1) School	(2) Teachers	(3) Academics	(4) Order	(5) Interaction	(6) Enjoyment
Private (Catholic) < $75,001	0.113*	0.096	0.196***	0.198***	0.159**	0.123**
	(0.018)	(0.080)	(0.000)	(0.000)	(0.001)	(0.005)
Private (Catholic) > $75,000	0.177***	0.064*	0.213***	0.230***	0.136***	0.104***
	(0.000)	(0.026)	(0.000)	(0.000)	(0.000)	(0.000)
Difference	-0.064	0.032	-0.017	-0.032	0.023	0.019
	(0.244)	(0.599)	(0.758)	(0.585)	(0.672)	(0.694)
Private (Other Religious) < $75,001	0.203***	0.127*	0.273***	0.205***	0.187***	0.137**
	(0.000)	(0.020)	(0.000)	(0.001)	(0.000)	(0.001)
Private (Other Religious) > $75,000	0.181***	0.162***	0.225***	0.227***	0.235***	0.174***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Difference	0.022	-0.035	0.048	-0.023	-0.048	-0.037
	(0.741)	(0.577)	(0.492)	(0.737)	(0.440)	(0.474)
Private (Nonreligious) < $75,001	0.017	0.015	0.010	0.045	0.081	0.029
	(0.871)	(0.896)	(0.918)	(0.661)	(0.464)	(0.681)
Private (Nonreligious) > $75,000	0.265***	0.166**	0.257***	0.161**	0.198***	0.298***
	(0.000)	(0.002)	(0.000)	(0.002)	(0.000)	(0.000)
Difference	-0.249*	-0.152	-0.247*	-0.116	-0.117	-0.269***
	(0.029)	(0.202)	(0.022)	(0.299)	(0.308)	(0.001)
Public Charter < $75,001	0.071*	0.053	0.125***	0.104***	0.082**	0.036
	(0.016)	(0.051)	(0.000)	(0.000)	(0.003)	(0.181)
Public Charter > $75,000	0.143***	0.113***	0.147***	0.135***	0.147***	0.051
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.078)
Difference	-0.072	-0.059	-0.023	-0.031	-0.065	-0.015
	(0.103)	(0.151)	(0.607)	(0.490)	(0.123)	(0.695)
All Controls	X	X	X	X	X	X
N	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0913	0.0825	0.0725	0.0772	0.0814	0.1251

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied" for columns 1 through 5 and "Strongly Agree" for column 6). Each observation is weighted by the inverse of the probability of response. "Difference" is the coefficient for "less than $75,001" minus the coefficient for "greater than $75,000."

Table 10: Heterogeneous Effects (Student Race/Ethnicity)

	(1) School	(2) Teachers	(3) Academics	(4) Order	(5) Interaction	(6) Enjoyment
Private (Catholic) Nonwhite Student	0.145	0.065	0.236**	0.278***	0.153	0.161*
	(0.057)	(0.401)	(0.002)	(0.001)	(0.050)	(0.021)
Private (Catholic) White Student	0.153***	0.070*	0.212***	0.228***	0.143***	0.116***
	(0.000)	(0.016)	(0.000)	(0.000)	(0.000)	(0.000)
Difference	-0.008	-0.005	0.024	0.050	0.010	0.045
	(0.885)	(0.929)	(0.678)	(0.425)	(0.873)	(0.437)
Private (Other Religious) Nonwhite Student	0.290**	0.226*	0.228*	0.219*	0.229*	0.140
	(0.002)	(0.012)	(0.027)	(0.028)	(0.012)	(0.092)
Private (Other Religious) White Student	0.209***	0.163***	0.238***	0.217***	0.217***	0.155***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Difference	0.082	0.063	-0.010	0.002	0.012	-0.015
	(0.233)	(0.351)	(0.897)	(0.979)	(0.863)	(0.807)
Private (Nonreligious) Nonwhite Student	0.498***	0.252	0.403**	0.177	0.287*	0.431***
	(0.000)	(0.083)	(0.003)	(0.211)	(0.031)	(0.000)
Private (Nonreligious) White Student	0.258***	0.147**	0.226***	0.134**	0.189***	0.258***
	(0.000)	(0.004)	(0.000)	(0.008)	(0.000)	(0.000)
Difference	0.240*	0.105	0.178	0.044	0.098	0.173*
	(0.032)	(0.383)	(0.111)	(0.711)	(0.400)	(0.043)
Public Charter Nonwhite Student	0.127	0.157*	0.248***	0.172*	0.213***	0.145*
	(0.067)	(0.013)	(0.000)	(0.010)	(0.001)	(0.016)
Public Charter White Student	0.104***	0.097***	0.166***	0.131***	0.135***	0.070**
	(0.001)	(0.000)	(0.000)	(0.000)	(0.000)	(0.006)
Difference	0.024	0.060	0.082	0.042	0.078	0.075
	(0.609)	(0.167)	(0.073)	(0.369)	(0.078)	(0.072)
All Controls	X	X	X	X	X	X
N	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0911	0.0824	0.0725	0.0771	0.0815	0.1253

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied" for columns 1 through 5 and "Strongly Agree" for column 6). Each observation is weighted by the inverse of the probability of response. "Difference" is the coefficient for "nonwhite student" minus the coefficient for "white student."

Table 11: Heterogeneous Effects (Student Disability Status)

	(1) School	(2) Teachers	(3) Academics	(4) Order	(5) Interaction	(6) Enjoyment
Private (Catholic) Disability	0.203***	0.124*	0.213***	0.231***	0.173**	0.159***
	(0.000)	(0.018)	(0.000)	(0.000)	(0.001)	(0.000)
Private (Catholic) No Disability	0.139***	0.056	0.204***	0.214***	0.131***	0.090***
	(0.000)	(0.055)	(0.000)	(0.000)	(0.000)	(0.000)
Difference	0.064	0.068	0.010	0.017	0.042	0.069
	(0.310)	(0.247)	(0.874)	(0.790)	(0.475)	(0.164)
Private (Other Religious) Disability	0.215***	0.147*	0.356***	0.248***	0.156**	0.095
	(0.000)	(0.027)	(0.000)	(0.000)	(0.007)	(0.079)
Private (Other Religious) No Disability	0.177***	0.144***	0.217***	0.209***	0.226***	0.166***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Difference	0.039	0.003	0.139	0.038	-0.070	-0.071
	(0.543)	(0.971)	(0.062)	(0.580)	(0.276)	(0.231)
Private (Nonreligious) Disability	0.258***	0.174**	0.224***	0.178**	0.160**	0.227***
	(0.000)	(0.004)	(0.000)	(0.005)	(0.007)	(0.000)
Private (Nonreligious) No Disability	0.134*	0.092	0.142*	0.101	0.155*	0.190***
	(0.049)	(0.168)	(0.028)	(0.106)	(0.012)	(0.000)
Difference	0.123	0.082	0.082	0.077	0.005	0.037
	(0.148)	(0.339)	(0.328)	(0.362)	(0.947)	(0.615)
Public Charter Disability	0.106*	0.078	0.168***	0.102*	0.089*	0.097*
	(0.014)	(0.078)	(0.001)	(0.032)	(0.044)	(0.012)
Public Charter No Disability	0.091***	0.072**	0.122***	0.119***	0.108***	0.024
	(0.001)	(0.003)	(0.000)	(0.000)	(0.000)	(0.330)
Difference	0.015	0.006	0.046	-0.017	-0.020	0.073
	(0.767)	(0.899)	(0.410)	(0.754)	(0.694)	(0.097)
All Controls	X	X	X	X	X	X
N	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0908	0.0826	0.0728	0.0773	0.0812	0.1259

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied" for columns 1 through 5 and "Strongly Agree" for column 6). Each observation is weighted by the inverse of the probability of response. "Difference" is the coefficient for "disability" minus the coefficient for "no disability."

Discussion

Using a nationally representative sample of 13,436 students in the United States, I find that public charter schools and private schools outperform traditional public schools on reports of parent and student satisfaction. The fully specified model suggests that relative to respondents with children in traditional public schools, respondents with children in Catholic private schools are 14.7 percentage points more likely (17.2 percentage points for non-Catholic religious private schools and 15.6 percentage points for nonreligious private schools) to be "very satisfied" with their child's school. While the point estimates for these overall private school advantages differ in size, they are not statistically different from each other. The overall satisfaction advantage is 9.3 percentage points for public charter schools relative to traditional public schools. These overall private school and public charter school satisfaction advantages hold for each of the five other categories: teachers, academic standards, order and discipline, staff interaction with families, and student enjoyment of school. However, the positive result for student enjoyment of school for public charter schools relative to traditional public schools is only marginally significant at a p-value of 0.054 in the fully specified model. Statistically significant heterogeneous effects tend to suggest that the satisfaction advantages are larger for private schools than for public charter schools. The results are also robust to various analytic techniques and specifications.

These results tend to support the theory that access to public charter and private schools could lead to higher levels of satisfaction for families and students. Access to private schools could be expanded by enacting private school choice programs such as education savings accounts, tax credit scholarships, or school vouchers. The amount of private school options could also be expanded by reducing certain private school choice program regulations such as open-

enrollment mandates and state testing requirements, and by equalizing per pupil funding levels between school sectors (DeAngelis, 2019; DeAngelis, Burke, & Wolf, 2019; Kisida, Wolf, & Rhinesmith, 2015; Stuit & Doan, 2013; Sude, DeAngelis, & Wolf, 2018). Access to public charter schools could similarly increase by lifting public charter school enrollment caps and equalizing per pupil funding levels between school sectors (Batdorff et al., 2010; DeAngelis et al., 2018; DeAngelis et al., 2019; Wolf et al., 2017).

However, readers should be aware of the limitations of the current study. Although 236 control variables are included in the fully specified model, students in private schools and public charter schools may differ from students in traditional public schools on unobservable characteristics such as parental motivation. If selection bias remains in the preferred model, its direction is ambiguous. Some families may opt their children out of traditional public schools because they are more engaged and motivated, but other families may choose to send their children to private schools or charter schools because their residentially assigned public schools are not working for them. However, the observable characteristics available in the dataset suggest evidence of positive selection into private schools and negative selection into public charter schools. If this is the case, then the satisfaction results for private schools are upper bounds of their true effects whereas the satisfaction results for public charter schools are lower bounds. Because families must opt out of the residentially assigned schooling option, choice-supportive bias may also positively influence self-reported levels of satisfaction for private schools and public charter schools (Lind et al., 2017). However, results in Table A5 control for whether the child's school is the parent's first choice, suggesting choice-supportive bias does not fully explain differences in satisfaction between sectors.

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Appendix

Table A1: Control Variables Added to Each Model

Model Number	Control Variables Added
1	None
2	Respondent's relation to child (mother, father, aunt, uncle, grandmother, grandfather, parent's partner, other relation, sibling), census region (northeast, south, midwest, west), percent of families in zip code with children below poverty line, percent black and Hispanic in zip code, zip code classification by community type (city large, city mid, city small, sub large, sub mid, sub small, town fringe, town distant, town remote, rural fringe, rural distant, rural remote), questionnaire language (English, Spanish), questionnaire type (online, paper), school grade level (early childhood program, elementary school, middle / junior high school, high school, combined grade school), school enrollment, and taking any school-related courses online instead of in-person
3	Student's grade level, month of birth, year of birth, country of birth (USA, US territory, other), race (Hispanic, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Hispanic with race missing), sex (male, female), and language spoken at home (cannot speak, English, Spanish, other, equal English and Spanish, equal English and other)
4	Student's disabilities: intellectual disability, speech/language impairment, serious emotional disturbance, deafness/hearing impairment, blindness/visual impairment, orthopedic impairment, autism, pervasive development disorder, attention deficit disorder, specific learning disability, developmental delay, traumatic brain injury, and other health impairment
5	Month started current school year, same school since beginning of school year, family considered other schools, adult been at play/sports/science fair at school this year, adult volunteered at school this year, adult attended school meeting this year, adult attended parent/teacher organization meeting this year, adult attended parent/teacher conference this year, adult participated in school fundraising this year, adult served on school committee this year, adult met with guidance counselor this year, and number of times adult participated in school meetings this year

Table A1 (Continued): Control Variables Added to Each Model

6	Family member told child a story (past week), family member did arts/crafts with child (past week), family member played board games / puzzles with child (past week), family member worked on a building / fixing project with child (past week), family member played sports / exercised with child (past week), family member discussed time management with child (past week), family member discussed family history or ethnic heritage with child (past week), number of times family ate dinner together (past week), visited library with family member (past month), visited bookstore with family member (past month), visited a play / concert with family member (past month), visited art gallery / museum with family member (past month), visited zoo / aquarium with family member (past month), attended community / religious / ethnic group with family member (past month), attended sporting event with family member (past month), total number of people in household, total number of brothers in household, total number of sisters in household, total number of mothers in household, total number of fathers in household, total number of aunts in household, total number of uncles in household, total number of grandmothers in household, total number of grandfathers in household, total number of cousins in household, total number of parent's partners in household, total number of other relatives in household, total number of other non-relatives in household, and languages spoken at home (English, Spanish, French, Chinese, other)
7	Second parent present in household, internet access (on home and cell phone, home only, cell phone only, not available), Parent number one's background: relation to child (biological, adoptive, step, foster, grandparent, other guardian), sex (male, female), marital status (now married, widowed, divorced, separated, never married), first language (English, Spanish, other), birthplace (USA, US territory, other country), race (Hispanic, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Hispanic with race missing), highest level of education completed (8th grade or less, high school without diploma, high school diploma or equivalent, vocational diploma, some college, associates, bachelor's some graduate or professional degree work, master's, doctorate, professional degree), currently enrolled in education, employment status (employed for income, self-employed, unemployed, full-time student, stay at home parent, retired, disabled or unable to work), number of months worked in the past year, and age
8	In the past year (family received TANF, family received welfare, family received WIC, family received food stamps, family received Medicaid, family received CHIP, family received Section 8, total household income), number of years at address, own or rent home (owned or buying, rented, other arrangement), and respondent internet use (daily, few times a week, few times a month, few times a year, never)

Table A2: School Type and Satisfaction (Full Results)

	(1) School	(2) Teachers	(3) Academics	(4) Order	(5) Interaction	(6) Enjoyment
Private (Catholic)	0.147***	0.069**	0.193***	0.202***	0.138***	0.108***
	(0.000)	(0.006)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Other Religious)	0.172***	0.138***	0.219***	0.201***	0.204***	0.160***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Nonreligious)	0.156**	0.108*	0.156**	0.117*	0.154**	0.207***
	(0.002)	(0.032)	(0.001)	(0.017)	(0.001)	(0.000)
Public Charter	0.093***	0.072***	0.129***	0.112***	0.103***	0.042
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.054)
Relation (Father)	0.026	0.019	0.021	0.019	-0.003	0.027
	(0.299)	(0.445)	(0.437)	(0.455)	(0.899)	(0.251)
Relation (Aunt)	-0.106	-0.300***	-0.192*	-0.071	-0.105	-0.187**
	(0.237)	(0.001)	(0.031)	(0.452)	(0.309)	(0.007)
Relation (Uncle)	0.018	-0.015	-0.013	-0.087	-0.036	0.034
	(0.864)	(0.877)	(0.914)	(0.459)	(0.727)	(0.764)
Relation (Grandmother)	0.103**	0.028	0.114**	0.074	0.075	0.017
	(0.009)	(0.507)	(0.003)	(0.062)	(0.060)	(0.675)
Relation (Grandfather)	0.127	0.057	0.147*	0.102	0.028	0.035
	(0.058)	(0.436)	(0.027)	(0.152)	(0.669)	(0.514)
Relation (Parent's Partner)	0.017	-0.193**	-0.089	-0.037	-0.032	0.021
	(0.818)	(0.008)	(0.433)	(0.684)	(0.686)	(0.717)
Relation (Other)	0.245***	0.156*	0.181***	0.145	0.237**	0.171*
	(0.000)	(0.011)	(0.001)	(0.142)	(0.004)	(0.040)
Relation (Sibling)	-0.178*	-0.093	-0.111	-0.186*	-0.114	-0.082
	(0.025)	(0.274)	(0.191)	(0.015)	(0.124)	(0.224)
Census Region (South)	-0.017	-0.014	0.017	-0.002	0.004	-0.000
	(0.350)	(0.418)	(0.348)	(0.923)	(0.829)	(0.977)
Census Region (Midwest)	0.008	-0.016	0.027	-0.015	0.019	-0.004
	(0.647)	(0.378)	(0.142)	(0.402)	(0.290)	(0.816)
Census Region (West)	0.001	-0.022	0.015	-0.024	0.002	0.001
	(0.965)	(0.240)	(0.439)	(0.215)	(0.923)	(0.969)
Poverty Level 2 (5-9%)	-0.020	-0.017	-0.028*	-0.014	-0.013	0.012
	(0.136)	(0.211)	(0.041)	(0.300)	(0.343)	(0.316)

Poverty Level 3 (10-19%)	-0.021	0.007	-0.008	-0.017	-0.007	0.000
	(0.215)	(0.678)	(0.632)	(0.348)	(0.678)	(0.982)
Poverty Level 4 (>19%)	-0.017	0.014	-0.033	-0.025	-0.015	0.021
	(0.500)	(0.589)	(0.224)	(0.363)	(0.573)	(0.378)
Minority in Zipcode (6-15%)	-0.008	0.012	0.001	0.013	0.018	-0.023
	(0.613)	(0.476)	(0.953)	(0.432)	(0.248)	(0.116)
Minority in Zipcode (16-40%)	-0.016	0.007	-0.015	-0.003	0.012	-0.035*
	(0.375)	(0.707)	(0.430)	(0.889)	(0.518)	(0.035)
Minority in Zipcode (>40%)	-0.038	-0.006	-0.042	-0.015	0.000	-0.014
	(0.108)	(0.818)	(0.083)	(0.529)	(0.993)	(0.530)
Zipcode Type (Midsize City)	-0.006	-0.005	-0.026	0.005	0.001	-0.020
	(0.811)	(0.837)	(0.283)	(0.835)	(0.969)	(0.415)
Zipcode Type (Small City)	-0.011	0.010	0.003	0.005	-0.007	-0.020
	(0.657)	(0.674)	(0.892)	(0.857)	(0.790)	(0.377)
Zipcode Type (Large Suburb)	-0.003	-0.000	0.006	0.015	0.003	-0.005
	(0.874)	(0.994)	(0.738)	(0.395)	(0.855)	(0.762)
Zipcode Type (Midsize Suburb)	0.059*	0.058*	0.044	0.053	0.062*	0.010
	(0.032)	(0.039)	(0.130)	(0.067)	(0.022)	(0.707)
Zipcode Type (Small Suburb)	0.018	-0.002	-0.031	0.029	0.005	0.011
	(0.636)	(0.949)	(0.372)	(0.425)	(0.870)	(0.766)
Zipcode Type (Fringe Town)	-0.017	-0.031	-0.008	-0.027	-0.012	0.007
	(0.597)	(0.358)	(0.808)	(0.396)	(0.723)	(0.823)
Zipcode Type (Distant Town)	0.002	0.019	-0.014	0.034	-0.018	0.002
	(0.949)	(0.544)	(0.673)	(0.288)	(0.575)	(0.937)
Zipcode Type (Remote Town)	-0.080*	0.003	-0.068	-0.053	-0.056	-0.027
	(0.038)	(0.941)	(0.078)	(0.195)	(0.109)	(0.404)
Zipcode Type (Fringe Rural)	-0.023	0.006	-0.013	-0.004	-0.006	-0.005
	(0.295)	(0.783)	(0.584)	(0.854)	(0.793)	(0.822)
Zipcode Type (Distant Rural)	-0.070**	-0.035	-0.085**	-0.027	-0.041	-0.039
	(0.005)	(0.164)	(0.002)	(0.310)	(0.121)	(0.106)
Zipcode Type (Remote Rural)	-0.099*	-0.063	-0.116*	-0.105*	-0.087*	-0.026
	(0.040)	(0.153)	(0.028)	(0.013)	(0.038)	(0.558)
Questionnaire in English	0.002	-0.040	-0.003	-0.069*	-0.052	-0.053
	(0.953)	(0.239)	(0.925)	(0.048)	(0.124)	(0.155)

Questionnaire on Web	0.041**	0.034*	0.005	0.044**	0.006	0.024
	(0.006)	(0.016)	(0.767)	(0.003)	(0.689)	(0.107)
Elementary School	-0.169	-0.194	-0.176	0.077	-0.155	-0.194
	(0.068)	(0.081)	(0.066)	(0.532)	(0.115)	(0.118)
Middle/Junior High School	-0.188*	-0.212	-0.173	0.036	-0.173	-0.201
	(0.047)	(0.061)	(0.077)	(0.773)	(0.086)	(0.109)
High School	-0.196*	-0.202	-0.172	0.027	-0.172	-0.190
	(0.042)	(0.076)	(0.083)	(0.833)	(0.092)	(0.134)
Combined Grade School	-0.123	-0.189	-0.125	0.116	-0.134	-0.221
	(0.196)	(0.095)	(0.204)	(0.357)	(0.183)	(0.080)
Enrollment (300-599)	-0.014	-0.015	0.003	-0.010	-0.027	0.003
	(0.459)	(0.437)	(0.900)	(0.592)	(0.147)	(0.875)
Enrollment (600-999)	-0.002	0.005	0.026	-0.010	-0.027	0.007
	(0.926)	(0.817)	(0.232)	(0.644)	(0.181)	(0.704)
Enrollment (1000-2499)	0.002	-0.022	0.031	0.014	-0.053*	0.011
	(0.944)	(0.331)	(0.186)	(0.541)	(0.016)	(0.604)
Enrollment (>2499)	0.052	-0.033	0.074*	0.026	-0.051	0.022
	(0.093)	(0.284)	(0.028)	(0.409)	(0.095)	(0.464)
Taking Any Courses Online	-0.059*	-0.045	-0.060*	-0.062*	-0.056*	-0.015
	(0.016)	(0.066)	(0.015)	(0.018)	(0.028)	(0.513)
Kindergarten (Part Time)	0.036	-0.037	0.051	0.160**	0.059	-0.039
	(0.598)	(0.625)	(0.443)	(0.005)	(0.437)	(0.576)
First Grade	0.014	-0.037	-0.001	0.021	0.015	-0.133**
	(0.728)	(0.447)	(0.978)	(0.634)	(0.752)	(0.002)
Second Grade	-0.024	-0.068	-0.032	0.027	0.012	-0.106
	(0.621)	(0.240)	(0.545)	(0.617)	(0.833)	(0.050)
Third Grade	0.021	-0.017	0.001	0.038	0.049	-0.029
	(0.689)	(0.784)	(0.982)	(0.528)	(0.434)	(0.623)
Fourth Grade	-0.022	-0.043	-0.021	0.049	0.022	-0.131*
	(0.702)	(0.495)	(0.735)	(0.427)	(0.738)	(0.034)
Fifth Grade	-0.096	-0.080	-0.087	-0.019	-0.048	-0.137*
	(0.109)	(0.213)	(0.179)	(0.767)	(0.485)	(0.036)
Sixth Grade	-0.195**	-0.142*	-0.122	-0.113	-0.130	-0.249***
	(0.002)	(0.037)	(0.068)	(0.095)	(0.068)	(0.000)

Seventh Grade	-0.104	-0.086	-0.055	-0.019	-0.094	-0.197**
	(0.116)	(0.221)	(0.435)	(0.789)	(0.215)	(0.005)
Eighth Grade	-0.133	-0.107	-0.079	-0.046	-0.101	-0.197**
	(0.058)	(0.148)	(0.280)	(0.539)	(0.198)	(0.006)
Ninth Grade	-0.049	-0.054	-0.041	0.054	-0.030	-0.164*
	(0.496)	(0.468)	(0.577)	(0.459)	(0.714)	(0.033)
Tenth Grade	-0.046	-0.062	-0.028	0.013	0.009	-0.148
	(0.547)	(0.429)	(0.712)	(0.866)	(0.916)	(0.064)
Eleventh Grade	-0.020	-0.051	0.017	0.037	0.001	-0.064
	(0.797)	(0.525)	(0.830)	(0.642)	(0.987)	(0.453)
Twelfth Grade	0.035	0.038	0.081	0.077	0.058	-0.025
	(0.664)	(0.629)	(0.304)	(0.344)	(0.531)	(0.783)
February Birthday	0.008	-0.019	0.016	-0.018	0.017	0.005
	(0.750)	(0.463)	(0.526)	(0.483)	(0.531)	(0.845)
March Birthday	0.013	0.008	0.009	0.021	0.042	0.009
	(0.616)	(0.743)	(0.725)	(0.414)	(0.138)	(0.702)
April Birthday	-0.022	-0.023	0.019	-0.021	0.052*	-0.016
	(0.393)	(0.369)	(0.449)	(0.439)	(0.049)	(0.511)
May Birthday	0.015	0.010	-0.008	0.001	0.041	0.007
	(0.538)	(0.691)	(0.754)	(0.967)	(0.148)	(0.773)
June Birthday	0.020	0.019	0.019	0.018	0.041	-0.007
	(0.423)	(0.431)	(0.443)	(0.462)	(0.118)	(0.744)
July Birthday	-0.002	-0.029	-0.019	-0.020	0.013	-0.001
	(0.945)	(0.261)	(0.468)	(0.447)	(0.633)	(0.978)
August Birthday	-0.007	-0.004	-0.005	-0.015	0.039	0.003
	(0.769)	(0.863)	(0.835)	(0.537)	(0.138)	(0.897)
September Birthday	0.025	0.030	0.030	0.000	0.068**	0.010
	(0.303)	(0.215)	(0.229)	(0.994)	(0.010)	(0.678)
October Birthday	0.033	0.025	0.002	0.015	0.051	-0.004
	(0.162)	(0.324)	(0.923)	(0.551)	(0.061)	(0.859)
November Birthday	-0.001	-0.022	0.004	0.004	0.021	0.071**
	(0.955)	(0.407)	(0.885)	(0.897)	(0.468)	(0.004)
December Birthday	0.019	0.049*	0.036	0.040	0.063*	0.045
	(0.462)	(0.049)	(0.155)	(0.107)	(0.022)	(0.067)

Born in 1996	0.104	0.192	0.214	0.420**	0.272*	0.032
	(0.460)	(0.185)	(0.112)	(0.001)	(0.042)	(0.640)
Born in 1997	0.064	0.166	0.126	0.233	0.117	0.082
	(0.609)	(0.163)	(0.286)	(0.056)	(0.320)	(0.148)
Born in 1998	0.071	0.189	0.114	0.273*	0.124	0.100
	(0.567)	(0.107)	(0.327)	(0.023)	(0.284)	(0.062)
Born in 1999	0.134	0.235*	0.175	0.292*	0.148	0.135*
	(0.287)	(0.048)	(0.139)	(0.016)	(0.209)	(0.016)
Born in 2000	0.104	0.210	0.176	0.270*	0.105	0.151*
	(0.416)	(0.082)	(0.145)	(0.028)	(0.388)	(0.012)
Born in 2001	0.146	0.243*	0.208	0.295*	0.193	0.203**
	(0.270)	(0.050)	(0.093)	(0.019)	(0.119)	(0.001)
Born in 2002	0.167	0.291*	0.194	0.309*	0.222	0.244***
	(0.217)	(0.022)	(0.129)	(0.017)	(0.082)	(0.000)
Born in 2003	0.242	0.321*	0.261*	0.393**	0.278*	0.292***
	(0.078)	(0.013)	(0.042)	(0.003)	(0.032)	(0.000)
Born in 2004	0.234	0.345**	0.275*	0.394**	0.268*	0.304***
	(0.092)	(0.008)	(0.034)	(0.003)	(0.042)	(0.000)
Born in 2005	0.194	0.321*	0.262*	0.342*	0.235	0.269***
	(0.171)	(0.016)	(0.048)	(0.011)	(0.081)	(0.000)
Born in 2006	0.102	0.290*	0.207	0.304*	0.185	0.206**
	(0.478)	(0.032)	(0.122)	(0.025)	(0.177)	(0.008)
Born in 2007	0.124	0.320*	0.206	0.339*	0.206	0.211**
	(0.390)	(0.019)	(0.127)	(0.013)	(0.137)	(0.009)
Born in 2008	0.129	0.361**	0.216	0.328*	0.220	0.294***
	(0.372)	(0.008)	(0.113)	(0.017)	(0.118)	(0.001)
Born in 2009	0.158	0.343*	0.225	0.374**	0.247	0.325***
	(0.284)	(0.014)	(0.106)	(0.007)	(0.085)	(0.000)
Born in 2010	0.212	0.403**	0.315*	0.412**	0.300*	0.266**
	(0.161)	(0.005)	(0.028)	(0.004)	(0.044)	(0.006)
Born in 2011	0.418*	0.539***	0.330	0.489*	0.303	0.322**
	(0.010)	(0.000)	(0.106)	(0.031)	(0.141)	(0.004)
Born in 2012	0.345	0.539**	0.130	0.356	0.515**	0.366
	(0.083)	(0.001)	(0.579)	(0.135)	(0.002)	(0.072)

Child Born in US Territory	0.013	0.032	-0.013	0.001	0.023	0.137
	(0.848)	(0.619)	(0.857)	(0.993)	(0.745)	(0.069)
Child Born in Other Country	-0.004	0.041	0.010	-0.017	0.020	0.029
	(0.871)	(0.094)	(0.691)	(0.565)	(0.398)	(0.225)
Hispanic	-0.025	-0.025	-0.015	0.005	-0.000	0.007
	(0.341)	(0.276)	(0.573)	(0.817)	(0.994)	(0.779)
American Indian/Alaska Native	-0.071	-0.024	-0.041	-0.028	-0.066	-0.003
	(0.131)	(0.546)	(0.366)	(0.526)	(0.122)	(0.947)
Asian	-0.009	0.001	-0.002	0.009	0.007	0.001
	(0.784)	(0.965)	(0.958)	(0.814)	(0.862)	(0.977)
Black/African American	-0.054	-0.059	-0.003	-0.015	-0.015	0.068*
	(0.102)	(0.061)	(0.933)	(0.663)	(0.631)	(0.046)
Native Hawaiian/Pacific Islander	0.098	0.104	0.085	0.117	0.085	0.132
	(0.201)	(0.068)	(0.272)	(0.069)	(0.255)	(0.067)
Hispanic (Race Missing)	-0.046	-0.076	-0.069	0.035	-0.006	0.011
	(0.346)	(0.069)	(0.159)	(0.434)	(0.901)	(0.771)
Female	0.002	0.005	0.005	-0.021	-0.003	0.075***
	(0.847)	(0.657)	(0.637)	(0.058)	(0.773)	(0.000)
Language at Home (Cannot Speak)	0.131	0.053	0.111	0.061	0.086	0.072
	(0.062)	(0.561)	(0.117)	(0.436)	(0.378)	(0.281)
Language at Home (Spanish)	0.104**	0.072*	0.117***	0.090*	0.069	0.061
	(0.008)	(0.041)	(0.001)	(0.012)	(0.074)	(0.196)
Language at Home (Other)	-0.067	-0.028	-0.072	-0.069	-0.043	-0.109*
	(0.203)	(0.548)	(0.153)	(0.210)	(0.396)	(0.021)
Language at Home (Spanish & English)	0.074*	0.057	0.080*	0.032	0.051	0.038
	(0.039)	(0.091)	(0.013)	(0.362)	(0.141)	(0.322)
Language at Home (English & Other)	0.065	-0.025	0.036	0.015	0.018	-0.012
	(0.081)	(0.505)	(0.374)	(0.724)	(0.626)	(0.741)
Intellectual Disability	0.064	0.110*	0.077	0.036	0.098*	0.016
	(0.170)	(0.012)	(0.101)	(0.439)	(0.025)	(0.673)
Speech / Language Impairment	-0.024	-0.003	-0.008	0.025	0.026	0.017
	(0.292)	(0.912)	(0.732)	(0.279)	(0.264)	(0.380)
Serious Emotional Disturbance	-0.111**	-0.097**	-0.113**	-0.123***	-0.089**	-0.157***
	(0.001)	(0.002)	(0.001)	(0.000)	(0.006)	(0.000)

Deafness / Hearing Impairment	0.003	0.042	0.018	-0.004	0.029	-0.038
	(0.954)	(0.346)	(0.679)	(0.926)	(0.508)	(0.257)
Blindness / Visual Impairment	-0.051	-0.011	-0.045	-0.044	-0.018	0.039
	(0.335)	(0.822)	(0.347)	(0.323)	(0.678)	(0.393)
Orthopedic Impairment	0.016	0.047	0.031	-0.001	0.005	0.040
	(0.618)	(0.138)	(0.345)	(0.967)	(0.882)	(0.199)
Autism	0.001	-0.047	-0.029	0.022	0.027	0.007
	(0.968)	(0.226)	(0.434)	(0.540)	(0.463)	(0.834)
Pervasive Development Disorder	0.042	0.151***	0.072	0.029	0.072	0.033
	(0.478)	(0.001)	(0.185)	(0.574)	(0.190)	(0.611)
Attention Deficit Disorder	-0.076***	-0.052**	-0.063***	-0.083***	-0.052**	-0.104***
	(0.000)	(0.005)	(0.001)	(0.000)	(0.005)	(0.000)
Specific Learning Disability	-0.023	0.024	-0.013	0.000	0.009	-0.032
	(0.336)	(0.310)	(0.598)	(0.988)	(0.714)	(0.110)
Developmental Delay	-0.019	-0.044	-0.011	0.002	-0.031	0.018
	(0.560)	(0.217)	(0.740)	(0.959)	(0.344)	(0.474)
Traumatic Brain Injury	0.077	0.096	0.006	-0.034	0.075	-0.122
	(0.298)	(0.075)	(0.933)	(0.607)	(0.273)	(0.084)
Other Health Impairment	-0.038	-0.043	-0.002	0.001	-0.061*	-0.047
	(0.159)	(0.107)	(0.950)	(0.958)	(0.044)	(0.074)
Started School in February	0.040	0.137	0.115	0.180**	0.110	-0.048
	(0.580)	(0.078)	(0.110)	(0.005)	(0.125)	(0.620)
Started School in March	0.208**	0.165*	0.151	0.110	0.092	-0.189*
	(0.006)	(0.040)	(0.170)	(0.270)	(0.386)	(0.016)
Started School in April	-0.119	-0.057	-0.354***	-0.271**	-0.088	-0.148
	(0.404)	(0.607)	(0.000)	(0.002)	(0.296)	(0.107)
Started School in May	-0.254**	-0.345***	-0.233*	-0.150*	-0.245**	-0.013
	(0.008)	(0.000)	(0.029)	(0.049)	(0.002)	(0.866)
Started School in June	-0.130	-0.121	-0.098	-0.111	-0.091	-0.082
	(0.124)	(0.103)	(0.193)	(0.167)	(0.185)	(0.194)
Started School in July	0.032	0.041	0.015	0.005	0.014	-0.058
	(0.492)	(0.387)	(0.764)	(0.916)	(0.773)	(0.169)
Started School in August	-0.032	-0.032	-0.007	-0.021	0.015	-0.041
	(0.240)	(0.271)	(0.807)	(0.497)	(0.611)	(0.150)

Started School in September	-0.053	-0.031	-0.029	-0.015	0.025	-0.057
	(0.069)	(0.303)	(0.351)	(0.640)	(0.412)	(0.056)
Started School in October	0.005	-0.025	-0.054	0.019	0.016	-0.039
	(0.943)	(0.721)	(0.435)	(0.765)	(0.817)	(0.589)
Started School in November	0.023	-0.035	0.073	0.191**	0.109	0.001
	(0.781)	(0.693)	(0.335)	(0.004)	(0.223)	(0.991)
Started School in December	-0.142	-0.065	-0.012	-0.083	-0.052	-0.102
	(0.140)	(0.538)	(0.907)	(0.397)	(0.610)	(0.382)
Same School Since Beginning of Year	0.088*	0.046	0.063	0.079*	0.035	0.060*
	(0.015)	(0.195)	(0.084)	(0.022)	(0.313)	(0.047)
Family Considered Other Schools	-0.142***	-0.118***	-0.128***	-0.118***	-0.140***	-0.049***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Family at School Play/Sports/Science	0.025	0.016	0.018	0.014	0.017	0.021
	(0.092)	(0.299)	(0.244)	(0.364)	(0.281)	(0.122)
Family School Volunteer	0.068***	0.036**	0.051***	0.040**	0.062***	0.031*
	(0.000)	(0.006)	(0.000)	(0.002)	(0.000)	(0.011)
Family School Meeting	0.023	0.038*	0.023	0.031	0.012	0.049**
	(0.154)	(0.020)	(0.167)	(0.062)	(0.473)	(0.001)
Family School Parent/Teacher Meeting	0.012	0.017	0.027*	0.009	0.010	-0.003
	(0.286)	(0.142)	(0.022)	(0.468)	(0.402)	(0.798)
Family Parent/Teacher Conference	0.008	0.022	0.019	0.019	0.072***	-0.003
	(0.548)	(0.084)	(0.156)	(0.178)	(0.000)	(0.803)
Family School Fundraising	0.049***	0.068***	0.041**	0.045***	0.038**	0.059***
	(0.000)	(0.000)	(0.001)	(0.000)	(0.002)	(0.000)
Family on School Committee	0.025	0.030	0.020	0.016	0.031	0.038*
	(0.151)	(0.064)	(0.251)	(0.374)	(0.084)	(0.020)
Family School Guidance Counselor	-0.016	-0.017	-0.014	-0.012	0.024*	-0.064***
	(0.171)	(0.160)	(0.242)	(0.306)	(0.036)	(0.000)
Family School Meetings (#)	0.001	-0.001	-0.001	-0.001*	0.001	0.001
	(0.392)	(0.405)	(0.217)	(0.031)	(0.212)	(0.125)
Family Told Story	0.002	0.015	0.006	0.009	0.013	0.008
	(0.888)	(0.170)	(0.631)	(0.437)	(0.249)	(0.425)
Family Arts/Crafts	-0.016	-0.014	-0.010	-0.001	-0.017	-0.014
	(0.221)	(0.250)	(0.464)	(0.946)	(0.185)	(0.247)

Family Boardgames/Puzzles	0.022	0.022	0.012	0.004	0.019	0.041***
	(0.060)	(0.056)	(0.315)	(0.721)	(0.122)	(0.000)
Family Build/Fix	0.017	-0.002	0.011	0.002	-0.007	0.006
	(0.112)	(0.890)	(0.303)	(0.855)	(0.548)	(0.547)
Family Sports/Exercise	0.014	-0.009	0.005	0.007	0.014	0.027*
	(0.276)	(0.478)	(0.708)	(0.620)	(0.302)	(0.023)
Family Time Management	-0.008	-0.019	-0.006	-0.009	0.002	0.019
	(0.493)	(0.121)	(0.597)	(0.444)	(0.891)	(0.088)
Family History / Heritage	-0.014	-0.002	-0.025*	-0.020	-0.016	0.008
	(0.221)	(0.887)	(0.032)	(0.093)	(0.168)	(0.448)
Family Had Zero Dinners Last Week	0.023	0.027	0.030	0.063*	0.041	-0.059*
	(0.424)	(0.348)	(0.317)	(0.040)	(0.178)	(0.026)
Family Had One Dinner Last Week	0.056	0.056	0.035	0.034	0.078*	-0.029
	(0.102)	(0.061)	(0.291)	(0.344)	(0.014)	(0.286)
Family Had Three Dinners Last Week	0.037	0.053*	0.035	0.035	0.056*	0.024
	(0.077)	(0.016)	(0.120)	(0.131)	(0.014)	(0.253)
Family Had Four Dinners Last Week	0.045*	0.056*	0.054*	0.065**	0.097***	0.023
	(0.039)	(0.011)	(0.017)	(0.005)	(0.000)	(0.268)
Family Had Five Dinners Last Week	0.045*	0.058**	0.067**	0.060**	0.093***	0.028
	(0.026)	(0.004)	(0.002)	(0.004)	(0.000)	(0.157)
Family Had Six Dinners Last Week	0.079**	0.058*	0.089***	0.080**	0.093***	0.034
	(0.001)	(0.016)	(0.000)	(0.002)	(0.000)	(0.136)
Family Had Seven Dinners Last Week	0.045*	0.055**	0.048*	0.048*	0.080***	0.048*
	(0.017)	(0.005)	(0.018)	(0.022)	(0.000)	(0.011)
Family Visited Library Last Month	-0.013	0.018	-0.009	-0.001	0.000	0.022*
	(0.272)	(0.139)	(0.465)	(0.928)	(0.976)	(0.046)
Family Visited Bookstore Last Month	0.025*	0.013	0.013	0.028*	0.012	0.026*
	(0.030)	(0.264)	(0.276)	(0.017)	(0.310)	(0.020)
Family Visited Play/Concert Last Month	0.042***	-0.004	0.024*	0.032**	0.035**	0.038***
	(0.000)	(0.733)	(0.039)	(0.006)	(0.004)	(0.000)
Family Visited Museum Last Month	-0.026	0.008	-0.007	0.002	-0.016	-0.012
	(0.054)	(0.519)	(0.615)	(0.886)	(0.243)	(0.354)
Family Visited Zoo Last Month	0.005	0.002	-0.002	-0.001	-0.004	0.005
	(0.704)	(0.870)	(0.859)	(0.918)	(0.805)	(0.687)

Family Attended Community Group	-0.003	0.016	0.006	-0.005	0.011	0.017
	(0.810)	(0.152)	(0.605)	(0.659)	(0.337)	(0.094)
Family Attended Sport Event Last Month	-0.009	-0.015	-0.003	0.009	-0.033**	0.012
	(0.455)	(0.199)	(0.796)	(0.454)	(0.004)	(0.253)
Total People in Household (#)	-0.002	-0.014	-0.025	-0.004	-0.003	-0.008
	(0.894)	(0.371)	(0.102)	(0.820)	(0.854)	(0.585)
Brothers in Household (#)	0.011	0.029	0.024	0.002	0.013	0.025
	(0.529)	(0.087)	(0.163)	(0.909)	(0.427)	(0.128)
Sisters in Household (#)	-0.010	0.007	0.010	-0.004	-0.002	-0.014
	(0.583)	(0.698)	(0.562)	(0.824)	(0.914)	(0.397)
Mothers in Household (#)	-0.025	-0.018	0.006	-0.038*	-0.024	0.020
	(0.186)	(0.352)	(0.748)	(0.039)	(0.200)	(0.291)
Fathers in Household (#)	0.030	0.026	0.014	0.033	0.024	0.024
	(0.173)	(0.247)	(0.535)	(0.121)	(0.264)	(0.218)
Aunts in Household (#)	0.013	0.056	0.047	0.025	0.014	0.092*
	(0.723)	(0.109)	(0.215)	(0.526)	(0.700)	(0.020)
Uncles in Household (#)	-0.018	-0.019	0.014	0.025	-0.015	-0.015
	(0.671)	(0.581)	(0.661)	(0.470)	(0.645)	(0.676)
Grandmothers in Household (#)	-0.033	0.006	-0.025	-0.033	-0.031	0.021
	(0.221)	(0.828)	(0.323)	(0.207)	(0.258)	(0.400)
Grandfathers in Household (#)	-0.004	-0.000	0.000	-0.007	0.015	0.018
	(0.900)	(0.990)	(0.996)	(0.813)	(0.634)	(0.550)
Cousins in Household (#)	-0.022	0.013	-0.012	-0.054*	-0.043	0.023
	(0.415)	(0.635)	(0.643)	(0.034)	(0.113)	(0.345)
Parent Partners in Household (#)	-0.081*	0.019	-0.066	-0.080	-0.067	-0.039
	(0.039)	(0.629)	(0.064)	(0.055)	(0.061)	(0.256)
Other Relatives in Household (#)	0.060	0.039	0.088*	0.073	0.034	-0.024
	(0.099)	(0.331)	(0.014)	(0.088)	(0.328)	(0.496)
Other Non-Relatives in Household (#)	-0.015	0.026	0.026	0.009	0.004	-0.024
	(0.638)	(0.338)	(0.357)	(0.758)	(0.892)	(0.249)
English Spoken at Home	-0.043	-0.030	0.002	-0.017	-0.009	-0.056*
	(0.083)	(0.213)	(0.937)	(0.550)	(0.728)	(0.043)
Spanish Spoken at Home	-0.029	-0.031	-0.032	-0.034	-0.036	-0.013
	(0.307)	(0.249)	(0.271)	(0.223)	(0.204)	(0.612)

French Spoken at Home	0.022	0.025	0.008	0.025	0.059	0.103
	(0.681)	(0.631)	(0.889)	(0.650)	(0.265)	(0.099)
Chinese Spoken at Home	0.062	0.048	0.061	0.020	0.060	0.019
	(0.214)	(0.306)	(0.226)	(0.682)	(0.199)	(0.720)
Other Language Spoken at Home	0.012	0.038	0.039	0.003	0.046	0.087**
	(0.661)	(0.154)	(0.156)	(0.908)	(0.107)	(0.004)
Parent One Relation (Adoptive)	0.014	-0.011	-0.014	-0.017	0.013	-0.013
	(0.648)	(0.724)	(0.681)	(0.573)	(0.658)	(0.668)
Parent One Relation (Step)	-0.027	-0.012	-0.081*	-0.065	-0.004	-0.004
	(0.447)	(0.721)	(0.021)	(0.114)	(0.907)	(0.891)
Parent One Relation (Foster)	-0.171	-0.004	-0.182	-0.280*	-0.057	-0.104
	(0.099)	(0.982)	(0.233)	(0.011)	(0.594)	(0.381)
Parent One Relation (Grandparent)	-0.102*	-0.052	-0.110*	-0.091	-0.023	0.023
	(0.043)	(0.288)	(0.027)	(0.066)	(0.625)	(0.626)
Parent One Relation (Other)	0.138*	0.122	0.109	0.179**	0.177**	0.065
	(0.012)	(0.058)	(0.068)	(0.002)	(0.010)	(0.339)
Parent One Female	0.016	0.002	0.004	0.006	-0.014	0.003
	(0.523)	(0.938)	(0.882)	(0.814)	(0.569)	(0.911)
Parent One Widowed	0.009	0.005	0.032	-0.013	0.003	-0.010
	(0.789)	(0.898)	(0.385)	(0.732)	(0.935)	(0.761)
Parent One Divorced	0.009	-0.021	-0.032	0.012	0.014	0.028
	(0.692)	(0.343)	(0.152)	(0.611)	(0.555)	(0.197)
Parent One Separated	-0.039	-0.015	-0.056	0.014	-0.024	-0.017
	(0.268)	(0.692)	(0.148)	(0.723)	(0.517)	(0.639)
Parent One Never Married	0.021	-0.020	0.003	0.019	0.024	0.036
	(0.348)	(0.395)	(0.896)	(0.423)	(0.300)	(0.129)
Parent One Spanish First Language	-0.020	0.001	-0.001	-0.008	-0.038	-0.033
	(0.568)	(0.968)	(0.970)	(0.811)	(0.277)	(0.266)
Parent One Other First Language	-0.034	-0.020	-0.050	0.027	-0.037	0.011
	(0.301)	(0.546)	(0.141)	(0.428)	(0.286)	(0.739)
Parent One English & Spanish Language	-0.048	0.016	-0.084	-0.012	-0.035	0.134
	(0.615)	(0.827)	(0.447)	(0.867)	(0.619)	(0.079)
Parent One English & Other Language	-0.059	-0.040	-0.040	-0.061	-0.096*	0.020
	(0.174)	(0.347)	(0.365)	(0.254)	(0.034)	(0.677)

Parent One Born in US Territory	-0.037	-0.011	-0.058	0.022	-0.038	-0.047
	(0.497)	(0.844)	(0.346)	(0.710)	(0.500)	(0.370)
Parent One Born in Other Country	0.042	0.033	0.047*	0.033	0.071**	0.047
	(0.064)	(0.154)	(0.039)	(0.135)	(0.002)	(0.050)
Parent One Hispanic	-0.009	-0.021	-0.017	-0.021	-0.026	0.038
	(0.776)	(0.466)	(0.613)	(0.455)	(0.372)	(0.154)
Parent One American Indian	0.039	0.058	0.035	0.011	0.059	0.017
	(0.445)	(0.175)	(0.506)	(0.834)	(0.238)	(0.745)
Parent One Asian	-0.077	-0.093*	-0.093*	-0.062	-0.055	0.010
	(0.059)	(0.016)	(0.024)	(0.149)	(0.209)	(0.802)
Parent One Black/African American	-0.015	-0.004	-0.021	-0.029	0.006	-0.026
	(0.663)	(0.911)	(0.561)	(0.433)	(0.863)	(0.462)
Parent One Pacific Islander	-0.100	-0.149*	0.024	-0.095	-0.101	-0.067
	(0.265)	(0.041)	(0.775)	(0.184)	(0.242)	(0.340)
Parent One Hispanic (Race Missing)	0.070	0.098**	0.072	0.008	0.060	0.011
	(0.129)	(0.007)	(0.111)	(0.857)	(0.185)	(0.787)
Parent One High School (No Diploma)	-0.007	0.027	-0.021	-0.008	-0.030	0.046
	(0.857)	(0.474)	(0.591)	(0.849)	(0.432)	(0.177)
Parent One High School Diploma	-0.051	-0.009	-0.019	-0.020	-0.041	0.015
	(0.155)	(0.805)	(0.598)	(0.601)	(0.263)	(0.652)
Parent One Vocational Diploma	-0.058	-0.036	-0.033	0.014	-0.060	0.007
	(0.160)	(0.406)	(0.424)	(0.747)	(0.166)	(0.848)
Parent One Some College	-0.027	0.005	-0.017	-0.000	-0.021	0.029
	(0.461)	(0.881)	(0.637)	(0.991)	(0.574)	(0.403)
Parent One Associates	-0.018	-0.007	-0.019	0.004	-0.021	0.025
	(0.635)	(0.846)	(0.618)	(0.932)	(0.586)	(0.485)
Parent One Bachelor’s	-0.006	0.001	0.008	0.019	-0.022	0.040
	(0.874)	(0.983)	(0.835)	(0.637)	(0.565)	(0.246)
Parent One Some Graduate Work	-0.031	-0.013	0.016	0.020	-0.048	0.067
	(0.473)	(0.764)	(0.705)	(0.664)	(0.269)	(0.090)
Parent One Master’s	-0.004	-0.002	0.014	0.047	-0.016	0.068
	(0.911)	(0.953)	(0.724)	(0.252)	(0.695)	(0.061)
Parent One Doctorate	-0.005	-0.008	-0.065	-0.009	-0.029	0.067
	(0.925)	(0.875)	(0.247)	(0.870)	(0.601)	(0.153)

Parent One Professional Degree	0.020	-0.008	0.022	0.036	-0.005	0.065
	(0.660)	(0.866)	(0.630)	(0.461)	(0.911)	(0.128)
Parent One Currently in Education	0.019	0.000	-0.024	-0.004	-0.023	0.001
	(0.345)	(0.986)	(0.248)	(0.848)	(0.274)	(0.948)
Parent One Self-Employed	0.008	0.000	0.023	0.009	0.006	0.013
	(0.632)	(0.997)	(0.180)	(0.603)	(0.745)	(0.421)
Parent One Unemployed	-0.004	0.025	0.034	0.033	0.073	-0.052
	(0.901)	(0.434)	(0.313)	(0.313)	(0.057)	(0.124)
Parent One Full Time Student	-0.011	0.015	0.043	-0.052	0.024	0.063
	(0.823)	(0.774)	(0.453)	(0.380)	(0.660)	(0.292)
Parent One Stay at Home	-0.006	0.031	-0.007	-0.017	0.047	-0.016
	(0.849)	(0.281)	(0.827)	(0.566)	(0.126)	(0.588)
Parent One Retired	0.035	0.053	0.011	0.027	0.023	0.065
	(0.381)	(0.200)	(0.777)	(0.481)	(0.582)	(0.121)
Parent One Disabled / Unable to Work	-0.032	-0.053	-0.056	-0.041	-0.021	0.045
	(0.423)	(0.185)	(0.170)	(0.305)	(0.609)	(0.240)
Parent One Months Worked Last Year	0.000	-0.001	-0.002	-0.001	0.003	-0.000
	(0.910)	(0.745)	(0.517)	(0.680)	(0.266)	(0.878)
Parent One Age (Years)	-0.000	-0.001	-0.000	0.002	0.001	-0.000
	(0.728)	(0.256)	(0.640)	(0.053)	(0.345)	(0.647)
Second Parent in Household	-0.016	-0.032	-0.014	0.005	-0.008	-0.007
	(0.455)	(0.156)	(0.535)	(0.849)	(0.719)	(0.738)
Internet Available (Home Only)	-0.013	0.002	-0.039	-0.020	-0.041	-0.049*
	(0.581)	(0.949)	(0.138)	(0.442)	(0.110)	(0.043)
Internet Available (Cell Phone Only)	0.015	-0.011	-0.014	0.036	0.005	-0.021
	(0.506)	(0.648)	(0.543)	(0.139)	(0.836)	(0.341)
No Internet Access	0.114***	0.082*	0.110**	0.105**	0.067	0.014
	(0.001)	(0.040)	(0.005)	(0.005)	(0.083)	(0.712)
Family Received TANF	-0.013	0.042	-0.024	0.004	-0.007	0.007
	(0.711)	(0.238)	(0.501)	(0.927)	(0.844)	(0.850)
Family Received Welfare	-0.012	-0.054	-0.028	-0.052	-0.063*	-0.057*
	(0.686)	(0.101)	(0.372)	(0.133)	(0.044)	(0.036)
Family Received WIC	0.013	-0.008	0.024	0.014	0.001	0.015
	(0.641)	(0.782)	(0.384)	(0.656)	(0.966)	(0.589)

Family Received Food Stamps	-0.037	-0.049*	-0.021	-0.057*	-0.044	-0.003
	(0.109)	(0.048)	(0.381)	(0.021)	(0.070)	(0.881)
Family Received Medicaid	-0.003	-0.001	-0.007	0.014	0.012	0.014
	(0.865)	(0.959)	(0.702)	(0.462)	(0.496)	(0.423)
Family Received CHIP	0.003	-0.006	0.011	0.005	0.035	-0.014
	(0.887)	(0.756)	(0.581)	(0.815)	(0.074)	(0.470)
Family Received Section 8	-0.008	0.008	0.013	0.007	-0.021	0.005
	(0.819)	(0.830)	(0.692)	(0.847)	(0.535)	(0.866)
Household Income (10-20k)	-0.024	-0.048	-0.035	-0.013	-0.045	0.013
	(0.427)	(0.160)	(0.262)	(0.719)	(0.173)	(0.678)
Household Income (20-30k)	-0.021	-0.048	-0.044	0.013	-0.013	-0.014
	(0.464)	(0.170)	(0.144)	(0.735)	(0.705)	(0.654)
Household Income (30-40k)	-0.047	-0.074*	-0.072*	-0.004	-0.049	-0.034
	(0.135)	(0.036)	(0.028)	(0.919)	(0.163)	(0.324)
Household Income (40-50k)	-0.038	-0.050	-0.072*	0.027	-0.021	-0.094**
	(0.259)	(0.166)	(0.031)	(0.486)	(0.554)	(0.003)
Household Income (50-60k)	-0.056	-0.066	-0.068	-0.042	-0.073*	-0.046
	(0.100)	(0.080)	(0.054)	(0.290)	(0.048)	(0.175)
Household Income (60-75k)	-0.039	-0.039	-0.054	-0.023	-0.026	-0.038
	(0.239)	(0.292)	(0.112)	(0.559)	(0.473)	(0.272)
Household Income (75-100k)	-0.032	-0.051	-0.041	-0.010	-0.019	-0.045
	(0.322)	(0.161)	(0.219)	(0.803)	(0.597)	(0.177)
Household Income (100-150k)	-0.018	-0.036	-0.033	0.004	-0.004	-0.021
	(0.590)	(0.332)	(0.328)	(0.919)	(0.904)	(0.535)
Household Income (>149k)	-0.041	-0.050	-0.060	-0.000	-0.032	-0.003
	(0.240)	(0.180)	(0.088)	(0.991)	(0.411)	(0.930)
Years at Address (#)	0.000	-0.001	-0.001	-0.001	-0.000	-0.002*
	(0.921)	(0.461)	(0.366)	(0.276)	(0.589)	(0.020)
Rented Home	0.016	-0.002	0.004	0.007	0.020	-0.005
	(0.240)	(0.896)	(0.789)	(0.648)	(0.156)	(0.710)
Other Home Arrangement	-0.031	0.023	-0.019	-0.022	-0.006	0.032
	(0.394)	(0.550)	(0.614)	(0.518)	(0.879)	(0.373)
Internet Few Times Week (Respondent)	-0.031	-0.020	-0.025	-0.055**	-0.015	0.015
	(0.138)	(0.301)	(0.211)	(0.008)	(0.460)	(0.456)

Internet Few Times Month (Respondent)	-0.040	0.045	-0.008	0.016	0.003	0.027
	(0.244)	(0.200)	(0.811)	(0.631)	(0.928)	(0.440)
Internet Few Times Year (Respondent)	-0.044	-0.068	-0.046	0.197*	0.013	0.097
	(0.468)	(0.328)	(0.516)	(0.013)	(0.840)	(0.160)
Never Use Internet (Respondent)	0.001	-0.003	-0.050	0.027	0.044	-0.019
	(0.990)	(0.942)	(0.312)	(0.565)	(0.341)	(0.653)
N	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0903	0.0821	0.0718	0.0770	0.0811	0.1242

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied" for columns 1 through 5 and "Strongly Agree" for column 6). Each observation is weighted by the inverse of the probability of response.

Table A3: School Type and Satisfaction with School

	(1) Very Dissatisfied	(2) Somewhat Dissatisfied	(3) Somewhat Satisfied	(4) Very Satisfied
Private (Catholic)	-0.014***	-0.032***	-0.100***	0.147***
	(0.000)	(0.000)	(0.000)	(0.000)
Private (Other Religious)	-0.016***	-0.036***	-0.120***	0.172***
	(0.000)	(0.000)	(0.000)	(0.000)
Private (Nonreligious)	-0.015***	-0.034***	-0.107**	0.156**
	(0.000)	(0.000)	(0.004)	(0.002)
Public Charter	-0.010***	-0.022***	-0.061***	0.093***
	(0.000)	(0.000)	(0.000)	(0.000)
Location	X	X	X	X
Questionnaire Type/Language	X	X	X	X
School Level	X	X	X	X
School Enrollment	X	X	X	X
Online Coursework	X	X	X	X
Student Grade	X	X	X	X
Student MOB/YOB/COB	X	X	X	X
Student Race/Sex/Language	X	X	X	X
Student Disabilities	X	X	X	X
Student Mobility	X	X	X	X
Family Considered Other School	X	X	X	X
Family School Involvement	X	X	X	X
Family Home Involvement	X	X	X	X
Home Size/Structure	X	X	X	X
Parent Background	X	X	X	X
Economic Advantage	X	X	X	X
N	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0903	0.0903	0.0903	0.0903

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression. Each observation is weighted by the inverse of the probability of response. "MOB" is "Month of Birth." "YOB" is "Year of Birth." "COB" is "Country of Birth."

Table A4: School Type and Satisfaction (Ordered Logistic Regression)

	(1) School	(2) Teachers	(3) Academics	(4) Order	(5) Interaction	(6) Enjoyment
Private (Catholic)	0.155***	0.081**	0.196***	0.214***	0.146***	0.107***
	(0.000)	(0.002)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Other Religious)	0.177***	0.144***	0.225***	0.211***	0.208***	0.161***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Difference	0.022	0.063	0.029	-0.003	0.062	0.054
	(0.530)	(0.089)	(0.400)	(0.934)	(0.091)	(0.152)
Private (Nonreligious)	0.170***	0.127*	0.164***	0.118*	0.161***	0.211***
	(0.001)	(0.012)	(0.001)	(0.024)	(0.001)	(0.000)
Difference	0.015	0.046	-0.032	-0.096	0.015	0.104*
	(0.770)	(0.405)	(0.524)	(0.060)	(0.764)	(0.042)
Public Charter	0.097***	0.074***	0.136***	0.116***	0.103***	0.033
	(0.000)	(0.001)	(0.000)	(0.000)	(0.000)	(0.141)
Difference	-0.058	-0.007	-0.060*	-0.098**	-0.043	-0.074*
	(0.073)	(0.824)	(0.048)	(0.002)	(0.165)	(0.017)
Location	X	X	X	X	X	X
Questionnaire Type/Language	X	X	X	X	X	X
School Level	X	X	X	X	X	X
School Enrollment	X	X	X	X	X	X
Online Coursework	X	X	X	X	X	X
Student Grade	X	X	X	X	X	X
Student MOB/YOB/COB	X	X	X	X	X	X
Student Race/Sex/Language	X	X	X	X	X	X
Student Disabilities	X	X	X	X	X	X
Student Mobility	X	X	X	X	X	X
Family Considered Other School	X	X	X	X	X	X
Family School Involvement	X	X	X	X	X	X
Family Home Involvement	X	X	X	X	X	X
Home Size/Structure	X	X	X	X	X	X
Parent Background	X	X	X	X	X	X
Economic Advantage	X	X	X	X	X	X
N	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.0897	0.0857	0.0713	0.0762	0.0810	0.1244

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered logistic regression for the first outcome category ("Very Satisfied" for columns 1 through 5 and "Strongly Agree" for column 6). Each observation is weighted by the inverse of the probability of response. "MOB" is "Month of Birth." "YOB" is "Year of Birth." "COB" is "Country of Birth." "Difference" is the coefficient for each school type minus the coefficient for "Catholic."

Table A5: School Type and Satisfaction

	(1) School	(2) Teachers	(3) Academics	(4) Order	(5) Interaction	(6) Enjoyment
Private (Catholic)	0.112***	0.048	0.162***	0.180***	0.116***	0.091***
	(0.000)	(0.060)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Other Religious)	0.133***	0.107***	0.182***	0.170***	0.177***	0.117***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Private (Nonreligious)	0.111*	0.081	0.113*	0.085	0.122**	0.173***
	(0.028)	(0.105)	(0.019)	(0.084)	(0.010)	(0.000)
Public Charter	0.065**	0.054**	0.102***	0.093***	0.085***	0.028
	(0.002)	(0.007)	(0.000)	(0.000)	(0.000)	(0.165)
Location	X	X	X	X	X	X
Questionnaire Type/Language	X	X	X	X	X	X
School Level	X	X	X	X	X	X
School Enrollment	X	X	X	X	X	X
Online Coursework	X	X	X	X	X	X
Student Grade	X	X	X	X	X	X
Student MOB/YOB/COB	X	X	X	X	X	X
Student Race/Sex/Language	X	X	X	X	X	X
Student Disabilities	X	X	X	X	X	X
Student Mobility	X	X	X	X	X	X
Family Considered Other School	X	X	X	X	X	X
Family School Involvement	X	X	X	X	X	X
Family Home Involvement	X	X	X	X	X	X
Home Size/Structure	X	X	X	X	X	X
Parent Background	X	X	X	X	X	X
Economic Advantage	X	X	X	X	X	X
Parent's First Choice School	X	X	X	X	X	X
Child's Letter Grades in School	X	X	X	X	X	X
N	13,436	13,436	13,436	13,436	13,436	13,436
Pseudo R-Squared	0.1494	0.1131	0.1160	0.1039	0.1038	0.1747

Notes: P-values in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$. All coefficients are average marginal effects from ordered probit regression for the first outcome category ("Very Satisfied" for columns 1 through 5 and "Strongly Agree" for column 6). Each observation is weighted by the inverse of the probability of response. "MOB" is "Month of Birth." "YOB" is "Year of Birth." "COB" is "Country of Birth." "Difference" is the coefficient for each school type minus the coefficient for "Catholic."