

**The Influence of Childhood Poverty
On Life Chances-
The Case of Academic Performance**

The Honors Program
Senior Capstone Project
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April 2012

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ABSTRACT

The purpose of this research is to explore, identify, and address how children who grow up in poverty face greater challenges in adulthood than those who grow up nonpoor. The two main areas of interest are the differentials of child well-being and school achievement. The daily hardships that poor children face include inadequate nutrition, fewer learning experiences, instability of residence, lower quality schools, exposure to environmental toxins, family violence, homelessness, dangerous streets, and less access to friends, services, and jobs. Through a literature review and analyses of a national probability data set on high school students, I demonstrate how growing up under these conditions yields significant disadvantages for poor children as they develop into adults. I contribute to this area of research by identifying important factors that mitigate the ill effects of childhood poverty on academic performance. The overall pattern in my findings reveals that childhood poverty need not be a “death sentence.” More specifically, using a national probability sample on adolescent academic performance, I demonstrate that the generally strong negative correlation between childhood poverty and academic performance is lessened when poor children: (1) attend Catholic or private schools instead of public schools; (2) reside in intact two-parent families; (3) have a parent with high aspirations for academic achievement; (4) participate in extracurricular activities; (5) attend smaller schools (<1,000 students); (6) reduce television watching and video game playing to less than two hours per day; (7) increase their time on homework (to greater than eleven hours per week). Importantly, most of these findings do not stand up well when controls are made for race and ethnicity. More specifically, African American and Hispanic students tend to do poorer than their white counterparts and their poor performance is resistant to several of the contexts and characteristics that apply to their white counterparts.

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INTRODUCTION

In the United States, minority students do not perform as well as their white counterparts. This is referred to as the achievement gap. According to the National Center for Education Statistics (NCES), in 2011 it was found that American fourth and eighth graders are performing more frequently at the proficient and advanced levels for both reading and math. Academic performance is also improving for racial groups including white, Hispanic, black, and Asian. When the scores for the different racial groups are compared, both black and Hispanic students disproportionately underperform compared to their white and Asian counterparts. Also, students who are eligible for free lunch – the low-SES students – consistently underperform compared to their more affluent counterparts by 50-60-percent (NCES, 2011, p.10). The following discussion attempts to explain why poverty has such a detrimental effect on the academic performance of students, particularly for minorities.

Poverty & Well-being

Childhood poverty is distinguishable from the broader conundrum of poverty because its focus is on the children; children who are born into poverty and thus cannot have possibly any influence on their status as impoverished. The two issues of poverty and childhood poverty do share similar predictors, indicators, and causes – as well as the difficulty in creating and implementing effective and meaningful agendas to mitigate and eventually eradicate poverty. The research compiled thus far shows that socioeconomic status and economic problems are useful in identifying those populations most at risk.

Much research has been done that demonstrates childhood poverty, and more specifically, chronic poverty, are associated with many significant disadvantages in adulthood. According to Wagmiller (2006), some of these disadvantages for poor children are lower achievement in school (including the level of education attained), more health problems, and poorer well-being (which covers self-esteem as well as health). Extended into adulthood, those who have experienced childhood poverty or poverty over a persistent period of time are more likely to

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be underemployed or unemployed, earn less, and be poor as compared to their economically secure counterparts. The likelihood of such disadvantaged economic opportunity can be further evaluated by 1) determining how persistent the economic deprivation is, 2) if childhood poverty occurs earlier or later during adolescence, and 3) if the family's economic situation is changing, for better or for worse. These three distinctions are important to note. These factors all influence the likelihood and degree to which childhood poverty will restrict life opportunities (Wagmiller, 2006).

Family Context

Research has also been done about the extent to which the community environments influence the achievement and health of those who have lived through poverty and reached adulthood, as compared to the influence of the family's economic insecurity on life chances. In a study done by Wickrama and Noh (2010), they found that the significance of the community context was mediated by that of the family; thus, the family's economic position is critical in determining the economic advantage and opportunity of the children. They discovered several direct effects related to childhood poverty. First it was found that the level of educational attainment of the parents was directly linked to their children's level of educational attainment. Concerning health-related issues, "family poverty had long-term association with higher depressive symptoms in early adulthood" (Wickrama and Noh, 2010, p.896). An important factor and larger societal issue related to the achievement of children later in life is that of ineffective parenting and its significant influence. Ineffective parenting is defined by Wickrama and Noh (2010) as "uninvolved parenting or parental rejection" (p.896).

Haveman and Wolfe (1997) examine the variable of family income in its effect on the development of children. Family income is another commonly used factor used to measure poverty and is a strong component of socioeconomic status. They looked at how income influences children's achievement, health, and behavior – and found it is strongly associated with achievement and ability-related outcomes (as cited in Brooks-Gunn and Duncan, 1997).

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Income also appears to have a stronger impact on the variables of achievement, health, and behavior earlier in childhood than later in adolescence. This is one example of how the timing and duration of poverty is significant in determining life chances as well.

Regarding the effect of income specifically on achievement and the development of children's abilities, the work of Haveman and Wolfe (1997) reveals that family poverty is associated with decreased cognitive ability, and that measures of IQ, verbal ability, and math ability all yield similar findings. The quality of the home environment was also found to affect cognitive outcomes. Home environment reflects the "opportunities for learning, the warmth of mother-child interactions, and the physical condition of the home" (Brooks-Gunn and Duncan, 1997, p.65). Home environment was found to account for a significant amount of the effects of income on cognitive outcomes. More generally, they report a significant positive association between income and the learning environment. Thus, children who grow up in families with higher income tend to have more beneficial learning environments and develop better cognitive abilities as compared to their poorer counterparts.

Another important aspect of income is the potential stress that it can produce in families when basic needs are not being met. This stress can manifest itself as conflict between parents and children. And this conflict can lead to patterns of harsher parenting that can then undermine the sensitive and developing sense of self-confidence of the child and their achievement (Brooks-Gunn and Duncan, 1997). Thus, family income can indirectly affect adolescent achievement because income is strongly related to economic stresses within a family, which in turn can affect children's achievement. Haveman and Wolfe (1997) also found that income was a powerful predictor of the number of years of school completed.

Family income has strong implications during early childhood, especially for achievement as opposed to health and behavior. During early childhood, cognitive abilities are strongly set and difficult to reverse; this makes family income during early childhood very powerful. This cycle can proceed as follows: income is associated with low preschool ability, low preschool ability is associated with low test scores later in childhood, grade failure, school disengagement, and dropping out of school (Brooks-Gunn and Duncan, 1997). Family

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income during early childhood has a strong tendency to yield effects that follow the child into adolescence and beyond.

Societal Implications

According to Hill and Sandfort (1995), society should be concerned with the preceding effects of poverty on children as they grow into adults because “childhood poverty reduces an individual’s subsequent capacity for serving important adulthood roles” (p.92). An underdeveloped and undereducated society can have serious detrimental implications, including: a handicapped workforce, an ill-prepared electorate, and consequently large public expenditures necessary to correct these ills (Hill and Sandfort, 1995). Hill and Sandfort (1995) further argue that through the different means by which poverty operates and flourishes, people who grow up under its influence do not have the opportunity to reach their economic potential. Therefore, it is in the interest of the greater society to alleviate poverty and thus increase the productivity of its people.

Poverty is a very complex social issue because it is related to many other social issues. Hill and Sandfort (1995) point out several of these complexities. For example, the factors of family cohesiveness and parental support tend to be weaker in families undergoing economic stress. Consistent with this, the variables of a single-parent family, marital disruption, and parental unemployment are also associated with poverty. Interestingly, Hill and Sandfort (1995) point out that outside of poverty, these variables do not significantly influence the growth and development of children. The last two specific complexities Hill and Sandfort (1995) note are the impact of race and parental education on children’s environment and opportunities. Parents wield heavy influence over the well-being of their children because children are generally unable to generally provide for themselves; parents are typically the providers for children. Therefore the background of parents, for example, their level of education and income, are powerful predictors of the outcomes of their children. A child coming from a family with income below the poverty line and with parents without a high school degree often finds it difficult to graduate from high school, never mind move on to

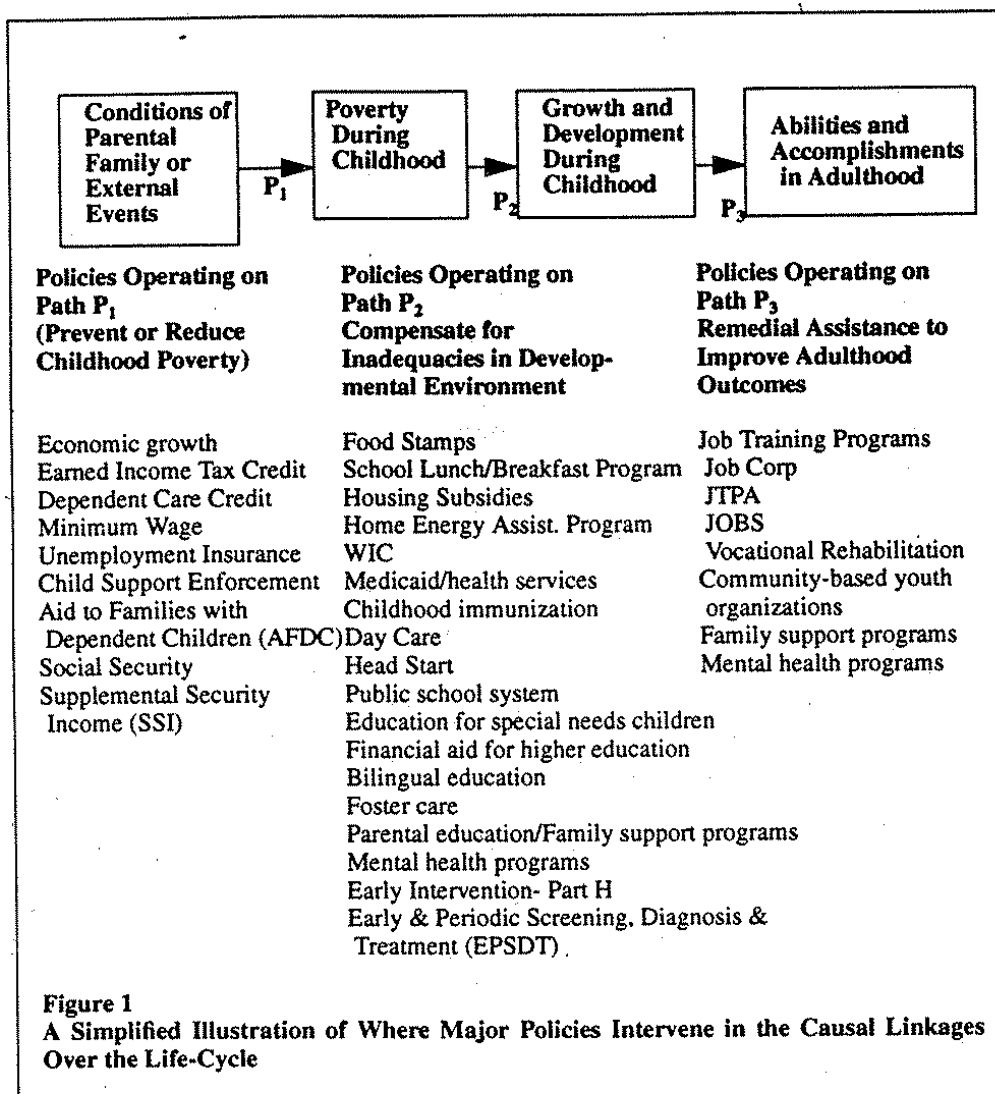
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higher education. And, poor children of color generally suffer even more than their white counterparts (Hill and Sandfort, 1995).

Hill and Sandfort (1995) present a simplified model of the stages of poverty throughout the life cycle of someone who lives and grows up with poverty, and the accompanying appropriate programs and services available that are meant reduce poverty's effects (see Figure 1). The background that sets the stage for childhood poverty is the external conditions over which the child has no control. They may include parental or family poverty, or some other external event like a medical crisis, that plunged the household into debt.

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Figure 1: The Effects of Childhood Poverty (source: Hill and Sandfort, 1995)



After accounting for the external influences that perpetuate poverty and make it a reality in the lives of children comes the stage of “Poverty During Childhood.” The respective programs for this initial stage include: Unemployment Insurance, Social Security, and Supplemental Security Income – among others.

The next stage is “Growth and Development During Childhood.” The policies appropriate during this stage are aimed at compensating for an inadequate developmental environment,

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which could constitute a lack of learning opportunities outside of the home or a lack of learning resources within it. Government programs like Food Stamps, Head Start, and Bilingual education are important during this stage.

Finally, the last stage is called “Abilities and Accomplishments in Adulthood.” The purpose of the services offered at this stage is to offer remedial assistance to improve adulthood outcomes. The programs are more career-oriented and aimed at developing practical work skills that will make finding and retaining a job easier. Job training programs, vocational rehabilitation, and mental health programs represent examples of the aid that should be offered someone in an economically compromised position.

Cognitive Development

Hill and Sandfort’s (1995) most important conclusion is that childhood poverty significantly impedes physical health, cognitive abilities, and socio-emotional development. This is similar to the conclusion of Haveman and Wolfe (1997), who describe the three most basic measurements of a child’s well-being as his or her physical health, cognitive ability, and school achievement – all of which are compromised by poverty.

Like Hill and Sandfort (1995), as well as Haveman and Wolfe (1997), Brooks-Gunn and Duncan (2010) also contend that children who experience poverty for multiple years appear to suffer the worst outcomes; in short, persistent poverty has more serious, long-term, and detrimental effects than does transitory poverty. Not only does persistent poverty have more significant negative effects, but poverty experienced earlier in childhood – as opposed to later in adolescence – also appears to have stronger effects. The conclusion, of course, is that the more effective interventions are those carried out at younger ages (Brooks-Gunn and Duncan, 2010).

Brooks-Gunn and Duncan (1997) describe some of the challenges that children of poverty may likely have to deal with on a daily basis: “inadequate nutrition; fewer learning experiences; the instability of residence; lower quality of schools; exposure to environmental

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toxins, family violence, and homelessness; dangerous streets; and less access to friends, services, and jobs for adolescents” (1997, p.53). The detrimental effects of these hardships involve: 1) health and nutrition; 2) the home environment; 3) parent interactions with children; 4) parental mental health; and 5) neighborhood conditions (p.53).

Brooks-Gunn and Duncan (1997) observe that there is a research need to disentangle the “effects on children from the array of factors associated with poverty” (p.53). Brooks-Gunn and Duncan (1997) note that in recent years one-fifth of American children have lived at the poverty line, while another fifth have lived in families whose income does not exceed twice the poverty threshold (p.53).

Three measures of well-being – physical health, cognitive abilities, and school achievement – have been identified. Brooks-Gunn and Duncan (1997) breakdown these measures and provide numerous valuable conclusions for each category. For example, poor children are more likely to experience serious physical disabilities, grade repetition, and learning disabilities. As expected, for physical health they found that poor children in the United States experience “diminished health” compared to nonpoor children (p.57).

Brooks-Gunn and Duncan (1997) identify and discuss five potential manifestations of poverty: 1) health and nutrition; 2) the home environment; 3) parent interactions with children; 4) parental mental health; and 5) neighborhood conditions. The general finding on health and nutrition for children living in poverty is an association between malnutrition and lower scores of cognitive development. Relative to the home environment, a scale of resources available in the home that provide opportunities for learning and for positive parent-child interactions was designed (1997). When the home contains enriching resources such as reading materials and toys, the learning environment for children is improved. Regarding parent-child interactions, poverty is correlated with lower-quality interactions and more negative parental practices, which include, for example parents using harsh punishments (spanking) to reprimand children. With respect to parental mental health, parents who are poor are less likely to be as healthy as parents who are not poor. Consequently, Brooks-Gunn and Duncan (1997) point out that “poor parental mental health is associated with impaired

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parental-child interactions and fewer provisions of learning experiences in the home” (p.66). Living in poor neighborhoods has similar effects to living in a family with poor health. Poor neighborhoods, like unhealthy parents, are associated with lower-quality parenting practices and learning experiences (Brooks-Gunn and Duncan, 1997).

Poverty & Academic Performance: The Many Harmful Effects of Poverty on Children

While the negative effects on poverty may be numerous, the case of academic performance is particularly revealing of its enduring disadvantage –educational attainment is important to an individual’s economic and social well-being. Morgan et al. (2009) analyze how low SES impacts early childhood learning behavior and can interfere with its development.

Manifestations of poor learning behavior include “inattention, lack of task persistence, disinterest, non-cooperation, or frustration” (p.407).

A key concept is the term “behaviorally unready”. This idea refers to a child’s readiness to enter school by their ability to self-regulate their behaviors while completing tasks (Morgan et al., 2009). If a child has difficulty regulating their behavior and completing simple tasks they are likely to have a significant disadvantage in academic performance.

The different risk factors for behavioral unreadiness are grouped into socio-demographic background, the child’s gestation or birth factors, and parenting quality. The socio-demographic variables include living in a low-quality neighborhood; exposure to domestic and neighborhood violence and environmental toxins; residential insecurity; being raised by a single mother who is depressed and/or has dropped out of school (Morgan et al., 2009). The gestational risk factors are whether the mother smoked, drank, or otherwise put her baby’s health at risk during pregnancy, and whether the child was born with a low birthweight (less than 2,500 grams). Parenting quality was measured by the levels of psychological, social, and economic stress and the context set by the level of family resources (Morgan et al., 2009).

The effects of exposure to the previously stated socio-demographic factors include a child’s increased irritability and inattention. Some effects of experiencing gestational risk factors are

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cognitive delays and other behavior problems. Poor parenting demonstrated the most significant negative effects. Poor parenting involves poor nutrition, lower levels of emotional comfort and physical safety in the living environment, and lower quality child care. When coalesced, these result in an increased risk of behavioral unreadiness. Importantly, poor parenting is strongly associated with living in poverty.

Morgan et al. (2009) show that older children are at lower risk for poor learning behaviors such as inattention and disinterest, and that gender is important to take into consideration. More specifically, boys are nearly twice as likely to exhibit learning behavior problems. The education of the mother also affects the behavior of children. The lowest measures of education of the mother yield the most negative behavior for the children. Low education of the mother also negatively impacts the quality of their parenting.

Engberg and Wolniak (2010) used the Educational Longitudinal Study of 2002 to analyze the effects of various individual- and school-level variables on students' postsecondary outcomes. Their main finding is that a student's socioeconomic status is strongly associated with college enrollment – adolescents from more prosperous families are much more likely to go on to a four-year college. Other predictors of four-year college enrollment include the aspirations of family and friends; academic preparation; and the availability of parent and peer networks. Surprisingly, the teaching environment did not demonstrate a statistically significant effect.

In sum, the studies reviewed in the preceding two sections reveal the importance of family poverty in predicting academic performance, and also indicate that this relationship can be modified by selected personal, family, and school characteristics. The intent of the present Honors project is to better identify some of the more important of these characteristics.

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DATA & METHODS

To identify and confirm those individual and social characteristics that can mitigate the strong negative correlation between childhood poverty and academic performance, I analyze data taken from the Educational Longitudinal Study (ELS) of 2002. “As a longitudinal study, ELS: 2002 follows a nationally representative cohort of students from the time they were high school sophomores through the rest of their high school careers” (NCES). The ELS is organized into two major data sets: one at the school level analysis, and the second at the individual level of analysis. The schools represent a nationality probability sample of U.S., public, private, and parochial schools, while the individuals are a representative sample of high school sophomores at these schools in the year 2002. The individual level data set is comprised of several hundred variables from which I initially took 45; after preliminary analyses I reduced the number of variables to twelve, and these are the ones I analyze in the present Honors project (See Figure 2). Detailed information of the ELS data sets can be found at the <http://nces.ed.gov/surveys/els2002/>.

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Figure 2: Variables Used

| Variable Name | Description | Recodes for this Study |
|----------------------|--|--|
| TXCDIC | Combined math and reading standardized test score | 0=Bottom half; 1=Top half |
| Sex | Gender | 0=Male; 1=Female |
| RaceEth | Race & Hispanic | 0=NH-WHT; 1=NH-NLK; 2=NH-ASIAN; 4=Hispanic |
| FamComp2 | Family Composition | 0=M&D; 1=Blended; 2=Single parent |
| Ses2 | Combined- Parent's Ed, Parent's Occ, Family Income | 0=Low; 1=Middle; 2=High |
| ParAsp | Parent Aspirations | 0=<College; 1=College grad; 2=at least Masters |
| Sports | Athletic participation | 0=No; 1=Yes |
| ExtrCur | Extracurricular participation | 0=None; 1=One; 2=>One |
| Homework | Time on homework per week | 0=<5 hours; 1=5-11 hours; 2=>11 hours |
| HrsTvVidGm | Hours/day watching TV/playing VG | 0=<2 hours; 1=3-5 hours; 2=>5 hours |
| ClassSize | Class Size | 0=<400 students; 1=>400 students |
| SchlSize | School Size | 0=<1,000 students; 1=>1,000 students |

The above variables are analyzed using SPSS's crosstabs procedure. The strategy of my analysis is as follows: I start with the fundamental relationship between family SES and child's academic performance as measured by TXCDIC. I then see how this relationship is modified when controls are made for those individual and social variables thought to influence it – including (1) attend Catholic or private schools instead of public schools; (2) reside in intact two-parent families; (3) have a parent with high aspirations for academic achievement; (4) participate in extracurricular activities; (5) attend smaller schools (<1,000 students); (6) reduce television watching and video game playing to less than two hours per day; (7) increase their time on homework (to greater than eleven hours per week). I also examine the SES/academic performance relationship controlling for race (African American versus non-African American) and ethnicity (Hispanic versus non-Hispanic).

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FINDINGS

Master Table of Findings

Table 1 presents the original relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC). Table 2 then examines this relationship (see row 1) under a variety of control variables that prior research has indicated might reduce the association between student's socioeconomic background and his/her academic performance. In short, the control variables help us to answer, at the most general level, the question: "Under what conditions do poorer students suffer the least from their poverty backgrounds?" Note, that the original relationship in the ELS: 2002 data set is very strong and in the predicted direction (see Table 1). The present analysis focuses on one key percentage: the percentage of low-SES students who score in the top half of the TXCDIC variable (that is, score in the top half of the distribution for the combined math and reading standardized test score).

The following discussion shows how each control variable modifies the key percentage the present study focuses upon. The discussion will refer to Table 2, please note, however, detailed tables are provided in the Appendix.

Table 1: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parooc Faminc) Crosstabulation

| | | | Ses2 (Comp Pared Parooc Faminc) | | | Total |
|---|-------------|--|---------------------------------|---------|---------|---------|
| | | | Low | Middle | High | |
| Combined Math & Reading Standardized Test Score | Top Half | Count | 296693 | 617175 | 790225 | 1704093 |
| | | % within Ses2 (Comp Pared Parooc Faminc) | 28.1% | 49.0% | 72.3% | 50.0% |
| | Bottom Half | Count | 760544 | 642845 | 303392 | 1706781 |
| | | % within Ses2 (Comp Pared Parooc Faminc) | 71.9% | 51.0% | 27.7% | 50.0% |
| Total | | Count | 1057237 | 1260020 | 1093617 | 3410874 |
| | | % within Ses2 (Comp Pared Parooc Faminc) | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 2: Master Table of Findings- the relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC)

| Variable | Original Relationship | Lowest SES% |
|--|------------------------------|--------------------|
| | | 28.1 |
| School Type | | |
| | Public | 27.6 |
| | Other Private | 44.0 |
| | Catholic | 50.1 |
| Family Composition | | |
| | Single Parent | 23.0 |
| | Blended | 29.5 |
| | Lives with Mom & Dad | 31.2 |
| School Urbanicity | | |
| | Rural | 33.7 |
| | Suburban | 28.9 |
| | Urban | 23.4 |
| School Size | | |
| | > 1,000 Students | 26.5 |
| | <1,000 Students | 32.7 |
| Class Size | | |
| | >400 Students | 25.5 |
| | <400 Students | 29.9 |
| Hrs/day watching TV/videos/playing VG | | |
| | >5 Hours | 22.7 |
| | 3-5 Hours | 29.9 |
| | <2 Hours | 36.4 |
| Time on Homework | | |
| | >11 Hours | 42.3 |
| | 5-11 Hours | 29.6 |
| | <5 Hours | 21.0 |
| Athletic Participation | | |
| | Yes | 31.3 |
| | No | 27.5 |
| Extracurricular Participation | | |
| | >One activity | 38.5 |
| | One activity | 32.2 |
| | None | 24.3 |
| Parent Aspirations | | |
| | At least Masters | 35.8 |
| | College Grad | 28.4 |
| | <College Grad | 15.8 |

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Table 2 contd

| | | |
|----------------|----------|------|
| RaceEth | | |
| | Hispanic | 19.4 |
| | NH-Asian | 38.7 |
| | NH-Black | 11.2 |
| | NH-White | 41.1 |
| Sex | | |
| | Female | 28.6 |
| | Male | 27.5 |

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Socioeconomic Status (Original Relationship)

As observed in the literature review, a strong positive correlation between family SES and academic performance is consistently reported. Indeed, the ELS findings reveal strong confirmation.

Strongly confirmatory, e.g. a student from a “High” socioeconomic status is 44.2-percent more likely to have math and readings scores in the top half than a student from a “Low” socioeconomic status.

School Type

As reported in Brooks-Gunn and Duncan, poorer students should do better in parochial and private schools (61). Indeed the ELS data set provides strong confirmation. The main interpretations revolve around the lack of educational tracking and the equality of content taught.

Social Class Comparison: Students from the lowest SES who attend “Public” school have a 0.5-percent (27.6-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding (no controls). Lowest SES students who attend “Other Private” schools have an 18.9-percent (44.0-28.1-percent) greater chance compared to the original relationship finding. Finally, lowest SES students who attend “Catholic” school have a 22.0-percent (50.1-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, School Type has a highly significant effect on how well students from economically poor families perform academically: when these students attend private or parochial schools they tend to perform much better.

(See Table 3 in the Appendix for the partial relationships involving School Type)

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Family Composition

As reported in Wickrama and Noh, low-SES students should do better if they live with both their biological mother and father (896). Indeed the ELS data set provides strong confirmation. The main reason why this is so is because of the stability and reliability provided by living in an intact family.

Social Class Comparison: Students from the lowest SES who live with a “single parent” have a 5.1-percent (23.0-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who live with “Mom and dad” have a 3.1-percent (31.2-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, Family Composition has a significant effect on how well students from economically poor families perform academically: when these students live with their biological mother and father they tend to perform much better, especially when compared to their counterparts living with a single parent.

(See Table 4 in the Appendix for the partial relationships involving Family Composition)

School Urbanicity

As reported in Brooks-Gunn and Duncan, poorer students should do worse in schools located in a city (62). Indeed the ELS data set provides strong confirmation. The main interpretations revolve around the problem of adequate school funding by way of lower property taxes in cities.

Social Class Comparison: Students from the lowest SES who attend an “urban” school have a 4.7-percent (23.4-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who attend a “rural” school have a 5.6-percent (33.7-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

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In sum, *School Urbanicity has a significant effect on how well students from economically poor families perform academically: when these students attend rural schools they tend to perform better, especially when compared to their counterparts who attend urban schools.*
(See Table 5 in the Appendix for the partial relationships involving School Urbanicity)

School Size

As reported in Brooks-Gunn and Duncan, poorer students should do better in smaller schools (62). The ELS data set provides moderate confirmation. The main interpretation revolves around smaller schools being able to better monitor students' behavior.

Social Class Comparison: Students from the lowest SES who attend a "large" school (>1000 students) have a 1.6-percent (26.5-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who attend a "small" school (<1000 students) have a 4.6-percent (32.7-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *School Size has a slightly significant effect on how well students from economically poor families tend to perform academically: when these students attend smaller schools they tend to perform better.*

(See Table 6 in the Appendix for the partial relationships involving School Size)

Class Size

As reported in Brooks-Gunn and Duncan, poorer students should do better when the size of their class is smaller (62). The ELS data set provides moderate confirmation. The main reason why this is so is because teachers involved with smaller classes (that is, the size of the entire class, e.g. the entire "sophomore" class) have the opportunity to become better acquainted with the students they are teaching.

Social Class Comparison: Students from the lowest SES whose class size is "large" (>400 students) are 2.6-percent (25.5-28.1-percent) less likely to score in the top half

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compared to the original relationship finding. Poor students whose class size is "small" (<400 students) are 1.8-percent (29.9-28.1-percent) more likely to score in the top half compared to the original relationship finding.

In sum, Class Size has only a very modest effect on how well students from economically poorer families perform academically: when these students are grouped into a smaller cohort (i.e., a small class size (< 400 students) they tend to do slightly better compared to their counterparts in large cohorts (> 400 students).

(See Table 7 in the Appendix for the partial relationships involving Class Size)

Hours Spent Watching TV & Playing Videogames

As reported in Brooks-Gunn and Duncan, poorer students should do better the less time they spend watching television and playing videogames (65). The ELS data set provides strong confirmation. The main interpretations revolve around students limiting their distractions from school work.

Social Class Comparison: Students from the lowest SES who watch/play TV, videos, and video games “more than five hours per day” have a 5.4-percent (22.7-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who watch “less than two hours per day” are 8.3-percent (36.4-28.1-percent) more likely to score in the top half compared to the original relationship finding.

In sum, Hours Spend Watching TV and Playing Videogames does have a significant effect on how well students from economically poor families perform academically: when these students spend less than two hours per day watching TV or playing videogames they tend to perform better.

(See Table 8 in the Appendix for the partial relationships involving Class Size)

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Time on Homework

As reported in Brooks-Gunn and Duncan, low-SES students should do better the more time they spend on their homework (65). The ELS data set provides strong confirmation. The main interpretations revolve around students prioritizing school and developing their academic abilities.

Social Class Comparison: Students from the low-SES students who spend “less than five hours per week” on their homework have a 7.1-percent (21.0-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who spend “more than eleven hours per week” on their homework have a 14.2-percent (42.3-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, *Time on Homework does have a significant effect on how well students from economically poor families perform academically: when these students spend more than eleven hours per week on homework they tend to perform better.*

(See Table 9 in the Appendix for the partial relationships involving Time on Homework)

Athletic Participation

A number of studies report that students should do better if they participate in athletics. For example, Eppright et al. argue that participating in athletics “encourages the development of leadership skills” (71). Mahoney and Cairns contend that students who are at risk to drop out are less likely to do so when they participate in athletics because they have a positive and voluntary connection to their schools. Other interpretations revolve around 1) increasing feelings of inclusion within their school and 2) maintaining good academic performance in order to allow for continued athletic participation (see Schley for a comprehensive review of this literature). The ELS data set provides strong confirmation.

Social Class Comparison: Students from the low-SES students who do not participate in sports have a 3.6-percent (27.5-28.1-percent) smaller chance of scoring in the top half

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compared to the original relationship finding. Poor students who participate in athletics have a 3.2-percent (31.3-28.1) greater chance of scoring in the top half compared to the original relationship finding.

In sum, Athletic Participation has a very small effect on how well students from economically poor families perform academically: when these students participate in athletics they tend to perform better (even though the relationship is very small, it is in the predicted direction).

(See Table 10 in the Appendix for the partial relationships involving Athletic Participation)

Extracurricular Participation

As reported in Mahoney and Cairns, low-SES students should do better if they participate in extracurricular activities because of the increased connectedness they feel toward their schools. The ELS data set provides strong confirmation.

Social Class Comparison: Students from the low-SES students who do not participate in any extracurricular programs have a 3.8-percent (24.3-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students who participate in “more than one” extracurricular activity have a 10.4-percent (38.5-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, Extracurricular Participation does have a significant effect on how well students from economically poor families perform academically: when these students participate in extracurricular activities they tend to perform better.

(See Table 11 in the Appendix for the partial relationships involving Extracurricular Participation)

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Parent Aspirations

As reported in Brooks-Gunn and Duncan, low-SES students should do better when their parents aspire for them to achieve high academic attainment (63). The ELS data set provides strong confirmation. The main interpretations involve emotional outcomes established by internalizing behavior, making parental support and pressure for academic achievement significant.

Social Class Comparison: Students from the lowest SES whose parents expect them to achieve “less than a college degree” have a 12.3-percent (15.8-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor students whose parents expect them to achieve “at least a Masters” have a 7.7-percent (35.8-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, Parent Aspirations do have a significant effect on how well students from economically poor families perform academically: when these students’ parents aspire for them to achieve at least a Masters they tend to perform better.

(See Table 12 in the Appendix for the partial relationships involving Parent Aspirations)

Race & Ethnicity

As reported in Wickrama and Noh, low-SES white students should do better than their black and Hispanic counterparts (897). The ELS data set provides strong confirmation. The main interpretations revolve around historical economic advantage and opportunity of whites as compared to black and Hispanic students who have historically faced economic and social marginalization. Moreover, many students of Hispanic origins face the challenges associated with not having English as their first language.

Social Class Comparison: Black students from the lowest SES have a 16.9-percent (11.2-28.1-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor “Hispanic” students have an 8.7-percent (19.4-28.1-percent)

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smaller chance of scoring in the top half compared to the original relationship finding.

Poor “Asians” have a 10.6-percent (38.7-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, Race and Ethnicity do have significant effects on how well students from economically poor families perform academically: when these students are Asian or White they tend to perform better, and, in contrast, if the students are black or Hispanic they tend to perform worse.

(See Table 13 in the Appendix for the partial relationships involving Race)

Gender

As reported in Hill and Sandfort, poorer female students should do better than poorer male students (115). The main interpretations revolve around female students internalizing their academic performance. The ELS data set, however, does not provide significant confirmation.

Social Class Comparison: Male students from the lowest SES have a 0.6-percent (27.5-28.1-percent) less likely to score in the top half compared to the original relationship finding. Low-SES females have a 0.5-percent (28.6-28.1-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, Gender does not have a significant effect on how well students from economically poor families perform academically: when these students are female they do not tend to perform measurably better than their male counterparts.

(See Table 14 in the Appendix for the partial relationships involving Gender)

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Master Table of Findings Controlling for Race (black students)

Table 15 presents the original relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC) for black students (see row 1). The table then presents this relationship with the same controls used in Table 2. The key concern of this section is to see if the relationships found for the entire sample of low-SES high school sophomores maintain themselves for black students (for example, does going to a Catholic or private school yield advantages for black students the same way it does for the entire sample?).

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Table 15: Master Table of Findings Controlling for Race (black students)- the relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC) controlling for race

| Variable | | Lowest SES% |
|---|---------------------------|--------------------|
| | For black students | 11.2 |
| School Type | | |
| | Other Private | 25.6 |
| | Catholic | 16.0 |
| | Public | 11.1 |
| Family Composition | | |
| | Single Parent | 7.5 |
| | Blended | 19.2 |
| | Lives with Mom & Dad | 14.1 |
| School Urbanicity | | |
| | Rural | 11.7 |
| | Suburban | 8.6 |
| | Urban | 13.4 |
| School Size | | |
| | >1,000 Students | 10.6 |
| | <1,000 Students | 10.3 |
| Class Size | | |
| | >400 Students | 13.2 |
| | <400 Students | 10.1 |
| Hrs/day watching TV/videos/ playing VG | | |
| | >5 Hours | 14.8 |
| | 3-5 Hours | 8.6 |
| | <2 Hours | 13.0 |
| Time on Homework | | |
| | >11 Hours | 22.4 |
| | 5-11 Hours | 14.4 |
| | <5 Hours | 6.4 |
| Athletic Participation | | |
| | Yes | 10.7 |
| | No | 13.4 |
| Extracurricular Participatrion | | |
| | >One activity | 16.9 |
| | One activity | 13.6 |
| | None | 9.0 |

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Table 15 contd

| | | |
|---------------------------|------------------|------|
| Parent Aspirations | | |
| | At least Masters | 14.8 |
| | College Grad | 8.7 |
| | <College Grad | 7.6 |
| Sex | | |
| | Female | 10.9 |
| | Male | 11.4 |

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School Type

Social Class Comparison

Black students from low-SES families who attend “Public” school have a 0.1-percent (11.1-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. However, black students from low-SES who attend “Catholic” school have 4.8-percent (16.0-11.2-percent) greater chance of scoring in the top half and a 14.4-percent (25.6-11.2-percent) greater chance if they attend “Private” school.

In sum, School Type has a significant effect on how well black students from economically poor families perform academically: when these students attend Catholic and private schools they tend to perform better – especially in the latter. Surprisingly, this relationship has reversed itself from the pattern found in the overall sample in that Catholic schools had the stronger ameliorative effect while for black students “Other Private” schools yield the stronger effect. Further research needs to explore why this is so.

(See Table 17 in the Appendix for the partial relationships involving School Type)

Family Composition

Social Class Comparison

Black students from low-SES families who live with both a “mom and dad” have a 2.9-percent (14.1-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding; poor black students who live in a “blended” family have an 8.0-percent (19.2-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding; and poor black students who live with a “single parent” have a 3.7-percent (7.5-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, Family Composition has a significant effect on how well black students from economically poor families perform academically: when these students live within a “mom and dad” intact family or within a blended family they tend to perform better

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especially in the latter. Once again we are met with a surprise in that this relationship does not hold to the pattern from the overall sample, which shows that mom and dad intact families produce more ameliorative effects for low-SES students than blended families. However, for both the entire sample and black sample students living with a single parent fare the worst – overwhelmingly so for black students. And, once again, further research is required to determine why blended families tend to provide a stronger learning environment for low-SES black students compared to intact mom-and-dad intact families.

(See Table 18 in the Appendix for the partial relationships involving Family Composition)

School Urbanicity

Social Class Comparison

Black students from low-SES families who attend “Suburban” schools have a 2.6-percent (8.6-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor black students who attend “Rural” schools have a 0.5-percent (11.7-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor black students who attend “Urban” schools have a 2.2-percent (13.4-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, School Urbanicity does not have a significant effect on how well black students from economically poor families perform academically, as revealed by the small differentials in the curve of poorer black students’ school location in relation to their academic performance. Importantly, in contrast to the entire sample, when low-SES black students attend rural schools they do not tend to do any better. Once again, further research is required to explain this discrepancy.

(See Table 19 in the Appendix for the partial relationships involving School Urbanicity)

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School Size

Social Class Comparison

Black students from low-SES families who attend “Large” schools have a 0.6-percent (10.6-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor black students who attend “Small” schools have a 0.9-percent (10.3-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. Thus, there is no difference among poor blacks for the size of the school they attend.

In sum, School Size does not have a significant effect on how well low-SES black students tend to perform – unlike what was found in the overall sample. Further research is again required to explain why schools size tends to matter for the entire sample, but not for black students.

(See Table 20 in the Appendix for the partial relationships involving School Size)

Class Size

Social Class Comparison

Black students from low-SES families who have a “large” class size have a 2.0-percent (13.2-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor black students who have a “Small” class size have a 1.1-percent (10.1-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, Class Size has little effect on how well low-SES black students perform – and we once again find a pattern in the black data that diverges from the pattern found in the overall sample. Further research is once again needed to explain this anomaly.

(See Table 21 in the Appendix for the partial relationships involving Class Size)

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Time Spent Watching Television and Playing Videogames

Social Class Comparison

Black students from low-SES families who watch TV or play videogames “less than two hours per day” have a 1.8-percent (13.0-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding; poor black students who watch TV or play videogames “three to five hours per day” have a 2.6-percent (8.6-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding; poor black students who watch TV or play videogames “more than five hours per day” have a 3.6-percent (14.8-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, Time Spent Watching TV and Playing Videogames has very little effect on how well low-SES black students perform academically, unlike the pattern found in the overall sample. Moreover, low-SES black students who spend more than five hours per day watching TV or playing videogames tend to have a slightly better chance of scoring in the top half than their counterparts who spend less time doing these things. This finding borders on the dumbfounding and is striking counterintuitive, especially considering that for the entire sample of low-SES students the findings unfolded completely at expected. I can speculate why, e.g., low-SES black students playing videogames and watching TV spend more time indoors, and the streets may well be more destructive in poor black neighborhoods compared to poor white neighborhoods. However, clearly more research is needed to interpret these incongruent findings.

(See Table 22 in the Appendix for the partial relationships involving Time Spent Watching TV and Playing Videogames)

Time on Homework

Social Class Comparison

Black students from low-SES families who spend “more than eleven hours per week” on homework have an 11.2-percent (22.4-11.2-percent) greater chance on scoring in the top half compared to the original relationship finding. Poor black students who spend “five to

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eleven hours per week” on homework have a 3.2-percent (14.4-11.2.1-percent) greater chance on scoring in the top half compared to the original relationship finding. Poor black students who spend “less than five hours per week” on homework have a 4.8-percent (6.4-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, Time on Homework does have a significant effect on how well low-SES black students perform: when these students spend more than five hours per week on homework they tend to do better. This relationship between time on homework and academic performance is similar to the one found for the entire sample; however, it should be noted that in every category of time spent on homework black students are about half as likely to realize benefits compared to the entire sample (e.g., for the entire sample low-SES students who spend greater than eleven hours per week on homework have a 42.3-percent chance of scoring in the top half of TCXDIC, while their black counterparts have a 22.4-percent chance). The disadvantage of having colored skin is striking.

(See Table 23 in the Appendix for the partial relationships involving Time on Homework)

Athletic Participation

Social Class Comparison

Black students from low-SES families who participate in athletics have a 0.5-percent (10.7-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor black students who do not participate in athletics have a 2.2-percent (13.4-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, Athletic Participation has little effect on how well low-SES black students perform: when these students participate in athletics they actually have a light tendency to do worse. This finding is directly opposite of that for the overall sample, where low-SES students who participate in athletics tend to do slightly better than those who do not. Again, further research is called for.

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(See Table 24 in the Appendix for the partial relationships involving Athletic Participation)

Extracurricular Participation

Social Class Comparison

Black students from low-SES families who participate in “more than one” extracurricular activity have a 5.7-percent (16.9-11.2-percent) greater chance of scoring in the top half TXCDIC compared to the original relationship finding. Poor black students who participate in “one” activity have a 2.4-percent (13.6-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor black students who participate in “none” have a 2.2-percent (9.0-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, Extracurricular Participation has a small, but noticeable effect on how well low-SES black students perform: when these students participate in extracurricular activities they tend to do better. This relationship between extracurricular activity and academic performance is similar to the one found for the entire sample; however, it should, be noted that in every category of participation in extracurricular activities low-SES black students are roughly one-third as likely to realize benefits compared to the entire sample (e.g., for the entire sample of low-SES students who participate in “more than one” activity, 38.5-percent chance of them score in the top half of TCXDIC, while for their black counterparts 16.9-percent do). Once again, we find that the disadvantage of having colored skin is striking.

(See Table 25 in the Appendix for the partial relationships involving Extracurricular Participation)

Parent Aspirations

Social Class Comparison

Black students from low-SES families whose parents aspire for “at least masters” (high) have a 3.6-percent (14.8-11.2-percent) greater chance for scoring in the top half compared to the original relationship finding. Poor black students whose parents aspire for “college

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grad” have a 2.5-percent (8.7-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor black students whose parents aspire for “less than college grad” (low) have a 3.6-percent (7.6-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, Parent Aspirations have a very small effect on how well low-SES black students perform: when these students’ parents’ aspirations are “high” they tend to perform marginally better. While the relationship has maintained itself for “high” aspirations, its strength has reduced, and “medium” parents’ aspiration no longer has a positive effect compared to the pattern in the overall sample. Once again, we find striking differences between low-SES black students compared to the entire sample of low-SES students, with parental aspirations for the entire sample yielding much more beneficial effects on low-SES student academic performance.

(See Table 26 in the Appendix for the partial relationships involving Parent Aspirations)

Gender

Social Class Comparison

Black female students from the low-SES families have a 0.3-percent (10.9-11.2-percent) smaller chance of scoring in the top half compared to the original relationship finding, while poor black males have a 0.2-percent (11.4-11.2-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, Gender does not have a significant effect on how well low-SES black students perform – much the same as was found for the entire sample of low-SES students.

(See Table 27 in the Appendix for the partial relationships involving Gender)

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Master Table of Findings Controlling for Ethnicity (Hispanic students)

Table 16 presents the original relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC) for Hispanic students (see row 1). The table then presents this relationship with the same controls used in Table 2. The key concern of this section is to see if the relationships found for the entire sample of low-SES high school sophomores maintain themselves for Hispanic students (for example, does going to a Catholic or private school yield advantages for Hispanic students the same way it does for the entire sample?).

Table 16: Master Table of Findings Controlling for Ethnicity (Hispanic students)- the relationship between student's family SES (Ses2) and combined math and reading standardized test scores (TXCDIC) controlling for ethnicity.

| Variable | Lowest SES% |
|---|--------------------|
| For Hispanic Students | 19.4 |
| School Type | |
| Other Private | 5.0 |
| Catholic | 43.7 |
| Public | 19.2 |
| Family Composition | |
| Single Parent | 21.2 |
| Blended | 19.1 |
| Lives with Mom & Dad | 18.5 |
| School Urbanicity | |
| Rural | 19.4 |
| Suburban | 19.7 |
| Urban | 19.1 |
| School Size | |
| >1,000 Students | 22.0 |
| <1,000 Students | 16.2 |
| Class Size | |
| >400 Students | 20.6 |
| <400 Students | 16.7 |
| Hrs/day watching TV/videos/ playing VG | |
| >5 Hours | 14.4 |
| 3-5 Hours | 21.9 |
| <2 Hours | 21.7 |

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Table 16 contd

| | | |
|--------------------------------------|------------------|------|
| Time on Homework | | |
| | >11 Hours | 32.2 |
| | 5-11 Hours | 18.1 |
| | <5 Hours | 16.6 |
| Athletic Participation | | |
| | Yes | 22.0 |
| | No | 19.3 |
| Extracurricular Participation | | |
| | >One activity | 28.7 |
| | One activity | 19.6 |
| | None | 18.1 |
| Parent Aspirations | | |
| | At least Masters | 25.4 |
| | College Grad | 18.0 |
| | <College Grad | 9.9 |
| Sex | | |
| | Female | 18.6 |
| | Male | 20.2 |

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School Type

Social Class Comparison

Hispanic students from low-SES families who attend “Other private” school have a 14.4-percent (5.0-19.4-percent) smaller chance of scoring in the top half compared to the original relationship. Poor Hispanics who attend “Catholic” school have a 24.3-percent (43.7-19.4-percent) greater chance of scoring in the top half as their poor Hispanic counterparts. Poor Hispanic students who attend “public” school have a 0.2-percent (19.2-19.4-percent) smaller chance of scoring in the top half as their poor black peers. Thus, school type is significant for poor Hispanic students’ academic performance.

In sum, School Type does have a significant effect on how well low-SES Hispanic students perform – however, only when these students attend Catholic schools do they tend to perform better. Strikingly, “Other private” schools no longer assist in academic performance as was seen in the pattern for the overall sample. Thus, as we found when controlling for race it appears more research is necessary to explain why low-SES Hispanic students perform so poorly in “Other private” schools compared to Catholic schools. The expectation for low-SES Hispanic students was essentially the same for that of the entire sample of low-SES students – that is, that attending Catholic or “Other private” high schools would both produce significant benefits.

(See Table 17 in the Appendix for the partial relationships involving School Type)

Family Composition

Social Class Comparison

Hispanic students from low-SES families who live with a “mom and dad” have a 0.9-percent (18.5-19.4-percent) smaller chance of scoring in the top half compared to the original relationship findings. Poor Hispanic students who live in a “blended” family have a 0.3-percent (19.1-19.4-percent) smaller chance of scoring in the top half compared to the original relationship findings. Poor Hispanic students with live with a “single

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parent” have a 1.9-percent (21.3-19.4-percent) greater chance of scoring in the top half compared to the original relationship findings.

In sum, Family Composition essentially has little or no effect on how well low-SES Hispanic students perform. What little relationship that is evident actually reverses what was found for the overall sample, in that, students who live with a “single parent” actually tend to perform marginally better than their counterparts in blended or intact “mom and dad” families. Perhaps more Spanish and less English is spoken in the intact families and this is why they do not produce the hypothesized beneficial effect on the academic performance of low-SES students. However, further research is called for. (See Table 18 in the Appendix for the partial relationships involving Family Composition)

School Urbanicity

Social Class Comparison

Hispanic students from low-SES families who attend “rural” schools have a 0.0-percent (19.4-19.4-percent) chance of scoring in the top half as their poor Hispanic counterparts. Poor Hispanic students who attend “suburban” schools have a 0.3-percent (19.7-19.4-percent) greater chance of scoring in the top half of their poor Hispanic peers. Poor Hispanic students who attend “public” schools have a 0.3-percent (19.1-19.4-percent) smaller chance of scoring in the top half as their poor Hispanic peers.

In sum, School Urbanicity has virtually no effect on how well low-SES Hispanic students perform. And once again, we find that the original pattern of the overall sample does not hold. More research is needed.

(See Table 19 in the Appendix for the partial relationships involving School Urbanicity)

School Size

Social Class Comparison

Hispanic students from low-SES families who attend “small” schools have a 3.2-percent (16.2-19.4-percent) smaller chance of scoring in the top half compared to the original

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relationship findings. Poor Hispanic students who attend a “large” school have a 2.6-percent (22.0-19.4-percent) greater chance of scoring in the top half compared to the original relationship findings.

In sum, School Size has a small effect on how well low-SES Hispanic students perform. And as with the sample of low-SES black students, the finding is a reversal of what was found for the entire sample of low-SES students. For the entire sample, low-SES students tend to do better in smaller school settings (< 1,000 students), while Hispanic students tend to do better in larger schools (> 1,000 students). It is not clear why this reversal and findings has been realized, and further research is definitely needed.

(See Table 20 in the Appendix for the partial relationships involving School Size)

Class Size

Social Class Comparison

Hispanic students from the low-SES families who have a “small” class size have a 2.7-percent (16.7-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor Hispanic students who have a “large” class size have a 1.2-percent (20.6-19.4-percent) greater chance of scoring in the top half compared to the original relationship findings.

In sum, Class Size has only a very small effect on how well low-SES Hispanic students perform, and we once again find that the relationship is opposite what was found for the entire sample. When these students are grouped into a larger class cohort (i.e., a large class size, > 400 students), they tend to do slightly better compared to their counterparts in small cohorts (< 400 students). Further research is once again needed to explain this discrepancy between the Hispanics versus the overall samples.

(See Table 21 in the Appendix for the partial relationships involving Class Size)

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Time Spent Watching Television and Playing Videogames

Social Class Comparison

Hispanic students from low-SES families who spend “less than two hours per day” watching television or playing videogames have a 2.3-percent (21.7-19.4-percent) greater chance of scoring in the top half of TXCDIC compared to the original relationship finding. Poor Hispanics who spend “three to five hours per day” watching television or playing videogames have a 2.5-percent (21.9-19.4-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor Hispanics who spend “more than five hours per day” watching television or playing videogames have a 5.0-percent (14.4-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, Time Spent Watching Television and Playing Videogames has a small but noticeable effect on how well low-SES Hispanic students perform – and this effect is in the predicted direction: when these students spend less than five hours watching TV and playing videogames they tend to perform better. While the relationship from the overall sample has maintained itself, its strength has dramatically reduced. More research is once again called for.

(See Table 22 in the Appendix for the partial relationships involving Time Spent Watching Television and Playing Videogames)

Time on Homework

Social Class Comparison

Hispanic students from low-SES families who spend “less than five hours per week” on homework have a 2.8-percent (16.6-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor Hispanic students who spend “five to eleven hours per week” on homework have a 1.3-percent (18.1-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor Hispanic students who spend “more than eleven hours per week” on homework have a

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12.8-percent (32.2-19.4-percent) greater chance of scoring in the top half compared to the original relationship finding.

In sum, Time on Homework has a significant effect on how well low-SES Hispanic students perform: when these students spend more than eleven hours per week on homework they tend to do better, but the relationship compared to the findings for the overall sample has not maintained itself for poorer students who spend “five to eleven hours per week” on homework. Once again, we need more research to explain this discrepancy.

(See Table 23 in the Appendix for the partial relationships involving Time on Homework)

Athletic Participation

Social Class Comparison

Hispanic students from low-SES families who participate in athletics have a 2.6-percent (22.0-19.4-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor Hispanics who do not participate in athletics have a 0.1-percent (19.3-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, Athletic Participation has a very slight effect on how well low-SES Hispanic students perform, but the effect is in the predicted direction and mirrors that of the overall sample of low-SES students: when these students participate in athletics they tend to do slightly better.

(See Table 24 in the Appendix for the partial relationships involving Athletic Participation)

Extracurricular Participation

Social Class Comparison

Hispanic students from low-SES families who participate in “more than one” extracurricular activity have a 9.3-percent (28.7-19.4-percent) greater chance of scoring in

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the top half compared to the original relationship finding. Poor Hispanic students who participate in “one” activity have a 0.2-percent (19.6-19.4-percent) greater chance of scoring in the top half compared to the original relationship finding. Poor Hispanic students who do participate in “none” have a 1.3-percent (18.1-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding.

In sum, Extracurricular Participation has a significant effect on how well low-SES Hispanic students perform: when these students participate in “more than one” extracurricular activity, they tend to do better. Though not as strong a relationship as was found for the entire sample, it does mirror the finding for the entire sample.

(See Table 25 in the Appendix for the partial relationships involving Extracurricular Participation)

Parent Aspirations

Social Class Comparison

Hispanic Students from low-SES families whose parents aspire “at least masters” for their child have a 6.0-percent (25.4-19.4-percent) greater chance of scoring in the top half of TXCDIC compared to the original relationship finding. Poor Hispanic students whose parents have aspirations of “college grad” have a 1.4-percent (18.0-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor Hispanic students whose parents aspire “less than college grad” have an 9.5-percent (9.9-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Thus, parent aspirations are significant for poor Hispanic students’ academic performance.

In sum, Parent Aspirations have a moderately significant effect on how well low-SES Hispanic students perform: when these students’ parents have “high” (at least masters) aspirations, they tend to perform better. However, at all levels of parental aspirations, this relationship is not as strong for low-SES Hispanic students when compared to the pattern found in the overall sample.

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(See Table 26 in the Appendix for the partial relationships involving Parent Aspirations)

Gender

Social Class Comparison

Hispanic female students from low-SES families have a 0.8-percent (18.6-19.4-percent) smaller chance of scoring in the top half compared to the original relationship finding. Poor Hispanic males have a 0.8-percent (20.2-19.4-percent) greater chance of scoring in the top half compared to the original relationship finding. Thus, gender has no significant impact on poor Hispanic students' academic performance.

In sum, Gender does not have a significant effect on how well low-SES Hispanic students perform: when these students are male they tend to do marginally better than their female counterparts, but the percentage difference appears trivial. Thus, the sample of low-SES Hispanic students mirrors that of the overall sample of low-SES students.

(See Table 27 in the Appendix for the partial relationships involving Parent Aspirations)

CONCLUSIONS & RECOMMENDATIONS FOR FURTHER RESEARCH

The literature review and my own statistical analyses have not only confirmed existing research and documentation of the positive relationship between poverty and academic performance, but also added to this area of study by identifying several factors that reduce the negative effects on academic performance of children living in low-SES conditions. This study demonstrates we do have the ability to make positive adjustments and thoughtful actions that create environments that are conducive to and supportive of academic achievement.

This Honors project has shown that the generally strong negative correlation between childhood poverty and academic performance is lessened when poor children: (1) attend Catholic or private schools instead of public schools; (2) reside in intact two-parent families; (3) have a parent with high aspirations for academic achievement; (4) participate in extracurricular activities; (5) attend smaller schools (<1,000 students); (6) reduce television watching and video game playing to less than two hours per day; (7) increase their time on homework (to greater than eleven hours per week). Importantly, some of these findings do not stand up well when controls are made for race and ethnicity. More specifically, African American and Hispanic students tend to do poorer than their white counterparts and their poor performance is resistant to several of the contexts and characteristics that apply to their white counterparts.

As a result of performing comparative analyses for race and ethnicity, there were findings that were not consistent with the patterns found in the overall sample, and thus, should be further studied. For instance, many of the findings for race diverged from the patterns for the overall sample. Low-SES black students actually tend to perform better when they: 1) attend “Other private” schools; 2) live in blended families; 3) spend more time watching TV and playing videogames; and 4) do not participate in athletics. The effectiveness of the following controls were weakened as a result of controlling for race (black): 1) time on homework; 2) extracurricular participation; and 3) parent aspirations. Additionally, school urbanicity, school size, and class size did not have any noteworthy significant effects on low-SES black students’ academic performance as they did for the overall sample.

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Similarly, the findings that deviated from the overall sample for ethnicity should also be studied. Low-SES Hispanic students actually tend to perform better when they: 1) only attend Catholic schools; 2) live in single-parent families; 3) attended larger schools; 4) have larger class sizes; 5) only when the most of time is spent on homework; and 6) only when parents have the highest aspirations for their children. The following controls were slightly weakened when the control for low-SES Hispanic students was controlled for, but they were all still in the predicted direction: 1) time spent watching TV and playing videogames; 2) athletic participation; and 3) extracurricular participation. Gender was consistent with the overall sample for both race and ethnicity.

These findings are the foundation for future research on changes that can be made to improve the education experience and quality in the United States. The intention of revealing these facts is to consequently take action that will strive to make progress towards achieving access to adequate education for all, and more opportunity for academic achievement for students from low socioeconomic backgrounds. Strikingly, the findings reported in this study reveal the need for special intensive research on students of color – more particularly, why do the conditions that modify the relationship between SES and academic performance have a tendency not to apply to students with African American or Hispanic backgrounds?

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APPENDICES

Table 3: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc FamInc) * School control Crosstabulation

| School control | | | | Ses2 (Comp Pared Parocc FamInc) | | | Total |
|----------------|---|--|--|---------------------------------|---------|---------|---------|
| | | | | Low | Middle | Hlqh | |
| Other private | Combined Math & Reading Standardized Test Score | Top Half | Count | 4999 | 17506 | 61470 | 83975 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 44.0% | 58.2% | 83.1% | 72.8% |
| | Bottom Half | Count | 6354 | 12558 | 12471 | 31383 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 56.0% | 41.8% | 16.9% | 27.2% | |
| Total | | | Count | 11353 | 30064 | 73941 | 115358 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| Catholic | Combined Math & Reading Standardized Test Score | Top Half | Count | 6403 | 29404 | 74123 | 109930 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 50.1% | 67.6% | 83.8% | 76.0% |
| | Bottom Half | Count | 6369 | 14072 | 14308 | 34749 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 49.9% | 32.4% | 16.2% | 24.0% | |
| Total | | | Count | 12772 | 43476 | 88431 | 144679 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| Public | Combined Math & Reading Standardized Test Score | Top Half | Count | 285290 | 570265 | 654632 | 1510187 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 27.6% | 48.1% | 70.3% | 47.9% |
| | Bottom Half | Count | 747821 | 616215 | 276614 | 1640650 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 72.4% | 51.9% | 29.7% | 52.1% | |
| Total | | | Count | 1033111 | 1186480 | 931246 | 3150837 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 296692 | 617175 | 790225 | 1704092 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 28.1% | 49.0% | 72.3% | 50.0% |
| | | Bottom Half | Count | 760544 | 642845 | 303393 | 1706782 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 71.9% | 51.0% | 27.7% | 50.0% |
| Total | | | Count | 1057236 | 1260020 | 1093618 | 3410874 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 4: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc FamInc) * FamComp2 (M&D v B v 1P) C-tab

| FamComp2 (M&D v B v 1P) | | | | Ses2 (Comp Pared Parocc FamInc) | | | Total |
|-------------------------|---|-------------|--|---------------------------------|--------|--------|---------|
| | | | | Low | Middle | High | |
| Single Parent | Combined Math & Reading Standardized Test Score | Top Half | Count | 82865 | 139139 | 101405 | 323409 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 23.0% | 43.5% | 63.0% | 38.5% |
| | | Bottom Half | Count | 276971 | 180819 | 59519 | 517309 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 77.0% | 56.5% | 37.0% | 61.5% |
| | Total | | Count | 359836 | 319958 | 160924 | 840718 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| Blended | Combined Math & Reading Standardized Test Score | Top Half | Count | 63995 | 105004 | 97748 | 266747 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 29.5% | 41.5% | 60.4% | 42.2% |
| | | Bottom Half | Count | 153233 | 147970 | 64181 | 365384 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 70.5% | 58.5% | 39.6% | 57.8% |
| | Total | | Count | 217228 | 252974 | 161929 | 632131 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| M&D | Combined Math & Reading Standardized Test Score | Top Half | Count | 149833 | 373032 | 591071 | 1113936 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 31.2% | 54.3% | 76.7% | 57.5% |
| | | Bottom Half | Count | 330340 | 314056 | 179693 | 824089 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 68.8% | 45.7% | 23.3% | 42.5% |
| | Total | | Count | 480173 | 687088 | 770764 | 1938025 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 296893 | 617175 | 790224 | 1704092 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 28.1% | 49.0% | 72.3% | 50.0% |
| | | Bottom Half | Count | 760544 | 642845 | 303393 | 1706782 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 71.9% | 51.0% | 27.7% | 50.0% |

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Table 5: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc FamInc) * School urbanicity C-tab

| School urbanicity | | | | Ses2 (Comp Pared Parocc FamInc) | | | Total |
|-------------------|---|--|--|---------------------------------|---------|---------|---------|
| | | | | Low | Middle | Hlqh | |
| Rural | Combined Math & Reading Standardized Test Score | Top Half | Count | 74323 | 141577 | 128426 | 344326 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 33.7% | 53.3% | 71.1% | 51.6% |
| | Bottom Half | Count | 146417 | 124254 | 52252 | 322923 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 66.3% | 46.7% | 28.9% | 48.4% | |
| | Total | Count | 220740 | 265831 | 180678 | 667249 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| Suburban | Combined Math & Reading Standardized Test Score | Top Half | Count | 140336 | 326128 | 435582 | 904046 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 28.9% | 51.1% | 74.2% | 52.7% |
| | Bottom Half | Count | 345084 | 314475 | 151501 | 811060 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 71.1% | 48.9% | 25.8% | 47.3% | |
| | Total | Count | 485420 | 642603 | 587083 | 1715106 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| Urban | Combined Math & Reading Standardized Test Score | Top Half | Count | 82035 | 147470 | 226217 | 455722 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 23.4% | 41.9% | 69.4% | 44.3% |
| | Bottom Half | Count | 269043 | 204116 | 99639 | 572798 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 76.6% | 58.1% | 30.6% | 55.7% | |
| | Total | Count | 351078 | 351586 | 325856 | 1028520 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 296694 | 617175 | 790225 | 1704094 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 28.1% | 49.0% | 72.3% | 50.0% |
| | Bottom Half | Count | 760544 | 642845 | 303392 | 1706781 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 71.9% | 51.0% | 27.7% | 50.0% | |
| Total | Count | 1057238 | 1260020 | 1093617 | 3410875 | | |
| | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | | |

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Table 6: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc FamInc) * School Size Crosstabulation

| School Size | | | | Ses2 (Comp Pared Parocc FamInc) | | | Total |
|-----------------|---|--|--|---------------------------------|--------|---------|---------|
| | | | | Low | Middle | High | |
| >1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 138305 | 307847 | 454462 | 900614 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 26.5% | 47.5% | 71.6% | 49.9% |
| | Bottom Half | Count | 383667 | 339637 | 180640 | 904144 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 73.5% | 52.5% | 28.4% | 50.1% | |
| | Total | Count | 521972 | 647684 | 635102 | 1804758 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| <1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 113891 | 223064 | 234972 | 571927 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 32.7% | 53.8% | 73.6% | 52.9% |
| | Bottom Half | Count | 233930 | 191524 | 84422 | 509876 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 67.3% | 46.2% | 26.4% | 47.1% | |
| | Total | Count | 347821 | 414588 | 319394 | 1081803 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 252196 | 530911 | 689434 | 1472541 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 29.0% | 50.0% | 72.2% | 51.0% |
| | Bottom Half | Count | 617597 | 531361 | 265062 | 1414020 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 71.0% | 50.0% | 27.8% | 49.0% | |
| | Total | Count | 869793 | 1062272 | 954496 | 2886561 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 7: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * ClassSize Crosstabulation

| ClassSize | | | | Ses2 (Comp Pared Parocc Faminc) | | | Total |
|---------------|---|-------------|--|---------------------------------|---------|---------|---------|
| | | | | Low | Middle | Hlqh | |
| >400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 112313 | 229570 | 313018 | 654901 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 25.5% | 44.8% | 68.4% | 46.4% |
| | | Bottom Half | Count | 328701 | 282587 | 144758 | 756046 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 74.5% | 55.2% | 31.6% | 53.6% |
| | | Total | Count | 441014 | 512157 | 457776 | 1410947 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 100.0% | 100.0% | 100.0% | 100.0% |
| <400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 184380 | 387605 | 477207 | 1049192 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 29.9% | 51.8% | 75.1% | 52.5% |
| | | Bottom Half | Count | 431843 | 360258 | 158635 | 950736 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 70.1% | 48.2% | 24.9% | 47.5% |
| | | Total | Count | 616223 | 747863 | 635842 | 1999928 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 296693 | 617175 | 790225 | 1704093 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 28.1% | 49.0% | 72.3% | 50.0% |
| | | Bottom Half | Count | 760544 | 642845 | 303393 | 1706782 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 71.9% | 51.0% | 27.7% | 50.0% |
| | | Total | Count | 1057237 | 1260020 | 1093618 | 3410875 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 8: Combined M & R Standardized Test Score * Ses2 * Hours/day watching TV/videos/playing VG Crosstabulation

| Hours/day watching TV/videos/playing VG | | | | Ses2 (Comp Pared Parocc FamInc) | | | Total |
|---|---|--|--|---------------------------------|--------|---------|---------|
| | | | | Low | Middle | High | |
| >5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 51119 | 102689 | 82286 | 236094 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 22.7% | 40.5% | 53.4% | 37.3% |
| | Bottom Half | Count | 174495 | 150961 | 71775 | 397231 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 77.3% | 59.5% | 46.6% | 62.7% | |
| | Total | Count | 225614 | 253650 | 154061 | 633325 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| 3-5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 99995 | 208105 | 230162 | 538262 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 29.9% | 51.3% | 69.9% | 50.3% |
| | Bottom Half | Count | 234929 | 197932 | 99247 | 532108 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 70.1% | 48.7% | 30.1% | 49.7% | |
| | Total | Count | 334924 | 406037 | 329409 | 1070370 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| <2 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 92602 | 216148 | 363648 | 672398 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 35.4% | 58.9% | 81.9% | 63.1% |
| | Bottom Half | Count | 162075 | 150788 | 80196 | 393059 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 63.6% | 41.1% | 18.1% | 36.9% | |
| | Total | Count | 254677 | 366936 | 443844 | 1065457 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 243716 | 526942 | 676096 | 1446754 |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 29.9% | 51.3% | 72.9% | 52.2% | |
| | | Bottom Half | Count | 571499 | 499661 | 251218 | 1322398 |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 70.1% | 48.7% | 27.1% | 47.8% | |

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Table 9: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc FamInc) * Time on HW Crosstabulation

| Time on HW | | | | Ses2 (Comp Pared Parocc FamInc) | | | Total |
|------------|---|--|--|---------------------------------|---------|---------|---------|
| | | | | Low | Middle | High | |
| >11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 94745 | 199417 | 318064 | 612226 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 42.3% | 59.8% | 81.9% | 64.7% |
| | Bottom Half | Count | 129116 | 133927 | 70517 | 333560 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 57.7% | 40.2% | 18.1% | 35.3% | |
| | Total | Count | 223861 | 333344 | 388581 | 945786 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| 5-11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 103746 | 237581 | 280753 | 622080 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 29.6% | 54.7% | 73.9% | 53.4% |
| | Bottom Half | Count | 246260 | 196968 | 99097 | 542345 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 70.4% | 45.3% | 26.1% | 46.6% | |
| | Total | Count | 350006 | 434569 | 379850 | 1164425 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| <5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 76955 | 144065 | 140515 | 361535 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 21.0% | 37.5% | 57.2% | 36.3% |
| | Bottom Half | Count | 288713 | 240283 | 105071 | 634067 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 79.0% | 62.5% | 42.8% | 63.7% | |
| | Total | Count | 365668 | 384348 | 245586 | 995602 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 275446 | 581063 | 739332 | 1595841 |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 29.3% | 50.4% | 72.9% | 51.4% | |
| | | Bottom Half | Count | 664089 | 571196 | 274685 | 1509972 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 70.7% | 49.6% | 27.1% | 48.6% |
| Total | | Count | 939535 | 1152261 | 1014017 | 3105813 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 10: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc FamInc) * Athletic participation C-tab

| Athletic participation | | | | Ses2 (Comp Pared Parocc FamInc) | | | Total |
|------------------------|---|--|--|---------------------------------|---------|---------|---------|
| | | | | Low | Middle | High | |
| Yes | Combined Math & Reading Standardized Test Score | Top Half | Count | 132037 | 330091 | 491487 | 953615 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 31.3% | 52.4% | 75.8% | 56.1% |
| | Bottom Half | Count | 289300 | 300254 | 157266 | 746820 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 68.7% | 47.6% | 24.2% | 43.9% | |
| | Total | Count | 421337 | 630345 | 648753 | 1700435 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| No | Combined Math & Reading Standardized Test Score | Top Half | Count | 152030 | 253430 | 247209 | 652669 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 27.5% | 46.1% | 65.9% | 44.2% |
| | Bottom Half | Count | 400304 | 296195 | 127976 | 824475 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 72.5% | 53.9% | 34.1% | 55.8% | |
| | Total | Count | 552334 | 549625 | 375185 | 1477144 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 284067 | 583521 | 738696 | 1606284 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 29.2% | 49.5% | 72.1% | 50.6% |
| | Bottom Half | Count | 689604 | 596449 | 285242 | 1571295 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 70.8% | 50.5% | 27.9% | 49.4% | |
| | Total | Count | 973671 | 1179970 | 1023938 | 3177579 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 11: Combined Math & Reading Standardized Test Score * Ses2 * Extracurricular participation Crosstabulation

| Extracurricular participation | | | | Ses2 (Comp Pared Parocc FamInc) | | | Total |
|-------------------------------|---|--|--|---------------------------------|---------|---------|---------|
| | | | | Low | Middle | Hiqh | |
| ->One | Combined Math & Reading Standardized Test Score | Top Half | Count | 69210 | 163503 | 293538 | 526251 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 38.5% | 61.9% | 84.2% | 66.4% |
| | | Bottom Half | Count | 110370 | 100769 | 55062 | 266201 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 61.5% | 38.1% | 15.8% | 33.6% |
| | | Total | Count | 179580 | 264272 | 348600 | 792452 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| One | Combined Math & Reading Standardized Test Score | Top Half | Count | 76552 | 176727 | 226633 | 479912 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 32.2% | 53.6% | 74.9% | 55.2% |
| | | Bottom Half | Count | 161400 | 152790 | 75799 | 389989 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 67.8% | 46.4% | 25.1% | 44.8% |
| | | Total | Count | 237952 | 329517 | 302432 | 869901 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| None | Combined Math & Reading Standardized Test Score | Top Half | Count | 148108 | 272192 | 265588 | 685888 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 24.3% | 42.3% | 61.6% | 40.7% |
| | | Bottom Half | Count | 460479 | 371525 | 165470 | 997474 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 75.7% | 57.7% | 38.4% | 59.3% |
| | | Total | Count | 608587 | 643717 | 431058 | 1683362 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 293870 | 612422 | 785759 | 1692051 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 28.6% | 49.5% | 72.6% | 50.6% |
| | | Bottom Half | Count | 732249 | 625084 | 296331 | 1653664 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 71.4% | 50.5% | 27.4% | 49.4% |
| | Total | Count | 1026119 | 1237506 | 1082090 | 3345715 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 12: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc FamInc) * Parent Aspirations Crosstabulation

| Parent Aspirations | | | | Ses2 (Comp Pared Parocc FamInc) | | | Total |
|--------------------|---|--|--|---------------------------------|---------|---------|---------|
| | | | | Low | Middle | High | |
| At least Masters | Combined Math & Reading Standardized Test Score | Top Half | Count | 127112 | 264812 | 453703 | 845627 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 35.8% | 54.5% | 80.4% | 60.2% |
| | Bottom Half | Count | 227673 | 220886 | 110420 | 558979 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 64.2% | 45.5% | 19.6% | 39.8% | |
| | Total | Count | 354785 | 485698 | 564123 | 1404606 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 131970 | 309873 | 317911 | 759754 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 28.4% | 51.6% | 66.8% | 49.3% |
| | Bottom Half | Count | 332776 | 291148 | 157920 | 781844 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 71.6% | 48.4% | 33.2% | 50.7% | |
| | Total | Count | 464746 | 601021 | 475831 | 1541598 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| <College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 37610 | 42490 | 18611 | 98711 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 15.8% | 24.5% | 34.7% | 21.2% |
| | Bottom Half | Count | 200095 | 130811 | 35052 | 365958 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 84.2% | 75.5% | 65.3% | 78.8% | |
| | Total | Count | 237705 | 173301 | 53663 | 464669 | |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 296692 | 617175 | 790225 | 1704092 |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 28.1% | 49.0% | 72.3% | 50.0% | |
| | | Bottom Half | Count | 760544 | 642845 | 303392 | 1706781 |
| | | % within Ses2 (Comp Pared Parocc FamInc) | 71.9% | 51.0% | 27.7% | 50.0% | |
| Total | Count | 1057236 | 1280020 | 1093617 | 3410873 | | |
| | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | | |

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Table 13: Combined Math & Reading Standardized Test Score * Ses2 * RaceEth (Race & Hispanic) Crosstabulation

| RaceEth (Race & Hispanic) | | | | Ses2 (Comp Pared Parocc FamInc) | | | Total |
|---------------------------|---|-------------|--|---------------------------------|---------|---------|---------|
| | | | | Low | Middle | High | |
| Hispanic | Combined Math & Reading Standardized Test Score | Top Half | Count | 59308 | 50164 | 40112 | 149584 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 19.4% | 31.5% | 52.0% | 27.6% |
| | | Bottom Half | Count | 246698 | 108876 | 37096 | 392670 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 80.6% | 68.5% | 48.0% | 72.4% |
| | | Total | Count | 306006 | 159040 | 77208 | 542254 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| NH-ASIAN | Combined Math & Reading Standardized Test Score | Top Half | Count | 18682 | 22796 | 41362 | 82842 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 33.7% | 57.3% | 75.9% | 58.1% |
| | | Bottom Half | Count | 29579 | 16962 | 13136 | 59677 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 61.3% | 42.7% | 24.1% | 41.9% |
| | | Total | Count | 48261 | 39760 | 54498 | 142519 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| NH-BLK | Combined Math & Reading Standardized Test Score | Top Half | Count | 22612 | 40086 | 42796 | 105494 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 11.2% | 20.7% | 44.9% | 21.5% |
| | | Bottom Half | Count | 179885 | 153395 | 52547 | 385827 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 88.8% | 79.3% | 55.1% | 78.5% |
| | | Total | Count | 202497 | 193481 | 95343 | 491321 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| NH-WHT | Combined Math & Reading Standardized Test Score | Top Half | Count | 182058 | 475037 | 633006 | 1290101 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 41.1% | 59.6% | 77.8% | 62.8% |
| | | Bottom Half | Count | 261180 | 322114 | 180708 | 764002 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 58.9% | 40.4% | 22.2% | 37.2% |
| | | Total | Count | 443238 | 797151 | 813714 | 2054103 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 282660 | 588085 | 757276 | 1628021 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 28.3% | 49.4% | 72.8% | 50.4% |
| | | Bottom Half | Count | 717342 | 601347 | 283487 | 1602176 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 71.7% | 50.6% | 27.2% | 49.6% |
| | | Total | Count | 1000002 | 1189432 | 1040763 | 3230197 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 14: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * Sex Crosstabulation

| Sex | | | | Ses2 (Comp Pared Parocc Faminc) | | | Total |
|--------|---|-------------|--|---------------------------------|---------|---------|---------|
| | | | | Low | Middle | High | |
| Female | Combined Math & Reading Standardized Test Score | Top Half | Count | 156694 | 308820 | 391724 | 857238 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 28.6% | 50.3% | 73.8% | 50.6% |
| | | Bottom Half | Count | 391924 | 304923 | 139053 | 835900 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 71.4% | 49.7% | 26.2% | 49.4% |
| | | Total | Count | 548618 | 613743 | 530777 | 1693138 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 100.0% | 100.0% | 100.0% | 100.0% |
| Male | Combined Math & Reading Standardized Test Score | Top Half | Count | 139999 | 308355 | 398500 | 846854 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 27.5% | 47.7% | 70.8% | 49.3% |
| | | Bottom Half | Count | 368620 | 337922 | 164339 | 870881 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 72.5% | 52.3% | 29.2% | 50.7% |
| | | Total | Count | 508619 | 646277 | 562839 | 1717735 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 296693 | 617175 | 790224 | 1704092 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 28.1% | 49.0% | 72.3% | 50.0% |
| | | Bottom Half | Count | 760544 | 642845 | 303392 | 1706781 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 71.9% | 51.0% | 27.7% | 50.0% |
| | | Total | Count | 1057237 | 1260020 | 1093616 | 3410873 |
| | | | % within Ses2 (Comp Pared Parocc Faminc) | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 17: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * School control * RaceEth (Race & Hispanic) C-tab

| RaceEth (Race & Hispanic) | School control | Combined Math & Reading Standardized Test Score | Top Half | Count | Ses2 (Comp Pared Parocc Faminc) | | | Total |
|---------------------------|---|---|-------------|--------|---------------------------------|--------|--------|--------|
| | | | | | Low | Middle | High | |
| Hispanic | Other private | Combined Math & Reading Standardized Test Score | Top Half | Count | 75 | 500 | 1684 | 2259 |
| | | | | % | 5.0% | 24.1% | 66.5% | 36.9% |
| | | | Bottom Half | Count | 1430 | 1578 | 849 | 3857 |
| | | | | % | 95.0% | 75.9% | 33.5% | 63.1% |
| | | Total | Count | 1505 | 2078 | 2533 | 6116 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | Catholic | Combined Math & Reading Standardized Test Score | Top Half | Count | 1140 | 3476 | 5956 | 10572 |
| | | | | % | 43.7% | 59.3% | 75.8% | 64.7% |
| | | | Bottom Half | Count | 1468 | 2385 | 1903 | 5756 |
| | | | | % | 56.3% | 40.7% | 24.2% | 35.3% |
| | | Total | Count | 2608 | 5861 | 7859 | 16328 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Public | Combined Math & Reading Standardized Test Score | Top Half | Count | 58093 | 46188 | 32472 | 136753 | |
| | | | % | 19.2% | 30.6% | 46.6% | 26.3% | |
| | | Bottom Half | Count | 243801 | 104913 | 34345 | 383059 | |
| | | | % | 80.8% | 69.4% | 51.4% | 73.7% | |
| | Total | Count | 301894 | 151101 | 66817 | 519812 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 59308 | 50164 | 40112 | 149584 | |
| | | | % | 19.4% | 31.5% | 52.0% | 27.6% | |
| | | Bottom Half | Count | 246699 | 108876 | 37097 | 392672 | |
| | | | % | 80.6% | 68.5% | 48.0% | 72.4% | |
| | Total | Count | 306007 | 159040 | 77209 | 542256 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| NH-ASIAN | Other private | Combined Math & Reading Standardized Test Score | Top Half | Count | 489 | 1548 | 2913 | 4950 |
| | | | | % | 50.1% | 55.3% | 83.3% | 68.1% |
| | | | Bottom Half | Count | 487 | 1251 | 586 | 2324 |
| | | | | % | 49.9% | 44.7% | 16.7% | 31.9% |
| | | | Total | Count | 976 | 2799 | 3499 | 7274 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Catholic | Combined Math & Reading Standardized Test Score | Top Half | Count | 319 | 906 | 3173 | 4428 |
| | | | | % | 41.3% | 64.2% | 78.3% | 70.5% |
| | | Bottom Half | Count | 453 | 523 | 677 | 1853 | |
| | | | % | 58.7% | 35.8% | 21.7% | 29.5% | |
| | Total | Count | 772 | 1459 | 4050 | 6281 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| | Public | Combined Math & Reading Standardized Test Score | Top Half | Count | 17874 | 20313 | 35276 | 73463 |
| | | | | % | 38.4% | 57.2% | 75.1% | 57.0% |
| | | Bottom Half | Count | 28639 | 15187 | 11673 | 55499 | |
| | | | % | 61.6% | 42.8% | 24.9% | 43.0% | |
| | Total | Count | 46513 | 35500 | 46949 | 128962 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 18682 | 22797 | 41362 | 82841 | |
| | | | % | 38.7% | 57.3% | 75.9% | 58.1% | |
| | | Bottom Half | Count | 29579 | 16961 | 13136 | 59675 | |
| | | | % | 61.3% | 42.7% | 24.1% | 41.9% | |
| | Total | Count | 48261 | 39758 | 54498 | 142517 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |

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Table 17 contd

| | | | | | | | | | |
|----------|--|--|-------------|---|--------|--------|---------|---------|--------|
| NH-BLK | Other private | Combined Math & Reading Standardized Test Score | Top Half | Count | 251 | 412 | 1582 | 2245 | |
| | | | | % | 25.6% | 29.6% | 73.1% | 49.5% | |
| | | | Bottom Half | Count | 728 | 982 | 582 | 2292 | |
| | | % | 74.4% | 70.4% | 26.9% | 50.5% | | | |
| | | Total | | Count | 979 | 1394 | 2164 | 4537 | |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Catholic | Combined Math & Reading Standardized Test Score | Top Half | Count | 226 | 1196 | 2451 | 3873 | | |
| | | | % | 16.0% | 32.9% | 64.0% | 43.6% | | |
| | | Bottom Half | Count | 1188 | 2436 | 1377 | 5001 | | |
| | | % | 84.0% | 67.1% | 36.0% | 56.4% | | | |
| | | Total | | Count | 1414 | 3632 | 3828 | 8874 | |
| | | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |
| Public | Combined Math & Reading Standardized Test Score | Top Half | Count | 22135 | 38479 | 38762 | 99376 | | |
| | | | % | 11.1% | 20.4% | 43.4% | 20.8% | | |
| | | Bottom Half | Count | 177969 | 149977 | 50588 | 378534 | | |
| | | % | 88.9% | 79.6% | 56.6% | 79.2% | | | |
| | | Total | | Count | 200104 | 188456 | 89350 | 477910 | |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 22612 | 40087 | 42795 | 105494 | |
| | | | | % | 11.2% | 20.7% | 44.9% | 21.5% | |
| | | | Bottom Half | Count | 179685 | 153395 | 52547 | 385827 | |
| | | | % | 88.8% | 79.3% | 55.1% | 78.5% | | |
| | | | Total | | Count | 202497 | 193482 | 95342 | 491321 |
| | | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| NH-WHT | Other private | Combined Math & Reading Standardized Test Score | Top Half | Count | 3595 | 13197 | 52446 | 69238 | |
| | | | | % | 50.6% | 64.0% | 84.2% | 76.9% | |
| | | | Bottom Half | Count | 3515 | 7432 | 9867 | 20814 | |
| | | % | 49.4% | 36.0% | 15.8% | 23.1% | | | |
| | | Total | | Count | 7110 | 20629 | 62313 | 90052 | |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | Catholic | Combined Math & Reading Standardized Test Score | Top Half | Count | 4369 | 22630 | 59264 | 86263 | |
| | | | | % | 58.7% | 72.9% | 86.4% | 80.6% | |
| | | | Bottom Half | Count | 3080 | 8392 | 9336 | 20808 | |
| | | % | 41.3% | 27.1% | 13.6% | 19.4% | | | |
| | | Total | | Count | 7449 | 31022 | 68600 | 107071 | |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Public | Combined Math & Reading Standardized Test Score | Top Half | Count | 174094 | 439211 | 521296 | 1134601 | | |
| | | | % | 40.6% | 58.9% | 76.3% | 61.1% | | |
| | | Bottom Half | Count | 254585 | 306289 | 161505 | 722379 | | |
| | | % | 59.4% | 41.1% | 23.7% | 38.9% | | | |
| | | Total | | Count | 428679 | 745500 | 682801 | 1856980 | |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 182058 | 475038 | 633006 | 1290102 | | |
| | | | % | 41.1% | 59.6% | 77.8% | 62.8% | | |

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| | | | | | | | | |
|-------|---------------|---|-------------|-------|---------|---------|---------|---------|
| | | | Bottom Half | Count | 261180 | 322113 | 180708 | 764001 |
| | | | | % | 58.9% | 40.4% | 22.2% | 37.2% |
| | | Total | | Count | 443238 | 797151 | 813714 | 2054103 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Other private | Combined Math & Reading Standardized Test Score | Top Half | Count | 4410 | 15657 | 58625 | 78692 |
| | | | | % | 41.7% | 58.2% | 83.1% | 72.9% |
| | | | Bottom Half | Count | 6160 | 11243 | 11884 | 29287 |
| | | | | % | 58.3% | 41.8% | 16.9% | 27.1% |
| | | Total | | Count | 10570 | 26900 | 70509 | 107979 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Catholic | Combined Math & Reading Standardized Test Score | Top Half | Count | 6054 | 28238 | 70844 | 105136 |
| | | | | % | 49.4% | 67.3% | 84.0% | 75.9% |
| | | | Bottom Half | Count | 6189 | 13736 | 13493 | 33418 |
| | | | | % | 50.6% | 32.7% | 16.0% | 24.1% |
| | | Total | | Count | 12243 | 41974 | 84337 | 138554 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Public | Combined Math & Reading Standardized Test Score | Top Half | Count | 272196 | 544191 | 627806 | 1444193 |
| | | | | % | 27.9% | 48.6% | 70.9% | 48.4% |
| | | | Bottom Half | Count | 704994 | 576366 | 258111 | 1539471 |
| | | | | % | 72.1% | 51.4% | 29.1% | 51.6% |
| | | Total | | Count | 977190 | 1120557 | 885917 | 2983664 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | | Combined Math & Reading Standardized Test Score | Top Half | Count | 282660 | 588086 | 757275 | 1628021 |
| | | | | % | 28.3% | 49.4% | 72.8% | 50.4% |
| | | | Bottom Half | Count | 717343 | 601345 | 283488 | 1602176 |
| | | | | % | 71.7% | 50.6% | 27.2% | 49.6% |
| | | Total | | Count | 1000003 | 1189431 | 1040763 | 3230197 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 18: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc)*FamComp2(M&D v B v 1P)*RaceEth(Race&Hispanic) C-tab

| RaceEth (Race & Hispanic) | | FamComp2 (M&D v B v 1P) | | | Ses2 (Comp Pared Parocc Faminc) | | | Total |
|---------------------------|---|---|----------|--------|---------------------------------|--------|--------|-------|
| | | | | | Low | Middle | High | |
| Hispanic | Single Parent | Combined Math & Reading Standardized Test Score | Top Half | Count | 17739 | 11666 | 6521 | 35926 |
| | | | | % | 21.3% | 30.5% | 46.1% | 26.5% |
| | | Bottom Half | Count | 65423 | 26624 | 7615 | 99662 | |
| | | % | 78.7% | 69.5% | 53.9% | 73.5% | | |
| | | Total | Count | 83162 | 38290 | 14136 | 135588 | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| | Blended | Combined Math & Reading Standardized Test Score | Top Half | Count | 10598 | 9662 | 7406 | 27666 |
| | | | | % | 19.1% | 24.4% | 40.4% | 24.4% |
| | | Bottom Half | Count | 44853 | 29945 | 10930 | 85728 | |
| | | % | 80.9% | 75.6% | 59.6% | 75.6% | | |
| | | Total | Count | 55451 | 39607 | 18336 | 113394 | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| M&D | Combined Math & Reading Standardized Test Score | Top Half | Count | 30971 | 28836 | 26185 | 85992 | |
| | | | % | 18.5% | 35.5% | 58.5% | 29.3% | |
| | Bottom Half | Count | 136422 | 52307 | 18551 | 207280 | | |
| | % | 81.5% | 64.5% | 41.5% | 70.7% | | | |
| | Total | Count | 167393 | 81143 | 44736 | 293272 | | |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | | | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 59308 | 50164 | 40112 | 149584 | |
| | | | % | 19.4% | 31.5% | 52.0% | 27.6% | |
| | Bottom Half | Count | 246698 | 108876 | 37096 | 392670 | | |
| | % | 80.6% | 68.5% | 48.0% | 72.4% | | | |
| | Total | Count | 306006 | 159040 | 77208 | 542254 | | |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | | | |
| NH-ASIAN | Single Parent | Combined Math & Reading Standardized Test Score | Top Half | Count | 3085 | 3458 | 4463 | 11006 |
| | | | | % | 31.2% | 55.8% | 76.9% | 50.3% |
| | | Bottom Half | Count | 6796 | 2744 | 1338 | 10878 | |
| | | % | 68.8% | 44.2% | 23.1% | 49.7% | | |
| | | Total | Count | 9881 | 6202 | 5801 | 21884 | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| | Blended | Combined Math & Reading Standardized Test Score | Top Half | Count | 2453 | 2580 | 2384 | 7417 |
| | | | | % | 24.9% | 45.1% | 66.0% | 38.6% |
| | | Bottom Half | Count | 7406 | 3140 | 1230 | 11776 | |
| | | % | 75.1% | 54.9% | 34.0% | 61.4% | | |
| | | Total | Count | 9859 | 5720 | 3614 | 19193 | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| M&D | Combined Math & Reading Standardized Test Score | Top Half | Count | 13145 | 16759 | 34515 | 64419 | |
| | | | % | 46.1% | 60.2% | 76.6% | 63.5% | |
| | Bottom Half | Count | 15377 | 11078 | 10688 | 37023 | | |
| | % | 53.9% | 39.8% | 23.4% | 36.5% | | | |
| | Total | Count | 28522 | 27837 | 45083 | 101442 | | |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | | | |

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Table 18 contd

| | | | | | | | | |
|---------|---|---|----------|--------|--------|--------|--------|--------|
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 18683 | 22797 | 41362 | 82842 | |
| | | | % | 36.7% | 57.3% | 75.9% | 58.1% | |
| | Bottom Half | Count | 29579 | 16962 | 13136 | 59677 | | |
| | | % | 61.3% | 42.7% | 24.1% | 41.9% | | |
| Total | | Count | 48262 | 39759 | 54498 | 142519 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| NH-BLK | Single Parent | Combined Math & Reading Standardized Test Score | Top Half | Count | 9035 | 16739 | 12870 | 38644 |
| | | | | % | 7.5% | 20.3% | 42.8% | 16.6% |
| | Bottom Half | Count | 111478 | 65811 | 17207 | 194496 | | |
| | | % | 92.5% | 79.7% | 57.2% | 83.4% | | |
| | Total | | Count | 120513 | 82550 | 30077 | 233140 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Blended | Combined Math & Reading Standardized Test Score | Top Half | Count | 7646 | 9087 | 6426 | 23159 | |
| | | | % | 19.2% | 19.9% | 35.9% | 22.4% | |
| | | Bottom Half | Count | 32178 | 36637 | 11464 | 80279 | |
| | | % | 80.8% | 80.1% | 64.1% | 77.6% | | |
| Total | | Count | 39824 | 45724 | 17890 | 103438 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| M&D | Combined Math & Reading Standardized Test Score | Top Half | Count | 5931 | 14260 | 23500 | 43691 | |
| | | | % | 14.1% | 21.9% | 49.6% | 28.2% | |
| | Bottom Half | Count | 36229 | 50947 | 23875 | 111051 | | |
| | | % | 85.9% | 78.1% | 50.4% | 71.8% | | |
| Total | | Count | 42160 | 65207 | 47375 | 154742 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 22612 | 40086 | 42796 | 105494 | |
| | | | % | 11.2% | 20.7% | 44.9% | 21.5% | |
| | Bottom Half | Count | 179885 | 153395 | 52546 | 385826 | | |
| | | % | 88.8% | 79.3% | 55.1% | 78.5% | | |
| Total | | Count | 202497 | 193481 | 95342 | 491320 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| NH-WHT | Single Parent | Combined Math & Reading Standardized Test Score | Top Half | Count | 48495 | 99751 | 69988 | 218234 |
| | | | | % | 39.3% | 58.2% | 70.6% | 55.4% |
| | Bottom Half | Count | 74907 | 71567 | 29195 | 175669 | | |
| | | % | 60.7% | 41.8% | 29.4% | 44.6% | | |
| | Total | | Count | 123402 | 171318 | 99183 | 393903 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | Blended | Combined Math & Reading Standardized Test Score | Top Half | Count | 39178 | 79463 | 74862 | 193503 |
| | | | | % | 40.2% | 54.7% | 67.1% | 54.6% |
| | Bottom Half | Count | 58205 | 65743 | 36671 | 160619 | | |
| | | % | 59.8% | 45.3% | 32.9% | 45.4% | | |
| Total | | Count | 97383 | 145206 | 111533 | 354122 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| M&D | Combined Math & Reading Standardized Test Score | Top Half | Count | 94365 | 295824 | 488156 | 878365 | |
| | | | % | 42.4% | 61.5% | 81.0% | 67.3% | |
| | | Bottom Half | Count | 128068 | 184803 | 114842 | 427713 | |
| | | % | 57.6% | 38.5% | 19.0% | 32.7% | | |

**The Influence of Childhood Poverty on Life Chances-
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Table 18 contd

| | | | | | | | | |
|-------|---|---|----------|---------|---------|---------|---------|---------|
| | Total | | Count | 222453 | 480627 | 602998 | 1306078 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 182058 | 475038 | 633006 | 1290102 | |
| | | | % | 41.1% | 59.6% | 77.8% | 62.8% | |
| | | Bottom Half | Count | 261180 | 322113 | 180708 | 764001 | |
| | | | % | 58.9% | 40.4% | 22.2% | 37.2% | |
| | Total | | Count | 443238 | 797151 | 813714 | 2054103 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Single Parent | Combined Math & Reading Standardized Test Score | Top Half | Count | 78354 | 131614 | 93842 | 303810 |
| | | | | % | 23.3% | 44.1% | 62.9% | 38.7% |
| | | Bottom Half | Count | 258604 | 166746 | 55355 | 480705 | |
| | | | % | 76.7% | 55.9% | 37.1% | 61.3% | |
| | Total | | Count | 336958 | 298360 | 149197 | 784515 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | Blended | Combined Math & Reading Standardized Test Score | Top Half | Count | 59875 | 100792 | 91078 | 251745 |
| | | | | % | 29.6% | 42.7% | 60.2% | 42.7% |
| | | Bottom Half | Count | 142642 | 135465 | 60295 | 338402 | |
| | | | % | 70.4% | 57.3% | 39.8% | 57.3% | |
| | Total | | Count | 202517 | 236257 | 151373 | 590147 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | M&D | Combined Math & Reading Standardized Test Score | Top Half | Count | 144432 | 355679 | 572356 | 1072467 |
| | | | | % | 31.4% | 54.3% | 77.3% | 57.8% |
| | | Bottom Half | Count | 316096 | 299135 | 167836 | 783057 | |
| | | | % | 68.6% | 45.7% | 22.7% | 42.2% | |
| | Total | | Count | 460528 | 654814 | 740192 | 1855534 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 282861 | 588085 | 757276 | 1628022 | |
| | | | | % | 28.3% | 49.4% | 72.8% | 50.4% |
| | | Bottom Half | Count | 717342 | 601346 | 283486 | 1602174 | |
| | | | % | 71.7% | 50.6% | 27.2% | 49.6% | |
| | Total | | Count | 1000003 | 1189431 | 1040762 | 3230196 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 15: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * School urbanicity * RaceEth (Race & Hispanic) C-tab

| RaceEth (Race & Hispanic) | | School urbanicity | | | Ses2 (Comp Pared Parocc Faminc) | | | Total |
|---------------------------|---|---|-------------|--------|---------------------------------|--------|--------|--------|
| | | | | | Low | Middle | High | |
| Hispanic | Rural | Combined Math & Reading Standardized Test Score | Top Half | Count | 4404 | 4315 | 7099 | 15818 |
| | | | Bottom Half | Count | 18342 | 7916 | 3380 | 29638 |
| | | | % | 19.4% | 35.3% | 67.7% | 34.8% | |
| | | | % | 80.6% | 64.7% | 32.3% | 65.2% | |
| | | Total | Count | 22746 | 12231 | 10479 | 45456 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | Suburban | Combined Math & Reading Standardized Test Score | Top Half | Count | 25907 | 23369 | 18718 | 67994 |
| | | | Bottom Half | Count | 105670 | 53077 | 17084 | 175831 |
| | | | % | 19.7% | 30.6% | 52.3% | 27.9% | |
| | | | % | 80.3% | 69.4% | 47.7% | 72.1% | |
| | | Total | Count | 131577 | 76446 | 35802 | 243825 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Urban | Combined Math & Reading Standardized Test Score | Top Half | Count | 28998 | 22480 | 14296 | 65774 | |
| | | Bottom Half | Count | 122685 | 47883 | 16632 | 187200 | |
| | | % | 19.1% | 31.9% | 46.2% | 26.0% | | |
| | | % | 80.9% | 68.1% | 53.8% | 74.0% | | |
| | Total | Count | 151683 | 70363 | 30928 | 252974 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 59309 | 50164 | 40113 | 149586 | |
| | | Bottom Half | Count | 246697 | 108876 | 37096 | 392669 | |
| | | % | 19.4% | 31.5% | 52.0% | 27.6% | | |
| | | % | 80.6% | 68.5% | 48.0% | 72.4% | | |
| | Total | Count | 306006 | 159040 | 77209 | 542255 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| NH-ASIAN | Rural | Combined Math & Reading Standardized Test Score | Top Half | Count | 453 | 1794 | 2505 | 4752 |
| | | | Bottom Half | Count | 2111 | 1447 | 1207 | 4765 |
| | | | % | 17.7% | 55.4% | 67.5% | 49.9% | |
| | | | % | 82.3% | 44.6% | 32.5% | 50.1% | |
| | | Total | Count | 2564 | 3241 | 3712 | 9517 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | Suburban | Combined Math & Reading Standardized Test Score | Top Half | Count | 7357 | 14273 | 24250 | 45880 |
| | | | Bottom Half | Count | 9433 | 8825 | 6652 | 24910 |
| | | | % | 43.8% | 61.8% | 78.5% | 64.8% | |
| | | | % | 56.2% | 38.2% | 21.5% | 35.2% | |
| | | Total | Count | 16790 | 23098 | 30902 | 70790 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Urban | Combined Math & Reading Standardized Test Score | Top Half | Count | 10872 | 6731 | 14607 | 32210 | |
| | | Bottom Half | Count | 18035 | 6890 | 5278 | 30003 | |
| | | % | 37.8% | 50.2% | 73.5% | 51.8% | | |
| | | % | 62.4% | 49.8% | 26.5% | 48.2% | | |
| | Total | Count | 28907 | 13421 | 19885 | 62213 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 18682 | 22798 | 41362 | 62842 | |
| | | Bottom Half | Count | 29579 | 16962 | 13137 | 59678 | |
| | | % | 38.7% | 57.3% | 75.9% | 58.1% | | |
| | | % | 61.3% | 42.7% | 24.1% | 41.9% | | |
| | Total | Count | 48261 | 39760 | 54499 | 142520 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |

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Table 19 contd

| | | | | | | | | |
|--------|---|---|-------------|--------|--------|--------|---------|---------|
| NH-BLK | Rural | Combined Math & Reading Standardized Test Score | Top Half | Count | 2917 | 2428 | 2700 | 8045 |
| | | | | % | 11.7% | 14.5% | 35.0% | 16.3% |
| | | | Bottom Half | Count | 22088 | 14323 | 4804 | 41215 |
| | | | | % | 88.3% | 85.5% | 64.0% | 83.7% |
| | | | Total | Count | 25005 | 16751 | 7504 | 49260 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Suburban | Combined Math & Reading Standardized Test Score | Top Half | Count | 7220 | 14100 | 21193 | 42513 |
| | | | | % | 8.6% | 19.6% | 43.5% | 21.3% |
| | | | Bottom Half | Count | 78957 | 58008 | 22519 | 157484 |
| | | | | % | 91.4% | 80.4% | 51.5% | 78.7% |
| | | | Total | Count | 84177 | 72108 | 43712 | 199997 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Urban | Combined Math & Reading Standardized Test Score | Top Half | Count | 12475 | 23559 | 18903 | 54937 | |
| | | | % | 13.4% | 22.5% | 42.8% | 22.7% | |
| | | Bottom Half | Count | 80841 | 81064 | 25223 | 187128 | |
| | | | % | 86.6% | 77.5% | 57.2% | 77.3% | |
| | | Total | Count | 93316 | 104623 | 44126 | 242065 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 22612 | 40087 | 42796 | 105495 | |
| | | | % | 11.2% | 20.7% | 44.9% | 21.5% | |
| | | Bottom Half | Count | 179886 | 153395 | 52546 | 385827 | |
| | | | % | 88.8% | 79.3% | 55.1% | 78.5% | |
| | | Total | Count | 202498 | 193482 | 95342 | 491322 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-WHT | Rural | Combined Math & Reading Standardized Test Score | Top Half | Count | 62325 | 128097 | 112036 | 302458 |
| | | | | % | 40.2% | 58.0% | 73.9% | 57.4% |
| | | | Bottom Half | Count | 92532 | 92607 | 39542 | 224681 |
| | | | | % | 59.8% | 42.0% | 26.1% | 42.6% |
| | | | Total | Count | 154857 | 220704 | 151578 | 527139 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Suburban | Combined Math & Reading Standardized Test Score | Top Half | Count | 92430 | 260740 | 354638 | 707808 |
| | | | | % | 41.5% | 60.2% | 78.9% | 64.1% |
| | | | Bottom Half | Count | 130150 | 172187 | 94832 | 397169 |
| | | | | % | 58.5% | 39.8% | 21.1% | 35.9% |
| | | | Total | Count | 222580 | 432927 | 449470 | 1104977 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Urban | Combined Math & Reading Standardized Test Score | Top Half | Count | 27304 | 86200 | 166332 | 279636 |
| | | | | % | 41.5% | 60.1% | 78.2% | 66.3% |
| | | | Bottom Half | Count | 38498 | 57319 | 46335 | 142152 |
| | | | | % | 58.5% | 39.9% | 21.8% | 33.7% |
| | | | Total | Count | 65802 | 143519 | 212667 | 421988 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 182059 | 475037 | 633006 | 1290102 | |
| | | | % | 41.1% | 59.6% | 77.8% | 62.8% | |
| | | Bottom Half | Count | 261180 | 322113 | 180709 | 764002 | |
| | | | % | 58.9% | 40.4% | 22.2% | 37.2% | |
| | | Total | Count | 443239 | 797150 | 813715 | 2054104 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Rural | Combined Math & Reading Standardized Test Score | Top Half | Count | 70099 | 136634 | 124340 | 331073 |
| | | | | % | 34.2% | 54.0% | 71.8% | 52.4% |
| | | Bottom Half | Count | 135073 | 116293 | 48933 | 300299 | |
| | | | % | 65.8% | 46.0% | 28.2% | 47.6% | |
| | | Total | Count | 205172 | 252927 | 173273 | 631372 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 19 contd

| | | | | | | | |
|----------|--|----------|---------|---------|---------|---------|---------|
| Suburban | Combined Math & Reading Standardized Test Score | Top Half | Count | 132914 | 312482 | 418799 | 864195 |
| | | | % | 29.2% | 51.7% | 74.8% | 53.4% |
| | Bottom Half | Count | 322210 | 292097 | 141087 | 755394 | |
| | | % | 70.8% | 48.3% | 25.2% | 46.6% | |
| Total | Count | 455124 | 604579 | 559886 | 1619589 | | |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Urban | Combined Math & Reading Standardized Test Score | Top Half | Count | 79649 | 138970 | 214138 | 432757 |
| | | | % | 23.4% | 41.9% | 69.6% | 44.2% |
| | Bottom Half | Count | 260059 | 192956 | 93468 | 546483 | |
| | | % | 76.6% | 58.1% | 30.4% | 55.8% | |
| Total | Count | 339708 | 331926 | 307606 | 979240 | | |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 282662 | 588086 | 757277 | 1628025 |
| | | | % | 28.3% | 49.4% | 72.8% | 50.4% |
| | Bottom Half | Count | 717342 | 601346 | 283488 | 1602176 | |
| | | % | 71.7% | 50.6% | 27.2% | 49.6% | |
| Total | Count | 1000004 | 1189432 | 1040765 | 3230201 | | |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | | |

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Table 20: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * School Size * RaceEth (Race & Hispanic) C-tab

| RaceEth (Race & Hispanic) | | | | | Ses2 (Comp Pared Parocc Faminc) | | | Total |
|---------------------------|---|---|-------------|--------|---------------------------------|--------|--------|--------|
| School Size | | | | | Low | Middle | High | |
| Hispanic | >1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 41071 | 26274 | 25319 | 94664 |
| | | | | % | 22.0% | 29.0% | 49.6% | 28.2% |
| | | | Bottom Half | Count | 145922 | 69283 | 25680 | 240885 |
| | | | | % | 78.0% | 71.0% | 50.4% | 71.8% |
| | | | Total | Count | 186993 | 97557 | 50999 | 335549 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | <1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 6918 | 8612 | 8275 | 23805 |
| | | | | % | 16.2% | 32.7% | 60.7% | 28.8% |
| | | | Bottom Half | Count | 35812 | 17748 | 5380 | 58920 |
| | | | | % | 83.8% | 67.3% | 39.3% | 71.2% |
| | | | Total | Count | 42730 | 26360 | 13635 | 82725 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 47989 | 36886 | 33594 | 118469 | |
| | | | % | 20.9% | 29.8% | 52.0% | 28.3% | |
| | | Bottom Half | Count | 181734 | 87031 | 31040 | 299805 | |
| | | | % | 79.1% | 70.2% | 48.0% | 71.7% | |
| | | Total | Count | 229723 | 123917 | 64634 | 418274 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-ASIAN | >1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 13452 | 13272 | 27282 | 54006 |
| | | | | % | 42.7% | 56.4% | 75.4% | 59.2% |
| | | | Bottom Half | Count | 18016 | 10256 | 8887 | 37159 |
| | | | | % | 57.3% | 43.6% | 24.6% | 40.8% |
| | | | Total | Count | 31468 | 23528 | 36169 | 91165 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | <1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 1368 | 4416 | 7558 | 13342 |
| | | | | % | 28.7% | 62.1% | 81.1% | 62.9% |
| | | | Bottom Half | Count | 3399 | 2695 | 1764 | 7858 |
| | | | | % | 71.3% | 37.9% | 18.9% | 37.1% |
| | | | Total | Count | 4767 | 7111 | 9322 | 21200 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 14820 | 17688 | 34840 | 67348 | |
| | | | % | 40.9% | 57.7% | 76.6% | 59.9% | |
| | | Bottom Half | Count | 21415 | 12951 | 10651 | 45017 | |
| | | | % | 59.1% | 42.3% | 23.4% | 40.1% | |
| | | Total | Count | 36235 | 30639 | 45491 | 112365 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-BLK | >1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 10928 | 20394 | 27258 | 58580 |
| | | | | % | 10.6% | 20.6% | 46.5% | 22.5% |
| | | | Bottom Half | Count | 91861 | 78815 | 31326 | 202002 |
| | | | | % | 89.4% | 79.4% | 53.5% | 77.5% |
| | | | Total | Count | 102789 | 99209 | 58584 | 260582 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | <1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 6076 | 6519 | 6054 | 18649 |
| | | | | % | 10.3% | 16.3% | 35.7% | 16.1% |
| | | | Bottom Half | Count | 52824 | 33560 | 10893 | 97277 |
| | | | | % | 89.7% | 83.7% | 64.3% | 83.9% |
| | | | Total | Count | 58900 | 40079 | 16947 | 115926 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 20 contd

| | | | | | | | | |
|--------|--|--|---|--------|---------|--------|---------|--------|
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 17004 | 26913 | 33312 | 77229 |
| | | | | % | 10.5% | 19.3% | 44.1% | 20.5% |
| | | | Bottom Half | Count | 144685 | 112375 | 42219 | 299279 |
| | | | | % | 89.5% | 80.7% | 55.9% | 79.5% |
| | Total | | Count | 161689 | 139288 | 75531 | 376508 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-WHT | >1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 67163 | 231030 | 356940 | 655133 |
| | | | | % | 38.6% | 59.0% | 77.6% | 63.9% |
| | | | Bottom Half | Count | 106957 | 160607 | 103212 | 370776 |
| | | | | % | 61.4% | 41.0% | 22.4% | 36.1% |
| | Total | | Count | 174120 | 391637 | 460152 | 1025909 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | <1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 93648 | 193390 | 204683 | 491721 |
| | | | | % | 43.0% | 61.1% | 77.1% | 61.5% |
| | | | Bottom Half | Count | 124223 | 122945 | 60908 | 308076 |
| | | | | % | 57.0% | 38.9% | 22.9% | 38.5% |
| | Total | | Count | 217871 | 316335 | 265591 | 799797 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 160811 | 424420 | 561623 | 1146854 | |
| | | | % | 41.0% | 59.9% | 77.4% | 62.8% | |
| | | Bottom Half | Count | 231180 | 283552 | 164120 | 678652 | |
| | | | % | 59.0% | 40.1% | 22.6% | 37.2% | |
| | Total | | Count | 391991 | 707972 | 725743 | 1825706 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | >1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 132514 | 292970 | 436799 | 862383 |
| | | | | % | 26.8% | 47.9% | 72.1% | 50.3% |
| | | | Bottom Half | Count | 362756 | 318961 | 169105 | 850822 |
| | | | | % | 73.2% | 52.1% | 27.9% | 49.7% |
| | Total | | Count | 495370 | 611931 | 605904 | 1713205 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | <1,000 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 108010 | 212937 | 226570 | 547517 |
| | | | | % | 33.3% | 54.6% | 74.2% | 53.7% |
| | | | Bottom Half | Count | 216258 | 176948 | 78925 | 472131 |
| | | | | % | 66.7% | 45.4% | 25.8% | 46.3% |
| | Total | | Count | 324268 | 389885 | 305495 | 1019648 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 240524 | 505907 | 663369 | 1409900 | |
| | | | % | 29.4% | 50.5% | 72.8% | 51.6% | |
| | | Bottom Half | Count | 579014 | 495909 | 248030 | 1322953 | |
| | | | % | 70.6% | 49.5% | 27.2% | 48.4% | |
| | Total | | Count | 819538 | 1001816 | 911399 | 2732853 | |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 21: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * ClassSize * RaceEthn (Race & Hispanic) C-tab

| RaceEthn (Race & Hispanic) | | ClassSize | | | Ses2 (Comp Pared Parocc Faminc) | | | Total |
|----------------------------|---|---|----------|--------|---------------------------------|--------|--------|-------|
| | | | | | Low | Middle | Hlqh | |
| Hispanic | >400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 43222 | 33854 | 21972 | 99048 |
| | | | | % | 20.6% | 32.2% | 46.3% | 27.4% |
| | | Bottom Half | Count | 166378 | 71142 | 25458 | 262978 | |
| | | | % | 79.4% | 67.8% | 53.7% | 72.6% | |
| | | Total | Count | 209600 | 104996 | 47430 | 362026 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | <400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 16087 | 16309 | 18139 | 50535 |
| | | | | % | 16.7% | 30.2% | 60.9% | 28.0% |
| | | Bottom Half | Count | 80320 | 37735 | 11638 | 129693 | |
| | | | % | 83.3% | 69.8% | 39.1% | 72.0% | |
| | | Total | Count | 96407 | 54044 | 29777 | 180228 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 59309 | 50163 | 40111 | 149583 | |
| | | | % | 19.4% | 31.5% | 52.0% | 27.6% | |
| | Bottom Half | Count | 246698 | 108877 | 37096 | 392671 | | |
| | | % | 80.6% | 68.5% | 48.0% | 72.4% | | |
| | Total | Count | 306007 | 159040 | 77207 | 542254 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| NH-ASIAN | >400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 12958 | 12515 | 21176 | 46649 |
| | | | | % | 41.0% | 58.4% | 72.6% | 56.8% |
| | | Bottom Half | Count | 18617 | 8898 | 8001 | 35516 | |
| | | | % | 59.0% | 41.6% | 27.4% | 43.2% | |
| | | Total | Count | 31575 | 21413 | 29177 | 82165 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | <400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 5724 | 10282 | 20186 | 36192 |
| | | | | % | 34.3% | 56.0% | 79.7% | 60.0% |
| | | Bottom Half | Count | 10962 | 8064 | 5135 | 24161 | |
| | | | % | 65.7% | 44.0% | 20.3% | 40.0% | |
| | | Total | Count | 16686 | 18346 | 25321 | 60353 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 18682 | 22797 | 41362 | 82841 | |
| | | | % | 38.7% | 57.3% | 75.9% | 58.1% | |
| | Bottom Half | Count | 29579 | 16962 | 13136 | 59677 | | |
| | | % | 61.3% | 42.7% | 24.1% | 41.9% | | |
| | Total | Count | 48261 | 39759 | 54498 | 142518 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| NH-BLK | >400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 9311 | 18400 | 22750 | 50461 |
| | | | | % | 13.2% | 20.7% | 48.6% | 24.4% |
| | | Bottom Half | Count | 61415 | 70802 | 24104 | 156121 | |
| | | | % | 86.8% | 79.3% | 51.4% | 75.6% | |
| | | Total | Count | 70726 | 89002 | 46854 | 206582 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | <400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 13301 | 21686 | 20046 | 55033 |
| | | | | % | 10.1% | 20.8% | 41.3% | 19.3% |
| | | Bottom Half | Count | 118470 | 82792 | 28443 | 229705 | |
| | | | % | 89.9% | 79.2% | 58.7% | 80.7% | |
| | | Total | Count | 131771 | 104478 | 48489 | 284738 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 21 contd

| | | | | | | | | |
|--------|--|--|----------|---------|---------|---------|---------|---------|
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 22612 | 40086 | 42796 | 105494 | |
| | | | % | 11.2% | 20.7% | 44.9% | 21.5% | |
| | Total | Bottom Half | Count | 179885 | 153394 | 52547 | 385826 | |
| | | | % | 88.8% | 79.3% | 55.1% | 78.5% | |
| | | | | 202497 | 193480 | 95343 | 491320 | |
| | | | | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-WHT | >400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 43376 | 152340 | 232984 | 428700 |
| | | | | % | 39.4% | 56.6% | 75.3% | 62.2% |
| | Total | Bottom Half | Count | 66759 | 116990 | 76282 | 260031 | |
| | | | % | 60.6% | 43.4% | 24.7% | 37.8% | |
| | | | | 110135 | 269330 | 309266 | 688731 | |
| | | | | 100.0% | 100.0% | 100.0% | 100.0% | |
| | <400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 138682 | 322697 | 400022 | 861401 |
| | | | | % | 41.6% | 61.1% | 79.3% | 63.1% |
| | Total | Bottom Half | Count | 194421 | 205123 | 104427 | 503971 | |
| | | | % | 58.4% | 38.9% | 20.7% | 36.9% | |
| | | | | 333103 | 527820 | 504449 | 1365372 | |
| | | | | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 182058 | 475037 | 633006 | 1290101 | |
| | | | % | 41.1% | 59.6% | 77.8% | 62.8% | |
| | Total | Bottom Half | Count | 261180 | 322113 | 180709 | 764002 | |
| | | | % | 58.9% | 40.4% | 22.2% | 37.2% | |
| | | | | 443238 | 797150 | 813715 | 2054103 | |
| | | | | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | >400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 108867 | 217109 | 298882 | 624858 |
| | | | | % | 25.8% | 44.8% | 69.1% | 46.6% |
| | Total | Bottom Half | Count | 313169 | 267632 | 133845 | 714646 | |
| | | | % | 74.2% | 55.2% | 30.9% | 53.4% | |
| | | | | 422036 | 484741 | 432727 | 1339504 | |
| | | | | 100.0% | 100.0% | 100.0% | 100.0% | |
| | <400 students | Combined Math & Reading Standardized Test Score | Top Half | Count | 173794 | 370974 | 458393 | 1003161 |
| | | | | % | 30.1% | 52.6% | 75.4% | 53.1% |
| | Total | Bottom Half | Count | 404173 | 333714 | 149643 | 887530 | |
| | | | % | 69.9% | 47.4% | 24.6% | 46.9% | |
| | | | | 577967 | 704688 | 608036 | 1890691 | |
| | | | | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 282661 | 588083 | 757275 | 1628019 | |
| | | | % | 28.3% | 49.4% | 72.8% | 50.4% | |
| | Total | Bottom Half | Count | 717342 | 601346 | 283488 | 1602176 | |
| | | | % | 71.7% | 50.6% | 27.2% | 49.6% | |
| | | | | 1000003 | 1189429 | 1040763 | 3230195 | |
| | | | | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 22: Combined Math & Reading Standardized Test Score* Ses2 (Comp Pared Paroc Famlnc) *Hours/day watching TV/videos/playing VG*RaceEth
(Race&Hispanic) C-tab

| RaceEth (Race & Hispanic) | | | | | Ses2 (Comp Pared Paroc Famlnc) | | | Total |
|---|---|---|----------|--------|--------------------------------|--------|--------|-------|
| Hours/day watching TV/videos/playing VG | Combined Math & Reading Standardized Test Score | Top Half | Count | Low | Middle | Hlgh | | |
| Hispanic | >5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 8858 | 10586 | 6757 | 26201 |
| | | | | % | 14.4% | 28.8% | 41.5% | 22.9% |
| | | Bottom Half | Count | 52794 | 26132 | 9534 | 88460 | |
| | | | % | 85.6% | 71.2% | 58.5% | 77.1% | |
| | | Total | Count | 61652 | 36718 | 16291 | 114661 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | 3-5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 20577 | 15599 | 13280 | 49456 |
| | | | | % | 21.9% | 33.4% | 50.4% | 29.6% |
| | | Bottom Half | Count | 73291 | 31164 | 13046 | 117501 | |
| | | | % | 78.1% | 66.6% | 49.6% | 70.4% | |
| | | Total | Count | 93868 | 46763 | 26326 | 166957 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| <2 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 15199 | 14029 | 14402 | 43630 | |
| | | | % | 21.7% | 35.5% | 62.5% | 32.9% | |
| | Bottom Half | Count | 54785 | 25528 | 8638 | 88951 | | |
| | | % | 78.3% | 64.5% | 37.5% | 67.1% | | |
| | Total | Count | 69984 | 39557 | 23040 | 132581 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 44634 | 40214 | 34439 | 119287 | |
| | | | % | 19.8% | 32.7% | 52.5% | 28.8% | |
| | Bottom Half | Count | 180870 | 82824 | 31218 | 294912 | | |
| | | % | 80.2% | 67.3% | 47.5% | 71.2% | | |
| | Total | Count | 225504 | 123038 | 65657 | 414199 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| NH-ASIAN | >5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 2562 | 3809 | 4627 | 10996 |
| | | | | % | 29.2% | 53.0% | 72.5% | 49.2% |
| | | Bottom Half | Count | 6207 | 3376 | 1751 | 11334 | |
| | | | % | 70.8% | 47.0% | 27.5% | 50.8% | |
| | | Total | Count | 8769 | 7185 | 6378 | 22332 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | 3-5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 7540 | 8201 | 12195 | 27936 |
| | | | | % | 45.2% | 63.4% | 75.2% | 60.9% |
| | | Bottom Half | Count | 9151 | 4736 | 4023 | 17910 | |
| | | | % | 54.8% | 36.6% | 24.8% | 39.1% | |
| | | Total | Count | 16691 | 12937 | 16218 | 45846 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| <2 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 5949 | 8565 | 18287 | 32801 | |
| | | | % | 45.4% | 64.5% | 83.3% | 67.9% | |
| | Bottom Half | Count | 7161 | 4708 | 3666 | 15535 | | |
| | | % | 54.6% | 35.5% | 16.7% | 32.1% | | |
| | Total | Count | 13110 | 13273 | 21953 | 48336 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 16051 | 20575 | 35109 | 71735 | |
| | | | % | 41.6% | 61.6% | 78.8% | 61.6% | |
| | Bottom Half | Count | 22519 | 12820 | 9440 | 44779 | | |
| | | % | 58.4% | 38.4% | 21.2% | 38.4% | | |
| | Total | Count | 38570 | 33395 | 44549 | 116514 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |

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Table 22 contd

| | | | | | | | | |
|----------|--|--|-------------|--------|--------|--------|---------|--------|
| NH-BLK | >5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 6791 | 9658 | 6175 | 22624 |
| | | | | % | 14.8% | 20.6% | 28.0% | 19.7% |
| | | | Bottom Half | Count | 38967 | 37320 | 15880 | 92137 |
| | | | | % | 85.2% | 79.4% | 72.0% | 80.3% |
| | | | Total | Count | 45758 | 46978 | 22025 | 114761 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | 3-5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 5162 | 12105 | 13764 | 31031 |
| | | | | % | 8.6% | 20.5% | 50.4% | 21.2% |
| | | | Bottom Half | Count | 54592 | 46972 | 13536 | 115100 |
| | | | | % | 91.4% | 79.5% | 49.6% | 78.8% |
| | | | Total | Count | 59754 | 59077 | 27300 | 146131 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | <2 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 4182 | 7924 | 11994 | 24100 |
| | | | | % | 13.0% | 22.9% | 56.6% | 27.4% |
| | | | Bottom Half | Count | 27893 | 26706 | 9197 | 63796 |
| | | | | % | 87.0% | 77.1% | 43.4% | 72.6% |
| | | | Total | Count | 32075 | 34630 | 21191 | 87896 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 16135 | 29687 | 31933 | 77755 |
| | | | | % | 11.7% | 21.1% | 45.3% | 22.3% |
| | | | Bottom Half | Count | 121452 | 110998 | 38583 | 271033 |
| | | | | % | 88.3% | 78.9% | 54.7% | 77.7% |
| | | | Total | Count | 137587 | 140685 | 70516 | 348788 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| NH-WHT | >5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 29345 | 73191 | 61574 | 164110 |
| | | | | % | 32.5% | 49.7% | 60.4% | 48.3% |
| | | | Bottom Half | Count | 61060 | 73927 | 40407 | 175394 |
| | | | | % | 67.5% | 50.3% | 39.6% | 51.7% |
| | | | Total | Count | 90405 | 147118 | 101981 | 339504 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | 3-5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 61929 | 163370 | 181253 | 406552 |
| | | | | % | 41.8% | 61.4% | 74.5% | 61.8% |
| | | | Bottom Half | Count | 86239 | 102664 | 62027 | 250930 |
| | | | | % | 58.2% | 38.6% | 25.5% | 38.2% |
| | | | Total | Count | 148168 | 266034 | 243280 | 657482 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| <2 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 63729 | 177675 | 303308 | 544712 | |
| | | | % | 49.8% | 67.5% | 84.6% | 72.7% | |
| | | Bottom Half | Count | 64349 | 85496 | 56209 | 205053 | |
| | | | % | 50.2% | 32.5% | 15.4% | 27.3% | |
| | | Total | Count | 128078 | 263170 | 358517 | 749765 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 155003 | 414236 | 546135 | 1115374 | |
| | | | % | 42.3% | 61.2% | 77.6% | 63.9% | |
| | | Bottom Half | Count | 211648 | 262086 | 157643 | 631377 | |
| | | | % | 57.7% | 38.8% | 22.4% | 36.1% | |
| | | Total | Count | 366651 | 676322 | 703778 | 1746751 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | >5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 47566 | 97244 | 79133 | 223933 |
| | | | | % | 23.0% | 40.9% | 54.0% | 37.9% |
| | | | Bottom Half | Count | 159028 | 140755 | 67542 | 367325 |
| | | | | % | 77.0% | 59.1% | 46.0% | 62.1% |

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Table 22 contd

| | | | | | | | |
|-----------|--|----------|---|--------|--------|---------|---------|
| 3-5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 95208 | 199275 | 220492 | 514975 |
| | | | % | 29.9% | 51.8% | 70.4% | 50.7% |
| | Bottom Half | Count | 223273 | 185536 | 92632 | 501441 | |
| | | % | 70.1% | 48.2% | 29.6% | 49.3% | |
| Total | | | Count | 318481 | 384811 | 313124 | 1016416 |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| <2 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 89059 | 208193 | 347991 | 645243 |
| | | | % | 36.6% | 59.4% | 81.9% | 63.3% |
| | Bottom Half | Count | 154188 | 142437 | 76710 | 373335 | |
| | | % | 63.4% | 40.6% | 18.1% | 36.7% | |
| Total | | | Count | 243247 | 350630 | 424701 | 1018578 |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 231823 | 504712 | 647616 | 1384151 |
| | | | % | 30.2% | 51.8% | 73.2% | 52.7% |
| | Bottom Half | Count | 536489 | 468728 | 236884 | 1242101 | |
| | | % | 69.8% | 48.2% | 26.8% | 47.3% | |
| Total | | | Count | 768312 | 973440 | 884500 | 2626252 |
| | | | % within Ses2 (Comp Pared Parocc FamInc) | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 23: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc Faminc) * Time on HW * RaceEth (Race & Hispanic) C-tab

| RaceEth (Race & Hispanic) | | | | | Ses2 (Comp Pared Parocc Faminc) | | | Total |
|---------------------------|---|---|-------------|--------|---------------------------------|--------|--------|--------|
| Time on HW | | | | | Low | Middle | Hiqh | |
| Hispanic | >11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 18937 | 18182 | 13035 | 50154 |
| | | | | % | 32.2% | 40.7% | 59.6% | 40.0% |
| | | | Bottom Half | Count | 39629 | 26461 | 8826 | 75116 |
| | | | | % | 67.8% | 59.3% | 40.4% | 60.0% |
| | | | Total | Count | 58766 | 44643 | 21861 | 125270 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | 5-11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 16548 | 16648 | 15410 | 48606 |
| | | | | % | 18.1% | 35.7% | 58.4% | 29.6% |
| | | | Bottom Half | Count | 74747 | 29921 | 10982 | 115650 |
| | | | | % | 81.9% | 64.3% | 41.6% | 70.4% |
| | | | Total | Count | 91295 | 46569 | 26392 | 164256 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| <5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 18302 | 10870 | 7900 | 37072 | |
| | | | % | 16.6% | 23.2% | 37.0% | 20.8% | |
| | | Bottom Half | Count | 91819 | 35915 | 13443 | 141177 | |
| | | | % | 83.4% | 76.8% | 63.0% | 79.2% | |
| | | Total | Count | 110121 | 46785 | 21343 | 178249 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 53787 | 45700 | 36345 | 135832 | |
| | | | % | 20.7% | 33.1% | 52.2% | 29.0% | |
| | | Bottom Half | Count | 206395 | 92297 | 33251 | 331943 | |
| | | | % | 79.3% | 66.9% | 47.8% | 71.0% | |
| | | Total | Count | 260182 | 137997 | 69596 | 467775 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-ASIAN | >11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 6618 | 10385 | 20133 | 37136 |
| | | | | % | 52.5% | 70.3% | 84.9% | 72.7% |
| | | | Bottom Half | Count | 5999 | 4382 | 3580 | 13961 |
| | | | | % | 47.5% | 29.7% | 15.1% | 27.3% |
| | | | Total | Count | 12617 | 14767 | 23713 | 51097 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | 5-11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 8092 | 6306 | 10273 | 24671 |
| | | | | % | 41.3% | 56.2% | 73.4% | 55.1% |
| | | | Bottom Half | Count | 11486 | 4907 | 3721 | 20114 |
| | | | | % | 58.7% | 43.8% | 26.6% | 44.9% |
| | | | Total | Count | 19578 | 11213 | 13994 | 44785 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| <5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 2049 | 4486 | 6858 | 13393 | |
| | | | % | 20.5% | 45.9% | 62.4% | 43.6% | |
| | | Bottom Half | Count | 7946 | 5280 | 4131 | 17357 | |
| | | | % | 79.5% | 54.1% | 37.6% | 56.4% | |
| | | Total | Count | 9995 | 9766 | 10989 | 30750 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 16759 | 21177 | 37254 | 75200 | |
| | | | % | 39.7% | 59.2% | 76.5% | 59.4% | |
| | | Bottom Half | Count | 25431 | 14569 | 11432 | 51432 | |
| | | | % | 60.3% | 40.8% | 23.5% | 40.6% | |
| | | Total | Count | 42190 | 35746 | 48686 | 126632 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 23 contd

| | | | | | | | | |
|----------|---|---|----------|--------|--------|--------|--------|--------|
| NH-BLK | >11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 7297 | 12665 | 16000 | 35962 |
| | | | | % | 22.4% | 34.3% | 64.3% | 38.1% |
| | | Bottom Half | Count | 25332 | 24257 | 8889 | 58478 | |
| | | | % | 77.6% | 65.7% | 35.7% | 61.9% | |
| | Total | Count | 32629 | 36922 | 24889 | 94440 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| | 5-11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 8900 | 14718 | 14084 | 37702 |
| | | | | % | 14.4% | 25.4% | 44.1% | 24.8% |
| | | Bottom Half | Count | 53061 | 43320 | 17872 | 114253 | |
| | | | % | 85.6% | 74.6% | 55.9% | 75.2% | |
| Total | Count | 61961 | 58038 | 31966 | 151955 | | | |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | | | |
| Total | <5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 5185 | 11299 | 9202 | 25686 |
| | | | | % | 6.4% | 15.0% | 31.6% | 13.8% |
| | | Bottom Half | Count | 76423 | 63839 | 19958 | 160220 | |
| | | | % | 93.6% | 85.0% | 68.4% | 86.2% | |
| | Total | Count | 81608 | 75138 | 29160 | 185906 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 21382 | 38682 | 39286 | 99350 |
| | | | | % | 12.1% | 22.7% | 45.7% | 23.0% |
| | | Bottom Half | Count | 154816 | 131416 | 46719 | 332951 | |
| | | | % | 87.9% | 77.3% | 54.3% | 77.0% | |
| Total | Count | 176198 | 170098 | 86005 | 432301 | | | |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | | | |
| NH-WHT | >11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 59308 | 146771 | 255271 | 461350 |
| | | | | % | 54.8% | 67.2% | 85.3% | 73.7% |
| | | Bottom Half | Count | 48961 | 71757 | 43989 | 164717 | |
| | | | % | 45.2% | 32.8% | 14.7% | 26.3% | |
| | Total | Count | 108269 | 218538 | 299260 | 626067 | | |
| | | % | 100.0% | 100.0% | 100.0% | 100.0% | | |
| | 5-11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 64931 | 190305 | 232232 | 487468 |
| | | | | % | 41.0% | 64.7% | 79.9% | 65.6% |
| | | Bottom Half | Count | 93584 | 103828 | 58467 | 255879 | |
| | | | % | 59.0% | 35.3% | 20.1% | 34.4% | |
| Total | Count | 158515 | 294133 | 290699 | 743347 | | | |
| | % | 100.0% | 100.0% | 100.0% | 100.0% | | | |
| <5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 48059 | 111221 | 109722 | 269002 | |
| | % | 33.7% | 47.8% | 63.9% | 49.2% | | | |

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Table 23 contd

| | | | | | | | | |
|------------|---|---|-------------|--------|---------|--------|---------|--------|
| | | | Bottom Half | Count | 94359 | 121555 | 61960 | 277874 |
| | | | | % | 66.3% | 52.2% | 36.1% | 50.8% |
| | | Total | | Count | 142418 | 232776 | 171682 | 546876 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 172296 | 448297 | 597225 | 1217820 | |
| | | | % | 42.1% | 60.1% | 78.4% | 63.6% | |
| | | Bottom Half | Count | 236904 | 297150 | 164416 | 698470 | |
| | | | % | 57.9% | 39.9% | 21.6% | 36.4% | |
| | | Total | Count | 409202 | 745447 | 761641 | 1916290 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | >11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 92160 | 188003 | 304439 | 584602 |
| | | | % | 43.4% | 59.7% | 82.3% | 65.2% | |
| | | Bottom Half | Count | 120121 | 126867 | 65284 | 312272 | |
| | | | % | 56.6% | 40.3% | 17.7% | 34.8% | |
| | | Total | Count | 212281 | 314870 | 369723 | 896874 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| 5-11 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 98471 | 227977 | 271999 | 598447 | |
| | | | % | 29.7% | 55.6% | 74.9% | 54.2% | |
| | | Bottom Half | Count | 232878 | 161976 | 91042 | 505896 | |
| | | | % | 70.3% | 44.4% | 25.1% | 45.8% | |
| | | Total | Count | 331349 | 409953 | 363041 | 1104343 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| <5 hours | Combined Math & Reading Standardized Test Score | Top Half | Count | 73595 | 137676 | 133682 | 345153 | |
| | | | % | 21.4% | 37.8% | 57.3% | 36.6% | |
| | | Bottom Half | Count | 270547 | 226589 | 99492 | 596628 | |
| | | | % | 78.6% | 62.2% | 42.7% | 63.4% | |
| | | Total | Count | 344142 | 364465 | 233174 | 941781 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 264226 | 553856 | 710120 | 1528202 | |
| | | | % | 29.8% | 50.8% | 73.5% | 51.9% | |
| | | Bottom Half | Count | 623546 | 535432 | 255818 | 1414796 | |
| | | | % | 70.2% | 49.2% | 26.5% | 48.1% | |
| | | Total | Count | 887772 | 1089288 | 965938 | 2942998 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 24: Combined Math & Reading Standardized Test Score * Ses2 (Comp Pared Parocc FamInc) * Athletic participation * RaceEth (Race&Hispanic) C-tab

| RaceEth (Race & Hispanic) | | Athletic participation | | Ses2 (Comp Pared Parocc FamInc) | | | Total | |
|---------------------------|---|---|-------------|---------------------------------|--------|--------|--------|--------|
| | | | | Low | Middle | Hlqh | | |
| Hispanic | Yes | Combined Math & Reading Standardized Test Score | Top Half | Count | 23343 | 24463 | 19255 | 67061 |
| | | | | % | 22.0% | 32.8% | 51.9% | 30.8% |
| | | | Bottom Half | Count | 82657 | 50139 | 17864 | 150660 |
| | | | | % | 78.0% | 67.2% | 48.1% | 69.2% |
| | | | Total | Count | 106000 | 74602 | 37119 | 217721 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | No | Combined Math & Reading Standardized Test Score | Top Half | Count | 33652 | 22314 | 17706 | 73672 |
| | | | | % | 19.3% | 31.0% | 53.1% | 26.4% |
| | | | Bottom Half | Count | 140325 | 49752 | 15645 | 205722 |
| | | | | % | 80.7% | 69.0% | 46.9% | 73.6% |
| | | | Total | Count | 173977 | 72066 | 33351 | 279394 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 56995 | 46777 | 36961 | 140733 | |
| | | | % | 20.4% | 31.9% | 52.4% | 28.3% | |
| | | Bottom Half | Count | 222962 | 99691 | 33509 | 356382 | |
| | | | % | 79.6% | 68.1% | 47.6% | 71.7% | |
| | | Total | Count | 279977 | 146668 | 70470 | 497115 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-ASIAN | Yes | Combined Math & Reading Standardized Test Score | Top Half | Count | 6847 | 9272 | 21586 | 37705 |
| | | | | % | 48.4% | 65.7% | 82.0% | 69.1% |
| | | | Bottom Half | Count | 7310 | 4831 | 4725 | 16866 |
| | | | | % | 51.6% | 34.3% | 18.0% | 30.9% |
| | | | Total | Count | 14157 | 14103 | 26311 | 54571 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | No | Combined Math & Reading Standardized Test Score | Top Half | Count | 11158 | 12856 | 16850 | 40864 |
| | | | | % | 36.5% | 56.4% | 70.2% | 52.8% |
| | | | Bottom Half | Count | 19446 | 9943 | 7160 | 36549 |
| | | | | % | 63.5% | 43.6% | 29.8% | 47.2% |
| | | | Total | Count | 30604 | 22799 | 24010 | 77413 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 18005 | 22128 | 38436 | 78569 | |
| | | | % | 40.2% | 60.0% | 76.4% | 59.5% | |
| | | Bottom Half | Count | 26756 | 14774 | 11885 | 53415 | |
| | | | % | 59.8% | 40.0% | 23.6% | 40.5% | |
| | | Total | Count | 44761 | 36902 | 50321 | 131984 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-BLK | Yes | Combined Math & Reading Standardized Test Score | Top Half | Count | 9678 | 20510 | 25146 | 55334 |
| | | | | % | 10.7% | 21.4% | 45.8% | 22.9% |
| | | | Bottom Half | Count | 80836 | 75529 | 29769 | 186134 |
| | | | | % | 89.3% | 78.6% | 54.2% | 77.1% |
| | | | Total | Count | 90514 | 96039 | 54915 | 241468 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | No | Combined Math & Reading Standardized Test Score | Top Half | Count | 11846 | 15984 | 14577 | 42407 |
| | | | | % | 13.4% | 19.6% | 42.3% | 20.7% |
| | | | Bottom Half | Count | 76591 | 65564 | 19871 | 162026 |
| | | | | % | 86.6% | 80.4% | 57.7% | 79.3% |

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Table 24 contd

| | | | | | | | | |
|--------|-------|---|-------------|-------|--------|---------|--------|---------|
| | | Total | | Count | 88437 | 81548 | 34448 | 204433 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 21524 | 36494 | 39723 | 97741 |
| | | | | % | 12.0% | 20.5% | 44.5% | 21.9% |
| | | | Bottom Half | Count | 157427 | 141093 | 49640 | 348160 |
| | | | | % | 88.0% | 79.5% | 55.5% | 78.1% |
| | Total | | | Count | 178951 | 177587 | 89363 | 445901 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| NH-WHT | Yes | Combined Math & Reading Standardized Test Score | Top Half | Count | 86968 | 260579 | 408291 | 755858 |
| | | | | % | 46.4% | 63.6% | 80.9% | 68.6% |
| | | | Bottom Half | Count | 100325 | 149286 | 96603 | 346214 |
| | | | | % | 53.6% | 36.4% | 19.1% | 31.4% |
| | Total | | | Count | 187313 | 409865 | 504894 | 1102072 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | No | Combined Math & Reading Standardized Test Score | Top Half | Count | 87241 | 190181 | 184251 | 461673 |
| | | | | % | 38.1% | 55.7% | 71.2% | 55.7% |
| | | | Bottom Half | Count | 141623 | 151183 | 74694 | 367500 |
| | | | | % | 61.9% | 44.3% | 28.8% | 44.3% |
| | Total | | | Count | 228864 | 341364 | 258945 | 829173 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 174229 | 450760 | 592542 | 1217531 |
| | | | | % | 41.9% | 60.0% | 77.6% | 63.0% |
| | | | Bottom Half | Count | 241948 | 300469 | 171297 | 713714 |
| | | | | % | 58.1% | 40.0% | 22.4% | 37.0% |
| | Total | | | Count | 416177 | 751229 | 763839 | 1931245 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Yes | Combined Math & Reading Standardized Test Score | Top Half | Count | 126856 | 314824 | 474278 | 915958 |
| | | | | % | 31.9% | 52.9% | 76.1% | 56.7% |
| | | | Bottom Half | Count | 271128 | 279785 | 148961 | 699674 |
| | | | | % | 68.1% | 47.1% | 23.9% | 43.3% |
| | Total | | | Count | 397984 | 594609 | 623239 | 1615832 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | No | Combined Math & Reading Standardized Test Score | Top Half | Count | 143897 | 241335 | 233384 | 618616 |
| | | | | % | 27.6% | 46.6% | 66.5% | 44.5% |
| | | | Bottom Half | Count | 377985 | 276442 | 117370 | 771797 |
| | | | | % | 72.4% | 53.4% | 33.5% | 55.5% |
| | Total | | | Count | 521882 | 517777 | 350754 | 1390413 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 270753 | 556159 | 707662 | 1534574 |
| | | | | % | 29.4% | 50.0% | 72.7% | 51.0% |
| | | | Bottom Half | Count | 649113 | 556227 | 266331 | 1471671 |
| | | | | % | 70.6% | 50.0% | 27.3% | 49.0% |
| | Total | | | Count | 919866 | 1112386 | 973993 | 3006245 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 25: Combined Math & Reading Standardized Test Score* Ses2 (Comp Pared Parocc FamInc)* Extracurricular participation* RaceEth (Race & Hispanic)C-tab

| RaceEth (Race & Hispanic) | | Extracurricular participation | | Ses2 (Comp Pared Parocc FamInc) | | | Total | |
|---------------------------|---|---|-------------|---------------------------------|--------|--------|--------|--------|
| | | | | Low | Middle | Hlgh | | |
| Hispanic | >One | Combined Math & Reading Standardized Test Score | Top Half | Count | 11352 | 7947 | 13378 | 32677 |
| | | | | % | 28.7% | 38.1% | 74.3% | 41.6% |
| | | | Bottom Half | Count | 28228 | 12931 | 4629 | 45788 |
| | | | | % | 71.3% | 61.9% | 25.7% | 58.4% |
| | | | Total | Count | 39580 | 20878 | 18007 | 78465 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | One | Combined Math & Reading Standardized Test Score | Top Half | Count | 11103 | 15617 | 8722 | 35442 |
| | | | | % | 19.6% | 38.2% | 56.1% | 31.3% |
| | | | Bottom Half | Count | 45557 | 25316 | 6818 | 77691 |
| | | | | % | 80.4% | 61.8% | 43.9% | 68.7% |
| | | | Total | Count | 56660 | 40933 | 15540 | 113133 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| None | Combined Math & Reading Standardized Test Score | Top Half | Count | 36087 | 25707 | 17175 | 78969 | |
| | | | % | 18.1% | 27.7% | 41.1% | 23.6% | |
| | | Bottom Half | Count | 163558 | 67254 | 24564 | 255376 | |
| | | | % | 81.9% | 72.3% | 58.9% | 76.4% | |
| | | Total | Count | 199645 | 92961 | 41739 | 334345 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 58542 | 49271 | 39275 | 147088 | |
| | | | % | 19.8% | 31.8% | 52.2% | 28.0% | |
| | | Bottom Half | Count | 237343 | 105501 | 36011 | 378855 | |
| | | | % | 80.2% | 68.2% | 47.8% | 72.0% | |
| | | Total | Count | 295885 | 154772 | 75286 | 525943 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-ASIAN | >One | Combined Math & Reading Standardized Test Score | Top Half | Count | 5241 | 6604 | 18638 | 30483 |
| | | | | % | 55.6% | 71.6% | 84.8% | 75.1% |
| | | Bottom Half | Count | 4177 | 2616 | 3334 | 10127 | |
| | | | % | 44.4% | 28.4% | 15.2% | 24.9% | |
| | | Total | Count | 9418 | 9220 | 21972 | 40610 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| One | Combined Math & Reading Standardized Test Score | Top Half | Count | 5044 | 6912 | 12012 | 23968 | |
| | | | % | 39.8% | 62.9% | 85.5% | 63.6% | |
| | | Bottom Half | Count | 7621 | 4085 | 2036 | 13742 | |
| | | | % | 60.2% | 37.1% | 14.5% | 36.4% | |
| | | Total | Count | 12665 | 10997 | 14048 | 37710 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| None | Combined Math & Reading Standardized Test Score | Top Half | Count | 8288 | 9131 | 10024 | 27443 | |
| | | | % | 33.4% | 47.9% | 57.3% | 44.7% | |
| | | Bottom Half | Count | 16529 | 9931 | 7458 | 33918 | |
| | | | % | 66.6% | 52.1% | 42.7% | 55.3% | |
| | | Total | Count | 24817 | 19062 | 17482 | 61361 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 18573 | 22647 | 40674 | 81894 | |
| | | | % | 39.6% | 57.7% | 76.0% | 58.6% | |
| | | Bottom Half | Count | 28327 | 16632 | 12828 | 57787 | |
| | | | % | 60.4% | 42.3% | 24.0% | 41.4% | |

**The Influence of Childhood Poverty on Life Chances-
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Table 25 contd

| | | | | | | | | |
|--------|---|---|-------------|-------------|--------|--------|---------|--------|
| | Total | | Count | 24817 | 19062 | 17482 | 61361 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 18573 | 22647 | 40674 | 81894 | |
| | | | % | 39.6% | 57.7% | 76.0% | 58.6% | |
| | | Bottom Half | Count | 28327 | 16632 | 12828 | 57787 | |
| | | | % | 60.4% | 42.3% | 24.0% | 41.4% | |
| | Total | | Count | 46900 | 39279 | 53502 | 139681 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-BLK | >One | Combined Math & Reading Standardized Test Score | Top Half | Count | 6051 | 7553 | 14252 | 27856 |
| | | | | % | 15.9% | 19.7% | 59.9% | 28.5% |
| | | | Bottom Half | Count | 29817 | 30693 | 9539 | 70049 |
| | | | % | 83.1% | 80.3% | 40.1% | 71.5% | |
| | | Total | | Count | 35868 | 38246 | 23791 | 97905 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| One | Combined Math & Reading Standardized Test Score | Top Half | Count | 6234 | 12880 | 10571 | 29685 | |
| | | | % | 13.6% | 29.0% | 45.0% | 26.1% | |
| | | | Bottom Half | Count | 39752 | 31506 | 12902 | 84160 |
| | | | % | 86.4% | 71.0% | 55.0% | 73.9% | |
| | Total | | Count | 45986 | 44386 | 23473 | 113845 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| None | Combined Math & Reading Standardized Test Score | Top Half | Count | 9715 | 19292 | 17047 | 46054 | |
| | | | % | 9.0% | 18.5% | 37.6% | 17.8% | |
| | | | Bottom Half | Count | 98726 | 85233 | 28347 | 212306 |
| | | | % | 91.0% | 81.5% | 62.4% | 82.2% | |
| | | Total | | Count | 108441 | 104525 | 45394 | 258360 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 22000 | 39725 | 41870 | 103595 | |
| | | | % | 11.6% | 21.2% | 45.2% | 22.0% | |
| | | | Bottom Half | Count | 168295 | 147432 | 50788 | 366515 |
| | | % | 88.4% | 78.8% | 54.8% | 78.0% | | |
| | Total | | Count | 190295 | 187157 | 92658 | 470110 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-WHT | >One | Combined Math & Reading Standardized Test Score | Top Half | Count | 42093 | 132568 | 238569 | 413230 |
| | | | | % | 51.8% | 74.1% | 87.9% | 77.7% |
| | | | Bottom Half | Count | 39157 | 46379 | 32746 | 118282 |
| | | | % | 48.2% | 25.9% | 12.1% | 22.3% | |
| | | Total | | Count | 81250 | 178947 | 271315 | 531512 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | One | Combined Math & Reading Standardized Test Score | Top Half | Count | 51356 | 132342 | 184511 | 368209 |
| | | | | % | 45.3% | 61.3% | 79.0% | 65.4% |
| | | | | Bottom Half | Count | 62119 | 83547 | 48934 |
| | | | % | 54.7% | 38.7% | 21.0% | 34.6% | |
| | | Total | | Count | 113475 | 215889 | 233445 | 562809 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| None | Combined Math & Reading Standardized Test Score | Top Half | Count | 87453 | 207064 | 207940 | 502457 | |
| | | | % | 35.9% | 52.9% | 66.6% | 53.6% | |
| | | | Bottom Half | Count | 155811 | 184696 | 95323 | 435832 |
| | | % | 64.1% | 47.1% | 31.4% | 46.4% | | |
| | Total | | Count | 243264 | 391762 | 303263 | 938289 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 180902 | 471974 | 631020 | 1283896 | |
| | | | % | 41.3% | 60.0% | 78.1% | 63.2% | |

**The Influence of Childhood Poverty on Life Chances-
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Senior Capstone Project for Katherine McCabe

Table 25 contd

| | | | | | | | | |
|-------|--|--|-------------|-------|--------|---------|---------|---------|
| | | | Bottom Half | Count | 257087 | 314624 | 177003 | 748714 |
| | | | | % | 58.7% | 40.0% | 21.9% | 36.8% |
| | | Total | | Count | 437989 | 786598 | 808023 | 2032610 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | -One | Combined Math & Reading Standardized Test Score | Top Half | Count | 64737 | 154672 | 284837 | 504246 |
| | | | | % | 39.0% | 62.5% | 85.0% | 67.4% |
| | | | Bottom Half | Count | 101379 | 92619 | 50248 | 244246 |
| | | | | % | 61.0% | 37.5% | 15.0% | 32.6% |
| | | Total | | Count | 166116 | 247291 | 335085 | 748492 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | One | Combined Math & Reading Standardized Test Score | Top Half | Count | 73737 | 167751 | 215816 | 457304 |
| | | | | % | 32.2% | 53.7% | 75.3% | 55.3% |
| | | | Bottom Half | Count | 155049 | 144454 | 70690 | 370193 |
| | | | | % | 67.8% | 46.3% | 24.7% | 44.7% |
| | | Total | | Count | 228786 | 312205 | 286506 | 827497 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | None | Combined Math & Reading Standardized Test Score | Top Half | Count | 141543 | 261194 | 252186 | 654923 |
| | | | | % | 24.6% | 42.9% | 61.8% | 41.1% |
| | | | Bottom Half | Count | 434624 | 347116 | 155692 | 937432 |
| | | | | % | 75.4% | 57.1% | 38.2% | 58.9% |
| | | Total | | Count | 576167 | 608310 | 407878 | 1592355 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Combined Math & Reading Standardized Test Score | | Top Half | Count | 280017 | 583617 | 752839 | 1616473 |
| | | | | % | 28.8% | 50.0% | 73.1% | 51.0% |
| | | | Bottom Half | Count | 691052 | 584189 | 276630 | 1551871 |
| | | | | % | 71.2% | 50.0% | 26.9% | 49.0% |
| | | Total | | Count | 971069 | 1167806 | 1029469 | 3168344 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 25: Combined Math & Reading Standardized Test Score * See2 (Comp Pared Parocc Famlnc) * Parent Aspirations * RaceEth (Race & Hispanic) C-tab

| RaceEth (Race & Hispanic) | | | | | See2 (Comp Pared Parocc Famlnc) | | | Total |
|---------------------------|---|---|-------------|--------|---------------------------------|--------|--------|--------|
| Parent Aspirations | | | | | Low | Middle | High | |
| Hispanic | At least Masters | Combined Math & Reading Standardized Test Score | Top Half | Count | 28536 | 31118 | 28641 | 88295 |
| | | | | % | 25.4% | 41.3% | 57.9% | 38.4% |
| | | | Bottom Half | Count | 83994 | 44150 | 13549 | 141693 |
| | | | | % | 74.6% | 58.7% | 32.1% | 61.6% |
| | | | Total | Count | 112530 | 75268 | 42190 | 229988 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 25728 | 17743 | 10443 | 53914 |
| | | | | % | 18.0% | 27.7% | 35.3% | 22.8% |
| | | | Bottom Half | Count | 116821 | 46309 | 19150 | 182280 |
| | | | | % | 82.0% | 72.3% | 64.7% | 77.2% |
| | | | Total | Count | 142549 | 64052 | 29593 | 236194 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| <College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 5044 | 1303 | 1028 | 7375 | |
| | | | % | 9.9% | 6.6% | 18.9% | 9.7% | |
| | | Bottom Half | Count | 45883 | 18417 | 4398 | 68698 | |
| | | | % | 90.1% | 93.4% | 81.1% | 90.3% | |
| | | Total | Count | 50927 | 19720 | 5426 | 76073 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 59308 | 50164 | 40112 | 149584 | |
| | | | % | 19.4% | 31.5% | 52.0% | 27.6% | |
| | | Bottom Half | Count | 246698 | 108875 | 37097 | 392671 | |
| | | | % | 80.6% | 68.5% | 48.0% | 72.4% | |
| | | Total | Count | 306006 | 159040 | 77209 | 542255 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-ASIAN | At least Masters | Combined Math & Reading Standardized Test Score | Top Half | Count | 11272 | 12818 | 29274 | 53964 |
| | | | | % | 49.6% | 62.1% | 83.1% | 67.9% |
| | | Bottom Half | Count | 11449 | 7819 | 5970 | 25238 | |
| | | | % | 50.4% | 37.9% | 16.9% | 32.1% | |
| | | Total | Count | 22721 | 20637 | 35244 | 78602 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 6956 | 8610 | 11708 | 27274 | |
| | | | % | 33.2% | 56.2% | 64.2% | 50.0% | |
| | | Bottom Half | Count | 14011 | 6709 | 6539 | 27259 | |
| | | | % | 66.8% | 43.8% | 35.8% | 50.0% | |
| | | Total | Count | 20967 | 15319 | 18247 | 54533 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| <College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 453 | 1369 | 380 | 2202 | |
| | | | % | 9.9% | 36.0% | 37.7% | 23.5% | |
| | | Bottom Half | Count | 4119 | 2433 | 627 | 7179 | |
| | | | % | 90.1% | 64.0% | 62.3% | 76.5% | |
| | | Total | Count | 4572 | 3802 | 1007 | 9381 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 18681 | 22797 | 41362 | 82840 | |
| | | | % | 38.7% | 57.3% | 75.9% | 58.1% | |
| | | Bottom Half | Count | 29579 | 16961 | 13135 | 59675 | |
| | | | % | 61.3% | 42.7% | 24.1% | 41.9% | |
| | | Total | Count | 48260 | 39758 | 54498 | 142516 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 26 contd

| | | | | | | | | |
|---------------|---|---|-------------|--------|--------|--------|---------|---------|
| NH-BLK | At least Masters | Combined Math & Reading Standardized Test Score | Top Half | Count | 12917 | 24485 | 29996 | 67398 |
| | | | | % | 14.8% | 22.5% | 52.5% | 26.6% |
| | | | Bottom Half | Count | 74272 | 84251 | 27128 | 185651 |
| | | | | % | 85.2% | 77.5% | 47.5% | 73.4% |
| | | | Total | Count | 87189 | 108736 | 57124 | 253049 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 7423 | 13048 | 12006 | 32477 |
| | | | | % | 8.7% | 19.1% | 35.3% | 17.3% |
| | | | Bottom Half | Count | 78158 | 56359 | 21973 | 155490 |
| | | | | % | 91.3% | 80.9% | 64.7% | 82.7% |
| | | | Total | Count | 85581 | 68407 | 33979 | 187967 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| <College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 2272 | 2553 | 795 | 5620 | |
| | | | % | 7.6% | 15.6% | 18.7% | 11.2% | |
| | | Bottom Half | Count | 27455 | 13785 | 3445 | 44686 | |
| | | | % | 92.4% | 84.4% | 81.3% | 88.8% | |
| | | Total | Count | 29727 | 16338 | 4241 | 50306 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 22612 | 40086 | 42797 | 105495 |
| | | | | % | 11.2% | 20.7% | 44.9% | 21.5% |
| | | | Bottom Half | Count | 179685 | 153395 | 52547 | 385827 |
| | | | | % | 88.8% | 79.3% | 55.1% | 78.5% |
| | | | Total | Count | 202497 | 193481 | 95344 | 491322 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| NH-WHT | At least Masters | Combined Math & Reading Standardized Test Score | Top Half | Count | 67623 | 185668 | 346892 | 600183 |
| | | | | % | 58.2% | 72.6% | 86.6% | 77.7% |
| | | | Bottom Half | Count | 48485 | 70238 | 53638 | 172361 |
| | | | | % | 41.8% | 27.4% | 13.4% | 22.3% |
| | | | Total | Count | 116108 | 255906 | 400530 | 772544 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 86012 | 254452 | 270603 | 611067 |
| | | | | % | 44.7% | 61.1% | 72.4% | 62.2% |
| | | | Bottom Half | Count | 106195 | 162127 | 103008 | 371330 |
| | | | | % | 55.3% | 38.9% | 27.6% | 37.8% |
| | | | Total | Count | 192207 | 416579 | 373611 | 982397 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| <College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 28423 | 34917 | 15511 | 78851 | |
| | | | % | 21.1% | 28.0% | 39.2% | 26.4% | |
| | | Bottom Half | Count | 105499 | 89748 | 24062 | 220309 | |
| | | | % | 78.9% | 72.0% | 60.8% | 73.6% | |
| | | Total | Count | 134922 | 124665 | 39573 | 299160 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 182058 | 475037 | 633006 | 1290101 | |
| | | | % | 41.1% | 59.6% | 77.8% | 62.8% | |
| | | Bottom Half | Count | 251179 | 322113 | 180708 | 764000 | |
| | | | % | 58.9% | 40.4% | 22.2% | 37.2% | |
| | | Total | Count | 443237 | 797150 | 813714 | 2054101 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | At least Masters | Combined Math & Reading Standardized Test Score | Top Half | Count | 120348 | 254089 | 434803 | 809240 |
| | | | | % | 35.5% | 55.2% | 81.3% | 60.7% |
| | | | Bottom Half | Count | 218200 | 205458 | 100285 | 524943 |
| | | | | % | 64.5% | 44.8% | 18.7% | 39.3% |
| | | | Total | Count | 338548 | 460547 | 535088 | 1334183 |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 26 contd

| | | | | | | | | |
|---------------|--|----------|-------------|---------|---------|---------|---------|---------|
| College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 126119 | 293853 | 304760 | 724732 | |
| | | | % | 28.6% | 52.1% | 66.9% | 49.6% | |
| | Bottom Half | Count | 315185 | 270504 | 150670 | 736359 | | |
| | | % | 71.4% | 47.9% | 33.1% | 50.4% | | |
| Total | | | Count | 441304 | 564357 | 455430 | 1461091 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| <College grad | Combined Math & Reading Standardized Test Score | Top Half | Count | 36192 | 40142 | 17714 | 94048 | |
| | | | % | 16.4% | 24.4% | 35.3% | 21.6% | |
| | Bottom Half | Count | 183956 | 124383 | 32533 | 340872 | | |
| | | % | 83.6% | 75.6% | 64.7% | 78.4% | | |
| Total | | | Count | 220148 | 164525 | 50247 | 434920 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 282659 | 588084 | 757277 | 1628020 | |
| | | | % | 28.3% | 49.4% | 72.8% | 50.4% | |
| | | | Bottom Half | Count | 717341 | 601345 | 283488 | 1602174 |
| | | | | % | 71.7% | 50.6% | 27.2% | 49.6% |
| Total | | | Count | 1000000 | 1189429 | 1040765 | 3230194 | |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |

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Table 27: Combined Math & Reading Standardized Test Score * See2 (Comp Pared Parocc Faminc) * Sex * RaceEth (Race & Hispanic) C-tab

| RaceEth (Race & Hispanic) | | | | | See2 (Comp Pared Parocc Faminc) | | | Total | |
|---------------------------|--------|---|---|-------------|---------------------------------|--------|--------|--------|--------|
| Sex | | | | | Low | Middle | High | | |
| Hispanic | Female | Combined Math & Reading Standardized Test Score | Top Half | Count | 29526 | 26028 | 20141 | 75695 | |
| | | | | % | 18.6% | 33.9% | 51.3% | 27.6% | |
| | | | | Bottom Half | Count | 129138 | 50672 | 19127 | 198937 |
| | | | | | % | 81.4% | 66.1% | 48.7% | 72.4% |
| | | | | Total | Count | 158664 | 76700 | 39268 | 274632 |
| | | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | | Male | Combined Math & Reading Standardized Test Score | Top Half | Count | 29783 | 24136 | 19970 | 73889 |
| | | | | % | 20.2% | 29.3% | 52.6% | 27.6% | |
| | | | | Bottom Half | Count | 117560 | 58204 | 17970 | 193734 |
| | | | | | % | 79.8% | 70.7% | 47.4% | 72.4% |
| | | | | Total | Count | 147343 | 82340 | 37940 | 267623 |
| | | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 59309 | 50164 | 40111 | 149684 | |
| | | | % | 19.4% | 31.5% | 52.0% | 27.6% | | |
| | | | Bottom Half | Count | 246698 | 108876 | 37097 | 392671 | |
| | | | | % | 80.6% | 68.5% | 48.0% | 72.4% | |
| | | | Total | Count | 306007 | 159040 | 77208 | 542255 | |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-ASIAN | Female | Combined Math & Reading Standardized Test Score | Top Half | Count | 8279 | 12087 | 20829 | 41195 | |
| | | | | % | 39.3% | 56.3% | 81.9% | 60.6% | |
| | | | | Bottom Half | Count | 12800 | 9400 | 4616 | 26816 |
| | | | | | % | 60.7% | 43.7% | 18.1% | 39.4% |
| | | | | Total | Count | 21079 | 21487 | 25445 | 68011 |
| | | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | | Male | Combined Math & Reading Standardized Test Score | Top Half | Count | 10403 | 10710 | 20533 | 41646 |
| | | | | % | 38.3% | 58.6% | 70.7% | 55.9% | |
| | | | | Bottom Half | Count | 16779 | 7561 | 8520 | 32860 |
| | | | | | % | 61.7% | 41.4% | 29.3% | 44.1% |
| | | | | Total | Count | 27182 | 18271 | 29053 | 74506 |
| | | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 18682 | 22797 | 41362 | 82841 | |
| | | | % | 38.7% | 57.3% | 75.9% | 58.1% | | |
| | | | Bottom Half | Count | 29579 | 16961 | 13136 | 59676 | |
| | | | | % | 61.3% | 42.7% | 24.1% | 41.9% | |
| | | | Total | Count | 48261 | 39758 | 54498 | 142517 | |
| | | | | % | 100.0% | 100.0% | 100.0% | 100.0% | |
| NH-BLK | Female | Combined Math & Reading Standardized Test Score | Top Half | Count | 11477 | 21184 | 18864 | 51525 | |
| | | | | % | 10.9% | 22.4% | 47.0% | 21.5% | |
| | | | | Bottom Half | Count | 93765 | 73423 | 21270 | 188458 |
| | | | | | % | 89.1% | 77.6% | 53.0% | 78.5% |
| | | | | Total | Count | 105242 | 94607 | 40134 | 239983 |
| | | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | | Male | Combined Math & Reading Standardized Test Score | Top Half | Count | 11135 | 18902 | 23932 | 53969 |
| | | | | % | 11.4% | 19.1% | 43.3% | 21.5% | |
| | | | | Bottom Half | Count | 86120 | 79971 | 31276 | 197367 |
| | | | | | % | 88.6% | 80.9% | 56.7% | 78.5% |
| | | | | Total | Count | 97255 | 98873 | 35208 | 232336 |
| | | | | | % | 100.0% | 100.0% | 100.0% | 100.0% |

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Table 27 contd

| | | | | | | | |
|--------|--------|---|-------------|---------|---------|---------|---------|
| | Total | | Count | 97255 | 96673 | 55208 | 251336 |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 22612 | 40086 | 105494 |
| | | | | % | 11.2% | 20.7% | 21.5% |
| | | | Bottom Half | Count | 179685 | 153394 | 385825 |
| | | | | % | 88.8% | 79.3% | 78.5% |
| | Total | | Count | 202497 | 193480 | 95342 | 491319 |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| NH-WHT | Female | Combined Math & Reading Standardized Test Score | Top Half | Count | 99579 | 233429 | 651510 |
| | | | | % | 42.5% | 60.7% | 63.8% |
| | | | Bottom Half | Count | 134498 | 151161 | 370294 |
| | | | | % | 57.5% | 39.3% | 36.2% |
| | Total | | Count | 234077 | 384590 | 403137 | 1021804 |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Male | Combined Math & Reading Standardized Test Score | Top Half | Count | 82479 | 241608 | 638591 |
| | | | | % | 39.4% | 58.6% | 61.9% |
| | | | Bottom Half | Count | 126682 | 170953 | 393709 |
| | | | | % | 60.6% | 41.4% | 38.1% |
| | Total | | Count | 209161 | 412561 | 410578 | 1032300 |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 182058 | 475037 | 1290101 |
| | | | | % | 41.1% | 59.6% | 62.8% |
| | | | Bottom Half | Count | 261180 | 322114 | 764003 |
| | | | | % | 58.9% | 40.4% | 37.2% |
| | Total | | Count | 443238 | 797151 | 813715 | 2054104 |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| Total | Female | Combined Math & Reading Standardized Test Score | Top Half | Count | 148861 | 292728 | 619925 |
| | | | | % | 28.7% | 50.7% | 51.1% |
| | | | Bottom Half | Count | 370201 | 284656 | 784508 |
| | | | | % | 71.3% | 49.3% | 48.9% |
| | Total | | Count | 519062 | 577384 | 507984 | 1604430 |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Male | Combined Math & Reading Standardized Test Score | Top Half | Count | 133800 | 295356 | 608096 |
| | | | | % | 27.8% | 48.3% | 49.7% |
| | | | Bottom Half | Count | 347141 | 316689 | 617670 |
| | | | | % | 72.2% | 51.7% | 50.3% |
| | Total | | Count | 480941 | 612045 | 532779 | 1625766 |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% |
| | Total | Combined Math & Reading Standardized Test Score | Top Half | Count | 282661 | 588084 | 1628020 |
| | | | | % | 28.3% | 49.4% | 50.4% |
| | | | Bottom Half | Count | 717342 | 601345 | 1602178 |
| | | | | % | 71.7% | 50.6% | 49.6% |
| | Total | | Count | 1000003 | 1189429 | 1040763 | 3230198 |
| | | | % | 100.0% | 100.0% | 100.0% | 100.0% |

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