Measures of Effective Teaching: 3a
- Base Data: Section-Level
Analytical Files, 2009-2011

Bill and Melinda Gates Foundation

Year 1 Section-Level Analytical File 4th-8th Grade Codebook
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### Year 1 Section-Level Analytical File 4th-8th Grade

#### DISTRICT_ICPSR_ID: District ICPSR ID

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>-</td>
<td>959</td>
<td>29.8 %</td>
</tr>
<tr>
<td>21</td>
<td>-</td>
<td>67</td>
<td>2.1 %</td>
</tr>
<tr>
<td>33</td>
<td>-</td>
<td>442</td>
<td>13.8 %</td>
</tr>
<tr>
<td>56</td>
<td>-</td>
<td>550</td>
<td>17.1 %</td>
</tr>
<tr>
<td>71</td>
<td>-</td>
<td>583</td>
<td>18.1 %</td>
</tr>
<tr>
<td>75</td>
<td>-</td>
<td>612</td>
<td>19.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

\textit{Location:} 1-3 (width: 3; decimal: 0)

\textit{Variable Type:} numeric

#### SCHOOL_ICPSR_ID: School ICPSR ID

Based upon 3,213 valid cases out of 3,213 total cases.

\textit{Location:} 4-6 (width: 3; decimal: 0)

\textit{Variable Type:} numeric

#### SECTION_ICPSR_ID: Section ICPSR ID

Based upon 3,213 valid cases out of 3,213 total cases.

\textit{Location:} 7-10 (width: 4; decimal: 0)

\textit{Variable Type:} numeric

#### TEACHER_ICPSR_ID: Teacher ICPSR ID

Based upon 3,213 valid cases out of 3,213 total cases.

\textit{Location:} 11-14 (width: 4; decimal: 0)

\textit{Variable Type:} numeric

#### GRADE_LEVEL: Grade Level

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>-</td>
<td>502</td>
<td>15.6 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>515</td>
<td>16.0 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>819</td>
<td>25.5 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>730</td>
<td>22.7 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>647</td>
<td>20.1 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

\textit{Location:} 15-15 (width: 1; decimal: 0)
### SCF_SUBJ: Subject

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary ELA</td>
<td>-</td>
<td>402</td>
<td>12.5 %</td>
</tr>
<tr>
<td>Elementary ELA + math</td>
<td>-</td>
<td>642</td>
<td>20.0 %</td>
</tr>
<tr>
<td>Elementary math</td>
<td>-</td>
<td>334</td>
<td>10.4 %</td>
</tr>
<tr>
<td>Math</td>
<td>-</td>
<td>16</td>
<td>0.5 %</td>
</tr>
<tr>
<td>Middle school ELA</td>
<td>-</td>
<td>959</td>
<td>29.8 %</td>
</tr>
<tr>
<td>Middle school math</td>
<td>-</td>
<td>860</td>
<td>26.8 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 16-204 (width: 189; decimal: 0)

**Variable Type:** character

### SD_HISPANIC: District Administrative Data: Proportion of Hispanic

Based upon 3,213 valid cases out of 3,213 total cases.

- Mean: 0.33
- Median: 0.23
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.29

**Location:** 205-209 (width: 5; decimal: 2)

**Variable Type:** numeric

### SD_BLACKAI: District Administrative Data: Proportion of Black or American Indian

Based upon 3,213 valid cases out of 3,213 total cases.

- Mean: 0.34
- Median: 0.23
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.32

**Location:** 210-214 (width: 5; decimal: 2)

**Variable Type:** numeric

### SD_WHITEASIAN: District Administrative Data: Proportion of White or Asian

Based upon 3,213 valid cases out of 3,213 total cases.

- Mean: 0.31
- Median: 0.21
- Mode: 0.00
- Minimum: 0
• Maximum: 1
• Standard Deviation: 0.30

Location: 215-219 (width: 5; decimal: 2)
Variable Type: numeric

SD_GIFTED: District Administrative Data: Proportion of Gifted
Based upon 3,213 valid cases out of 3,213 total cases.

• Mean: 0.09
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.18

Location: 220-224 (width: 5; decimal: 2)
Variable Type: numeric

SD_MALE: District Administrative Data: Gender
Based upon 3,213 valid cases out of 3,213 total cases.

• Mean: 0.50
• Median: 0.50
• Mode: 0.50
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.13

Location: 225-229 (width: 5; decimal: 2)
Variable Type: numeric

SD_SPED: District Administrative Data: Proportion of Special Education
Based upon 3,212 valid cases out of 3,213 total cases.

• Mean: 0.09
• Median: 0.05
• Mode: 0.00
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.13

Location: 230-234 (width: 5; decimal: 2)
Variable Type: numeric

SD_ELL: District Administrative Data: Proportion of English Language Learners (ELL)
Based upon 3,213 valid cases out of 3,213 total cases.

• Mean: 0.14
• Median: 0.09
• Mode: 0.00
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.18

*Location*: 235-239 (width: 5; decimal: 2)
*Variable Type*: numeric

---

**SD_AGE**: District Administrative Data: Student AGE based on 08/15/2009

Based upon 3,213 valid cases out of 3,213 total cases.

• Mean: 11.74
• Minimum: 9
• Maximum: 14
• Standard Deviation: 1.41

*Location*: 240-245 (width: 6; decimal: 2)
*Variable Type*: numeric

---

**SD_LUNCH**: District Administrative Data: Proportion of students with free or reduced-price lunch

Based upon 2,663 valid cases out of 3,213 total cases.

• Mean: 0.58
• Median: 0.65
• Mode: 1.00
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.31

*Location*: 246-250 (width: 5; decimal: 2)
*Variable Type*: numeric

---

**SD_SWD**: District Administrative Data: Proportion of students with disabilities

Based upon 442 valid cases out of 3,213 total cases.

• Mean: 0.10
• Median: 0.07
• Mode: 0.00
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.12

*Location*: 251-255 (width: 5; decimal: 2)
*Variable Type*: numeric

---

**SD_RACE_OTH**: District Administrative Data: Proportion of Other (Race categorization used in Value-Added constructions)

Based upon 3,213 valid cases out of 3,213 total cases.

• Mean: 0.029
• Median: 0.000
• Mode: 0.000
• Minimum: 0
• Maximum: 0
- SD_RACE_ASN: District Administrative Data: Proportion of Asian (Race categorization used in Value-Added constructions) -
  Based upon 3,213 valid cases out of 3,213 total cases.
  - Mean: 0.05
  - Median: 0.00
  - Mode: 0.00
  - Minimum: 0
  - Maximum: 1
  - Standard Deviation: 0.11

- SD_RACE_HSP: District Administrative Data: Proportion of Hispanic (Race categorization used in Value-Added constructions) -
  Based upon 3,213 valid cases out of 3,213 total cases.
  - Mean: 0.33
  - Median: 0.23
  - Mode: 0.00
  - Minimum: 0
  - Maximum: 1
  - Standard Deviation: 0.29

- SD_RACE_BLK: District Administrative Data: Proportion of Black (Race categorization used in Value-Added constructions) -
  Based upon 3,213 valid cases out of 3,213 total cases.
  - Mean: 0.34
  - Median: 0.23
  - Mode: 0.00
  - Minimum: 0
  - Maximum: 1
  - Standard Deviation: 0.32

- SD_RACE_WHT: District Administrative Data: Proportion of White (Race categorization used in Value-Added constructions) -
  Based upon 3,213 valid cases out of 3,213 total cases.
  - Mean: 0.25
• Median: 0.12
• Mode: 0.00
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.28

Location: 277-281 (width: 5; decimal: 2)
Variable Type: numeric

**ELA_SCORE07: State Assessment 2007: Section Average Rank-based Z-Score, ELA**

Based upon 1,768 valid cases out of 3,213 total cases.

• Mean: -0.02
• Minimum: -3
• Maximum: 2
• Standard Deviation: 0.76

Location: 282-287 (width: 6; decimal: 2)
Variable Type: numeric

**MATH_SCORE07: State Assessment 2007: Section Average Rank-based Z-Score, Math**

Based upon 1,767 valid cases out of 3,213 total cases.

• Mean: -0.02
• Minimum: -3
• Maximum: 2
• Standard Deviation: 0.78

Location: 288-293 (width: 6; decimal: 2)
Variable Type: numeric

**SCIENCE_SCORE07: State Assessment 2007: Section Average Rank-based Z-Score, Science**

Based upon 227 valid cases out of 3,213 total cases.

• Mean: -0.09
• Median: -0.11
• Mode: -0.35
• Minimum: -3
• Maximum: 2
• Standard Deviation: 0.76

Location: 294-299 (width: 6; decimal: 2)
Variable Type: numeric

**ALGEBRA1_SCORE07: State Assessment 2007: Section Average Rank-based Z-Score, Social Studies**

Based upon 0 valid cases out of 3,213 total cases.

Location: 300-300 (width: 1; decimal: 0)
Variable Type: numeric

**SOCSTUD_SCORE07: State Assessment 2007: Section Average Rank-based Z-Score, Writing**
Based upon 227 valid cases out of 3,213 total cases.

- Mean: -0.06
- Median: -0.07
- Mode: -0.06
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.81

Location: 301-306 (width: 6; decimal: 2)
Variable Type: numeric

ELA_GRADE07: State Assessment 2007: Average ELA Grade Level

Based upon 1,086 valid cases out of 3,213 total cases.

- Mean: 3.86
- Median: 4.00
- Mode: 3.00
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.84

Location: 307-311 (width: 5; decimal: 2)
Variable Type: numeric

MATH_GRADE07: State Assessment 2007: Average Math Grade Level

Based upon 1,085 valid cases out of 3,213 total cases.

- Mean: 3.86
- Median: 4.00
- Mode: 3.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.84

Location: 312-316 (width: 5; decimal: 2)
Variable Type: numeric

SCIENCE_GRADE07: State Assessment 2007: Average Science Grade Level

Based upon 227 valid cases out of 3,213 total cases.

- Mean: 3.47
- Median: 3.04
- Mode: 3.00
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.71

Location: 317-321 (width: 5; decimal: 2)
Variable Type: numeric

ALGEBRA1_GRADE07: State Assessment 2007: Average Algebra 1 Grade Level
Based upon 0 valid cases out of 3,213 total cases.

**Variable Type:** numeric

**SOCSTUD_GRADE07: State Assessment 2007: Average Social Studies Grade Level**

Based upon 227 valid cases out of 3,213 total cases.

- Mean: 3.47
- Median: 3.04
- Mode: 3.00
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.71

**Variable Type:** numeric

**ELA_SCORE08: State Assessment 2008: Section Average Rank-based Z-Score, ELA**

Based upon 2,860 valid cases out of 3,213 total cases.

- Mean: -0.05
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.69

**Variable Type:** numeric

**MATH_SCORE08: State Assessment 2008: Section Average Rank-based Z-Score, Math**

Based upon 2,866 valid cases out of 3,213 total cases.

- Mean: -0.04
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.69

**Variable Type:** numeric

**SCIENCE_SCORE08: State Assessment 2008: Section Average Rank-based Z-Score, Science**

Based upon 509 valid cases out of 3,213 total cases.

- Mean: -0.06
- Median: -0.09
- Mode: 0.13
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.71

**Variable Type:** numeric
**ALGEBRA1_SCORE08: State Assessment 2008: Section Average Rank-based Z-Score, Algebra**

Based upon 0 valid cases out of 3,213 total cases.

*Location:* 346-346 (width: 1; decimal: 0)
*Variable Type:* numeric

---

**SOCSTUD_SCORE08: State Assessment 2008: Section Average Rank-based Z-Score, Social Studies**

Based upon 337 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: -0.04
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.66

*Location:* 347-352 (width: 6; decimal: 2)
*Variable Type:* numeric

---

**WRITING_SCORE08: State Assessment 2008: Section Average Rank-based Z-Score, Writing**

Based upon 299 valid cases out of 3,213 total cases.

- Mean: -0.20
- Median: -0.24
- Mode: -0.53
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.63

*Location:* 353-358 (width: 6; decimal: 2)
*Variable Type:* numeric

---

**ELA_GRADE08: State Assessment 2008: Average ELA Grade Level**

Based upon 1,976 valid cases out of 3,213 total cases.

- Mean: 4.59
- Median: 5.00
- Mode: 5.00
- Minimum: 3
- Maximum: 6
- Standard Deviation: 1.08

*Location:* 359-363 (width: 5; decimal: 2)
*Variable Type:* numeric

---

**MATH_GRADE08: State Assessment 2008: Average Math Grade Level**

Based upon 1,977 valid cases out of 3,213 total cases.

- Mean: 4.59
- Median: 5.00
SCIENCE_GRADE08: State Assessment 2008: Average Science Grade Level

Based upon 509 valid cases out of 3,213 total cases.

- Mean: 4.22
- Median: 4.03
- Mode: 5.00
- Minimum: 3
- Maximum: 6
- Standard Deviation: 0.95

Location: 369-373 (width: 5; decimal: 2)
Variable Type: numeric

ALGEBRA1_GRADE08: State Assessment 2008: Average Algebra 1 Grade Level

Based upon 0 valid cases out of 3,213 total cases.

Location: 374-374 (width: 1; decimal: 0)
Variable Type: numeric

SOCSTUD_GRADE08: State Assessment 2008: Average Social Studies Grade Level

Based upon 337 valid cases out of 3,213 total cases.

- Mean: 3.83
- Median: 3.81
- Mode: 3.00
- Minimum: 3
- Maximum: 6
- Standard Deviation: 0.95

Location: 375-379 (width: 5; decimal: 2)
Variable Type: numeric

WRITING_GRADE08: State Assessment 2008: Average Writing Grade Level

Based upon 268 valid cases out of 3,213 total cases.

- Mean: 4.83
- Median: 4.00
- Mode: 4.00
- Minimum: 4
- Maximum: 7
- Standard Deviation: 1.34

Location: 380-384 (width: 5; decimal: 2)
Variable Type: numeric
ELA_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, ELA

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.04
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.61

Location: 385-390 (width: 6; decimal: 2)
Variable Type: numeric

MATH_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, Math

Based upon 3,209 valid cases out of 3,213 total cases.

- Mean: 0.05
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.62

Location: 391-396 (width: 6; decimal: 2)
Variable Type: numeric

SCIENCE_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, Science

Based upon 611 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: -0.04
- Mode: -0.36
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.63

Location: 397-402 (width: 6; decimal: 2)
Variable Type: numeric

ALGEBRA1_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, Algebra 1

Based upon 2 valid cases out of 3,213 total cases.

- Mean: 0.193
- Median: 0.193
- Minimum: -0
- Maximum: 1
- Standard Deviation: 0.528

Location: 403-409 (width: 7; decimal: 3)
Variable Type: numeric

SOCSTUD_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, Social Studies

Based upon 442 valid cases out of 3,213 total cases.
• Mean: 0.06
• Median: -0.06
• Mode: -0.19
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.54

Location: 410-415 (width: 6; decimal: 2)
Variable Type: numeric

WRITING_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, Writing

Based upon 323 valid cases out of 3,213 total cases.

• Mean: -0.29
• Median: -0.27
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.66

Location: 416-421 (width: 6; decimal: 2)
Variable Type: numeric

ELA_GRADE09: State Assessment 2009: Average ELA Grade Level

Based upon 2,248 valid cases out of 3,213 total cases.

• Mean: 5.23
• Median: 5.00
• Mode: 6.00
• Minimum: 3
• Maximum: 7
• Standard Deviation: 1.36

Location: 422-426 (width: 5; decimal: 2)
Variable Type: numeric

MATH_GRADE09: State Assessment 2009: Average Math Grade Level

Based upon 2,250 valid cases out of 3,213 total cases.

• Mean: 5.23
• Median: 5.00
• Mode: 6.00
• Minimum: 3
• Maximum: 7
• Standard Deviation: 1.36

Location: 427-431 (width: 5; decimal: 2)
Variable Type: numeric

SCIENCE_GRADE09: State Assessment 2009: Average Science Grade Level

Based upon 611 valid cases out of 3,213 total cases.

• Mean: 4.69
• Median: 4.94
• Mode: 5.00
• Minimum: 3
• Maximum: 8
• Standard Deviation: 1.36

Location: 432-436 (width: 5; decimal: 2)
Variable Type: numeric

ALGEBRA1_GRADE09: State Assessment 2009: Average Algebra 1 Grade Level

Based upon 2 valid cases out of 3,213 total cases.

• Mean: 7.00
• Median: 7.00
• Mode: 7.00
• Minimum: 7
• Maximum: 7
• Standard Deviation: 0.00

Location: 437-437 (width: 1; decimal: 0)
Variable Type: numeric

SOCSTUD_GRADE09: State Assessment 2009: Average Social Studies Grade Level

Based upon 442 valid cases out of 3,213 total cases.

• Mean: 4.31
• Median: 3.96
• Mode: 3.00
• Minimum: 3
• Maximum: 7
• Standard Deviation: 1.20

Location: 438-442 (width: 5; decimal: 2)
Variable Type: numeric

WRITING_GRADE09: State Assessment 2009: Average Writing Grade Level

Based upon 323 valid cases out of 3,213 total cases.

• Mean: 6.21
• Median: 7.00
• Mode: 7.00
• Minimum: 3
• Maximum: 7
• Standard Deviation: 1.48

Location: 443-447 (width: 5; decimal: 2)
Variable Type: numeric

ELA_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, ELA

Based upon 3,210 valid cases out of 3,213 total cases.

• Mean: 0.04
• Minimum: -3
• Maximum: 2
• Standard Deviation: 0.60

Location: 448-453 (width: 6; decimal: 2)
Variable Type: numeric

MATH_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, Math

Based upon 3,209 valid cases out of 3,213 total cases.

• Mean: 0.05
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.62

Location: 454-459 (width: 6; decimal: 2)
Variable Type: numeric

SCIENCE_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, Science

Based upon 698 valid cases out of 3,213 total cases.

• Mean: 0.02
• Median: -0.05
• Mode: -0.13
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.60

Location: 460-465 (width: 6; decimal: 2)
Variable Type: numeric

ALGEBRA1_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, Algebra

Based upon 40 valid cases out of 3,213 total cases.

• Mean: 0.21
• Median: 0.34
• Mode: -0.72
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.60

Location: 466-471 (width: 6; decimal: 2)
Variable Type: numeric

SOCSTUD_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, Social Studies

Based upon 0 valid cases out of 3,213 total cases.

Location: 472-472 (width: 1; decimal: 0)
Variable Type: numeric

WRITING_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, Writing
Based upon 300 valid cases out of 3,213 total cases.

- Mean: -0.13
- Median: -0.20
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.50

Location: 473-478 (width: 6; decimal: 2)
Variable Type: numeric

**ELA_GRADE10: State Assessment 2010: Average ELA Grade Level**

Based upon 2,251 valid cases out of 3,213 total cases.

- Mean: 6.23
- Median: 6.00
- Mode: 7.00
- Minimum: 3
- Maximum: 8
- Standard Deviation: 1.36

Location: 479-483 (width: 5; decimal: 2)
Variable Type: numeric

**MATH_GRADE10: State Assessment 2010: Average Math Grade Level**

Based upon 2,251 valid cases out of 3,213 total cases.

- Mean: 6.23
- Median: 6.00
- Mode: 7.00
- Minimum: 3
- Maximum: 8
- Standard Deviation: 1.35

Location: 484-488 (width: 5; decimal: 2)
Variable Type: numeric

**SCIENCE_GRADE10: State Assessment 2010: Average Science Grade Level**

Based upon 698 valid cases out of 3,213 total cases.

- Mean: 5.78
- Median: 5.00
- Mode: 5.00
- Minimum: 3
- Maximum: 8
- Standard Deviation: 1.44

Location: 489-493 (width: 5; decimal: 2)
Variable Type: numeric

**ALGEBRA1_GRADE10: State Assessment 2010: Average Algebra 1 Grade Level**

Based upon 40 valid cases out of 3,213 total cases.
• Mean: 7.97
• Median: 8.00
• Mode: 8.00
• Minimum: 7
• Maximum: 8
• Standard Deviation: 0.16

Location: 494-498 (width: 5; decimal: 2)
Variable Type: numeric

SOCSTUD_GRADE10: State Assessment 2010: Average Social Studies Grade Level

Based upon 442 valid cases out of 3,213 total cases.

• Mean: 5.36
• Median: 5.00
• Mode: 4.00
• Minimum: 3
• Maximum: 8
• Standard Deviation: 1.22

Location: 499-503 (width: 5; decimal: 2)
Variable Type: numeric

WRITING_GRADE10: State Assessment 2010: Average Writing Grade Level

Based upon 300 valid cases out of 3,213 total cases.

• Mean: 6.44
• Median: 7.00
• Mode: 7.00
• Minimum: 4
• Maximum: 7
• Standard Deviation: 1.08

Location: 504-508 (width: 5; decimal: 2)
Variable Type: numeric

B_TEST_GRADE_COURSE: BAM: Test grade-level

Based upon 1,703 valid cases out of 3,213 total cases.

• Mean: 5.84
• Median: 6.00
• Mode: 5.00
• Minimum: 4
• Maximum: 8
• Standard Deviation: 1.39

Location: 509-513 (width: 5; decimal: 2)
Variable Type: numeric

B_RAWSCORE: BAM: Section average of unstandardized total scores

Based upon 1,690 valid cases out of 3,213 total cases.
• Mean: 15.54
• Minimum: 0
• Maximum: 34
• Standard Deviation: 6.79

Location: 514-519 (width: 6; decimal: 2)
Variable Type: numeric

**P_SCALESCORE: Pearson: Section average of scale scores**

Based upon 1,864 valid cases out of 3,213 total cases.

• Mean: 620.83
• Minimum: 494
• Maximum: 728
• Standard Deviation: 29.32

Location: 520-526 (width: 7; decimal: 2)
Variable Type: numeric

**P_RAWSCORE: Pearson: Section average of raw scores**

Based upon 1,865 valid cases out of 3,213 total cases.

• Mean: 15.07
• Minimum: 0
• Maximum: 22
• Standard Deviation: 3.04

Location: 527-532 (width: 6; decimal: 2)
Variable Type: numeric

**STD_B_RAWSCORE: BAM: Section average of Rank-based Z-Scores**

Based upon 1,690 valid cases out of 3,213 total cases.

• Mean: -0.05
• Minimum: -3
• Maximum: 2
• Standard Deviation: 0.66

Location: 533-538 (width: 6; decimal: 2)
Variable Type: numeric

**STD_P_RAWSCORE: Pearson: Section average of Rank-based Z-Scores of raw total scores**

Based upon 1,865 valid cases out of 3,213 total cases.

• Mean: -0.04
• Minimum: -3
• Maximum: 2
• Standard Deviation: 0.62

Location: 539-544 (width: 6; decimal: 2)
Variable Type: numeric

**STD_P_SCALESCORE: Pearson: Section average of Rank-based Z-Scores of scale scores**
Based upon 1,864 valid cases out of 3,213 total cases.

- Mean: -0.04
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.62

Location: 545-550 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 1,729 valid cases out of 3,213 total cases.

- Mean: 0.003
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.153

Location: 551-557 (width: 7; decimal: 3)
Variable Type: numeric

GRADES_ELA_2009: 2009 Value-Added: Grades for ELA

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1484</td>
<td>46.2%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>334</td>
<td>10.4%</td>
</tr>
<tr>
<td>4.5</td>
<td></td>
<td>9</td>
<td>0.3%</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>350</td>
<td>10.9%</td>
</tr>
<tr>
<td>5.6</td>
<td></td>
<td>2</td>
<td>0.1%</td>
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<tr>
<td>6</td>
<td></td>
<td>357</td>
<td>11.1%</td>
</tr>
<tr>
<td>6.7</td>
<td></td>
<td>36</td>
<td>1.1%</td>
</tr>
<tr>
<td>6.7,8</td>
<td></td>
<td>9</td>
<td>0.3%</td>
</tr>
<tr>
<td>6.8</td>
<td></td>
<td>9</td>
<td>0.3%</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>293</td>
<td>9.1%</td>
</tr>
<tr>
<td>7.8</td>
<td></td>
<td>56</td>
<td>1.7%</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>274</td>
<td>8.5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 558-737 (width: 180; decimal: 0)
Variable Type: character

N_ELA_2009: 2009 Value-Added: Number of students for ELA

Based upon 1,729 valid cases out of 3,213 total cases.

- Mean: 50.98
- Median: 45.00
- Mode: 19.00
- Minimum: 1
Maximum: 195
Standard Deviation: 31.26

Location: 738-740 (width: 3; decimal: 0)
Variable Type: numeric

**SD_ELA_2009: 2009 Value-Added: Standard Deviation for ELA**

Based upon 1,725 valid cases out of 3,213 total cases.

- Mean: 0.53
- Median: 0.53
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.10

Location: 741-745 (width: 5; decimal: 2)
Variable Type: numeric


Based upon 1,571 valid cases out of 3,213 total cases.

- Mean: 0.010
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.197

Location: 746-752 (width: 7; decimal: 3)
Variable Type: numeric

**GRADES_MATH_2009: 2009 Value-Added: Grades for Math**

<table>
<thead>
<tr>
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<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>1642</td>
<td>51.1%</td>
</tr>
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<td>4</td>
<td>-</td>
<td>309</td>
<td>9.6%</td>
</tr>
<tr>
<td>4,5</td>
<td>-</td>
<td>9</td>
<td>0.3%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>327</td>
<td>10.2%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>293</td>
<td>9.1%</td>
</tr>
<tr>
<td>6,7</td>
<td>-</td>
<td>32</td>
<td>1.0%</td>
</tr>
<tr>
<td>6,7,8</td>
<td>-</td>
<td>10</td>
<td>0.3%</td>
</tr>
<tr>
<td>6,8</td>
<td>-</td>
<td>8</td>
<td>0.2%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>266</td>
<td>8.3%</td>
</tr>
<tr>
<td>7,8</td>
<td>-</td>
<td>78</td>
<td>2.4%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>239</td>
<td>7.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 753-932 (width: 180; decimal: 0)
Variable Type: character
N_MATH_2009: 2009 Value-Added: Number of students for Math

Based upon 1,571 valid cases out of 3,213 total cases.

- Mean: 49.86
- Median: 43.00
- Mode: 19.00
- Minimum: 1
- Maximum: 174
- Standard Deviation: 31.36

Location: 933-935 (width: 3; decimal: 0)
Variable Type: numeric

SD_MATH_2009: 2009 Value-Added: Standard Deviation for Math

Based upon 1,569 valid cases out of 3,213 total cases.

- Mean: 0.49
- Median: 0.48
- Mode: 0.42
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.09

Location: 936-940 (width: 5; decimal: 2)
Variable Type: numeric

EST_BAM_2010: 2010 Value-Added: Estimates for BAM

Based upon 1,684 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.00
- Mode: 0.00
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.25

Location: 941-946 (width: 6; decimal: 2)
Variable Type: numeric

GRADES_BAM_2010: 2010 Value-Added: Grades for BAM

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>1529</td>
<td>47.6 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>378</td>
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</tr>
<tr>
<td>5</td>
<td>-</td>
<td>383</td>
<td>11.9 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>351</td>
<td>10.9 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>287</td>
<td>8.9 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>285</td>
<td>8.9 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>
N_BAM_2010: 2010 Value-Added: Number of students for BAM

Based upon 1,684 valid cases out of 3,213 total cases.

- Mean: 17.60
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 47
- Standard Deviation: 5.55

Location: 1127-1128 (width: 2; decimal: 0)
Variable Type: numeric

SD_BAM_2010: 2010 Value-Added: Standard Deviation for BAM

Based upon 1,680 valid cases out of 3,213 total cases.

- Mean: 0.60
- Median: 0.59
- Mode: 0.60
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.13

Location: 1129-1133 (width: 5; decimal: 2)
Variable Type: numeric

EST_ELA_2010: 2010 Value-Added: Estimates for ELA

Based upon 2,015 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.00
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.18

Location: 1134-1139 (width: 6; decimal: 2)
Variable Type: numeric

GRADES_ELA_2010: 2010 Value-Added: Grades for ELA

<table>
<thead>
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<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1198</td>
<td>37.3 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>421</td>
<td>13.1 %</td>
</tr>
<tr>
<td>4,5</td>
<td>-</td>
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<td>0.1 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>424</td>
<td>13.2 %</td>
</tr>
<tr>
<td>Value</td>
<td>Label</td>
<td>Unweighted Frequency</td>
<td>%</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>----------------------</td>
<td>---</td>
</tr>
<tr>
<td>5,6</td>
<td>-</td>
<td>2</td>
<td>0.1 %</td>
</tr>
<tr>
<td>5,6,7</td>
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<td>1</td>
<td>0.0 %</td>
</tr>
<tr>
<td>5,6,7,8</td>
<td>-</td>
<td>3</td>
<td>0.1 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>431</td>
<td>13.4 %</td>
</tr>
<tr>
<td>6,7</td>
<td>-</td>
<td>10</td>
<td>0.3 %</td>
</tr>
<tr>
<td>6,7,8</td>
<td>-</td>
<td>1</td>
<td>0.0 %</td>
</tr>
<tr>
<td>6,8</td>
<td>-</td>
<td>1</td>
<td>0.0 %</td>
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<td>7</td>
<td>-</td>
<td>368</td>
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<td>7,8</td>
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<td>0.3 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>340</td>
<td>10.6 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 1140-1319 (width: 180; decimal: 0)
Variable Type: character

N_ELA_2010: 2010 Value-Added: Number of students for ELA

Based upon 2,015 valid cases out of 3,213 total cases.

- Mean: 20.26
- Median: 20.00
- Mode: 20.00
- Minimum: 1
- Maximum: 61
- Standard Deviation: 5.64

Location: 1320-1321 (width: 2; decimal: 0)
Variable Type: numeric

SD_ELA_2010: 2010 Value-Added: Standard Deviation for ELA

Based upon 2,014 valid cases out of 3,213 total cases.

- Mean: 0.53
- Median: 0.52
- Mode: 0.52
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.12

Location: 1322-1326 (width: 5; decimal: 2)
Variable Type: numeric


Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.00
• Mode: -0.06
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.23

Location: 1327-1332 (width: 6; decimal: 2)
Variable Type: numeric

GRADeS_MATH_2010: 2010 Value-Added: Grades for Math

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>1363</td>
<td>42.4 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>399</td>
<td>12.4 %</td>
</tr>
<tr>
<td>4.5</td>
<td>-</td>
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<td>-</td>
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<td>12.4 %</td>
</tr>
<tr>
<td>5.6</td>
<td>-</td>
<td>3</td>
<td>0.1 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>367</td>
<td>11.4 %</td>
</tr>
<tr>
<td>6.7</td>
<td>-</td>
<td>14</td>
<td>0.4 %</td>
</tr>
<tr>
<td>6.8</td>
<td>-</td>
<td>4</td>
<td>0.1 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>332</td>
<td>10.3 %</td>
</tr>
<tr>
<td>7.8</td>
<td>-</td>
<td>12</td>
<td>0.4 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>318</td>
<td>9.9 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 1333-1512 (width: 180; decimal: 0)
Variable Type: character

N_MATH_2010: 2010 Value-Added: Number of students for Math

Based upon 1,850 valid cases out of 3,213 total cases.

• Mean: 20.55
• Median: 20.00
• Mode: 20.00
• Minimum: 1
• Maximum: 61
• Standard Deviation: 6.14

Location: 1513-1514 (width: 2; decimal: 0)
Variable Type: numeric

SD_MATH_2010: 2010 Value-Added: Standard Deviation for Math

Based upon 1,849 valid cases out of 3,213 total cases.

• Mean: 0.49
• Median: 0.47
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.12
EST_SAT9_2010: 2010 Value-Added: Estimates for SAT9

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.01
- Mode: -0.01
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.32

GRADES_SAT9_2010: 2010 Value-Added: Grades for SAT9

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
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<td>2422</td>
<td>75.4 %</td>
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<td>106</td>
<td>3.3 %</td>
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<td>6</td>
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<td>215</td>
<td>6.7 %</td>
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<td></td>
<td>206</td>
<td>6.4 %</td>
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<tr>
<td>8</td>
<td></td>
<td>169</td>
<td>5.3 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

N_SAT9_2010: 2010 Value-Added: Number of students for SAT9

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 17.90
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 5.20

SD_SAT9_2010: 2010 Value-Added: Standard Deviation for SAT9

Based upon 1,846 valid cases out of 3,213 total cases.

- Mean: 0.70
- Median: 0.69
- Mode: 0.66
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.16

*Location*: 1531-1535 (width: 5; decimal: 2)
*Variable Type*: numeric

### GRADES_PEAR_2010: 2010 Value-Added: Grades for PEAR

<table>
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<tr>
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<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
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<td>1638</td>
<td>51.0%</td>
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<td></td>
<td>400</td>
<td>12.4%</td>
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<td>5</td>
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<td>403</td>
<td>12.5%</td>
</tr>
<tr>
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<td></td>
<td>328</td>
<td>10.2%</td>
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<td>219</td>
<td>6.8%</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>225</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

**Total**

Based upon 3,213 valid cases out of 3,213 total cases.

*Location*: 1536-1715 (width: 180; decimal: 0)
*Variable Type*: character

### EE_M_Q95_5: Student Perception Survey: Elementary ELA Student Item for CARE: I like the way my teacher treats me when I need help.

I like the way my teacher treats me when I need help.

Based upon 795 valid cases out of 3,213 total cases.

• Mean: -0.04
• Median: 0.05
• Mode: -0.41
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.48

*Location*: 1716-1721 (width: 6; decimal: 2)
*Variable Type*: numeric

### EE_M_Q29_5: Student Perception Survey: Elementary ELA Student Item for CARE: My teacher is nice to me when I ask questions.

My teacher is nice to me when I ask questions.

Based upon 795 valid cases out of 3,213 total cases.

• Mean: -0.04
• Median: 0.03
• Mode: -0.36
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.49
EE_M_Q126_5: Student Perception Survey: Elementary ELA Student Item for CARE: My teacher in this class makes me feel that he/she really cares about me.

My teacher in this class makes me feel that he/she really cares about me.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: 0.05
- Mode: -0.24
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

EE_M_Q189_5: Student Perception Survey: Elementary ELA Student Item for CARE: If I am sad or angry, my teacher helps me feel better.

If I am sad or angry, my teacher helps me feel better.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.00
- Mode: 0.19
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

EE_M_Q128_5: Student Perception Survey: Elementary ELA Student Item for CARE: The teacher in this class encourages me to do my best.

The teacher in this class encourages me to do my best.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.06
- Mode: 0.55
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

EE_M_Q180_5: Student Perception Survey: Elementary ELA Student Item for CARE: My teacher seems to knows if something is bothering me.
My teacher seems to know if something is bothering me.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: 0.25
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.42

Location: 1746-1751 (width: 6; decimal: 2)
Variable Type: numeric

**EE_M_Q159_5: Student Perception Survey: Elementary ELA Student Item for CARE: My teacher gives us time to explain our ideas.**

My teacher gives us time to explain our ideas.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.03
- Mode: -0.15
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.43

Location: 1752-1757 (width: 6; decimal: 2)
Variable Type: numeric

**EE_M_Q38_5: Student Perception Survey: Elementary ELA Student Item for CONTROL: My classmates behave the way my teacher wants them to.**

My classmates behave the way my teacher wants them to.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.02
- Mode: -0.18
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.50

Location: 1758-1763 (width: 6; decimal: 2)
Variable Type: numeric

**EE_M_Q138_5: Student Perception Survey: Elementary ELA Student Item for CONTROL: Our class stays busy and does not waste time.**

Our class stays busy and does not waste time.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.02
Students behave so badly in this class that it slows down our learning.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: 0.00
- Mode: -0.16
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.58

Everybody knows what they should be doing and learning in this class.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.00
- Mode: -0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

My teacher explains things in very orderly ways.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.00
- Mode: -0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.43
**EE_M_Q111_5: Student Perception Survey: Elementary ELA Student Item for CLARIFY: In this class, we learn to correct our mistakes.**

In this class, we learn to correct our mistakes.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: 0.03
- Mode: 0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

*Location: 1788-1793 (width: 6; decimal: 2)*

**EE_M_Q98_5: Student Perception Survey: Elementary ELA Student Item for CLARIFY: My teacher explains difficult things clearly.**

My teacher explains difficult things clearly.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.04
- Mode: -0.31
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

*Location: 1794-1799 (width: 6; decimal: 2)*

**EE_M_Q97_5: Student Perception Survey: Elementary ELA Student Item for CLARIFY: My teacher has several good ways to explain each topic that we cover in this class.**

My teacher has several good ways to explain each topic that we cover in this class.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.00
- Mode: -0.23
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

*Location: 1800-1805 (width: 6; decimal: 2)*

**EE_M_Q188_5: Student Perception Survey: Elementary ELA Student Item for CLARIFY: I understand what I am supposed to be learning in this class.**

I understand what I am supposed to be learning in this class.
Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.00
- Mode: -0.35
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 1806-1811 (width: 6; decimal: 2)
Variable Type: numeric

**EE_M_Q185_5: Student Perception Survey: Elementary ELA Student Item for CLARIFY: My teacher knows when the class understands, and when we do not.**

My teacher knows when the class understands, and when we do not.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.01
- Mode: -0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

Location: 1812-1817 (width: 6; decimal: 2)
Variable Type: numeric

**EE_M_Q99_5: Student Perception Survey: Elementary ELA Student Item for CLARIFY: This class is neat -everything has a place and things are easy to find.**

This class is neat -- everything has a place and things are easy to find.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: 0.02
- Mode: 0.10
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

Location: 1818-1823 (width: 6; decimal: 2)
Variable Type: numeric

**EE_M_Q96_5: Student Perception Survey: Elementary ELA Student Item for CLARIFY: If you don't understand something, my teacher explains it another way.**

If you don't understand something, my teacher explains it another way.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: 0.02
- Mode: -0.35
- Minimum: -2
EE_M_Q112_5: Student Perception Survey: Elementary ELA Student Item for CHALLENGE: My teacher pushes us to think hard about things we read.

My teacher pushes us to think hard about things we read.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.05
- Mode: 0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41

Location: 1824-1829 (width: 6; decimal: 2)
Variable Type: numeric

EE_M_Q83_5: Student Perception Survey: Elementary ELA Student Item for CHALLENGE: My teacher pushes everybody to work hard.

My teacher pushes everybody to work hard.

Based upon 794 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: -0.13
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

Location: 1830-1835 (width: 6; decimal: 2)
Variable Type: numeric

EE_M_Q173_5: Student Perception Survey: Elementary ELA Student Item for CHALLENGE: In this class we have to think hard about the writing we do.

In this class we have to think hard about the writing we do.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.04
- Mode: -0.11
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.40

Location: 1842-1847 (width: 6; decimal: 2)
Variable Type: numeric
**EE_M_Q132_5: Student Perception Survey: Elementary ELA Student Item for CHALLENGE: In this class, my teacher accepts nothing less than our full effort.**

In this class, my teacher accepts nothing less than our full effort.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.00
- Mode: -0.31
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

*Location*: 1848-1853 (width: 6; decimal: 2)
*Variable Type*: numeric

**EE_M_Q74_5: Student Perception Survey: Elementary ELA Student Item for CAPTIVATE: School work is interesting.**

School work is interesting.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: 0.34
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.44

*Location*: 1854-1859 (width: 6; decimal: 2)
*Variable Type*: numeric

**EE_M_Q120_5: Student Perception Survey: Elementary ELA Student Item for CAPTIVATE: We have interesting homework.**

We have interesting homework.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: -0.02
- Mode: -0.31
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.45

*Location*: 1860-1865 (width: 6; decimal: 2)
*Variable Type*: numeric

**EE_M_Q121_5: Student Perception Survey: Elementary ELA Student Item for CAPTIVATE: Homework helps me learn.**

Homework helps me learn.

Based upon 795 valid cases out of 3,213 total cases.
EE_M_Q154_5: Student Perception Survey: Elementary ELA Student Item for CAPTIVATE: School work is not very enjoyable.

School work is not very enjoyable. (Do you agree?)

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.06
- Mode: -0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

Location: 1866-1871 (width: 6; decimal: 2)
Variable Type: numeric

EE_M_Q157_5: Student Perception Survey: Elementary ELA Student Item for CONFER: When he/she is teaching us, my teacher asks us whether we understand.

When he/she is teaching us, my teacher asks us whether we understand.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.01
- Mode: -0.40
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.43

Location: 1872-1877 (width: 6; decimal: 2)
Variable Type: numeric

EE_M_Q164_5: Student Perception Survey: Elementary ELA Student Item for CONFER: My teacher asks questions to be sure we are following along when he/she is teaching.

My teacher asks questions to be sure we are following along when he/she is teaching.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.04
- Mode: 0.08
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41
EE_M_Q165_5: Student Perception Survey: Elementary ELA Student Item for CONFER: My teacher checks to make sure we understand what he/she is teaching us.

My teacher checks to make sure we understand what he/she is teaching us.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.01
- Mode: 0.09
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41

EE_M_Q162_5: Student Perception Survey: Elementary ELA Student Item for CONFER: My teacher tells us what we are learning and why.

My teacher tells us what we are learning and why.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: -0.25
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

EE_M_Q168_5: Student Perception Survey: Elementary ELA Student Item for CONFER: My teacher wants us to share our thoughts.

My teacher wants us to share our thoughts.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: 0.11
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.44

EE_M_Q176_5: Student Perception Survey: Elementary ELA Student Item for CONFER: Students speak up and share their ideas about class work.
Students speak up and share their ideas about class work.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.01
- Mode: 0.27
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.43

Location: 1908-1913 (width: 6; decimal: 2)
Variable Type: numeric

**EE_M_Q110_5: Student Perception Survey: Elementary ELA Student Item for CONFER: My teacher wants me to explain my answers -- why I think what I think.**

My teacher wants me to explain my answers -- why I think what I think.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.03
- Mode: -0.21
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

Location: 1914-1919 (width: 6; decimal: 2)
Variable Type: numeric

**EE_M_Q169_5: Student Perception Survey: Elementary ELA Student Item for CONSOLIDATE: My teacher takes the time to summarize what we learn each day.**

My teacher takes the time to summarize what we learn each day.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.01
- Mode: 0.22
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

Location: 1920-1925 (width: 6; decimal: 2)
Variable Type: numeric

**EE_M_Q103_5: Student Perception Survey: Elementary ELA Student Item for CONSOLIDATE: When my teacher marks my work, he/she writes on my papers to help me understand how to do better.**

When my teacher marks my work, he/she writes on my papers to help me understand how to do better.

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
**EM_M_Q95_5: Student Perception Survey: Elementary Math Student Item for CARE: I like the way my teacher treats me when I need help.**

I like the way my teacher treats me when I need help.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.13
- Mode: 0.13
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

*Location: 1926-1931 (width: 6; decimal: 2)  
Variable Type: numeric*

**EM_M_Q29_5: Student Perception Survey: Elementary Math Student Item for CARE: My teacher is nice to me when I ask questions.**

My teacher is nice to me when I ask questions.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.09
- Mode: -0.36
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

*Location: 1932-1937 (width: 6; decimal: 2)  
Variable Type: numeric*

**EM_M_Q126_5: Student Perception Survey: Elementary Math Student Item for CARE: My teacher in this class makes me feel that he/she really cares about me.**

My teacher in this class makes me feel that he/she really cares about me.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.11
- Mode: -0.24
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47
**EM_M_Q189_5: Student Perception Survey: Elementary Math Student Item for CARE: If I am sad or angry, my teacher helps me feel better.**

If I am sad or angry, my teacher helps me feel better.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.03
- Mode: 0.19
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

**EM_M_Q128_5: Student Perception Survey: Elementary Math Student Item for CARE: The teacher in this class encourages me to do my best.**

The teacher in this class encourages me to do my best.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.09
- Mode: 0.55
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

**EM_M_Q180_5: Student Perception Survey: Elementary Math Student Item for CARE: My teacher seems to knows if something is bothering me.**

My teacher seems to knows if something is bothering me.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.05
- Mode: 0.25
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

**EM_M_Q159_5: Student Perception Survey: Elementary Math Student Item for CARE: My teacher gives us time to explain our ideas.**
My teacher gives us time to explain our ideas.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.04
- Mode: -0.15
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41

Location: 1968-1973 (width: 6; decimal: 2)
Variable Type: numeric

**EM_M_Q38_5: Student Perception Survey: Elementary Math Student Item for CONTROL: My classmates behave the way my teacher wants them to.**

My classmates behave the way my teacher wants them to.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.00
- Mode: -0.18
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.51

Location: 1974-1979 (width: 6; decimal: 2)
Variable Type: numeric

**EM_M_Q138_5: Student Perception Survey: Elementary Math Student Item for CONTROL: Our class stays busy and does not waste time.**

Our class stays busy and does not waste time.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.01
- Mode: 0.30
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.47

Location: 1980-1985 (width: 6; decimal: 2)
Variable Type: numeric

**EM_M_Q155_5: Student Perception Survey: Elementary Math Student Item for CONTROL: Students behave so badly in this class that it slows down our learning.**

Students behave so badly in this class that it slows down our learning.

Based upon 744 valid cases out of 3,213 total cases.

- Mean: -0.04
- Median: -0.06
**EM_M_Q156_5**: Student Perception Survey: Elementary Math Student Item for **CONTROL**: Everybody knows what they should be doing and learning in this class.

Everybody knows what they should be doing and learning in this class.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.01
- Mode: -0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.42

**Location**: 1992-1997 (width: 6; decimal: 2)

**Variable Type**: numeric

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**EM_M_Q100_5**: Student Perception Survey: Elementary Math Student Item for **CLARIFY**: My teacher explains things in very orderly ways.

My teacher explains things in very orderly ways.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.07
- Mode: -0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.42

**Location**: 1998-2003 (width: 6; decimal: 2)

**Variable Type**: numeric

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**EM_M_Q111_5**: Student Perception Survey: Elementary Math Student Item for **CLARIFY**: In this class, we learn to correct our mistakes.

In this class, we learn to correct our mistakes.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.08
- Mode: 0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

**Location**: 2004-2009 (width: 6; decimal: 2)
**EM_M_Q98_5: Student Perception Survey: Elementary Math Student Item for CLARIFY: My teacher explains difficult things clearly.**

My teacher explains difficult things clearly.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.05
- Mode: -0.31
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

*Location*: 2010-2015 (width: 6; decimal: 2)

**Variable Type**: numeric

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**EM_M_Q97_5: Student Perception Survey: Elementary Math Student Item for CLARIFY: My teacher has several good ways to explain each topic that we cover in this class.**

My teacher has several good ways to explain each topic that we cover in this class.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.06
- Mode: -0.23
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

*Location*: 2016-2021 (width: 6; decimal: 2)

**Variable Type**: numeric

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**EM_M_Q188_5: Student Perception Survey: Elementary Math Student Item for CLARIFY: I understand what I am supposed to be learning in this class.**

I understand what I am supposed to be learning in this class.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.05
- Mode: 0.25
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

*Location*: 2022-2027 (width: 6; decimal: 2)

**Variable Type**: numeric

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**EM_M_Q185_5: Student Perception Survey: Elementary Math Student Item for CLARIFY: My teacher knows when the class understands, and when we do not.**

My teacher knows when the class understands, and when we do not.
Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.06
- Mode: -0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 2028-2033 (width: 6; decimal: 2)
Variable Type: numeric

**EM_M_Q99_5:** Student Perception Survey: Elementary Math Student Item for CLARIFY: his class is neat -- everything has a place and things are easy to find.

his class is neat -- everything has a place and things are easy to find.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.02
- Mode: 0.10
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

Location: 2034-2039 (width: 6; decimal: 2)
Variable Type: numeric

**EM_M_Q112_5:** Student Perception Survey: Elementary Math Student Item for CHALLENGE: My teacher pushes us to think hard about things we read.

My teacher pushes us to think hard about things we read.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.05
- Mode: 0.05
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

Location: 2040-2045 (width: 6; decimal: 2)
Variable Type: numeric
EM_M_Q83_5: Student Perception Survey: Elementary Math Student Item for CHALLENGE: My teacher pushes everybody to work hard.

My teacher pushes everybody to work hard.

Based upon 744 valid cases out of 3,213 total cases.

- **Mean**: 0.02
- **Median**: 0.04
- **Mode**: -0.13
- **Minimum**: -1
- **Maximum**: 1
- **Standard Deviation**: 0.42

Location: 2046-2051 (width: 6; decimal: 2)
Variable Type: numeric

EM_M_Q173_5: Student Perception Survey: Elementary Math Student Item for CHALLENGE: In this class we have to think hard about the writing we do.

In this class we have to think hard about the writing we do.

Based upon 745 valid cases out of 3,213 total cases.

- **Mean**: -0.03
- **Median**: 0.01
- **Mode**: -0.11
- **Minimum**: -2
- **Maximum**: 1
- **Standard Deviation**: 0.44

Location: 2052-2057 (width: 6; decimal: 2)
Variable Type: numeric

EM_M_Q132_5: Student Perception Survey: Elementary Math Student Item for CHALLENGE: In this class, my teacher accepts nothing less than our full effort.

In this class, my teacher accepts nothing less than our full effort.

Based upon 745 valid cases out of 3,213 total cases.

- **Mean**: 0.03
- **Median**: 0.06
- **Mode**: -0.31
- **Minimum**: -2
- **Maximum**: 1
- **Standard Deviation**: 0.39

Location: 2064-2069 (width: 6; decimal: 2)
Variable Type: numeric
EM_M_Q74_5: Student Perception Survey: Elementary Math Student Item for CAPTIVATE: School work is interesting.

School work is interesting.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.05
- Mode: 0.34
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

Location: 2070-2075 (width: 6; decimal: 2)
Variable Type: numeric

EM_M_Q120_5: Student Perception Survey: Elementary Math Student Item for CAPTIVATE: We have interesting homework.

We have interesting homework.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: 0.06
- Mode: -0.31
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

Location: 2076-2081 (width: 6; decimal: 2)
Variable Type: numeric

EM_M_Q121_5: Student Perception Survey: Elementary Math Student Item for CAPTIVATE: Homework helps me learn.

Homework helps me learn.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.06
- Median: 0.10
- Mode: -0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

Location: 2082-2087 (width: 6; decimal: 2)
Variable Type: numeric

EM_M_Q154_5: Student Perception Survey: Elementary Math Student Item for CAPTIVATE: School work is not very enjoyable.

School work is not very enjoyable. (Do you agree?)

Based upon 745 valid cases out of 3,213 total cases.
**EM_M_Q157_5: Student Perception Survey: Elementary Math Student Item for CONFER: When he/she is teaching us, my teacher asks us whether we understand.**

When he/she is teaching us, my teacher asks us whether we understand.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.07
- Median: 0.15
- Mode: 0.15
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

**Location:** 2094-2099 (width: 6; decimal: 2)
**Variable Type:** numeric

**EM_M_Q164_5: Student Perception Survey: Elementary Math Student Item for CONFER: My teacher asks questions to be sure we are following along when he/she is teaching.**

My teacher asks questions to be sure we are following along when he/she is teaching.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.08
- Mode: 0.08
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

**Location:** 2100-2105 (width: 6; decimal: 2)
**Variable Type:** numeric

**EM_M_Q165_5: Student Perception Survey: Elementary Math Student Item for CONFER: My teacher checks to make sure we understand what he/she is teaching us.**

My teacher checks to make sure we understand what he/she is teaching us.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.06
- Median: 0.09
- Mode: 0.09
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38
**EM_M_Q162_5**: Student Perception Survey: Elementary Math Student Item for CONFER: My teacher tells us what we are learning and why.

My teacher tells us what we are learning and why.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.06
- Mode: -0.25
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

**EM_M_Q168_5**: Student Perception Survey: Elementary Math Student Item for CONFER: My teacher wants us to share our thoughts.

My teacher wants us to share our thoughts.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: 0.11
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

**EM_M_Q176_5**: Student Perception Survey: Elementary Math Student Item for CONFER: Students speak up and share their ideas about class work.

Students speak up and share their ideas about class work.

Based upon 744 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.02
- Mode: 0.27
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.43

**EM_M_Q110_5**: Student Perception Survey: Elementary Math Student Item for CONFER: My teacher wants me to explain my answers -- why I think what I think.
My teacher wants me to explain my answers -- why I think what I think.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.06
- Mode: -0.21
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 2130-2135 (width: 6; decimal: 2)
Variable Type: numeric

**EM_M_Q169_5**: Student Perception Survey: Elementary Math Student Item for CONSOLIDATE:
My teacher takes the time to summarize what we learn each day.

My teacher takes the time to summarize what we learn each day.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.04
- Mode: 0.22
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.44

Location: 2136-2141 (width: 6; decimal: 2)
Variable Type: numeric

**EM_M_Q103_5**: Student Perception Survey: Elementary Math Student Item for CONSOLIDATE:
When my teacher marks my work, he/she writes on my papers to help me understand how to do better.

When my teacher marks my work, he/she writes on my papers to help me understand how to do better.

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.04
- Mode: 0.17
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.43

Location: 2142-2147 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q12_5**: Student Perception Survey: Elementary Student Item: I read at home almost everyday.

I read at home almost everyday.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
**E_M_Q27_5: Student Perception Survey: Elementary Student Item: In our class, mistakes are okay if you tried your best.**

In our class, mistakes are okay if you tried your best.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.01
- Mode: -0.26
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.35

**Location:** 2148-2159 (width: 6; decimal: 2)

**Variable Type:** numeric

**E_M_Q29_5: Student Perception Survey: Elementary Student Item for CARE: My teacher is nice to me when I ask questions.**

My teacher is nice to me when I ask questions.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.07
- Mode: 0.18
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.44

**Location:** 2160-2165 (width: 6; decimal: 2)

**Variable Type:** numeric

**E_M_Q38_5: Student Perception Survey: Elementary Student Item for CONTROL: My classmates behave the way my teacher wants them to.**

My classmates behave the way my teacher wants them to.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.03
- Mode: -0.18
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.46

**Location:** 2166-2171 (width: 6; decimal: 2)
**E_M_Q46_5: Student Perception Survey: Elementary Student Item: In our class, getting right answers is very important.**

In our class, getting right answers is very important.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

*Location*: 2172-2177 (width: 6; decimal: 2)

**Variable Type**: numeric

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**E_M_Q48_5: Student Perception Survey: Elementary Student Item: My teacher doesn't let people give up when the work gets hard.**

My teacher doesn't let people give up when the work gets hard.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.03
- Mode: 0.15
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.37

*Location*: 2178-2183 (width: 6; decimal: 2)

**Variable Type**: numeric

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**E_M_Q56: Student Perception Survey: Elementary Student Item: Are you a boy or a girl?**

Are you a boy or a girl?

Based upon 965 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.03
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.26

*Location*: 2184-2189 (width: 6; decimal: 2)

**Variable Type**: numeric

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**E_M_Q58A: Student Perception Survey: Elementary Student Item: Race: Black or African American**

What is your race/ethnicity? (mark all that apply).

Based upon 965 valid cases out of 3,213 total cases.
• Mean: -0.01
• Median: -0.21
• Mode: -0.79
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.66

Location: 2190-2195 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q58B: Student Perception Survey: Elementary Student Item: Race: Arabic/Middle Eastern

What is your race/ethnicity? (mark all that apply).

Based upon 965 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: -0.14
• Mode: -0.14
• Minimum: -0
• Maximum: 2
• Standard Deviation: 0.28

Location: 2196-2201 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q58C: Student Perception Survey: Elementary Student Item: Race: Pacific Islander

What is your race/ethnicity? (mark all that apply).

Based upon 965 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: -0.10
• Mode: -0.10
• Minimum: -0
• Maximum: 2
• Standard Deviation: 0.24

Location: 2202-2207 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q58D: Student Perception Survey: Elementary Student Item: Race: White

What is your race/ethnicity? (mark all that apply).

Based upon 965 valid cases out of 3,213 total cases.

• Mean: 0.01
• Median: -0.14
• Mode: -0.68
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.62

Location: 2208-2213 (width: 6; decimal: 2)
Variable Type: numeric
E_M_Q58E: Student Perception Survey: Elementary Student Item: Race: Asian

What is your race/ethnicity? (mark all that apply).

Based upon 965 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.21
- Mode: -0.21
- Minimum: -0
- Maximum: 2
- Standard Deviation: 0.32

Location: 2214-2219 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q58F: Student Perception Survey: Elementary Student Item: Race: Native American

What is your race/ethnicity? (mark all that apply).

Based upon 965 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: -0.04
- Mode: -0.23
- Minimum: -0
- Maximum: 2
- Standard Deviation: 0.29

Location: 2220-2225 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q58G: Student Perception Survey: Elementary Student Item: Race: Hispanic or Latino

What is your race/ethnicity? (mark all that apply).

Based upon 965 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: -0.13
- Mode: -0.56
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.51

Location: 2226-2231 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q58H: Student Perception Survey: Elementary Student Item: Race: West Indian

What is your race/ethnicity? (mark all that apply).

Based upon 965 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.10
- Mode: -0.37
• Minimum: -0
• Maximum: 1
• Standard Deviation: 0.34

Location: 2232-2237 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q58I: Student Perception Survey: Elementary Student Item: Race: South Asian or East Indian**

What is your race/ethnicity? (mark all that apply).

Based upon 965 valid cases out of 3,213 total cases.

• Mean: -0.01
• Median: -0.14
• Mode: -0.14
• Minimum: -0
• Maximum: 3
• Standard Deviation: 0.31

Location: 2238-2243 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q58J: Student Perception Survey: Elementary Student Item: Race: Other**

What is your race/ethnicity? (mark all that apply).

Based upon 965 valid cases out of 3,213 total cases.

• Mean: -0.01
• Median: -0.13
• Mode: -0.13
• Minimum: -0
• Maximum: 3
• Standard Deviation: 0.30

Location: 2244-2249 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q59: Student Perception Survey: Elementary Student Item: Does your family speak English at home?**

Does your family speak English at home? (mark one).

Based upon 965 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: -0.11
• Mode: -0.65
• Minimum: -1
• Maximum: 2
• Standard Deviation: 0.46

Location: 2250-2255 (width: 6; decimal: 2)
Variable Type: numeric
**E_M_Q60: Student Perception Survey: Elementary Student Item: Is there a computer at your house?**

Is there a computer at your house?

Based upon 966 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: 0.20
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.43

*Location: 2256-2261 (width: 6; decimal: 2)*

*Variable Type: numeric*

**E_M_Q63: Student Perception Survey: Elementary Student Item: Counting yourself and all others, how many children live with you?**

Counting yourself and all others, how many children live with you?

Based upon 966 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: -0.04
- Mode: 0.19
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.33

*Location: 2262-2267 (width: 6; decimal: 2)*

*Variable Type: numeric*

**E_M_Q74_5: Student Perception Survey: Elementary Student Item for CAPTIVATE: School work is interesting.**

School work is interesting.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.00
- Mode: 0.34
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.39

*Location: 2268-2273 (width: 6; decimal: 2)*

*Variable Type: numeric*

**E_M_Q83_5: Student Perception Survey: Elementary Student Item for CHALLENGE: My teacher pushes everybody to work hard.**

My teacher pushes everybody to work hard.

Based upon 965 valid cases out of 3,213 total cases.
• Mean: -0.00
• Median: 0.00
• Mode: -0.13
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.37

Location: 2274-2279 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q93: Student Perception Survey: Elementary Student Item: What grade are you in?

What grade are you in? (mark one)

Based upon 965 valid cases out of 3,213 total cases.

• Mean: 0.01
• Median: 0.97
• Mode: 0.97
• Minimum: -1
• Maximum: 3
• Standard Deviation: 0.99

Location: 2280-2285 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q95_5: Student Perception Survey: Elementary Student Item for CARE: I like the way my teacher treats me when I need help.

I like the way my teacher treats me when I need help.

Based upon 967 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.08
• Mode: 0.13
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.42

Location: 2286-2291 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q96_5: Student Perception Survey: Elementary Student Item for CLARIFY: If you don't understand something, my teacher explains it another way.

If you don't understand something, my teacher explains it another way.

Based upon 967 valid cases out of 3,213 total cases.

• Mean: -0.01
• Median: 0.02
• Mode: -0.35
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.36
E_M_Q97_5: Student Perception Survey: Elementary Student Item for CLARIFY: My teacher has several good ways to explain each topic that we cover in this class.

My teacher has several good ways to explain each topic that we cover in this class.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: -0.23
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.37

Location: 2298-2303 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q98_5: Student Perception Survey: Elementary Student Item for CLARIFY: My teacher explains difficult things clearly.

My teacher explains difficult things clearly.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.05
- Mode: 0.23
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

Location: 2304-2309 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q99_5: Student Perception Survey: Elementary Student Item for CLARIFY: This class is neat - everything has a place and things are easy to find.

This class is neat - everything has a place and things are easy to find.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: 0.10
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.44

Location: 2310-2315 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q100_5: Student Perception Survey: Elementary Student Item for CLARIFY: My teacher explains things in very orderly ways.
My teacher explains things in very orderly ways.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.00
- Mode: -0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

Location: 2316-2321 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q103_5:** Student Perception Survey: Elementary Student Item for CONSOLIDATE: When my teacher marks my work, he/she writes on my papers to help me understand how to do better.

When my teacher marks my work, he/she writes on my papers to help me understand how to do better.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.00
- Mode: 0.17
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 2322-2327 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q106_5:** Student Perception Survey: Elementary Student Item for COLLEGE ASPIRE: Because of my teacher, I think more about going to college.

Because of my teacher, I think more about going to college.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: -0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.37

Location: 2328-2333 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q107_5:** Student Perception Survey: Elementary Student Item for COLLEGE ASPIRE: My teacher makes me want to go to college.

My teacher makes me want to go to college.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
E_M_Q108_5: Student Perception Survey: Elementary Student Item: I like the ways we learn in this class.

I like the ways we learn in this class.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: -0.22
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

E_M_Q110_5: Student Perception Survey: Elementary Student Item for CONFER: My teacher wants me to explain my answers - why I think what I think.

My teacher wants me to explain my answers - why I think what I think.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: -0.21
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

E_M_Q111_5: Student Perception Survey: Elementary Student Item for CLARIFY: In this class, we learn to correct our mistakes.

In this class, we learn to correct our mistakes.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.03
- Mode: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.34
**E_M_Q112_5:** Student Perception Survey: Elementary Student Item for CHALLENGE & EFFORT: My teacher pushes us to think hard about things we read.

My teacher pushes us to think hard about things we read.

Based upon 967 valid cases out of 3,213 total cases.

- **Mean:** -0.02
- **Median:** -0.01
- **Mode:** 0.05
- **Minimum:** -2
- **Maximum:** 1
- **Standard Deviation:** 0.39

*Location:* 2358-2363 (width: 6; decimal: 2)

**E_M_Q113_5:** Student Perception Survey: Elementary Student Item: In this class, you must pay attention all the time in order to keep up.

In this class, you must pay attention all the time in order to keep up.

Based upon 967 valid cases out of 3,213 total cases.

- **Mean:** -0.01
- **Median:** 0.02
- **Mode:** 0.07
- **Minimum:** -2
- **Maximum:** 1
- **Standard Deviation:** 0.34

*Location:* 2364-2369 (width: 6; decimal: 2)

**E_M_Q120_5:** Student Perception Survey: Elementary Student Item for CAPTIVATE: We have interesting homework.

We have interesting homework.

Based upon 967 valid cases out of 3,213 total cases.

- **Mean:** 0.00
- **Median:** 0.00
- **Mode:** 0.10
- **Minimum:** -2
- **Maximum:** 1
- **Standard Deviation:** 0.41

*Location:* 2370-2375 (width: 6; decimal: 2)

**E_M_Q121_5:** Student Perception Survey: Elementary Student Item for CAPTIVATE: Homework helps me learn.

Homework helps me learn.
Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.05
- Mode: -0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

Location: 2376-2381 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q123_5:** Student Perception Survey: Elementary Student Item for TEST PREP: We spend a lot of time practicing for the state test.

We spend a lot of time practicing for the state test.

Based upon 966 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.08
- Mode: 0.17
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.52

Location: 2382-2387 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q124_5:** Student Perception Survey: Elementary Student Item: I have learned a lot this year about the state test.

I have learned a lot this year about the state test.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.06
- Mode: 0.22
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.51

Location: 2388-2393 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q125_5:** Student Perception Survey: Elementary Student Item for TEST PREP: Getting ready for the state test takes a lot of time in our class.

Getting ready for the state test takes a lot of time in our class.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: 0.18
- Minimum: -2
**E_M_Q126_5: Student Perception Survey: Elementary Student Item for CARE:** My teacher in this class makes me feel that he/she really cares about me.

My teacher in this class makes me feel that he/she really cares about me.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: -0.24
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

**Location:** 2394-2399 (width: 6; decimal: 2)
**Variable Type:** numeric

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**E_M_Q128_5: Student Perception Survey: Elementary Student Item for CARE:** The teacher in this class encourages me to do my best.

The teacher in this class encourages me to do my best.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.05
- Mode: -0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.36

**Location:** 2400-2405 (width: 6; decimal: 2)
**Variable Type:** numeric

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**E_M_Q132_5: Student Perception Survey: Elementary Student Item for CHALLENGE:** In this class, my teacher accepts nothing less than our full effort.

In this class, my teacher accepts nothing less than our full effort.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: -0.31
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.33

**Location:** 2412-2417 (width: 6; decimal: 2)
**Variable Type:** numeric
E_M_Q138_5: Student Perception Survey: Elementary Student Item for CONTROL: Our class stays busy and does not waste time.

Our class stays busy and does not waste time.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.01
- Mode: 0.30
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.40

Location: 2418-2423 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q141_5: Student Perception Survey: Elementary Student Item: For a new student, this class would be a good one to join.

For a new student, this class would be a good one to join.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.07
- Mode: -0.05
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.43

Location: 2424-2429 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q143_5: Student Perception Survey: Elementary Student Item: In this class, we learn a lot almost every day.

In this class, we learn a lot almost every day.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: 0.02
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.36

Location: 2430-2435 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q144_5: Student Perception Survey: Elementary Student Item: I am happy with how well I have done in this class.

I am happy with how well I have done in this class.

Based upon 967 valid cases out of 3,213 total cases.
E_M_Q145_5: Student Perception Survey: Elementary Student Item: I have done my best quality work in this class.

I have done my best quality work in this class.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.33

Location: 2436-2441 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q146_5: Student Perception Survey: Elementary Student Item for EFFORT: I have pushed myself hard to understand my lessons in this class.

I have pushed myself hard to understand my lessons in this class.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31

Location: 2442-2453 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q148: Student Perception Survey: Elementary Student Item: How many adults live with you?

How many adults live with you? (mark one circle)

Based upon 966 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.01
- Mode: -0.10
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.31
**E_M_Q149: Student Perception Survey: Elementary Student Item: How many books do you think are in the room where you sleep?**

How many books do you think are in the room where you sleep?

Based upon 966 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: -0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

**E_M_Q150: Student Perception Survey: Elementary Student Item: When you were younger, what kind of marks (or grades) did you usually get in school?**

When you were younger, what kind of marks (or grades) did you usually get in school?

Based upon 965 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.01
- Mode: -0.35
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.34

**E_M_Q152: Student Perception Survey: Elementary Student Item: What adult was with you while you took this survey?**

What adult was with you while you took this survey?

Based upon 965 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.45
- Mode: -0.63
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.80

**E_M_Q153: Student Perception Survey: Elementary Student Item: How long have you been in this class?**
How long have you been in this class?
Based upon 965 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.22
- Mode: 0.22
- Minimum: -2
- Maximum: 0
- Standard Deviation: 0.32

Location: 2478-2483 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q154_5: Student Perception Survey: Elementary Student Item for CAPTIVATE: School work is not very enjoyable.**

School work is not very enjoyable. (Do you agree?)
Based upon 967 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.00
- Mode: -0.21
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

Location: 2484-2489 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q155_5: Student Perception Survey: Elementary Student Item for CONTROL: Students behave so badly in this class that it slows down our learning.**

Students behave so badly in this class that it slows down our learning.
Based upon 966 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.02
- Mode: -0.16
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.54

Location: 2490-2495 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q156_5: Student Perception Survey: Elementary Student Item for CONTROL: Everybody knows what they should be doing and learning in this class.**

Everybody knows what they should be doing and learning in this class.
Based upon 967 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.01
- Mode: -0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 2496-2501 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q157_5: Student Perception Survey: Elementary Student Item for CONFER: When he/she is teaching us, my teacher asks us whether we understand.**

When he/she is teaching us, my teacher asks us whether we understand.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.04
- Mode: 0.15
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

Location: 2502-2507 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q158_5: Student Perception Survey: Elementary Student Item: If I need help with homework, there is someone at home who can help me.**

If I need help with homework, there is someone at home who can help me.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: 0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.29

Location: 2508-2513 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q159_5: Student Perception Survey: Elementary Student Item for CARE: My teacher gives us time to explain our ideas.**

My teacher gives us time to explain our ideas.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.03
- Mode: -0.15
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

Location: 2514-2519 (width: 6; decimal: 2)
**E_M_Q161_5: Student Perception Survey: Elementary Student Item: My teacher in this class does not know me very well yet.**

My teacher in this class does not know me very well yet.

Based upon 967 valid cases out of 3,213 total cases.

- **Mean:** 0.00
- **Median:** -0.01
- **Mode:** 0.24
- **Minimum:** -1
- **Maximum:** 1
- **Standard Deviation:** 0.40

*Location:* 2520-2525 (width: 6; decimal: 2)

**Variable Type:** numeric

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**E_M_Q162_5: Student Perception Survey: Elementary Student Item for CONFER: My teacher tells us what we are learning and why.**

My teacher tells us what we are learning and why.

Based upon 967 valid cases out of 3,213 total cases.

- **Mean:** -0.00
- **Median:** 0.01
- **Mode:** -0.25
- **Minimum:** -1
- **Maximum:** 1
- **Standard Deviation:** 0.35

*Location:* 2526-2531 (width: 6; decimal: 2)

**Variable Type:** numeric

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**E_M_Q163_5: Student Perception Survey: Elementary Student Item: My after-school activities don't leave enough time to finish my homework.**

My after-school activities don't leave enough time to finish my homework.

Based upon 967 valid cases out of 3,213 total cases.

- **Mean:** -0.00
- **Median:** -0.01
- **Mode:** -0.19
- **Minimum:** -1
- **Maximum:** 1
- **Standard Deviation:** 0.33

*Location:* 2532-2537 (width: 6; decimal: 2)

**Variable Type:** numeric

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**E_M_Q164_5: Student Perception Survey: Elementary Student Item for CONFER: My teacher asks questions to be sure we are following along when he/she is teaching.**

My teacher asks questions to be sure we are following along when he/she is teaching.
Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: 0.08
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.35

Location: 2538-2543 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q165_5: Student Perception Survey: Elementary Student Item for CONFER: My teacher checks to make sure we understand what he/she is teaching us.**

My teacher checks to make sure we understand what he/she is teaching us.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: 0.09
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.35

Location: 2544-2549 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q166_5: Student Perception Survey: Elementary Student Item: Lessons in this class are often hard for the teacher to make clear.**

Lessons in this class are often hard for the teacher to make clear.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.00
- Mode: -0.34
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

Location: 2550-2555 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q167_5: Student Perception Survey: Elementary Student Item: In this class, doing your homework is not very important.**

In this class, doing your homework is not very important. (Do you agree?)

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: -0.01
- Mode: -0.13
- Minimum: -1
E_M_Q168_5: Student Perception Survey: Elementary Student Item for CONFER: My teacher wants us to share our thoughts.

My teacher wants us to share our thoughts.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: 0.11
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

E_M_Q169_5: Student Perception Survey: Elementary Student Item for CONSOLIDATE: My teacher takes the time to summarize what we learn each day.

My teacher takes the time to summarize what we learn each day.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.00
- Mode: 0.22
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

E_M_Q170_5: Student Perception Survey: Elementary Student Item: Students get to decide how activities are done in this class.

Students get to decide how activities are done in this class.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.04
- Mode: -0.33
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.41
E_M_Q171_5: Student Perception Survey: Elementary Student Item for EFFORT: When doing schoolwork for this class, I try to learn as much as I can and I don't worry about how long it takes.

When doing schoolwork for this class, I try to learn as much as I can and I don't worry about how long it takes.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.00
- Mode: -0.07
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31

Location: 2580-2585 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q172_5: Student Perception Survey: Elementary Student Item: Students don't share ideas in this class, we mostly just listen to the teacher.

Students don't share ideas in this class, we mostly just listen to the teacher.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.00
- Mode: 0.28
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 2586-2591 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q173_5: Student Perception Survey: Elementary Student Item for CHALLENGE: In this class, we have to think hard about the writing we do.

In this class, we have to think hard about the writing we do.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.01
- Mode: -0.11
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 2592-2597 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q175_5: Student Perception Survey: Elementary Student Item: At home, I don't have a quiet place where I can do homework.

At home, I don't have a quiet place where I can do homework. (Do you agree?)
Based upon 966 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: -0.02
- Mode: 0.31
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31

Location: 2598-2603 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q176_5**: Student Perception Survey: Elementary Student Item for CONFER: Students speak up and share their ideas about class work.

Students speak up and share their ideas about class work.

Based upon 966 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: 0.17
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 2604-2609 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q177_5**: Student Perception Survey: Elementary Student Item: In this class we have to write every day.

In this class we have to write every day.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.01
- Mode: 0.27
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.44

Location: 2610-2615 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q178_5**: Student Perception Survey: Elementary Student Item: In this class, I stop trying when the work gets hard.

In this class, I stop trying when the work gets hard.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: -0.05
- Mode: 0.23
- Minimum: -1
E_M_Q179_5: Student Perception Survey: Elementary Student Item: In this class, I take it easy and do not try very hard to do my best.

In this class, I take it easy and do not try very hard to do my best.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: -0.03
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 2622-2627 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q180_5: Student Perception Survey: Elementary Student Item for CARE: My teacher seems to know if something is bothering me.

My teacher seems to know if something is bothering me.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: 0.25
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

Location: 2628-2633 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q181_5: Student Perception Survey: Elementary Student Item: I think we get more homework in this class than kids in other classes.

I think we get more homework in this class than kids in other classes.

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: -0.03
- Mode: 0.29
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.42

Location: 2634-2639 (width: 6; decimal: 2)
Variable Type: numeric
E_M_Q182: Student Perception Survey: Elementary Student Item: When homework is assigned for this class, how much of it do you usually complete?

When homework is assigned for this class, how much of it do you usually complete? (Select one choice.)

Based upon 966 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.04
- Mode: 0.23
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.35

Location: 2640-2645 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q183: Student Perception Survey: Elementary Student Item: Outside of class, about how much time in a week do you usually spend doing homework for this class?

Outside of class, about how much time in a week do you usually spend doing homework for this class? (Select one choice.)

Based upon 966 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.05
- Mode: -0.29
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.39

Location: 2646-2651 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q184: Student Perception Survey: Elementary Student Item: During most weeks, how many days a week is there homework to do for this class?

During most weeks, how many days a week is there homework to do for this class? (Select one choice.)

Based upon 965 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: -0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

Location: 2652-2657 (width: 6; decimal: 2)
Variable Type: numeric

E_M_Q185_5: Student Perception Survey: Elementary Student Item for CLARIFY: My teacher knows when the class understands, and when we do not.

My teacher knows when the class understands, and when we do not.

Based upon 967 valid cases out of 3,213 total cases.
• Mean: -0.01
• Median: 0.00
• Mode: -0.12
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.34

Location: 2658-2663 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q186_5**: Student Perception Survey: Elementary Student Item for HAPPY IN CLASS: Being in this class makes me feel sad or angry.

Being in this class makes me feel sad or angry.

Based upon 967 valid cases out of 3,213 total cases.

• Mean: 0.00
• Median: 0.06
• Mode: -0.07
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.37

Location: 2664-2669 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q187_5**: Student Perception Survey: Elementary Student Item for HAPPY IN CLASS: This class is a happy place for me to be.

This class is a happy place for me to be.

Based upon 967 valid cases out of 3,213 total cases.

• Mean: -0.01
• Median: 0.03
• Mode: 0.12
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.41

Location: 2670-2675 (width: 6; decimal: 2)
Variable Type: numeric

**E_M_Q188_5**: Student Perception Survey: Elementary Student Item for CLARIFY: I understand what I am supposed to be learning in this class.

I understand what I am supposed to be learning in this class.

Based upon 967 valid cases out of 3,213 total cases.

• Mean: -0.01
• Median: 0.02
• Mode: -0.35
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.33
E_M_Q189_5: Student Perception Survey: Elementary Student Item for CARE: If I am sad or angry, my teacher helps me feel better.

If I am sad or angry, my teacher helps me feel better.

Based upon 967 valid cases out of 3,213 total cases.

- **Mean:** -0.01
- **Median:** 0.02
- **Mode:** 0.19
- **Minimum:** -2
- **Maximum:** 1
- **Standard Deviation:** 0.41

E_M_EFFORT: Section mean on the Student Effort Scale derived by MET from SPS responses

Based upon 967 valid cases out of 3,213 total cases.

- **Mean:** -0.007
- **Minimum:** -1
- **Maximum:** 1
- **Standard Deviation:** 0.235

E_M_COLLEGE_ASPIRE: Section mean on the Teacher Influence on College Aspirations Scale derived by MET from SPS responses

Based upon 967 valid cases out of 3,213 total cases.

- **Mean:** -0.01
- **Median:** 0.00
- **Mode:** -0.07
- **Minimum:** -2
- **Maximum:** 1
- **Standard Deviation:** 0.34

E_M_READ_AT_HOME: Section mean on the Student Reading at Home Scale derived by MET from SPS responses

Based upon 967 valid cases out of 3,213 total cases.

- **Mean:** -0.00
- **Median:** 0.04
- **Mode:** 0.19
- **Minimum:** -2
• Maximum: 1
• Standard Deviation: 0.44

*Location*: 2701-2706 (width: 6; decimal: 2)
*Variable Type*: numeric

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**E_M_HAPPY_IN_CLASS**: Section mean on the Student Happy in Class Scale derived by MET from SPS responses

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

*Location*: 2707-2712 (width: 6; decimal: 2)
*Variable Type*: numeric

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**E_M_TEST_PREP**: Section mean on the Classroom Test Prep Scale derived by MET from SPS responses

Based upon 967 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.06
- Mode: 0.08
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.42

*Location*: 2713-2718 (width: 6; decimal: 2)
*Variable Type*: numeric

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**S_M_A10**: Student Perception Survey: Secondary Student Item for CARE: My teacher in this class makes me feel that he/she truly cares about me.

My teacher in this class makes me feel that he/she truly cares about me.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.09
- Mode: 0.31
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.50

*Location*: 2719-2724 (width: 6; decimal: 2)
*Variable Type*: numeric

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**S_M_B146**: Student Perception Survey: Secondary Student Item for CARE: My teacher knows if something is bothering me.

My teacher knows if something is bothering me.
Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.06
- Median: 0.05
- Mode: 0.00
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.48

*Location: 2725-2730 (width: 6; decimal: 2)*
*Variable Type: numeric*

**S_M_B34: Student Perception Survey: Secondary Student Item for CARE: My teacher really tries to understand how students feel about things.**

My teacher really tries to understand how students feel about things.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.08
- Mode: 0.44
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

*Location: 2731-2736 (width: 6; decimal: 2)*
*Variable Type: numeric*

**S_M_B1: Student Perception Survey: Secondary Student Item for CLARIFY: If you don't understand something, my teacher explains it another way.**

If you don't understand something, my teacher explains it another way.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.06
- Median: 0.11
- Mode: 0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

*Location: 2737-2742 (width: 6; decimal: 2)*
*Variable Type: numeric*

**S_M_B130: Student Perception Survey: Secondary Student Item for CLARIFY: My teacher knows when the class understands, and when we do not.**

My teacher knows when the class understands, and when we do not.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.08
- Mode: 0.21
- Minimum: -2
S_M_B136: Student Perception Survey: Secondary Student Item for CLARIFY: When s/he is teaching us, my teacher thinks we understand even when we don't.

When s/he is teaching us, my teacher thinks we understand even when we don't.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: -0.02
- Mode: -0.38
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.42

S_M_B17: Student Perception Survey: Secondary Student Item for CLARIFY: My teacher has several good ways to explain each topic that we cover.

My teacher has several good ways to explain each topic that we cover.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.14
- Mode: 0.14
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.49


My teacher explains difficult things clearly.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: 0.11
- Mode: 0.20
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.47
S_M_B112: Student Perception Survey: Secondary Student Item for CONTROL: Student behavior in this class is under control.

Student behavior in this class is under control.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.02
- Mode: -0.30
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.50

Location: 2767-2772 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B113: Student Perception Survey: Secondary Student Item for CONTROL: I hate the way that students behave in this class.

I hate the way that students behave in this class.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.01
- Mode: -0.39
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

Location: 2773-2778 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B114: Student Perception Survey: Secondary Student Item for CONTROL: Student behavior in this class makes the teacher angry.

Student behavior in this class makes the teacher angry.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.07
- Median: -0.10
- Mode: -0.02
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.53

Location: 2779-2784 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B138: Student Perception Survey: Secondary Student Item for CONTROL: Student behavior in this class is a problem.

Student behavior in this class is a problem.

Based upon 2,034 valid cases out of 3,213 total cases.
• Mean: -0.07
• Median: -0.07
• Mode: -0.29
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.53

Location: 2785-2790 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B46: Student Perception Survey: Secondary Student Item for CONTROL: My classmates behave the way my teacher wants them to.

My classmates behave the way my teacher wants them to.

Based upon 2,032 valid cases out of 3,213 total cases.

• Mean: -0.03
• Median: -0.02
• Mode: -0.11
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.54

Location: 2791-2796 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B49: Student Perception Survey: Secondary Student Item for CONTROL: Students in this class treat the teacher with respect.

Students in this class treat the teacher with respect.

Based upon 2,034 valid cases out of 3,213 total cases.

• Mean: -0.03
• Median: 0.04
• Mode: 0.37
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.59

Location: 2797-2802 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B6: Student Perception Survey: Secondary Student Item for CONTROL: Our class stays busy and doesn't waste time.

Our class stays busy and doesn't waste time.

Based upon 2,034 valid cases out of 3,213 total cases.

• Mean: -0.02
• Median: 0.03
• Mode: 0.45
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.50
S_M_B128: Student Perception Survey: Secondary Student Item for CHALLENGE: My teacher asks questions to be sure we are following along when s/he is teaching.

My teacher asks questions to be sure we are following along when s/he is teaching.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.12
- Mode: -0.29
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.42

S_M_B133: Student Perception Survey: Secondary Student Item for CHALLENGE: My teacher asks students to explain more about answers they give.

My teacher asks students to explain more about answers they give.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: 0.09
- Mode: -0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

S_M_B21: Student Perception Survey: Secondary Student Item for CHALLENGE: In this class, my teacher accepts nothing less than our full effort.

In this class, my teacher accepts nothing less than our full effort.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.07
- Median: 0.10
- Mode: 0.10
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.43

S_M_B36: Student Perception Survey: Secondary Student Item for CHALLENGE: My teacher doesn't let people give up when the work gets hard.
My teacher doesn't let people give up when the work gets hard.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.07
- Median: 0.12
- Mode: 0.07
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

_Location: 2827-2832 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B45: Student Perception Survey: Secondary Student Item for CHALLENGE: My teacher wants us to use our thinking skills, not just memorize things.**

My teacher wants us to use our thinking skills, not just memorize things.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.06
- Median: 0.11
- Mode: -0.02
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

_Location: 2833-2838 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B59: Student Perception Survey: Secondary Student Item for CHALLENGE: My teacher wants me to explain my answers - why I think what I think.**

My teacher wants me to explain my answers - why I think what I think.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.07
- Median: 0.12
- Mode: 0.02
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.44

_Location: 2839-2844 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B70: Student Perception Survey: Secondary Student Item for CHALLENGE: In this class we learn a lot every day.**

In this class we learn a lot every day.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.08
S_M_B90: Student Perception Survey: Secondary Student Item for CHALLENGE: In this class, we learn to correct our mistakes.

In this class, we learn to correct our mistakes.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.08
- Median: 0.13
- Mode: 0.07
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

Location: 2845-2850 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B141: Student Perception Survey: Secondary Student Item for CAPTIVATE: This class does not keep my attention—I get bored.

This class does not keep my attention—I get bored.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.04
- Mode: -0.24
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.43

Location: 2851-2856 (width: 6; decimal: 2)
Variable Type: numeric


My teacher makes learning enjoyable.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.08
- Mode: 0.38
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.55

Location: 2863-2868 (width: 6; decimal: 2)
**S_M_B44: Student Perception Survey: Secondary Student Item for CAPTIVATE: My teacher makes lessons interesting.**

My teacher makes lessons interesting.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.07
- Mode: 0.41
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.54

*Location*: 2869-2874 (width: 6; decimal: 2)

**S_M_B89: Student Perception Survey: Secondary Student Item for CAPTIVATE: I like the ways we learn in this class.**

I like the ways we learn in this class.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.09
- Mode: 0.21
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.50

*Location*: 2875-2880 (width: 6; decimal: 2)

**S_M_B129: Student Perception Survey: Secondary Student Item for CONFER: My teacher wants us to share our thoughts.**

My teacher wants us to share our thoughts.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: 0.02
- Mode: 0.19
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

*Location*: 2881-2886 (width: 6; decimal: 2)

**S_M_B135: Student Perception Survey: Secondary Student Item for CONFER: Students get to decide how activities are done.**

Students get to decide how activities are done.
Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: -0.03
- Mode: -0.37
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.47

**Location:** 2887-2892 (width: 6; decimal: 2)
**Variable Type:** numeric

**S_M_B154:** Student Perception Survey: Secondary Student Item for CONFER: My teacher gives us time to explain our ideas.

My teacher gives us time to explain our ideas.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.08
- Mode: 0.32
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

**Location:** 2893-2898 (width: 6; decimal: 2)
**Variable Type:** numeric

**S_M_B155:** Student Perception Survey: Secondary Student Item for CONFER: Students speak up and share their ideas about class work.

Students speak up and share their ideas about class work.

Based upon 2,032 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: 0.02
- Mode: 0.38
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

**Location:** 2899-2904 (width: 6; decimal: 2)
**Variable Type:** numeric

**S_M_A54:** Student Perception Survey: Secondary Student Item for CONFER: My teacher respects my ideas and suggestions.

My teacher respects my ideas and suggestions.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.06
- Mode: 0.25
- Minimum: -2
S_M_B145: Student Perception Survey: Secondary Student Item for CONSOLIDATE: My teacher takes the time to summarize what we learn each day.

My teacher takes the time to summarize what we learn each day.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.05
- Mode: 0.43
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

Location: 2905-2916 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B147: Student Perception Survey: Secondary Student Item for CONSOLIDATE: My teacher checks to make sure we understand what s/he is teaching us.

My teacher checks to make sure we understand what s/he is teaching us.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.07
- Median: 0.12
- Mode: 0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

Location: 2917-2922 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B58: Student Perception Survey: Secondary Student Item for CONSOLIDATE: We get helpful comments to help us know what we did wrong on assignments.

We get helpful comments to help us know what we did wrong on assignments.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: 0.10
- Mode: 0.30
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

Location: 2923-2928 (width: 6; decimal: 2)
Variable Type: numeric
S_M_B83: Student Perception Survey: Secondary Student Item for CONSOLIDATE: The comments that I get on my work in this class help me understand how to improve.

The comments that I get on my work in this class help me understand how to improve.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.06
- Median: 0.10
- Mode: 0.29
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

Location: 2929-2934 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A13: Student Perception Survey: Secondary Student Item for EFFORT: I have pushed myself hard to completely understand my lessons in this class.

I have pushed myself hard to completely understand my lessons in this class.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.08
- Median: 0.10
- Mode: 0.16
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.37

Location: 2935-2940 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A28: Student Perception Survey: Secondary Student Item for EFFORT: I have done my best quality work in this class all year long.

I have done my best quality work in this class all year long.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.12
- Median: 0.13
- Mode: 0.21
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.37

Location: 2941-2946 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A42: Student Perception Survey: Secondary Student Item: I often feel like this class has nothing to do with real life outside of school.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.05
S_M_A51: Student Perception Survey: Secondary Student Item: My teacher seems to believe in my ability.

My teacher seems to believe in my ability.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.11
- Mode: 0.11
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

Location: 2953-2958 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A57: Student Perception Survey: Secondary Student Item: I get nervous in this class.

I get nervous in this class.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: -0.01
- Mode: 0.13
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.36

Location: 2959-2964 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A58: Student Perception Survey: Secondary Student Item: Being in this class makes me feel angry.

Being in this class makes me feel angry.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.10
- Mode: 0.09
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.45

Location: 2965-2970 (width: 6; decimal: 2)
S_M_A59: Student Perception Survey: Secondary Student Item: I feel stressed out in this class.

I feel stressed out in this class.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: -0.04
- Mode: -0.22
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.42

Location: 2971-2976 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A60: Student Perception Survey: Secondary Student Item: In this class, I take it easy and do not try very hard to do my best.

In this class, I take it easy and do not try very hard to do my best.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.05
- Mode: -0.09
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.37

Location: 2977-2982 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A61: Student Perception Survey: Secondary Student Item: In this class, I stop trying when the work gets hard.

In this class, I stop trying when the work gets hard.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.06
- Mode: 0.01
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.39

Location: 2983-2988 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A62: Student Perception Survey: Secondary Student Item for HAPPY IN CLASS: This class is a happy place for me to be.

This class is a happy place for me to be.
Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.06
- Mode: -0.20
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.50

**Location:** 2989-2994 (width: 6; decimal: 2)
**Variable Type:** numeric

**S_M_A63: Student Perception Survey: Secondary Student Item for EFFORT:** When doing schoolwork for this class, I try to learn as much as I can and I don't worry about how long it takes.

When doing schoolwork for this class, I try to learn as much as I can and I don't worry about how long it takes.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.08
- Median: 0.10
- Mode: 0.36
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

**Location:** 2995-3000 (width: 6; decimal: 2)
**Variable Type:** numeric

**S_M_B13: Student Perception Survey: Secondary Student Item:** What I am learning in this class will help me in my life.

What I am learning in this class will help me in my life.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.14
- Median: 0.20
- Mode: 0.20
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

**Location:** 3001-3006 (width: 6; decimal: 2)
**Variable Type:** numeric

**S_M_B35: Student Perception Survey: Secondary Student Item:** The teacher in this class encourages me to do my best.

The teacher in this class encourages me to do my best.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.06
- Median: 0.13
- Mode: -0.03
• Minimum: -3
• Maximum: 1
• Standard Deviation: 0.47

_S_M_B50: Student Perception Survey: Secondary Student Item: When homework is assigned for this class, how much of it do you usually complete?

When homework is assigned for this class, how much of it do you usually complete? (Select one choice.)

Based upon 2,034 valid cases out of 3,213 total cases.

• Mean: 0.05
• Median: 0.11
• Mode: -0.22
• Minimum: -3
• Maximum: 2
• Standard Deviation: 0.45

_S_M_B52: Student Perception Survey: Secondary Student Item: Outside of class, about how much time in a week do you usually spend doing homework for this class?

Outside of class, about how much time in a week do you usually spend doing homework for this class? (Select one choice.)

Based upon 2,033 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: -0.06
• Mode: -0.16
• Minimum: -1
• Maximum: 2
• Standard Deviation: 0.48

_S_M_B60: Student Perception Survey: Secondary Student Item: This class makes me a better thinker.

This class makes me a better thinker.

Based upon 2,034 valid cases out of 3,213 total cases.

• Mean: 0.05
• Median: 0.10
• Mode: 0.38
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.46
S_M_B86: Student Perception Survey: Secondary Student Item for COLLEGE ASPIRE: Because of my teacher, I think more about going to college.

Because of my teacher, I think more about going to college.

Based upon 2,034 valid cases out of 3,213 total cases.

• Mean: 0.07
• Median: 0.11
• Mode: 0.43
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.45

Location: 3031-3036 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B87: Student Perception Survey: Secondary Student Item for COLLEGE ASPIRE: My teacher makes me want to go to college.

My teacher makes me want to go to college.

Based upon 2,032 valid cases out of 3,213 total cases.

• Mean: 0.04
• Median: 0.08
• Mode: 0.32
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.43

Location: 3037-3042 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B92: Student Perception Survey: Secondary Student Item: My teacher pushes me to become a better thinker.

My teacher pushes me to become a better thinker.

Based upon 2,034 valid cases out of 3,213 total cases.

• Mean: 0.05
• Median: 0.10
• Mode: 0.21
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.45

Location: 3043-3048 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B93: Student Perception Survey: Secondary Student Item: My teacher makes us think first, before he/she answers our questions.

My teacher makes us think first, before he/she answers our questions.

Based upon 2,034 valid cases out of 3,213 total cases.
S_M_B99: Student Perception Survey: Secondary Student Item: I feel smart when I am in this class.

I feel smart when I am in this class.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: 0.09
- Mode: 0.39
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

Location: 3055-3060 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B100: Student Perception Survey: Secondary Student Item: I am happy with how well I have done in this class.

I am happy with how well I have done in this class.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.12
- Median: 0.15
- Mode: 0.24
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

Location: 3061-3066 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B107: Student Perception Survey: Secondary Student Item for TEST PREP: We spend a lot of time in this class practicing for the state test.

We spend a lot of time in this class practicing for the state test.

Based upon 2,031 valid cases out of 3,213 total cases.

- Mean: 0.16
- Median: 0.22
- Mode: 0.35
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48
**S_M_B108: Student Perception Survey: Secondary Student Item for TEST PREP: I have learned a lot this year about the state test.**

I have learned a lot this year about the state test.

Based upon 2,030 valid cases out of 3,213 total cases.

- Mean: 0.14
- Median: 0.19
- Mode: 0.23
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

**S_M_B109: Student Perception Survey: Secondary Student Item for TEST PREP: Getting ready for the state test takes a lot of time in our class.**

Getting ready for the state test takes a lot of time in our class.

Based upon 2,030 valid cases out of 3,213 total cases.

- Mean: 0.13
- Median: 0.16
- Mode: 0.54
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

**S_M_B116: Student Perception Survey: Secondary Student Item: For a new student, this class would be a good one to join.**

For a new student, this class would be a good one to join.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.10
- Mode: 0.29
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.51

**S_M_B117: Student Perception Survey: Secondary Student Item for READ AT HOME: I read at home almost every day.**
I read at home almost every day.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.01
- Mode: 0.07
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.40

Location: 3091-3096 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B119: Student Perception Survey: Secondary Student Item: How many adults live with you?

How many adults live with you?

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.04
- Median: 0.02
- Mode: -0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.37

Location: 3097-3102 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B123: Student Perception Survey: Secondary Student Item: When you were younger, what kind of marks (or grades) did you usually get in school?

When you were younger, what kind of marks (or grades) did you usually get in school?

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: 0.06
- Mode: -0.24
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.45

Location: 3103-3108 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B124: Student Perception Survey: Secondary Student Item: How long have you been in this class?

How long have you been in this class?

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.22
- Mode: 0.22

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S_M_B125: Student Perception Survey: Secondary Student Item: What adult was with you while you took this survey?

What adult was with you while you took this survey?

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: -0.37
- Mode: -0.37
- Minimum: -0
- Maximum: 3
- Standard Deviation: 0.75

Location: 3115-3120 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B126: Student Perception Survey: Secondary Student Item: I think we get more homework in this class than kids in other classes.

I think we get more homework in this class than kids in other classes.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: -0.07
- Mode: -0.25
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.51

Location: 3121-3126 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B127: Student Perception Survey: Secondary Student Item: Everybody knows what they should be doing and learning in this class.

Everybody knows what they should be doing and learning in this class.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.06
- Mode: 0.22
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.44

Location: 3127-3132 (width: 6; decimal: 2)
Variable Type: numeric
**S_M_B131: Student Perception Survey: Secondary Student Item: My teacher in this class does not know me very well yet.**

My teacher in this class does not know me very well yet.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.04
- Median: -0.06
- Mode: -0.29
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.39

*Location*: 3133-3138 (width: 6; decimal: 2)
*Variable Type*: numeric

**S_M_B132: Student Perception Survey: Secondary Student Item: If I need help with homework, there is someone at home who can help me.**

If I need help with homework, there is someone at home who can help me.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.14
- Median: 0.15
- Mode: 0.18
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.34

*Location*: 3139-3144 (width: 6; decimal: 2)
*Variable Type*: numeric

**S_M_B134: Student Perception Survey: Secondary Student Item: At home, I don't have a quiet place where I can do homework for this class.**

At home, I don't have a quiet place where I can do homework for this class.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: -0.03
- Mode: 0.02
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.34

*Location*: 3145-3150 (width: 6; decimal: 2)
*Variable Type*: numeric

**S_M_B137: Student Perception Survey: Secondary Student Item: I get to test or try out my ideas to see if they work.**

I get to test or try out my ideas to see if they work.

Based upon 2,034 valid cases out of 3,213 total cases.
S_M_B139: Student Perception Survey: Secondary Student Item: In this class we have to think hard about the writing we do.

In this class we have to think hard about the writing we do.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.06
- Median: 0.09
- Mode: 0.37
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.43

Location: 3157-3162 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B140: Student Perception Survey: Secondary Student Item: My after-school activities don't leave time to finish my homework for this class.

My after-school activities don't leave time to finish my homework for this class.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.06
- Mode: -0.11
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.36

Location: 3163-3168 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B142: Student Perception Survey: Secondary Student Item: In this class, doing your homework is not very important.

In this class, doing your homework is not very important.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.06
- Mode: 0.03
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.39
S_M_B143: Student Perception Survey: Secondary Student Item: My teacher tells us what we are learning and why.

My teacher tells us what we are learning and why.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: 0.09
- Mode: 0.09
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.45

S_M_B144: Student Perception Survey: Secondary Student Item: If I am sad or angry, my teacher helps me feel better.

If I am sad or angry, my teacher helps me feel better.

Based upon 2,032 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: 0.05
- Mode: 0.11
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.51

S_M_B148: Student Perception Survey: Secondary Student Item: Students don’t get to say much about what we think, we mostly listen.

Students don’t get to say much about what we think, we mostly listen.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.01
- Mode: 0.40
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.41

S_M_B149: Student Perception Survey: Secondary Student Item: Instead of giving us answers, my teacher would rather give us questions to discuss.
Instead of giving us answers, my teacher would rather give us questions to discuss.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: 0.09
- Mode: 0.23
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

Location: 3193-3198 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B150: Student Perception Survey: Secondary Student Item: Lessons in this class are often hard for the teacher to make clear.**

Lessons in this class are often hard for the teacher to make clear.

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.01
- Mode: -0.28
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.42

Location: 3199-3204 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B151: Student Perception Survey: Secondary Student Item: In this class we have to write every day.**

In this class we have to write every day.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.06
- Median: -0.07
- Mode: -0.44
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

Location: 3205-3210 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B152: Student Perception Survey: Secondary Student Item: We get to do a lot in this class, not just listen to the teacher.**

We get to do a lot in this class, not just listen to the teacher.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.07
S_M_B153: Student Perception Survey: Secondary Student Item: Often, I am not sure what I am supposed to be learning in this class.

Often, I am not sure what I am supposed to be learning in this class.

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.04
- Mode: -0.22
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.39

Location: 3211-3216 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B156: Student Perception Survey: Secondary Student Item: During most weeks, how many days a week is there homework to do for this class?

During most weeks, how many days a week is there homework to do for this class? (Select one choice.)

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.02
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.72

Location: 3223-3228 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C1: Student Perception Survey: Secondary Student Item: Are you a female or male?

Are you a female or male?

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.33

Location: 3229-3234 (width: 6; decimal: 2)
Variable Type: numeric
S_M_C3: Student Perception Survey: Secondary Student Item: How many books are there in your home?

How many books are there in your home?

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: -0.06
- Median: -0.09
- Mode: 0.02
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.52

Location: 3235-3240 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C4: Student Perception Survey: Secondary Student Item: Is there a computer at your home? Is there a computer at your home? If yes, how many? (Select one choice.)

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.07
- Median: -0.07
- Mode: 0.27
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.50

Location: 3241-3246 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5A: Student Perception Survey: Secondary Student Item: Race: European descent (White)

What is your race/ethnicity? (mark all that apply)

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.04
- Median: -0.31
- Mode: -0.64
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.62

Location: 3247-3252 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5B: Student Perception Survey: Secondary Student Item: Race: African descent (Black)

What is your race/ethnicity? (mark all that apply)

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: -0.22
S_M_C5C: Student Perception Survey: Secondary Student Item: Race: Hispanic/Latino

What is your race/ethnicity? (mark all that apply)

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: 0.09
- Median: -0.05
- Mode: -0.75
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.63

S_M_C5D: Student Perception Survey: Secondary Student Item: Race: Asian/South Asian

What is your race/ethnicity? (mark all that apply)

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.05
- Median: -0.26
- Mode: -0.26
- Minimum: 0
- Maximum: 3
- Standard Deviation: 0.38

S_M_C5E: Student Perception Survey: Secondary Student Item: Race: Native American

What is your race/ethnicity? (mark all that apply)

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.21
- Mode: -0.21
- Minimum: 0
- Maximum: 5
- Standard Deviation: 0.33

S_M_C5F: Student Perception Survey: Secondary Student Item: Race: Pacific Islander
What is your race/ethnicity? (mark all that apply)

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.04
- Median: -0.13
- Mode: -0.13
- Minimum: -0
- Maximum: 3
- Standard Deviation: 0.26

Location: 3277-3282 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5G: Student Perception Survey: Secondary Student Item: Race: Arabic/Middle Eastern descent

What is your race/ethnicity? (mark all that apply)

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.04
- Median: -0.15
- Mode: -0.15
- Minimum: -0
- Maximum: 3
- Standard Deviation: 0.27

Location: 3283-3288 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5H: Student Perception Survey: Secondary Student Item: Race: West Indian

What is your race/ethnicity? (mark all that apply)

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.06
- Median: -0.21
- Mode: -0.21
- Minimum: -0
- Maximum: 3
- Standard Deviation: 0.37

Location: 3289-3294 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5I: Student Perception Survey: Secondary Student Item: Race: South Asian or East Indian

What is your race/ethnicity? (mark all that apply)

Based upon 2,033 valid cases out of 3,213 total cases.

- Mean: -0.03
- Median: -0.14
- Mode: -0.14
- Minimum: -0

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### S_M_C5J: Student Perception Survey: Secondary Student Item: Race: Other (please specify)

What is your race/ethnicity? (mark all that apply)

Based upon 2,033 valid cases out of 3,213 total cases.

- **Mean:** 0.01
- **Median:** -0.08
- **Mode:** -0.30
- **Minimum:** -0
- **Maximum:** 3
- **Standard Deviation:** 0.37

### S_M_C6: Student Perception Survey: Secondary Student Item: Counting yourself and all others, how many children live with you?

Counting yourself and all others, how many children live with you?

Based upon 2,033 valid cases out of 3,213 total cases.

- **Mean:** 0.07
- **Median:** 0.05
- **Mode:** 0.35
- **Minimum:** -1
- **Maximum:** 2
- **Standard Deviation:** 0.37

### S_M_C7: Student Perception Survey: Secondary Student Item: Does anyone in your family speak a language other than English at home?

Does anyone in your family speak a language other than English at home?

Based upon 2,033 valid cases out of 3,213 total cases.

- **Mean:** 0.05
- **Median:** -0.01
- **Mode:** -0.33
- **Minimum:** -1
- **Maximum:** 2
- **Standard Deviation:** 0.51
**S_M_C34_ONLINE: Student Perception Survey: Secondary Student Item: Think of the adult at your house who went to school for the most years.**

Think of the adult at your house who went to school for the most years. Did the person?

Based upon 582 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.03
- Mode: 0.22
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.44

*Location: 3319-3324 (width: 6; decimal: 2)*
*Variable Type: numeric*

**S_M_C34A_PAPER: Student Perception Survey: Secondary Student Item: Did not finish high school.**

Think of the adult at your house who went to school for the most years. This person:

Based upon 1,478 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: -0.06
- Mode: -0.47
- Minimum: -0
- Maximum: 2
- Standard Deviation: 0.43

*Location: 3325-3330 (width: 6; decimal: 2)*
*Variable Type: numeric*

**S_M_C34B_PAPER: Student Perception Survey: Secondary Student Item: Finished high school.**

Think of the adult at your house who went to school for the most years. This person:

Based upon 1,478 valid cases out of 3,213 total cases.

- Mean: -0.04
- Median: -0.02
- Mode: -0.28
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

*Location: 3331-3336 (width: 6; decimal: 2)*
*Variable Type: numeric*

**S_M_C34C_PAPER: Student Perception Survey: Secondary Student Item: Attended some college or earned a 2-year degree.**

Think of the adult at your house who went to school for the most years. This person:

Based upon 1,478 valid cases out of 3,213 total cases.
S_M_C34D_PAPER: Student Perception Survey: Secondary Student Item: Finished a 4-year college degree

Think of the adult at your house who went to school for the most years. This person:

Based upon 1,478 valid cases out of 3,213 total cases.

- Mean: -0.04
- Median: -0.09
- Mode: -0.73
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41

Location: 3343-3348 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C34E_PAPER: Student Perception Survey: Secondary Student Item: Finished a professional or graduate degree after college

Think of the adult at your house who went to school for the most years. This person:

Based upon 1,478 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: -0.03
- Mode: -0.60
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.36

Location: 3349-3354 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C34F_PAPER: Student Perception Survey: Secondary Student Item: I don't know.

Think of the adult at your house who went to school for the most years. This person:

Based upon 1,431 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.00
**S_M_EFFORT: Student Perception Survey: Secondary Student Item: EFFORT**

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.09
- Median: 0.10
- Mode: 0.17
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.32

**S_M_COLLEGE_ASPIRE: Student Perception Survey: Secondary Student Item: COLLEGE ASPIRE**

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.05
- Median: 0.09
- Mode: -0.01
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

**S_M_READ_AT_HOME: Student Perception Survey: Secondary Student Item: READ AT HOME**

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.01
- Mode: 0.07
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.40

**S_M_HAPPY_IN_CLASS: Student Perception Survey: Secondary Student Item: HAPPY IN CLASS**

Based upon 2,034 valid cases out of 3,213 total cases.

- Mean: 0.03
- Median: 0.06
- Mode: -0.20
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.50
**S_M_TEST_PREP: Student Perception Survey: Secondary Student Item: TEST PREP**

Based upon 2,032 valid cases out of 3,213 total cases.

- Mean: 0.14
- Median: 0.19
- Mode: 0.22
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

**NCARE_ELEM_ALL_SUBS: Number of Students in Classroom Included in ZCARE_ELEM_ALL_SUBS and ZZCARE_ELEM_ALL_SUBS (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)**

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 19.69
- Median: 20.00
- Mode: 16.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.62

**NCONTROL_ELEM_ALL_SUBS: Number of Students in Classroom Included in ZCONTROL_ELEM_ALL_SUBS and ZZCONTROL_ELEM_ALL_SUBS (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)**

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 19.63
- Median: 19.00
- Mode: 19.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.60

**NCLARIFY_ELEM_ALL_SUBS: Number of Students in Classroom Included in ZCLARIFY_ELEM_ALL_SUBS and ZZCLARIFY_ELEM_ALL_SUBS (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)**

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 19.69
Median: 20.00  
Mode: 16.00  
Minimum: 1  
Maximum: 31  
Standard Deviation: 4.62

Location: 3390-3391 (width: 2; decimal: 0)  
Variable Type: numeric

**NCHALLENGE_ELEM_ALL_SUBS**: Number of Students in Classroom Included in ZCHALLENGE_ELEM_ALL_SUBS and ZZCHALLENGE_ELEM_ALL_SUBS (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 19.61  
- Median: 19.00  
- Mode: 18.00  
- Minimum: 1  
- Maximum: 31  
- Standard Deviation: 4.60

Location: 3392-3393 (width: 2; decimal: 0)  
Variable Type: numeric

**NCAPTIVATE_ELEM_ALL_SUBS**: Number of Students in Classroom Included in ZCAPTIVATE_ELEM_ALL_SUBS and ZZCAPTIVATE_ELEM_ALL_SUBS (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 19.61  
- Median: 19.00  
- Mode: 18.00  
- Minimum: 1  
- Maximum: 31  
- Standard Deviation: 4.60

Location: 3394-3395 (width: 2; decimal: 0)  
Variable Type: numeric

**NCONFER_ELEM_ALL_SUBS**: Number of Students in Classroom Included in ZCONFER_ELEM_ALL_SUBS and ZZCONFER_ELEM_ALL_SUBS (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 19.65  
- Median: 19.00  
- Mode: 18.00  
- Minimum: 1  
- Maximum: 31  
- Standard Deviation: 4.61

Location: 3396-3397 (width: 2; decimal: 0)
NCONSIDERATE_ELEM_ALL_SUBS: Number of Students in Classroom Included in 
ZCONSIDERATE_ELEM_ALL_SUBS and ZZCONSIDERATE_ELEM_ALL_SUBS (Combined Student 
ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 19.47
- Median: 19.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.62

Location: 3398-3399 (width: 2; decimal: 0)
Variable Type: numeric

NCOMPOSITE1_ELEM_ALL_SUBS: Number of Students in Classroom included in 
ZCOMPOSITE1_ELEM_ALL_SUBS and ZZCOMPOSITE1_ELEM_ALL_SUBS (Combined Student 
ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 19.70
- Median: 20.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.62

Location: 3400-3401 (width: 2; decimal: 0)
Variable Type: numeric

NCOMPOSITE2_ELEM_ALL_SUBS: Number of Students in Classroom Included in 
ZCOMPOSITE2_ELEM_ALL_SUBS and ZZCOMPOSITE2_ELEM_ALL_SUBS (Combined Student 
ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 19.70
- Median: 20.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.62

Location: 3402-3403 (width: 2; decimal: 0)
Variable Type: numeric

NSTRICTNESS_ELEM_ALL_SUBS: Number of Students in Classroom Included in 
ZSTRICTNESS_ELEM_ALL_SUBS AND ZZSTRICTNESS_ELEM_ALL_SUBS (Combined Student 
ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 19.66
- Median: 19.00
- Mode: 19.00
• Minimum: 1
• Maximum: 31
• Standard Deviation: 4.61

Location: 3404-3405 (width: 2; decimal: 0)
Variable Type: numeric

NSUPPORT_ELEM_ALL_SUBS: Number of Students in Classroom Included in ZSUPPORT_ELEM_ALL_SUBS AND ZZSUPPORT_ELEM_ALL_SUBS (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

• Mean: 19.70
• Median: 20.00
• Minimum: 1
• Maximum: 31
• Standard Deviation: 4.62

Location: 3406-3407 (width: 2; decimal: 0)
Variable Type: numeric

ZCARE_ELEM_ALL_SUBS: Care Subscale Standardized Using Individual Level Standard Deviation (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

• Mean: -0.01
• Median: 0.04
• Mode: 0.12
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.47

Location: 3408-3413 (width: 6; decimal: 2)
Variable Type: numeric

ZCONTROL_ELEM_ALL_SUBS: Control Subscale Standardized Using Individual Level Standard Deviation (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

• Mean: 0.01
• Median: 0.03
• Mode: -0.03
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.52

Location: 3414-3419 (width: 6; decimal: 2)
Variable Type: numeric

ZCLARIFY_ELEM_ALL_SUBS: Clarify Subscale Standardized Using Individual Level Standard Deviation (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.
Mean: -0.01
Median: 0.02
Mode: 0.09
Minimum: -2
Maximum: 1
Standard Deviation: 0.44

Location: 3420-3425 (width: 6; decimal: 2)
Variable Type: numeric

**ZCHALLENGE_ELEM_ALL_SUBS**: Challenge Subscale Standardized Using Individual Level Standard Deviation (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

Mean: -0.01
Median: -0.02
Mode: -0.09
Minimum: -1
Maximum: 1
Standard Deviation: 0.41

Location: 3426-3431 (width: 6; decimal: 2)
Variable Type: numeric

**ZCAPTIVATE_ELEM_ALL_SUBS**: Captivate Subscale Standardized Using Individual Level Standard Deviation (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

Mean: -0.00
Median: -0.01
Minimum: -2
Maximum: 2
Standard Deviation: 0.42

Location: 3432-3437 (width: 6; decimal: 2)
Variable Type: numeric

**ZCONFER_ELEM_ALL_SUBS**: Confer Subscale Standardized Using Individual Level Standard Deviation (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

Mean: -0.01
Median: 0.02
Mode: 0.13
Minimum: -2
Maximum: 1
Standard Deviation: 0.43

Location: 3438-3443 (width: 6; decimal: 2)
Variable Type: numeric
ZCONSOLIDATE_ELEM_ALL_SUBS: Consolidate Subscale Standardized Using Individual Level Standard Deviation (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.00
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

Location: 3444-3449 (width: 6; decimal: 2)
Variable Type: numeric

ZCOMPOSITE1_ELEM_ALL_SUBS: Combined ELA and Math Composite Variable for ZCONTROL, ZCARE, ZCLARIFY, ZCHALLENGE, ZCAPTIVATE, ZCONFER and ZCONSOLIDATE Subscales (Combined Student ELA and MATH Responses)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.00
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.48

Location: 3450-3455 (width: 6; decimal: 2)
Variable Type: numeric

ZCOMPOSITE2_ELEM_ALL_SUBS: Combined ELA and Math Composite Variable for ZCARE, ZCLARIFY, ZCHALLENGE, ZCAPTIVATE, ZCONFER and ZCONSOLIDATE Subscales (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.03
- Mode: -0.26
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

Location: 3456-3461 (width: 6; decimal: 2)
Variable Type: numeric

ZSTRICTNESS_ELEM_ALL_SUBS: Composite Variable of ZCONTROL_ELEM_ALL_SUBS and ZCHALLENGE Subscales (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: -0.01
- Mode: -0.26
ZSUPPORT_ELEM_ALL_SUBS: Composite Variables of ZCARE, ZCLARIFY, ZCAPTIVATE, ZCONFER, and ZCONSOLIDATE Subscales (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: -0.11
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

ZZCARE_ELEM_ALL_SUBS: Care Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -4
- Maximum: 2
- Standard Deviation: 1.00

ZZCONTROL_ELEM_ALL_SUBS: Control Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -3
- Maximum: 4
- Standard Deviation: 1.00

ZZCLARIFY_ELEM_ALL_SUBS: Clarify Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.
ZZCHALLENGE_ELEM_ALL_SUBS: Challenge Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

Location: 3486-3491 (width: 6; decimal: 2)
Variable Type: numeric

ZZCAPTIVATE_ELEM_ALL_SUBS: Captivate Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -5
- Maximum: 4
- Standard Deviation: 1.00

Location: 3492-3497 (width: 6; decimal: 2)
Variable Type: numeric

ZZCONFER_ELEM_ALL_SUBS: Confer Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

- Mean: 0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

Location: 3504-3509 (width: 6; decimal: 2)
Variable Type: numeric

ZZCONSOLIDATE_ELEM_ALL_SUBS: Consolidate Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.
• Mean: -0.00  
• Minimum: -4  
• Maximum: 3  
• Standard Deviation: 1.00

Location: 3510-3515 (width: 6; decimal: 2)  
Variable Type: numeric

**ZZCOMPOSITE1_ELEM_ALL_SUBS:** Comb. ELA and Math Composite Var for ZZCONTROL, ZZCARE, ZZCLARIFY, ZZCHALLENGE, ZZCAPTIVATE, ZZCONFER and ZZCONSOLIDATE Subscales (Comb. Student ELA/MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

• Mean: -0.00  
• Minimum: -4  
• Maximum: 3  
• Standard Deviation: 1.00

Location: 3516-3521 (width: 6; decimal: 2)  
Variable Type: numeric

**ZZCOMPOSITE2_ELEM_ALL_SUBS:** Combined ELA and Math Composite Variable for ZZCARE, ZZCLARIFY, ZZCHALLENGE, ZZCAPTIVATE, ZZCONFER and ZZCONSOLIDATE Subscales (Comb. Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

• Mean: -0.00  
• Minimum: -4  
• Maximum: 3  
• Standard Deviation: 1.00

Location: 3522-3527 (width: 6; decimal: 2)  
Variable Type: numeric

**ZZSTRICNESS_ELEM_ALL_SUBS:** Composite Variable of ZZCONTROL_ELEM_ALL_SUBS and ZZCHALLENGE Subscales (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.

• Mean: -0.00  
• Minimum: -3  
• Maximum: 4  
• Standard Deviation: 1.00

Location: 3528-3533 (width: 6; decimal: 2)  
Variable Type: numeric

**ZZSUPPORT_ELEM_ALL_SUBS:** Composite Variables of ZZCARE, ZZCLARIFY, ZZCAPTIVATE, ZZCONFER, and ZZCONSOLIDATE Subscales (Combined Student ELA and MATH Responses for Teachers Who Taught Both Subjects)

Based upon 968 valid cases out of 3,213 total cases.
<table>
<thead>
<tr>
<th>Variable Type</th>
<th>Mean</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Standard Deviation</th>
</tr>
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<td>-4</td>
<td>3</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Location:** 3534-3539 (width: 6; decimal: 2)

**NMCONTROL_ELEM: Number of Students in Classroom Included in ZMCONTROL_ELEM and ZZMCONTROL_ELEM (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 11.67
- Median: 11.00
- Mode: 10.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 4.20

**Location:** 3542-3543 (width: 2; decimal: 0)

**Variable Type:** numeric

---

**NMCLARIFY_ELEM: Number of Students in Classroom Included in ZMCLARIFY_ELEM and ZZMCLARIFY_ELEM (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 11.72
- Median: 11.00
- Mode: 9.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 4.21

**Location:** 3544-3545 (width: 2; decimal: 0)

**Variable Type:** numeric

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**NMCHALLENGE_ELEM: Number of Students in Classroom Included in ZMCHALLENGE_ELEM and ZZMCHALLENGE_ELEM (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 11.71
- Median: 11.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 4.20

**Location:** 3540-3541 (width: 2; decimal: 0)

**Variable Type:** numeric
• Mean: 11.67  
• Median: 11.00  
• Mode: 9.00  
• Minimum: 1  
• Maximum: 29  
• Standard Deviation: 4.18

Location: 3546-3547 (width: 2; decimal: 0)  
Variable Type: numeric

**NMCACTIVATE_ELEM**: Number of Students in Classroom Included in ZMCACTIVATE_ELEM and ZZMCACTIVATE_ELEM (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

• Mean: 11.67  
• Median: 11.00  
• Mode: 9.00  
• Minimum: 1  
• Maximum: 29  
• Standard Deviation: 4.20

Location: 3548-3549 (width: 2; decimal: 0)  
Variable Type: numeric

**NMCONFERENCE_ELEM**: Number of Students in Classroom Included in ZMCONFERENCE_ELEM and ZZMCONFERENCE_ELEM (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

• Mean: 11.69  
• Median: 11.00  
• Mode: 9.00  
• Minimum: 1  
• Maximum: 29  
• Standard Deviation: 4.20

Location: 3550-3551 (width: 2; decimal: 0)  
Variable Type: numeric

**NMCONSOLIDATE_ELEM**: Number of Students in Classroom Included in ZMCONSOLIDATE_ELEM and ZZMCONSOLIDATE_ELEM (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

• Mean: 11.57  
• Median: 11.00  
• Minimum: 1  
• Maximum: 29  
• Standard Deviation: 4.17

Location: 3552-3553 (width: 2; decimal: 0)  
Variable Type: numeric

**NMCOMPOSITE1_ELEM**: Number of Students in Classroom Included in ZMCOMPOSITE1_ELEM and ZZMCOMPOSITE1_ELEM (Student MATH Responses Only)

• Mean: 11.67  
• Median: 11.00  
• Mode: 9.00  
• Minimum: 1  
• Maximum: 29  
• Standard Deviation: 4.18
Based upon 745 valid cases out of 3,213 total cases.

- Mean: 11.72
- Median: 11.00
- Mode: 9.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 4.21

**Location:** 3554-3555 (width: 2; decimal: 0)  
**Variable Type:** numeric

**NMCOMPOSITE2_ELEM:** Number of Students in Classroom Included in ZMCOMPOSITE2_ELEM and ZZMCOMPOSITE2_ELEM (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 11.72
- Median: 11.00
- Mode: 9.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 4.21

**Location:** 3556-3557 (width: 2; decimal: 0)  
**Variable Type:** numeric

**NMSTRICTNESS_ELEM:** Number of Students in Classroom Included in ZMSTRICTNESS_ELEM AND ZZMSTRICTNESS_ELEM (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 11.70
- Median: 11.00
- Mode: 9.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 4.20

**Location:** 3558-3559 (width: 2; decimal: 0)  
**Variable Type:** numeric

**NMSUPPORT_ELEM:** Number of Students in Classroom Included in ZMSUPPORT_ELEM AND ZZMSUPPORT_ELEM (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 11.72
- Median: 11.00
- Mode: 9.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 4.21

**Location:** 3560-3561 (width: 2; decimal: 0)  
**Variable Type:** numeric
ZMCARE_ELEM: Care Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.06
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.51

Location: 3562-3567 (width: 6; decimal: 2)
Variable Type: numeric

ZMCONTROL_ELEM: Control Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.02
- Median: -0.03
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.57

Location: 3568-3573 (width: 6; decimal: 2)
Variable Type: numeric

ZMCLARIFY_ELEM: Clarify Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: 0.02
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

Location: 3574-3579 (width: 6; decimal: 2)
Variable Type: numeric

ZMCHALLENGE_ELEM: Challenge Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.02
- Mode: 0.13
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.44

Location: 3580-3585 (width: 6; decimal: 2)
**ZMCAPTIVATE_ELEM: Captivate Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.01
- Mode: 0.26
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.45

*Location*: 3586-3591 (width: 6; decimal: 2)
*Variable Type*: numeric

**ZMCONFERENCE_ELEM: Confer Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: 0.07
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.45

*Location*: 3592-3597 (width: 6; decimal: 2)
*Variable Type*: numeric

**ZMCONSOLIDATE_ELEM: Consolidate Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.02
- Mode: -0.29
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

*Location*: 3598-3603 (width: 6; decimal: 2)
*Variable Type*: numeric

**ZMCOMPOSITE1_ELEM: Combined ELA and Math Composite Variable for ZMCONTROL_ELEM, ZMCARe_ELEM, ZMCLARIFY_ELEM, ZMCHALLENGE_ELEM, ZMCAPTIVATE_ELEM, ZMCONFERENCE_ELEM and ZMCONSOLIDATE_ELEM Subscales (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.02
- Minimum: -2

- 121 -
• Maximum: 2
• Standard Deviation: 0.51

Location: 3604-3609 (width: 6; decimal: 2)
Variable Type: numeric

**ZMCOMPOSITE2_ELEM**: Combined ELA and Math Composite Variable for ZMCARE_ELEM, ZMCLARIFY_ELEM, ZMCHALLENGE_ELEM, ZMCAPTIVATE_ELEM, ZMCONFER_ELEM and ZMCONSOLIDATE_ELEM Subscales (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

• Mean: 0.00
• Median: 0.02
• Mode: 0.02
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.50

Location: 3610-3615 (width: 6; decimal: 2)
Variable Type: numeric

**ZMSTRICTNESS_ELEM**: Composite Variable of ZMCONTROL_ELEM and ZMCHALLENGE Subscales (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: -0.01
• Mode: -0.10
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.52

Location: 3616-3621 (width: 6; decimal: 2)
Variable Type: numeric

**ZMSUPPORT_ELEM**: Composite Variables of ZMCARE_ELEM, ZMCLARIFY_ELEM, ZMCAPTIVATE_ELEM, ZMCONFER_ELEM, and ZMCONSOLIDATE_ELEM Subscales (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.02
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.50

Location: 3622-3627 (width: 6; decimal: 2)
Variable Type: numeric

**ZZMCARE_ELEM**: Care Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.
• Mean: -0.00  
• Minimum: -4  
• Maximum: 2  
• Standard Deviation: 1.00

**Location:** 3628-3633 (width: 6; decimal: 2)  
**Variable Type:** numeric

**ZZMCONTROL_ELEM: Control Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

• Mean: 0.00  
• Minimum: -4  
• Maximum: 3  
• Standard Deviation: 1.00

**Location:** 3634-3639 (width: 6; decimal: 2)  
**Variable Type:** numeric

**ZZMCLARIFY_ELEM: Clarify Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

• Mean: -0.00  
• Minimum: -5  
• Maximum: 3  
• Standard Deviation: 1.00

**Location:** 3640-3645 (width: 6; decimal: 2)  
**Variable Type:** numeric

**ZZMCHALLENGE_ELEM: Challenge Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

• Mean: -0.00  
• Minimum: -3  
• Maximum: 3  
• Standard Deviation: 1.00

**Location:** 3646-3651 (width: 6; decimal: 2)  
**Variable Type:** numeric

**ZZMCAPTIVATE_ELEM: Captivate Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 745 valid cases out of 3,213 total cases.

• Mean: -0.00  
• Minimum: -5  
• Maximum: 3  
• Standard Deviation: 1.00
**ZZMCONFERENCELEM:** Confer Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.00
- Minimum: -3
- Maximum: 3
- Standard Deviation: 1.00

**ZZMCONSOLIDATELEM:** Consolidate Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

**ZZMCOMPOSITE1LEM:** Combined ELA and Math Composite Variable for ZZMCONTROLLEM, ZZMCARELEM, ZZMCLARIFYLEM, ZZMCHALLENGELEM, ZZMCAPTIVATELEM, ZZMCONFERENCELEM and ZZMCONSOLIDATELEM Subscales (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

**ZZMCOMPOSITE2LEM:** Combined ELA and Math Composite Variable for ZZMCARELEM, ZZMCLARIFYLEM, ZZMCHALLENGELEM, ZZMCAPTIVATELEM, ZZMCONFERENCELEM and ZZMCONSOLIDATELEM Subscales (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: 0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00
ZZMSTRICNESS_ELEM: Composite Variable of ZZMCONTROL_ELEM and ZZMCHALLENGE Subscales (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -3
- Maximum: 4
- Standard Deviation: 1.00

Location: 3682-3687 (width: 6; decimal: 2)
Variable Type: numeric

ZZMSUPPORT_ELEM: Composite Variables of ZZMCARE_ELEM, ZZMCLARIFY_ELEM, ZZMCAPTIVATE_ELEM, ZZMCONFER_ELEM, and ZZMCONSOLIDATE_ELEM Subscales (Student MATH Responses Only)

Based upon 745 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

Location: 3688-3693 (width: 6; decimal: 2)
Variable Type: numeric

NECARE_ELEM: Number of Students in Classroom Included in ZECARE_ELEM and ZZECARE_ELEM (Student MATH Responses Only)

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 12.58
- Median: 12.00
- Mode: 10.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.91

Location: 3694-3695 (width: 2; decimal: 0)
Variable Type: numeric

NECONTROL_ELEM: Number of Students in Classroom Included in ZECONTROL_ELEM and ZZECONTRCLEMENT (Student MATH Responses Only)

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 12.54
- Median: 12.00
- Mode: 10.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.89

Location: 3696-3697 (width: 2; decimal: 0)
Variable Type: numeric
NECLARIFY_ELEM: Number of Students in Classroom Included in ZECLARIFY_ELEM and ZZECLARIFY_ELEM (Student MATH Responses Only)

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 12.58
- Median: 12.00
- Mode: 10.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.91

Location: 3698-3699 (width: 2; decimal: 0)
Variable Type: numeric

NECHALLENGE_ELEM: Number of Students in Classroom Included in ZECHALLENGE_ELEM and ZZECHALLENGE_ELEM (Student MATH Responses Only)

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 12.52
- Median: 12.00
- Mode: 10.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.89

Location: 3700-3701 (width: 2; decimal: 0)
Variable Type: numeric

NECAPTIVATE_ELEM: Number of Students in Classroom Included in ZECAPTIVATE_ELEM and ZZECAPTIVATE_ELEM (Student MATH Responses Only)

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 12.52
- Median: 12.00
- Mode: 10.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.91

Location: 3702-3703 (width: 2; decimal: 0)
Variable Type: numeric

NECONFER_ELEM: Number of Students in Classroom Included in ZECONFER_ELEM and ZZECONFER_ELEM (Student MATH Responses Only)

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 12.55
- Median: 12.00
- Mode: 10.00
- Minimum: 1
- Maximum: 31
Standard Deviation: 4.90

Location: 3704-3705 (width: 2; decimal: 0)
Variable Type: numeric

**NECONSOLIDATE_ELEM: Number of Students in Classroom Included in ZECONSOLIDATE_ELEM and ZZCONSOLIDATE_ELEM (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 12.44
- Median: 12.00
- Mode: 9.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.88

Location: 3706-3707 (width: 2; decimal: 0)
Variable Type: numeric

**NECOMPOSITE1_ELEM: Number of Students in Classroom Included in ZECOMPOSITE1_ELEM and ZZECOMPOSITE1_ELEM (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 12.58
- Median: 12.00
- Mode: 10.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.91

Location: 3708-3709 (width: 2; decimal: 0)
Variable Type: numeric

**NECOMPOSITE2_ELEM: Number of Students in Classroom Included in ZECOMPOSITE2_ELEM and ZZECOMPOSITE2_ELEM (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 12.58
- Median: 12.00
- Mode: 10.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 4.91

Location: 3710-3711 (width: 2; decimal: 0)
Variable Type: numeric

**NESTRICTNESS_ELEM: Number of Students in Classroom Included in ZESTRICTNESS_ELEM AND ZZESTRICTNESS_ELEM (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 12.56
• Median: 12.00
• Mode: 10.00
• Minimum: 1
• Maximum: 31
• Standard Deviation: 4.89

Location: 3712-3713 (width: 2; decimal: 0)
Variable Type: numeric

**NESUPPORT_ELEM: Number of Students in Classroom Included in ZESUPPORT_ELEM AND ZZESUPPORT_ELEM (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

• Mean: 12.58
• Median: 12.00
• Mode: 10.00
• Minimum: 1
• Maximum: 31
• Standard Deviation: 4.91

Location: 3714-3715 (width: 2; decimal: 0)
Variable Type: numeric

**ZECARE_ELEM: Care Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.07
• Mode: -0.03
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.50

Location: 3716-3721 (width: 6; decimal: 2)
Variable Type: numeric

**ZECONTROL_ELEM: Control Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

• Mean: -0.02
• Median: 0.00
• Mode: 0.08
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.55

Location: 3722-3727 (width: 6; decimal: 2)
Variable Type: numeric

**ZECLARIFY_ELEM: Clarify Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)**
Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.05
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

*Location:* 3728-3733 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZECHALLENGE_ELEM: Challenge Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.00
- Mode: 0.34
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

*Location:* 3734-3739 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZECEPTIVATE_ELEM: Captivate Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.04
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.46

*Location:* 3740-3745 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZECONFERENCE_ELEM: Confer Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.06
- Mode: 0.21
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

*Location:* 3746-3751 (width: 6; decimal: 2)
*Variable Type:* numeric
**ZECONSOLIDATE_ELEM: Consolidate Subscale Standardized Using Individual Level Standard Deviation (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: -0.24
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

Location: 3752-3757 (width: 6; decimal: 2)
Variable Type: numeric

**ZECOMPOSITE1_ELEM: Combined ELA and Math Composite Variable for ZECONTROL_ELEM, ZECARE_ELEM, ZECLARIFY_ELEM, ZECHALLENGE_ELEM, ZECAPTIVATE_ELEM, ZECONFER_ELEM and ZECONSOLIDATE_ELEM Subscales (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.03
- Mode: 0.08
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.52

Location: 3758-3763 (width: 6; decimal: 2)
Variable Type: numeric

**ZECOMPOSITE2_ELEM: Combined ELA and Math Composite Variable for ZECARE_ELEM, ZECLARIFY_ELEM, ZECHALLENGE_ELEM, ZECAPTIVATE_ELEM, ZECONFER_ELEM and ZECONSOLIDATE_ELEM Subscales (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.02
- Median: 0.03
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.51

Location: 3764-3769 (width: 6; decimal: 2)
Variable Type: numeric

**ZESTRICTNESS_ELEM: Composite Variable of ZECONTROL_ELEM and ZECHALLENGE Subscales (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.01
- Mode: -0.25
- Minimum: -2
• Maximum: 2
• Standard Deviation: 0.52

Location: 3770-3775 (width: 6; decimal: 2)
Variable Type: numeric

**ZESUPPORT_ELEM: Composite Variables of ZECARE_ELEM, ZECLARIFY_ELEM, ZEAPTIVATE_ELEM, ZECONFER_ELEM, and ZECONSOLIDATE_ELEM Subscales (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

• Mean: 0.02
• Median: 0.04
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.50

Location: 3776-3781 (width: 6; decimal: 2)
Variable Type: numeric

**ZZECARE_ELEM: Care Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

• Mean: -0.00
• Minimum: -4
• Maximum: 2
• Standard Deviation: 1.00

Location: 3782-3787 (width: 6; decimal: 2)
Variable Type: numeric

**ZZECONTROL_ELEM: Control Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

• Mean: -0.00
• Minimum: -3
• Maximum: 3
• Standard Deviation: 1.00

Location: 3788-3793 (width: 6; decimal: 2)
Variable Type: numeric

**ZZECLARIFY_ELEM: Clarify Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

• Mean: 0.00
• Minimum: -4
• Maximum: 3
• Standard Deviation: 1.00
**ZZECHALLENGE_ELEM: Challenge Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

**ZZECAPTIVATE_ELEM: Captivate Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -3
- Maximum: 3
- Standard Deviation: 1.00

**ZZECONFER_ELEM: Confer Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

**ZZECONSOLIDATE_ELEM: Consolidate Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00
**ZZECOMPOSITE1_ELEM: Combined ELA and Math Composite Variable for ZZECONTROL_ELEM, ZZECARE_ELEM, ZZECLARIFY_ELEM, ZZECHALLENGE_ELEM, ZZECAPTIVATE_ELEM, ZZECONFER_ELEM and ZZECONSOLIDATE_ELEM Subscales (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -3
- Maximum: 3
- Standard Deviation: 1.00

*Location: 3824-3829 (width: 6; decimal: 2)*  
*Variable Type: numeric*

**ZZECOMPOSITE2_ELEM: Combined ELA and Math Composite Variable for ZZECARE_ELEM, ZZECLARIFY_ELEM, ZZECHALLENGE_ELEM, ZZECAPTIVATE_ELEM, ZZECONFER_ELEM and ZZECONSOLIDATE_ELEM Subscales (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

*Location: 3830-3835 (width: 6; decimal: 2)*  
*Variable Type: numeric*

**ZZESTRICTNESS_ELEM: Composite Variable of ZZECONTROL_ELEM and ZZECHALLENGE Subscales (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -3
- Maximum: 4
- Standard Deviation: 1.00

*Location: 3836-3841 (width: 6; decimal: 2)*  
*Variable Type: numeric*

**ZZESUPPORT_ELEM: Composite Variables of ZZECARE_ELEM, ZZECLARIFY_ELEM, ZZECAPTIVATE_ELEM, ZZECONFER_ELEM, and ZZECONSOLIDATE_ELEM Subscales (Student MATH Responses Only)**

Based upon 795 valid cases out of 3,213 total cases.

- Mean: 0.00
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

*Location: 3842-3847 (width: 6; decimal: 2)*  
*Variable Type: numeric*
NCARE_SEC: Number of Students in Classroom Included in ZCARE_SEC and ZZCARE_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.77
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 57
- Standard Deviation: 6.61

Location: 3848-3849 (width: 2; decimal: 0)
Variable Type: numeric

NCONTROL_SEC: Number of Students in Classroom Included in ZCONTROL_SEC and ZZCONTROL_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.83
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 57
- Standard Deviation: 6.64

Location: 3850-3851 (width: 2; decimal: 0)
Variable Type: numeric

NCLARIFY_SEC: Number of Students in Classroom Included in ZCLARIFY_SEC and ZZCLARIFY_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.81
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 57
- Standard Deviation: 6.63

Location: 3852-3853 (width: 2; decimal: 0)
Variable Type: numeric

NCHALLENGE_SEC: Number of Students in Classroom Included in ZCHALLENGE_SEC and ZZCHALLENGE_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.87
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 57
NCAPTIVATE_SEC: Number of Students in Classroom Included in ZCAPTIVATE_SEC and ZZCAPTIVATE_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.90
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 57
- Standard Deviation: 6.66

Location: 3856-3857 (width: 2; decimal: 0)
Variable Type: numeric

NCONFER_SEC: Number of Students in Classroom Included in ZCONFER_SEC and ZZCONFER_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.89
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 57
- Standard Deviation: 6.66

Location: 3858-3859 (width: 2; decimal: 0)
Variable Type: numeric

NCONSOLIDATE_SEC: Number of Students in Classroom Included in ZCONSOLIDATE_SEC and ZZCONSOLIDATE_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.72
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 57
- Standard Deviation: 6.63

Location: 3860-3861 (width: 2; decimal: 0)
Variable Type: numeric

NCOMPOSITE1_SEC: Number of Students in Classroom Included in ZCOMPOSITE1_SEC and ZZCOMPOSITE1_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.91
NCOMPOSITE2_SEC: Number of Students in Classroom Included in ZCOMPOSITE2_SEC and ZZCOMPOSITE2_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.91
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 57
- Standard Deviation: 6.66

Location: 3862-3863 (width: 2; decimal: 0)
Variable Type: numeric

NSTRICTNESS_SEC: Number of Students in Classroom Included in ZSTRICTNESS_SEC AND ZZSTRICTNESS_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.88
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 57
- Standard Deviation: 6.65

Location: 3864-3865 (width: 2; decimal: 0)
Variable Type: numeric

NSUPPORT_SEC: Number of Students in Classroom Included in ZSUPPORT_SEC AND ZZSUPPORT_SEC (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 17.91
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 57
- Standard Deviation: 6.66

Location: 3866-3867 (width: 2; decimal: 0)
Variable Type: numeric

ZCARE_SEC: Care Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)
Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.05
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.54

**Location**: 3870-3875 (width: 6; decimal: 2)
**Variable Type**: numeric

**ZCLARIFY_SEC**: Clarify Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.05
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.52

**Location**: 3876-3881 (width: 6; decimal: 2)
**Variable Type**: numeric

**ZCONTROL_SEC**: Control Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: -0.05
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.64

**Location**: 3882-3887 (width: 6; decimal: 2)
**Variable Type**: numeric

**ZCHALLENGE_SEC**: Challenge Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.09
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.51

**Location**: 3888-3893 (width: 6; decimal: 2)
**Variable Type**: numeric

**ZCAPTIVATE_SEC**: Captivate Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.04
- Minimum: -2
**ZCONFER_SEC**: Confer Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: -0.01
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.54

**ZCONSOLIDATE_SEC**: Consolidate Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.06
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.51

**ZCOMPOSITE1_SEC**: Combined ELA and Math Composite Variable for ZCONTROL_SEC, ZCARE_SEC, ZCLARIFY_SEC, ZCHALLENGE_SEC, ZCAPTIVATE_SEC, ZCONFER_SEC and ZCONSOLIDATE_SEC Subscales (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.04
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.58

**ZCOMPOSITE2_SEC**: Combined ELA and Math Composite Variable for ZCARE_SEC, ZCLARIFY_SEC, ZCHALLENGE_SEC, ZCAPTIVATE_SEC, ZCONFER_SEC and ZCONSOLIDATE_SEC Subscales (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.05
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.56
**ZSTRICTNESS_SEC: Composite Variable of ZCONTROL_SEC and ZCHALLENGE Subscales (Secondary Survey Form)**

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.02
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.60

**ZSUPPORT_SEC: Composite Variables of ZCARE_SEC, ZCLARIFY_SEC, ZCAPTIVATE_SEC, ZCONFER_SEC, and ZCONSOLIDATE_SEC Subscales (Secondary Survey Form)**

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.57

**ZCARE_SEC: Care Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)**

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.08
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

**ZZCLARIFY_SEC: Clarify Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)**

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.09
- Minimum: -6
- Maximum: 3
- Standard Deviation: 0.98
**ZZCONTROL_SEC: Control Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)**

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: -0.06
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.00

*Location*: 3948-3953 (width: 6; decimal: 2)
*Variable Type*: numeric

---

**ZZCHALLENGE_SEC: Challenge Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)**

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.17
- Minimum: -6
- Maximum: 3
- Standard Deviation: 0.96

*Location*: 3954-3959 (width: 6; decimal: 2)
*Variable Type*: numeric

---

**ZZCAPTIVATE_SEC: Captivate Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)**

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: 0.07
- Minimum: -4
- Maximum: 3
- Standard Deviation: 0.99

*Location*: 3960-3965 (width: 6; decimal: 2)
*Variable Type*: numeric

---

**ZZCONFER_SEC: Confer Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)**

Based upon 2,036 valid cases out of 3,213 total cases.

- Mean: -0.00
- Minimum: -5
- Maximum: 4
- Standard Deviation: 1.00

*Location*: 3966-3971 (width: 6; decimal: 2)
*Variable Type*: numeric

---

**ZZCONSOLIDATE_SEC: Consolidate Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)**

Based upon 2,036 valid cases out of 3,213 total cases.
• Mean: 0.11
• Minimum: -5
• Maximum: 3
• Standard Deviation: 0.97

*Location:* 3972-3977 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZZCOMPOSITE1_SEC:** Combined ELA and Math Composite Variable for ZZCONTROL_SEC, ZZCARE_SEC, ZZCLARIFY_SEC, ZZCHALLENGE_SEC, ZZCAPTIVATE_SEC, ZZCONFER_SEC and ZZCONSOLIDATE_SEC Subscales (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

• Mean: 0.07
• Minimum: -4
• Maximum: 3
• Standard Deviation: 0.99

*Location:* 3978-3983 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZZCOMPOSITE2_SEC:** Combined ELA and Math Composite Variable for ZZCARE_SEC, ZZCLARIFY_SEC, ZZCHALLENGE_SEC, ZZCAPTIVATE_SEC, ZZCONFER_SEC and ZZCONSOLIDATE_SEC Subscales (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

• Mean: 0.09
• Minimum: -5
• Maximum: 3
• Standard Deviation: 0.98

*Location:* 3984-3989 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZZSTRICTNESS_SEC:** Composite Variable of ZZCONTROL_SEC and ZZCHALLENGE Subscales (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

• Mean: 0.05
• Minimum: -4
• Maximum: 3
• Standard Deviation: 0.99

*Location:* 3990-3995 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZZSUPPORT_SEC:** Composite Variables of ZZCARE_SEC, ZZCLARIFY_SEC, ZZCAPTIVATE_SEC, ZZCONFER_SEC, and ZZCONSOLIDATE_SEC Subscales (Secondary Survey Form)

Based upon 2,036 valid cases out of 3,213 total cases.

• Mean: 0.07
• Minimum: -4
• Maximum: 3
• Standard Deviation: 0.99

Location: 3996-4001 (width: 6; decimal: 2)
Variable Type: numeric

EST_CAPTIVATE_2010: 2010 Value-Added: Estimate for CAPTIVATE

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.02
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.39

Location: 4002-4007 (width: 6; decimal: 2)
Variable Type: numeric

EST_CARE_2010: 2010 Value-Added: Estimate for CARE

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.02
• Mode: 0.10
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.40

Location: 4008-4013 (width: 6; decimal: 2)
Variable Type: numeric

EST_CHALLENGE_2010: 2010 Value-Added: Estimate for CHALLENGE

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.02
• Mode: -0.10
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.31

Location: 4014-4019 (width: 6; decimal: 2)
Variable Type: numeric

EST_CLARIFY_2010: 2010 Value-Added: Estimate for CLARIFY

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.02
• Mode: -0.03
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.28

Location: 4020-4025 (width: 6; decimal: 2)
Variable Type: numeric

**EST_COMPOSITE1_2010: 2010 Value-Added: Estimate for COMPOSITE1**

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.02
- Mode: 0.10
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31

Location: 4026-4031 (width: 6; decimal: 2)
Variable Type: numeric

**EST_COMPOSITE2_2010: 2010 Value-Added: Estimate for COMPOSITE2**

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: 0.13
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31

Location: 4032-4037 (width: 6; decimal: 2)
Variable Type: numeric

**EST_CONFER_2010: 2010 Value-Added: Estimate for CONFER**

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: -0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.34

Location: 4038-4043 (width: 6; decimal: 2)
Variable Type: numeric

**EST_CONSolidate_2010: 2010 Value-Added: Estimate for CONSOLIDATE**

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: -0.08
- Minimum: -2
- Maximum: 1
• Standard Deviation: 0.35

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**EST_CONTROL_2010: 2010 Value-Added: Estimate for CONTROL**

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: 0.00  
• Median: 0.01  
• Mode: 0.12  
• Minimum: -2  
• Maximum: 2  
• Standard Deviation: 0.38

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**EST_STRICTNESS_2010: 2010 Value-Added: Estimate for STRICTNESS**

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: 0.00  
• Median: 0.02  
• Mode: 0.08  
• Minimum: -2  
• Maximum: 2  
• Standard Deviation: 0.31

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**EST_SUPPORT_2010: 2010 Value-Added: Estimate for SUPPORT**

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: 0.00  
• Median: 0.02  
• Mode: 0.12  
• Minimum: -1  
• Maximum: 1  
• Standard Deviation: 0.32

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**GRADES_CAPTIVATE_2010: 2010 Value-Added: GRADES for CAPTIVATE**

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<th>%</th>
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Based upon 3,213 valid cases out of 3,213 total cases.

Location: 4068-4247 (width: 180; decimal: 0)
Variable Type: character

**GRADES_CARE_2010: 2010 Value-Added: GRADES for CARE**

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Based upon 3,213 valid cases out of 3,213 total cases.

Location: 4248-4427 (width: 180; decimal: 0)
Variable Type: character

**GRADES_CHALLENGE_2010: 2010 Value-Added: GRADES for CHALLENGE**

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Based upon 3,213 valid cases out of 3,213 total cases.

Location: 4428-4607 (width: 180; decimal: 0)
Variable Type: character

**GRADES_CLARIFY_2010: 2010 Value-Added: GRADES for CLARIFY**

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</table>
### GRADES_COMPOSITE1_2010: 2010 Value-Added: GRADES for COMPOSITE1

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 4608-4787 (width: 180; decimal: 0)

**Variable Type:** character

### GRADES_COMPOSITE2_2010: 2010 Value-Added: GRADES for COMPOSITE2

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 4788-4967 (width: 180; decimal: 0)

**Variable Type:** character

### GRADES_CONFER_2010: 2010 Value-Added: GRADES for CONFER
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Based upon 3,213 valid cases out of 3,213 total cases.

Location: 5148-5327 (width: 180; decimal: 0)
Variable Type: character

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**GRADES_CONsolidate_2010: 2010 Value-Added: GRADES for CONSOLIDate**

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Based upon 3,213 valid cases out of 3,213 total cases.

Location: 5328-5507 (width: 180; decimal: 0)
Variable Type: character

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**GRADES_Control_2010: 2010 Value-Added: GRADES for CONTROL**

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Based upon 3,213 valid cases out of 3,213 total cases.

Location: 5508-5687 (width: 180; decimal: 0)
Variable Type: character

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**GRADES_strictness_2010: 2010 Value-Added: GRADES for strictness**
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Based upon 3,213 valid cases out of 3,213 total cases.

*Location*: 5688-5867 (width: 180; decimal: 0)
*Variable Type*: character

### GRADES_SUPPORT_2010: 2010 Value-Added: GRADES for SUPPORT

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</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location*: 5868-6047 (width: 180; decimal: 0)
*Variable Type*: character

### N_CAPTIVATE_2010: 2010 Value-Added: Number of students CAPTIVATE

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 16.56
- Median: 17.00
- Mode: 17.00
- Minimum: 1
- Maximum: 48
- Standard Deviation: 5.80

*Location*: 6048-6049 (width: 2; decimal: 0)
*Variable Type*: numeric

### N_CARE_2010: 2010 Value-Added: Number of students CARE

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 16.50
- Median: 17.00
- Mode: 17.00
• Minimum: 1
• Maximum: 48
• Standard Deviation: 5.79

*Location: 6050-6051 (width: 2; decimal: 0)*
*Variable Type: numeric*

---

**N_CHALLENGE_2010: 2010 Value-Added: Number of students CHALLENGE**

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: 16.54
• Median: 17.00
• Mode: 17.00
• Minimum: 1
• Maximum: 48
• Standard Deviation: 5.80

*Location: 6052-6053 (width: 2; decimal: 0)*
*Variable Type: numeric*

---

**N_CLARIFY_2010: 2010 Value-Added: Number of students CLARIFY**

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: 16.53
• Median: 17.00
• Mode: 17.00
• Minimum: 1
• Maximum: 48
• Standard Deviation: 5.80

*Location: 6054-6055 (width: 2; decimal: 0)*
*Variable Type: numeric*

---

**N_COMPOSITE1_2010: 2010 Value-Added: Number of students COMPOSITE1**

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: 16.58
• Median: 17.00
• Mode: 17.00
• Minimum: 1
• Maximum: 48
• Standard Deviation: 5.81

*Location: 6056-6057 (width: 2; decimal: 0)*
*Variable Type: numeric*

---

**N_COMPOSITE2_2010: 2010 Value-Added: Number of students COMPOSITE2**

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: 16.58
• Median: 17.00
• Mode: 17.00
N_CONFER_2010: 2010 Value-Added: Number of students CONFER

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 16.56
- Median: 17.00
- Mode: 17.00
- Minimum: 1
- Maximum: 48
- Standard Deviation: 5.80

Location: 6060-6061 (width: 2; decimal: 0)
Variable Type: numeric

N_CONSOLIDATE_2010: 2010 Value-Added: Number of students CONSOLIDATE

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 16.42
- Median: 17.00
- Mode: 17.00
- Minimum: 1
- Maximum: 48
- Standard Deviation: 5.80

Location: 6062-6063 (width: 2; decimal: 0)
Variable Type: numeric

N_CONTROL_2010: 2010 Value-Added: Number of students CONTROL

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 16.53
- Median: 17.00
- Mode: 17.00
- Minimum: 1
- Maximum: 48
- Standard Deviation: 5.80

Location: 6064-6065 (width: 2; decimal: 0)
Variable Type: numeric

N_STRICTNESS_2010: 2010 Value-Added: Number of students STRICTNESS

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 16.56
- Median: 17.00
- Mode: 17.00
• Minimum: 1
• Maximum: 48
• Standard Deviation: 5.80

Location: 6066-6067 (width: 2; decimal: 0)
Variable Type: numeric

N_SUPPORT_2010: 2010 Value-Added: Number of students SUPPORT

Based upon 2,963 valid cases out of 3,213 total cases.

• Mean: 16.58
• Median: 17.00
• Mode: 17.00
• Minimum: 1
• Maximum: 48
• Standard Deviation: 5.81

Location: 6068-6069 (width: 2; decimal: 0)
Variable Type: numeric

SD_CAPTIVATE_2010: 2010 Value-Added: Standard Deviation for CAPTIVATE

Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.67
• Median: 0.67
• Mode: 0.70
• Minimum: 0
• Maximum: 3
• Standard Deviation: 0.17

Location: 6070-6074 (width: 5; decimal: 2)
Variable Type: numeric

SD_CARE_2010: 2010 Value-Added: Standard Deviation for CARE

Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.69
• Median: 0.69
• Mode: 0.66
• Minimum: 0
• Maximum: 2
• Standard Deviation: 0.19

Location: 6075-6079 (width: 5; decimal: 2)
Variable Type: numeric

SD_CHALLENGE_2010: 2010 Value-Added: Standard Deviation for CHALLENGE

Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.60
• Median: 0.58
• Mode: 0.60
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.18

Location: 6080-6084 (width: 5; decimal: 2)
Variable Type: numeric

**SD_CLARIFY_2010: 2010 Value-Added: Standard Deviation for CLARIFY**

Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.54
• Median: 0.52
• Mode: 0.52
• Minimum: 0
• Maximum: 2
• Standard Deviation: 0.16

Location: 6085-6089 (width: 5; decimal: 2)
Variable Type: numeric

**SD_COMPOSITE1_2010: 2010 Value-Added: Standard Deviation for COMPOSITE1**

Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.48
• Median: 0.47
• Mode: 0.45
• Minimum: 0
• Maximum: 2
• Standard Deviation: 0.13

Location: 6090-6094 (width: 5; decimal: 2)
Variable Type: numeric

**SD_COMPOSITE2_2010: 2010 Value-Added: Standard Deviation for COMPOSITE2**

Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.51
• Median: 0.50
• Mode: 0.52
• Minimum: 0
• Maximum: 2
• Standard Deviation: 0.14

Location: 6095-6099 (width: 5; decimal: 2)
Variable Type: numeric

**SD_CONFER_2010: 2010 Value-Added: Standard Deviation for CONFER**

Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.61
• Median: 0.61
• Mode: 0.61
• Minimum: 0
• Maximum: 2
• Standard Deviation: 0.17

Location: 6100-6104 (width: 5; decimal: 2)
Variable Type: numeric

SD_CONsolidate_2010: 2010 Value-Added: Standard Deviation for CONSOLIDATE

Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.71
• Median: 0.70
• Mode: 0.68
• Minimum: 0
• Maximum: 2
• Standard Deviation: 0.18

Location: 6105-6109 (width: 5; decimal: 2)
Variable Type: numeric

SD_Control_2010: 2010 Value-Added: Standard Deviation for CONTROL

Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.57
• Median: 0.56
• Mode: 0.50
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.14

Location: 6110-6114 (width: 5; decimal: 2)
Variable Type: numeric

SD.Strictness_2010: 2010 Value-Added: Standard Deviation for STRICTNESS

Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.47
• Median: 0.47
• Mode: 0.47
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.12

Location: 6115-6119 (width: 5; decimal: 2)
Variable Type: numeric


Based upon 2,941 valid cases out of 3,213 total cases.

• Mean: 0.53
• Median: 0.52
• Mode: 0.47
N_VIDEO_PER_SECTION_NMSI: Number of Videos Per Section UTOP (NMSI)

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Missing Data

| .     | -     | 2801                 | 87.2 % |

Total

|       |       | 3,213                | 100%   |

Based upon 412 valid cases out of 3,213 total cases.

NMSI_TOT_RATERS: UTOP Total number of raters

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Missing Data

| .     | -     | 2801                 | 87.2 % |

Total

|       |       | 3,213                | 100%   |

Based upon 412 valid cases out of 3,213 total cases.

N_INDICATOR_1_1: UTOP Indicator 1.1 Score: The classroom environment encouraged students to generate ideas, questions, conjectures, and/or propositions that reflected engagement or exploration w/ important math and science concepts.

The classroom environment encouraged students to generate ideas, questions, conjectures, and/or propositions that reflected engagement or exploration with important mathematics and science concepts.
Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.13
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.69

**N_INDICATOR_1_2: UTOP Indicator 1.2 Score:** Interactions reflected collegial working relationships among students. (e.g. students worked together productively and talked with each other about the lesson).

Interactions reflected collegial working relationships among students. (e.g. students worked together productively and talked with each other about the lesson). It's possible that this indicator was not applicable to the observed lesson. You may rate NA in this case.

Based upon 308 valid cases out of 3,213 total cases.

- Mean: 2.58
- Median: 2.71
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.99

**N_INDICATOR_1_3: UTOP Indicator 1.3 Score:** Based on conversations, interactions with the teacher, and/or work samples, students were intellectually engaged with important ideas relevant to the focus of the lesson.

Based on conversations, interactions with the teacher, and/or work samples, students were intellectually engaged with important ideas relevant to the focus of the lesson.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.15
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.69

**N_INDICATOR_1_4: UTOP Indicator 1.4 Score:** The majority of students were on task throughout the class.

The majority of students were on task throughout the class.

Based upon 412 valid cases out of 3,213 total cases.
N_INDICATOR_1_5: UTOP Indicator 1.5 Score: The teacher's classroom management strategies enhanced the classroom environment.

The teacher's classroom management strategies enhanced the classroom environment.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.03
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.92

Location: 6147-6151 (width: 5; decimal: 2)
Variable Type: numeric

N_INDICATOR_1_7: UTOP Indicator 1.7 Score: The classroom environment established by the teacher reflected attention to issues of access, equity, and diversity for students.

The classroom environment established by the teacher reflected attention to issues of access, equity, and diversity for students (e.g. cooperative learning, language-appropriate strategies and materials, attentiveness to student needs).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.86
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.67

Location: 6152-6156 (width: 5; decimal: 2)
Variable Type: numeric

N_INDICATOR_2_1: UTOP Indicator 2.1 Score: The lesson was well organized and structured (objectives of lesson were clear to students, the sequence of the lesson was structured to build understanding and maintain sense of purpose).

The lesson was well organized and structured (e.g. the objectives of the lesson were clear to students, and the sequence of the lesson was structured to build understanding and maintain a sense of purpose).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.66
- Median: 2.50
- Mode: 2.50
N_INDICATOR_2_2: UTOP Indicator 2.2 Score: The structure of the lesson allowed students to engage with or explore important concepts in mathematics or science (instead of focusing on techniques that may only be useful on exams).

The structure of the lesson allowed students to engage with or explore important concepts in mathematics or science (instead of focusing on techniques that may only be useful on exams).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.14
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.75

N_INDICATOR_2_3: UTOP Indicator 2.3 Score: The structure of the lesson included opportunities for the instructor to gauge student understanding.

The structure of the lesson included opportunities for the instructor to gauge student understanding.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.45
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.57

N_INDICATOR_2_4: UTOP Indicator 2.4 Score: The lesson included an investigative or problem-based approach to important concepts in mathematics or science.

The lesson included an investigative or problem-based approach to important concepts in mathematics or science.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.03
- Median: 3.00
- Mode: 3.00
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.57
N_INDICATOR_2_5: UTOP Indicator 2.5 Score: The teacher obtained and employed resources appropriate for the lesson.

The teacher obtained and employed resources appropriate for the lesson.

Based upon 295 valid cases out of 3,213 total cases.

- Mean: 2.72
- Median: 3.00
- Mode: 2.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.94

N_INDICATOR_3_1: UTOP Indicator 3.1 Score: The teacher used questioning strategies to develop skills and facilitate interaction with students.

The teacher used questioning strategies to develop skills and facilitate interaction with students.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.07
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.68

N_INDICATOR_3_2: UTOP Indicator 3.2 Score: The teacher's questioning strategies developed student conceptual understanding of important mathematics or science content.

The teacher's questioning strategies developed student conceptual understanding of important mathematics or science content (e.g. emphasizing higher order questions, appropriately using 'wait time,' exploring incorrect answers).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.44
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.62
**N_INDICATOR_3_3: UTOP Indicator 3.3 Score:** The teacher involved all students in the lesson (calling on non-volunteers, facilitating student-student interaction, checking in with hesitant learners, etc.).

The teacher involved all students in the lesson (calling on non-volunteers, facilitating student-student interaction, checking in with hesitant learners, etc.).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.71
- Median: 2.75
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.78

*Location: 6192-6196 (width: 5; decimal: 2)*
*Variable Type: numeric*

**N_INDICATOR_3_4: UTOP Indicator 3.4 Score:** The teacher used formative assessment effectively to be aware of the progress of all students.

The teacher used formative assessment effectively to be aware of the progress of all students.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.53
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.69

*Location: 6197-6201 (width: 5; decimal: 2)*
*Variable Type: numeric*

**N_INDICATOR_4_1: UTOP Indicator 4.1 Score:** The mathematics or science content chosen was significant, worthwhile, and developmentally appropriate for this course.

The mathematics or science content chosen was significant, worthwhile, and developmentally appropriate for this course (includes content standards covered, as well as examples and activities chosen by teacher).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.74
- Median: 3.75
- Mode: 4.00
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.58

*Location: 6202-6206 (width: 5; decimal: 2)*
*Variable Type: numeric*
**N_INDICATOR_4_2: UTOP Indicator 4.2 Score: Content communicated through direct and non-direct instruction by the teacher is consistent with deep knowledge and fluency with the mathematics or science concepts of the lesson.**

Content communicated through direct and non-direct instruction by the teacher is consistent with deep knowledge and fluency with the mathematics or science concepts of the lesson (e.g. fluent use of examples, discussions and explanations of concepts, etc.).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.54
- Median: 1.50
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.60

*Location: 6207-6211 (width: 5; decimal: 2)*  
*Variable Type: numeric*

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**N_INDICATOR_4_3: UTOP Indicator 4.3 Score: Teacher written and verbal content information was accurate.**

Teacher written and verbal content information was accurate.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.97
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.65

*Location: 6212-6216 (width: 5; decimal: 2)*  
*Variable Type: numeric*

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**N_INDICATOR_4_4: UTOP Indicator 4.4 Score: Formal assessments used by teacher (if available) were consistent with content objectives (homework, lab sheets, tests, quizzes, etc.).**

Formal assessments used by teacher (if available) were consistent with content objectives (homework, lab sheets, tests, quizzes, etc.). *It's possible that this indicator was not applicable to the observed lesson. You may rate NA in this case.*

Based upon 360 valid cases out of 3,213 total cases.

- Mean: 4.39
- Median: 4.67
- Mode: 5.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.79

*Location: 6217-6221 (width: 5; decimal: 2)*  
*Variable Type: numeric*

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**N_INDICATOR_4_5: UTOP Indicator 4.5 Score: Elements of mathematical/scientific abstraction (e.g., symbolic representations, theory building) were used appropriately.**

- 160 -
Elements of mathematical/scientific abstraction (e.g., symbolic representations, theory building) were used appropriately. It's possible that this indicator was not applicable to the observed lesson. You may rate NA in this case.

Based upon 352 valid cases out of 3,213 total cases.

- Mean: 3.15
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.75

**Location:** 6222-6226 (width: 5; decimal: 2)
**Variable Type:** numeric

---

**N_INDICATOR_4_6: UTOP Indicator 4.6 Score: During the lesson, it was made explicit to students why the content is important to learn.**

During the lesson, it was made explicit to students why the content is important to learn.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.60
- Median: 1.50
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.64

**Location:** 6227-6231 (width: 5; decimal: 2)
**Variable Type:** numeric

---

**N_INDICATOR_4_7: UTOP Indicator 4.7 Score: Appropriate connections were made to other areas of mathematics or science and/or to other disciplines (including non-school contexts).**

Appropriate connections were made to other areas of mathematics or science and/or to other disciplines (including non-school contexts).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.14
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.37

**Location:** 6232-6236 (width: 5; decimal: 2)
**Variable Type:** numeric

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**NSECTION_1_CLASSROOM_ENVIRONMEN: UTOP Classroom Environment Score**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.59
- Median: 2.50
- Mode: 2.50
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.68

Location: 6237-6241 (width: 5; decimal: 2)
Variable Type: numeric

**N_SECTION_2_LESSON_STRUCTURE__SY: UTOP Lesson Structure Score**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 2.46
• Median: 2.50
• Mode: 2.50
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.63

Location: 6242-6246 (width: 5; decimal: 2)
Variable Type: numeric

**N_SECTION_3_IMPLEMENTATION__SYNT: UTOP Implementation Score**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 2.46
• Median: 2.50
• Mode: 2.50
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.61

Location: 6247-6251 (width: 5; decimal: 2)
Variable Type: numeric

**N_SECTION_4_MATHEMATICS_CONTENT: UTOP Mathematics Content Score**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 2.50
• Median: 2.50
• Mode: 2.00
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.54

Location: 6252-6256 (width: 5; decimal: 2)
Variable Type: numeric

**N_NOCON_INDCATR_1_1: UTOP Indicator 1.1 Score (no consensus scores): Class envir. encouraged students to generate ideas, questions, and/or propositions that reflected engagement/exploration w/ important math and science concepts.**

The classroom environment encouraged students to generate ideas, questions, conjectures, and/or propositions that reflected engagement or exploration with important mathematics and science concepts.

Based upon 412 valid cases out of 3,213 total cases.
• Mean: 2.13
• Median: 2.00
• Mode: 2.00
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.68

Location: 6257-6261 (width: 5; decimal: 2)  
Variable Type: numeric

**N_NOCON_INDCATR_1_2: UTOP Indicator 1.2 Score (no consensus scores): Interactions reflected collegial working relationships among students. (e.g. students worked together productively and talked with each other about the lesson).**

Interactions reflected collegial working relationships among students. (e.g. students worked together productively and talked with each other about the lesson). It's possible that this indicator was not applicable to the observed lesson. You may rate NA in this case.

Based upon 318 valid cases out of 3,213 total cases.

• Mean: 2.56
• Median: 2.67
• Mode: 3.00
• Minimum: 1
• Maximum: 5
• Standard Deviation: 0.97

Location: 6262-6266 (width: 5; decimal: 2)  
Variable Type: numeric

**N_NOCON_INDCATR_1_3: UTOP Indicator 1.3 Score (no consensus scores): Conversations, interactions w/ the teacher, and/or work samples, show students were intellectually engaged w/ important ideas relevant to the focus of the lesson.**

Based on conversations, interactions with the teacher, and/or work samples, students were intellectually engaged with important ideas relevant to the focus of the lesson.

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 2.17
• Median: 2.00
• Mode: 2.00
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.68

Location: 6267-6271 (width: 5; decimal: 2)  
Variable Type: numeric

**N_NOCON_INDCATR_1_4: UTOP Indicator 1.4 Score (no consensus scores): The majority of students were on task throughout the class.**

The majority of students were on task throughout the class.

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 3.15
• Median: 3.19
N_NOCON_INDCATR_1_5: UTOP Indicator 1.5 Score (no consensus scores): The teacher's classroom management strategies enhanced the classroom environment.

The teacher's classroom management strategies enhanced the classroom environment.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.08
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.91

N_NOCON_INDCATR_1_7: UTOP Indicator 1.7 Score (no consensus scores): The classroom environment established by the teacher reflected attention to issues of access, equity, and diversity for students.

The classroom environment established by the teacher reflected attention to issues of access, equity, and diversity for students (e.g. cooperative learning, language-appropriate strategies and materials, attentiveness to student needs).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.89
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.65

N_NOCON_INDCATR_2_1: UTOP Indicator 2.1 Score (no consensus scores): The lesson was well organized and structured.

The lesson was well organized and structured (e.g. the objectives of the lesson were clear to students, and the sequence of the lesson was structured to build understanding and maintain a sense of purpose).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.70
- Median: 2.75
- Mode: 2.50
- Minimum: 1
- Maximum: 5
N_NOCON_INDCATR_2_2: UTOP Indicator 2.2 Score (no consensus scores): The structure of the lesson allowed students to engage with or explore important concepts in mathematics or science.

The structure of the lesson allowed students to engage with or explore important concepts in mathematics or science (instead of focusing on techniques that may only be useful on exams).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.17
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.74

N_NOCON_INDCATR_2_3: UTOP Indicator 2.3 Score (no consensus scores): The structure of the lesson included opportunities for the instructor to gauge student understanding.

The structure of the lesson included opportunities for the instructor to gauge student understanding.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.47
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.56

N_NOCON_INDCATR_2_4: UTOP Indicator 2.4 Score (no consensus scores): The lesson included an investigative or problem-based approach to important concepts in mathematics or science.

The lesson included an investigative or problem-based approach to important concepts in mathematics or science.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.06
- Median: 3.00
- Mode: 3.00
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.54
**N_NOCON_INDCATR_2_5: UTOP Indicator 2.5 Score (no consensus scores): The teacher obtained and employed resources appropriate for the lesson.**

The teacher obtained and employed resources appropriate for the lesson.

Based upon 299 valid cases out of 3,213 total cases.

- Mean: 2.72
- Median: 3.00
- Mode: 2.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.94

*Location*: 6307-6311 (width: 5; decimal: 2)
*Variable Type*: numeric

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**N_NOCON_INDCATR_3_1: UTOP Indicator 3.1 Score (no consensus scores): The teacher used questioning strategies to develop skills and facilitate interaction with students.**

The teacher used questioning strategies to develop skills and facilitate interaction with students.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.08
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.67

*Location*: 6312-6316 (width: 5; decimal: 2)
*Variable Type*: numeric

---

**N_NOCON_INDCATR_3_2: UTOP Indicator 3.2 Score (no consensus scores): The teacher's questioning strategies developed student conceptual understanding of important mathematics or science content.**

The teacher's questioning strategies developed student conceptual understanding of important mathematics or science content (e.g. emphasizing higher order questions, appropriately using 'wait time,' exploring incorrect answers).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.47
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.61

*Location*: 6317-6321 (width: 5; decimal: 2)
*Variable Type*: numeric

---

**N_NOCON_INDCATR_3_3: UTOP Indicator 3.3 Score (no consensus scores): The teacher involved all students in the lesson (calling on non-volunteers, facilitating student-student interaction, checking in with hesitant learners, etc.).**
The teacher involved all students in the lesson (calling on non-volunteers, facilitating student-student interaction, checking in with hesitant learners, etc.).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.74
- Median: 2.75
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.77

Location: 6322-6326 (width: 5; decimal: 2)  
Variable Type: numeric

**N_NOCON_INDCATR_3_4: UTOP Indicator 3.4 Score (no consensus scores): The teacher used formative assessment effectively to be aware of the progress of all students.**

The teacher used formative assessment effectively to be aware of the progress of all students.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.56
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.67

Location: 6327-6331 (width: 5; decimal: 2)  
Variable Type: numeric

**N_NOCON_INDCATR_4_1: UTOP Indicator 4.1 Score (no consensus scores): The mathematics or science content chosen was significant, worthwhile, and developmentally appropriate for this course.**

The mathematics or science content chosen was significant, worthwhile, and developmentally appropriate for this course (includes content standards covered, as well as examples and activities chosen by teacher).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.77
- Median: 3.75
- Mode: 3.50
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.57

Location: 6332-6336 (width: 5; decimal: 2)  
Variable Type: numeric

**N_NOCON_INDCATR_4_2: UTOP Indicator 4.2 Score (no consensus scores): Content communicated through direct/non-direct instruction by the teacher is consistent with deep knowledge and fluency w/ the math or science lesson concepts.**

Content communicated through direct and non-direct instruction by the teacher is consistent with deep knowledge and fluency with the mathematics or science concepts of the lesson (e.g. fluent use of examples, discussions and explanations of concepts, etc.).
Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.54
- Median: 1.50
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.59

**Location:** 6337-6341 (width: 5; decimal: 2)  
**Variable Type:** numeric

**N_NOCON_INDCATR_4_3: UTOP Indicator 4.3 Score (no consensus scores): Teacher written and verbal content information was accurate.**

Teacher written and verbal content information was accurate.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.01
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.61

**Location:** 6342-6346 (width: 5; decimal: 2)  
**Variable Type:** numeric

**N_NOCON_INDCATR_4_4: UTOP Indicator 4.4 Score (no consensus scores): Formal assessments used by teacher (if available) were consistent with content objectives (homework, lab sheets, tests, quizzes, etc.).**

Formal assessments used by teacher (if available) were consistent with content objectives (homework, lab sheets, tests, quizzes, etc.). *(It's possible that this indicator was not applicable to the observed lesson. You may rate NA in this case.)*

Based upon 371 valid cases out of 3,213 total cases.

- Mean: 4.44
- Median: 4.75
- Mode: 5.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.70

**Location:** 6347-6351 (width: 5; decimal: 2)  
**Variable Type:** numeric

**N_NOCON_INDCATR_4_5: UTOP Indicator 4.5 Score (no consensus scores): Elements of mathematical/scientific abstraction (e.g., symbolic representations, theory building) were used appropriately.**

Elements of mathematical/scientific abstraction (e.g., symbolic representations, theory building) were used appropriately. *(It's possible that this indicator was not applicable to the observed lesson. You may rate NA in this case.)*

Based upon 365 valid cases out of 3,213 total cases.
Mean: 3.13  
Median: 3.00  
Mode: 3.00  
Minimum: 1  
Maximum: 5  
Standard Deviation: 0.76

Location: 6352-6356 (width: 5; decimal: 2)  
Variable Type: numeric

**N_NOCON_INDICATR_4_6: UTOP Indicator 4.6 Score (no consensus scores): During the lesson, it was made explicit to students why the content is important to learn.**

During the lesson, it was made explicit to students why the content is important to learn.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.60  
- Median: 1.50  
- Mode: 1.00  
- Minimum: 1  
- Maximum: 4  
- Standard Deviation: 0.63

Location: 6357-6361 (width: 5; decimal: 2)  
Variable Type: numeric

**N_NOCON_INDICATR_4_7: UTOP Indicator 4.7 Score (no consensus scores): Appropriate connections were made to other areas of mathematics or science and/or to other disciplines (including non-school contexts).**

Appropriate connections were made to other areas of mathematics or science and/or to other disciplines (including non-school contexts).

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.15  
- Median: 1.00  
- Mode: 1.00  
- Minimum: 1  
- Maximum: 4  
- Standard Deviation: 0.36

Location: 6362-6366 (width: 5; decimal: 2)  
Variable Type: numeric

**N_NOCON_SECT_1_CLASS_ENVIRON: UTOP Classroom Environment Score (no consensus scores)**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.62  
- Median: 2.50  
- Mode: 2.50  
- Minimum: 1  
- Maximum: 4
• Standard Deviation: 0.67

Location: 6367-6371 (width: 5; decimal: 2)
Variable Type: numeric

**N_NOCON_SECT_2_LESSON_STRUCT: UTOP Lesson Structure Score (no consensus scores)**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 2.49
• Median: 2.50
• Mode: 2.50
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.61

Location: 6372-6376 (width: 5; decimal: 2)
Variable Type: numeric

**N_NOCON_SECT_3_IMPLEMENT: UTOP Implementation Score (no consensus scores)**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 2.48
• Median: 2.50
• Mode: 2.50
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.60

Location: 6377-6381 (width: 5; decimal: 2)
Variable Type: numeric

**N_NOCON_SECT_4_MATH_CONTENT: UTOP Mathematics Content Score (no consensus scores)**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 2.54
• Median: 2.50
• Mode: 2.00
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.53

Location: 6382-6386 (width: 5; decimal: 2)
Variable Type: numeric

**NB_SCORE_OF_RECORD: NBPTS Score for Video**

Based upon 503 valid cases out of 3,213 total cases.

• Mean: 2.28
• Median: 2.13
• Mode: 2.00
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.63

*Location:* 6387-6391 (width: 5; decimal: 2)
*Variable Type:* numeric

**NB_N_VIDEO: NBPTS Number of Videos Scored**

Based upon 503 valid cases out of 3,213 total cases.

- Mean: 1.03
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.16

*Location:* 6392-6392 (width: 1; decimal: 0)
*Variable Type:* numeric

**NB_HAS_NON_AV_ARTIFACTS: NBPTS Indicator for existence of non-AV artifacts for video**

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<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
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</thead>
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Based upon 3,213 valid cases out of 3,213 total cases.

*Location:* 6393-6491 (width: 99; decimal: 0)
*Variable Type:* character

**NB_COMMENT_CODES: NBPTS scoring comment codes**

Based upon 3,213 valid cases out of 3,213 total cases.

*Location:* 6492-6735 (width: 244; decimal: 0)
*Variable Type:* character

**NB_GROUP_INDICATOR: NBPTS indicator for large or small group instruction**

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<th>%</th>
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<td></td>
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<td>84.3 %</td>
</tr>
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<td>large group</td>
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<td>481</td>
<td>15.0 %</td>
</tr>
<tr>
<td>large group-large group</td>
<td>-</td>
<td>14</td>
<td>0.4 %</td>
</tr>
<tr>
<td>small group</td>
<td>-</td>
<td>8</td>
<td>0.2 %</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location:* 6393-6491 (width: 99; decimal: 0)
*Variable Type:* character
Based upon 3,213 valid cases out of 3,213 total cases.

MQI_AVGSCREI_HOL: MQI Average Score for Errors & Imprecision Holistic

This variable is an overall estimate of the errors and imprecision across the viewed sample.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.39
- Median: 1.38
- Mode: 1.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.37

Location: 6943-6947 (width: 5; decimal: 2)  
Variable Type: numeric

MQI_AVGSCRET_HOL: MQI Average Score for Explicitness and Thoroughness Holistic

This variable indicates how explicit, complete, detailed, and thorough the teacher’s (or a student’s) presentation of the content is when outlining or describing mathematical procedures, describing the steps of a procedure used to solve problems, describing mathematical properties or providing mathematical definitions. Only use for Algebra lessons.

Based upon 74 valid cases out of 3,213 total cases.

- Mean: 1.72
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.49

Location: 6948-6952 (width: 5; decimal: 2)  
Variable Type: numeric

MQI_AVGSCRSPMMR_HOL: MQI Average Score for Student Participation in Meaning Making & Reasoning Holistic

This variable attempts to capture evidence of students’ involvement in ‘doing’ mathematics and the extent to which students participate in and contribute to meaning-making and reasoning. During active instruction segments, this mainly occurs through student mathematical statements: reasoning, explanations, question-asking. During small group/partner/individual work time, this mainly occurs through work on a non-routine task.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.26
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.35

Location: 6953-6957 (width: 5; decimal: 2)  
Variable Type: numeric
MQI_AVGSCRRICH_HOL: MQI Average Score for Richness Holistic

This variable captures the depth of the mathematics offered to students. In all cases, ignore incorrect elements of richness in assigning a score.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.36
- Median: 1.38
- Mode: 1.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.37

Location: 6958-6962 (width: 5; decimal: 2)
Variable Type: numeric

MQI_AVGSCRWWSM_HOL: MQI Average Score for Working With Students & Mathematics Holistic

This variable is an overall estimate of the teachers' interactions with the students around the content.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.37
- Median: 1.38
- Mode: 1.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.37

Location: 6963-6967 (width: 5; decimal: 2)
Variable Type: numeric

MQI_AVGSCRCWCM_HOL: MQI Average Score for Classroom Work Connected to Mathematics Holistic

This variable captures the amount of time spent on mathematical activities during the lesson.

Based upon 381 valid cases out of 3,213 total cases.

- Mean: 0.96
- Median: 1.00
- Mode: 1.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.14

Location: 6968-6972 (width: 5; decimal: 2)
Variable Type: numeric

MQI_AVGSCRCWCM_SEG: MQI Average Score for Classroom Work Connected to Mathematics Segment

This variable captures whether the focus is on mathematics content during half or more of the segment (3.75 minutes or more total in a 7.5 minute segment).

Based upon 385 valid cases out of 3,213 total cases.
• Mean: 0.91
• Median: 1.00
• Mode: 1.00
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.17

Location: 6973-6977 (width: 5; decimal: 2)  
Variable Type: numeric

**MQI_AVGSCREI_SEG: MQI Average Score for Errors & Imprecision Segment**

This variable is intended to capture teacher errors or imprecision in language and notation, uncorrected student errors, or the lack of clarity/precision in the teacher's presentation of the content.

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 1.32
• Median: 1.25
• Mode: 1.25
• Minimum: 1
• Maximum: 3
• Standard Deviation: 0.26

Location: 6978-6982 (width: 5; decimal: 2)  
Variable Type: numeric

**MQI_AVGSCRET_SEG: MQI Average Score for Explicitness and Thoroughness Segment**

This variable indicates how explicit, complete, detailed, and thorough is the teacher's (or a student's) presentation of the content is when outlining a mathematical procedure, describing the steps of a procedure used to solve a problem, providing a mathematical definition, and/or describing a mathematical property

Based upon 76 valid cases out of 3,213 total cases.

• Mean: 1.66
• Median: 1.75
• Mode: 1.75
• Minimum: 1
• Maximum: 3
• Standard Deviation: 0.44

Location: 6983-6987 (width: 5; decimal: 2)  
Variable Type: numeric

**MQI_AVGSCRRICH_SEG: MQI Average Score for Richness Segment**

This variable attempts to capture the depth of the mathematics offered to students. Rich mathematics is either a) focused on the meaning of facts and procedures OR b) focused on key mathematical practices. Rich mathematics allows students to build a conceptual mathematical base and build connections within and among different components of rich mathematics

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 1.30
• Median: 1.25
• Mode: 1.00
• Minimum: 1
MQI_AVGSCRSPPMMR_SEG: MQI Average Score for Student Participation in Meaning Making & Reasoning Segment

This variable attempts to capture evidence of students' involvement in cognitively activating classroom work and the extent to which students participate in and contribute to meaning-making and reasoning. During active instructional segments, this mainly occurs through student mathematical statements: reasoning, explanations, question-asking. During student work times, this mainly occurs through work on a non-routine task.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.23
- Median: 1.13
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.23

MQI_AVGSCRWWSM_SEG: MQI Average Score for Working With Students & Mathematics Segment

This variable captures whether teachers can understand and respond to students' mathematically substantive productions (utterances or written work) or mathematical errors. By mathematically substantive productions, we mean questions, claims, explanations, solution methods, ideas, etc. that contain substantial mathematical ideas. By students' mathematical errors, we mean those incorrect student productions that offer opportunities for discussing and addressing pertinent mathematical ideas. Student productions can occur during active instruction or during student work time.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.32
- Median: 1.25
- Mode: 1.13
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.24

MQI_AVGSCRLBGMKT: MQI Average Score for Lesson Based Guess at Mathematical Knowledge for Teaching

How do you think the teacher would score on our MKT assessment?

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.00
- Median: 2.00
- Mode: 2.00
• Minimum: 1
• Maximum: 3
• Standard Deviation: 0.25

Location: 7003-7007 (width: 5; decimal: 2)
Variable Type: numeric

**MQI_AVGSCROMQI: MQI Average Score for Overall Mathematical Quality of Instruction**

This variable captures the whole-lesson mathematical quality of instruction (mathematical richness, error-free instruction, mathematical focus and directionality, positive teacher-student interactions around content)

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 1.91
• Median: 2.00
• Mode: 2.00
• Minimum: 1
• Maximum: 3
• Standard Deviation: 0.26

Location: 7008-7012 (width: 5; decimal: 2)
Variable Type: numeric

**MQI_NVVIDEO: MQI Number of videos per section**

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<tr>
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<th>Label</th>
<th>Unweighted Frequency</th>
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<td>2</td>
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<td>305</td>
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<td>0.2 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>84</td>
<td>2.6 %</td>
</tr>
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Missing Data
- 2801 | 87.2 %

Total | 3,213 | 100%

Based upon 412 valid cases out of 3,213 total cases.

Location: 7013-7013 (width: 1; decimal: 0)
Variable Type: numeric

**MQI_RATERS21: MQI Phase 1, 21, Total number of Raters**

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<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
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<tbody>
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<td>19</td>
<td>0.6 %</td>
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<td>2</td>
<td>-</td>
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<td>4</td>
<td>-</td>
<td>48</td>
<td>1.5 %</td>
</tr>
<tr>
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<td>-</td>
<td>33</td>
<td>1.0 %</td>
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<tr>
<td>7</td>
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<td>0.3 %</td>
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</tbody>
</table>

- 176 -
### MQI_RATERS22: MQI Phase 1, 22, Total number of Raters

<table>
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<tbody>
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<td>0.6%</td>
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<tr>
<td>7</td>
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<td>2</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

Missing Data

| .     | -     | 2801                 | 87.2%|

Total

|          |       | 3,213                | 100% |

Based upon 412 valid cases out of 3,213 total cases.

Location: 7015-7015 (width: 1; decimal: 0)
Variable Type: numeric

### MQI_HMEAN_RATERS21: MQI Phase 1, 21, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scored dimension group 1

- Mean: 1.27
- Median: 1.33
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.31

Location: 7016-7020 (width: 5; decimal: 2)
Variable Type: numeric

### MQI_HMEAN_RATERS22: MQI Phase 1, 22, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scored dimension group 2

- Mean: 1.16

Based upon 412 valid cases out of 3,213 total cases.
• Median: 1.00
• Mode: 1.00
• Minimum: 1
• Maximum: 2
• Standard Deviation: 0.23

Location: 7021-7025 (width: 5; decimal: 2)
Variable Type: numeric

MQI_RATER_DENOM21: MQI Phase 1, 21, Denominator for Rater Var Comp: Factor for group 1
used in estimating the standard error of measures for the section

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 0.43
• Median: 0.38
• Mode: 0.50
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.19

Location: 7026-7030 (width: 5; decimal: 2)
Variable Type: numeric

MQI_RATER_DENOM22: MQI Phase 1, 22, Denominator for Rater Var Comp: Factor for group 2
used in estimating the standard error of measures for the section

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 0.45
• Median: 0.50
• Mode: 0.50
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.17

Location: 7031-7035 (width: 5; decimal: 2)
Variable Type: numeric

MQI2_HMEAN_RATERS: MQI Phase 2, Harmonic Mean N Rater: Harmonic mean of the number
of raters per video

Based upon 1,089 valid cases out of 3,213 total cases.

• Mean: 1.03
• Median: 1.00
• Mode: 1.00
• Minimum: 1
• Maximum: 2
• Standard Deviation: 0.12

Location: 7036-7040 (width: 5; decimal: 2)
Variable Type: numeric

MQI2_AVGSCREI_HOL: MQI2 Average Score for Errors & Imprecision Holistic
This variable is an overall estimate of the errors and imprecision across the viewed sample.

Based upon 1,089 valid cases out of 3,213 total cases.

- Mean: 1.25
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.34

Location: 7041-7045 (width: 5; decimal: 2)
Variable Type: numeric

**MQI2_AVGSCRET_HOL: MQI2 Average Score for Explicitness and Thoroughness Holistic**

This variable indicates how explicit, complete, detailed, and thorough the teacher’s (or a student’s) presentation of the content is when outlining or describing mathematical procedures, describing the steps of a procedure used to solve problems, describing mathematical properties or providing mathematical definitions. Only use for Algebra lessons.

Based upon 124 valid cases out of 3,213 total cases.

- Mean: 1.73
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.56

Location: 7046-7050 (width: 5; decimal: 2)
Variable Type: numeric

**MQI2_AVGSCRSPMMR_HOL: MQI2 Average Score for Student Participation in Meaning Making & Reasoning Holistic**

This variable attempts to capture evidence of students' involvement in 'doing' mathematics and the extent to which students participate in and contribute to meaning-making and reasoning. During active instruction segments, this mainly occurs through student mathematical statements: reasoning, explanations, question-asking. During small group/partner/individual work time, this mainly occurs through work on a non-routine task.

Based upon 1,089 valid cases out of 3,213 total cases.

- Mean: 1.20
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.30

Location: 7051-7055 (width: 5; decimal: 2)
Variable Type: numeric

**MQI2_AVGSCRRICH_HOL: MQI2 Average Score for Richness Holistic**

This variable captures the depth of the mathematics offered to students. In all cases, ignore incorrect elements of richness in assigning a score.

Based upon 1,089 valid cases out of 3,213 total cases.
MQI2_AVGSCRWWSM_HOL: MQI2 Average Score for Working With Students & Mathematics Holistic

This variable is an overall estimate of the teachers' interactions with the students around the content.

Based upon 1,089 valid cases out of 3,213 total cases.

- Mean: 1.31
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.33

Location: 7061-7065 (width: 5; decimal: 2)
Variable Type: numeric

MQI2_AVGSCROMQI: MQI2 Average Score for Overall Mathematical Quality of Instruction

This variable captures the whole-lesson mathematical quality of instruction (mathematical richness, error-free instruction, mathematical focus and directionality, positive teacher-student interactions around content)

Based upon 1,089 valid cases out of 3,213 total cases.

- Mean: 1.92
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.28

Location: 7066-7070 (width: 5; decimal: 2)
Variable Type: numeric

MQI2_AVGSCRLBGMKT: MQI2 Average Score for Lesson Based Guess at Mathematical Knowledge for Teaching

How do you think the teacher would score on our MKT assessment?

Based upon 1,089 valid cases out of 3,213 total cases.

- Mean: 1.99
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.27
**MQI2_AVGSCRCWCM_HOL: MQI2 Average Score for Classroom Work Connected to Mathematics Holistic**

This variable captures the amount of time spent on mathematical activities during the lesson.

Based upon 1,038 valid cases out of 3,213 total cases.

- Mean: 0.93
- Median: 1.00
- Mode: 1.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.19

**MQI2_AVGSCRCWCM_SEG: MQI2 Average Score for Classroom Work Connected to Mathematics Segment**

This variable captures whether the focus is on mathematics content during half or more of the segment (3.75 minutes or more total in a 7.5 minute segment).

Based upon 1,043 valid cases out of 3,213 total cases.

- Mean: 0.93
- Median: 1.00
- Mode: 1.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.13

**MQI2_AVGSCREI_SEG: MQI2 Average Score for Errors & Imprecision Segment**

This variable is intended to capture teacher errors or imprecision in language and notation, uncorrected student errors, or the lack of clarity/precision in the teacher's presentation of the content.

Based upon 1,089 valid cases out of 3,213 total cases.

- Mean: 1.22
- Median: 1.13
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.23

**MQI2_AVGSCRET_SEG: MQI2 Average Score for Explicitness and Thoroughness Segment**

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- 181 -
This variable indicates how explicit, complete, detailed, and thorough is the teacher's (or a student's) presentation of the content is when outlining a mathematical procedure, describing the steps of a procedure used to solve a problem, providing a mathematical definition, and/or describing a mathematical property

Based upon 128 valid cases out of 3,213 total cases.

- Mean: 1.58
- Median: 1.50
- Mode: 1.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.46

Location: 7091-7095 (width: 5; decimal: 2)
Variable Type: numeric

**MQI2_AVGSCRRICHSEG: MQI2 Average Score for Richness Segment**

This variable attempts to capture the depth of the mathematics offered to students. Rich mathematics is either a) focused on the meaning of facts and procedures OR b) focused on key mathematical practices. Rich mathematics allows students to build a conceptual mathematical base and build connections within and among different components of rich mathematics

Based upon 1,089 valid cases out of 3,213 total cases.

- Mean: 1.25
- Median: 1.22
- Mode: 1.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.24

Location: 7096-7100 (width: 5; decimal: 2)
Variable Type: numeric

**MQI2_AVGSCRSPMMRSEG: MQI2 Average Score for Student Participation in Meaning Making & Reasoning Segment**

This variable attempts to capture evidence of students' involvement in cognitively activating classroom work and the extent to which students participate in and contribute to meaning-making and reasoning. During active instructional segments, this mainly occurs through student mathematical statements: reasoning, explanations, question-asking. During student work times, this mainly occurs through work on a non-routine task.

Based upon 1,089 valid cases out of 3,213 total cases.

- Mean: 1.19
- Median: 1.13
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.21

Location: 7101-7105 (width: 5; decimal: 2)
Variable Type: numeric

**MQI2_AVGSCRWWSMSEG: MQI2 Average Score for Working With Students & Mathematics Segment**
This variable captures whether teachers can understand and respond to students' mathematically substantive productions (utterances or written work) or mathematical errors. By mathematically substantive productions, we mean questions, claims, explanations, solution methods, ideas, etc. that contain substantial mathematical ideas. By students' mathematical errors, we mean those incorrect student productions that offer opportunities for discussing and addressing pertinent mathematical ideas. Student productions can occur during active instruction or during student work time.

Based upon 1,089 valid cases out of 3,213 total cases.

- Mean: 1.27
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.23

Location: 7106-7110 (width: 5; decimal: 2)
Variable Type: numeric

### MQI2_NVIDEO: MQI2 Number of videos per section

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<tbody>
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Total 3,213 100%

Based upon 1,089 valid cases out of 3,213 total cases.

Location: 7111-7111 (width: 1; decimal: 0)
Variable Type: numeric

### MQI2_TOT_RATERS: MQI Phase 2 Total number of Raters

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<tr>
<td>158</td>
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<td>9</td>
<td>0.3 %</td>
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<tr>
<td>2124</td>
<td>66.1 %</td>
</tr>
</tbody>
</table>

Total 3,213 100%

Based upon 1,089 valid cases out of 3,213 total cases.
PLATO_AVGSCIRINCH_SEG: PLATO Average Score for Intellectual Challenge Segment

The element of Intellectual Challenge focuses on the intellectual rigor of the activities and assignments in which students engage. Activities and assignments with high intellectual challenge ask students to engage in analytic or inferential thinking. Activities and content with low challenge, in contrast, require students to engage in recall or rote thinking. Intellectual Challenge also depends on the level of analytical or inferential thinking demanded in the questions asked by the teacher during in-class discussions or activities.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.29
- Median: 2.25
- Mode: 2.25
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.47

PLATO_AVGSCRCRLDI_SEG: PLATO Average Score for Classroom Discourse Segment

Classroom Discourse focuses on the opportunities students have for conversations with the teacher and among peers. It focuses on the classroom talk itself, and whether it is perfunctory and minimal at the low end, or extended, on task, and purposeful at the high end. In addition it looks at uptake, or the extent to which the teacher accepts minimal or unclear responses at the low end, and his/her ability to engage students' ideas and prompt them to clarify and specify their understandings at the high end.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.34
- Median: 2.38
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.52

PLATO_AVGSCRBEMT_SEG: PLATO Average Score for Behavior Management Segment

The element of Behavior Management focuses on the degree to which student behavior facilitates academic work. We do not presume that an ideal classroom is a quiet and controlled one, but focus on whether student behavior is either disruptive or appropriate for the task at hand and whether the teacher effectively and efficiently addresses instances of misbehavior.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.65
- Median: 3.88
- Mode: 4.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.55
PLATO_AVGSCRMDLG_SEG: PLATO Average Score for Modeling Segment

The element of Modeling focuses on the degree to which a teacher visibly enacts strategies, skills, and processes targeted in the lesson. The teacher might model metacognitive or discussion strategies, a think aloud on how to identify theme, or how to support a statement with textual evidence. At the highest level, the teacher decomposes the process into its distinct parts, highlighting specific features for students. Modeling focuses on supporting the students in completing the task at hand rather than hypothetical or longer-term tasks.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.48
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.56

Location: 7128-7132 (width: 5; decimal: 2)
Variable Type: numeric

PLATO_AVGSCRSUI_SEG: PLATO Average Score for Strategy Use & Instruction Segment

The element of Strategy Use and Instruction focuses on the teacher’s ability to teach strategies connected to learning to read, write, speak, listen, and engage with literature. ELA strategies include, for example, how to read for meaning, how to generate ideas for writing, and how to figure out the meaning of unfamiliar words. Strategy instruction does not include the teaching of rules (e.g., grammar or spelling rules) or definitions (e.g., the definitions of parts of a story). Evidence of students’ use of strategies and/or the teacher’s prompting of strategy use should be interpreted as evidence of prior strategy instruction that is being reinforced. At the high end, the teacher explicitly teaches students how to execute a strategy flexibly and independently.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.81
- Median: 1.75
- Mode: 1.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.56

Location: 7133-7137 (width: 5; decimal: 2)
Variable Type: numeric

PLATO_AVGSCRTIME_SEG: PLATO Average Score for Time Management Segment

The element of Time Management focuses on the teacher’s efficient organization of classroom routines and materials to ensure that instructional time is maximized and little class time is lost to transitions or student behavior.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.40
- Median: 3.63
- Mode: 4.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.63

Location: 7138-7142 (width: 5; decimal: 2)
Variable Type: numeric
In addition to the elements scored on a 1 to 4 scale, raters are asked to identify whether the teacher has made mistakes in communicating content or provided confusing examples, analogies, or explanations related to the purpose of the lesson.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.97
- Median: 1.00
- Mode: 1.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.10

Location: 7143-7147 (width: 5; decimal: 2)
Variable Type: numeric

In addition to the elements scored on a 1 to 4 scale, raters are asked to identify whether the teacher has made mistakes in communicating content or provided confusing examples, analogies, or explanations related to the purpose of the lesson.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.96
- Median: 1.00
- Mode: 1.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.11

Location: 7148-7152 (width: 5; decimal: 2)
Variable Type: numeric

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| 2     | -     | 161                  | 5.0%
| 3     | -     | 134                  | 4.2%
| 4     | -     | 60                   | 1.9%
| 5     | -     | 38                   | 1.2%
| 6     | -     | 9                    | 0.3%
| 7     | -     | 3                    | 0.1%

- **Missing Data**
  - 2801 | 87.2%

Total 3,213 | 100%

Based upon 412 valid cases out of 3,213 total cases.

Location: 7153-7153 (width: 1; decimal: 0)
**PLATO_RATERS32: PLATO Phase 1, 32, Total number of Raters**

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<tr>
<td></td>
<td>Total</td>
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</table>

Based upon 412 valid cases out of 3,213 total cases.

*Location: 7154-7154 (width: 1; decimal: 0)*

*Variable Type: numeric*

**PLATO_HMEAN_RATERS31: PLATO Phase 1, 31, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 1**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.19
- Median: 1.14
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.25

*Location: 7155-7159 (width: 5; decimal: 2)*

*Variable Type: numeric*

**PLATO_HMEAN_RATERS32: PLATO Phase 1, 32, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 2**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.20
- Median: 1.14
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.26

*Location: 7160-7164 (width: 5; decimal: 2)*

*Variable Type: numeric*

**PLATO_RATER_DENOM31: PLATO Phase 1, 31, Denominator for Rater Var Comp: Factor for group 1 used in estimating the standard error of measures for the section**
Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.40
- Median: 0.38
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.14

Location: 7165-7169 (width: 5; decimal: 2)
Variable Type: numeric

**PLATO_RATER_DENOM32: PLATO Phase 1, 32, Denominator for Rater Var Comp: Factor for group 2 used in estimating the standard error of measures for the section**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.41
- Median: 0.38
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.14

Location: 7170-7174 (width: 5; decimal: 2)
Variable Type: numeric

**PLATO_NVIDEO: PLATO Number of videos per section**

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<td>2801</td>
<td>87.2 %</td>
</tr>
<tr>
<td>Total</td>
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<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 412 valid cases out of 3,213 total cases.

Location: 7175-7175 (width: 1; decimal: 0)
Variable Type: numeric

**PLATO2_AVGSCRINCH_SEG: PLATO2 Average Score for Intellectual Challenge Segment**

The element of Intellectual Challenge focuses on the intellectual rigor of the activities and assignments in which students engage. Activities and assignments with high intellectual challenge ask students to engage in analytic or inferential thinking. Activities and content with low challenge, in contrast, require students to engage in recall or rote thinking. Intellectual Challenge also depends on the level of analytical or inferential thinking demanded in the questions asked by the teacher during in-class discussions or activities.

Based upon 1,117 valid cases out of 3,213 total cases.

- Mean: 2.30
- Median: 2.25
PLATO2_AVGSCRCLDI_SEG: PLATO2 Average Score for Classroom Discourse Segment

Classroom Discourse focuses on the opportunities students have for conversations with the teacher and among peers. It focuses on the classroom talk itself, and whether it is perfunctory and minimal at the low end, or extended, on task, and purposeful at the high end. In addition it looks at uptake, or the extent to which the teacher accepts minimal or unclear responses at the low end, and his/her ability to engage students' ideas and prompt them to clarify and specify their understandings at the high end.

Based upon 1,117 valid cases out of 3,213 total cases.

- Mean: 2.22
- Median: 2.25
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48

Location: 7176-7180 (width: 5; decimal: 2)
Variable Type: numeric

PLATO2_AVGSCRBMEMT_SEG: PLATO2 Average Score for Behavior Management Segment

The element of Behavior Management focuses on the degree to which student behavior facilitates academic work. We do not presume that an ideal classroom is a quiet and controlled one, but focus on whether student behavior is either disruptive or appropriate for the task at hand and whether the teacher effectively and efficiently addresses instances of misbehavior.

Based upon 1,117 valid cases out of 3,213 total cases.

- Mean: 3.72
- Median: 4.00
- Mode: 4.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48

Location: 7181-7185 (width: 5; decimal: 2)
Variable Type: numeric

PLATO2_AVGSCRMDLG_SEG: PLATO Average Score for Modeling Segment

The element of Modeling focuses on the degree to which a teacher visibly enacts strategies, skills, and processes targeted in the lesson. The teacher might model metacognitive or discussion strategies, a think aloud on how to identify theme, or how to support a statement with textual evidence. At the highest level, the teacher decomposes the process into its distinct parts, highlighting specific features for students. Modeling focuses on supporting the students in completing the task at hand rather than hypothetical or longer-term tasks.

Based upon 1,117 valid cases out of 3,213 total cases.

- Mean: 1.52
- Median: 1.50
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.51

Location: 7191-7195 (width: 5; decimal: 2)
Variable Type: numeric

PLATO2_AVGSCRSUI_SEG: PLATO2 Average Score for Strategy Use & Instruction Segment

The element of Strategy Use and Instruction focuses on the teacher’s ability to teach strategies connected to learning to read, write, speak, listen, and engage with literature. ELA strategies include, for example, how to read for meaning, how to generate ideas for writing, and how to figure out the meaning of unfamiliar words. Strategy instruction does not include the teaching of rules (e.g., grammar or spelling rules) or definitions (e.g., the definitions of parts of a story). Evidence of students’ use of strategies and/or the teacher’s prompting of strategy use should be interpreted as evidence of prior strategy instruction that is being reinforced. At the high end, the teacher explicitly teaches students how to execute a strategy flexibly and independently.

Based upon 1,117 valid cases out of 3,213 total cases.

- Mean: 1.75
- Median: 1.75
- Mode: 1.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.54

Location: 7196-7200 (width: 5; decimal: 2)
Variable Type: numeric

PLATO2_AVGSCRTIME_SEG: PLATO2 Average Score for Time Management Segment

The element of Time Management focuses on the teacher’s efficient organization of classroom routines and materials to ensure that instructional time is maximized and little class time is lost to transitions or student behavior.

Based upon 1,117 valid cases out of 3,213 total cases.

- Mean: 3.54
- Median: 3.75
- Mode: 4.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.55

Location: 7201-7205 (width: 5; decimal: 2)
Variable Type: numeric

PLATO2_AVGSCRROC_SEG: PLATO2 Average Score for Representation of Content Segment

In addition to the elements scored on a 1 to 4 scale, raters are asked to identify whether the teacher has made mistakes in communicating content or provided confusing examples, analogies, or explanations related to the purpose of the lesson.

Based upon 1,117 valid cases out of 3,213 total cases.

- Mean: 0.96
- Median: 1.00
- Mode: 1.00
- Minimum: 0
- Maximum: 1
• Standard Deviation: 0.11

Location: 7206-7210 (width: 5; decimal: 2)
Variable Type: numeric

PLATO2_TOT_RATERS: PLATO Phase 2 Total number of Raters

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Missing Data

. - 2096 65.2%

Total 3,213 100%

Based upon 1,117 valid cases out of 3,213 total cases.

Location: 7211-7211 (width: 1; decimal: 0)
Variable Type: numeric

PLATO2_HMEAN_RATERS: PLATO Phase 2, Harmonic Mean N Rater

Based upon 1,117 valid cases out of 3,213 total cases.

• Mean: 1.03
• Median: 1.00
• Mode: 1.00
• Minimum: 1
• Maximum: 2
• Standard Deviation: 0.11

Location: 7212-7216 (width: 5; decimal: 2)
Variable Type: numeric

PLATO2_NVIDEO: PLATO2 Number of videos per section

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<td>11.0%</td>
</tr>
<tr>
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<td>-</td>
<td>18</td>
<td>0.6%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Value</td>
<td>Label</td>
<td>Unweighted Frequency</td>
<td>%</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
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</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td>.</td>
<td>-</td>
<td>2096</td>
<td>65.2 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,117 valid cases out of 3,213 total cases.

*Location: 7217-7217 (width: 1; decimal: 0)*
*Variable Type: numeric*

**FFT_NVIDEO: Fft1 Number of videos per section**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>17</td>
<td>0.5 %</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
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<td>0.0 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>1</td>
<td>0.0 %</td>
</tr>
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<td>8</td>
<td>-</td>
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<tr>
<td></td>
<td>Missing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>2476</td>
<td>77.1 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 737 valid cases out of 3,213 total cases.

*Location: 7218-7218 (width: 1; decimal: 0)*
*Variable Type: numeric*

**FFT_SUBJ41: FFT1 Subject**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>2476</td>
<td>77.1 %</td>
</tr>
<tr>
<td>ELA</td>
<td>-</td>
<td>325</td>
<td>10.1 %</td>
</tr>
<tr>
<td>Math</td>
<td>-</td>
<td>412</td>
<td>12.8 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 7219-7254 (width: 36; decimal: 0)*
*Variable Type: character*

**FFT_SUBJ42: FFT1 Subject**

<table>
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<tr>
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<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>2476</td>
<td>77.1 %</td>
</tr>
<tr>
<td>ELA</td>
<td>-</td>
<td>325</td>
<td>10.1 %</td>
</tr>
<tr>
<td>Math</td>
<td>-</td>
<td>412</td>
<td>12.8 %</td>
</tr>
</tbody>
</table>
### FFT_SUBJ43: FFT1 Subject

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
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</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>2476</td>
<td>77.1 %</td>
</tr>
<tr>
<td>ELA</td>
<td>-</td>
<td>325</td>
<td>10.1 %</td>
</tr>
<tr>
<td>Math</td>
<td>-</td>
<td>412</td>
<td>12.8 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 7255-7290 (width: 36; decimal: 0)

Variable Type: character

### FFT_AVGSCRCERR: FFT Average Score for Creating an Environment of Respect & Rapport

In a learning environment where there is mutual respect and rapport 1) between the teacher and the students and 2) among the students, students feel valued and safe. This type of environment enables students to take risks so that they might achieve their potential. Spoken language and body language—such as nods, smiles, and hand gestures—both contribute to the overall climate in the classroom.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.63
- Median: 2.75
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.55

Location: 7327-7331 (width: 5; decimal: 2)

Variable Type: numeric

### FFT_AVGSCRUQDT: FFT Average Score for Using Questioning & Discussion Techniques

Because of their key roles in teachers' practice, questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching. In the Framework, questioning and discussion, as opposed to recitation or verbal quizzing, are considered important techniques to deepen student understanding. Good questions are framed so that they facilitate divergent rather than convergent thinking. They invite students to formulate hypotheses, to make connections among concepts or events previously believed to be unrelated, to challenge previously held views and, thus, arrive at new understandings of complex material. Even when a question has a limited number of correct responses, a non-formulaic question is likely to promote higher-order thinking.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.28
- Median: 2.33
- Mode: 2.50
FFT_AVGSCRECL: FFT Average Score for Establishing a Culture for Learning

A 'culture for learning' refers to the atmosphere and energy level in a classroom where the teacher and students are engaged in important work. It describes the norms that govern interactions among individuals about activities and assignments, the look of the classroom, and the general tone of the class. A classroom with a strong culture for learning has a 'vibration' of energy—it is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. The teacher conveys enthusiasm for the subject and has high expectations of all students. Students assume responsibility for their learning, put forth effort, take pride in their work, and experience the satisfaction that comes from mastering complex content.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.53
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.51

FFT_AVGSCRMCP: FFT Average Score for Managing Classroom Procedures

In well-managed classrooms, routines are well established and transitions are seamless. There is a sense that the class "runs itself." Very little instructional time is lost between activities or on non-instructional matters such as taking attendance or establishing the lunch count. Teachers establish efficient routines and teach them to students. Students assume considerable responsibility for a classroom's smooth operation. The procedures addressed by this scale include such things as how to move from a small to a large group, or how to line up at the end of the day. There are other procedures in a classroom such as those that refer to how students should complete a particular lesson. These directions for completing work should be clear and unambiguous, but they are part of a different scale on communicating with students and are not scored as part of this scale on managing classroom procedures.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.55
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.55

FFT_AVGSCRCS: FFT Average Score for Communicating with Students

Teachers must communicate well with students in several key areas so that learning can happen effectively and efficiently in the classroom. First, teachers must convey to students what they expect them to learn. Second, teachers must provide students with clear directions for classroom activities so that students know what they are supposed to do. Third, teachers must clearly present concepts and information so that students can make meaning from the lesson. Skilled teachers present complex concepts with scaffolding that makes the concepts accessible to all students. They embellish their explanations with analogies or metaphors, and
they link the content to students' interests and prior knowledge. They also model good use of language—vivid, grammatically correct language—so that students can extend their own vocabulary.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.64
- Median: 2.67
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.50

Location: 7347-7351 (width: 5; decimal: 2)
Variable Type: numeric

**FFT_AVGSCRMSB: FFT Average Score for Managing Student Behavior**

Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement with the content. To establish and maintain an orderly atmosphere in which students can engage meaningfully with the content, teachers must prevent and respond to student misbehavior. To prevent misbehavior, standards of conduct should be clear to students so that they know what they are permitted to do and what they can expect of their classmates. The teacher might develop these standards collaboratively with students and post them in the classroom. Teachers who effectively manage student behavior constantly monitor students and reengage them in the content before misconduct occurs. Even when their behavior is being corrected, students should feel respected and that their dignity is not being undermined.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.70
- Median: 2.94
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.54

Location: 7352-7356 (width: 5; decimal: 2)
Variable Type: numeric

**FFT_AVGSCRESL: FFT Average Score for Engaging Students in Learning**

When students are engaged in learning, they are not just "busy" nor "on task." Rather, the students are developing a deeper understanding of the content through what they do. Activities and assignments that engage students in learning do not lend themselves to rote responses. They ask students to think critically, to make connections, to formulate and test hypotheses, and to draw conclusions. Student tasks are designed with a purposeful structure that provides a cognitive challenge, with scaffolding and time for students to reflect on what they have done and what they have learned. In classrooms with high student engagement, students work alone and together in groups, and each student makes important contributions to the intellectual life of the class.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.40
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.47

Location: 7357-7361 (width: 5; decimal: 2)
Variable Type: numeric
FFT_AVGSCRUA1: FFT Average Score for Using Assessment in Instruction

Assessment of student learning plays an important role in instruction. No longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it’s important for teachers to know whether students have learned what they intended) assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning for the purposes of instruction, teachers must have their finger on the pulse of a lesson: monitoring student understanding, offering feedback to students, and, where appropriate, making minor adjustments to the lesson.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.31
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48

Location: 7362-7366 (width: 5; decimal: 2)
Variable Type: numeric

FFT_RATERS41: FFT Phase 1, 41, Total number of Raters

<table>
<thead>
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<td>413</td>
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<td>-</td>
<td>2</td>
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<td>2</td>
<td>0.1 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>16</td>
<td>0.5 %</td>
</tr>
<tr>
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<td>-</td>
<td>31</td>
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</tr>
<tr>
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<td>19</td>
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</tr>
<tr>
<td>11</td>
<td>-</td>
<td>15</td>
<td>0.5 %</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>4</td>
<td>0.1 %</td>
</tr>
</tbody>
</table>

Missing Data: 2476 77.1 %
Total: 3,213 100%

Based upon 737 valid cases out of 3,213 total cases.

Location: 7367-7368 (width: 2; decimal: 0)
Variable Type: numeric

FFT_RATERS42: FFT Phase 1, 42, Total number of Raters

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<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
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</thead>
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<tr>
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</table>

- 196 -
### FFT_RATERS43: FFT Phase 1, 43, Total number of Raters

<table>
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<th>Label</th>
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<td>0.0%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
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<td>13</td>
<td>0.4%</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>8</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Missing Data: 2476 (77.1%)

Total: 3,213 (100%)

Based upon 737 valid cases out of 3,213 total cases.

- Location: 7369-7370 (width: 2; decimal: 0)
- Variable Type: numeric

### FFT_HMEAN_RATERS41: FFT Phase 1, 41, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 1

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
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<td>416</td>
<td>12.9%</td>
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<td>192</td>
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<tr>
<td>4</td>
<td>-</td>
<td>29</td>
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</tr>
<tr>
<td>7</td>
<td>-</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
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<td>-</td>
<td>41</td>
<td>1.3%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>16</td>
<td>0.5%</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>4</td>
<td>0.1%</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>1</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Missing Data: 2476 (77.1%)

Total: 3,213 (100%)

Based upon 737 valid cases out of 3,213 total cases.

- Location: 7371-7372 (width: 2; decimal: 0)
- Variable Type: numeric

- Mean: 1.14
- Median: 1.00
- Mode: 1.00
- Minimum: 1
• Maximum: 2
• Standard Deviation: 0.23

Location: 7373-7377 (width: 5; decimal: 2)
Variable Type: numeric

**FFT_HMEAN_RATERS42: FFT Phase 1, 42, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 2**

Based upon 737 valid cases out of 3,213 total cases.

• Mean: 1.11
• Median: 1.00
• Mode: 1.00
• Minimum: 1
• Maximum: 2
• Standard Deviation: 0.20

Location: 7378-7382 (width: 5; decimal: 2)
Variable Type: numeric

**FFT_HMEAN_RATERS43: FFT Phase 1, 43, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 3**

Based upon 737 valid cases out of 3,213 total cases.

• Mean: 1.13
• Median: 1.00
• Mode: 1.00
• Minimum: 1
• Maximum: 2
• Standard Deviation: 0.23

Location: 7383-7387 (width: 5; decimal: 2)
Variable Type: numeric

**FFT_RATER_DENOM41: FFT Phase 1, 41, Denominator for Rater Var Comp: Factor for group 1 used in estimating the standard error of measures for the section**

Based upon 737 valid cases out of 3,213 total cases.

• Mean: 0.43
• Median: 0.50
• Mode: 0.50
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.16

Location: 7388-7392 (width: 5; decimal: 2)
Variable Type: numeric

**FFT_RATER_DENOM42: FFT Phase 1, 42, Denominator for Rater Var Comp: Factor for group 2 used in estimating the standard error of measures for the section**

Based upon 737 valid cases out of 3,213 total cases.
• Mean: 0.44
• Median: 0.50
• Mode: 0.50
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.16

Location: 7393-7397 (width: 5; decimal: 2)
Variable Type: numeric

**FFT_RATER_DENOM43: FFT Phase 1, 43, Denominator for Rater Var Comp: Factor for group 3**
used in estimating the standard error of measures for the section

Based upon 737 valid cases out of 3,213 total cases.

• Mean: 0.43
• Median: 0.50
• Mode: 0.50
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.15

Location: 7398-7402 (width: 5; decimal: 2)
Variable Type: numeric

**FFTE_NVIDEO: FFT1 Number of videos per section, ELA**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 2.42
• Median: 2.00
• Mode: 2.00
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.84

Location: 7403-7403 (width: 1; decimal: 0)
Variable Type: numeric

**FFTE_RATERS41: FFT1 Number of raters, ELA**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 2.87
• Median: 2.00
• Mode: 2.00
• Minimum: 1
• Maximum: 7
• Standard Deviation: 1.15

Location: 7404-7404 (width: 1; decimal: 0)
Variable Type: numeric

**FFTE_RATERS42: FFT1 Number of raters, ELA**

Based upon 412 valid cases out of 3,213 total cases.
• Mean: 2.75
• Median: 2.00
• Mode: 2.00
• Minimum: 1
• Maximum: 7
• Standard Deviation: 1.06

Location: 7405-7405 (width: 1; decimal: 0)
Variable Type: numeric

**FFTE_RATERS43: FFT1 Number of raters, ELA**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 2.83
• Median: 2.00
• Mode: 2.00
• Minimum: 1
• Maximum: 6
• Standard Deviation: 1.04

Location: 7406-7406 (width: 1; decimal: 0)
Variable Type: numeric

**FFTE_HMEAN_RATERS41: FFT Phase 1, 41, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 1 (ELA only)**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 1.14
• Median: 1.00
• Mode: 1.00
• Minimum: 1
• Maximum: 2
• Standard Deviation: 0.22

Location: 7407-7411 (width: 5; decimal: 2)
Variable Type: numeric

**FFTE_HMEAN_RATERS42: FFT Phase 1, 42, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 2 (ELA only)**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 1.10
• Median: 1.00
• Mode: 1.00
• Minimum: 1
• Maximum: 2
• Standard Deviation: 0.19

Location: 7412-7416 (width: 5; decimal: 2)
Variable Type: numeric

**FFTE_HMEAN_RATERS43: FFT Phase 1, 43, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 3 (ELA only)**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 1.10
• Median: 1.00
• Mode: 1.00
• Minimum: 1
• Maximum: 2
• Standard Deviation: 0.19

Location: 7412-7416 (width: 5; decimal: 2)
Variable Type: numeric
Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.13
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.23

Location: 7417-7421 (width: 5; decimal: 2)
Variable Type: numeric

**FFTE_RATER_DENOM41: FFT Phase 1, 41, Denominator for Rater Var Comp: Factor for group 1 used in estimating the standard error of measures for the section (ELA only)**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.42
- Median: 0.50
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.14

Location: 7422-7426 (width: 5; decimal: 2)
Variable Type: numeric

**FFTE_RATER_DENOM42: FFT Phase 1, 42, Denominator for Rater Var Comp: Factor for group 2 used in estimating the standard error of measures for the section (ELA only)**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.43
- Median: 0.50
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.14

Location: 7427-7431 (width: 5; decimal: 2)
Variable Type: numeric

**FFTE_RATER_DENOM43: FFT Phase 1, 43, Denominator for Rater Var Comp: Factor for group 3 used in estimating the standard error of measures for the section (ELA only)**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.42
- Median: 0.50
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.13

Location: 7432-7436 (width: 5; decimal: 2)
Variable Type: numeric
FFT1E_AVGSCRCERR: FfT1 Average ELA Score for Creating an Environment of Respect & Rapport

In a learning environment where there is mutual respect and rapport 1) between the teacher and the students and 2) among the students, students feel valued and safe. This type of environment enables students to take risks so that they might achieve their potential. Spoken language and body language-such as nods, smiles, and hand gestures—both contribute to the overall climate in the classroom.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.72
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.55

Location: 7437-7441 (width: 5; decimal: 2)
Variable Type: numeric

FFT1E_AVGSCRCS: FfT1 Average ELA Score for Communicating with Students

Teachers must communicate well with students in several key areas so that learning can happen effectively and efficiently in the classroom. First, teachers must convey to students what they expect them to learn. Second, teachers must provide students with clear directions for classroom activities so that students know what they are supposed to do. Third, teachers must clearly present concepts and information so that students can make meaning from the lesson. Skilled teachers present complex concepts with scaffolding that makes the concepts accessible to all students. They embellish their explanations with analogies or metaphors, and they link the content to students' interests and prior knowledge. They also model good use of language—vivid, grammatically correct language—so that students can extend their own vocabulary.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.70
- Median: 2.75
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.51

Location: 7442-7446 (width: 5; decimal: 2)
Variable Type: numeric

FFT1E_AVGSCRECL: FfT1 Average ELA Score for Establishing a Culture for Learning

A ‘culture for learning’ refers to the atmosphere and energy level in a classroom where the teacher and students are engaged in important work. It describes the norms that govern interactions among individuals about activities and assignments, the look of the classroom, and the general tone of the class. A classroom with a strong culture for learning has a ‘vibration’ of energy—it is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. The teacher conveys enthusiasm for the subject and has high expectations of all students. Students assume responsibility for their learning, put forth effort, take pride in their work, and experience the satisfaction that comes from mastering complex content.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.58
- Median: 2.50
- Mode: 3.00
- Minimum: 1
When students are engaged in learning, they are not just "busy" nor "on task." Rather, the students are developing a deeper understanding of the content through what they do. Activities and assignments that engage students in learning do not lend themselves to rote responses. They ask students to think critically, to make connections, to formulate and test hypotheses, and to draw conclusions. Student tasks are designed with a purposeful structure that provides a cognitive challenge, with scaffolding and time for students to reflect on what they have done and what they have learned. In classrooms with high student engagement, students work alone and together in groups, and each student makes important contributions to the intellectual life of the class.

Based upon 412 valid cases out of 3,213 total cases.

In well-managed classrooms, routines are well established and transitions are seamless. There is a sense that the class "runs itself." Very little instructional time is lost between activities or on non-instructional matters such as taking attendance or establishing the lunch count. Teachers establish efficient routines and teach them to students. Students assume considerable responsibility for a classroom's smooth operation. The procedures addressed by this scale include such things as how to move from a small to a large group, or how to line up at the end of the day. There are other procedures in a classroom such as those that refer to how students should complete a particular lesson. These directions for completing work should be clear and unambiguous, but they are part of a different scale on communicating with students and are not scored as part of this scale on managing classroom procedures.

Based upon 412 valid cases out of 3,213 total cases.

Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement with the content. To establish and maintain an orderly atmosphere in which students can engage meaningfully with the content, teachers must prevent and respond to student misbehavior. To prevent misbehavior, standards of conduct should be clear to students so that they know what they are permitted to do and what they can expect of their classmates. The teacher might develop these standards collaboratively with students and post them in the classroom. Teachers who effectively manage student behavior constantly monitor students and reengage them in the content before misconduct occurs. Even when their behavior is being corrected, students should feel respected and that their dignity is not being undermined.
Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.72
- Median: 2.88
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.53

Location: 7462-7466 (width: 5; decimal: 2)
Variable Type: numeric

**FFT1E_AVGSCRUAI:** FfT1 Average ELA Score for Using Assessment in Instruction

Assessment of student learning plays an important role in instruction. No longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it’s important for teachers to know whether students have learned what they intended) assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning for the purposes of instruction, teachers must have their finger on the pulse of a lesson: monitoring student understanding, offering feedback to students, and, where appropriate, making minor adjustments to the lesson.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.27
- Median: 2.25
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.49

Location: 7467-7471 (width: 5; decimal: 2)
Variable Type: numeric

**FFT1E_AVGSCRUQDT:** FfT1 Average ELA Score for Using Questioning & Discussion Techniques

Because of their key roles in teachers’ practice, questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching. In the Framework, questioning and discussion, as opposed to recitation or verbal quizzing, are considered important techniques to deepen student understanding. Good questions are framed so that they facilitate divergent rather than convergent thinking. They invite students to formulate hypotheses, to make connections among concepts or events previously believed to be unrelated, to challenge previously held views and, thus, arrive at new understandings of complex material. Even when a question has a limited number of correct responses, a non-formulaic question is likely to promote higher-order thinking.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.38
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.55

Location: 7472-7476 (width: 5; decimal: 2)
Variable Type: numeric

**FFTM_NVIDEO:** FFT1 Number of videos per section, Math
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|       |       | 2801                  | 87.2 % |

**Total**

|       |       | 3,213                 | 100% |

Based upon 412 valid cases out of 3,213 total cases.

**Location:** 7477-7477 (width: 1; decimal: 0)
**Variable Type:** numeric

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**FFTM_RATERS41: FFT1 Number of raters, Math**

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**Missing Data**

|       |       | 2801                  | 87.2 % |

**Total**

|       |       | 3,213                 | 100% |

Based upon 412 valid cases out of 3,213 total cases.

**Location:** 7478-7478 (width: 1; decimal: 0)
**Variable Type:** numeric

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**FFTM_RATERS42: FFT1 Number of raters, Math**

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**Missing Data**

|       |       | 2801                  | 87.2 % |

**Total**

|       |       | 3,213                 | 100% |
Based upon 412 valid cases out of 3,213 total cases.

**Location:** 7480-7480 (width: 1; decimal: 0)  
**Variable Type:** numeric

### FFTM_RATERS43: FFT1 Number of raters, Math

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Based upon 412 valid cases out of 3,213 total cases.

**Location:** 7481-7485 (width: 5; decimal: 2)  
**Variable Type:** numeric

### FFTM_HMEAN_RATERS41: FFT Phase 1, 41, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 1 (MATH only)

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.14  
- Median: 1.00  
- Mode: 1.00  
- Minimum: 1  
- Maximum: 2  
- Standard Deviation: 0.23

**Location:** 7481-7485 (width: 5; decimal: 2)  
**Variable Type:** numeric

### FFTM_HMEAN_RATERS42: FFT Phase 1, 42, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 2 (MATH only)

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.11  
- Median: 1.00  
- Mode: 1.00  
- Minimum: 1  
- Maximum: 2  
- Standard Deviation: 0.20

**Location:** 7486-7490 (width: 5; decimal: 2)  
**Variable Type:** numeric
**FFTM_HMEAN_RATERS43: FFT Phase 1, 43, Harmonic Mean N Rater: Harmonic mean of the number of raters per video who scores dimension group 3 (MATH only)**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.12
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.21

*Location: 7491-7495 (width: 5; decimal: 2)*
*Variable Type: numeric*

**FFTM_RATER_DENOM41: FFT Phase 1, 41, Denominator for Rater Var Comp: Factor for group 1 used in estimating the standard error of measures for the section (MATH only)**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.43
- Median: 0.50
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.15

*Location: 7496-7500 (width: 5; decimal: 2)*
*Variable Type: numeric*

**FFTM_RATER_DENOM42: FFT Phase 1, 42, Denominator for Rater Var Comp: Factor for group 2 used in estimating the standard error of measures for the section (MATH only)**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.43
- Median: 0.50
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.15

*Location: 7501-7505 (width: 5; decimal: 2)*
*Variable Type: numeric*

**FFTM_RATER_DENOM43: FFT Phase 1, 43, Denominator for Rater Var Comp: Factor for group 3 used in estimating the standard error of measures for the section (MATH only)**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.43
- Median: 0.50
- Mode: 0.50
- Minimum: 0
- Maximum: 1
FFT1M_AVGSCRCERR: FfT1 Average Math Score for Creating an Environment of Respect & Rapport

In a learning environment where there is mutual respect and rapport 1) between the teacher and the students and 2) among the students, students feel valued and safe. This type of environment enables students to take risks so that they might achieve their potential. Spoken language and body language—such as nods, smiles, and hand gestures—both contribute to the overall climate in the classroom.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.60
- Median: 2.63
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.52

FFT1M_AVGSCRCS: FfT1 Average Math Score for Communicating with Students

Teachers must communicate well with students in several key areas so that learning can happen effectively and efficiently in the classroom. First, teachers must convey to students what they expect them to learn. Second, teachers must provide students with clear directions for classroom activities so that students know what they are supposed to do. Third, teachers must clearly present concepts and information so that students can make meaning from the lesson. Skilled teachers present complex concepts with scaffolding that makes the concepts accessible to all students. They embellish their explanations with analogies or metaphors, and they link the content to students' interests and prior knowledge. They also model good use of language—vivid, grammatically correct language—so that students can extend their own vocabulary.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.62
- Median: 2.63
- Mode: 3.00
- Minimum: 2
- Maximum: 4
- Standard Deviation: 0.46

FFT1M_AVGSCRECL: FfT1 Average Math Score for Establishing a Culture for Learning

A ‘culture for learning’ refers to the atmosphere and energy level in a classroom where the teacher and students are engaged in important work. It describes the norms that govern interactions among individuals about activities and assignments, the look of the classroom, and the general tone of the class. A classroom with a strong culture for learning has a ‘vibration’ of energy—it is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. The teacher conveys enthusiasm for the subject and has high expectations of all students. Students assume responsibility for their learning, put forth effort, take pride in their work, and experience the satisfaction that comes from mastering complex content.

Based upon 412 valid cases out of 3,213 total cases.
When students are engaged in learning, they are not just “busy” nor “on task.” Rather, the students are developing a deeper understanding of the content through what they do. Activities and assignments that engage students in learning do not lend themselves to rote responses. They ask students to think critically, to make connections, to formulate and test hypotheses, and to draw conclusions. Student tasks are designed with a purposeful structure that provides a cognitive challenge, with scaffolding and time for students to reflect on what they have done and what they have learned. In classrooms with high student engagement, students work alone and together in groups, and each student makes important contributions to the intellectual life of the class.

Based upon 412 valid cases out of 3,213 total cases.

In well-managed classrooms, routines are well established and transitions are seamless. There is a sense that the class “runs itself.” Very little instructional time is lost between activities or on non-instructional matters such as taking attendance or establishing the lunch count. Teachers establish efficient routines and teach them to students. Students assume considerable responsibility for a classroom’s smooth operation. The procedures addressed by this scale include such things as how to move from a small to a large group, or how to line up at the end of the day. There are other procedures in a classroom such as those that refer to how students should complete a particular lesson. These directions for completing work should be clear and unambiguous, but they are part of a different scale on communicating with students and are not scored as part of this scale on managing classroom procedures.

Based upon 412 valid cases out of 3,213 total cases.

Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement with the content. To establish and maintain an orderly atmosphere in which students can engage meaningfully with the content, teachers must
To prevent misbehavior, standards of conduct should be clear to students so that they know what they are permitted to do and what they can expect of their classmates. The teacher might develop these standards collaboratively with students and post them in the classroom. Teachers who effectively manage student behavior constantly monitor students and reengage them in the content before misconduct occurs. Even when their behavior is being corrected, students should feel respected and that their dignity is not being undermined.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.71
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.54

**FFT1M_AVGSCRUAL:** FfT1 Average Math Score for Using Assessment in Instruction

Assessment of student learning plays an important role in instruction. No longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intended) assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning for the purposes of instruction, teachers must have their finger on the pulse of a lesson: monitoring student understanding, offering feedback to students, and, where appropriate, making minor adjustments to the lesson.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.38
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.46

**FFT1M_AVGSCRUDQT:** FfT1 Average Math Score for Using Questioning & Discussion Techniques

Because of their key roles in teachers' practice, questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching. In the Framework, questioning and discussion, as opposed to recitation or verbal quizzing, are considered important techniques to deepen student understanding. Good questions are framed so that they facilitate divergent rather than convergent thinking. They invite students to formulate hypotheses, to make connections among concepts or events previously believed to be unrelated, to challenge previously held views and, thus, arrive at new understandings of complex material. Even when a question has a limited number of correct responses, a non-formulaic question is likely to promote higher-order thinking.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.23
- Median: 2.25
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48
### FFT2_NVVIDEO: Fft2 Number of videos per section

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Based upon 1,939 valid cases out of 3,213 total cases.

*Location: 7551-7552 (width: 2; decimal: 0)*

*Variable Type: numeric*

### FFT2_AVGSCRCERR: FFT2 Average Score for Creating an Environment of Respect & Rapport

In a learning environment where there is mutual respect and rapport 1) between the teacher and the students and 2) among the students, students feel valued and safe. This type of environment enables students to take risks so that they might achieve their potential. Spoken language and body language-such as nods, smiles, and hand gestures-both contribute to the overall climate in the classroom.

Based upon 1,939 valid cases out of 3,213 total cases.

- Mean: 2.67
- Median: 2.88
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48

*Location: 7553-7557 (width: 5; decimal: 2)*

*Variable Type: numeric*

### FFT2_AVGSCRUQDT: FFT2 Average Score for Using Questioning & Discussion Techniques

Because of their key roles in teachers' practice, questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching. In the Framework, questioning and discussion, as opposed to recitation or verbal quizzing, are considered important techniques to deepen student understanding. Good questions are framed so that they facilitate divergent rather than convergent thinking. They invite students to formulate hypotheses, to make connections among concepts or events previously
believed to be unrelated, to challenge previously held views and, thus, arrive at new understandings of complex material. Even when a question has a limited number of correct responses, a non-formulaic question is likely to promote higher-order thinking.

Based upon 1,939 valid cases out of 3,213 total cases.

- Mean: 2.18
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.47

Location: 7558-7562 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2_AVGSCRECL: FFT2 Average Score for Establishing a Culture for Learning**

A ‘culture for learning’ refers to the atmosphere and energy level in a classroom where the teacher and students are engaged in important work. It describes the norms that govern interactions among individuals about activities and assignments, the look of the classroom, and the general tone of the class. A classroom with a strong culture for learning has a 'vibration' of energy—it is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. The teacher conveys enthusiasm for the subject and has high expectations of all students. Students assume responsibility for their learning, put forth effort, take pride in their work, and experience the satisfaction that comes from mastering complex content.

Based upon 1,939 valid cases out of 3,213 total cases.

- Mean: 2.48
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.47

Location: 7563-7567 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2_AVGSCRMCP: FFT2 Average Score for Managing Classroom Procedures**

In well-managed classrooms, routines are well established and transitions are seamless. There is a sense that the class "runs itself." Very little instructional time is lost between activities or on non-instructional matters such as taking attendance or establishing the lunch count. Teachers establish efficient routines and teach them to students. Students assume considerable responsibility for a classroom's smooth operation. The procedures addressed by this scale includes such things as how to move from a small to a large group, or how to line up at the end of the day. There are other procedures in a classroom such as those that refer to how students should complete a particular lesson. These directions for completing work should be clear and unambiguous, but they are part of a different scale on communicating with students and are not scored as part of this scale on managing classroom procedures.

Based upon 1,939 valid cases out of 3,213 total cases.

- Mean: 2.66
- Median: 2.75
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.47

Location: 7568-7572 (width: 5; decimal: 2)
Variable Type: numeric
FFT2_AVGSCRCS: FFT2 Average Score for Communicating with Students

Teachers must communicate well with students in several key areas so that learning can happen effectively and efficiently in the classroom. First, teachers must convey to students what they expect them to learn. Second, teachers must provide students with clear directions for classroom activities so that students know what they are supposed to do. Third, teachers must clearly present concepts and information so that students can make meaning from the lesson. Skilled teachers present complex concepts with scaffolding that makes the concepts accessible to all students. They embellish their explanations with analogies or metaphors, and they link the content to students' interests and prior knowledge. They also model good use of language-vivid, grammatically correct language-so that students can extend their own vocabulary.

Based upon 1,939 valid cases out of 3,213 total cases.

- Mean: 2.60
- Median: 2.57
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.43

Location: 7573-7577 (width: 5; decimal: 2)
Variable Type: numeric

FFT2_AVGSCRMSB: FFT2 Average Score for Managing Student Behavior

Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement with the content. To establish and maintain an orderly atmosphere in which students can engage meaningfully with the content, teachers must prevent and respond to student misbehavior. To prevent misbehavior, standards of conduct should be clear to students so that they know what they are permitted to do and what they can expect of their classmates. The teacher might develop these standards collaboratively with students and post them in the classroom. Teachers who effectively manage student behavior constantly monitor students and reengage them in the content before misconduct occurs. Even when their behavior is being corrected, students should feel respected and that their dignity is not being undermined.

Based upon 1,939 valid cases out of 3,213 total cases.

- Mean: 2.76
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.47

Location: 7578-7582 (width: 5; decimal: 2)
Variable Type: numeric

FFT2_AVGSCRESL: FFT2 Average Score for Engaging Students in Learning

When students are engaged in learning, they are not just "busy" nor "on task." Rather, the students are developing a deeper understanding of the content through what they do. Activities and assignments that engage students in learning do not lend themselves to rote responses. They ask students to think critically, to make connections, to formulate and test hypotheses, and to draw conclusions. Student tasks are designed with a purposeful structure that provides a cognitive challenge, with scaffolding and time for students to reflect on what they have done and what they have learned. In classrooms with high student engagement, students work alone and together in groups, and each student makes important contributions to the intellectual life of the class.

Based upon 1,939 valid cases out of 3,213 total cases.

- Mean: 2.41
- Median: 2.50
- Mode: 2.00
Assessment of student learning plays an important role in instruction. No longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intended) assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning for the purposes of instruction, teachers must have their finger on the pulse of a lesson: monitoring student understanding, offering feedback to students, and, where appropriate, making minor adjustments to the lesson.

Based upon 1,939 valid cases out of 3,213 total cases.

- Mean: 2.27
- Median: 2.25
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48

**FFT2_AVGSCRUA1: FFT2 Average Score for Using Assessment in Instruction**

Assessment of student learning plays an important role in instruction. No longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it’s important for teachers to know whether students have learned what they intended) assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning for the purposes of instruction, teachers must have their finger on the pulse of a lesson: monitoring student understanding, offering feedback to students, and, where appropriate, making minor adjustments to the lesson.

Based upon 1,939 valid cases out of 3,213 total cases.

**FFT2_TOT_RATERS: FFT Phase 2 Total number of Raters**

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Based upon 1,939 valid cases out of 3,213 total cases.
FFT2_HMEAN_RATERS: FFT Phase 2, Harmonic Mean N Rater: Harmonic mean of the number of raters per video

Based upon 1,939 valid cases out of 3,213 total cases.

- Mean: 1.04
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.12

Location: 7595-7599 (width: 5; decimal: 2)
Variable Type: numeric

FFT2E_NVIDEO: Fft2 Number of ELA videos per section

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Based upon 1,226 valid cases out of 3,213 total cases.

Location: 7600-7600 (width: 1; decimal: 0)
Variable Type: numeric

FFT2E_AVGSCRCERR: Fft2 Average ELA Score for Creating an Environment of Respect & Rapport

In a learning environment where there is mutual respect and rapport 1) between the teacher and the students and 2) among the students, students feel valued and safe. This type of environment enables students to take risks so that they might achieve their potential. Spoken language and body language—such as nods, smiles, and hand gestures—both contribute to the overall climate in the classroom.

Based upon 1,226 valid cases out of 3,213 total cases.

- Mean: 2.73
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.46
FFT2E_AVGSCRCRS: FFT2 Average ELA Score for Communicating with Students

Teachers must communicate well with students in several key areas so that learning can happen effectively and efficiently in the classroom. First, teachers must convey to students what they expect them to learn. Second, teachers must provide students with clear directions for classroom activities so that students know what they are supposed to do. Third, teachers must clearly present concepts and information so that students can make meaning from the lesson. Skilled teachers present complex concepts with scaffolding that makes the concepts accessible to all students. They embellish their explanations with analogies or metaphors, and they link the content to students' interests and prior knowledge. They also model good use of language—vivid, grammatically correct language so that students can extend their own vocabulary.

Based upon 1,226 valid cases out of 3,213 total cases.

- Mean: 2.64
- Median: 2.73
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.42

FFT2E_AVGSCRECL: FFT2 Average ELA Score for Establishing a Culture for Learning

A 'culture for learning' refers to the atmosphere and energy level in a classroom where the teacher and students are engaged in important work. It describes the norms that govern interactions among individuals about activities and assignments, the look of the classroom, and the general tone of the class. A classroom with a strong culture for learning has a 'vibration' of energy— it is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. The teacher conveys enthusiasm for the subject and has high expectations of all students. Students assume responsibility for their learning, put forth effort, take pride in their work, and experience the satisfaction that comes from mastering complex content.

Based upon 1,226 valid cases out of 3,213 total cases.

- Mean: 2.52
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.47

FFT2E_AVGSCRESL: FFT2 Average ELA Score for Engaging Students in Learning

When students are engaged in learning, they are not just "busy" nor "on task." Rather, the students are developing a deeper understanding of the content through what they do. Activities and assignments that engage students in learning do not lend themselves to rote responses. They ask students to think critically, to make connections, to formulate and test hypotheses, and to draw conclusions. Student tasks are designed with a purposeful structure that provides a cognitive challenge, with scaffolding and time for students to reflect on what they have done and what they have learned. In classrooms with high student engagement, students work alone and together in groups, and each student makes important contributions to the intellectual life of the class.

Based upon 1,226 valid cases out of 3,213 total cases.

- Mean: 2.44
• Median: 2.50
• Mode: 2.50
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.46

Location: 7616-7620 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2E_AVGSCRMCP: FFT2 Average ELA Score for Managing Classroom Procedures**

In well-managed classrooms, routines are well established and transitions are seamless. There is a sense that the class "runs itself." Very little instructional time is lost between activities or on non-instructional matters such as taking attendance or establishing the lunch count. Teachers establish efficient routines and teach them to students. Students assume considerable responsibility for a classroom's smooth operation. The procedures addressed by this scale include such things as how to move from a small to a large group, or how to line up at the end of the day. There are other procedures in a classroom such as those that refer to how students should complete a particular lesson. These directions for completing work should be clear and unambiguous, but they are part of a different scale on communicating with students and are not scored as part of this scale on managing classroom procedures.

Based upon 1,226 valid cases out of 3,213 total cases.

• Mean: 2.68
• Median: 2.75
• Mode: 3.00
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.46

Location: 7621-7625 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2E_AVGSCRMSB: FFT2 Average ELA Score for Managing Student Behavior**

Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement with the content. To establish and maintain an orderly atmosphere in which students can engage meaningfully with the content, teachers must prevent and respond to student misbehavior. To prevent misbehavior, standards of conduct should be clear to students so that they know what they are permitted to do and what they can expect of their classmates. The teacher might develop these standards collaboratively with students and post them in the classroom. Teachers who effectively manage student behavior constantly monitor students and reengage them in the content before misconduct occurs. Even when their behavior is being corrected, students should feel respected and that their dignity is not being undermined.

Based upon 1,226 valid cases out of 3,213 total cases.

• Mean: 2.79
• Median: 3.00
• Mode: 3.00
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.46

Location: 7626-7630 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2E_AVGSCRUAL: FFT2 Average ELA Score for Using Assessment in Instruction**

Assessment of student learning plays an important role in instruction. No longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of
teaching (it's important for teachers to know whether students have learned what they intended) assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning for the purposes of instruction, teachers must have their finger on the pulse of a lesson: monitoring student understanding, offering feedback to students, and, where appropriate, making minor adjustments to the lesson.

Based upon 1,226 valid cases out of 3,213 total cases.

- Mean: 2.25
- Median: 2.25
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48

Location: 7631-7635 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2E_AVGSCRUQDT: FfT2 Average ELA Score for Using Questioning & Discussion Techniques**

Because of their key roles in teachers' practice, questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching. In the Framework, questioning and discussion, as opposed to recitation or verbal quizzing, are considered important techniques to deepen student understanding. Good questions are framed so that they facilitate divergent rather than convergent thinking. They invite students to formulate hypotheses, to make connections among concepts or events previously believed to be unrelated, to challenge previously held views and, thus, arrive at new understandings of complex material. Even when a question has a limited number of correct responses, a non-formulaic question is likely to promote higher-order thinking.

Based upon 1,226 valid cases out of 3,213 total cases.

- Mean: 2.25
- Median: 2.25
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48

Location: 7636-7640 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2E_TOT_RATERS: FFT2 Total number of Raters, ELA**

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Based upon 1,226 valid cases out of 3,213 total cases.

**Variable Type:** numeric

**FFT2E_HMEAN_RATERS:** FFT Phase 2, Harmonic Mean N Rater: Harmonic mean of the number of raters per video (ELA only)

Based upon 1,226 valid cases out of 3,213 total cases.

- Mean: 1.04
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.11

**Variable Type:** numeric

**FFT2M_NVIDEO:** Fft2 Number of Math videos per section

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Based upon 1,137 valid cases out of 3,213 total cases.

**Variable Type:** numeric

**FFT2M_AVGSCRCERR:** Fft2 Average Math Score for Creating an Environment of Respect & Rapport

In a learning environment where there is mutual respect and rapport 1) between the teacher and the students and 2) among the students, students feel valued and safe. This type of environment enables students to take risks so that they might achieve their potential. Spoken language and body language-such as nods, smiles, and hand gestures-both contribute to the overall climate in the classroom.

Based upon 1,137 valid cases out of 3,213 total cases.

- Mean: 2.66
- Median: 2.75
- Mode: 3.00
- Minimum: 1
Teachers must communicate well with students in several key areas so that learning can happen effectively and efficiently in the classroom. First, teachers must convey to students what they expect them to learn. Second, teachers must provide students with clear directions for classroom activities so that students know what they are supposed to do. Third, teachers must clearly present concepts and information so that students can make meaning from the lesson. Skilled teachers present complex concepts with scaffolding that makes the concepts accessible to all students. They embellish their explanations with analogies or metaphors, and they link the content to students’ interests and prior knowledge. They also model good use of language—vivid, grammatically correct language—so that students can extend their own vocabulary.

Based upon 1,137 valid cases out of 3,213 total cases.

- Mean: 2.58
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.41

A ‘culture for learning’ refers to the atmosphere and energy level in a classroom where the teacher and students are engaged in important work. It describes the norms that govern interactions among individuals about activities and assignments, the look of the classroom, and the general tone of the class. A classroom with a strong culture for learning has a ‘vibration’ of energy—it is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. The teacher conveys enthusiasm for the subject and has high expectations of all students. Students assume responsibility for their learning, put forth effort, take pride in their work, and experience the satisfaction that comes from mastering complex content.

Based upon 1,137 valid cases out of 3,213 total cases.

- Mean: 2.49
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.45

When students are engaged in learning, they are not just “busy” nor “on task.” Rather, the students are developing a deeper understanding of the content through what they do. Activities and assignments that engage students in learning do not lend themselves to rote responses. They ask students to think critically, to make connections, to formulate and test hypotheses, and to draw conclusions. Student tasks are designed with a purposeful structure that provides a cognitive challenge, with scaffolding and time for students to reflect on what they have done and what they have learned. In classrooms with high student engagement, students work alone and together in groups, and each student makes important contributions to the intellectual life of the class.
Based upon 1,137 valid cases out of 3,213 total cases.

- Mean: 2.41
- Median: 2.50
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.45

Location: 7663-7667 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2M_AVGSCRMCP: FfT2 Average Math Score for Managing Classroom Procedures**

In well-managed classrooms, routines are well established and transitions are seamless. There is a sense that the class "runs itself." Very little instructional time is lost between activities or on non-instructional matters such as taking attendance or establishing the lunch count. Teachers establish efficient routines and teach them to students. Students assume considerable responsibility for a classroom's smooth operation. The procedures addressed by this scale includes such things as how to move from a small to a large group, or how to line up at the end of the day. There are other procedures in a classroom such as those that refer to how students should complete a particular lesson. These directions for completing work should be clear and unambiguous, but they are part of a different scale on communicating with students and are not scored as part of this scale on managing classroom procedures.

Based upon 1,137 valid cases out of 3,213 total cases.

- Mean: 2.67
- Median: 2.75
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.45

Location: 7668-7672 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2M_AVGSCRMSB: FfT2 Average Math Score for Managing Student Behavior**

Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement with the content. To establish and maintain an orderly atmosphere in which students can engage meaningfully with the content, teachers must prevent and respond to student misbehavior. To prevent misbehavior, standards of conduct should be clear to students so that they know what they are permitted to do and what they can expect of their classmates. The teacher might develop these standards collaboratively with students and post them in the classroom. Teachers who effectively manage student behavior constantly monitor students and reengage them in the content before misconduct occurs. Even when their behavior is being corrected, students should feel respected and that their dignity is not being undermined.

Based upon 1,137 valid cases out of 3,213 total cases.

- Mean: 2.75
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.45

Location: 7673-7677 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2M_AVGSCRUAI: FfT2 Average Math Score for Using Assessment in Instruction**
Assessment of student learning plays an important role in instruction. No longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it’s important for teachers to know whether students have learned what they intended) assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning for the purposes of instruction, teachers must have their finger on the pulse of a lesson: monitoring student understanding, offering feedback to students, and, where appropriate, making minor adjustments to the lesson.

Based upon 1,137 valid cases out of 3,213 total cases.

- Mean: 2.32
- Median: 2.25
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.45

**FFT2M_AVGSCRUQDT: Fft2 Average Math Score for Using Questioning & Discussion Techniques**

Because of their key roles in teachers' practice, questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching. In the Framework, questioning and discussion, as opposed to recitation or verbal quizzing, are considered important techniques to deepen student understanding. Good questions are framed so that they facilitate divergent rather than convergent thinking. They invite students to formulate hypotheses, to make connections among concepts or events previously believed to be unrelated, to challenge previously held views and, thus, arrive at new understandings of complex material. Even when a question has a limited number of correct responses, a non-formulaic question is likely to promote higher-order thinking.

Based upon 1,137 valid cases out of 3,213 total cases.

- Mean: 2.15
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.45

**FFT2M_TOT_RATERS: FFT2 Total number of Raters, Math**

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Based upon 1,137 valid cases out of 3,213 total cases.

**Location:** 7688-7688 (width: 1; decimal: 0)
**Variable Type:** numeric

**FFT2M_HMEAN_RATERS:** FFT Phase 2, Harmonic Mean N Rater: Harmonic mean of the number of raters per video (MATH only)

Based upon 1,137 valid cases out of 3,213 total cases.

- Mean: 1.03
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.12

**Location:** 7689-7693 (width: 5; decimal: 2)
**Variable Type:** numeric

**N_VIDEO_PER_SECTION_CLASS:** CLASS1 Number of videos per section

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<tr>
<td>7</td>
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<tr>
<td>8</td>
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<tr>
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</table>

**Total**

Based upon 737 valid cases out of 3,213 total cases.

**Location:** 7694-7694 (width: 1; decimal: 0)
**Variable Type:** numeric

**C_NSEG:** CLASS1 Tot # segments used in Math & ELA videos section mean

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**Missing Data**

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**Total**

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Based upon 737 valid cases out of 3,213 total cases.

*Location: 7695-7696 (width: 2; decimal: 0)*

*Variable Type: numeric*

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### C_NVIDEO: CLASS1 Number of videos per section

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**Total**

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</table>

Based upon 737 valid cases out of 3,213 total cases.

*Location: 7697-7697 (width: 1; decimal: 0)*

*Variable Type: numeric*

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### C_NScores: CLASS1 Sum of n_rater_seg across all segments

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<td>87</td>
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<tr>
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<td>-</td>
<td>37</td>
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</table>

- 224 -
### C_TOT_RATERS: CLASS1 Total number of Raters across all videos

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<tr>
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Missing Data

Based upon 737 valid cases out of 3,213 total cases.

*Location: 7698-7699 (width: 2; decimal: 0)*

*Variable Type: numeric*
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<td>77.1 %</td>
</tr>
<tr>
<td>Total</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Based upon 737 valid cases out of 3,213 total cases.

Location: 7700-7701 (width: 2; decimal: 0)
Variable Type: numeric

**C_AVG_POSITIVE_CLIMATE: CLASS1 Average Score for Positive Climate**

Positive Climate reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 4.43
- Median: 4.50
- Mode: 4.00
- Minimum: 1
- Maximum: 7
- Standard Deviation: 0.91

Location: 7702-7706 (width: 5; decimal: 2)
Variable Type: numeric

**C_AVG_NEGATIVE_CLIMATE: CLASS1 Average Score for Negative Climate**

Negative Climate reflects the overall level of negativity among teachers and students in the class; the frequency, quality, and intensity of teacher and student negativity are important to observe. Negative climate is scaled in the opposite direction of the other CLASS scales. Higher negativity indicates lower quality

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 1.49
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.60

Location: 7707-7711 (width: 5; decimal: 2)
Variable Type: numeric

**C_AVG_TEACHER_SENSITIVITY: CLASS1 Average Score for Teacher Sensitivity**

Teacher Sensitivity reflects the teacher’s timely responsiveness to the academic, social/emotional, behavioral, and developmental needs of individual students and the entire class.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 4.21
- Median: 4.25
- Mode: 4.50
- Minimum: 2
- Maximum: 6
C_AVG_REGARD_FOR_STUDENT_PERSP: CLASS1 Average Score for Regard for Student Perspectives

Regard for Student Perspectives captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests and ideas and encourage student responsibility and autonomy. Also considered is the extent to which content is made useful and relevant to the students.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 3.16
- Median: 3.17
- Mode: 3.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.85

C_AVG_BEHAVIOR_MANAGEMENT: CLASS1 Average Score for Behavior Management

Behavior Management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 5.91
- Median: 6.17
- Mode: 6.50
- Minimum: 1
- Maximum: 7
- Standard Deviation: 0.96

C_AVG_PRODUCTIVITY: CLASS1 Average Score for Productivity

Productivity considers how well the teacher manages time and routines so that instructional time is maximized. This dimension captures the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about student engagement or about the quality of instruction or activities.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 5.87
- Median: 6.00
- Mode: 6.50
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.76
C_AVG_INSTRUCTIONAL_LEARNING_F: CLASS1 Average Score for Instructional Learning Formats

Instructional Learning Formats focuses on the ways in which the teacher maximizes student engagement in learning through clear presentation of material, active facilitation, and the provision of interesting and engaging lessons and materials.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 4.29
- Median: 4.33
- Mode: 4.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.74

Location: 7732-7736 (width: 5; decimal: 2)
Variable Type: numeric

C_AVG_CONTENT_UNDERSTANDING: CLASS1 Average Score for Content Understanding

Content Understanding refers to both the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 3.75
- Median: 3.75
- Mode: 3.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.76

Location: 7737-7741 (width: 5; decimal: 2)
Variable Type: numeric

C_AVG_ANALYSIS_AND_PROBLEM_SOLV: CLASS1 Average Score for Analysis & Problem Solving

Analysis and Problem Solving assesses the degree to which students are engaged in higher-level thinking skills, such as inquiry, analysis, reasoning, and creating, through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition, i.e., thinking about thinking, are also included.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.70
- Median: 2.63
- Mode: 2.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.79

Location: 7742-7746 (width: 5; decimal: 2)
Variable Type: numeric
C_AVG_QUALITY_OF_FEEDBACK: CLASS1 Average Score for Quality of Feedback

Quality of Feedback assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. Significant feedback may also be provided by peers. Regardless of the source, the focus here should be on the nature of the feedback provided and the extent to which it 'pushes' learning.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 3.53
- Median: 3.50
- Mode: 3.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.81

Location: 7747-7751 (width: 5; decimal: 2)
Variable Type: numeric

C_AVG_INSTRUCTIONAL_DIALOGUE: CLASS1 Average Score for Instructional Dialogue

Dialogue captures the purposeful use of dialogue - structured, cumulative questioning and discussion which guide and prompt students - to facilitate students' understanding of content. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 3.22
- Median: 3.25
- Mode: 3.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.80

Location: 7752-7756 (width: 5; decimal: 2)
Variable Type: numeric

C_AVG_STUDENT_ENGAGEMENT: CLASS1 Average Score for Student Engagement

Student Engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 4.77
- Median: 4.83
- Mode: 4.50
- Minimum: 1
- Maximum: 7
- Standard Deviation: 0.75

Location: 7757-7761 (width: 5; decimal: 2)
Variable Type: numeric

C_AVG_DOMAIN1: CLASS2 Average Emotional Support Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives
Based upon 737 valid cases out of 3,213 total cases.

- Mean: 4.58
- Median: 4.65
- Mode: 4.69
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.64

Location: 7762-7766 (width: 5; decimal: 2)
Variable Type: numeric

**C_AVG_DOMAIN2: CLASS2 Average Class Management Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats**

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 5.36
- Median: 5.50
- Mode: 5.58
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.71

Location: 7767-7771 (width: 5; decimal: 2)
Variable Type: numeric

**C_AVG_DOMAIN3: CLASS2 Average Instructional Support Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats**

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 3.30
- Median: 3.29
- Mode: 3.25
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.70

Location: 7772-7776 (width: 5; decimal: 2)
Variable Type: numeric

**C_AVG_OVERALL_MEAN: CLASS1 Avg Overall**

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 4.36
- Median: 4.40
- Mode: 4.48
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.60

Location: 7777-7781 (width: 5; decimal: 2)
Variable Type: numeric
C_HMEAN_NSEG: CLASS Phase 1, Harmonic Mean, Seg Cnt: Harmonic mean of the number of segments per video

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.28
- Median: 2.09
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.36

Location: 7782-7786 (width: 5; decimal: 2)
Variable Type: numeric

C_HMEAN_NSEG_HMEAN_RATERS: CLASS Phase 1, Har Mean, Seg Cnt x Har Mean N Rater: Harmonic mean of the number of segments per video times the harmonic mean of the number of raters per video

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 2.61
- Median: 2.55
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.55

Location: 7787-7791 (width: 5; decimal: 2)
Variable Type: numeric

C_RATER_DENOM: CLASS Phase 1, Denominator for Rater Var Comp: Factor used in estimating the standard error of measures for the section

Based upon 737 valid cases out of 3,213 total cases.

- Mean: 0.42
- Median: 0.39
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.15

Location: 7792-7796 (width: 5; decimal: 2)
Variable Type: numeric

CE_NVIDEO: CLASS1 Number of ELA videos per section

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</tr>
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<td>Label</td>
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Based upon 412 valid cases out of 3,213 total cases.

Location: 7797-7797 (width: 1; decimal: 0)
Variable Type: numeric

### CE_NSEG: CLASS1 Tot # segments used in ELA videos section mean

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<td>100%</td>
</tr>
</tbody>
</table>

Based upon 412 valid cases out of 3,213 total cases.

Location: 7798-7799 (width: 2; decimal: 0)
Variable Type: numeric

### CE_NSORES: CLASS1 Sum of n_rater_seg across all segments of ELA videos

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<th>%</th>
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<td>2.0 %</td>
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<td>6</td>
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<td>96</td>
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<td>42</td>
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<td>8</td>
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<tr>
<td>11</td>
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<td>24</td>
<td>0.7 %</td>
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<tr>
<td>Value</td>
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<td>3</td>
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<tr>
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</tr>
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<td><strong>Total</strong></td>
<td>3,213</td>
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</tbody>
</table>

Based upon 412 valid cases out of 3,213 total cases.

Location: 7800-7801 (width: 2; decimal: 0)
Variable Type: numeric

**CE_TOT_RATERS: CLASS1 Total number of Raters across all ELA videos**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
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<td>0.1%</td>
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<tr>
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<td>3.0%</td>
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<td>17</td>
<td>0.5%</td>
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<tr>
<td>10</td>
<td>-</td>
<td>41</td>
<td>1.3%</td>
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<tr>
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<td>24</td>
<td>0.7%</td>
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<td>12</td>
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<td>13</td>
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<td>0.1%</td>
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<tr>
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<td><strong>Missing Data</strong></td>
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<td>.</td>
<td>-</td>
<td>2801</td>
<td>87.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>3,213</td>
</tr>
</tbody>
</table>

Based upon 412 valid cases out of 3,213 total cases.

Location: 7802-7803 (width: 2; decimal: 0)
Variable Type: numeric

**CEAVG_POSITIVE_CLIMATE: CLASS1 Average ELA Score for Positive Climate**

Positive Climate reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 4.56
- Median: 4.67
- Mode: 5.00
- Minimum: 2
**Maximum:** 7  
**Standard Deviation:** 0.90  

*Location:* 7804-7808 (width: 5; decimal: 2)  
*Variable Type:* numeric

### CEAVG_NEGATIVE_CLIMATE: CLASS1 Average ELA Score for Negative Climate

Negative Climate reflects the overall level of negativity among teachers and students in the class; the frequency, quality, and intensity of teacher and student negativity are important to observe. Negative climate is scaled in the opposite direction of the other CLASS scales. Higher negativity indicates lower quality.

Based upon 412 valid cases out of 3,213 total cases.

- **Mean:** 1.46  
- **Median:** 1.25  
- **Mode:** 1.00  
- **Minimum:** 1  
- **Maximum:** 6  
- **Standard Deviation:** 0.61

*Location:* 7809-7813 (width: 5; decimal: 2)  
*Variable Type:* numeric

### CEAVG_TEACHER_SENSITIVITY: CLASS1 Average ELA Score for Teacher Sensitivity

Teacher Sensitivity reflects the teacher's timely responsiveness to the academic, social/emotional, behavioral, and developmental needs of individual students and the entire class.

Based upon 412 valid cases out of 3,213 total cases.

- **Mean:** 4.20  
- **Median:** 4.22  
- **Mode:** 4.00  
- **Minimum:** 2  
- **Maximum:** 6  
- **Standard Deviation:** 0.85

*Location:* 7814-7818 (width: 5; decimal: 2)  
*Variable Type:* numeric

### CEAVG_REGARD_FOR_STUDENT_PERSP: CLASS1 Average ELA Score for Regard for Student Perspectives

Regard for Student Perspectives captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests and ideas and encourage student responsibility and autonomy. Also considered is the extent to which content is made useful and relevant to the students.

Based upon 412 valid cases out of 3,213 total cases.

- **Mean:** 3.34  
- **Median:** 3.33  
- **Mode:** 3.00  
- **Minimum:** 1  
- **Maximum:** 6  
- **Standard Deviation:** 0.87
CEAVG_BEHAVIOR_MANAGEMENT: CLASS1 Average ELA Score for Behavior Management

Behavior Management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 5.98
- Median: 6.25
- Mode: 6.50
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.95

CEAVG_PRODUCTIVITY: CLASS1 Average ELA Score for Productivity

Productivity considers how well the teacher manages time and routines so that instructional time is maximized. This dimension captures the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about student engagement or about the quality of instruction or activities.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 5.97
- Median: 6.08
- Mode: 6.50
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.71

CEAVG_INSTRUCTIONAL_LEARNING_F: CLASS1 Average ELA Score for Instructional Learning Formats

Instructional Learning Formats focuses on the ways in which the teacher maximizes student engagement in learning through clear presentation of material, active facilitation, and the provision of interesting and engaging lessons and materials.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 4.37
- Median: 4.42
- Mode: 4.25
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.74

CEAVG_CONTENT_UNDERSTANDING: CLASS1 Average ELA Score for Content Understanding

- 235 -
Content Understanding refers to both the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.76
- Median: 3.75
- Mode: 4.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.81

_Location: 7839-7843 (width: 5; decimal: 2)_
_Variable Type: numeric_

**CEAVG_ANALYSIS_AND_PROBLEM_SOLV: CLASS1 Average ELA Score for Analysis & Problem Solving**

Analysis and Problem Solving assesses the degree to which students are engaged in higher-level thinking skills, such as inquiry, analysis, reasoning, and creating, through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition, i.e., thinking about thinking, are also included.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.77
- Median: 2.67
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.82

_Location: 7844-7848 (width: 5; decimal: 2)_
_Variable Type: numeric_

**CEAVG_QUALITY_OF_FEEDBACK: CLASS1 Average ELA Score for Quality of Feedback**

Quality of Feedback assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. Significant feedback may also be provided by peers. Regardless of the source, the focus here should be on the nature of the feedback provided and the extent to which it 'pushes' learning.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.60
- Median: 3.58
- Mode: 4.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.84

_Location: 7849-7853 (width: 5; decimal: 2)_
_Variable Type: numeric_

**CEAVG_INSTRUCTIONAL_DIALOGUE: CLASS1 Average ELA Score for Instructional Dialogue**

Dialogue captures the purposeful use of dialogue - structured, cumulative questioning and discussion which guide and prompt students - to facilitate students' understanding of content. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.
Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.38
- Median: 3.42
- Mode: 3.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.85

Location: 7854-7858 (width: 5; decimal: 2)
Variable Type: numeric

**CEAVG_STUDENT_ENGAGEMENT: CLASS1 Average ELA Score for Student Engagement**

Student Engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 4.81
- Median: 4.88
- Mode: 5.00
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.76

Location: 7859-7863 (width: 5; decimal: 2)
Variable Type: numeric

**CEAVG_DOMAIN1: CLASS2 Average ELA Emotional Support Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 4.66
- Median: 4.71
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.66

Location: 7864-7868 (width: 5; decimal: 2)
Variable Type: numeric

**CEAVG_DOMAIN2: CLASS2 Average ELA Class Management Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats**

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 5.44
- Median: 5.58
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.69

Location: 7869-7873 (width: 5; decimal: 2)
Variable Type: numeric

CEAVG_DOMAIN3: CLASS2 Average ELA Instructional Support Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.38
- Median: 3.41
- Mode: 2.81
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.74

Location: 7874-7878 (width: 5; decimal: 2)
Variable Type: numeric

CEAVG_OVERALL_MEAN: CLASS1 Avg ELA Overall

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 4.44
- Median: 4.52
- Mode: 4.76
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.62

Location: 7879-7883 (width: 5; decimal: 2)
Variable Type: numeric

CE_HMEAN_NSEG: CLASS Phase 1, Harmonic Mean, Seg Cnt: Harmonic mean of the number of segments per video (ELA only)

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.27
- Median: 2.18
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.35

Location: 7884-7888 (width: 5; decimal: 2)
Variable Type: numeric

CE_HMEAN_NSEG_HMEAN_RATERS: CLASS Phase 1, Har Mean, Seg Cnt x Har Mean N Rater: Harmonic mean of the number of segments per video times the harmonic mean of the number of raters per video (ELA only)

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.59
- Median: 2.53
- Mode: 2.00
- Minimum: 1
• Maximum: 4
• Standard Deviation: 0.52

Location: 7889-7893 (width: 5; decimal: 2)
Variable Type: numeric

**CE_RATER_DENOM: CLASS Phase 1, Denominator for Rater Var Comp: Factor used in estimating the standard error of measures for the section (ELA only)**

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 0.41
• Median: 0.39
• Mode: 0.50
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.14

Location: 7894-7898 (width: 5; decimal: 2)
Variable Type: numeric

**CM_NVIDEO: CLASS1 Number of Math videos per section**

<table>
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<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
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<td>0.3 %</td>
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<tr>
<td>Total</td>
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<td>100%</td>
</tr>
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</table>

Based upon 412 valid cases out of 3,213 total cases.

Location: 7899-7899 (width: 1; decimal: 0)
Variable Type: numeric

**CM_NSEG: CLASS1 Tot # segments used in Math videos section mean**

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<tr>
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<tr>
<td>10</td>
<td>-</td>
<td>9</td>
<td>0.3 %</td>
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</tbody>
</table>

- 239 -
Based upon 412 valid cases out of 3,213 total cases.

**CM_AMOUNTS: CLASS1 Sum of n_rater_seg across all segments of Math videos**

<table>
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<tr>
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<th>Label</th>
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<th>%</th>
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<td>6</td>
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<td>2.8 %</td>
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<td>7</td>
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<td>46</td>
<td>1.4 %</td>
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<tr>
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<td>-</td>
<td>3</td>
<td>0.1 %</td>
</tr>
</tbody>
</table>

**Missing Data**

| .     | -     | 2801                 | 87.2 % |

**Total**

|       |       | 3,213                | 100%  |

Based upon 412 valid cases out of 3,213 total cases.

**CM_TOT_RATERS: CLASS1 Total number of Raters across all Math videos**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>-</td>
<td>8</td>
<td>0.2 %</td>
</tr>
<tr>
<td>3</td>
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<td>91</td>
<td>2.8 %</td>
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<tr>
<td>7</td>
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<td>46</td>
<td>1.4 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>28</td>
<td>0.9 %</td>
</tr>
</tbody>
</table>

**Missing Data**

| .     | -     | 2801                 | 87.2 % |

**Total**

<p>|       |       | 3,213                | 100%  |</p>
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
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<td>21</td>
<td>0.7 %</td>
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<td>21</td>
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<tr>
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<td>-</td>
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<td>87.2 %</td>
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<tr>
<td>Total</td>
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<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 412 valid cases out of 3,213 total cases.

*Location: 7904-7905 (width: 2; decimal: 0)*
*Variable Type: numeric*

**CMAVG_POSITIVE_CLIMATE: CLASS1 Average Math Score for Positive Climate**

Positive Climate reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 4.39
- Median: 4.42
- Mode: 4.25
- Minimum: 1
- Maximum: 7
- Standard Deviation: 0.89

*Location: 7906-7910 (width: 5; decimal: 2)*
*Variable Type: numeric*

**CMAVG_NEGATIVE_CLIMATE: CLASS1 Average Math Score for Negative Climate**

Negative Climate reflects the overall level of negativity among teachers and students in the class; the frequency, quality, and intensity of teacher and student negativity are important to observe. Negative climate is scaled in the opposite direction of the other CLASS scales. Higher negativity indicates lower quality.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 1.50
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.57

*Location: 7911-7915 (width: 5; decimal: 2)*
*Variable Type: numeric*

**CMAVG_TEACHER_SENSITIVITY: CLASS1 Average Math Score for Teacher Sensitivity**
Teacher Sensitivity reflects the teacher's timely responsiveness to the academic, social/emotional, behavioral, and developmental needs of individual students and the entire class.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 4.26
- Median: 4.31
- Mode: 4.50
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.76

Location: 7916-7920 (width: 5; decimal: 2)
Variable Type: numeric

CMAVG_REGARD_FOR_STUDENT_PERSP: CLASS1 Average Math Score for Regard for Student Perspectives

Regard for Student Perspectives captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests and ideas and encourage student responsibility and autonomy. Also considered is the extent to which content is made useful and relevant to the students.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.03
- Median: 3.00
- Mode: 3.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.77

Location: 7921-7925 (width: 5; decimal: 2)
Variable Type: numeric

CMAVG_BEHAVIOR_MANAGEMENT: CLASS1 Average Math Score for Behavior Management

Behavior Management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 5.91
- Median: 6.13
- Mode: 6.50
- Minimum: 1
- Maximum: 7
- Standard Deviation: 0.92

Location: 7926-7930 (width: 5; decimal: 2)
Variable Type: numeric

CMAVG_PRODUCTIVITY: CLASS1 Average Math Score for Productivity

Productivity considers how well the teacher manages time and routines so that instructional time is maximized. This dimension captures the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about student engagement or about the quality of instruction or activities.

Based upon 412 valid cases out of 3,213 total cases.
CMAVG_INSTRUCTIONAL_LEARNING_F: CLASS1 Average Math Score for Instructional Learning Formats

Instructional Learning Formats focuses on the ways in which the teacher maximizes student engagement in learning through clear presentation of material, active facilitation, and the provision of interesting and engaging lessons and materials.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 4.29
- Median: 4.29
- Mode: 4.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.73

Location: 7936-7940 (width: 5; decimal: 2)
Variable Type: numeric

CMAVG_CONTENT_UNDERSTANDING: CLASS1 Average Math Score for Content Understanding

Content Understanding refers to both the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.78
- Median: 3.75
- Mode: 3.50
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.69

Location: 7941-7945 (width: 5; decimal: 2)
Variable Type: numeric

CMAVG_ANALYSIS_AND_PROBLEM_SOLV: CLASS1 Average Math Score for Analysis & Problem Solving

Analysis and Problem Solving assesses the degree to which students are engaged in higher-level thinking skills, such as inquiry, analysis, reasoning, and creating, through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition, i.e., thinking about thinking, are also included.

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.66
- Median: 2.58
• Minimum: 1
• Maximum: 6
• Standard Deviation: 0.74

Location: 7946-7950 (width: 5; decimal: 2)
Variable Type: numeric

CMAVG_QUALITY_OF_FEEDBACK: CLASS1 Average Math Score for Quality of Feedback

Quality of Feedback assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. Significant feedback may also be provided by peers. Regardless of the source, the focus here should be on the nature of the feedback provided and the extent to which it ‘pushes’ learning.

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 3.54
• Median: 3.50
• Mode: 3.00
• Minimum: 2
• Maximum: 6
• Standard Deviation: 0.78

Location: 7951-7955 (width: 5; decimal: 2)
Variable Type: numeric

CMAVG_INSTRUCTIONAL_DIALOGUE: CLASS1 Average Math Score for Instructional Dialogue

Dialogue captures the purposeful use of dialogue - structured, cumulative questioning and discussion which guide and prompt students - to facilitate students' understanding of content. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 3.12
• Median: 3.13
• Mode: 3.00
• Minimum: 1
• Maximum: 5
• Standard Deviation: 0.72

Location: 7956-7960 (width: 5; decimal: 2)
Variable Type: numeric

CMAVG_STUDENT_ENGAGEMENT: CLASS1 Average Math Score for Student Engagement

Student Engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.

Based upon 412 valid cases out of 3,213 total cases.

• Mean: 4.80
• Median: 4.83
• Mode: 4.50
• Minimum: 1
• Maximum: 6
• Standard Deviation: 0.73
CMAVG_DOMAIN1: CLASS2 Average Math Emotional Support Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 4.54
- Median: 4.63
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.61

CMAVG_DOMAIN2: CLASS2 Average Math Class Management Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 5.34
- Median: 5.47
- Mode: 5.67
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.70

CMAVG_DOMAIN3: CLASS2 Average Math Instructional Support Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 3.27
- Median: 3.27
- Mode: 3.25
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.64

CMAVG_OVERALL_MEAN: CLASS1 Avg Math Overall

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 4.34
- Median: 4.38
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.57
CM_HMEAN_NSEG: CLASS Phase 1, Harmonic Mean, Seg Cnt: Harmonic mean of the number of segments per video (MATH only)

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.25
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.36

CM_HMEAN_NSEG_HMEAN_RATERS: CLASS Phase 1, Har Mean, Seg Cnt x Har Mean N Rater: Harmonic mean of the number of segments per video times the harmonic mean of the number of raters per video (MATH only)

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 2.59
- Median: 2.53
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.55

CM_RATER_DENOM: CLASS Phase 1, Denominator for Rater Var Comp: Factor used in estimating the standard error of measures for the section (MATH only)

Based upon 412 valid cases out of 3,213 total cases.

- Mean: 0.41
- Median: 0.38
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.14

C2_NVVIDEO: CLASS2 Number of videos per section

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Based upon 1,329 valid cases out of 3,213 total cases.

*Location:* 8001-8002 (width: 2; decimal: 0)
*Variable Type:* numeric

**C2_NSEG: CLASS2 Tot # segments used in Math & ELA videos section mean**

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Based upon 1,329 valid cases out of 3,213 total cases.

Location: 8003-8004 (width: 2; decimal: 0)
Variable Type: numeric

### C2_NSCORES: CLASS2 Sum of n_rater_seg across all segments

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Based upon 1,329 valid cases out of 3,213 total cases.

### C2_SUBJ: CLASS2 Subject

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</table>

Based upon 3,213 valid cases out of 3,213 total cases.
C2_AVG_POSITIVE_CLIMATE: CLASS2 Average Score for Positive Climate

Positive Climate reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 4.34
- Median: 4.50
- Mode: 4.50
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.84

C2_AVG_NEGATIVE_CLIMATE: CLASS2 Average Score for Negative Climate

Negative Climate reflects the overall level of negativity among teachers and students in the class; the frequency, quality, and intensity of teacher and student negativity are important to observe. Negative climate is scaled in the opposite direction of the other CLASS scales. Higher negativity indicates lower quality

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 1.39
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.48

C2_AVG_TEACHER_SENSITIVITY: CLASS2 Average Score for Teacher Sensitivity

Teacher Sensitivity reflects the teacher's timely responsiveness to the academic, social/emotional, behavioral, and developmental needs of individual students and the entire class.

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 4.04
- Median: 4.06
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.71

C2_AVG_REGARD_FOR_STUDENT_PERSP: CLASS2 Average Score for Regard for Student Perspectives
Regard for Student Perspectives captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests and ideas and encourage student responsibility and autonomy. Also considered is the extent to which content is made useful and relevant to the students.

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 3.05
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.78

Location: 8058-8062 (width: 5; decimal: 2)
Variable Type: numeric

C2_AVG_BEHAVIOR_MANAGEMENT: CLASS2 Average Score for Behavior Management

Behavior Management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 5.83
- Median: 6.00
- Mode: 6.50
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.76

Location: 8063-8067 (width: 5; decimal: 2)
Variable Type: numeric

C2_AVG_PRODUCTIVITY: CLASS2 Average Score for Productivity

Productivity considers how well the teacher manages time and routines so that instructional time is maximized. This dimension captures the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about student engagement or about the quality of instruction or activities.

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 5.69
- Median: 5.81
- Mode: 6.00
- Minimum: 1
- Maximum: 7
- Standard Deviation: 0.66

Location: 8068-8072 (width: 5; decimal: 2)
Variable Type: numeric

C2_AVG_INSTRUCTIONAL_LEARNING_F: CLASS2 Average Score for Instructional Learning Formats

Instructional Learning Formats focuses on the ways in which the teacher maximizes student engagement in learning through clear presentation of material, active facilitation, and the provision of interesting and engaging lessons and materials.

Based upon 1,329 valid cases out of 3,213 total cases.
- Mean: 4.07
- Median: 4.13
- Mode: 4.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.72

Location: 8073-8077 (width: 5; decimal: 2)
Variable Type: numeric

**C2_AVG_CONTENT_UNDERSTANDING: CLASS2 Average Score for Content Understanding**

Content Understanding refers to both the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 3.78
- Median: 3.88
- Mode: 4.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.73

Location: 8078-8082 (width: 5; decimal: 2)
Variable Type: numeric

**C2_AVG_ANALYSIS_AND_PROBLEM_SOLV: CLASS2 Average Score for Analysis & Problem Solving**

Analysis and Problem Solving assesses the degree to which students are engaged in higher-level thinking skills, such as inquiry, analysis, reasoning, and creating, through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition, i.e., thinking about thinking, are also included.

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 2.57
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.67

Location: 8083-8087 (width: 5; decimal: 2)
Variable Type: numeric

**C2_AVG_QUALITY_OF_FEEDBACK: CLASS2 Average Score for Quality of Feedback**

Quality of Feedback assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. Significant feedback may also be provided by peers. Regardless of the source, the focus here should be on the nature of the feedback provided and the extent to which it 'pushes' learning.

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 3.47
- Median: 3.50
C2_AVG_INSTRUCTIONAL_DIALOGUE: CLASS2 Average Score for Instructional Dialogue

Dialogue captures the purposeful use of dialogue - structured, cumulative questioning and discussion which guide and prompt students - to facilitate students' understanding of content. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.

Based upon 1,329 valid cases out of 3,213 total cases.

• Mean: 3.21
• Median: 3.25
• Mode: 3.00
• Minimum: 1
• Maximum: 6
• Standard Deviation: 0.79

Location: 8088-8092 (width: 5; decimal: 2)
Variable Type: numeric

C2_AVG_STUDENT_ENGAGEMENT: CLASS2 Average Score for Student Engagement

Student Engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.

Based upon 1,329 valid cases out of 3,213 total cases.

• Mean: 4.77
• Median: 4.88
• Mode: 5.00
• Minimum: 1
• Maximum: 6
• Standard Deviation: 0.73

Location: 8093-8097 (width: 5; decimal: 2)
Variable Type: numeric

C2_AVGEMOSUPPDOM: CLASS2 Average Emotional Support Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives

Based upon 1,329 valid cases out of 3,213 total cases.

• Mean: 4.26
• Median: 4.31
• Mode: 4.25
• Minimum: 2
• Maximum: 6
• Standard Deviation: 0.58

Location: 8103-8107 (width: 5; decimal: 2)
Variable Type: numeric

**C2_AVGCLASSMANDOM: CLASS2 Average Class Management Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats**

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 5.20
- Median: 5.33
- Mode: 5.33
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.60

Location: 8108-8112 (width: 5; decimal: 2)

Variable Type: numeric

**C2_AVGINSTSUPPDOM: CLASS2 Average Instructional Support Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats**

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 3.26
- Median: 3.29
- Mode: 3.13
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.68

Location: 8113-8117 (width: 5; decimal: 2)

Variable Type: numeric

**C2_TOT_RATERS: CLASS Phase 2 Total number of Raters**

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</tr>
<tr>
<td>8</td>
<td>-</td>
<td>86</td>
<td>2.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>48</td>
<td>1.5 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>18</td>
<td>0.6 %</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>12</td>
<td>0.4 %</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>17</td>
<td>0.5 %</td>
</tr>
<tr>
<td>13</td>
<td>-</td>
<td>12</td>
<td>0.4 %</td>
</tr>
<tr>
<td>14</td>
<td>-</td>
<td>31</td>
<td>1.0 %</td>
</tr>
<tr>
<td>15</td>
<td>-</td>
<td>30</td>
<td>0.9 %</td>
</tr>
</tbody>
</table>
Based upon 1,329 valid cases out of 3,213 total cases.

**C2_HMEAN_NSEG: CLASS Phase 2, Harmonic Mean, Seg Cnt: Harmonic mean of the number of segments per video**

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 1.97
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.13

**C2_HMEAN_NSEG_HMEAN_RATERS: CLASS Phase 2, Har Mean, Seg Cnt x Har Mean N Rater: Harmonic mean of the number of segments per video times the harmonic mean of the number of raters per video**

Based upon 1,329 valid cases out of 3,213 total cases.

- Mean: 2.02
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.19

**C2E_NVVIDEO: CLASS2 Number of ELA videos per section**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>95</td>
<td>3.0%</td>
</tr>
</tbody>
</table>
### C2E_NSEG: CLASS2 Tot # segments used in ELA videos section mean

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>-</td>
<td>94</td>
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<tr>
<td>4</td>
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<td>330</td>
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</tr>
<tr>
<td>6</td>
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<td>97</td>
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<td>8</td>
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<td>18</td>
<td>0.6%</td>
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<tr>
<td>12</td>
<td>-</td>
<td>3</td>
<td>0.1%</td>
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<td>14</td>
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<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>16</td>
<td>-</td>
<td>1</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Missing Data**

|       |       | 2318                 | 72.1%|

**Total**

|       |       | 3,213                | 100%|

Based upon 895 valid cases out of 3,213 total cases.

*Location: 8131-8132 (width: 2; decimal: 0)*  
*Variable Type: numeric*

### C2E_TOT_RATERS: CLASS2 Total number of Raters, ELA

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>2</td>
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<td>86</td>
<td>2.7%</td>
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<tr>
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<td>0.4%</td>
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<tr>
<td>4</td>
<td>-</td>
<td>265</td>
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<tr>
<td>5</td>
<td>-</td>
<td>66</td>
<td>2.1%</td>
</tr>
<tr>
<td>6</td>
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<td>75</td>
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</tbody>
</table>

Based upon 894 valid cases out of 3,213 total cases.

*Location: 8130-8130 (width: 1; decimal: 0)*  
*Variable Type: numeric*
### C2E_NSCORES: CLASS2 Sum of n_rater_seg across all segments of ELA videos

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
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</thead>
<tbody>
<tr>
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<td>-</td>
<td>50</td>
<td>1.6%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>198</td>
<td>6.2%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>107</td>
<td>3.3%</td>
</tr>
<tr>
<td>10</td>
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<td>22</td>
<td>0.7%</td>
</tr>
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<td>11</td>
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<td>6</td>
<td>0.2%</td>
</tr>
<tr>
<td>13</td>
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<td>0.0%</td>
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<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>16</td>
<td>-</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>2319</td>
<td>72.2%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<td>100%</td>
</tr>
</tbody>
</table>

Based upon 894 valid cases out of 3,213 total cases.

Location: 8133-8134 (width: 2; decimal: 0)
Variable Type: numeric

### C2EAVG_POSITIVE_CLIMATE: CLASS2 Average ELA Score for Positive Climate

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>86</td>
<td>2.7%</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>13</td>
<td>0.4%</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>265</td>
<td>8.2%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>66</td>
<td>2.1%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>75</td>
<td>2.3%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>50</td>
<td>1.6%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>198</td>
<td>6.2%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>107</td>
<td>3.3%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>0.7%</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>6</td>
<td>0.2%</td>
</tr>
<tr>
<td>13</td>
<td>-</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>14</td>
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<td>2</td>
<td>0.1%</td>
</tr>
<tr>
<td>16</td>
<td>-</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>2319</td>
<td>72.2%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 894 valid cases out of 3,213 total cases.

Location: 8135-8136 (width: 2; decimal: 0)
Variable Type: numeric
Positive Climate reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.

Based upon 894 valid cases out of 3,213 total cases.

- Mean: 4.48
- Median: 4.50
- Mode: 5.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.81

Location: 8137-8141 (width: 5; decimal: 2)
Variable Type: numeric

<table>
<thead>
<tr>
<th>Variable Type: C2EAVG_NEGATIVE_CLIMATE: CLASS2 Average ELA Score for Negative Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Climate reflects the overall level of negativity among teachers and students in the class; the frequency, quality, and intensity of teacher and student negativity are important to observe. Negative climate is scaled in the opposite direction of the other CLASS scales. Higher negativity indicates lower quality</td>
</tr>
<tr>
<td>Based upon 894 valid cases out of 3,213 total cases.</td>
</tr>
<tr>
<td>- Mean: 1.35</td>
</tr>
<tr>
<td>- Median: 1.25</td>
</tr>
<tr>
<td>- Mode: 1.00</td>
</tr>
<tr>
<td>- Minimum: 1</td>
</tr>
<tr>
<td>- Maximum: 5</td>
</tr>
<tr>
<td>- Standard Deviation: 0.45</td>
</tr>
<tr>
<td>Location: 8142-8146 (width: 5; decimal: 2)</td>
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<td>Variable Type: numeric</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Type: C2EAVG_TEACHER_SENSITIVITY: CLASS2 Average ELA Score for Teacher Sensitivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Sensitivity reflects the teacher's timely responsiveness to the academic, social/emotional, behavioral, and developmental needs of individual students and the entire class.</td>
</tr>
<tr>
<td>Based upon 894 valid cases out of 3,213 total cases.</td>
</tr>
<tr>
<td>- Mean: 4.07</td>
</tr>
<tr>
<td>- Median: 4.13</td>
</tr>
<tr>
<td>- Mode: 4.00</td>
</tr>
<tr>
<td>- Minimum: 2</td>
</tr>
<tr>
<td>- Maximum: 6</td>
</tr>
<tr>
<td>- Standard Deviation: 0.69</td>
</tr>
<tr>
<td>Location: 8147-8151 (width: 5; decimal: 2)</td>
</tr>
<tr>
<td>Variable Type: numeric</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Type: C2EAVG_REGARD_FOR_STUDENT_PERSP: CLASS2 Average ELA Score for Regard for Student Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regard for Student Perspectives captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests and ideas and encourage student responsibility and autonomy. Also considered is the extent to which content is made useful and relevant to the students.</td>
</tr>
<tr>
<td>Based upon 894 valid cases out of 3,213 total cases.</td>
</tr>
</tbody>
</table>

- 257 -
Behavior Management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

Based upon 894 valid cases out of 3,213 total cases.

Productivity considers how well the teacher manages time and routines so that instructional time is maximized. This dimension captures the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about student engagement or about the quality of instruction or activities.

Based upon 894 valid cases out of 3,213 total cases.

Instructional Learning Formats focuses on the ways in which the teacher maximizes student engagement in learning through clear presentation of material, active facilitation, and the provision of interesting and engaging lessons and materials.

Based upon 894 valid cases out of 3,213 total cases.
C2EAVG_CONTENT_UNDERSTANDING: CLASS2 Average ELA Score for Content Understanding

Content Understanding refers to both the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.

Based upon 894 valid cases out of 3,213 total cases.

- Mean: 3.85
- Median: 3.93
- Mode: 3.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.72

C2EAVG_ANALYSIS_AND_PROBLEM_SOLV: CLASS2 Average ELA Score for Analysis & Problem Solving

Analysis and Problem Solving assesses the degree to which students are engaged in higher-level thinking skills, such as inquiry, analysis, reasoning, and creating, through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition, i.e., thinking about thinking, are also included.

Based upon 894 valid cases out of 3,213 total cases.

- Mean: 2.70
- Median: 2.75
- Mode: 2.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.68

C2EAVG_QUALITY_OF_FEEDBACK: CLASS2 Average ELA Score for Quality of Feedback

Quality of Feedback assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. Significant feedback may also be provided by peers. Regardless of the source, the focus here should be on the nature of the feedback provided and the extent to which it 'pushes' learning.

Based upon 894 valid cases out of 3,213 total cases.

- Mean: 3.54
- Median: 3.50
- Mode: 3.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.80
C2EAVG_INSTRUCTIONAL_DIALOGUE: CLASS2 Average ELA Score for Instructional Dialogue

Dialogue captures the purposeful use of dialogue - structured, cumulative questioning and discussion which guide and prompt students - to facilitate students' understanding of content. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.

Based upon 894 valid cases out of 3,213 total cases.

- Mean: 3.37
- Median: 3.38
- Mode: 3.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.81

C2EAVG_STUDENT_ENGAGEMENT: CLASS2 Average ELA Score for Student Engagement

Student Engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.

Based upon 894 valid cases out of 3,213 total cases.

- Mean: 4.88
- Median: 5.00
- Mode: 5.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.70

C2EAVG_DOMAIN1: CLASS2 Average ELA Emotional Support Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives

Based upon 894 valid cases out of 3,213 total cases.

- Mean: 4.38
- Median: 4.41
- Mode: 4.25
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.56

C2EAVG_DOMAIN2: CLASS2 Average ELA Class Management Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats
Based upon 894 valid cases out of 3,213 total cases.

- Mean: 5.25
- Median: 5.34
- Mode: 5.33
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.57

*Location*: 8202-8206 (width: 5; decimal: 2)
*Variable Type*: numeric

---

**C2E_AVG_DOMAIN3: CLASS2 Average ELA Instructional Support Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats**

Based upon 894 valid cases out of 3,213 total cases.

- Mean: 3.36
- Median: 3.38
- Mode: 3.44
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.69

*Location*: 8207-8211 (width: 5; decimal: 2)
*Variable Type*: numeric

---

**C2E_HMEAN_NSEG: CLASS Phase 2, Harmonic Mean, Seg Cnt: Harmonic mean of the number of segments per video (ELA only)**

Based upon 894 valid cases out of 3,213 total cases.

- Mean: 1.97
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.13

*Location*: 8212-8216 (width: 5; decimal: 2)
*Variable Type*: numeric

---

**C2E_HMEAN_NSEG_HMEAN_RATERS: CLASS Phase 2, Har Mean, Seg Cnt x Har Mean N Rater: Harmonic mean of the number of segments per video times the harmonic mean of the number of raters per video (ELA only)**

Based upon 894 valid cases out of 3,213 total cases.

- Mean: 2.02
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.18

*Location*: 8217-8221 (width: 5; decimal: 2)
### C2M_NVIDEO: CLASS2 Number of Math videos per section

<table>
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<th>%</th>
</tr>
</thead>
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<td>73</td>
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<td>280</td>
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</tr>
<tr>
<td>3</td>
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<td>96</td>
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<tr>
<td>4</td>
<td>-</td>
<td>317</td>
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<tr>
<td>5</td>
<td>-</td>
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<td>0.5%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>4</td>
<td>0.1%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
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<tr>
<td>.</td>
<td>.</td>
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<td>75.5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<td>100%</td>
</tr>
</tbody>
</table>

Based upon 786 valid cases out of 3,213 total cases.

*Location: 8222-8222 (width: 1; decimal: 0)*

*Variable Type: numeric*

### C2M_NSEG: CLASS2 Tot # segments used in Math videos section mean

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
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<td>86</td>
<td>2.7%</td>
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<td>-</td>
<td>327</td>
<td>10.2%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>16</td>
<td>0.5%</td>
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<tr>
<td>12</td>
<td>-</td>
<td>4</td>
<td>0.1%</td>
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<tr>
<td>18</td>
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<td>1</td>
<td>0.0%</td>
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<tr>
<td>.</td>
<td>.</td>
<td>246</td>
<td>75.5%</td>
</tr>
<tr>
<td>Total</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Based upon 787 valid cases out of 3,213 total cases.

*Location: 8223-8224 (width: 2; decimal: 0)*

*Variable Type: numeric*

### C2M_TOT_RATERS: CLASS2 Total number of Raters, Math

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>4</td>
<td>-</td>
<td>225</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

- 262 -
### C2M_NSCORES: CLASS2 Sum of n_rater_seg across all segments of Math videos

<table>
<thead>
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<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
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<td>-</td>
<td>69</td>
<td>2.1%</td>
</tr>
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<td>7</td>
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<td>10</td>
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<td>0.6%</td>
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<tr>
<td>11</td>
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<td>5</td>
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<td>0.1%</td>
</tr>
<tr>
<td>14</td>
<td>-</td>
<td>1</td>
<td>0.0%</td>
</tr>
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</table>

#### Missing Data

- 2427 75.5%

**Total** 3,213 100%

Based upon 786 valid cases out of 3,213 total cases.

*Location: 8225-8226 (width: 2; decimal: 0)*

*Variable Type: numeric*

---

### C2MAVG_POSITIVE_CLIMATE: CLASS2 Average Math Score for Positive Climate

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>3</td>
<td>0.1%</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>63</td>
<td>2.0%</td>
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</tr>
</tbody>
</table>

#### Missing Data

- 2427 75.5%

**Total** 3,213 100%

Based upon 786 valid cases out of 3,213 total cases.

*Location: 8227-8228 (width: 2; decimal: 0)*

*Variable Type: numeric*
Positive Climate reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 4.32
- Median: 4.38
- Mode: 4.50
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.82

Location: 8229-8233 (width: 5; decimal: 2)
Variable Type: numeric

### C2MAVG_NEGATIVE_CLIMATE: CLASS2 Average Math Score for Negative Climate

Negative Climate reflects the overall level of negativity among teachers and students in the class; the frequency, quality, and intensity of teacher and student negativity are important to observe. Negative climate is scaled in the opposite direction of the other CLASS scales. Higher negativity indicates lower quality.

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 1.40
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48

Location: 8234-8238 (width: 5; decimal: 2)
Variable Type: numeric

### C2MAVG_TEACHER_SENSITIVITY: CLASS2 Average Math Score for Teacher Sensitivity

Teacher Sensitivity reflects the teacher's timely responsiveness to the academic, social/emotional, behavioral, and developmental needs of individual students and the entire class.

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 4.09
- Median: 4.13
- Mode: 4.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.71

Location: 8239-8243 (width: 5; decimal: 2)
Variable Type: numeric

### C2MAVG_REGARD_FOR_STUDENT_PERSP: CLASS2 Average Math Score for Regard for Student Perspectives

Regard for Student Perspectives captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests and ideas and encourage student responsibility and autonomy. Also considered is the extent to which content is made useful and relevant to the students.

Based upon 786 valid cases out of 3,213 total cases.
• Mean: 2.90
• Median: 2.94
• Mode: 3.00
• Minimum: 1
• Maximum: 6
• Standard Deviation: 0.74

Location: 8244-8248 (width: 5; decimal: 2)  
Variable Type: numeric

C2MAVG_BEHAVIOR_MANAGEMENT: CLASS2 Average Math Score for Behavior Management

Behavior Management encompasses the teacher’s use of effective methods to encourage desirable behavior and prevent and redirect misbehavior

Based upon 786 valid cases out of 3,213 total cases.

• Mean: 5.82
• Median: 6.00
• Mode: 6.00
• Minimum: 2
• Maximum: 7
• Standard Deviation: 0.73

Location: 8249-8253 (width: 5; decimal: 2)  
Variable Type: numeric

C2MAVG_PRODUCTIVITY: CLASS2 Average Math Score for Productivity

Productivity considers how well the teacher manages time and routines so that instructional time is maximized. This dimension captures the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about student engagement or about the quality of instruction or activities.

Based upon 786 valid cases out of 3,213 total cases.

• Mean: 5.70
• Median: 5.82
• Mode: 6.00
• Minimum: 1
• Maximum: 7
• Standard Deviation: 0.66

Location: 8254-8258 (width: 5; decimal: 2)  
Variable Type: numeric

C2MAVG_INSTRUCTIONAL_LEARNING_F: CLASS2 Average Math Score for Instructional Learning Formats

Instructional Learning Formats focuses on the ways in which the teacher maximizes student engagement in learning through clear presentation of material, active facilitation, and the provision of interesting and engaging lessons and materials.

Based upon 786 valid cases out of 3,213 total cases.

• Mean: 4.13
• Median: 4.20
• Mode: 4.00
• Minimum: 1
C2MAVG_CONTENT_UNDERSTANDING: CLASS2 Average Math Score for Content Understanding

Content Understanding refers to both the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 3.85
- Median: 4.00
- Mode: 4.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.70

Location: 8259-8263 (width: 5; decimal: 2)
Variable Type: numeric

C2MAVG_ANALYSIS_AND_PROBLEM_SOLV: CLASS2 Average Math Score for Analysis & Problem Solving

Analysis and Problem Solving assesses the degree to which students are engaged in higher-level thinking skills, such as inquiry, analysis, reasoning, and creating, through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition, i.e., thinking about thinking, are also included.

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 2.54
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.65

Location: 8264-8268 (width: 5; decimal: 2)
Variable Type: numeric

C2MAVG_QUALITY_OF_FEEDBACK: CLASS2 Average Math Score for Quality of Feedback

Quality of Feedback assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. Significant feedback may also be provided by peers. Regardless of the source, the focus here should be on the nature of the feedback provided and the extent to which it 'pushes' learning.

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 3.53
- Median: 3.50
- Mode: 3.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.76
C2MAVG_INSTRUCTIONAL_DIALOGUE: CLASS2 Average Math Score for Instructional Dialogue

Dialogue captures the purposeful use of dialogue - structured, cumulative questioning and discussion which guide and prompt students - to facilitate students' understanding of content. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 3.20
- Median: 3.25
- Mode: 3.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.75

C2MAVG_STUDENT_ENGAGEMENT: CLASS2 Average Math Score for Student Engagement

Student Engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 4.82
- Median: 4.94
- Mode: 5.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.72

C2MAVG_DOMAIN1: CLASS2 Average Math Emotional Support Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 4.23
- Median: 4.28
- Mode: 4.38
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.57

C2MAVG_DOMAIN2: CLASS2 Average Math Class Management Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats
Based upon 786 valid cases out of 3,213 total cases.

- Mean: 5.22
- Median: 5.33
- Mode: 5.33
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.59

Location: 8294-8298 (width: 5; decimal: 2)
Variable Type: numeric

C2MAVG_DOMAIN3: CLASS2 Average Math Instructional Support Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 3.28
- Median: 3.31
- Mode: 3.13
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.65

Location: 8299-8303 (width: 5; decimal: 2)
Variable Type: numeric

C2M_HMEAN_NSEG: CLASS Phase 2, Harmonic Mean, Seg Cnt: Harmonic mean of the number of segments per video (MATH only)

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 1.96
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.14

Location: 8304-8308 (width: 5; decimal: 2)
Variable Type: numeric

C2M_HMEAN_NSEG_HMEAN_RATERS: CLASS Phase 2, Har Mean, Seg Cnt x Har Mean N Rater: Harmonic mean of the number of segments per video times the harmonic mean of the number of raters per video (MATH only)

Based upon 786 valid cases out of 3,213 total cases.

- Mean: 2.02
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.21

Location: 8309-8313 (width: 5; decimal: 2)
**VIDEO_SUBJECT: Video subject**

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<tr>
<td>Total</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 8314-8376 (width: 63; decimal: 0)*

*Variable Type: character*

**COV_CLASS_FFT_ELA: Video Error Covariance for CLASS & FFT, ELA**

Based upon 1,290 valid cases out of 3,213 total cases.

- Mean: 0.019
- Median: 0.021
- Mode: 0.022
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.008

*Location: 8377-8382 (width: 6; decimal: 3)*

*Variable Type: numeric*

**COV_CLASS_PLATO_ELA: Video Error Covariance for CLASS & PLATO, ELA**

Based upon 1,290 valid cases out of 3,213 total cases.

- Mean: 0.017
- Median: 0.020
- Mode: 0.020
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.008

*Location: 8383-8388 (width: 6; decimal: 3)*

*Variable Type: numeric*

**COV_FFT_PLATO_ELA: Video Error Covariance for FFT & PLATO, ELA**

Based upon 1,290 valid cases out of 3,213 total cases.

- Mean: 0.010
- Median: 0.012
- Mode: 0.012
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.005
**COV_CLASS_FFT_MATH: Video Error Covariance for CLASS & FFT, Math**

Based upon 1,192 valid cases out of 3,213 total cases.

- Mean: 0.018
- Median: 0.021
- Mode: 0.021
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.008

**COV_CLASS_MQI_MATH: Video Error Covariance for CLASS & MQI, Math**

Based upon 1,192 valid cases out of 3,213 total cases.

- Mean: 0.017
- Median: 0.019
- Mode: 0.020
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.008

**COV_FFT_MQI_MATH: Video Error Covariance for FFT & MQI, Math**

Based upon 1,192 valid cases out of 3,213 total cases.

- Mean: 0.010
- Median: 0.012
- Mode: 0.012
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.005

**EST_EFFORT_2010: 2010 Value-Added: Estimate for EFFORT**

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.01
- Mode: 0.01
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.28
EST_HAPPY_IN_CLASS_2010: 2010 Value-Added: Estimate for HAPPY_IN_CLASS

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.01
- Mode: 0.01
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.40

EST_READ_AT_HOME_2010: 2010 Value-Added: Estimate for READ_AT_HOME

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.00
- Mode: 0.13
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.34

EST_TEST_PREP_2010: 2010 Value-Added: Estimate for TEST_PREP

Based upon 2,961 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: 0.02
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.35

GRADES_COLLEGE_ASPIRE_2010: 2010 Value-Added: GRADES for COLLEGE_ASPIRE

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Based upon 3,213 valid cases out of 3,213 total cases.
### GRADES_EFFORT_2010: 2010 Value-Added: GRADES for EFFORT

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<td>491</td>
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<td>6</td>
<td></td>
<td>749</td>
<td>23.3 %</td>
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<td>653</td>
<td>20.3 %</td>
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<tr>
<td>8</td>
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<td>596</td>
<td>18.5 %</td>
</tr>
<tr>
<td>Total</td>
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<td>100%</td>
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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 8617-8796 (width: 180; decimal: 0)*  
*Variable Type: character*

### GRADES_HAPPY_IN_CLASS_2010: 2010 Value-Added: GRADES for HAPPY IN CLASS

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<th>%</th>
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<td>7.8 %</td>
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<td>474</td>
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<tr>
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<tr>
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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 8797-8976 (width: 180; decimal: 0)*  
*Variable Type: character*

### GRADES_READ_AT_HOME_2010: 2010 Value-Added: GRADES for READ AT HOME

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 8977-9156 (width: 180; decimal: 0)*  
*Variable Type: character*
### GRADES_TEST_PREP_2010: 2010 Value-Added: GRADES for TEST PREP

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<td>20.3%</td>
</tr>
<tr>
<td>8</td>
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<td>596</td>
<td>18.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location*: 9157-9336 (width: 180; decimal: 0)

*Variable Type*: character

### N_EFFORT_2010: 2010 Value-Added: Number of students for EFFORT

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 16.48
- Median: 17.00
- Mode: 17.00
- Minimum: 1
- Maximum: 48
- Standard Deviation: 5.81

*Location*: 9337-9338 (width: 2; decimal: 0)

*Variable Type*: numeric

### N_HAPPY_IN_CLASS_2010: 2010 Value-Added: Number of students for HAPPY_IN_CLASS

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 16.05
- Median: 16.00
- Mode: 17.00
- Minimum: 1
- Maximum: 46
- Standard Deviation: 5.79

*Location*: 9339-9340 (width: 2; decimal: 0)

*Variable Type*: numeric

### N_READ_AT_HOME_2010: 2010 Value-Added: Number of students for READ_AT_HOME

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 15.91
- Median: 16.00
- Mode: 15.00
- Minimum: 1
- Maximum: 48
• Standard Deviation: 5.83

Location: 9341-9342 (width: 2; decimal: 0)
Variable Type: numeric

N_TEST_PREP_2010: 2010 Value-Added: Number of students for TEST_PREP

Based upon 2,961 valid cases out of 3,213 total cases.

• Mean: 16.19
• Median: 16.00
• Mode: 17.00
• Minimum: 1
• Maximum: 48
• Standard Deviation: 5.77

Location: 9343-9344 (width: 2; decimal: 0)
Variable Type: numeric

SD_EFFORT_2010: 2010 Value-Added: Standard Deviation for EFFORT

Based upon 2,940 valid cases out of 3,213 total cases.

• Mean: 0.70
• Median: 0.68
• Mode: 0.68
• Minimum: 0
• Maximum: 3
• Standard Deviation: 0.18

Location: 9345-9349 (width: 5; decimal: 2)
Variable Type: numeric

SD_HAPPY_IN_CLASS_2010: 2010 Value-Added: Standard Deviation for HAPPY_IN_CLASS

Based upon 2,937 valid cases out of 3,213 total cases.

• Mean: 0.76
• Median: 0.79
• Mode: 0.92
• Minimum: 0
• Maximum: 2
• Standard Deviation: 0.27

Location: 9350-9354 (width: 5; decimal: 2)
Variable Type: numeric

SD_READ_AT_HOME_2010: 2010 Value-Added: Standard Deviation for READ_AT_HOME

Based upon 2,936 valid cases out of 3,213 total cases.

• Mean: 0.92
• Median: 0.93
• Mode: 1.00
• Minimum: 0
• Maximum: 2
• Standard Deviation: 0.19

*Location*: 9355-9359 (width: 5; decimal: 2)
*Variable Type*: numeric

---

**SD_TEST_PREP_2010: 2010 Value-Added: Standard Deviation for TEST_PREP**

Based upon 2,936 valid cases out of 3,213 total cases.

• Mean: 0.68
• Median: 0.66
• Mode: 0.66
• Minimum: 0
• Maximum: 2
• Standard Deviation: 0.21

*Location*: 9360-9364 (width: 5; decimal: 2)
*Variable Type*: numeric

---

**SEC_ALTTST_ALIGN: Alignment Index for Teacher's Instruction with the MET Alternate Assessment**

Based upon 279 valid cases out of 3,213 total cases.

• Mean: 0.067
• Median: 0.065
• Mode: 0.055
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.033

*Location*: 9365-9370 (width: 6; decimal: 3)
*Variable Type*: numeric

---

**SEC_STATESTDS_ALIGN: Alignment Index for Teacher’s Instruction with the State Standards**

Based upon 279 valid cases out of 3,213 total cases.

• Mean: 0.241
• Median: 0.242
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.086

*Location*: 9371-9376 (width: 6; decimal: 3)
*Variable Type*: numeric

---

**SEC_STATETEST_ALIGN: Alignment Index for Teacher’s Instruction with the State Assessment**

Based upon 197 valid cases out of 3,213 total cases.

• Mean: 0.152
• Median: 0.153
• Mode: 0.104
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.055

Location: 9377-9382 (width: 6; decimal: 3)
Variable Type: numeric

**REST_BAM_2010: Revised 2010 BAM Value-Added Estimate (2011 Consistent)**

Based upon 1,684 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.00
• Mode: -0.06
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.28

Location: 9383-9388 (width: 6; decimal: 2)
Variable Type: numeric

**REST_ELA_2010: Revised 2010 State Test ELA Value-Added Estimate (2011 Consistent)**

Based upon 2,015 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.00
• Mode: 0.01
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.19

Location: 9389-9394 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 1,850 valid cases out of 3,213 total cases.

• Mean: 0.01
• Median: 0.00
• Mode: -0.04
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.24

Location: 9395-9400 (width: 6; decimal: 2)
Variable Type: numeric

**REST_SAT9_2010: Revised 2010 SAT9 Value-Added Estimate (2011 Consistent)**

Based upon 1,850 valid cases out of 3,213 total cases.

• Mean: -0.01
• Median: -0.01
• Mode: -0.01
• Minimum: -3
• Maximum: 1
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1977</td>
<td>61.5 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>290</td>
<td>9.0 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>293</td>
<td>9.1 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>221</td>
<td>6.9 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>203</td>
<td>6.3 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>229</td>
<td>7.1 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1739</td>
<td>54.1 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>318</td>
<td>9.9 %</td>
</tr>
<tr>
<td>4,5</td>
<td>-</td>
<td>3</td>
<td>0.1 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>315</td>
<td>9.8 %</td>
</tr>
<tr>
<td>5,6</td>
<td>-</td>
<td>2</td>
<td>0.1 %</td>
</tr>
<tr>
<td>5,6,7</td>
<td>-</td>
<td>1</td>
<td>0.0 %</td>
</tr>
<tr>
<td>5,6,7,8</td>
<td>-</td>
<td>3</td>
<td>0.1 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>297</td>
<td>9.2 %</td>
</tr>
<tr>
<td>6,7</td>
<td>-</td>
<td>5</td>
<td>0.2 %</td>
</tr>
<tr>
<td>6,7,8</td>
<td>-</td>
<td>1</td>
<td>0.0 %</td>
</tr>
<tr>
<td>6,8</td>
<td>-</td>
<td>1</td>
<td>0.0 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>283</td>
<td>8.8 %</td>
</tr>
<tr>
<td>7,8</td>
<td>-</td>
<td>6</td>
<td>0.2 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>239</td>
<td>7.4 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.
### RG_SAT9_2010: Grade Level revised 2010 SAT9 Value-Added

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1837</td>
<td>57.2 %</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>307</td>
<td>9.6 %</td>
</tr>
<tr>
<td>4,5</td>
<td></td>
<td>4</td>
<td>0.1 %</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>304</td>
<td>9.5 %</td>
</tr>
<tr>
<td>5,6</td>
<td></td>
<td>3</td>
<td>0.1 %</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>244</td>
<td>7.6 %</td>
</tr>
<tr>
<td>6,7</td>
<td></td>
<td>5</td>
<td>0.2 %</td>
</tr>
<tr>
<td>6,8</td>
<td></td>
<td>4</td>
<td>0.1 %</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>238</td>
<td>7.4 %</td>
</tr>
<tr>
<td>7,8</td>
<td></td>
<td>7</td>
<td>0.2 %</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>260</td>
<td>8.1 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 9767-9946 (width: 180; decimal: 0)*

*Variable Type: character*

### RN_BAM_2010: Number of students used in revised 2010 BAM Value-Added

Based upon 1,684 valid cases out of 3,213 total cases.

- Mean: 17.36
- Median: 17.00
- Mode: 18.00
- Minimum: 1
- Maximum: 47
- Standard Deviation: 5.66

*Location: 10127-10128 (width: 2; decimal: 0)*

*Variable Type: numeric*
RN_ELA_2010: Number of students used in revised 2010 State ELA Value-Added

Based upon 2,015 valid cases out of 3,213 total cases.

- Mean: 20.33
- Median: 20.00
- Mode: 20.00
- Minimum: 1
- Maximum: 61
- Standard Deviation: 5.63

Location: 10129-10130 (width: 2; decimal: 0)
Variable Type: numeric

RN_MATH_2010: Number of students used in revised 2010 State Math Value-Added

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 20.36
- Median: 20.00
- Mode: 20.00
- Minimum: 1
- Maximum: 61
- Standard Deviation: 6.24

Location: 10131-10132 (width: 2; decimal: 0)
Variable Type: numeric

RN_SAT9_2010: Number of students used in revised 2010 SAT9 Value-Added

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 17.91
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 5.23

Location: 10133-10134 (width: 2; decimal: 0)
Variable Type: numeric

RSE_BAM_2010: Standard Error revised 2010 BAM Value-Added

Based upon 1,684 valid cases out of 3,213 total cases.

- Mean: 0.156
- Median: 0.145
- Mode: 0.153
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.044

Location: 10135-10140 (width: 6; decimal: 3)
Variable Type: numeric
RSE_ELA_2010: Standard Error revised 2010 State ELA Value-Added

Based upon 2,015 valid cases out of 3,213 total cases.

- Mean: 0.126
- Median: 0.119
- Mode: 0.116
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.029

Location: 10141-10146 (width: 6; decimal: 3)
Variable Type: numeric

RSE_MATH_2010: Standard Error revised 2010 State Math Value-Added

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 0.115
- Median: 0.110
- Mode: 0.104
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.027

Location: 10147-10152 (width: 6; decimal: 3)
Variable Type: numeric

RSE_SAT9_2010: Standard Error revised 2010 SAT9 Value-Added

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 0.177
- Median: 0.168
- Mode: 0.172
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.044

Location: 10153-10158 (width: 6; decimal: 3)
Variable Type: numeric

REST_CAPTIVATE_ELA_2010: Revised 2010 Captivate Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: -0.07
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

Location: 10159-10164 (width: 6; decimal: 2)
Variable Type: numeric
REST_CAPTIVATE_MATH_2010: Revised 2010 Captivate Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: 0.29
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.39

Location: 10165-10170 (width: 6; decimal: 2)
Variable Type: numeric

REST_CARE_ELA_2010: Revised 2010 Care Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: 0.00
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

Location: 10171-10176 (width: 6; decimal: 2)
Variable Type: numeric

REST_CARE_MATH_2010: Revised 2010 Care Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: 0.10
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

Location: 10177-10182 (width: 6; decimal: 2)
Variable Type: numeric

REST_CHALLENGE_ELA_2010: Revised 2010 Challenge Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.02
- Mode: 0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.33
REST_CHALLENGE_MATH_2010: Revised 2010 Challenge Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

REST_CLARIFY_ELA_2010: Revised 2010 Clarify Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.29

REST_CLARIFY_MATH_2010: Revised 2010 Clarify Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.28

REST_COLLEGE_ELA_2010: Revised 2010 College Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: -0.02
- Minimum: -2
- Maximum: 1
Standard Deviation: 0.38

Location: 10207-10212 (width: 6; decimal: 2)
Variable Type: numeric

REST_COLLEGE_MATH_2010: Revised 2010 College Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: 0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.37

Location: 10213-10218 (width: 6; decimal: 2)
Variable Type: numeric

REST_COMPOSITE1_ELA_2010: Revised 2010 Composite1 Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.02
- Mode: 0.00
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.31

Location: 10219-10224 (width: 6; decimal: 2)
Variable Type: numeric

REST_COMPOSITE1_MATH_2010: Revised 2010 Composite1 Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.02
- Mode: -0.06
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31

Location: 10225-10230 (width: 6; decimal: 2)
Variable Type: numeric

REST_COMPOSITE2_ELA_2010: Revised 2010 Composite2 Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
REST_COMPOSITE2_MATH_2010: Revised 2010 Composite2 Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: -0.09
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31

Location: 10237-10242 (width: 6; decimal: 2)
Variable Type: numeric

REST_CONFER_ELA_2010: Revised 2010 Confer Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.34

Location: 10243-10248 (width: 6; decimal: 2)
Variable Type: numeric

REST_CONFER_MATH_2010: Revised 2010 Confer Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: 0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.34

Location: 10249-10254 (width: 6; decimal: 2)
Variable Type: numeric

REST_CONSOLIDATE_ELA_2010: Revised 2010 Consolidate Value-Added Estimate ELA students (2011 Consistent)
Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.02
- Mode: -0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.37

Location: 10255-10260 (width: 6; decimal: 2)
Variable Type: numeric

REST_CONsolidate_MATH_2010: Revised 2010 Consolidate Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: 0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

Location: 10261-10266 (width: 6; decimal: 2)
Variable Type: numeric

REST_CONTROL_ela_2010: Revised 2010 Control Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.01
- Mode: 0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.39

Location: 10267-10272 (width: 6; decimal: 2)
Variable Type: numeric

REST_CONTROL_math_2010: Revised 2010 Control Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.01
- Mode: 0.15
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

Location: 10273-10278 (width: 6; decimal: 2)
Variable Type: numeric
REST_EFFORT_ELA_2010: Revised 2010 Effort Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.01
- Mode: 0.06
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.29

Location: 10279-10284 (width: 6; decimal: 2)
Variable Type: numeric

REST_EFFORT_MATH_2010: Revised 2010 Effort Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.01
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.28

Location: 10285-10290 (width: 6; decimal: 2)
Variable Type: numeric

REST_HIC_ELA_2010: Revised 2010 Happy in Class Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.03
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.44

Location: 10291-10296 (width: 6; decimal: 2)
Variable Type: numeric

REST_HIC_MATH_2010: Revised 2010 Happy in Class Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: 0.12
- Minimum: -1
- Maximum: 2
Standard Deviation: 0.45

**Location:** 10297-10302 (width: 6; decimal: 2)
**Variable Type:** numeric

**REST_READ_ELA_2010:** Revised 2010 Read At Home Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.00
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

**Location:** 10303-10308 (width: 6; decimal: 2)
**Variable Type:** numeric

**REST_READ_MATH_2010:** Revised 2010 Read At Home Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.01
- Mode: 0.11
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.37

**Location:** 10309-10314 (width: 6; decimal: 2)
**Variable Type:** numeric

**REST_STRICTNESS_ELA_2010:** Revised 2010 Strictness Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.02
- Mode: 0.11
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.32

**Location:** 10315-10320 (width: 6; decimal: 2)
**Variable Type:** numeric

**REST_STRICTNESS_MATH_2010:** Revised 2010 Strictness Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.02
REST_SUPPORT_ELA_2010: Revised 2010 Support Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.06
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.33

REST_SUPPORT_MATH_2010: Revised 2010 Support Value-Added Estimate Math students (2011 Consistent)

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: -0.10
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

REST_TEST_PREP_ELA_2010: Revised 2010 Test Prep Value-Added Estimate ELA students (2011 Consistent)

Based upon 1,837 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.03
- Mode: 0.00
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.38

REST_TEST_PREP_MATH_2010: Revised 2010 Test Prep Value-Added Estimate Math students (2011 Consistent)
Based upon 1,692 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.03
- Mode: 0.05
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

Location: 10345-10350 (width: 6; decimal: 2)
Variable Type: numeric

**RG_CAPTIVATE_ELA_2010**: Grade Level 2010 Revised CAPTIVATE Value-Added Estimate ELA students

<table>
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<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>1374</td>
<td>42.8 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>392</td>
<td>12.2 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>401</td>
<td>12.5 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>388</td>
<td>12.1 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>350</td>
<td>10.9 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>308</td>
<td>9.6 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 10351-10530 (width: 180; decimal: 0)
Variable Type: character

**RG_CAPTIVATE_MATH_2010**: Grade Level 2010 Revised CAPTIVATE Value-Added Estimate Math students

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>1520</td>
<td>47.3 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>369</td>
<td>11.5 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>374</td>
<td>11.6 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>360</td>
<td>11.2 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>303</td>
<td>9.4 %</td>
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<tr>
<td>8</td>
<td>-</td>
<td>287</td>
<td>8.9 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 10531-10710 (width: 180; decimal: 0)
Variable Type: character

**RG_CARE_ELA_2010**: Grade Level 2010 Revised Care Value-Added Estimate ELA students
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1374</td>
<td>42.8 %</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>392</td>
<td>12.2 %</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>401</td>
<td>12.5 %</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>388</td>
<td>12.1 %</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>350</td>
<td>10.9 %</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>308</td>
<td>9.6 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 10711-10890 (width: 180; decimal: 0)*

*Variable Type: character*

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RG_CARE_MATH_2010: Grade Level 2010 Revised Care Value-Added Estimate Math students

<table>
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<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1520</td>
<td>47.3 %</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>369</td>
<td>11.5 %</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>374</td>
<td>11.6 %</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>360</td>
<td>11.2 %</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>303</td>
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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 10891-11070 (width: 180; decimal: 0)*

*Variable Type: character*

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RG_CHALLENGE_ELA_2010: Grade Level 2010 Revised Challenge Value-Added Estimate ELA students

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 11071-11250 (width: 180; decimal: 0)*

*Variable Type: character*
**RG_CHALLENGE_MATH_2010: Grade Level 2010 Revised Challenge Value-Added Estimate Math students**

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 11251-11430 (width: 180; decimal: 0)*  
*Variable Type: character*

**RG_CLARIFY_ELA_2010: Grade Level 2010 Revised Clarify Value-Added Estimate ELA students**

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 11431-11610 (width: 180; decimal: 0)*  
*Variable Type: character*

**RG_CLARIFY_MATH_2010: Grade Level 2010 Revised Clarify Value-Added Estimate Math students**

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 11611-11790 (width: 180; decimal: 0)*  
*Variable Type: character*
### RG_COLLEGE_ELA_2010: Grade Level 2010 Revised College Value-Added Estimate ELA students

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Based upon 3,213 valid cases out of 3,213 total cases.

Location: 11791-11970 (width: 180; decimal: 0)
Variable Type: character

### RG_COLLEGE_MATH_2010: Grade Level 2010 Revised College Value-Added Estimate Math students

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Based upon 3,213 valid cases out of 3,213 total cases.

Location: 11971-12150 (width: 180; decimal: 0)
Variable Type: character

### RG_COMPOSITE1_ELA_2010: Grade Level 2010 Revised Composite1 Value-Added Estimate ELA students

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Based upon 3,213 valid cases out of 3,213 total cases.

Location: 12151-12330 (width: 180; decimal: 0)
### RG_COMPOSITE1_MATH_2010: Grade Level 2010 Revised Composite1 Value-Added Estimate Math students

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 12331-12510 (width: 180; decimal: 0)

### RG_COMPOSITE2_ELA_2010: Grade Level 2010 Revised Composite2 Value-Added Estimate ELA students

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 12511-12690 (width: 180; decimal: 0)

### RG_COMPOSITE2_MATH_2010: Grade Level 2010 Revised Composite2 Value-Added Estimate Math students

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- 293 -
Based upon 3,213 valid cases out of 3,213 total cases.

**RG_CONFER_ELA_2010: Grade Level 2010 Revised Confer Value-Added Estimate ELA students**

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**RG_CONFER_MATH_2010: Grade Level 2010 Revised Confer Value-Added Estimate Math students**

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Based upon 3,213 valid cases out of 3,213 total cases.

**RG_CONSOLIDATE_ELA_2010: Grade Level 2010 Revised Consolidate Value-Added Estimate ELA students**

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**Location:** 13231-13410 (width: 180; decimal: 0)
**Variable Type:** character

### RG_CONSOLIDATE_MATH_2010: Grade Level 2010 Revised Consolidate Value-Added Estimate Math students

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 13411-13590 (width: 180; decimal: 0)
**Variable Type:** character

### RG_CONTROL_ELA_2010: Grade Level 2010 Revised Control Value-Added Estimate ELA students

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 13591-13770 (width: 180; decimal: 0)
**Variable Type:** character

### RG_CONTROL_MATH_2010: Grade Level 2010 Revised Control Value-Added Estimate Math students

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- 295 -
Based upon 3,213 valid cases out of 3,213 total cases.

**Variable Type:** character

### RG_EFFORT_ELA_2010: Grade Level 2010 Revised Effort Value-Added Estimate ELA students

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<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 13951-14130 (width: 180; decimal: 0)

**Variable Type:** character

### RG_EFFORT_MATH_2010: Grade Level 2010 Revised Effort Value-Added Estimate Math students

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1520</td>
<td>47.3%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>369</td>
<td>11.5%</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>374</td>
<td>11.6%</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>360</td>
<td>11.2%</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>303</td>
<td>9.4%</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>287</td>
<td>8.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 14131-14310 (width: 180; decimal: 0)

**Variable Type:** character

### RG_HIC_ELA_2010: Grade Level 2010 Revised Happy in Class Value-Added Estimate ELA students

<table>
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<tbody>
<tr>
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<td></td>
<td>1374</td>
<td>42.8%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>392</td>
<td>12.2%</td>
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<tr>
<td>5</td>
<td></td>
<td>401</td>
<td>12.5%</td>
</tr>
<tr>
<td>6</td>
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<td>388</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 13771-13950 (width: 180; decimal: 0)

**Variable Type:** character
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<tbody>
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<tr>
<td>8</td>
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<td>9.6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

**RG_HIC_MATH_2010**: Grade Level 2010 Revised Happy in Class Value-Added Estimate Math students

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
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<td>-</td>
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<td>11.5%</td>
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<tr>
<td>5</td>
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<td>374</td>
<td>11.6%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>360</td>
<td>11.2%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>303</td>
<td>9.4%</td>
</tr>
<tr>
<td>8</td>
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<td>287</td>
<td>8.9%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

**RG_READ_ELA_2010**: Grade Level 2010 Revised Read At Home Value-Added Estimate ELA students

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
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<th>%</th>
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<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>1374</td>
<td>42.8%</td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>5</td>
<td>-</td>
<td>401</td>
<td>12.5%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>388</td>
<td>12.1%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>350</td>
<td>10.9%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>308</td>
<td>9.6%</td>
</tr>
<tr>
<td>Total</td>
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<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

**RG_READ_MATH_2010**: Grade Level 2010 Revised Read At Home Value-Added Estimate Math students
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>1520</td>
<td>47.3 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
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<td>11.5 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>374</td>
<td>11.6 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>360</td>
<td>11.2 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>303</td>
<td>9.4 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>287</td>
<td>8.9 %</td>
</tr>
<tr>
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</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 14851-15030 (width: 180; decimal: 0)*  
*Variable Type: character*

### RG_STRICTNESS_ELA_2010: Grade Level 2010 Revised Strictness Value-Added Estimate ELA students

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>1374</td>
<td>42.8 %</td>
</tr>
<tr>
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</tr>
<tr>
<td>5</td>
<td>-</td>
<td>401</td>
<td>12.5 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>388</td>
<td>12.1 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>350</td>
<td>10.9 %</td>
</tr>
<tr>
<td>8</td>
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<td>308</td>
<td>9.6 %</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 15031-15210 (width: 180; decimal: 0)*  
*Variable Type: character*

### RG_STRICTNESS_MATH_2010: Grade Level 2010 Revised Strictness Value-Added Estimate Math students

<table>
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<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
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<tbody>
<tr>
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<td>1520</td>
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<tr>
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<td>11.5 %</td>
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<tr>
<td>5</td>
<td>-</td>
<td>374</td>
<td>11.6 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>360</td>
<td>11.2 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>303</td>
<td>9.4 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>287</td>
<td>8.9 %</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 15211-15390 (width: 180; decimal: 0)*  
*Variable Type: character*
## RG_SUPPORT_ELA_2010: Grade Level 2010 Revised Support Value-Added Estimate ELA students

<table>
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<th>Label</th>
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<th>%</th>
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<tbody>
<tr>
<td>-</td>
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<td>1374</td>
<td>42.8 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
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<td>12.2 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>401</td>
<td>12.5 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>388</td>
<td>12.1 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>350</td>
<td>10.9 %</td>
</tr>
<tr>
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<td>308</td>
<td>9.6 %</td>
</tr>
<tr>
<td>Total</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 15391-15570 (width: 180; decimal: 0)
Variable Type: character

## RG_SUPPORT_MATH_2010: Grade Level 2010 Revised Support Value-Added Estimate Math students

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>-</td>
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<td>1520</td>
<td>47.3 %</td>
</tr>
<tr>
<td>4</td>
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<td>369</td>
<td>11.5 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>374</td>
<td>11.6 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>360</td>
<td>11.2 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>303</td>
<td>9.4 %</td>
</tr>
<tr>
<td>8</td>
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<td>287</td>
<td>8.9 %</td>
</tr>
<tr>
<td>Total</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 15571-15750 (width: 180; decimal: 0)
Variable Type: character

## RG_TEST_PREP_ELA_2010: Grade Level 2010 Revised Test Prep Value-Added Estimate ELA students

<table>
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<tr>
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<th>Label</th>
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<th>%</th>
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<tbody>
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</tr>
<tr>
<td>4</td>
<td>-</td>
<td>392</td>
<td>12.2 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>401</td>
<td>12.5 %</td>
</tr>
<tr>
<td>6</td>
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<td>387</td>
<td>12.0 %</td>
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<tr>
<td>7</td>
<td>-</td>
<td>349</td>
<td>10.9 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>308</td>
<td>9.6 %</td>
</tr>
<tr>
<td>Total</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 15751-15930 (width: 180; decimal: 0)
**RG_TEST_PREP_MATH_2010: Grade Level 2010 Revised Test Prep Value-Added Estimate Math students**

<table>
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<tr>
<th>Value</th>
<th>Label</th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1521</td>
<td>47.3 %</td>
</tr>
<tr>
<td>4</td>
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</tr>
<tr>
<td>5</td>
<td>-</td>
<td>373</td>
<td>11.6 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>360</td>
<td>11.2 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>303</td>
<td>9.4 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>287</td>
<td>8.9 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

**Location**: 15931-16110 (width: 180; decimal: 0)

**Variable Type**: character

**RN_CAPTIVATE_ELA_2010: Number of Students 2010 Revised CAPTIVATE Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.93
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.12

**Location**: 16111-16112 (width: 2; decimal: 0)

**Variable Type**: numeric

**RN_CAPTIVATE_MATH_2010: Number of Students 2010 Revised CAPTIVATE Value-Added Estimate Math students**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.42
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.97

**Location**: 16113-16114 (width: 2; decimal: 0)

**Variable Type**: numeric

**RN_CARE_ELA_2010: Number of Students 2010 Revised Care Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.
Mean: 13.89
Median: 13.00
Mode: 10.00
Minimum: 1
Maximum: 33
Standard Deviation: 6.07

Location: 16115-16116 (width: 2; decimal: 0)
Variable Type: numeric

**RN_CARE_MATH_2010: Number of Students 2010 Revised Care Value-Added Estimate Math students**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.39
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.94

Location: 16117-16118 (width: 2; decimal: 0)
Variable Type: numeric

**RN_CHALLENGE_ELAL_2010: Number of Students 2010 Revised Challenge Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.92
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.11

Location: 16119-16120 (width: 2; decimal: 0)
Variable Type: numeric

**RN_CHALLENGE_MATH_2010: Number of Students 2010 Revised Challenge Value-Added Estimate Math students**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.42
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.97

Location: 16121-16122 (width: 2; decimal: 0)
Variable Type: numeric
RN_CLARIFY_ELA_2010: Number of Students 2010 Revised Clarify Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.91
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.08

Location: 16123-16124 (width: 2; decimal: 0)
Variable Type: numeric

RN_CLARIFY_MATH_2010: Number of Students 2010 Revised Clarify Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.42
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.96

Location: 16125-16126 (width: 2; decimal: 0)
Variable Type: numeric

RN_COLLEGE_ELA_2010: Number of Students 2010 Revised College Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.78
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.07

Location: 16127-16128 (width: 2; decimal: 0)
Variable Type: numeric

RN_COLLEGE_MATH_2010: Number of Students 2010 Revised College Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.29
- Median: 12.00
- Mode: 9.00
- Minimum: 1
- Maximum: 53
• Standard Deviation: 5.94

Location: 16129-16130 (width: 2; decimal: 0)
Variable Type: numeric

RN_COMPOSITE1_ELA_2010: Number of Students 2010 Revised Composite1 Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 13.95
• Median: 13.00
• Mode: 10.00
• Minimum: 1
• Maximum: 33
• Standard Deviation: 6.11

Location: 16131-16132 (width: 2; decimal: 0)
Variable Type: numeric

RN_COMPOSITE1_MATH_2010: Number of Students 2010 Revised Composite1 Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 13.44
• Median: 12.00
• Mode: 11.00
• Minimum: 1
• Maximum: 53
• Standard Deviation: 5.97

Location: 16133-16134 (width: 2; decimal: 0)
Variable Type: numeric

RN_COMPOSITE2_ELA_2010: Number of Students 2010 Revised Composite2 Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 13.95
• Median: 13.00
• Mode: 10.00
• Minimum: 1
• Maximum: 33
• Standard Deviation: 6.11

Location: 16135-16136 (width: 2; decimal: 0)
Variable Type: numeric

RN_COMPOSITE2_MATH_2010: Number of Students 2010 Revised Composite2 Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 13.44
- Median: 12.00  
- Mode: 11.00  
- Minimum: 1  
- Maximum: 53  
- Standard Deviation: 5.97

**Location:** 16137-16138 (width: 2; decimal: 0)  
**Variable Type:** numeric

---

**RN_CONFER_EL_2010:** Number of Students 2010 Revised Confer Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.94  
- Median: 13.00  
- Mode: 10.00  
- Minimum: 1  
- Maximum: 33  
- Standard Deviation: 6.11

**Location:** 16139-16140 (width: 2; decimal: 0)  
**Variable Type:** numeric

---

**RN_CONFER_MATH_2010:** Number of Students 2010 Revised Confer Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.43  
- Median: 12.00  
- Mode: 11.00  
- Minimum: 1  
- Maximum: 53  
- Standard Deviation: 5.97

**Location:** 16141-16142 (width: 2; decimal: 0)  
**Variable Type:** numeric

---

**RN_CONSOLIDATE_EL_2010:** Number of Students 2010 Revised Consolidate Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.81  
- Median: 13.00  
- Mode: 10.00  
- Minimum: 1  
- Maximum: 33  
- Standard Deviation: 6.08

**Location:** 16143-16144 (width: 2; decimal: 0)  
**Variable Type:** numeric

---

**RN_CONSOLIDATE_MATH_2010:** Number of Students 2010 Revised Consolidate Value-Added Estimate Math students
Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.33
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.97

Location: 16145-16146 (width: 2; decimal: 0)
Variable Type: numeric

**RN_CONTROL_ELA_2010: Number of Students 2010 Revised Control Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.91
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.08

Location: 16147-16148 (width: 2; decimal: 0)
Variable Type: numeric

**RN_CONTROL_MATH_2010: Number of Students 2010 Revised Control Value-Added Estimate Math students**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.41
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.97

Location: 16149-16150 (width: 2; decimal: 0)
Variable Type: numeric

**RN_EFFORT_ELA_2010: Number of Students 2010 Revised Effort Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.86
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.07

Location: 16151-16152 (width: 2; decimal: 0)
Variable Type: numeric
RN_EFFORT_MATH_2010: Number of Students 2010 Revised Effort Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.39
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.96

Location: 16153-16154 (width: 2; decimal: 0)
Variable Type: numeric

RN_HIC_ELA_2010: Number of Students 2010 Revised Happy in Class Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.51
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 5.94

Location: 16155-16156 (width: 2; decimal: 0)
Variable Type: numeric

RN_HIC_MATH_2010: Number of Students 2010 Revised Happy in Class Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.03
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 5.82

Location: 16157-16158 (width: 2; decimal: 0)
Variable Type: numeric

RN_READ_ELA_2010: Number of Students 2010 Revised Read At Home Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.42
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- 307 -
• Median: 13.00
• Mode: 10.00
• Minimum: 1
• Maximum: 33
• Standard Deviation: 6.11

Location: 16167-16168 (width: 2; decimal: 0)
Variable Type: numeric

**RN_SUPPORT_MATH_2010: Number of Students 2010 Revised Support Value-Added Estimate Math students**

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 13.44
• Median: 12.00
• Mode: 11.00
• Minimum: 1
• Maximum: 53
• Standard Deviation: 5.97

Location: 16169-16170 (width: 2; decimal: 0)
Variable Type: numeric

**RN_TEST_PREP_ELA_2010: Number of Students 2010 Revised Test Prep Value-Added Estimate ELA students**

Based upon 1,837 valid cases out of 3,213 total cases.

• Mean: 13.63
• Median: 13.00
• Mode: 10.00
• Minimum: 1
• Maximum: 33
• Standard Deviation: 6.10

Location: 16171-16172 (width: 2; decimal: 0)
Variable Type: numeric

**RN_TEST_PREP_MATH_2010: Number of Students 2010 Revised Test Prep Value-Added Estimate Math students**

Based upon 1,692 valid cases out of 3,213 total cases.

• Mean: 13.13
• Median: 12.00
• Mode: 9.00
• Minimum: 1
• Maximum: 53
• Standard Deviation: 5.99

Location: 16173-16174 (width: 2; decimal: 0)
Variable Type: numeric

**RSE_CAPTIVATE_ELA_2010: Standard Error 2010 Revised CAPTIVATE Value-Added Estimate ELA students**

- 308 -
Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.204
- Median: 0.189
- Mode: 0.177
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.069

Location: 16175-16180 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CAPTIVATE_MATH_2010: Standard Error 2010 Revised CAPTIVATE Value-Added Estimate
Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.207
- Median: 0.195
- Mode: 0.182
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.066

Location: 16181-16186 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CARE_ELALPHA_2010: Standard Error 2010 Revised Care Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.212
- Median: 0.177
- Mode: 0.177
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.075

Location: 16187-16192 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CARE_MATH_2010: Standard Error 2010 Revised Care Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.212
- Median: 0.199
- Mode: 0.206
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.069

Location: 16193-16198 (width: 6; decimal: 3)
Variable Type: numeric
RSE_CHALLENGE_ELA_2010: Standard Error 2010 Revised Challenge Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.183
- Median: 0.170
- Mode: 0.170
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.062

Location: 16199-16204 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CHALLENGE_MATH_2010: Standard Error 2010 Revised Challenge Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.184
- Median: 0.174
- Mode: 0.154
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.058

Location: 16205-16210 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CLARIFY_ELA_2010: Standard Error 2010 Revised Clarify Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.165
- Median: 0.151
- Mode: 0.151
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.057

Location: 16211-16216 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CLARIFY_MATH_2010: Standard Error 2010 Revised Clarify Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.166
- Median: 0.155
- Mode: 0.187
- Minimum: 0
- Maximum: 1
• Standard Deviation: 0.054

**Location:** 16217-16222 (width: 6; decimal: 3)
**Variable Type:** numeric

**RSE_COLLEGE_ELA_2010: Standard Error 2010 Revised College Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.250
- Median: 0.232
- Mode: 0.215
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.086

**Location:** 16223-16228 (width: 6; decimal: 3)
**Variable Type:** numeric

**RSE_COLLEGE_MATH_2010: Standard Error 2010 Revised College Value-Added Estimate Math students**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.253
- Median: 0.237
- Mode: 0.262
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.080

**Location:** 16229-16234 (width: 6; decimal: 3)
**Variable Type:** numeric

**RSE_COMPOSITE1_ELA_2010: Standard Error 2010 Revised Composite1 Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.147
- Median: 0.136
- Mode: 0.132
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.051

**Location:** 16235-16240 (width: 6; decimal: 3)
**Variable Type:** numeric

**RSE_COMPOSITE1_MATH_2010: Standard Error 2010 Revised Composite1 Value-Added Estimate Math students**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.147
• Median: 0.138
• Mode: 0.133
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.048

Location: 16241-16246 (width: 6; decimal: 3)
Variable Type: numeric

**RSE_COMPOSITE2_EL_2010: Standard Error 2010 Revised Composite2 Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.156
• Median: 0.145
• Mode: 0.140
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.054

Location: 16247-16252 (width: 6; decimal: 3)
Variable Type: numeric

**RSE_COMPOSITE2_MATH_2010: Standard Error 2010 Revised Composite2 Value-Added Estimate Math students**

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.157
• Median: 0.148
• Mode: 0.131
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.051

Location: 16253-16258 (width: 6; decimal: 3)
Variable Type: numeric

**RSE_CONFER_EL_2010: Standard Error 2010 Revised Confer Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.185
• Median: 0.172
• Mode: 0.163
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.064

Location: 16259-16264 (width: 6; decimal: 3)
Variable Type: numeric

**RSE_CONFER_MATH_2010: Standard Error 2010 Revised Confer Value-Added Estimate Math students**
Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.189
- Median: 0.177
- Mode: 0.160
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.062

Location: 16265-16270 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CONsolidate_ELA_2010: Standard Error 2010 Revised Consolidate Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.216
- Median: 0.200
- Mode: 0.197
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.074

Location: 16271-16276 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CONsolidate_Math_2010: Standard Error 2010 Revised Consolidate Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.220
- Median: 0.206
- Mode: 0.206
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.070

Location: 16277-16282 (width: 6; decimal: 3)
Variable Type: numeric

RSE_Control_ELA_2010: Standard Error 2010 Revised Control Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.172
- Median: 0.159
- Mode: 0.128
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.059

Location: 16283-16288 (width: 6; decimal: 3)
Variable Type: numeric
**RSE_CONTROL_MATH_2010: Standard Error 2010 Revised Control Value-Added Estimate Math students**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.174
- Median: 0.165
- Mode: 0.139
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.055

*Location*: 16289-16294 (width: 6; decimal: 3)

*Variable Type*: numeric

---

**RSE_EFFORT_ELA_2010: Standard Error 2010 Revised Effort Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.212
- Median: 0.197
- Mode: 0.190
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.075

*Location*: 16295-16300 (width: 6; decimal: 3)

*Variable Type*: numeric

---

**RSE_EFFORT_MATH_2010: Standard Error 2010 Revised Effort Value-Added Estimate Math students**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.214
- Median: 0.203
- Mode: 0.219
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.068

*Location*: 16301-16306 (width: 6; decimal: 3)

*Variable Type*: numeric

---

**RSE_HIC_ELA_2010: Standard Error 2010 Revised Happy in Class Value-Added Estimate ELA students**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.263
- Median: 0.242
- Mode: 0.218
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.094
RSE_HIC_MATH_2010: Standard Error 2010 Revised Happy in Class Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.266
- Median: 0.250
- Mode: 0.227
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.087

RSE_READ_ELA_2010: Standard Error 2010 Revised Read At Home Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.281
- Median: 0.258
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.099

RSE_READ_MATH_2010: Standard Error 2010 Revised Read At Home Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.290
- Median: 0.276
- Mode: 0.238
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.094

RSE STRICTNESS_ELA_2010: Standard Error 2010 Revised Strictness Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.145
- Median: 0.134
- Mode: 0.114
- Minimum: 0
• Maximum: 0
• Standard Deviation: 0.050

Location: 16331-16336 (width: 6; decimal: 3)
Variable Type: numeric

RSE_STRICTNESS_MATH_2010: Standard Error 2010 Revised Strictness Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.144
• Median: 0.136
• Mode: 0.136
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.045

Location: 16337-16342 (width: 6; decimal: 3)
Variable Type: numeric

RSE_SUPPORT_ELA_2010: Standard Error 2010 Revised Support Value-Added Estimate ELA students

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.161
• Median: 0.149
• Mode: 0.130
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.056

Location: 16343-16348 (width: 6; decimal: 3)
Variable Type: numeric

RSE_SUPPORT_MATH_2010: Standard Error 2010 Revised Support Value-Added Estimate Math students

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.163
• Median: 0.153
• Mode: 0.137
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.053

Location: 16349-16354 (width: 6; decimal: 3)
Variable Type: numeric

RSE_TEST_PREP_ELA_2010: Standard Error 2010 Revised Test Prep Value-Added Estimate ELA students

Based upon 1,837 valid cases out of 3,213 total cases.
RSE_TEST_PREP_MATH_2010: Standard Error 2010 Revised Test Prep Value-Added Estimate
Math students

Based upon 1,692 valid cases out of 3,213 total cases.

- Mean: 0.214
- Median: 0.204
- Mode: 0.204
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.070

Location: 16361-16366 (width: 6; decimal: 3)
Variable Type: numeric

REST_BAM_NOAGG_2010: Revised 2010 BAM Value-Added Estimate (2011 Consistent) -- No Aggregates

Based upon 1,684 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.00
- Mode: 0.01
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.28

Location: 16367-16372 (width: 6; decimal: 2)
Variable Type: numeric

REST_ELA_NOAGG_2010: Revised 2010 State Test ELA Value-Added Estimate (2011 Consistent) -- No Aggregates

Based upon 2,015 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.05
- Mode: 0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.20

Location: 16373-16378 (width: 6; decimal: 2)
Variable Type: numeric
REST_MATH_NOAGG_2010: Revised 2010 State Test Math Value-Added Estimate (2011 Consistent) -- No Aggregates

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: -0.01
- Mode: -0.09
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.25

Location: 16379-16384 (width: 6; decimal: 2)
Variable Type: numeric

REST_SAT9_NOAGG_2010: Revised 2010 SAT9 Value-Added Estimate (2011 Consistent) -- No Aggregates

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: -0.01
- Mode: 0.06
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.34

Location: 16385-16390 (width: 6; decimal: 2)
Variable Type: numeric

RG_BAM_NOAGG_2010: Grade Level revised 2010 BAM Value-Added -- No Aggregates

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<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
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<td>5</td>
<td>-</td>
<td>383</td>
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<td>-</td>
<td>351</td>
<td>10.9 %</td>
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Based upon 3,213 valid cases out of 3,213 total cases.

Location: 16391-16570 (width: 180; decimal: 0)
Variable Type: character

RG_ELA_NOAGG_2010: Grade Level revised 2010 State ELA Value-Added -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location*: 16571-16750 (width: 180; decimal: 0)

*Variable Type*: character

### RG_MATH_NOAGG_2010: Grade Level revised 2010 State Math Value-Added -- No Aggregates

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<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location*: 16751-16930 (width: 180; decimal: 0)

*Variable Type*: character

### RG_SAT9_NOAGG_2010: Grade Level revised 2010 SAT9 Value-Added -- No Aggregates

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<td>1363</td>
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<td>Value</td>
<td>Label</td>
<td>Unweighted Frequency</td>
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<td>-------</td>
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<td>----------------------</td>
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</tr>
<tr>
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<td>6</td>
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<td>Total</td>
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Based upon 3,213 valid cases out of 3,213 total cases.

*Location*: 16931-17110 (width: 180; decimal: 0)
*Variable Type*: character

---

**RN_BAM_NOAGG_2010: Number of students used in revised 2010 BAM Value-Added -- No Aggregates**

Based upon 1,684 valid cases out of 3,213 total cases.

- Mean: 17.36
- Median: 17.00
- Mode: 18.00
- Minimum: 1
- Maximum: 47
- Standard Deviation: 5.66

*Location*: 17111-17112 (width: 2; decimal: 0)
*Variable Type*: numeric

---

**RN_ELAA_NOAGG_2010: Number of students used in revised 2010 State ELA Value-Added -- No Aggregates**

Based upon 2,015 valid cases out of 3,213 total cases.

- Mean: 20.33
- Median: 20.00
- Mode: 20.00
- Minimum: 1
- Maximum: 61
- Standard Deviation: 5.63

*Location*: 17113-17114 (width: 2; decimal: 0)
*Variable Type*: numeric

---

**RN_MATH_NOAGG_2010: Number of students used in revised 2010 State Math Value-Added -- No Aggregates**

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 20.36
- Median: 20.00
- Mode: 20.00
- Minimum: 1
- Maximum: 61
- Standard Deviation: 6.24
**RN_SAT9_NOAGG_2010**: Number of students used in revised 2010 SAT9 Value-Added -- No Aggregates

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 17.91
- Median: 18.00
- Mode: 18.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 5.23

**RSE_BAM_NOAGG_2010**: Std Error revised 2010 BAM Value-Added -- No Aggregates

Based upon 1,684 valid cases out of 3,213 total cases.

- Mean: 0.156
- Median: 0.146
- Mode: 0.140
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.045

**RSE_ELA_NOAGG_2010**: Std Error revised 2010 State ELA Value-Added -- No Aggregates

Based upon 2,015 valid cases out of 3,213 total cases.

- Mean: 0.127
- Median: 0.120
- Mode: 0.117
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.029

**RSE_MATH_NOAGG_2010**: Std Error revised 2010 State Math Value-Added -- No Aggregates

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 0.116
- Median: 0.111
- Mode: 0.105
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.027
RSE_SAT9_NOAGG_2010: Std Error revised 2010 SAT9 Value-Added -- No Aggregates

Based upon 1,850 valid cases out of 3,213 total cases.

- Mean: 0.178
- Median: 0.169
- Mode: 0.168
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.045

REST_CARE_ELA_NOAGG_2010: Revised 2010 Care Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: 0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

REST_CARE_ELA_NOAGG_2010: Revised 2010 Care Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: 0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

REST_CAPTIVATE_MATH_NOAGG_2010: Revised 2010 Captivate Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40
• Standard Deviation: 0.41

Location: 17155-17160 (width: 6; decimal: 2)
Variable Type: numeric

REST_CARE_MATH_NOAGG_2010: Revised 2010 Care Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.03
• Mode: 0.11
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.40

Location: 17161-17166 (width: 6; decimal: 2)
Variable Type: numeric

REST_CHALLENGE_ELAL_NOAGG_2010: Revised 2010 Challenge Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.00
• Median: 0.02
• Mode: 0.01
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.33

Location: 17167-17172 (width: 6; decimal: 2)
Variable Type: numeric

REST_CHALLENGE_MATH_NOAGG_2010: Revised 2010 Challenge Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.03
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.32

Location: 17173-17178 (width: 6; decimal: 2)
Variable Type: numeric

REST_CLARIFY_ELAL_NOAGG_2010: Revised 2010 Clarify Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.00
• Median: 0.03
REST_CLARIFY_MATH_NOAGG_2010: Revised 2010 Clarify Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: 0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.29

Location: 17179-17184 (width: 6; decimal: 2)
Variable Type: numeric

REST_COLLEGE_ELA_NOAGG_2010: Revised 2010 College Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.09
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

Location: 17185-17190 (width: 6; decimal: 2)
Variable Type: numeric

REST_COLLEGE_MATH_NOAGG_2010: Revised 2010 College Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.09
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

Location: 17191-17196 (width: 6; decimal: 2)
Variable Type: numeric

REST_COMPOSITE1_ELA_NOAGG_2010: Revised 2010 Composite1 Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.
REST_COMPOSITE1_MATH_NOAGG_2010: Revised 2010 Composite1 Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

Location: 17203-17208 (width: 6; decimal: 2)
Variable Type: numeric

REST_COMPOSITE2_ELA_NOAGG_2010: Revised 2010 Composite2 Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

Location: 17209-17214 (width: 6; decimal: 2)
Variable Type: numeric

REST_COMPOSITE2_MATH_NOAGG_2010: Revised 2010 Composite2 Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

Location: 17215-17220 (width: 6; decimal: 2)
Variable Type: numeric

REST_CONFER_ELA_NOAGG_2010: Revised 2010 Confer Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

Location: 17221-17226 (width: 6; decimal: 2)
Variable Type: numeric
Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.09
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.34

REST_CONFER_MATH_NOAGG_2010: Revised 2010 Confer Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.05
- Mode: 0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.34

REST_CONSOLIDATE_ELA_NOAGG_2010: Revised 2010 Consolidate Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.02
- Mode: -0.14
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.37

REST_CONSOLIDATE_MATH_NOAGG_2010: Revised 2010 Consolidate Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: 0.15
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37
REST_CONTROL_ELA_NOAGG_2010: Revised 2010 Control Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: -0.01
• Median: 0.00
• Mode: 0.13
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.40

Location: 17251-17256 (width: 6; decimal: 2)
Variable Type: numeric

REST_CONTROL_MATH_NOAGG_2010: Revised 2010 Control Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: -0.01
• Median: 0.01
• Mode: -0.15
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.41

Location: 17257-17262 (width: 6; decimal: 2)
Variable Type: numeric

REST_EFFORT_ELA_NOAGG_2010: Revised 2010 Effort Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.00
• Median: 0.01
• Mode: -0.03
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.30

Location: 17263-17268 (width: 6; decimal: 2)
Variable Type: numeric

REST_EFFORT_MATH_NOAGG_2010: Revised 2010 Effort Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: -0.00
• Median: 0.01
• Mode: 0.08
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.28

**Location:** 17269-17274 (width: 6; decimal: 2)
**Variable Type:** numeric

**REST_HIC_ELA_NOAGG_2010: Revised 2010 Happy in Class Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.04
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.44

**Location:** 17275-17280 (width: 6; decimal: 2)
**Variable Type:** numeric

**REST_HIC_MATH_NOAGG_2010: Revised 2010 Happy in Class Value-Added Estimate Math students (2011 Consistent) -- No Aggregates**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: 0.15
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.45

**Location:** 17281-17286 (width: 6; decimal: 2)
**Variable Type:** numeric

**REST_READ_ELA_NOAGG_2010: Revised 2010 Read At Home Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: -0.02
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

**Location:** 17287-17292 (width: 6; decimal: 2)
**Variable Type:** numeric

**REST_READ_MATH_NOAGG_2010: Revised 2010 Read At Home Value-Added Estimate Math students (2011 Consistent) -- No Aggregates**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.01
REST.Strictness.ELA.2010: Revised 2010 Strictness Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: 0.18
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

Location: 17299-17304 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.01
- Mode: 0.00
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

Location: 17305-17310 (width: 6; decimal: 2)
Variable Type: numeric

REST.Support.ELA.2010: Revised 2010 Support Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.15
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.33

Location: 17311-17316 (width: 6; decimal: 2)
Variable Type: numeric

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

Location: 17317-17322 (width: 6; decimal: 2)
Variable Type: numeric

REST_TEST_PREP_ELA_NOAGG_2010: Revised 2010 Test Prep Value-Added Estimate ELA students (2011 Consistent) -- No Aggregates

Based upon 1,837 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.04
- Mode: 0.05
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.39

Location: 17323-17328 (width: 6; decimal: 2)
Variable Type: numeric

REST_TEST_PREP_MATH_NOAGG_2010: Revised 2010 Test Prep Value-Added Estimate Math students (2011 Consistent) -- No Aggregates

Based upon 1,692 valid cases out of 3,213 total cases.

- Mean: -0.01
- Median: 0.03
- Mode: 0.05
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.38

Location: 17329-17334 (width: 6; decimal: 2)
Variable Type: numeric

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 17335-17514 (width: 180; decimal: 0)

**Variable Type:** character

### RG_CAPTIVATE_MATH_NOAGG_2010: Grade Level 2010 Revised CAPTIVATE Value-Added Estimate Math students -- No Aggregates

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<td>7</td>
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<td>9.4  %</td>
</tr>
<tr>
<td>8</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
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<td>100%</td>
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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 17515-17694 (width: 180; decimal: 0)

**Variable Type:** character

### RG_CARE_ELA_NOAGG_2010: Grade Level 2010 Revised Care Value-Added Estimate ELA students -- No Aggregates

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<tbody>
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<td>9.6  %</td>
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<td><strong>Total</strong></td>
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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 17695-17874 (width: 180; decimal: 0)

**Variable Type:** character

### RG_CARE_MATH_NOAGG_2010: Grade Level 2010 Revised Care Value-Added Estimate Math students -- No Aggregates

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- 331 -
### RG_CHALLENGE_ELA_NOAGG_2010: Grade Level 2010 Revised Challenge Value-Added Estimate ELA students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 17875-18054 (width: 180; decimal: 0)  
**Variable Type:** character

### RG_CHALLENGE_MATH_NOAGG_2010: Grade Level 2010 Revised Challenge Value-Added Estimate Math students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 18055-18234 (width: 180; decimal: 0)  
**Variable Type:** character

### RG_CLARIFY_ELA_NOAGG_2010: Grade Level 2010 Revised Clarify Value-Added Estimate ELA students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 18235-18414 (width: 180; decimal: 0)  
**Variable Type:** character

- 332 -
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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 18415-18594 (width: 180; decimal: 0)*

*Variable Type: character*

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**RG_CLARIFY_MATH_NOAGG_2010: Grade Level 2010 Revised Clarify Value-Added Estimate Math students -- No Aggregates**

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 18595-18774 (width: 180; decimal: 0)*

*Variable Type: character*

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**RG_COLLEGE_ELA_NOAGG_2010: Grade Level 2010 Revised College Value-Added Estimate ELA students -- No Aggregates**

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 18775-18954 (width: 180; decimal: 0)*

*Variable Type: character*
### RG_COLLEGE_MATH_NOAGG_2010: Grade Level 2010 Revised College Value-Added Estimate Math students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 18955-19134 (width: 180; decimal: 0)*
*Variable Type: character*

### RG_COMPOSITE1_ELA_NOAGG_2010: Grade Level 2010 Revised Composite1 Value-Added Estimate ELA students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 19135-19314 (width: 180; decimal: 0)*
*Variable Type: character*

### RG_COMPOSITE1_MATH_NOAGG_2010: Grade Level 2010 Revised Composite1 Value-Added Estimate Math students -- No Aggregates

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<td><strong>Total</strong></td>
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Based upon 3,213 valid cases out of 3,213 total cases.
### RG_COMPOSITE2_ELA_NOAGG_2010: Grade Level 2010 Revised Composite2 Value-Added Estimate ELA students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

### RG_COMPOSITE2_MATH_NOAGG_2010: Grade Level 2010 Revised Composite2 Value-Added Estimate Math students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

### RG_CONFER_ELA_NOAGG_2010: Grade Level 2010 Revised Confer Value-Added Estimate ELA students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location**: 19855-20034 (width: 180; decimal: 0)

**Variable Type**: character

**RG_CONFER_MATH_NOAGG_2010**: Grade Level 2010 Revised Confer Value-Added Estimate Math students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location**: 20035-20214 (width: 180; decimal: 0)

**Variable Type**: character

**RG_CONSOLIDATE_ELA_NOAGG_2010**: Grade Level 2010 Revised Consolidate Value-Added Estimate ELA students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

**Location**: 20215-20394 (width: 180; decimal: 0)

**Variable Type**: character

**RG_CONSOLIDATE_MATH_NOAGG_2010**: Grade Level 2010 Revised Consolidate Value-Added Estimate Math students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 20395-20574 (width: 180; decimal: 0)*  
*Variable Type: character*

### RG_EFFORT_ELA_NOAGG_2010: Grade Level 2010 Revised Effort Value-Added Estimate ELA students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 20575-20754 (width: 180; decimal: 0)*  
*Variable Type: character*
### RG_EFFORT_MATH_NOAGG_2010: Grade Level 2010 Revised Effort Value-Added Estimate Math students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 20935-21114 (width: 180; decimal: 0)*

*Variable Type: character*

### RG_HIC_ELA_NOAGG_2010: Grade Level 2010 Revised Happy in Class Value-Added Estimate ELA students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location: 21115-21294 (width: 180; decimal: 0)*

*Variable Type: character*
**RG_HIC_MATH_NOAGG_2010: Grade Level 2010 Revised Happy in Class Value-Added Estimate**

Math students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location*: 21475-21654 (width: 180; decimal: 0)  
*Variable Type*: character

**RG_READ_ELA_NOAGG_2010: Grade Level 2010 Revised Read At Home Value-Added Estimate**

ELA students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.

*Location*: 21655-21834 (width: 180; decimal: 0)  
*Variable Type*: character

**RG_READ_MATH_NOAGG_2010: Grade Level 2010 Revised Read At Home Value-Added Estimate**

Math students -- No Aggregates

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Based upon 3,213 valid cases out of 3,213 total cases.
**RG_STRICTNESS_ELA_NOAGG_2010: Grade Level 2010 Revised Strictness Value-Added Estimate ELA students -- No Aggregates**

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</tbody>
</table>

Total: 3,213 100%

Based upon 3,213 valid cases out of 3,213 total cases.

**RG_STRICTNESS_MATH_NOAGG_2010: Grade Level 2010 Revised Strictness Value-Added Estimate Math students -- No Aggregates**

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</tbody>
</table>

Total: 3,213 100%

Based upon 3,213 valid cases out of 3,213 total cases.

**RG_SUPPORT_ELA_NOAGG_2010: Grade Level 2010 Revised Support Value-Added Estimate ELA students -- No Aggregates**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1374</td>
<td>42.8 %</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>392</td>
<td>12.2 %</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>401</td>
<td>12.5 %</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>388</td>
<td>12.1 %</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>350</td>
<td>10.9 %</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>308</td>
<td>9.6 %</td>
</tr>
</tbody>
</table>

- 340 -
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location:* 22375-22554 (width: 180; decimal: 0)
*Variable Type:* character

### RG_SUPPORT_MATH_NOAGG_2010: Grade Level 2010 Revised Support Value-Added Estimate

Math students -- No Aggregates

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>-</td>
<td>369</td>
<td>11.5%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>374</td>
<td>11.6%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>360</td>
<td>11.2%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>303</td>
<td>9.4%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>287</td>
<td>8.9%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location:* 22555-22734 (width: 180; decimal: 0)
*Variable Type:* character

### RG_TEST_PREP_ELA_NOAGG_2010: Grade Level 2010 Revised Test Prep Value-Added Estimate

ELA students -- No Aggregates

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>-</td>
<td>392</td>
<td>12.2%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>401</td>
<td>12.5%</td>
</tr>
<tr>
<td>6</td>
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<td>12.0%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>349</td>
<td>10.9%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>308</td>
<td>9.6%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

*Location:* 22735-22914 (width: 180; decimal: 0)
*Variable Type:* character

### RG_TEST_PREP_MATH_NOAGG_2010: Grade Level 2010 Revised Test Prep Value-Added Estimate

Math students -- No Aggregates

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>-</td>
<td>369</td>
<td>11.5%</td>
</tr>
</tbody>
</table>

- 341 -
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>-</td>
<td>373</td>
<td>11.6%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>360</td>
<td>11.2%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>303</td>
<td>9.4%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>287</td>
<td>8.9%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 22915-23094 (width: 180; decimal: 0)
Variable Type: character

**RN_CAPTIVATE_ELA_NOAGG_2010:** Number of students -- 2010 Revised CAPTIVATE Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.93
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.12

Location: 23095-23096 (width: 2; decimal: 0)
Variable Type: numeric

**RN_CAPTIVATE_MATH_NOAGG_2010:** Number of students -- 2010 Revised CAPTIVATE Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.42
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.97

Location: 23097-23098 (width: 2; decimal: 0)
Variable Type: numeric

**RN_CARE_ELA_NOAGG_2010:** Number of students -- 2010 Revised Care Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.89
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.07
RN_CARE_MATH_NOAGG_2010: Number of students -- 2010 Revised Care Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.39
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.94

RN_CHALLENGE_ELA_NOAGG_2010: Number of students -- 2010 Revised Challenge Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.92
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.11

RN_CHALLENGE_MATH_NOAGG_2010: Number of students -- 2010 Revised Challenge Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.42
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.97

RN_CLARIFY_ELA_NOAGG_2010: Number of students -- 2010 Revised Clarify Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.91
- Median: 13.00
- Mode: 10.00
• Minimum: 1
• Maximum: 33
• Standard Deviation: 6.08

Location: 23107-23108 (width: 2; decimal: 0)
Variable Type: numeric

**RN_CLARIFY_MATH_NOAGG_2010**: Number of students -- 2010 Revised Clarify Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 13.42
• Median: 12.00
• Mode: 11.00
• Minimum: 1
• Maximum: 53
• Standard Deviation: 5.96

Location: 23109-23110 (width: 2; decimal: 0)
Variable Type: numeric

**RN_COLLEGE_ELA_NOAGG_2010**: Number of students -- 2010 Revised College Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 13.78
• Median: 13.00
• Mode: 10.00
• Minimum: 1
• Maximum: 33
• Standard Deviation: 6.07

Location: 23111-23112 (width: 2; decimal: 0)
Variable Type: numeric

**RN_COLLEGE_MATH_NOAGG_2010**: Number of students -- 2010 Revised College Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 13.29
• Median: 12.00
• Mode: 9.00
• Minimum: 1
• Maximum: 53
• Standard Deviation: 5.94

Location: 23113-23114 (width: 2; decimal: 0)
Variable Type: numeric

**RN_COMPOSITE1_ELA_NOAGG_2010**: Number of students -- 2010 Revised Composite1 Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.
• Mean: 13.95
• Median: 13.00
• Mode: 10.00
• Minimum: 1
• Maximum: 33
• Standard Deviation: 6.11

Location: 23115-23116 (width: 2; decimal: 0)
Variable Type: numeric

**RN_COMPOSITE1_MATH_NOAGG_2010**: Number of students -- 2010 Revised Composite1
Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 13.44
• Median: 12.00
• Mode: 11.00
• Minimum: 1
• Maximum: 53
• Standard Deviation: 5.97

Location: 23117-23118 (width: 2; decimal: 0)
Variable Type: numeric

**RN_COMPOSITE2_ELA_NOAGG_2010**: Number of students -- 2010 Revised Composite2
Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 13.95
• Median: 13.00
• Mode: 10.00
• Minimum: 1
• Maximum: 33
• Standard Deviation: 6.11

Location: 23119-23120 (width: 2; decimal: 0)
Variable Type: numeric

**RN_COMPOSITE2_MATH_NOAGG_2010**: Number of students -- 2010 Revised Composite2
Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 13.44
• Median: 12.00
• Mode: 11.00
• Minimum: 1
• Maximum: 53
• Standard Deviation: 5.97

Location: 23121-23122 (width: 2; decimal: 0)
Variable Type: numeric
RN_CONFER_ELA_NOAGG_2010: Number of students -- 2010 Revised Confer Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.94
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.11

Location: 23123-23124 (width: 2; decimal: 0)
Variable Type: numeric

RN_CONFER_MATH_NOAGG_2010: Number of students -- 2010 Revised Confer Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.43
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.97

Location: 23125-23126 (width: 2; decimal: 0)
Variable Type: numeric

RN_CONSOLIDATE_ELA_NOAGG_2010: Number of students -- 2010 Revised Consolidate Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.81
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.08

Location: 23127-23128 (width: 2; decimal: 0)
Variable Type: numeric

RN_CONSOLIDATE_MATH_NOAGG_2010: Number of students -- 2010 Revised Consolidate Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.33
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
Standard Deviation: 5.97

Location: 23129-23130 (width: 2; decimal: 0)
Variable Type: numeric

**RN_CONTROL_ELA_NOAGG_2010:** Number of students -- 2010 Revised Control Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.91
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.08

Location: 23131-23132 (width: 2; decimal: 0)
Variable Type: numeric

**RN_CONTROL_MATH_NOAGG_2010:** Number of students -- 2010 Revised Control Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.41
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.97

Location: 23133-23134 (width: 2; decimal: 0)
Variable Type: numeric

**RN_EFFORT_ELA_NOAGG_2010:** Number of students -- 2010 Revised Effort Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.86
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.07

Location: 23135-23136 (width: 2; decimal: 0)
Variable Type: numeric

**RN_EFFORT_MATH_NOAGG_2010:** Number of students -- 2010 Revised Effort Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.39
• Median: 12.00
• Mode: 11.00
• Minimum: 1
• Maximum: 53
• Standard Deviation: 5.96

Location: 23137-23138 (width: 2; decimal: 0)
Variable Type: numeric

**RN_HIC_ELA_NOAGG_2010: Number of students -- 2010 Revised Happy in Class Value-Added Estimate ELA students -- No Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 13.51
• Median: 13.00
• Mode: 10.00
• Minimum: 1
• Maximum: 33
• Standard Deviation: 5.94

Location: 23139-23140 (width: 2; decimal: 0)
Variable Type: numeric

**RN_HIC_MATH_NOAGG_2010: Number of students -- 2010 Revised Happy in Class Value-Added Estimate Math students -- No Aggregates**

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 13.03
• Median: 12.00
• Mode: 11.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 5.82

Location: 23141-23142 (width: 2; decimal: 0)
Variable Type: numeric

**RN_READ_ELA_NOAGG_2010: Number of students -- 2010 Revised Read At Home Value-Added Estimate ELA students -- No Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 13.42
• Median: 13.00
• Mode: 10.00
• Minimum: 1
• Maximum: 33
• Standard Deviation: 5.99

Location: 23143-23144 (width: 2; decimal: 0)
Variable Type: numeric

**RN_READ_MATH_NOAGG_2010: Number of students -- 2010 Revised Read At Home Value-Added Estimate Math students -- No Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.
Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 12.89
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.87

**Location:** 23145-23146 (width: 2; decimal: 0)
**Variable Type:** numeric

**RN_STRICTNESS_ELA_NOAGG_2010:** Number of students -- 2010 Revised Strictness Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.93
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.10

**Location:** 23147-23148 (width: 2; decimal: 0)
**Variable Type:** numeric

**RN_STRICTNESS_MATH_NOAGG_2010:** Number of students -- 2010 Revised Strictness Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.43
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.97

**Location:** 23149-23150 (width: 2; decimal: 0)
**Variable Type:** numeric

**RN_SUPPORT_ELA_NOAGG_2010:** Number of students -- 2010 Revised Support Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 13.95
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.11

**Location:** 23151-23152 (width: 2; decimal: 0)
**Variable Type:** numeric
**RN_SUPPORT_MATH_NOAGG_2010:** Number of students -- 2010 Revised Support Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 13.44
- Median: 12.00
- Mode: 11.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.97

*Location:* 23153-23154 (width: 2; decimal: 0)
*Variable Type:* numeric

**RN_TEST_PREP_ELA_NOAGG_2010:** Number of students -- 2010 Revised Test Prep Value-Added Estimate ELA students -- No Aggregates

Based upon 1,837 valid cases out of 3,213 total cases.

- Mean: 13.63
- Median: 13.00
- Mode: 10.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 6.10

*Location:* 23155-23156 (width: 2; decimal: 0)
*Variable Type:* numeric

**RN_TEST_PREP_MATH_NOAGG_2010:** Number of students -- 2010 Revised Test Prep Value-Added Estimate Math students -- No Aggregates

Based upon 1,692 valid cases out of 3,213 total cases.

- Mean: 13.13
- Median: 12.00
- Mode: 9.00
- Minimum: 1
- Maximum: 53
- Standard Deviation: 5.99

*Location:* 23157-23158 (width: 2; decimal: 0)
*Variable Type:* numeric

**RSE_CAPTIVATE_ELA_NOAGG_2010:** Standard Error 2010 Revised CAPTIVATE Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.204
- Median: 0.189
- Mode: 0.188
- Minimum: 0
- Maximum: 1
**RSE_CAPTIVATE_MATH_NOAGG_2010**: Standard Error 2010 Revised CAPTIVATE Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.207
- Median: 0.195
- Mode: 0.182
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.066

**RSE_CARE_ELA_NOAGG_2010**: Standard Error 2010 Revised Care Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.212
- Median: 0.197
- Mode: 0.172
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.075

**RSE_CARE_MATH_NOAGG_2010**: Standard Error 2010 Revised Care Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.213
- Median: 0.199
- Mode: 0.198
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.069

**RSE_CHALLENGE_ELA_NOAGG_2010**: Standard Error 2010 Revised Challenge Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.183
• Median: 0.170
• Mode: 0.159
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.062

Location: 23183-23188 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CHALLENGE_MATH_NOAGG_2010: Standard Error 2010 Revised Challenge Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.184
• Median: 0.174
• Mode: 0.146
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.058

Location: 23189-23194 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CLARIFY_ELA_NOAGG_2010: Standard Error 2010 Revised Clarify Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.165
• Median: 0.151
• Mode: 0.151
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.057

Location: 23195-23200 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CLARIFY_MATH_NOAGG_2010: Standard Error 2010 Revised Clarify Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.166
• Median: 0.155
• Mode: 0.187
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.054

Location: 23201-23206 (width: 6; decimal: 3)
Variable Type: numeric

RSE_COLLEGE_ELA_NOAGG_2010: Standard Error 2010 Revised College Value-Added Estimate ELA students -- No Aggregates
Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.250
- Median: 0.232
- Mode: 0.237
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.086

Location: 23207-23212 (width: 6; decimal: 3)
Variable Type: numeric

**RSE_COLLEGE_MATH_NOAGG_2010: Standard Error 2010 Revised College Value-Added Estimate Math students -- No Aggregates**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.253
- Median: 0.237
- Mode: 0.262
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.080

Location: 23213-23218 (width: 6; decimal: 3)
Variable Type: numeric

**RSE_COMPOSITE1_ELA_NOAGG_2010: Standard Error 2010 Revised Composite1 Value-Added Estimate ELA students -- No Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.147
- Median: 0.137
- Mode: 0.132
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.051

Location: 23219-23224 (width: 6; decimal: 3)
Variable Type: numeric

**RSE_COMPOSITE1_MATH_NOAGG_2010: Standard Error 2010 Revised Composite1 Value-Added Estimate Math students -- No Aggregates**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.147
- Median: 0.139
- Mode: 0.140
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.048

Location: 23225-23230 (width: 6; decimal: 3)
Variable Type: numeric
RSE_COMPOSITE2_ELA_NOAGG_2010: Standard Error 2010 Revised Composite2 Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.156
- Median: 0.145
- Mode: 0.140
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.054

Location: 23231-23236 (width: 6; decimal: 3)
Variable Type: numeric

RSE_COMPOSITE2_MATH_NOAGG_2010: Standard Error 2010 Revised Composite2 Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.157
- Median: 0.148
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.051

Location: 23237-23242 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CONFER_ELA_NOAGG_2010: Standard Error 2010 Revised Confer Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.185
- Median: 0.172
- Mode: 0.163
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.064

Location: 23243-23248 (width: 6; decimal: 3)
Variable Type: numeric

RSE_CONFER_MATH_NOAGG_2010: Standard Error 2010 Revised Confer Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.190
- Median: 0.177
- Mode: 0.193
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.062
RSE_CONsolidate_ELA_NOagg_2010: Standard Error 2010 Revised Consolidate Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.216
- Median: 0.200
- Mode: 0.230
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.074

RSE_CONsolidate_MATH_NOagg_2010: Standard Error 2010 Revised Consolidate Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.220
- Median: 0.207
- Mode: 0.207
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.070

RSE_CONTROL_ELA_NOagg_2010: Standard Error 2010 Revised Control Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.173
- Median: 0.160
- Mode: 0.187
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.059

RSE_CONTROL_MATH_NOagg_2010: Standard Error 2010 Revised Control Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.176
- Median: 0.166
- Mode: 0.168
Minimum: 0  
Maximum: 1  
Standard Deviation: 0.055

Location: 23273-23278 (width: 6; decimal: 3)  
Variable Type: numeric

RSE_EFFORT_ELA_NOAGG_2010: Standard Error 2010 Revised Effort Value-Added Estimate  
ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.212  
- Median: 0.197  
- Mode: 0.190  
- Minimum: 0  
- Maximum: 1  
- Standard Deviation: 0.075

Location: 23279-23284 (width: 6; decimal: 3)  
Variable Type: numeric

RSE_EFFORT_MATH_NOAGG_2010: Standard Error 2010 Revised Effort Value-Added Estimate  
Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.214  
- Median: 0.203  
- Mode: 0.209  
- Minimum: 0  
- Maximum: 1  
- Standard Deviation: 0.068

Location: 23285-23290 (width: 6; decimal: 3)  
Variable Type: numeric

RSE_HIC_ELA_NOAGG_2010: Standard Error 2010 Revised Happy in Class Value-Added Estimate  
ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.263  
- Median: 0.242  
- Minimum: 0  
- Maximum: 1  
- Standard Deviation: 0.094

Location: 23291-23296 (width: 6; decimal: 3)  
Variable Type: numeric

RSE_HIC_MATH_NOAGG_2010: Standard Error 2010 Revised Happy in Class Value-Added Estimate  
Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.
• Mean: 0.266
• Median: 0.250
• Mode: 0.213
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.087

Location: 23297-23302 (width: 6; decimal: 3)
Variable Type: numeric

RSE_READ_ELA_NOAGG_2010: Standard Error 2010 Revised Read At Home Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.281
• Median: 0.258
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.099

Location: 23303-23308 (width: 6; decimal: 3)
Variable Type: numeric

RSE_READ_MATH_NOAGG_2010: Standard Error 2010 Revised Read At Home Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.290
• Median: 0.277
• Mode: 0.292
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.094

Location: 23309-23314 (width: 6; decimal: 3)
Variable Type: numeric

RSE_STRICTNESS_ELA_NOAGG_2010: Standard Error 2010 Revised Strictness Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.145
• Median: 0.134
• Mode: 0.125
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.050

Location: 23315-23320 (width: 6; decimal: 3)
Variable Type: numeric

RSE_STRICTNESS_MATH_NOAGG_2010: Standard Error 2010 Revised Strictness Value-Added Estimate Math students -- No Aggregates

- 357 -
Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.144
- Median: 0.136
- Mode: 0.136
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.046

Location: 23321-23326 (width: 6; decimal: 3)
Variable Type: numeric

RSE_SUPPORT_ELA_NOAGG_2010: Standard Error 2010 Revised Support Value-Added Estimate ELA students -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.161
- Median: 0.149
- Mode: 0.130
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.056

Location: 23327-23332 (width: 6; decimal: 3)
Variable Type: numeric

RSE_SUPPORT_MATH_NOAGG_2010: Standard Error 2010 Revised Support Value-Added Estimate Math students -- No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.163
- Median: 0.154
- Mode: 0.137
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.053

Location: 23333-23338 (width: 6; decimal: 3)
Variable Type: numeric

RSE_TEST_PREP_ELA_NOAGG_2010: Standard Error 2010 Revised Test Prep Value-Added Estimate ELA students -- No Aggregates

Based upon 1,837 valid cases out of 3,213 total cases.

- Mean: 0.212
- Median: 0.191
- Mode: 0.172
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.077

Location: 23339-23344 (width: 6; decimal: 3)
Variable Type: numeric
RSE_TEST_PREP_MATH_NOAGG_2010: Standard Error 2010 Revised Test Prep Value-Added Estimate Math students -- No Aggregates

Based upon 1,692 valid cases out of 3,213 total cases.

- Mean: 0.214
- Median: 0.204
- Mode: 0.204
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.070

Location: 23345-23350 (width: 6; decimal: 3)
Variable Type: numeric

REST_ELA_2009: Revised 2009 State Test ELA Value-Added Estimate (2011 Consistent) -- (All Teach Model)

Based upon 1,666 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: -0.01
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.16

Location: 23351-23356 (width: 6; decimal: 2)
Variable Type: numeric

REST_ELA_NOAGG_2009: Revised 2009 State Test ELA Value-Added Estimate (2011 Consistent) -- (All Teach Model) - No aggregates

Based upon 1,666 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.00
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.16

Location: 23357-23362 (width: 6; decimal: 2)
Variable Type: numeric

REST_MATH_2009: Revised 2009 State Test Math Value-Added Estimate (2011 Consistent) -- (All Teach Model)

Based upon 1,511 valid cases out of 3,213 total cases.

- Mean: 0.014
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.208

Location: 23363-23369 (width: 7; decimal: 3)
Variable Type: numeric
REST_MATH_NOAGG_2009: Revised 2009 State Test Math Value-Added Estimate (2011 Consistent) -- (All Teach Model) - No aggregates

Based upon 1,511 valid cases out of 3,213 total cases.

- Mean: 0.019
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.212

Location: 23370-23376 (width: 7; decimal: 3)
Variable Type: numeric

RG_ELAL_2009: Grade Level revised 2009 State ELA Value-Added Estimate

<table>
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<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>-</td>
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<td>247</td>
<td>7.7 %</td>
</tr>
<tr>
<td>4,5</td>
<td>-</td>
<td>18</td>
<td>0.6 %</td>
</tr>
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<td>4,5,6</td>
<td>-</td>
<td>2</td>
<td>0.1 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>286</td>
<td>8.9 %</td>
</tr>
<tr>
<td>5,6</td>
<td>-</td>
<td>27</td>
<td>0.8 %</td>
</tr>
<tr>
<td>5,6,7</td>
<td>-</td>
<td>2</td>
<td>0.1 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>353</td>
<td>11.0 %</td>
</tr>
<tr>
<td>6,7</td>
<td>-</td>
<td>64</td>
<td>2.0 %</td>
</tr>
<tr>
<td>6,7,8</td>
<td>-</td>
<td>17</td>
<td>0.5 %</td>
</tr>
<tr>
<td>6,8</td>
<td>-</td>
<td>8</td>
<td>0.2 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>300</td>
<td>9.3 %</td>
</tr>
<tr>
<td>7,8</td>
<td>-</td>
<td>70</td>
<td>2.2 %</td>
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<tr>
<td>8</td>
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<td>272</td>
<td>8.5 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100 %</td>
</tr>
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</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 23377-23556 (width: 180; decimal: 0)
Variable Type: character

RG_ELAL_NOAGG_2009: Grade Level revised 2009 State ELA Value-Added Estimate -- No Aggregates

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<th>Unweighted Frequency</th>
<th>%</th>
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<tbody>
<tr>
<td>-</td>
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<td>48.1 %</td>
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<tr>
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<tr>
<td>4,5,6</td>
<td>-</td>
<td>2</td>
<td>0.1 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>286</td>
<td>8.9 %</td>
</tr>
<tr>
<td>5,6</td>
<td>-</td>
<td>27</td>
<td>0.8 %</td>
</tr>
<tr>
<td>5,6,7</td>
<td>-</td>
<td>2</td>
<td>0.1 %</td>
</tr>
</tbody>
</table>
Based upon 3,213 valid cases out of 3,213 total cases.

**Variable Type:** character

**Location:** 23557-23736 (width: 180; decimal: 0)

### RG_MATH_2009: Grade Level revised 2009 State Math Value-Added Estimate

<table>
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<th>%</th>
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<td>353</td>
<td>11.0 %</td>
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<tr>
<td>6,7</td>
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<td>2.0 %</td>
</tr>
<tr>
<td>6,7,8</td>
<td>-</td>
<td>17</td>
<td>0.5 %</td>
</tr>
<tr>
<td>6,8</td>
<td>-</td>
<td>8</td>
<td>0.2 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>300</td>
<td>9.3 %</td>
</tr>
<tr>
<td>7,8</td>
<td>-</td>
<td>70</td>
<td>2.2 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>272</td>
<td>8.5 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 23737-23916 (width: 180; decimal: 0)

**Variable Type:** character

### RG_MATH_NOAGG_2009: Grade Level revised 2009 State Math Value-Added Estimate -- No Aggregates

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<td>17</td>
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<td>-</td>
<td>2</td>
<td>0.1 %</td>
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<tr>
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<td>267</td>
<td>8.3 %</td>
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<tr>
<td>5,6</td>
<td>-</td>
<td>26</td>
<td>0.8 %</td>
</tr>
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<td>5,6,7</td>
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<td>2</td>
<td>0.1 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>312</td>
<td>9.7 %</td>
</tr>
<tr>
<td>6,7</td>
<td>-</td>
<td>61</td>
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<td>6,7,8</td>
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<td>0.3 %</td>
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<tr>
<td>7</td>
<td>-</td>
<td>249</td>
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<td>7,8</td>
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<td>87</td>
<td>2.7 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>239</td>
<td>7.4 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 23737-23916 (width: 180; decimal: 0)

**Variable Type:** character
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<tr>
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<td>267</td>
<td>8.3%</td>
</tr>
<tr>
<td>5,6</td>
<td>-</td>
<td>26</td>
<td>0.8%</td>
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<tr>
<td>5,6,7</td>
<td>-</td>
<td>2</td>
<td>0.1%</td>
</tr>
<tr>
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<td>-</td>
<td>312</td>
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<tr>
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<td>1.9%</td>
</tr>
<tr>
<td>6,7,8</td>
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<tr>
<td>6,8</td>
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</tr>
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<td>-</td>
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<tr>
<td>7,8</td>
<td>-</td>
<td>87</td>
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</tr>
<tr>
<td>8</td>
<td>-</td>
<td>239</td>
<td>7.4%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

Location: 23917-24096 (width: 180; decimal: 0)
Variable Type: character

---

**RN_ELA_2009: Number of students used in revised 2009 State ELA Value-Added Estimate**

Based upon 1,666 valid cases out of 3,213 total cases.

- Mean: 51.70
- Median: 48.00
- Mode: 19.00
- Minimum: 1
- Maximum: 195
- Standard Deviation: 31.15

Location: 24097-24099 (width: 3; decimal: 0)
Variable Type: numeric

---

**RN_ELA_NOAGG_2009: Number of students used in revised 2009 State ELA Value-Added Estimate -- No Aggregates**

Based upon 1,666 valid cases out of 3,213 total cases.

- Mean: 51.70
- Median: 48.00
- Mode: 19.00
- Minimum: 1
- Maximum: 195
- Standard Deviation: 31.15

Location: 24100-24102 (width: 3; decimal: 0)
Variable Type: numeric

---

**RN_MATH_2009: Number of students used in revised 2009 State Math Value-Added Estimate**

Based upon 1,511 valid cases out of 3,213 total cases.
• Mean: 49.71
• Median: 45.00
• Mode: 19.00
• Minimum: 1
• Maximum: 174
• Standard Deviation: 30.67

Location: 24103-24105 (width: 3; decimal: 0)
Variable Type: numeric

RN_MATH_NOAGG_2009: Number of students used in revised 2009 State Math Value-Added Estimate -- No Aggregates

Based upon 1,511 valid cases out of 3,213 total cases.

• Mean: 49.71
• Median: 45.00
• Mode: 19.00
• Minimum: 1
• Maximum: 174
• Standard Deviation: 30.67

Location: 24106-24108 (width: 3; decimal: 0)
Variable Type: numeric

RSE_ELA_2009: Standard Error revised 2009 State ELA Value-Added Estimate

Based upon 1,666 valid cases out of 3,213 total cases.

• Mean: 0.094
• Median: 0.084
• Mode: 0.125
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.042

Location: 24109-24114 (width: 6; decimal: 3)
Variable Type: numeric

RSE_ELA_NOAGG_2009: Standard Error revised 2009 State ELA Value-Added Estimate -- No Aggregates

Based upon 1,666 valid cases out of 3,213 total cases.

• Mean: 0.094
• Median: 0.085
• Mode: 0.126
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.042

Location: 24115-24120 (width: 6; decimal: 3)
Variable Type: numeric

RSE_MATH_2009: Standard Error revised 2009 State Math Value-Added Estimate
Based upon 1,511 valid cases out of 3,213 total cases.

- Mean: 0.087
- Median: 0.079
- Mode: 0.060
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.040

Location: 24121-24126 (width: 6; decimal: 3)
Variable Type: numeric

RSE_MATH_NOAGG_2009: Standard Error revised 2009 State Math Value-Added Estimate -- No Aggregates

Based upon 1,511 valid cases out of 3,213 total cases.

- Mean: 0.087
- Median: 0.079
- Mode: 0.060
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.040

Location: 24127-24132 (width: 6; decimal: 3)
Variable Type: numeric

RAEST_ELA_2010: Revised 2010 State Test ELA Value-Added Estimate Estimate (2011 Consistent) -- (Models Fit Using All Teachers in District)

Based upon 2,017 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.00
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.17

Location: 24133-24138 (width: 6; decimal: 2)
Variable Type: numeric

RAEST_ELA_NOAGG_2010: Revised 2010 State Test ELA Value-Added Estimate Estimate (2011 Consistent) -- (Models Fit Using All Teachers in District) - No aggregates

Based upon 2,017 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: 0.01
- Mode: 0.07
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.18

Location: 24139-24144 (width: 6; decimal: 2)
Variable Type: numeric
RAEST_MATH_2010: Revised 2010 State Test Math Value-Added Estimate Estimate (2011 Consistent) -- (Models Fit Using All Teachers in District)

Based upon 1,867 valid cases out of 3,213 total cases.

- Mean: 0.00
- Median: 0.00
- Mode: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.23

Location: 24145-24150 (width: 6; decimal: 2)
Variable Type: numeric

RAEST_MATH_NOAGG_2010: Revised 2010 State Test Math Value-Added Estimate Estimate (2011 Consistent) -- (Models Fit Using All Teachers in District) - No aggregates

Based upon 1,867 valid cases out of 3,213 total cases.

- Mean: 0.01
- Median: -0.01
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.24

Location: 24151-24156 (width: 6; decimal: 2)
Variable Type: numeric

RAG_ELA_2010: Grade Level revised-(Models Fit Using All Teachers in District) 2010 State ELA Value-Added

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<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
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</thead>
<tbody>
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<td>1196</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>13.7 %</td>
<td>439</td>
<td></td>
</tr>
<tr>
<td>4,5</td>
<td>0.2 %</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>13.0 %</td>
<td>418</td>
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</tr>
<tr>
<td>5,6</td>
<td>0.1 %</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5,6,7</td>
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</tr>
<tr>
<td>6,7,8</td>
<td>0.2 %</td>
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<td></td>
</tr>
<tr>
<td>6,8</td>
<td>0.3 %</td>
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<td></td>
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<tr>
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<td>7,8</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>9.5 %</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.
### RAG_ELA_NOAGG_2010: Grade Level revised-(Models Fit Using All Teachers in District) 2010 State ELA Value-Added - No Aggregates

<table>
<thead>
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<th>Label</th>
<th>Unweighted Frequency</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1196</td>
<td>37.2%</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>439</td>
<td>13.7%</td>
</tr>
<tr>
<td>4,5</td>
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<tr>
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<td>-</td>
<td>418</td>
<td>13.0%</td>
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<tr>
<td>5,6</td>
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<td>3</td>
<td>0.1%</td>
</tr>
<tr>
<td>5,6,7</td>
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<tr>
<td>6</td>
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<td>405</td>
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</tr>
<tr>
<td>6,7</td>
<td>-</td>
<td>39</td>
<td>1.2%</td>
</tr>
<tr>
<td>6,7,8</td>
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</tr>
<tr>
<td>6,8</td>
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<td>49</td>
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</tr>
<tr>
<td>8</td>
<td>-</td>
<td>305</td>
<td>9.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

### RAG_MATH_2010: Grade Level revised-(Models Fit Using All Teachers in District) 2010 State Math Value-Added

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1346</td>
<td>41.9%</td>
</tr>
<tr>
<td>4</td>
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<td>402</td>
<td>12.5%</td>
</tr>
<tr>
<td>4,5</td>
<td>-</td>
<td>6</td>
<td>0.2%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>398</td>
<td>12.4%</td>
</tr>
<tr>
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<td>3</td>
<td>0.1%</td>
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<tr>
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<td>44</td>
<td>1.4%</td>
</tr>
<tr>
<td>6,7,8</td>
<td>-</td>
<td>6</td>
<td>0.2%</td>
</tr>
<tr>
<td>6,8</td>
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<td>4</td>
<td>0.1%</td>
</tr>
<tr>
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<tr>
<td>7,8</td>
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<td>67</td>
<td>2.1%</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3,213</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.
RAG_MATH_NOAGG_2010: Grade Level revised-(Models Fit Using All Teachers in District) 2010 State Math Value-Added - No Aggregates

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
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<td>1346</td>
<td>41.9%</td>
</tr>
<tr>
<td>4</td>
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<td>12.5%</td>
</tr>
<tr>
<td>4,5</td>
<td>-</td>
<td>6</td>
<td>0.2%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>398</td>
<td>12.4%</td>
</tr>
<tr>
<td>5,6</td>
<td>-</td>
<td>3</td>
<td>0.1%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>350</td>
<td>10.9%</td>
</tr>
<tr>
<td>6,7</td>
<td>-</td>
<td>44</td>
<td>1.4%</td>
</tr>
<tr>
<td>6,7,8</td>
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<td>0.2%</td>
</tr>
<tr>
<td>6,8</td>
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<td>4</td>
<td>0.1%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>295</td>
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<tr>
<td>7,8</td>
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<td>67</td>
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<tr>
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<td>292</td>
<td>9.1%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3,213</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 3,213 valid cases out of 3,213 total cases.

RAN_ELA_2010: Number of students used in revised-(Models Fit Using All Teachers in District) 2010 State ELA Value-Added

- Mean: 48.22
- Median: 38.00
- Mode: 21.00
- Minimum: 1
- Maximum: 125
- Standard Deviation: 30.14

Based upon 2,017 valid cases out of 3,213 total cases.

RAN_ELA_NOAGG_2010: Number of students used in revised-(Models Fit Using All Teachers in District) 2010 State ELA Value-Added - No Aggregates

- Mean: 48.22
- Median: 38.00
- Mode: 21.00
- Minimum: 1
- Maximum: 125
- Standard Deviation: 30.14

Location: 24880-24882 (width: 3; decimal: 0)
Variable Type: numeric

RAN_MATH_2010: Number of students used in revised-(Models Fit Using All Teachers in District) 2010 State Math Value-Added

Based upon 1,867 valid cases out of 3,213 total cases.

- Mean: 48.95
- Median: 39.00
- Minimum: 1
- Maximum: 148
- Standard Deviation: 30.85

Location: 24883-24885 (width: 3; decimal: 0)
Variable Type: numeric

RAN_MATH_NOAGG_2010: Number of students used in revised-(Models Fit Using All Teachers in District) 2010 State Math Value-Added - No Aggregates

Based upon 1,867 valid cases out of 3,213 total cases.

- Mean: 48.95
- Median: 39.00
- Minimum: 1
- Maximum: 148
- Standard Deviation: 30.85

Location: 24886-24888 (width: 3; decimal: 0)
Variable Type: numeric

RASE_ELA_2010: Std Error revised-(Models Fit Using All Teachers in District) 2010 State ELA Value-Added

Based upon 2,017 valid cases out of 3,213 total cases.

- Mean: 0.094
- Median: 0.089
- Mode: 0.126
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.037

Location: 24889-24894 (width: 6; decimal: 3)
Variable Type: numeric

RASE_ELA_NOAGG_2010: Std Error revised-(Models Fit Using All Teachers in District) 2010 State ELA Value-Added - No Aggregates

Based upon 2,017 valid cases out of 3,213 total cases.

- Mean: 0.094
- Median: 0.089
- Mode: 0.053
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.037

Location: 24895-24900 (width: 6; decimal: 3)
Variable Type: numeric

**RASE_MATH_2010: Std Error revised-(Models Fit Using All Teachers in District) 2010 State Math Value-Added**

Based upon 1,867 valid cases out of 3,213 total cases.

• Mean: 0.086
• Median: 0.081
• Mode: 0.055
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.038

Location: 24901-24906 (width: 6; decimal: 3)
Variable Type: numeric

**RASE_MATH_NOAGG_2010: Std Error revised-(Models Fit Using All Teachers in District) 2010 State Math Value-Added - No Aggregates**

Based upon 1,867 valid cases out of 3,213 total cases.

• Mean: 0.087
• Median: 0.081
• Mode: 0.055
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.038

Location: 24907-24912 (width: 6; decimal: 3)
Variable Type: numeric

**COV_ELA_COMP1_2010: Covariance of Sampling Error SPS Composite and State Value-Added ELA Student 2010**

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.000
• Median: 0.000
• Mode: 0.000
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 24913-24918 (width: 6; decimal: 3)
Variable Type: numeric

**COV_MATH_COMP1_2010: Covariance of Sampling Error SPS Composite and State Value-Added Math Student 2010**

Based upon 1,693 valid cases out of 3,213 total cases.
• Mean: 0.001
• Median: 0.001
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 24919-24924 (width: 6; decimal: 3)
Variable Type: numeric

C_ELA_COMP1_2010: Constants (within district) for covariance of sampling error ELA 2010

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 0.004
• Median: 0.004
• Mode: 0.004
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.002

Location: 24925-24930 (width: 6; decimal: 3)
Variable Type: numeric

C_MATH_COMP1_2010: Constants (within district) for covariance of sampling error Math 2010

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 0.013
• Median: 0.011
• Mode: 0.014
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.002

Location: 24931-24936 (width: 6; decimal: 3)
Variable Type: numeric

COV_ELA_COMP1_NOAGG_2010: Covariance of Sampling Error SPS Composite and State Value-Added ELA Student 2010 -- No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.000
• Median: 0.000
• Mode: 0.000
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 24937-24942 (width: 6; decimal: 3)
Variable Type: numeric

COV_MATH_COMP1_NOAGG_2010: Covariance of Sampling Error SPS Composite and State Value-Added Math Student 2010 -- No Aggregates
Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.001
- Median: 0.001
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.000

Location: 24943-24948 (width: 6; decimal: 3)
Variable Type: numeric

**C_ELA_COMP1_NOAGG_2010: Constants (within district) for covariance of sampling error ELA 2010 -- No Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.006
- Median: 0.006
- Mode: 0.006
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

Location: 24949-24954 (width: 6; decimal: 3)
Variable Type: numeric

**C_MATH_COMP1_NOAGG_2010: Constants (within district) for covariance of sampling error Math 2010 -- No Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.013
- Median: 0.012
- Mode: 0.012
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

Location: 24955-24960 (width: 6; decimal: 3)
Variable Type: numeric

**C_BAM_COMP1_2010: Constants (within district) for covariance of sampling error for BAM and Composite 1, 2010 Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.008
- Median: 0.008
- Mode: 0.005
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.005

Location: 24961-24966 (width: 6; decimal: 3)
Variable Type: numeric
C_BAM_COMP1_NOAGG_2010: Constants (within district) for covariance of sampling error for BAM and Composite 1, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.009
- Median: 0.008
- Mode: 0.005
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.005

Location: 24967-24972 (width: 6; decimal: 3)
Variable Type: numeric

C_BAM_EFF_2010: Constants (within district) for covariance of sampling error for BAM and Effort, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.021
- Median: 0.020
- Mode: 0.013
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.007

Location: 24973-24978 (width: 6; decimal: 3)
Variable Type: numeric

C_BAM_EFF_NOAGG_2010: Constants (within district) for covariance of sampling error for BAM and Effort, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.021
- Median: 0.019
- Mode: 0.014
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.006

Location: 24979-24984 (width: 6; decimal: 3)
Variable Type: numeric

C_BAM_HIC_2010: Constants (within district) for covariance of sampling error for BAM and Happy in Class, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.019
- Median: 0.028
- Mode: 0.007
- Minimum: 0
- Maximum: 0
C_BAM_HIC_NOAGG_2010: Constants (within district) for covariance of sampling error for BAM and Happy in Class, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.019
- Median: 0.030
- Mode: 0.006
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.014

C_COMP1_EFF_E_2010: Constants (within district) for covariance of sampling error for Composite 1 and Effort, ELA, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.193
- Median: 0.192
- Mode: 0.204
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.024

C_COMP1_EFF_E_NOAGG_2010: Constants (within district) for covariance of sampling error for Composite 1 and Effort, ELA, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.193
- Median: 0.192
- Mode: 0.204
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.024

C_COMP1_EFF_M_2010: Constants (within district) for covariance of sampling error for Composite 1 and Effort, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.184
C_COMP1_EFF_M_NOAGG_2010: Constants (within district) for covariance of sampling error for Composite 1 and Effort, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.184
- Median: 0.181
- Mode: 0.184
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.020

Location: 25009-25014 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_HIC_E_2010: Constants (within district) for covariance of sampling error for Composite 1 and Happy in Class, ELA, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.267
- Median: 0.282
- Mode: 0.283
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.023

Location: 25015-25020 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_HIC_E_NOAGG_2010: Constants (within district) for covariance of sampling error for Composite 1 and Happy in Class, ELA, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.267
- Median: 0.282
- Mode: 0.283
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.023

Location: 25021-25026 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_HIC_M_2010: Constants (within district) for covariance of sampling error for Composite 1 and Happy in Class, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.267
- Median: 0.282
- Mode: 0.283
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.023

Location: 25027-25032 (width: 6; decimal: 3)
Variable Type: numeric
Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.263
- Median: 0.273
- Mode: 0.278
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.034

Location: 25033-25038 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_HIC_M_NOAGG_2010: Constants (within district) for covariance of sampling error for Composite 1 and Happy in Class, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.264
- Median: 0.274
- Mode: 0.278
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.033

Location: 25039-25044 (width: 6; decimal: 3)
Variable Type: numeric

C_EFF_HIC_E_2010: Constants (within district) for covariance of sampling error for Effort and Happy in Class, ELA, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.232
- Median: 0.237
- Mode: 0.241
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.041

Location: 25045-25050 (width: 6; decimal: 3)
Variable Type: numeric

C_EFF_HIC_E_NOAGG_2010: Constants (within district) for covariance of sampling error for Effort and Happy in Class, ELA, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.232
- Median: 0.236
- Mode: 0.241
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.041

Location: 25051-25056 (width: 6; decimal: 3)
Variable Type: numeric
**C_EFF_HIC_M_2010: Constants (within district) for covariance of sampling error for Effort and Happy in Class, Math, 2010 Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.230
- Median: 0.223
- Mode: 0.231
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.038

*Location:* 25057-25062 (width: 6; decimal: 3)
*Variable Type:* numeric

**C_EFF_HIC_M_NOAGG_2010: Constants (within district) for covariance of sampling error for Effort and Happy in Class, Math, 2010 No Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.231
- Median: 0.226
- Mode: 0.232
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.038

*Location:* 25063-25068 (width: 6; decimal: 3)
*Variable Type:* numeric

**C_ELA_EFF_2010: Constants (within district) for covariance of sampling error for State ELA and Effort, 2010 Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.017
- Median: 0.016
- Mode: 0.015
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.003

*Location:* 25069-25074 (width: 6; decimal: 3)
*Variable Type:* numeric

**C_ELA_EFF_NOAGG_2010: Constants (within district) for covariance of sampling error for State ELA and Effort, 2010 No Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.017
- Median: 0.016
- Mode: 0.014
- Minimum: 0
- Maximum: 0
<table>
<thead>
<tr>
<th>Variable Name</th>
<th>Description</th>
<th>Cases</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Standard Deviation</th>
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<tbody>
<tr>
<td>C_ELA_HIC_2010</td>
<td>Constants (within district) for covariance of sampling error for State ELA and Happy in Class, 2010 Aggregates</td>
<td>3,207 valid cases</td>
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<td>0.008</td>
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<tr>
<td>C_ELA_HIC_NOAGG_2010</td>
<td>Constants (within district) for covariance of sampling error for State ELA and Happy in Class, 2010 No Aggregates</td>
<td>3,207 valid cases</td>
<td>0.010</td>
<td>0.010</td>
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<tr>
<td>C_ELA_SAT_2010</td>
<td>Constants (within district) for covariance of sampling error for State ELA and SAT, 2010 Aggregates</td>
<td>3,207 valid cases</td>
<td>0.089</td>
<td>0.096</td>
<td>0.080</td>
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<td>0.014</td>
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<tr>
<td>C_ELA_SAT_NOAGG_2010</td>
<td>Constants (within district) for covariance of sampling error for State ELA and SAT, 2010 No Aggregates</td>
<td>3,207 valid cases</td>
<td>0.092</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C_MATH_BAM_2010: Constants (within district) for covariance of sampling error for State Math and BAM, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.097
- Median: 0.094
- Mode: 0.086
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.017

Location: 25099-25104 (width: 6; decimal: 3)
Variable Type: numeric

C_MATH_BAM_NOAGG_2010: Constants (within district) for covariance of sampling error for State Math and BAM, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.100
- Median: 0.098
- Mode: 0.089
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.017

Location: 25105-25110 (width: 6; decimal: 3)
Variable Type: numeric

C_MATH_EFF_2010: Constants (within district) for covariance of sampling error for State Math and Effort, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.030
- Median: 0.026
- Mode: 0.024
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.006

Location: 25117-25122 (width: 6; decimal: 3)
Variable Type: numeric

C_MATH_EFF_NOAGG_2010: Constants (within district) for covariance of sampling error for State Math and Effort, 2010 No Aggregates
Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.030
- Median: 0.026
- Mode: 0.024
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.006

Location: 25123-25128 (width: 6; decimal: 3)
Variable Type: numeric

**C_MATH_HIC_2010: Constants (within district) for covariance of sampling error for State Math and Happy in Class, 2010 Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.027
- Median: 0.031
- Mode: 0.016
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.009

Location: 25129-25134 (width: 6; decimal: 3)
Variable Type: numeric

**C_MATH_HIC_NOAGG_2010: Constants (within district) for covariance of sampling error for State Math and Happy in Class, 2010 No Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.027
- Median: 0.032
- Mode: 0.015
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.010

Location: 25135-25140 (width: 6; decimal: 3)
Variable Type: numeric

**C_SAT_COMP1_2010: Constants (within district) for covariance of sampling error for SAT and Composite 1, 2010 Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.027
- Median: 0.028
- Mode: 0.034
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.010

Location: 25141-25146 (width: 6; decimal: 3)
Variable Type: numeric
C_SAT_COMP1_NOAGG_2010: Constants (within district) for covariance of sampling error for SAT and Composite 1, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.028
- Median: 0.028
- Mode: 0.035
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.010

Location: 25147-25152 (width: 6; decimal: 3)
Variable Type: numeric

C_SAT_EFF_2010: Constants (within district) for covariance of sampling error for SAT and Effort, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.051
- Median: 0.058
- Mode: 0.058
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.012

Location: 25153-25158 (width: 6; decimal: 3)
Variable Type: numeric

C_SAT_EFF_NOAGG_2010: Constants (within district) for covariance of sampling error for SAT and Effort, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.051
- Median: 0.058
- Mode: 0.058
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.012

Location: 25159-25164 (width: 6; decimal: 3)
Variable Type: numeric

C_SAT_HIC_2010: Constants (within district) for covariance of sampling error for SAT and Happy in Class, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.036
- Median: 0.040
- Mode: 0.040
- Minimum: 0
- Maximum: 0

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C_SAT_HIC_NOAGG_2010: Constants (within district) for covariance of sampling error for SAT and Happy in Class, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 0.036
- Median: 0.040
- Mode: 0.043
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.012

COV_BAM_COMP1_2010: Covariance of Sampling Error for BAM and Composite 1, 2010 Aggregates

Based upon 1,599 valid cases out of 3,213 total cases.

- Mean: 0.000
- Median: 0.000
- Mode: 0.000
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.000

COV_BAM_COMP1_NOAGG_2010: Covariance of Sampling Error for BAM and Composite 1, 2010 No Aggregates

Based upon 1,599 valid cases out of 3,213 total cases.

- Mean: 0.000
- Median: 0.000
- Mode: 0.000
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.000

COV_BAM_EFF_2010: Covariance of Sampling Error for BAM and Effort, 2010 Aggregates

Based upon 1,599 valid cases out of 3,213 total cases.

- Mean: 0.001
- Median: 0.001
COV_BAM_EFF_NOAGG_2010: Covariance of Sampling Error for BAM and Effort, 2010 No Aggregates

Based upon 1,599 valid cases out of 3,213 total cases.

• Mean: 0.001
• Median: 0.001
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 25189-25194 (width: 6; decimal: 3)
Variable Type: numeric

COV_BAM_HIC_2010: Covariance of Sampling Error for BAM and Happy in Class, 2010 Aggregates

Based upon 1,599 valid cases out of 3,213 total cases.

• Mean: 0.001
• Median: 0.001
• Mode: 0.000
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.001

Location: 25195-25200 (width: 6; decimal: 3)
Variable Type: numeric

COV_BAM_HIC_NOAGG_2010: Covariance of Sampling Error for BAM and Happy in Class, 2010 No Aggregates

Based upon 1,599 valid cases out of 3,213 total cases.

• Mean: 0.001
• Median: 0.001
• Mode: 0.000
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.001

Location: 25201-25206 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_EFF_E_2010: Covariance of Sampling Error for Composite 1 and Effort, ELA, 2010 Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.
• Mean: 0.019
• Median: 0.014
• Mode: 0.014
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.021

Location: 25213-25218 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_EFF_E_NOAGG_2010: Covariance of Sampling Error for Composite 1 and Effort, ELA, 2010 No Aggregates**
Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.019
• Median: 0.014
• Mode: 0.014
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.021

Location: 25219-25224 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_EFF_M_2010: Covariance of Sampling Error for Composite 1 and Effort, 2010 Aggregates**
Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.018
• Median: 0.014
• Mode: 0.011
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.017

Location: 25225-25230 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_EFF_M_NOAGG_2010: Covariance of Sampling Error for Composite 1 and Effort, 2010 No Aggregates**
Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.018
• Median: 0.014
• Mode: 0.012
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.017

Location: 25231-25236 (width: 6; decimal: 3)
Variable Type: numeric
COV_COMP1_HIC_E_2010: Covariance of Sampling Error for Composite 1 and Happy in Class, ELA, 2010 Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.026
- Median: 0.020
- Mode: 0.022
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.028

Location: 25237-25242 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_HIC_E_NOAGG_2010: Covariance of Sampling Error for Composite 1 and Happy in Class, ELA, 2010 No Aggregates

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.026
- Median: 0.020
- Mode: 0.022
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.028

Location: 25243-25248 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_HIC_M_2010: Covariance of Sampling Error for Composite 1 and Happy in Class, 2010 Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.026
- Median: 0.021
- Mode: 0
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 25249-25254 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_HIC_M_NOAGG_2010: Covariance of Sampling Error for Composite 1 and Happy in Class, 2010 No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.026
- Median: 0.021
- Mode: 0
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 25255-25260 (width: 6; decimal: 3)
**Variable Type:** numeric

**COV_EFF_HIC_E_2010: Covariance of Sampling Error for Effort and Happy in Class, ELA, 2010 Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.023
- Median: 0.017
- Mode: 0.013
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.026

*Location:* 25261-25266 (width: 6; decimal: 3)

**Variable Type:** numeric

**COV_EFF_HIC_E_NOAGG_2010: Covariance of Sampling Error for Effort and Happy in Class, ELA, 2010 No Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

- Mean: 0.023
- Median: 0.017
- Mode: 0.013
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.026

*Location:* 25267-25272 (width: 6; decimal: 3)

**Variable Type:** numeric

**COV_EFF_HIC_M_2010: Covariance of Sampling Error for Effort and Happy in Class, Math, 2010 Aggregates**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.023
- Median: 0.018
- Mode: 0.014
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.023

*Location:* 25273-25278 (width: 6; decimal: 3)

**Variable Type:** numeric

**COV_EFF_HIC_M_NOAGG_2010: Covariance of Sampling Error for Effort and Happy in Class, Math, 2010 No Aggregates**

Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.023
- Median: 0.018
- Mode: 0.014
- Minimum: 0
• Maximum: 0
• Standard Deviation: 0.023

Location: 25279-25284 (width: 6; decimal: 3)
Variable Type: numeric

**COV_ELA_EFF_2010: Covariance of Sampling Error for State ELA and Effort, 2010 Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.001
• Median: 0.001
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 25285-25290 (width: 6; decimal: 3)
Variable Type: numeric

**COV_ELA_EFF_NOAGG_2010: Covariance of Sampling Error for State ELA and Effort, 2010 No Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.001
• Median: 0.001
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 25291-25296 (width: 6; decimal: 3)
Variable Type: numeric

**COV_ELA_HIC_2010: Covariance of Sampling Error for State ELA and Happy in Class, 2010 Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.001
• Median: 0.001
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 25297-25302 (width: 6; decimal: 3)
Variable Type: numeric

**COV_ELA_HIC_NOAGG_2010: Covariance of Sampling Error for State ELA and Happy in Class, 2010 No Aggregates**

Based upon 1,839 valid cases out of 3,213 total cases.

• Mean: 0.001
• Median: 0.001
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 25303-25308 (width: 6; decimal: 3)
Variable Type: numeric

COV_ELA_SAT_2010: Covariance of Sampling Error for State ELA and SAT, 2010 Aggregates

Based upon 1,850 valid cases out of 3,213 total cases.

• Mean: 0.005
• Median: 0.004
• Mode: 0.004
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.002

Location: 25309-25314 (width: 6; decimal: 3)
Variable Type: numeric

COV_ELA_SAT_NOAGG_2010: Covariance of Sampling Error for State ELA and SAT, 2010 No Aggregates

Based upon 1,850 valid cases out of 3,213 total cases.

• Mean: 0.005
• Median: 0.004
• Mode: 0.004
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.002

Location: 25315-25320 (width: 6; decimal: 3)
Variable Type: numeric

COV_MATH_BAM_2010: Covariance of Sampling Error for State Math and BAM, 2010 Aggregates

Based upon 1,684 valid cases out of 3,213 total cases.

• Mean: 0.005
• Median: 0.005
• Mode: 0.005
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.003

Location: 25321-25326 (width: 6; decimal: 3)
Variable Type: numeric

COV_MATH_BAM_NOAGG_2010: Covariance of Sampling Error for State Math and BAM, 2010 No Aggregates

Based upon 1,684 valid cases out of 3,213 total cases.
• Mean: 0.005
• Median: 0.005
• Mode: 0.005
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.003

Location: 25327-25332 (width: 6; decimal: 3)
Variable Type: numeric

COV_MATH_EFF_2010: Covariance of Sampling Error for State Math and Effort, 2010 Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.002
• Median: 0.001
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 25333-25338 (width: 6; decimal: 3)
Variable Type: numeric

COV_MATH_EFF_NOAGG_2010: Covariance of Sampling Error for State Math and Effort, 2010 No Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.002
• Median: 0.001
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 25339-25344 (width: 6; decimal: 3)
Variable Type: numeric

COV_MATH_HIC_2010: Covariance of Sampling Error for State Math and Happy in Class, 2010 Aggregates

Based upon 1,693 valid cases out of 3,213 total cases.

• Mean: 0.002
• Median: 0.001
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.000

Location: 25345-25350 (width: 6; decimal: 3)
Variable Type: numeric

COV_MATH_HIC_NOAGG_2010: Covariance of Sampling Error for State Math and Happy in Class, 2010 No Aggregates
Based upon 1,693 valid cases out of 3,213 total cases.

- Mean: 0.002
- Median: 0.001
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.000

Location: 25351-25356 (width: 6; decimal: 3)
Variable Type: numeric

**COV_SAT_COMP1_2010: Covariance of Sampling Error for SAT and Composite 1, 2010 Aggregates**

Based upon 1,748 valid cases out of 3,213 total cases.

- Mean: 0.001
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.001

Location: 25357-25362 (width: 6; decimal: 3)
Variable Type: numeric

**COV_SAT_COMP1_NOAGG_2010: Covariance of Sampling Error for SAT and Composite 1, 2010 No Aggregates**

Based upon 1,748 valid cases out of 3,213 total cases.

- Mean: 0.001
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.001

Location: 25363-25368 (width: 6; decimal: 3)
Variable Type: numeric

**COV_SAT_EFF_2010: Covariance of Sampling Error for SAT and Effort, 2010 Aggregates**

Based upon 1,748 valid cases out of 3,213 total cases.

- Mean: 0.003
- Median: 0.003
- Mode: 0.003
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

Location: 25369-25374 (width: 6; decimal: 3)
Variable Type: numeric
COV_SAT_EFF_NOAGG_2010: Covariance of Sampling Error for SAT and Effort, 2010 No Aggregates

Based upon 1,748 valid cases out of 3,213 total cases.

- Mean: 0.003
- Median: 0.003
- Mode: 0.003
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

Location: 25375-25380 (width: 6; decimal: 3)
Variable Type: numeric

COV_SAT_HIC_2010: Covariance of Sampling Error for SAT and Happy in Class, 2010 Aggregates

Based upon 1,748 valid cases out of 3,213 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.001

Location: 25381-25386 (width: 6; decimal: 3)
Variable Type: numeric

COV_SAT_HIC_NOAGG_2010: Covariance of Sampling Error for SAT and Happy in Class, 2010 No Aggregates

Based upon 1,748 valid cases out of 3,213 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.001

Location: 25387-25392 (width: 6; decimal: 3)
Variable Type: numeric

N_BOTH_C_ELA_COMP1_2010: Number of students in both State ELA and Composite 1, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.97
- Median: 7.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 8.29
**N_BOTH_C_MATH_COMP1_2010**: Number of students in both State Math and Composite 1, 2010

Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.06
- Median: 5.00
- Mode: 0.00
- Minimum: 0
- Maximum: 53
- Standard Deviation: 7.97

**N_BOTH_C_ELA_SAT_NOAGG_2010**: Number of students in both State ELA and SAT, 2010

No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 10.28
- Median: 12.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 9.66

**N_BOTH_C_MATH_BAM_2010**: Number of students in both State Math and BAM, 2010

Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 9.06
- Median: 8.00
- Mode: 0.00
- Minimum: 0
- Maximum: 47
- Standard Deviation: 9.54

**N_BOTH_C_MATH_BAM_NOAGG_2010**: Number of students in both State Math and BAM, 2010

No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 9.06
- Median: 8.00
- Mode: 0.00
- Minimum: 0
• Maximum: 47
• Standard Deviation: 9.54

Location: 25401-25402 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_MATH_COMP1_NOAGG_2010**: Number of students in both State Math and Composite 1, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 7.06
• Median: 5.00
• Mode: 0.00
• Minimum: 0
• Maximum: 53
• Standard Deviation: 7.97

Location: 25403-25404 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_MATH_EFF_2010**: Number of students in both State Math and Effort, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 7.03
• Median: 5.00
• Mode: 0.00
• Minimum: 0
• Maximum: 53
• Standard Deviation: 7.94

Location: 25405-25406 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_MATH_EFF_NOAGG_2010**: Number of students in both State Math and Effort, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 7.03
• Median: 5.00
• Mode: 0.00
• Minimum: 0
• Maximum: 53
• Standard Deviation: 7.94

Location: 25407-25408 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_MATH_HIC_2010**: Number of students in both State Math and Happy in Class, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 6.85
• Median: 5.00
• Mode: 0.00
• Minimum: 0
• Maximum: 51
• Standard Deviation: 7.74

Location: 25409-25410 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_MATH_HIC_NOAGG_2010:** Number of students in both State Math and Happy in Class, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 6.85
• Median: 5.00
• Mode: 0.00
• Minimum: 0
• Maximum: 51
• Standard Deviation: 7.74

Location: 25411-25412 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_SAT_COMP1_2010:** Number of students in both SAT and Composite 1, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 7.10
• Median: 6.00
• Mode: 0.00
• Minimum: 0
• Maximum: 33
• Standard Deviation: 7.70

Location: 25413-25414 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_SAT_COMP1_NOAGG_2010:** Number of students in both SAT and Composite 1, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 7.10
• Median: 6.00
• Mode: 0.00
• Minimum: 0
• Maximum: 33
• Standard Deviation: 7.70

Location: 25415-25416 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_SAT_EFF_2010:** Number of students in both SAT and Effort, 2010 Aggregates
Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.05
- Median: 6.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 7.65

Location: 25417-25418 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_SAT_EFF_NOAGG_2010: Number of students in both SAT and Effort, 2010 No Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.05
- Median: 6.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 7.65

Location: 25419-25420 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_SAT_HIC_2010: Number of students in both SAT and Happy in Class, 2010 Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 6.88
- Median: 6.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 7.47

Location: 25421-25422 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_SAT_HIC_NOAGG_2010: Number of students in both SAT and Happy in Class, 2010 No Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 6.88
- Median: 6.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 7.47

Location: 25423-25424 (width: 2; decimal: 0)
Variable Type: numeric
### NUMSTU: Number of students

Based upon 3,213 valid cases out of 3,213 total cases.

- Mean: 23.62
- Median: 23.00
- Mode: 22.00
- Minimum: 1
- Maximum: 63
- Standard Deviation: 6.42

**Location:** 25425-25426 (width: 2; decimal: 0)
**Variable Type:** numeric

### N_BOTH_C_BAM_COMP1_2010: Number of students in both BAM and Composite 1, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 6.05
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 31
- Standard Deviation: 7.21

**Location:** 25427-25428 (width: 2; decimal: 0)
**Variable Type:** numeric

### N_BOTH_C_ELAL_EFF_2010: Number of students in both State ELA and Effort, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.92
- Median: 7.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 8.24

**Location:** 25429-25430 (width: 2; decimal: 0)
**Variable Type:** numeric

### N_BOTH_C_BAM_EFF_2010: Number of students in both BAM and Effort, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 6.03
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 31
- Standard Deviation: 7.19

**Location:** 25431-25432 (width: 2; decimal: 0)
**Variable Type:** numeric
**N_BOTH_C_ELA_HIC_2010: Number of students in both State ELA and Happy in Class, 2010**

Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.72
- Median: 7.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 8.04

*Location*: 25433-25434 (width: 2; decimal: 0)
*Variable Type*: numeric

**N_BOTH_C_BAM_HIC_2010: Number of students in both BAM and Happy in Class, 2010**

Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 5.88
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.03

*Location*: 25435-25436 (width: 2; decimal: 0)
*Variable Type*: numeric

**N_BOTH_C_ELA_SAT_2010: Number of students in both State ELA and SAT, 2010**

Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 10.28
- Median: 12.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 9.66

*Location*: 25437-25438 (width: 2; decimal: 0)
*Variable Type*: numeric

**N_BOTH_C_COMP1_EFF_M_2010: Number of students in both Composite 1 and Effort, 2010**

Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.07
- Median: 5.00
- Mode: 0.00
- Minimum: 0
- Maximum: 53
- Standard Deviation: 7.96
N_BOTH_C_COMP1_HIC_M_2010: Number of students in both Composite 1 and Happy in Class, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 6.88
- Median: 5.00
- Mode: 0.00
- Minimum: 0
- Maximum: 51
- Standard Deviation: 7.76

N_BOTH_C_EFF_HIC_M_2010: Number of students in both Effort and Happy in Class, Math, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 6.88
- Median: 5.00
- Mode: 0.00
- Minimum: 0
- Maximum: 51
- Standard Deviation: 7.76

N_BOTH_C_COMP1_EFF_E_2010: Number of students in both Composite 1 and Effort, ELA, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.95
- Median: 7.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 8.25

N_BOTH_C_COMP1_HIC_E_2010: Number of students in both Composite 1 and Happy in Class, ELA, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.75
- Median: 7.00
- Mode: 0.00
• Minimum: 0
• Maximum: 33
• Standard Deviation: 8.05

Location: 25447-25448 (width: 2; decimal: 0)
Variable Type: numeric

N_BOTH_C_EFF_HIC_E_2010: Number of students in both Effort and Happy in Class, ELA, 2010 Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 7.74
• Median: 7.00
• Mode: 0.00
• Minimum: 0
• Maximum: 33
• Standard Deviation: 8.04

Location: 25449-25450 (width: 2; decimal: 0)
Variable Type: numeric

N_BOTH_C_ELA_COMP1_NOAGG_2010: Number of students in both State ELA and Composite 1, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 7.97
• Median: 7.00
• Mode: 0.00
• Minimum: 0
• Maximum: 33
• Standard Deviation: 8.29

Location: 25451-25452 (width: 2; decimal: 0)
Variable Type: numeric

N_BOTH_C_BAM_COMP1_NOAGG_2010: Number of students in both BAM and Composite 1, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 6.05
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 31
• Standard Deviation: 7.21

Location: 25453-25454 (width: 2; decimal: 0)
Variable Type: numeric

N_BOTH_C_ELA_EFF_NOAGG_2010: Number of students in both State ELA and Effort, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.
• Mean: 7.92
• Median: 7.00
• Mode: 0.00
• Minimum: 0
• Maximum: 33
• Standard Deviation: 8.24

Location: 25455-25456 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_BAM_EFF_NOAGG_2010: Number of students in both BAM and Effort, 2010 No Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 6.03
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 31
• Standard Deviation: 7.19

Location: 25457-25458 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_ELA_HIC_NOAGG_2010: Number of students in both State ELA and Happy in Class, 2010 No Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 7.72
• Median: 7.00
• Mode: 0.00
• Minimum: 0
• Maximum: 33
• Standard Deviation: 8.04

Location: 25459-25460 (width: 2; decimal: 0)
Variable Type: numeric

**N_BOTH_C_BAM_HIC_NOAGG_2010: Number of students in both BAM and Happy in Class, 2010 No Aggregates**

Based upon 3,207 valid cases out of 3,213 total cases.

• Mean: 5.88
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 7.03

Location: 25461-25462 (width: 2; decimal: 0)
Variable Type: numeric
**N_BOTH_C_COMP1_EFF_M_NOAGG_2010**: Number of students in both Composite 1 and Effort, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.07
- Median: 5.00
- Mode: 0.00
- Minimum: 0
- Maximum: 53
- Standard Deviation: 7.96

*Location*: 25463-25464 (width: 2; decimal: 0)
*Variable Type*: numeric

**N_BOTH_C_COMP1_HIC_M_NOAGG_2010**: Number of students in both Composite 1 and Happy in Class, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 6.88
- Median: 5.00
- Mode: 0.00
- Minimum: 0
- Maximum: 51
- Standard Deviation: 7.76

*Location*: 25465-25466 (width: 2; decimal: 0)
*Variable Type*: numeric

**N_BOTH_C_EFF_HIC_M_NOAGG_2010**: Number of students in both Effort and Happy in Class, Math, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 6.88
- Median: 5.00
- Mode: 0.00
- Minimum: 0
- Maximum: 51
- Standard Deviation: 7.76

*Location*: 25467-25468 (width: 2; decimal: 0)
*Variable Type*: numeric

**N_BOTH_C_COMP1_EFF_E_NOAGG_2010**: Number of students in both Composite 1 and Effort, ELA, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.95
- Median: 7.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
N_BOTH_C_COMP1_HIC_E_NOAGG_2010: Number of students in both Composite 1 and Happy in Class, ELA, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.75
- Median: 7.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 8.05

N_BOTH_C_EFF_HIC_E_NOAGG_2010: Number of students in both Effort and Happy in Class, ELA, 2010 No Aggregates

Based upon 3,207 valid cases out of 3,213 total cases.

- Mean: 7.74
- Median: 7.00
- Mode: 0.00
- Minimum: 0
- Maximum: 33
- Standard Deviation: 8.04

EST_COLLEGE_ASIRE_2010: Adjusted mean the Teacher Influence on College Aspirations Scale derived by MET from SPS responses

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: 0.00
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.36

N_COLLEGE_ASIRE_2010: Number of students contributing the adjusted mean the Teacher Influence on College Aspirations Scale

Based upon 2,963 valid cases out of 3,213 total cases.

- Mean: 16.39
- Median: 17.00  
- Mode: 17.00  
- Minimum: 1  
- Maximum: 48  
- Standard Deviation: 5.75

**Location:** 25481-25482 (width: 2; decimal: 0)  
**Variable Type:** numeric

---

**SD_COLLEGE_ASIRE_2010:** Standard deviation of the adjusted Teacher Influence on College Aspirations Scale

Based upon 2,941 valid cases out of 3,213 total cases.

- Mean: 0.82  
- Median: 0.83  
- Minimum: 0  
- Maximum: 2  
- Standard Deviation: 0.21

**Location:** 25483-25487 (width: 5; decimal: 2)  
**Variable Type:** numeric

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**GRADES_COLLEGE_ASIRE_2010:** Grade-level of students contributing the adjusted mean the Teacher Influence on College Aspirations Scale

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<th>Unweighted Frequency</th>
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Based upon 3,213 valid cases out of 3,213 total cases.

**Location:** 25488-25490 (width: 3; decimal: 0)  
**Variable Type:** character