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Table D-1 Effects of Poverty on Overall Test Scores, 1998

	Estimated Coefficients of Poverty on Test Scores				R-square	F-Statistics
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch		
Mathematics						
Model 1	-0.0082 * (-2.008)				0.4104	2045.827
Model 2		-4.1001 * (-26.936)			0.4172	2104.119
Model 3	0.0379 * (8.615)	-4.6248 * (-28.223)			0.4179	2014.235
Model 4			-4.7834 * (-26.259)		0.4169	2101.208
Model 5				-1.7866 * (-7.606)	0.4109	2050.175
Model 6	0.0300 * (6.938)		-5.2199 * (-27.095)		0.4173	2009.420
Model 7	-0.0036 (-0.866)			-1.7553 * (-7.387)	0.4109	1957.012
Model 8	0.0409 * (9.283)		-5.6395 * (-28.861)	-2.9588 * (-12.343)	0.4188	1933.395
Reading						
Model 1	-0.0100 * (-2.320)				0.3507	1587.512
Model 2		-4.6149 * (-28.829)			0.3593	1648.089
Model 3	0.0418 * (9.053)	-5.1948 * (-30.143)			0.3601	1578.967
Model 4			-5.2119 * (-27.193)		0.3583	1641.367
Model 5				-2.2943 * (-9.282)	0.3515	1593.442
Model 6	0.0316 * (6.948)		-5.6718 * (-27.985)		0.3588	1570.155
Model 7	-0.0040 (-0.907)			-2.2599 * (-9.037)	0.3515	1521.046
Model 8	0.0447 * (9.667)		-6.1792 * (-30.068)	-3.5785 * (-14.194)	0.3609	1515.530

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1998

Table D-2 Effects of Poverty on Caucasian Test Scores, 1998

	Estimated Coefficients of Poverty on Test Scores				R-square	F-Statistics
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch		
Mathematics						
Model 1	-0.0210 * (-4.531)				0.3234	1522.972
Model 2		-4.2418 * (-26.200)			0.3317	1580.868
Model 3	0.0201 * (4.120)	-4.4692 * (-26.131)			0.3319	1494.426
Model 4			-4.9683 * (-24.517)		0.3306	1573.447
Model 5				-2.3368 * (-9.694)	0.3244	1529.358
Model 6	0.0090 (1.892)		-5.0717 * (-24.165)		0.3307	1486.303
Model 7	-0.0138 * (-2.930)			-2.2151 * (-9.057)	0.3245	1445.074
Model 8	0.0214 * (4.383)		-5.4430 * (-25.179)	-3.0941 * (-12.604)	0.3326	1420.545
Reading						
Model 1	-0.0152 (-3.056)				0.2823	1253.279
Model 2		-4.6684 * (-26.918)			0.2917	1311.908
Model 3	0.0310 * (5.931)	-5.0192 * (-27.399)			0.2921	1241.762
Model 4			-5.3493 * (-24.634)		0.2901	1302.259
Model 5				-2.7383 (-10.602)	0.2837	1261.728
Model 6	0.0177 * (3.459)		-5.5517 * (-24.688)		0.2903	1230.825
Model 7	-0.0064 (-1.278)			-2.6814 * (-10.232)	0.2837	1191.736
Model 8	0.0322 * (6.175)		-5.9896 * (-26.422)	-3.6487 * (-13.875)	0.2928	1180.306

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1998

Table D-3 Effects of Poverty on American Indian Test Scores, 1998

	Estimated Coefficients of Poverty on Test Scores				Equal Treatment Score	R-square	F-Statistics	Percent of Gap Unexplained
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch				
Mathematics								
Model 1	0.0149 (0.610)				73.8118	0.3377	33.840	49.79%
Model 2		-3.6811 * (-3.349)			73.0994	0.3443	34.818	45.23%
Model 3	0.0847 * (2.924)	-5.7680 * (-4.412)			73.0386	0.3488	33.589	44.84%
Model 4			-4.1721 * (-3.701)		72.9133	0.3458	35.042	44.04%
Model 5				1.0291 (0.483)	73.8189	0.3376	33.827	49.84%
Model 6	0.0820 * (2.911)		-6.1058 * (-4.678)		72.8844	0.3503	33.795	43.86%
Model 7	0.0139 (0.565)			0.9119 (0.426)	73.8337	0.3372	31.946	49.93%
Model 8	0.0896 * (3.084)		-6.5580 * (-4.780)	-2.3787 (-1.067)	72.8470	0.3504	32.081	43.62%
Reading								
Model 1	0.0104 (0.425)				73.7903	0.2795	25.982	56.12%
Model 2		-3.5124 * (-3.194)			73.1056	0.2861	26.813	50.84%
Model 3	0.0753 * (2.589)	-5.3690 * (-4.101)			72.9219	0.2899	25.833	50.20%
Model 4			-3.4780 * (-3.079)		72.8317	0.2856	26.753	49.59%
Model 5				-0.7927 (-0.372)	73.8098	0.2794	25.978	56.26%
Model 6	0.0656 * (2.321)		-5.0251 * (-3.838)		72.7751	0.2885	25.669	49.20%
Model 7	0.0114 (0.463)			-0.8887 (-0.415)	73.8167	0.2789	24.529	56.30%
Model 8	0.0776 * (2.667)		-5.7418 * (-4.174)	-3.7697 (-1.687)	72.7310	0.2897	24.510	48.90%

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1998

Table D-4 Effects of Poverty on Asian Test Scores, 1998

	Estimated Coefficients of Poverty on Test Scores				Equal Treatment Score	R-square	F-Statistics	Percent of Gap Unexplained
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch				
Mathematics								
Model 1	0.0237 (1.360)				73.7955	0.4628	139.498	21.80%
Model 2		-2.8348 * (-3.614)			73.7579	0.4650	140.733	21.43%
Model 3	0.0942 * (4.387)	-5.3618 * (-5.518)			73.8048	0.4686	134.868	21.89%
Model 4			-2.8707 * (-3.489)		73.7141	0.4648	140.635	20.99%
Model 5				-0.8129 (-0.544)	73.8630	0.4625	139.327	22.47%
Model 6	0.0883 * (4.158)		-5.2898 * (-5.260)		73.7347	0.4680	134.580	21.20%
Model 7	0.0246 (1.409)			-0.9833 (-0.656)	73.8267	0.4627	131.745	22.11%
Model 8	0.0998 * (4.574)		-5.9637 * (-5.688)	-3.5064 * (-2.254)	73.7738	0.4688	127.955	21.58%
Reading								
Model 1	-0.0035 (-0.213)				71.2436	0.4701	144.110	14.45%
Model 2		-3.9538 * (-5.407)			71.1817	0.4766	147.377	13.86%
Model 3	0.0750 * (3.736)	-5.9659 * (-6.579)			71.2541	0.4791	140.628	14.55%
Model 4			-4.1444 * (-5.404)		71.1368	0.4766	147.373	13.43%
Model 5				-0.6725 (-0.481)	71.2983	0.4710	144.131	14.97%
Model 6	0.0709 * (3.578)		-6.0863 * (-6.488)		71.1770	0.4788	140.502	13.81%
Model 7	-0.0029 (-0.175)			-0.6527 (-0.465)	71.2813	0.4708	136.077	14.81%
Model 8	0.0824 * (4.049)		-6.7615 * (-6.915)	-3.5134 * (-2.422)	71.2231	0.4798	133.654	14.25%

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1998

Table D-5 Effects of Poverty on African American Test Scores, 1998

	Estimated Coefficients of Poverty on Test Scores				Equal Treatment Score	R-square	F-Statistics	Percent of Gap Unexplained
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch				
Mathematics								
Model 1	0.0665 * (3.607)				72.4950	0.3578	84.493	62.58%
Model 2		-3.4590 * (-4.243)			71.3088	0.3590	84.951	57.74%
Model 3	0.1398 * (6.639)	-6.5255 * (-7.009)			71.2694	0.3697	84.046	57.58%
Model 4			##### * (-5.981)		71.0890	0.3635	86.581	56.84%
Model 5				4.4347 * (3.115)	72.5275	0.3569	84.190	62.72%
Model 6	0.1439 * (7.084)		##### * (-8.560)		71.0707	0.3756	86.148	56.77%
Model 7	0.0623 * (3.373)			4.0496 * (2.841)	72.5096	0.3596	80.470	62.64%
Model 8	0.1461 * (6.957)		##### * (-8.071)	-0.6288 (-0.413)	70.9869	0.3754	81.596	56.42%
Reading								
Model 1	0.0225 (1.262)				72.1682	0.3271	73.859	57.14%
Model 2		-4.2762 * (-5.446)			70.8526	0.3345	76.327	50.15%
Model 3	0.0935 * (4.591)	-6.3280 * (-7.025)			70.7919	0.3397	73.829	49.82%
Model 4			##### * (-6.399)		70.6449	0.3374	77.320	49.04%
Model 5				2.4262 (1.763)	72.1943	0.3275	73.992	57.28%
Model 6	0.0909 * (4.616)		##### * (-7.807)		70.6091	0.3427	74.794	48.85%
Model 7	0.0201 (1.124)			2.3018 (1.667)	72.1859	0.3276	69.959	57.24%
Model 8	0.0981 * (4.819)		##### * (-7.750)	-2.0541 (-1.392)	70.5103	0.3429	70.985	48.32%

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1998

Table D-6 Effects of Poverty on Hispanic Test Scores, 1998

	Estimated Coefficients of Poverty on Test Scores				Equal Treatment Score	R-square	F-Statistics	Percent of Gap Unexplained
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch				
Mathematics								
Model 1	-0.0326 (-1.085)				73.0366	0.3754	43.033	48.81%
Model 2		-3.4049 * (-3.079)			72.4628	0.3798	43.826	45.40%
Model 3	0.0202 (0.578)	-3.7892 * (-2.936)			72.4479	0.3794	41.386	45.31%
Model 4			-3.8317 * (-3.361)		72.3866	0.3807	43.999	44.95%
Model 5				0.5607 (0.299)	73.0424	0.3748	42.930	48.85%
Model 6	0.0195 (0.575)		-4.1852 * (-3.230)		72.3802	0.3804	41.550	44.91%
Model 7	-0.0337 (-1.117)			0.7552 (0.401)	73.0315	0.3749	40.623	48.78%
Model 8	0.0260 (0.739)		-4.5272 * (-3.287)	-1.4635 (-0.734)	72.3251	0.3801	39.376	44.58%
Reading								
Model 1	-0.0479 (-1.656)				70.6086	0.3675	41.640	35.55%
Model 2		-4.3302 * (-4.079)			69.9704	0.3749	42.948	31.27%
Model 3	0.0170 (0.507)	-4.6533 * (-3.756)			69.9745	0.3745	40.550	31.12%
Model 4			-5.0766 * (-4.645)		69.9024	0.3775	43.413	30.81%
Model 5				1.2595 (0.697)	70.6075	0.3663	41.428	35.54%
Model 6	0.0199 (0.609)		-5.4358 * (-4.376)		69.8901	0.3772	41.000	30.73%
Model 7	-0.0502 (-1.728)			1.5487 (0.854)	70.6024	0.3674	39.358	35.51%
Model 8	0.0254 (0.754)		-5.7301 * (-4.340)	-1.2595 (-0.659)	69.8250	0.3769	38.846	30.30%

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1998

Table D-7 Effects of Poverty on Overall Test Scores, 1999

	Estimated Coefficients of Poverty on Test Scores				R-square	F-Statistics
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch		
Mathematics						
Model 1	-0.0221 * (-5.056)				0.4149	2180.138
Model 2		-4.7382 * (-33.146)			0.4245	2267.473
Model 3	0.0261 * (5.7230)	-5.0120 * (-33.256)			0.4248	2166.960
Model 4			-5.6503 * (-33.599)		0.4248	2269.933
Model 5				-1.4016 * (-6.661)	0.4151	2181.669
Model 6	0.0179 * (3.982)		-5.8350 * (-33.452)		0.4249	2167.974
Model 7	-0.0185 * (-4.250)			-1.2824 * (-6.041)	0.4153	2083.845
Model 8	0.0293 * (6.416)		-6.3344 * (-35.560)	-2.8816 * (-13.403)	0.4265	2087.267
Reading						
Model 1	-0.0238 * (-5.639)				0.3782	1870.145
Model 2		-4.5367 * (-33.260)			0.3883	1952.410
Model 3	0.0227 * (5.160)	-4.8253 * (-33.181)			0.3886	1865.615
Model 4			-5.3384 * (-32.881)		0.3881	1950.488
Model 5				-1.5644 * (-7.707)	0.3784	1872.259
Model 6	0.0139 * (3.197)		-5.4819 * (-32.545)		0.3882	1862.560
Model 7	-0.0198 * (-4.653)			-1.4371 * (-7.018)	0.3786	1788.712
Model 8	0.0255 * (5.794)		-5.9925 * (-34.845)	-2.9476 * (-14.208)	0.3901	1795.903

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1999

Table D-8 Effects of Poverty on Caucasian Test Scores, 1999

	Estimated Coefficients of Poverty on Test Scores				R-square	F-Statistics
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch		
Mathematics						
Model 1	-0.0209 * (-4.515)				0.3240	1580.861
Model 2		-4.6137 * (-30.324)			0.3346	1659.093
Model 3	0.0235 * (4.862)	-4.8487 * (-30.378)			0.3349	1568.867
Model 4			-5.4620 * (-28.855)		0.3336	1651.528
Model 5				-2.2621 * (-10.198)	0.3250	1588.135
Model 6	0.0130 * (2.7280)		-5.5949 * (-28.626)		0.3337	1560.369
Model 7	-0.0142 * (-3.041)			-2.1610 * (-9.635)	0.3251	1500.640
Model 8	0.0256 * (5.3120)		-6.0350 * (-30.559)	-3.2300 * (-14.344)	0.3361	1494.476
Reading						
Model 1	-0.0215 * (-4.835)				0.2933	1369.678
Model 2		-4.4043 * (-30.217)			0.3043	1443.725
Model 3	0.0207 * (4.468)	-4.6107 * (-30.160)			0.3046	1365.088
Model 4			-5.0440 * (-27.812)		0.3026	1432.106
Model 5				-2.3839 * (-11.225)	0.2946	1378.219
Model 6	0.0097 * (2.121)		-5.1428 * (-27.465)		0.3027	1352.879
Model 7	-0.0145 * (-3.219)			-2.2820 * (-10.628)	0.2947	1302.444
Model 8	0.0225 * (4.858)		-5.5899 * (-28.549)	-3.2743 * (-15.181)	0.3055	1299.050

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1999

Table D-9 Effects of Poverty on American Indian Test Scores, 1999

	Estimated Coefficients of Poverty on Test Scores				Equal Treatment Score	R-square	F-Statistics	Percent of Gap Unexplained
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch				
Mathematics								
Model 1	-0.0375 (-1.134)				72.3797	0.3093	31.296	46.10%
Model 2		-5.3624 * (-5.054)			71.3665	0.3238	33.391	40.05%
Model 3	0.0284 (0.805)	-5.7076 * (-4.987)			71.1821	0.3236	31.562	38.95%
Model 4			-6.2935 * (-6.119)		71.0754	0.3307	34.418	38.31%
Model 5				3.2750 (1.902)	72.3083	0.3107	31.498	45.68%
Model 6	0.0370 (1.064)		-6.7039 * (-6.103)		70.9698	0.3307	32.573	37.68%
Model 7	-0.0390 (-1.179)			3.3215 (1.929)	72.3905	0.3110	29.835	46.17%
Model 8	0.0392 (1.110)		-6.8699 * (-5.791)	-0.6806 (-0.371)	70.8751	0.3302	30.842	37.12%
Reading								
Model 1	0.0087 (0.260)				75.9461	0.2482	23.291	51.87%
Model 2		-4.2104 * (-3.933)			74.9902	0.2583	24.514	45.17%
Model 3	0.0655 (1.838)	-4.9868 * (-4.337)			74.8215	0.2598	23.388	43.99%
Model 4			-5.3135 * (-5.116)		74.7522	0.2651	25.364	43.50%
Model 5				3.5087 * (2.048)	75.8668	0.2509	23.618	51.31%
Model 6	0.0762 * (2.168)		-6.1412 * (-5.558)		74.6705	0.2675	24.294	42.93%
Model 7	0.0073 (0.219)			3.5010 * (2.042)	75.9555	0.2503	22.290	51.93%
Model 8	0.0764 * (2.145)		-6.1563 * (-5.158)	-0.0617 (-0.034)	74.5731	0.2669	22.996	42.25%

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.
 model 2 : uses individual level of free / reduced priced lunch.
 model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.
 model 4 : uses individual free lunch.
 model 5 : uses individual reduced priced lunch.
 model 6 : uses school level of free / reduced priced lunch and individual free lunch.
 model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.
 model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1999

Table D-10 Effects of Poverty on Asian Test Scores, 1999

	Estimated Coefficients of Poverty on Test Scores				Equal Treatment Score	R-square	F-Statistics	Percent of Gap Unexplained
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch				
Mathematics								
Model 1	0.0104 (0.380)				74.3954	0.4537	141.547	15.51%
Model 2		-3.997 * (-5.337)			73.7110	0.4591	144.616	7.25%
Model 3	0.0541 (1.905)	-4.3996 * (-5.656)			73.8168	0.4596	136.909	8.53%
Model 4			-4.2138 * (-5.980)		73.6067	0.4604	145.405	5.99%
Model 5				1.3402 (1.333)	74.5080	0.4540	141.724	16.87%
Model 6	0.0548 (1.941)		-4.5671 (-6.278)		73.6658	0.4609	137.669	6.70%
Model 7	0.0101 (0.369)			1.3371 (1.330)	74.4193	0.4538	133.817	15.80%
Model 8	0.0611 * (2.145)		-5.1710 * (-6.355)	-1.8486 (-1.654)	73.6441	0.4613	130.646	6.44%
Reading								
Model 1	0.0266 (1.022)				74.5852	0.4761	153.733	16.32%
Model 2		-3.8858 * (-5.417)			73.9477	0.4813	156.928	9.84%
Model 3	0.0718 * (2.664)	-4.4461 * (-5.953)			74.0440	0.4824	148.922	10.82%
Model 4			-4.3588 * (-6.445)		73.8734	0.4835	158.305	9.08%
Model 5				1.7784 (1.848)	74.7050	0.4765	154.000	17.54%
Model 6	0.0730 (0.577)		-4.8383 * (-6.933)		73.9188	0.4847	150.268	9.54%
Model 7	0.0256 (0.983)			1.7582 (1.827)	74.6130	0.4765	145.497	16.61%
Model 8	0.0786 * (2.919)		-5.3397 * (-6.836)	-1.5264 (-1.428)	73.9009	0.4848	142.519	9.36%

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1999

Table D-11 Effects of Poverty on African American Test Scores, 1999

	Estimated Coefficients of Poverty on Test Scores				Equal Treatment Score	R-square	F-Statistics	Percent of Gap Unexplained
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch				
Mathematics								
Model 1	-0.0724 * (-2.739)				72.1020	0.3631	105.044	62.02%
Model 2		-6.8031 * (-9.412)			70.3740	0.3793	112.556	54.97%
Model 3	0.0050 (0.181)	-6.8463 * (-8.995)			70.3732	0.3791	106.271	54.96%
Model 4			-7.3932 * (-10.980)		70.1422	0.3855	115.517	54.02%
Model 5				3.5382 * (3.282)	72.1420	0.3637	105.347	62.19%
Model 6	0.0064 (0.237)		-7.4388 * (-10.621)		70.1422	0.3853	109.069	54.02%
Model 7	-0.0750 * (-2.840)			3.6269 * (3.367)	72.0884	0.3652	100.170	61.97%
Model 8	0.0126 (0.461)		-7.9166 * (-10.152)	-1.6439 (-1.393)	69.9678	0.3855	103.462	53.31%
Reading								
Model 1	-0.0697 * (-2.615)				74.8951	0.3663	107.342	59.43%
Model 2		-7.0308 * (-9.676)			73.2764	0.3834	115.424	51.14%
Model 3	0.0126 (0.453)	-7.1412 * (-9.316)			73.2748	0.3833	108.995	51.14%
Model 4			-7.0814 * (-10.414)		73.1176	0.3863	116.805	50.33%
Model 5				2.2342 * (2.046)	74.9346	0.3657	107.096	59.64%
Model 6	0.0070 (0.255)		-7.1318 * (-10.071)		73.1177	0.3861	110.286	50.33%
Model 7	-0.0715 (-2.682)			2.2361 * (2.132)	74.8818	0.3670	101.747	59.37%
Model 8	0.0185 (0.669)		-7.9926 * (-10.156)	-2.9841 * (-2.499)	72.9441	0.3871	104.986	49.44%

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1999

Table D-12 Effects of Poverty on Hispanic Test Scores, 1999

	Estimated Coefficients of Poverty on Test Scores				Equal Treatment Score	R-square	F-Statistics	Percent of Gap Unexplained
	School Poverty (Free and Reduced priced Lunch)	Individual Poverty (Free and Reduced priced Lunch)	Individual Free Lunch	Individual Reduced priced Lunch				
Mathematics								
Model 1	-0.0215 (-0.515)				72.3678	0.3894	51.385	51.27%
Model 2		-4.2733 * (-4.118)			71.5481	0.3970	53.013	46.85%
Model 3	0.0358 (0.818)	-4.5543 * (-4.166)			71.5761	0.3969	50.092	47.00%
Model 4			-5.4746 * (-5.347)		71.4212	0.4022	54.148	46.16%
Model 5				3.0785 (1.920)	72.4181	0.3910	51.718	51.54%
Model 6	0.0445 (1.033)		-5.7864 * (-5.421)		71.4369	0.4022	51.202	46.25%
Model 7	-0.0251 (-0.602)			3.1216 (1.945)	72.3744	0.3907	48.842	51.30%
Model 8	0.0446 (1.022)		-5.7914 * (-5.051)	-0.0205 (-0.012)	71.3737	0.4018	48.470	45.89%
Reading								
Model 1	-0.0204 (-0.522)				73.5349	0.3843	50.197	40.78%
Model 2		-4.5651 * (-4.407)			72.7654	0.3931	52.049	35.87%
Model 3	0.0401 (0.975)	-4.9161 * (-4.483)			72.7878	0.3930	49.209	36.01%
Model 4			-5.6515 * (-5.498)		72.6707	0.3979	53.095	35.26%
Model 5				2.6851 (1.670)	73.5864	0.3855	50.440	41.11%
Model 6	0.0459 (1.133)		-6.0084 * (-5.589)		72.6813	0.3980	50.227	35.33%
Model 7	-0.0239 (-0.611)			2.7368 (1.700)	73.5439	0.3852	47.636	40.84%
Model 8	0.0481 (1.170)		-6.1409 * (-5.327)	-0.5446 (-0.319)	72.6200	0.3976	47.557	34.94%

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of school attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1999

Table D-13 : Effects of 2-Year Improvement (2000>1998) in Test Scores, 1998

	Coefficient of 2-year improvement		F-statistics	Significance level	Adjusted R-square	Number of observations
Mathematics						
Overall	-1.0820 (-9.080)	*	2014.878	0.0001	0.4180	61691
American Indian	-0.8097 (-0.724)		32.898	0.0001	0.3440	1096
Asian	-0.4369 (-0.588)		132.902	0.0001	0.4649	2734
Hispanic	-1.6714 (-1.471)		41.552	0.0001	0.3804	1190
African American	-0.0456 (-0.048)		80.200	0.0001	0.3588	2549
Caucasian	-1.0581 (-8.738)	*	1499.363	0.0001	0.3326	54122
Reading						
Overall	-1.4010 (-6.846)	*	1576.476	0.0001	0.3597	61691
American Indian	-3.3278 (-2.250)	*	25.700	0.0001	0.2888	1096
Asian	-3.9275 (-2.695)	*	139.913	0.0001	0.4778	2734
Hispanic	-2.7226 (-1.865)		40.841	0.0001	0.3762	1190
African American	-1.4498 (-0.774)		72.109	0.0001	0.3344	2549
Caucasian	-1.2223 (-5.789)	*	1241.631	0.0001	0.2921	54122

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of schools attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1998, 1999, 2000.

Table D-14 : Effects of 2-Year Improvement (1999>1996) in Test Scores, 1999

	Coefficient of 2-year improvement		F-statistics	Significance level	Adjusted R-square	Number of observations
Mathematics						
Overall	0.6698 (5.831)	*	2167.098	0.0001	0.4248	64527
American Indian	2.9737 (2.732)	*	32.130	0.0001	0.3276	1151
Asian	1.2624 (1.909)		136.919	0.0001	0.4596	2878
Hispanic	-0.1080 (-0.102)		50.031	0.0001	0.3966	1344
African American	1.6345 (2.050)	*	106.656	0.0001	0.3800	3104
Caucasian	0.5414 (4.605)	*	1568.665	0.0001	0.3349	56050
Reading						
Overall	0.3932 (3.235)	*	1864.531	0.0001	0.3884	64546
American Indian	1.4037 (1.173)		23.236	0.0001	0.2585	1149
Asian	-1.5336 (-2.274)	*	148.781	0.0001	0.4822	2858
Hispanic	2.2203 (2.131)	*	49.541	0.0001	0.3947	1341
African American	0.1517 (0.212)		108.981	0.0001	0.3832	3129
Caucasian	0.3902 (3.107)	*	1364.265	0.0001	0.3044	56069

Other variables in all models : age, student ratio of female, disability, limited english proficiency, gifted or talented, free/reduced priced lunch, American Indian, Asian, Hispanic, African American and non-English primary home language, number of schools attended, school ranking of top 20% of mathematics and reading.

model 1 : uses school level of free/reduced priced lunch.

model 2 : uses individual level of free / reduced priced lunch.

model 3 : uses school level of free / reduced priced lunch receiver and individual level of free / reduced priced lunch.

model 4 : uses individual free lunch.

model 5 : uses individual reduced priced lunch.

model 6 : uses school level of free / reduced priced lunch and individual free lunch.

model 7 : uses school level of free / reduced priced lunch and individual reduced priced lunch.

model 8 : uses individual free lunch, individual reduced priced lunch and school level of free / reduced priced lunch.

* significant at 95% significance level

Source : Regression analysis, Minnesota Basic Standards Test, Spring 1996, 1997, 1998, 1999