homeschooling parents that are more critical of the public schools have higher levels of reading achievement. Children in families motivated by the needs of the family perform lower on the reading portion of the SAT-9. This past model explains around 23% of the variance in total reading scores.

Table 5 presents the findings from the models predicting student language achievement. Although two student factors—daily instructional hours and number of siblings homeschooled—have significant effects in the first model, they become nonsignificant as parent factors are added. Nonetheless, student grade level is significant in the past model. Those Home Charter students in higher grades do better on average than those in lower grades.