

TABLE 4
Ordinary Least Square Coefficients From the Regression of
Student Reading Achievement on Student Factors,
Parent Factors, and Parents' Enrollment Motivations

	<i>Student Factors</i>			<i>Parent Factors</i>			<i>Parent Enrollment Motivations</i>		
	B	SE	Beta	B	SE	Beta	B	SE	Beta
Student grade level	-0.19	0.54	-.03	-0.11	0.59	-.02	0.31	0.60	.05
Female student	-0.76	2.68	-0.02	0.13	2.79	.00	-0.76	2.76	-.02
Daily instructional hours	-0.75	0.61	-.11	-1.11	0.72	-.16	-0.54	0.74	-.08
Number of siblings									
homeschooled	3.99*	1.57	.20	3.51	1.86	.18	3.31	1.86	.17
Education				5.35**	1.88	.26	5.63**	1.85	.27
Age				1.09	1.30	.08	0.87	1.29	.06
Minority				-0.06	3.72	.00	-1.05	3.66	-.02
Male primary teacher				2.89	6.33	.04	1.25	6.59	.02
Household income				0.47	0.72	.06	0.40	0.70	.05
Married				5.11	6.87	.07	4.60	6.76	.07
Employed				-4.12	3.22	-.12	-3.08	3.19	-.09
Teaching experience				0.80	3.29	.02	-2.32	3.39	-.06
Spouse involvement				0.20	3.13	.01	-0.20	3.17	-.01
Previous involvement				-0.98	1.48	-.06	-1.70	1.47	-.11
Years home educating				-0.71	1.87	-.04	0.24	1.87	.01
Religiosity				0.30	0.94	.03	-0.21	0.99	-.02
Political identification				2.57**	1.03	.21	2.25*	1.01	.18
Critical of public schools							1.09*	0.54	.21
Attracted to home charter							-0.59	0.40	-.14
Ideological reasons							-0.09	0.45	-.02
Family and children needs							-1.06**	0.39	-.25
Constant	52.72***	6.15		14.60	13.33		21.48	17.08	
R^2	0.05			0.17			0.23		

* $p < .05$. ** $p < .01$. *** $p < .001$. two-tailed tests. $n = 160$.

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.

From Collom, E. (2005). *The Ins and Outs of Homeschooling: The Determinants of Parental Motivations and Student Achievement*. *Education and Urban Society*, 37, 307-335.