Percentage of Students with Scale Scores At or Above Performance Level 350 (Std Errors in Parens)

	1978	1982	1986	1990	1992	1994	1996	1999	
-- Total --	7 (0.4)	5 (0.4)c	7 (0.5)	7 (0.6)	7 (0.6)	7 (0.8)	7 (0.8)	8 (0.8)	L
Gender									
Male	10 (0.6)	7 (0.7)c	8 (0.9)	9 (0.8)	9 (0.7)	9 (1.0)	9 (1.3)	10 (1.1)	
Female	5 (0.7)	4 (0.4)c	5 (0.6)	6 (0.8)	5 (0.8)	6 (0.9)	5 (0.8)	7 (1.1)	L
Race/Ethnicity									
White	8 (0.5)	6 (0.5)c	8 (0.7)	8 (0.7)	9 (0.9)	9 (1.1)	9 (1.0)	10 (1.1)	L
Black	0 (0.2)	0 (0.3)	0 (****)	2 (1.0)	1 (****)	0 (****)	1 (****)	1 (****)	
Hispanic	1 (0.6)	1 (0.4)	1 (****)	2 (0.8)	1 (****)	1 (****)	2 (****)	3 (1.1)	NA
Other	15 (3.2)	10 (2.7)	11 (6.4)	16 (4.3)	17 (5.7)	12 (3.6)	14 (5.0)	14 (4.1)	
Grade									
Below modal grade	1 (0.3)	1 (0.3)	0 (****)	1 (0.5)	1 (****)	2 (0.5)	2 (0.8)	2 (0.8)	
At modal grade	8 (0.5)	6 (0.5)c	7 (0.6)c	9 (0.7)	9 (0.8)	9 (0.8)	9 (1.1)	10 (1.1)	L
Above modal grade	11 (0.9)	9 (1.4)	13 (2.4)	8 (1.8)	14 (2.9)	12 (4.0)	11 (2.2)	13 (5.4)	
Region									
Northeast	10 (1.0)	7 (1.3)	9 (1.9)	7 (1.0)	10 (1.7)	12 (2.2)	8 (1.9)	11 (2.7)	
Southeast	5 (0.5)	4 (0.7)	5 (1.1)	7 (1.8)	5 (0.9)	5 (1.0)	6 (1.3)	5 (1.1)	
Central	8 (1.0)	7 (0.8)	7 (1.1)	9 (1.1)	8 (1.2)	7 (1.1)	10 (1.9)	9 (1.5)	
West	5 (0.6)c	3 (0.4)c	6 (1.4)	5 (1.0)c	6 (1.2)	6 (1.6)	6 (1.4)	10 (1.6)	L
Type of Location									
Central city	-----(----)	-----(----)	-----(----)	-----(----)	-----(----)	7 (1.4)	6 (1.2)	7 (1.8)	NA
Urban fringe/lrg town	-----(----)	-----(----)	-----(----)	-----(----)	-----(----)	9 (1.4)	9 (1.3)	10 (1.5)	NA
Rural/small town	-----(----)	-----(----)	-----(----)	-----(----)	-----(----)	5 (1.0)	7 (1.0)	7 (1.2)	NA
Parents' Education Level									
Less than H.S.	1 (0.3)	1 (0.4)	0 (****)	1 (****)	1 (****)	1 (****)	0 (****)	1 (****)	
Graduated H.S.	4 (0.3)	3 (0.4)	3 (0.6)	2 (0.6)	3 (1.2)	2 (0.5)	3 (1.2)	4 (1.0)	
Some educ after H.S.	7 (0.7)	6 (0.6)	7 (0.9)	7 (1.0)	6 (0.8)	4 (1.1)	5 (1.0)	6 (1.2)	l
Graduated college	14 (0.9)	10 (1.1)	11 (1.1)	12 (1.2)	12 (1.2)	13 (1.3)	12 (1.3)	13 (1.5)	
Unknown	1 (0.6)	1 (0.4)	1 (****)	0 (****)	2 (****)	0 (****)	0 (****)	3 (****)	
Type of School									
Public	7 (0.4)	5 (0.4)c	6 (0.5)	7 (0.5)	7 (0.7)	6 (0.7)	7 (0.7)	8 (0.7)	LQ
Nonpublic	13 (2.7)	8 (1.4)	16 (9.1)	16 (5.3)	12 (2.7)	14 (3.5)	10 (4.0)	13 (4.6)	
Quartiles									
Upper	27 (1.0)c	22 (1.3)c	26 (1.6)c	28 (1.7)	28 (2.4)	29 (2.4)	29 (2.4)	32 (2.2)	L
Middle two	1 (0.2)	0 (0.1)c	0 (****)	0 (0.2)	0 (****)	0 (0.2)	1 (0.3)	1 (0.3)	
Lower	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	

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(****) Standard error estimates cannot be accurately determined.
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-----(----) Data are unavailable for this assessment year.

Percentage of Students with Scale Scores At or Above Performance Level 350 (Std Errors in Parens)

	1978	1982	1986	1990	1992	1994	1996	1999	
Television Watched Each Day									
0-2 hours	9 (0.5)	7 (0.6)c	9 (0.9)	10 (1.1)	10 (1.0)	10 (1.2)	10 (1.1)	11 (1.3)	L
3-5 hours	5 (0.5)	4 (0.5)	5 (0.6)	5 (0.7)	4 (0.6)	4 (0.8)	5 (0.9)	5 (0.9)	
6 hours or more	2 (1.0)	2 (0.5)	1 (0.8)	1 (****)	1 (0.5)	2 (0.9)	1 (****)	3 (1.4)	
Language Other Than English									
Often	4 (0.8)	4 (1.2)	3 (1.5)	7 (2.0)	5 (1.2)	3 (1.3)	4 (2.1)	5 (1.5)	
Sometimes	7 (0.5)c	6 (0.5)c	7 (1.0)	7 (1.7)	7 (1.3)c	9 (1.6)	7 (1.5)	11 (1.8)	L
Never	8 (0.5)	6 (0.5)c	7 (0.7)	7 (0.6)	8 (0.7)	8 (0.8)	8 (0.8)	8 (0.8)	
Items in the Home									
0-2 items	2 (0.4)	2 (0.4)	1 (****)	3 (0.6)	3 (1.2)	3 (0.8)	3 (1.2)	3 (1.2)	
3 items	5 (0.5)	4 (0.5)	5 (1.0)	5 (1.0)	5 (1.4)	6 (1.3)	6 (1.5)	6 (1.1)	
4 items	10 (0.5)	7 (0.6)c	8 (0.7)c	10 (0.9)	9 (1.1)	9 (1.0)	10 (1.0)	12 (1.2)	L
Rules Concerning Television Viewing									
Have rules	-----(----)	-----(----)	6 (1.9)	9 (2.1)	8 (1.4)	9 (2.1)	10 (2.6)	9 (2.6)	
Do not have rules	-----(----)	-----(----)	7 (0.6)	7 (0.6)	7 (0.7)	7 (0.7)	7 (0.8)	8 (0.8)	
How Often Family Asks About Schoolwork									
Almost every day	-----(----)	-----(----)	6 (0.7)c	7 (0.8)	8 (0.9)	8 (1.1)	7 (0.8)	9 (1.0)	
About once a week	-----(----)	-----(----)	7 (1.1)	8 (1.1)	7 (1.0)	7 (1.0)	9 (1.9)	9 (1.5)	
About once a month	-----(----)	-----(----)	8 (1.9)	8 (2.0)	7 (3.3)	7 (2.1)	10 (3.6)	5 (1.6)	
Hardly ever/never	-----(----)	-----(----)	7 (1.6)	5 (1.3)	5 (1.5)	5 (1.1)	6 (1.5)	6 (1.3)	
How Many Parents Live at Home									
2 parents at home	-----(----)	-----(----)	9 (0.7)	9 (0.9)	9 (0.9)	10 (1.1)	9 (1.1)	11 (1.1)	
1 parent at home	-----(----)	-----(----)	4 (0.9)c	5 (1.1)	5 (1.1)	5 (0.8)	6 (1.5)	7 (1.2)	L
Neither parent home	-----(----)	-----(----)	4 (****)	4 (2.5)	3 (1.5)	5 (****)	3 (****)	1 (****)	
Time Spent on Homework									
None was assigned	3 (0.3)	1 (0.3)	1 (****)	1 (****)	1 (****)	1 (0.5)	2 (1.0)	2 (1.0)	
Did not do it	7 (0.9)	7 (1.0)	7 (2.4)	6 (1.7)	4 (1.3)	6 (1.4)	6 (1.8)	8 (1.6)	
Less than 1 hour	9 (0.5)	6 (0.9)	6 (1.1)	6 (0.9)	6 (1.1)	6 (1.4)	7 (1.4)	7 (1.1)	Q
1 to 2 hours	10 (0.7)	7 (0.7)	6 (0.6)c	7 (0.8)	8 (0.9)	8 (1.1)	8 (1.0)	9 (1.2)	Q
More than 2 hours	15 (2.0)	10 (1.4)	14 (2.2)	15 (2.2)	13 (2.1)	13 (3.0)	11 (3.0)	15 (3.5)	

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Percentage of Students with Scale Scores At or Above Performance Level 350 (Std Errors in Parens)

	1978	1982	1986	1990	1992	1994	1996	1999	
Days Absent from School Last Month									
None	-----(----)	-----(----)	9 (0.8)c	10 (1.2)	9 (1.0)	9 (1.4)c	11 (1.3)	12 (1.2)	L
1 or 2 days	-----(----)	-----(----)	8 (1.2)	8 (1.0)	9 (1.2)	10 (1.5)	8 (1.2)	10 (1.3)	
3 or more days	-----(----)	-----(----)	3 (0.9)	4 (0.8)	4 (0.7)	5 (0.8)	5 (1.1)	5 (1.3)	
High School Program									
General	-----(----)	1 (0.2)c	1 (0.4)c	2 (0.6)	2 (0.5)	2 (0.5)	3 (0.6)	4 (1.1)	L
Academic/college prep	-----(----)	11 (0.8)	12 (0.8)	12 (1.1)	12 (0.9)	12 (1.1)	12 (1.1)	13 (1.4)	
Vocational/technical	-----(----)	1 (0.3)	0 (****)	1 (****)	1 (****)	1 (0.9)	1 (****)	1 (****)	
Currently Taking a Math Class									
Yes	-----(----)	-----(----)	8 (0.7)	8 (0.7)	8 (0.7)	8 (0.8)	8 (0.9)	9 (0.9)	
No	-----(----)	-----(----)	1 (0.4)c	2 (0.7)	3 (1.6)	2 (****)	3 (1.4)	5 (1.5)	
Taken Computer Programming									
Have	17 (1.8)c	11 (0.9)	11 (1.1)	8 (1.0)	9 (1.2)	8 (1.2)	7 (1.5)	9 (1.4)	lQ
Have not	6 (0.3)c	5 (0.5)c	5 (0.6)c	7 (0.7)	7 (0.7)	8 (1.0)	8 (0.8)	9 (1.1)	L
Highest Level Math Taken									
Pre-algebra (or less)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	1 (****)	
Algebra (1st year)	0 (0.2)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Geometry	4 (0.5)c	2 (0.3)	1 (0.5)	1 (0.5)	1 (0.4)	0 (****)	0 (****)	1 (0.7)	
Algebra (2nd year)	13 (0.6)c	10 (0.8)c	9 (1.1)	8 (1.1)	7 (0.8)	6 (0.8)	7 (1.0)	7 (0.8)	lQ
Calculus	32 (1.9)	26 (3.0)c	44 (5.4)	43 (4.6)	40 (4.1)	36 (3.7)	32 (3.2)	37 (3.5)	q
Something else	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	**** (****)	**** (****)	0 (****)	
Highest Level Math Taken x Gender									
Pre-algebra - male	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	2 (****)	
Algebra (1 yr) - male	1 (0.3)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Geometry - male	5 (0.7)	3 (0.6)	1 (0.9)	1 (****)	1 (0.7)	1 (****)	1 (****)	2 (1.5)	
Algebra (2 yr) - male	17 (1.0)c	13 (1.5)	12 (1.8)	11 (1.5)	11 (1.3)	10 (1.5)	10 (1.8)	9 (1.4)	l
Calculus - male	36 (2.9)	28 (3.9)c	44 (6.5)	52 (5.7)	46 (5.0)	41 (5.0)	39 (5.2)	40 (4.1)	q
Something else - male	0 (****)	0 (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	

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	1978	1982	1986	1990	1992	1994	1996	1999	
Pre-algebra -female	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Algebra (1 yr)-female	0 (0.2)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Geometry -female	3 (0.6)c	1 (0.3)	0 (****)	1 (****)	0 (****)	0 (****)	0 (****)	1 (0.4)	NA
Algebra (2 yr)-female	10 (1.2)c	8 (0.7)	6 (1.3)	6 (1.2)	5 (0.8)	4 (0.7)	4 (0.8)	5 (1.2)	l
Calculus -female	25 (3.1)	23 (2.9)	45 (6.7)	34 (7.5)	34 (5.0)	31 (5.2)	25 (4.2)	34 (4.7)	
Something else-female	0 (****)	0 (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
Highest Level Math Taken x Ethnicity									
Pre-algebra -White	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	2 (****)	
Algebra (1 yr) -White	1 (0.3)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Geometry -White	4 (0.5)c	2 (0.4)	1 (0.6)	1 (****)	1 (0.5)	0 (****)	1 (****)	1 (0.9)	
Algebra (2 yr) -White	15 (0.7)c	11 (0.9)c	11 (1.3)	10 (1.4)	9 (1.0)	8 (1.1)	8 (1.1)	9 (1.0)	lQ
Calculus -White	35 (2.2)	28 (3.2)c	49 (5.5)	46 (5.6)	45 (5.1)	40 (4.2)	36 (4.5)	39 (3.7)	q
Something else -White	0 (****)	0 (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
Pre-algebra -Black	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	**** (****)	**** (****)	**** (****)	
Algebra (1 yr) -Black	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Geometry -Black	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Algebra (2 yr) -Black	1 (0.5)	1 (****)	0 (****)	2 (****)	1 (****)	0 (****)	1 (****)	1 (****)	
Calculus -Black	4 (****)	5 (2.8)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
Something else -Black	0 (****)	0 (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
Pre-algebra -Hispanic	0 (****)	0 (****)	0 (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
Algebra (1yr)-Hispanic	0 (****)	0 (****)	0 (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
Geometry -Hispanic	1 (****)	0 (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
Algebra (2yr)-Hispanic	4 (1.9)	1 (****)	2 (****)	1 (****)	2 (****)	2 (****)	2 (****)	4 (2.1)	NA
Calculus -Hispanic	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
Something else-Hispnic	0 (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
Hours Worked per Week (Part-Time Job)									
None	-----(----)	-----(----)	7 (1.0)	9 (1.1)	8 (0.9)	8 (1.2)	8 (1.3)	10 (1.4)	
Less than 6 hours	-----(----)	-----(----)	10 (2.2)	11 (2.4)	10 (3.3)	11 (2.6)	11 (3.3)	15 (3.3)	
6 to 10 hours	-----(----)	-----(----)	9 (2.6)	10 (2.4)	9 (2.1)	11 (2.7)	11 (2.4)	10 (2.4)	
11 to 15 hours	-----(----)	-----(----)	7 (1.6)	9 (2.0)	9 (2.3)	7 (2.1)	8 (2.2)	10 (2.9)	
16 to 20 hours	-----(----)	-----(----)	7 (1.7)	6 (1.3)	8 (1.5)	9 (2.1)	7 (2.0)	8 (2.3)	
21 to 25 hours	-----(----)	-----(----)	8 (2.1)	5 (1.5)	5 (1.9)	5 (1.9)	5 (1.3)	6 (2.6)	
26 to 30 hours	-----(----)	-----(----)	6 (2.5)	3 (1.4)	4 (1.6)	3 (****)	6 (2.5)	5 (2.1)	
More than 30 hours	-----(----)	-----(----)	4 (2.1)	5 (2.2)	3 (2.0)	2 (****)	6 (3.3)	5 (2.6)	

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	1978	1982	1986	1990	1992	1994	1996	1999	
How Spend Time After HS Graduation									
Working full-time	-----(----)	-----(----)	1 (0.7)	2 (1.0)	2 (0.6)	1 (0.8)	3 (****)	1 (0.7)	
2 yr coll/voc-tech sch	-----(----)	-----(----)	2 (0.7)	1 (0.6)	2 (0.7)	2 (0.6)	2 (0.7)	2 (0.7)	
4 yr college	-----(----)	-----(----)	12 (1.0)	13 (1.1)	12 (1.1)	12 (1.2)	12 (1.2)	13 (1.2)	
Other	**** (****)	**** (****)	3 (1.1)	1 (0.8)	2 (****)	4 (2.3)	2 (1.4)	3 (1.9)	
I Usually Understand Discussion in Math Class									
Und/str disagr/disagr	3 (1.1)	2 (0.7)	3 (1.2)	2 (1.0)	3 (1.0)	3 (1.0)	5 (2.0)	5 (1.3)	
Strongly agree/agree	8 (1.1)	6 (1.0)c	8 (1.2)	8 (1.1)	9 (1.3)	10 (1.7)	7 (1.1)c	11 (1.3)	
Usually Understand Talk in Math Class x Gender									
(Str) disagree - male	5 (1.6)	3 (1.2)	3 (****)	2 (1.0)	3 (1.2)	4 (1.8)	7 (3.5)	4 (2.1)	
(Str) agree - male	12 (1.5)	8 (2.1)	11 (2.0)	10 (1.5)	11 (1.4)	11 (2.3)	8 (1.7)	12 (2.3)	
(Str)disagree- female	2 (1.2)	2 (0.9)	3 (1.3)	2 (1.3)	3 (1.3)	3 (1.3)	3 (1.4)	5 (2.4)	
(Str) agree - female	5 (1.3)c	4 (1.0)c	5 (1.1)c	7 (1.7)	7 (1.8)	8 (1.9)	6 (1.8)	10 (1.8)	L
Usually understand talk in math class x ethnicity									
(Str) disagree -White	4 (1.2)	3 (0.8)	3 (1.4)	3 (1.3)	4 (1.2)	4 (1.4)	7 (2.8)	6 (1.7)	
(Str) agree -White	10 (1.3)	7 (1.2)c	10 (1.5)	10 (1.5)	11 (1.7)	12 (2.2)	10 (1.7)	13 (1.5)	L
(Str) disagree -Black	0 (****)	0 (****)	**** (****)	1 (****)	1 (****)	0 (****)	0 (****)	0 (****)	
(Str) agree -Black	0 (****)	1 (****)	0 (****)	2 (****)	0 (****)	1 (****)	1 (****)	1 (****)	
(Str)disagree-Hispanic	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
(Str) agree -Hispanic	**** (****)	1 (****)	2 (****)	2 (****)	2 (****)	1 (****)	2 (1.1)	5 (2.4)	NA
Ever Studied Math Through Computer Instruction									
Yes	14 (4.4)	9 (1.5)	8 (1.2)	12 (2.5)	9 (1.4)	10 (1.9)	10 (1.6)	10 (1.5)	
No	6 (1.0)	6 (0.8)	6 (0.9)	6 (0.8)	5 (1.0)	6 (1.0)	7 (1.1)	6 (1.0)	
Studied Math Through Comp. Instruction x Quartiles									
Yes - upper quartile	37 (8.4)	28 (4.9)	26 (3.6)	34 (4.8)	32 (4.7)	34 (4.7)	33 (3.8)	33 (4.5)	
No - upper quartile	29 (4.0)	24 (2.1)	28 (3.4)	24 (2.4)	25 (4.6)	26 (4.6)	28 (3.8)	28 (3.6)	
Yes - lower quartile	**** (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
No - lower quartile	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Have Access to Computer in School for Learning									
Yes	15 (3.1)	9 (1.1)	7 (1.0)	10 (1.7)	7 (1.1)	8 (1.3)	9 (1.7)	10 (1.6)	Q
No	5 (1.0)	4 (1.2)	4 (0.9)	6 (1.4)	7 (1.6)	6 (1.5)	10 (2.2)	6 (2.3)	L

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-----(----) Data are unavailable for this assessment year.

Percentage of Students with Scale Scores At or Above Performance Level 350 (Std Errors in Parens)

	1978	1982	1986	1990	1992	1994	1996	1999	
Access Computer in School for Learning x Quartiles									
Yes - upper quartile	35 (6.2)	25 (2.3)	25 (3.3)	32 (3.2)	28 (4.2)	31 (3.5)	30 (4.5)	34 (4.7)	
No - upper quartile	27 (4.1)	23 (6.1)	**** (****)	26 (5.2)	29 (5.6)	28 (5.3)	37 (7.7)	27 (8.6)	
Yes - lower quartile	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
No - lower quartile	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Ever Use a Computer to Solve Math Problems									
Yes	9 (1.8)	7 (1.2)	8 (1.1)	9 (1.6)	8 (1.3)	8 (1.2)	9 (1.3)	9 (1.1)	
No	6 (1.4)	6 (1.1)	4 (1.1)	5 (1.0)	5 (1.1)	4 (1.2)	5 (1.1)	5 (1.4)	
Use a Computer to Solve Math Problems x Quartiles									
Yes - upper quartile	32 (4.7)	26 (3.4)	29 (3.6)	30 (3.2)	30 (4.4)	32 (3.8)	33 (3.3)	32 (3.0)	
No - upper quartile	28 (5.6)	24 (4.0)	23 (5.7)	24 (4.8)	25 (5.1)	23 (6.1)	22 (5.4)	24 (5.6)	
Yes - lower quartile	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
No - lower quartile	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Taken Computer Programming x Quartiles									
Have -upper quartile	35 (2.6)	26 (1.9)c	28 (3.1)	28 (2.8)	31 (4.4)	31 (3.8)	30 (5.7)	37 (4.2)	Q
Have not-uppr quartile	26 (0.9)	20 (1.6)c	24 (2.5)	27 (2.1)	27 (2.5)	28 (2.6)	28 (2.3)	31 (2.9)	L
Have -lower quartile	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
Have not -low quartile	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	0 (****)	
I am Good at Math									
Und/str disagr/disagr	3 (1.0)	2 (0.5)	2 (0.8)	2 (0.6)	3 (0.9)	3 (1.5)	4 (1.3)	4 (1.1)	
Strongly agree/agree	10 (1.3)	7 (1.1)c	10 (1.5)	10 (1.2)	11 (1.6)	11 (1.7)	9 (1.2)c	13 (1.6)	
Math Helps Logical Thinking									
Und/str disagr/disagr	3 (1.3)	2 (0.9)	3 (1.4)	3 (0.8)	3 (0.9)	4 (1.5)	5 (1.7)	5 (1.2)	
Strongly agree/agree	8 (1.0)	6 (0.8)c	8 (1.4)	8 (1.1)	9 (1.1)	9 (1.6)	7 (1.0)c	11 (1.4)	L
Taking Math Because I Have To									
Und/str disagr/disagr	8 (0.9)	6 (0.8)c	8 (1.1)	8 (1.1)	9 (1.1)	9 (1.3)	8 (1.2)	11 (1.4)	L
Strongly agree/agree	3 (1.4)	1 (1.0)c	3 (1.4)	2 (0.7)c	3 (1.1)	4 (1.9)	4 (1.4)	5 (1.1)	
Seldom New Discoveries in Math									
Und/str disagr/disagr	8 (1.0)	6 (0.9)c	8 (1.1)	8 (1.0)	9 (1.3)	9 (1.9)	7 (1.5)	11 (1.3)	L
Strongly agree/agree	3 (1.4)	2 (1.0)	6 (1.5)	5 (1.0)	5 (1.0)	5 (1.1)	5 (1.1)	6 (1.5)	

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Math More for Boys Than Girls									
Und/str disagr/disagr	7 (0.9)	5 (0.7)c	7 (1.0)	7 (0.8)	8 (1.0)	8 (1.3)	7 (1.0)	9 (1.1)	L
Strongly agree/agree	**** (****)	**** (****)	**** (****)	5 (2.4)	**** (****)	8 (****)	**** (****)	10 (4.8)	NA
Like to Take More Math									
Und/str disagr/disagr	5 (1.3)	3 (0.7)c	4 (1.0)	4 (0.6)c	6 (1.2)	5 (1.4)	6 (1.2)	7 (1.0)	L
Strongly agree/agree	10 (1.3)	8 (1.4)c	11 (2.0)	11 (1.6)	10 (1.4)	12 (1.9)	8 (1.6)	13 (2.0)	
How Often: Do Math Homework									
Often	12 (2.3)	8 (1.5)	7 (0.8)	9 (1.3)	8 (1.1)	8 (1.1)	9 (1.2)	8 (1.0)	
Sometimes	4 (1.0)	3 (1.5)	4 (1.2)	4 (1.1)	4 (1.2)	5 (1.3)	5 (1.3)	5 (1.8)	
Never	1 (****)	3 (****)	8 (5.1)	4 (2.2)	3 (2.2)	3 (****)	3 (1.4)	8 (4.1)	
How Often: Take Math Tests									
Often	11 (2.0)	8 (1.7)	6 (0.7)	8 (1.1)	7 (1.0)	7 (1.0)	8 (1.2)	8 (0.9)	
Sometimes	5 (1.8)	3 (0.8)	7 (2.2)	8 (2.0)	8 (2.2)	6 (1.7)	8 (2.1)	9 (2.7)	
Never	0 (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	**** (****)	
How Often: Listen to Teacher Explain Lesson									
Often	10 (1.5)	7 (1.4)	6 (0.7)	8 (1.2)	7 (1.0)	7 (1.0)	9 (1.1)	8 (1.1)	
Sometimes	4 (2.0)	4 (1.6)	10 (2.2)	5 (1.7)	4 (1.3)	7 (2.7)	5 (2.0)	5 (2.2)	
Never	**** (****)	**** (****)	0 (****)	1 (****)	4 (****)	0 (****)	2 (****)	**** (****)	
How Often: Watch Teacher Work Problems on Board									
Often	9 (1.6)	7 (1.4)	6 (0.8)	8 (1.1)	8 (1.1)	7 (1.0)	8 (1.1)	8 (1.1)	
Sometimes	5 (2.0)	3 (1.1)	7 (2.2)	6 (1.7)	4 (1.4)	6 (2.7)	6 (1.9)	5 (1.8)	
Never	2 (****)	**** (****)	2 (****)	1 (****)	**** (****)	0 (****)	**** (****)	**** (****)	
How Often: Make Reports or Do Projects on Math									
Often	**** (****)	**** (****)	**** (****)	15 (6.9)	8 (4.8)	2 (****)	3 (****)	5 (3.2)	NA
Sometimes	9 (2.0)	8 (2.6)	7 (1.8)	10 (2.4)	8 (1.3)	8 (1.4)	10 (1.6)	8 (1.2)	
Never	8 (1.6)	6 (1.1)	6 (0.8)	6 (0.9)	7 (1.0)	7 (1.2)	8 (1.0)	7 (1.3)	
How Often: Discuss Mathematics in Class									
Often	11 (1.9)	8 (1.6)	7 (1.0)	9 (1.3)	7 (1.2)	8 (1.4)	9 (1.2)	8 (1.2)	
Sometimes	7 (1.6)	5 (1.5)	6 (1.6)	7 (1.4)	6 (1.4)	6 (1.0)	7 (1.5)	7 (1.4)	
Never	2 (****)	2 (1.2)	3 (1.9)	1 (****)	6 (1.9)	2 (1.4)	6 (2.2)	5 (2.5)	

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How Often: Work Math Problems on Board								
Often	8 (1.6)	6 (1.5)	6 (1.2)	9 (1.9)	7 (1.7)	7 (1.8)	7 (1.9)	7 (1.5)
Sometimes	9 (2.1)	7 (1.3)	7 (1.0)	8 (1.5)	8 (1.3)	8 (1.1)	10 (1.3)	9 (1.3)
Never	4 (1.4)	4 (2.8)	6 (1.8)	5 (1.3)	6 (1.4)	5 (1.3)	5 (1.3)	6 (1.4)
Between-Group Differences								
White - Black	8 (0.5)	6 (0.6)c	8 (0.7)	6 (1.3)	8 (1.1)	9 (1.1)	8 (1.3)	9 (1.3)
White - Hispanic	7 (0.8)	6 (0.7)	7 (1.1)	6 (1.1)	8 (1.2)	8 (1.5)	7 (1.7)	7 (1.5)
Male - Female	4 (0.9)	3 (0.8)	4 (1.1)	3 (1.1)	4 (1.1)	4 (1.4)	4 (1.5)	3 (1.5)

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