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

Bill and Melinda Gates Foundation

Year 1 Section-Level Analytical File 9th Grade Codebook
Terms of Use

The terms of use for this study can be found at:
http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/34309/terms

Information about Copyrighted Content

Some instruments administered as part of this study may contain in whole or substantially in part contents from copyrighted instruments. Reproductions of the instruments are provided as documentation for the analysis of the data associated with this collection. Restrictions on "fair use" apply to all copyrighted content. More information about the reproduction of copyrighted works by educators and librarians is available from the United States Copyright Office.

<table>
<thead>
<tr>
<th>NOTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WARNING CONCERNING COPYRIGHT RESTRICTIONS</td>
</tr>
</tbody>
</table>

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.
ICPSR 34309
Measures of Effective Teaching: 3a - Base Data: Section-Level Analytical Files, 2009-2011
Variable Description and Frequencies

Note: Frequencies displayed for the variables are not weighted. They are purely descriptive and may not be representative of the study population. Please review any sampling or weighting information available with the study.

Summary statistics (minimum, maximum, mean, median, and standard deviation) may not be available for every variable in the codebook. Conversely, a listing of frequencies in table format may not be present for every variable in the codebook either. However, all variables in the dataset are present and display sufficient information about each variable. These decisions are made intentionally and are at the discretion of the archive producing this codebook.

ICPSR has an FAQ on copyright and survey instruments.
### Year 1 Section-Level Analytical File 9th 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>373</td>
<td>29.0 %</td>
</tr>
<tr>
<td>21</td>
<td>-</td>
<td>143</td>
<td>11.1 %</td>
</tr>
<tr>
<td>33</td>
<td>-</td>
<td>151</td>
<td>11.8 %</td>
</tr>
<tr>
<td>56</td>
<td>-</td>
<td>167</td>
<td>13.0 %</td>
</tr>
<tr>
<td>71</td>
<td>-</td>
<td>450</td>
<td>35.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location:* 1-3 (width: 3; decimal: 0)  
*Variable Type:* numeric

#### SCHOOL_ICPSR_ID: School ICPSR ID

Based upon 1,284 valid cases out of 1,284 total cases.

*Location:* 4-6 (width: 3; decimal: 0)  
*Variable Type:* numeric

#### SECTION_ICPSR_ID: Section ICPSR ID

Based upon 1,284 valid cases out of 1,284 total cases.

*Location:* 7-10 (width: 4; decimal: 0)  
*Variable Type:* numeric

#### TEACHER_ICPSR_ID: Teacher ICPSR ID

Based upon 1,284 valid cases out of 1,284 total cases.

*Location:* 11-14 (width: 4; decimal: 0)  
*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>9</td>
<td>-</td>
<td>1284</td>
<td>100.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location:* 15-15 (width: 1; decimal: 0)  
*Variable Type:* numeric

#### SCF_SUBJ: Subject
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>-</td>
<td>411</td>
<td>32.0 %</td>
</tr>
<tr>
<td>High school ELA</td>
<td>-</td>
<td>433</td>
<td>33.7 %</td>
</tr>
<tr>
<td>High school bio</td>
<td>-</td>
<td>440</td>
<td>34.3 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

SD_HISPANIC: District Administrative Data: Proportion of Hispanic

Based upon 1,284 valid cases out of 1,284 total cases.

- Mean: 0.29
- Median: 0.23
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.24

Location: 205-209 (width: 5; decimal: 2)
Variable Type: numeric

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

Based upon 1,284 valid cases out of 1,284 total cases.

- Mean: 0.40
- Median: 0.33
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.30

Location: 210-214 (width: 5; decimal: 2)
Variable Type: numeric

SD_WHITEASIAN: District Administrative Data: Proportion of White or Asian

Based upon 1,284 valid cases out of 1,284 total cases.

- Mean: 0.29
- Median: 0.23
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.26

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

SD_GIFTED: District Administrative Data: Proportion of Gifted
Based upon 1,133 valid cases out of 1,284 total cases.

- Mean: 0.07
- Median: 0.03
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.14

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

**SD_MALE: District Administrative Data: Gender**

Based upon 1,284 valid cases out of 1,284 total cases.

- Mean: 0.50
- Median: 0.50
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.14

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

**SD_SPED: District Administrative Data: Proportion of Special Education**

Based upon 1,284 valid cases out of 1,284 total cases.

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

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

**SD_ELL: District Administrative Data: Proportion of English Language Learners (ELL)**

Based upon 1,284 valid cases out of 1,284 total cases.

- Mean: 0.09
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.16

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

**SD_AGE: District Administrative Data: Student AGE based on 08/15/2009**
Based upon 1,284 valid cases out of 1,284 total cases.

- Mean: 14.96
- Median: 14.80
- Mode: 14.52
- Minimum: 14
- Maximum: 18
- Standard Deviation: 0.60

**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 1,117 valid cases out of 1,284 total cases.

- Mean: 0.58
- Median: 0.62
- Mode: 0.65
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.25

**Location:** 246-250 (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 1,284 valid cases out of 1,284 total cases.

- Mean: 0.025
- Median: 0.000
- Mode: 0.000
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.038

**Location:** 251-256 (width: 6; decimal: 3)
**Variable Type:** numeric

---

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

Based upon 1,284 valid cases out of 1,284 total cases.

- Mean: 0.06
- Median: 0.02
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.13

**Location:** 257-261 (width: 5; decimal: 2)
**Variable Type:** numeric
SD_RACE_HSP: District Administrative Data: Proportion of Hispanic (Race categorization used in Value-Added constructions)

Based upon 1,284 valid cases out of 1,284 total cases.

- Mean: 0.29
- Median: 0.23
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.24

Location: 262-266 (width: 5; decimal: 2)
Variable Type: numeric

SD_RACE_BLK: District Administrative Data: Proportion of Black (Race categorization used in Value-Added constructions)

Based upon 1,284 valid cases out of 1,284 total cases.

- Mean: 0.39
- Median: 0.33
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.30

Location: 267-271 (width: 5; decimal: 2)
Variable Type: numeric

SD_RACE_WHT: District Administrative Data: Proportion of White (Race categorization used in Value-Added constructions)

Based upon 1,284 valid cases out of 1,284 total cases.

- Mean: 0.226
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.238

Location: 272-277 (width: 6; decimal: 3)
Variable Type: numeric

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

Based upon 1,275 valid cases out of 1,284 total cases.

- Mean: -0.14
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.60

Location: 278-283 (width: 6; decimal: 2)
Variable Type: numeric

MATH_SCORE07: State Assessment 2007: Section Average Rank-based Z-Score, Math
Based upon 1,275 valid cases out of 1,284 total cases.

- Mean: -0.15
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.59

Location: 284-289 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 151 valid cases out of 1,284 total cases.

- Mean: -0.03
- Median: -0.14
- Mode: -0.20
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.54

Location: 290-295 (width: 6; decimal: 2)
Variable Type: numeric

**SOCSTUD_SCORE07: State Assessment 2007: Section Average Rank-based Z-Score, Social Studies**

Based upon 151 valid cases out of 1,284 total cases.

- Mean: -0.05
- Median: -0.19
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.56

Location: 296-301 (width: 6; decimal: 2)
Variable Type: numeric

**WRITING_SCORE07: State Assessment 2007: Section Average Rank-based Z-Score, Writing**

Based upon 142 valid cases out of 1,284 total cases.

- Mean: -0.18
- Median: -0.13
- Mode: -0.08
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.80

Location: 302-307 (width: 6; decimal: 2)
Variable Type: numeric

**ELA_GRADE07: State Assessment 2007: Average ELA Grade Level**

Based upon 890 valid cases out of 1,284 total cases.
Mean: 6.33
Median: 6.08
Mode: 6.00
Minimum: 6
Maximum: 8
Standard Deviation: 0.49

Location: 308-312 (width: 5; decimal: 2)
Variable Type: numeric

MATH_GRADE07: State Assessment 2007: Average Math Grade Level

Based upon 890 valid cases out of 1,284 total cases.

Mean: 6.33
Median: 6.09
Mode: 6.00
Minimum: 6
Maximum: 8
Standard Deviation: 0.49

Location: 313-317 (width: 5; decimal: 2)
Variable Type: numeric

SCIENCE_GRADE07: State Assessment 2007: Average Science Grade Level

Based upon 151 valid cases out of 1,284 total cases.

Mean: 6.45
Median: 6.35
Mode: 6.00
Minimum: 6
Maximum: 7
Standard Deviation: 0.46

Location: 318-322 (width: 5; decimal: 2)
Variable Type: numeric

SOCSTUD_GRADE07: State Assessment 2007: Average Social Studies Grade Level

Based upon 151 valid cases out of 1,284 total cases.

Mean: 6.45
Median: 6.35
Mode: 6.00
Minimum: 6
Maximum: 7
Standard Deviation: 0.46

Location: 323-327 (width: 5; decimal: 2)
Variable Type: numeric

WRITING_GRADE07: State Assessment 2007: Average Writing Grade Level

Based upon 130 valid cases out of 1,284 total cases.
• Mean: 6.00
• Median: 6.00
• Mode: 6.00
• Minimum: 6
• Maximum: 6
• Standard Deviation: 0.00

Location: 328-328 (width: 1; decimal: 0)
Variable Type: numeric

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

Based upon 1,260 valid cases out of 1,284 total cases.

• Mean: -0.11
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.59

Location: 329-334 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 1,265 valid cases out of 1,284 total cases.

• Mean: -0.12
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.59

Location: 335-340 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 285 valid cases out of 1,284 total cases.

• Mean: -0.14
• Median: -0.24
• Mode: -0.34
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.60

Location: 341-346 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 151 valid cases out of 1,284 total cases.

• Mean: -0.05
• Median: -0.20
• Mode: -0.26
• Minimum: -1
• Maximum: 2
• Standard Deviation: 0.58

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

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

Based upon 142 valid cases out of 1,284 total cases.

• Mean: -0.09
• Median: -0.05
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.79

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

ELA_GRADE08: State Assessment 2008: Average ELA Grade Level

Based upon 879 valid cases out of 1,284 total cases.

• Mean: 7.22
• Median: 7.03
• Mode: 7.00
• Minimum: 7
• Maximum: 8
• Standard Deviation: 0.34

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

MATH_GRADE08: State Assessment 2008: Average Math Grade Level

Based upon 879 valid cases out of 1,284 total cases.

• Mean: 7.22
• Median: 7.03
• Mode: 7.00
• Minimum: 7
• Maximum: 8
• Standard Deviation: 0.34

Location: 364-368 (width: 5; decimal: 2)
Variable Type: numeric

SCIENCE_GRADE08: State Assessment 2008: Average Science Grade Level

Based upon 285 valid cases out of 1,284 total cases.

• Mean: 7.67
• Median: 7.95
• Mode: 8.00
• Minimum: 7
• Maximum: 8
• Standard Deviation: 0.43

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

SOCSTUD_GRADE08: State Assessment 2008: Average Social Studies Grade Level

Based upon 151 valid cases out of 1,284 total cases.

• Mean: 7.37
• Median: 7.31
• Mode: 7.00
• Minimum: 7
• Maximum: 8
• Standard Deviation: 0.41

Location: 374-378 (width: 5; decimal: 2)
Variable Type: numeric

WRITING_GRADE08: State Assessment 2008: Average Writing Grade Level

Based upon 129 valid cases out of 1,284 total cases.

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

Location: 379-379 (width: 1; decimal: 0)
Variable Type: numeric

ELA_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, ELA

Based upon 1,169 valid cases out of 1,284 total cases.

• Mean: -0.05
• Minimum: -3
• Maximum: 3
• Standard Deviation: 0.64

Location: 380-385 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 1,171 valid cases out of 1,284 total cases.

• Mean: -0.05
• Minimum: -2
• Maximum: 2
• Standard Deviation: 0.61

Location: 386-391 (width: 6; decimal: 2)
Variable Type: numeric
**SCIENCE_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, Science**

Based upon 258 valid cases out of 1,284 total cases.

- Mean: 0.18
- Median: 0.07
- Mode: -0.04
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.62

*Location*: 392-397 (width: 6; decimal: 2)  
*Variable Type*: numeric

---

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

Based upon 122 valid cases out of 1,284 total cases.

- Mean: 0.19
- Median: 0.11
- Mode: -0.11
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.65

*Location*: 398-403 (width: 6; decimal: 2)  
*Variable Type*: numeric

---

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

Based upon 143 valid cases out of 1,284 total cases.

- Mean: -0.13
- Median: -0.18
- Mode: -0.32
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.78

*Location*: 404-409 (width: 6; decimal: 2)  
*Variable Type*: numeric

---

**ELA_GRADE09: State Assessment 2009: Average ELA Grade Level**

Based upon 796 valid cases out of 1,284 total cases.

- Mean: 8.04
- Median: 8.00
- Mode: 8.00
- Minimum: 8
- Maximum: 9
- Standard Deviation: 0.17

*Location*: 410-414 (width: 5; decimal: 2)  
*Variable Type*: numeric
**MATH_GRADE09: State Assessment 2009: Average Math Grade Level**

Based upon 798 valid cases out of 1,284 total cases.

- Mean: 8.04
- Median: 8.00
- Mode: 8.00
- Minimum: 8
- Maximum: 9
- Standard Deviation: 0.18

*Location: 415-419 (width: 5; decimal: 2)*  
*Variable Type: numeric*

**SCIENCE_GRADE09: State Assessment 2009: Average Science Grade Level**

Based upon 258 valid cases out of 1,284 total cases.

- Mean: 7.98
- Median: 8.00
- Mode: 8.00
- Minimum: 8
- Maximum: 8
- Standard Deviation: 0.04

*Location: 420-424 (width: 5; decimal: 2)*  
*Variable Type: numeric*

**SOCSTUD_GRADE09: State Assessment 2009: Average Social Studies Grade Level**

Based upon 122 valid cases out of 1,284 total cases.

- Mean: 7.97
- Median: 8.00
- Mode: 8.00
- Minimum: 8
- Maximum: 8
- Standard Deviation: 0.06

*Location: 425-429 (width: 5; decimal: 2)*  
*Variable Type: numeric*

**WRITING_GRADE09: State Assessment 2009: Average Writing Grade Level**

Based upon 143 valid cases out of 1,284 total cases.

- Mean: 8.24
- Median: 8.08
- Mode: 8.00
- Minimum: 8
- Maximum: 9
- Standard Deviation: 0.34

*Location: 430-434 (width: 5; decimal: 2)*  
*Variable Type: numeric*
ELA_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, ELA

Based upon 516 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.04
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.63

Location: 435-440 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 516 valid cases out of 1,284 total cases.

- Mean: -0.08
- Median: -0.10
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.59

Location: 441-446 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 79 valid cases out of 1,284 total cases.

- Mean: -0.21
- Median: -0.16
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.83

Location: 447-452 (width: 6; decimal: 2)
Variable Type: numeric

WRITING_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, Writing

Based upon 143 valid cases out of 1,284 total cases.

- Mean: -0.05
- Median: -0.10
- Mode: -0.10
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.70

Location: 453-458 (width: 6; decimal: 2)
Variable Type: numeric

ELA_GRADE10: State Assessment 2010: Average ELA Grade Level

Based upon 143 valid cases out of 1,284 total cases.
• Mean: 9.20
• Median: 9.04
• Mode: 9.00
• Minimum: 9
• Maximum: 10
• Standard Deviation: 0.31

Location: 459-463 (width: 5; decimal: 2)
Variable Type: numeric

MATH_GRADE10: State Assessment 2010: Average Math Grade Level

Based upon 143 valid cases out of 1,284 total cases.

• Mean: 9.20
• Median: 9.04
• Mode: 9.00
• Minimum: 9
• Maximum: 10
• Standard Deviation: 0.31

Location: 464-468 (width: 5; decimal: 2)
Variable Type: numeric

SCIENCE_GRADE10: State Assessment 2010: Average Science Grade Level

Based upon 79 valid cases out of 1,284 total cases.

• Mean: 9.99
• Median: 10.00
• Mode: 10.00
• Minimum: 9
• Maximum: 10
• Standard Deviation: 0.11

Location: 469-470 (width: 2; decimal: 0)
Variable Type: numeric

WRITING_GRADE10: State Assessment 2010: Average Writing Grade Level

Based upon 143 valid cases out of 1,284 total cases.

• Mean: 9.20
• Median: 9.04
• Mode: 9.00
• Minimum: 9
• Maximum: 10
• Standard Deviation: 0.31

Location: 471-475 (width: 5; decimal: 2)
Variable Type: numeric

A_STUDENT_STATUS: ACT Student Status

Based upon 1,284 valid cases out of 1,284 total cases.
• Mean: 2.63
• Minimum: 1
• Maximum: 9
• Standard Deviation: 1.99

Location: 476-480 (width: 5; decimal: 2)
Variable Type: numeric

A_GRADE: ACT Test grade level
Based upon 1,090 valid cases out of 1,284 total cases.

• Mean: 9.00
• Median: 9.00
• Mode: 9.00
• Minimum: 9
• Maximum: 9
• Standard Deviation: 0.01

Location: 481-485 (width: 5; decimal: 2)
Variable Type: numeric

A_TEST_DATE_MC1: ACT Date MC Session 1 was administered
Based upon 1,284 valid cases out of 1,284 total cases.

Location: 486-518 (width: 33; decimal: 0)
Variable Type: character

A_TOT_MC_TOT_RAW_SCO: ACT Total MC Total Raw Score
Based upon 1,090 valid cases out of 1,284 total cases.

• Mean: 14.94
• Minimum: 0
• Maximum: 29
• Standard Deviation: 5.34

Location: 519-524 (width: 6; decimal: 2)
Variable Type: numeric

A_MC1_RAW_SUB_SCO1: ACT Multiple Choice 1 Raw Subscore for Content Area 1 (English Gr9 - Reading Comprehension) (Agebra 1 - Number Sense, Operations and Graph Skills) (Biology - Biology Process)
Based upon 1,090 valid cases out of 1,284 total cases.

• Mean: 4.81
• Minimum: 0
• Maximum: 15
• Standard Deviation: 3.39

Location: 525-530 (width: 6; decimal: 2)
Variable Type: numeric
A_MC1_RAW_SUB_SCO2: ACT Multiple Choice 1 Raw Subscore for Content Area 2 (English Gr9 - Critical Reading) (Algebra 1 - Exploring Expressions, Equations, and Functions in the First Degree) (Biology - Biochemistry; Cell)

Based upon 1,090 valid cases out of 1,284 total cases.

- Mean: 4.91
- Minimum: 0
- Maximum: 11
- Standard Deviation: 1.94

Location: 531-536 (width: 6; decimal: 2)
Variable Type: numeric

A_MC1_RAW_SUB_SCO3: ACT Multiple Choice 1 Raw Subscore for Content Area 3 (English Gr9 - Modes of Writing) (Algebra 1 - Exploring Quadratic Equations and Functions) (Biology - Genetics; Evolution)

Based upon 1,090 valid cases out of 1,284 total cases.

- Mean: 2.21
- Minimum: 0
- Maximum: 9
- Standard Deviation: 2.18

Location: 537-541 (width: 5; decimal: 2)
Variable Type: numeric

A_MC1_RAW_SUB_SCO4: ACT Multiple Choice 1 Raw Subscore for Content Area 4 (English Gr9 - Mechanics of Writing) (Algebra 1 - Exploring Other Nonlinear Equations and Functions) (Biology - Animal/Plant Systems and Ecology)

Based upon 1,090 valid cases out of 1,284 total cases.

- Mean: 3.01
- Minimum: 0
- Maximum: 10
- Standard Deviation: 1.58

Location: 542-546 (width: 5; decimal: 2)
Variable Type: numeric

A_MC1_RAW_SUB_SCO5: ACT Multiple Choice 1 Raw Subscore for Content Area 5 (English 9 - Essay, Constructed Response)

Based upon 1,090 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.00

Location: 547-547 (width: 1; decimal: 0)
Variable Type: numeric
A_TOT_CR_RAW_SCO: ACT Total Constructed Response Raw Score

Based upon 1,090 valid cases out of 1,284 total cases.

- Mean: 5.17
- Minimum: 0
- Maximum: 13
- Standard Deviation: 3.29

Location: 548-553 (width: 6; decimal: 2)
Variable Type: numeric

A_QC_FINAL_SCALE_SCO: ACT Combined Scale Score

Based upon 1,090 valid cases out of 1,284 total cases.

- Mean: 143.61
- Minimum: 126
- Maximum: 162
- Standard Deviation: 6.37

Location: 554-560 (width: 7; decimal: 2)
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>1283</td>
<td>99.9 %</td>
</tr>
<tr>
<td>6,8</td>
<td></td>
<td>1</td>
<td>0.1 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 561-650 (width: 90; decimal: 0)
Variable Type: character

GRADES_MATH_2009: 2009 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>1274</td>
<td>99.2 %</td>
</tr>
<tr>
<td>6,7</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>6,7,8</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>6</td>
<td>0.5 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 651-740 (width: 90; decimal: 0)
Variable Type: character

S_M_A10: Student Perceptions Survey: Secondary Student Item for CARE: My teacher in this class makes me feel that s/he really cares about me.
My teacher in this class makes me feel that s/he really cares about me.

Based upon 1,185 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.03
- Mode: 0.31
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.50

Location: 741-746 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B146: Student Perceptions Survey: Secondary 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 1,183 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.06
- Mode: 0.00
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.48

Location: 747-752 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B34: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.05
- Median: 0.00
- Mode: 0.44
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

Location: 753-758 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B1: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: -0.08
- Median: -0.02
**S_M_B130: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.02
- Mode: 0.21
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

**S_M_B136: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: 0.03
- Median: 0.01
- Mode: -0.38
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.41

**S_M_B17: Student Perceptions Survey: Secondary 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.08
- Median: -0.04
- Mode: 0.14
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49
**S_M_B80: Student Perceptions Survey: Secondary Student Item for CLARIFY: My teacher explains difficult things clearly.**

My teacher explains difficult things clearly.

Based upon 1,184 valid cases out of 1,284 total cases.

- Mean: -0.09
- Median: -0.06
- Mode: 0.20
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.49

Location: 783-788 (width: 6; decimal: 2)

**Variable Type:** numeric

---

**S_M_B112: Student Perceptions Survey: Secondary Student Item for CONTROL: Student behavior in this class is under control.**

Student behavior in this class is under control.

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.03
- Mode: -0.30
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.51

Location: 789-794 (width: 6; decimal: 2)

**Variable Type:** numeric

---

**S_M_B113: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: -0.39
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

Location: 795-800 (width: 6; decimal: 2)

**Variable Type:** numeric

---

**S_M_B114: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: 0.10
- Median: 0.09
- Mode: -0.02
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.54

Location: 801-806 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B138: Student Perceptions Survey: Secondary Student Item for CONTROL: Student behavior in this class is a problem**

Student behavior in this class is a problem

Based upon 1,184 valid cases out of 1,284 total cases.

- Mean: 0.10
- Median: 0.10
- Mode: 0.49
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.54

Location: 807-812 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B46: Student Perceptions 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 1,183 valid cases out of 1,284 total cases.

- Mean: 0.03
- Median: 0.05
- Mode: -0.11
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.54

Location: 813-818 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B49: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.08
- Mode: 0.37
- Minimum: -2
• Maximum: 1
• Standard Deviation: 0.59

Location: 819-824 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B6: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

• Mean: 0.01
• Median: 0.06
• Mode: 0.45
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.49

Location: 825-830 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B128: Student Perceptions 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 1,187 valid cases out of 1,284 total cases.

• Mean: -0.07
• Median: 0.00
• Mode: -0.29
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.45

Location: 831-836 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B133: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

• Mean: -0.10
• Median: -0.03
• Mode: -0.03
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.43

Location: 837-842 (width: 6; decimal: 2)
Variable Type: numeric
S_M_B21: Student Perceptions 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 1,183 valid cases out of 1,284 total cases.

- Mean: -0.13
- Median: -0.12
- Mode: 0.10
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.44

Location: 843-848 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B36: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: -0.14
- Median: -0.09
- Mode: 0.07
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.46

Location: 849-854 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B45: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.13
- Median: -0.08
- Mode: -0.02
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.45

Location: 855-860 (width: 6; decimal: 2)
Variable Type: numeric


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

Based upon 1,183 valid cases out of 1,284 total cases.
S_M_B70: Student Perceptions Survey: Secondary Student Item for CHALLENGE: In this class, we learn a lot almost every day.

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

Based upon 1,184 valid cases out of 1,284 total cases.

- Mean: -0.07
- Median: -0.04
- Mode: 0.16
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

Location: 867-872 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B90: Student Perceptions 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 1,183 valid cases out of 1,284 total cases.

- Mean: -0.15
- Median: -0.11
- Mode: 0.07
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.48

Location: 873-878 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B141: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.07
- Median: -0.06
- Mode: -0.24
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

My teacher makes learning enjoyable.

Based upon 1,185 valid cases out of 1,284 total cases.

- Mean: -0.04
- Median: -0.02
- Mode: 0.38
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.55


My teacher makes lessons interesting.

Based upon 1,184 valid cases out of 1,284 total cases.

- Mean: -0.04
- Median: 0.00
- Mode: 0.41
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.53

S_M_B89: Student Perceptions 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 1,187 valid cases out of 1,284 total cases.

- Mean: -0.07
- Median: -0.03
- Mode: 0.21
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.54

S_M_B129: Student Perceptions Survey: Secondary Student Item for CONFER: My teacher wants us to share our thoughts.
My teacher wants us to share our thoughts.

Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.05
- Mode: 0.19
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

**Location:** 903-908 (width: 6; decimal: 2)

**Variable Type:** numeric

**S_M_B135: Student Perceptions Survey: Secondary Student Item for CONFER: Students get to decide how activities are done in this class.**

Students get to decide how activities are done in this class.

Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: 0.04
- Median: 0.02
- Mode: -0.37
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.48

**Location:** 909-914 (width: 6; decimal: 2)

**Variable Type:** numeric

**S_M_B154: Student Perceptions 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 1,183 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.02
- Mode: 0.32
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

**Location:** 915-920 (width: 6; decimal: 2)

**Variable Type:** numeric

**S_M_B155: Student Perceptions 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 1,183 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.03
**S_M_A54: Student Perceptions Survey: Secondary Student Item for CONFER: My teacher respects my ideas and suggestions.**

My teacher respects my ideas and suggestions.

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.03
- Median: 0.00
- Mode: 0.25
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

**Location:** 921-926  (width: 6; decimal: 2)  
**Variable Type:** numeric

---

**S_M_B145: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.00
- Median: 0.01
- Mode: 0.43
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

**Location:** 927-932  (width: 6; decimal: 2)  
**Variable Type:** numeric

---

**S_M_B147: Student Perceptions 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 1,183 valid cases out of 1,284 total cases.

- Mean: -0.10
- Median: -0.05
- Mode: 0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

**Location:** 933-944  (width: 6; decimal: 2)
**S_M_B58: Student Perceptions Survey: Secondary Student Item for CONSOLIDATE: We get helpful comments to let us know what we did wrong on assignments.**

We get helpful comments to let us know what we did wrong on assignments.

Based upon 1,185 valid cases out of 1,284 total cases.

- Mean: -0.10
- Median: -0.06
- Mode: 0.30
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

*Location*: 945-950 (width: 6; decimal: 2)

---

**S_M_B83: Student Perceptions 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 1,183 valid cases out of 1,284 total cases.

- Mean: -0.10
- Median: -0.06
- Mode: 0.29
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

*Location*: 951-956 (width: 6; decimal: 2)

---

**S_M_A13: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: -0.15
- Median: -0.14
- Mode: 0.16
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.37

*Location*: 957-962 (width: 6; decimal: 2)

---

**S_M_A28: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: 0.09
- Median: 0.08
- Mode: 0.40
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 969-974 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_A51: Student Perceptions Survey: Secondary Student Item: My teacher seems to believe in my ability.**

My teacher seems to believe in my ability.

Based upon 1,184 valid cases out of 1,284 total cases.

- Mean: -0.08
- Median: -0.05
- Mode: 0.11
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

Location: 975-980 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_A57: Student Perceptions Survey: Secondary Student Item: I get nervous in this class.**

I get nervous in this class.

Based upon 1,185 valid cases out of 1,284 total cases.

- Mean: -0.05
- Median: -0.07
- Mode: 0.13
- Minimum: -1
- Maximum: 3
S_M_A58: Student Perceptions Survey: Secondary Student Item: Being in this class makes me feel angry.

Being in this class makes me feel angry.

Based upon 1,185 valid cases out of 1,284 total cases.

- Mean: 0.08
- Median: 0.02
- Mode: 0.09
- Minimum: -1
- Maximum: 3
- Standard Deviation: 0.47

Location: 981-986 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A59: Student Perceptions Survey: Secondary Student Item: I feel stressed out in this class.

I feel stressed out in this class.

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: 0.05
- Median: 0.01
- Mode: -0.22
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.45

Location: 987-992 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A60: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: 0.11
- Median: 0.10
- Mode: -0.09
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.36

Location: 993-998 (width: 6; decimal: 2)
Variable Type: numeric

S_M_A61: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: 0.11
- Median: 0.09
- Mode: 0.01
- Minimum: -1
- Maximum: 3
- Standard Deviation: 0.40

Location: 1005-1010 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_A62: Student Perceptions 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 1,183 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.04
- Mode: -0.20
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

Location: 1011-1016 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_A63: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.12
- Median: -0.11
- Mode: 0.36
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

Location: 1017-1022 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B13: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.21
S_M_B35: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.11
- Median: -0.03
- Mode: -0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

S_M_B50: Student Perceptions Survey: Secondary Student Item: When homework is assigned for this class, how much of it do you usually complete? (Select one choice.)

When homework is assigned for this class, how much of it do you usually complete? (Select one choice.)

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.21
- Median: -0.16
- Mode: -0.22
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.49

S_M_B52: Student Perceptions Survey: Secondary Student Item: Outside of class, about how much time in a week do you usually spend doing homework for this class? (Select one choice.)

Outside of class, about how much time in a week do you usually spend doing homework for this class? (Select one choice.)

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.12
- Median: -0.16
- Mode: -0.16
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.47
**S_M_B60: Student Perceptions Survey: Secondary Student Item: This class makes me a better thinker.**

This class makes me a better thinker.

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.10
- Median: -0.09
- Mode: -0.47
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

**S_M_B86: Student Perceptions 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 1,186 valid cases out of 1,284 total cases.

- Mean: -0.10
- Median: -0.09
- Mode: -0.34
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

**S_M_B87: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.09
- Median: -0.07
- Mode: 0.32
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.43

**S_M_B92: Student Perceptions Survey: Secondary Student Item: My teacher pushes me to become a better thinker.**
My teacher pushes me to become a better thinker.

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.11
- Median: -0.08
- Mode: 0.21
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

**Location:** 1065-1070 (width: 6; decimal: 2)
**Variable Type:** numeric

---

**S_M_B93: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.05
- Mode: 0.23
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.41

**Location:** 1071-1076 (width: 6; decimal: 2)
**Variable Type:** numeric

---

**S_M_B99: Student Perceptions Survey: Secondary Student Item: I feel smart when I am in this class.**

I feel smart when I am in this class.

Based upon 1,184 valid cases out of 1,284 total cases.

- Mean: -0.09
- Median: -0.07
- Mode: 0.39
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

**Location:** 1077-1082 (width: 6; decimal: 2)
**Variable Type:** numeric

---

**S_M_B100: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.20
- Median: -0.18
S_M_B107: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.27
- Median: -0.26
- Mode: -0.47
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.53

Location: 1089-1094 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B108: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.24
- Median: -0.23
- Mode: 0.23
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

Location: 1095-1100 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B109: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.20
- Median: -0.18
- Mode: -0.29
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

Location: 1101-1106 (width: 6; decimal: 2)
**S_M_B116: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: -0.05
- Median: 0.00
- Mode: 0.29
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.51

**Location:** 1107-1112 (width: 6; decimal: 2)

**Variable Type:** numeric

---

**S_M_B117: Student Perceptions Survey: Secondary Student Item for READ AT HOME: I read at home almost every day.**

I read at home almost every day.

Based upon 1,182 valid cases out of 1,284 total cases.

- Mean: -0.12
- Median: -0.12
- Mode: 0.07
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.36

**Location:** 1113-1118 (width: 6; decimal: 2)

**Variable Type:** numeric

---

**S_M_B119: Student Perceptions Survey: Secondary Student Item: How many adults live with you?**

How many adults live with you?

Based upon 1,182 valid cases out of 1,284 total cases.

- Mean: -0.07
- Median: -0.12
- Mode: -0.12
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

**Location:** 1119-1124 (width: 6; decimal: 2)

**Variable Type:** numeric

---

**S_M_B123: Student Perceptions 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 1,182 valid cases out of 1,284 total cases.

- Mean: 0.03
- Median: 0.05
- Mode: -0.24
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.45

Location: 1125-1130 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B124: Student Perceptions Survey: Secondary Student Item: How long have you been in this class?**

How long have you been in this class?

Based upon 1,181 valid cases out of 1,284 total cases.

- Mean: -0.07
- Median: 0.11
- Mode: 0.22
- Minimum: -7
- Maximum: 0
- Standard Deviation: 0.49

Location: 1131-1136 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B125: Student Perceptions 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 1,180 valid cases out of 1,284 total cases.

- Mean: -0.00
- Median: -0.37
- Mode: -0.37
- Minimum: -0
- Maximum: 3
- Standard Deviation: 0.76

Location: 1137-1142 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B126: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: -0.02
- Median: -0.07
- Mode: -0.25
- Minimum: -1
S_M_B127: Student Perceptions 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 1,186 valid cases out of 1,284 total cases.

• Mean: -0.04
• Median: 0.00
• Mode: 0.22
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.45

Location: 1143-1148 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B131: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

• Mean: 0.09
• Median: 0.10
• Mode: -0.29
• Minimum: -1
• Maximum: 2
• Standard Deviation: 0.39

Location: 1149-1154 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B132: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

• Mean: -0.24
• Median: -0.22
• Mode: -0.57
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.37

Location: 1155-1160 (width: 6; decimal: 2)
Variable Type: numeric
**S_M_B134: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: 0.06
- Median: 0.02
- Mode: 0.02
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.37

*Location*: 1167-1172 (width: 6; decimal: 2)  
*Variable Type*: numeric

**S_M_B137: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.05
- Median: -0.05
- Mode: -0.19
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.46

*Location*: 1173-1178 (width: 6; decimal: 2)  
*Variable Type*: numeric

**S_M_B139: Student Perceptions 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 1,187 valid cases out of 1,284 total cases.

- Mean: -0.15
- Median: -0.16
- Mode: -0.53
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

*Location*: 1179-1184 (width: 6; decimal: 2)  
*Variable Type*: numeric

**S_M_B140: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.
S_M_B142: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

S_M_B143: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

S_M_B144: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.
S_M_B148: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: -0.02
- Median: -0.04
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.43

S_M_B149: Student Perceptions 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 1,183 valid cases out of 1,284 total cases.

- Mean: -0.09
- Median: -0.06
- Mode: 0.23
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

S_M_B150: Student Perceptions 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 1,185 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.01
- Mode: -0.28
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.40

S_M_B151: Student Perceptions Survey: Secondary Student Item: In this class we have to write every day.

In this class we have to write every day.
Based upon 1,185 valid cases out of 1,284 total cases.

- Mean: 0.07
- Median: 0.10
- Mode: 0.37
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.43

LOCATION: 1227-1232 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B152: Student Perceptions 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 1,183 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.04
- Mode: 0.35
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

LOCATION: 1233-1238 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B153: Student Perceptions 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 1,184 valid cases out of 1,284 total cases.

- Mean: 0.06
- Median: 0.05
- Mode: -0.22
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.40

LOCATION: 1239-1244 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B156: Student Perceptions Survey: Secondary Student Item: During most weeks, how many days a week is there homework to do for this class? (Select one choice.)**

During most weeks, how many days a week is there homework to do for this class? (Select one choice.)

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.19
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.70
S_M_C1: Student Perceptions Survey: Secondary Student Item: Are you female or male?

Are you female or male?

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.00
- Median: -0.01
- Mode: -0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

S_M_C3: Student Perceptions Survey: Secondary Student Item: How many books are there in your home?

How many books are there in your home?

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.05
- Median: -0.04
- Mode: 0.02
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

S_M_C4: Student Perceptions Survey: Secondary Student Item: Is there a computer at your home? If yes, how many? (mark one circle)

Is there a computer at your home? If yes, how many? (mark one circle)

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.02
- Median: -0.01
- Mode: 0.27
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45


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

Based upon 1,183 valid cases out of 1,284 total cases.
S_M_C5B: Student Perceptions Survey: Secondary Student Item: Race: Black or African

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

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: 0.14
- Median: 0.00
- Mode: -0.67
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.62

Location: 1269-1280 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5C: Student Perceptions Survey: Secondary Student Item: Race: Hispanic/Latino

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

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.17
- Mode: -0.75
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.54

Location: 1281-1286 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5D: Student Perceptions Survey: Secondary Student Item: Race: Asian

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

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: -0.26
- Mode: -0.26
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.47

Location: 1287-1292 (width: 6; decimal: 2)
Variable Type: numeric
S_M_C5E: Student Perceptions Survey: Secondary Student Item: Race: Pacific Islander

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

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: -0.21
- Mode: -0.21
- Minimum: -0
- Maximum: 2
- Standard Deviation: 0.35

Location: 1293-1298 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5F: Student Perceptions Survey: Secondary Student Item: Race: Arabic/Middle Eastern

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

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: 0.03
- Median: -0.13
- Mode: -0.13
- Minimum: -0
- Maximum: 8
- Standard Deviation: 0.40

Location: 1299-1304 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5G: Student Perceptions Survey: Secondary Student Item: Race: West Indian

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

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: -0.15
- Mode: -0.15
- Minimum: -0
- Maximum: 3
- Standard Deviation: 0.32

Location: 1305-1310 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5H: Student Perceptions Survey: Secondary Student Item: Race: Native American (Indian)

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

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: 0.08
- Median: -0.21
- Mode: -0.21
S_M_C5I: Student Perceptions Survey: Secondary Student Item: Race: South Asian or East Indian

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

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: -0.14
- Mode: -0.14
- Minimum: -0
- Maximum: 4
- Standard Deviation: 0.33

Location: 1317-1322 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5J: Student Perceptions Survey: Secondary Student Item: Race: Other

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

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.02
- Median: -0.09
- Mode: -0.30
- Minimum: -0
- Maximum: 3
- Standard Deviation: 0.34

Location: 1323-1328 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C6: Student Perceptions Survey: Secondary Student Item: Counting yourself and all others, how many children live with you? (1=1, 2=2, 3=3, 4=4, 5=5 or more, BLANK=missing - 3 or more answers provided or question left blank)

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

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.07
- Median: -0.11
- Mode: -0.46
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.37

Location: 1329-1334 (width: 6; decimal: 2)
Variable Type: numeric
S_M_C7: Student Perceptions Survey: Secondary Student Item: Does anyone in your family speak a language other than English at home? (1=No, 2=Seldom, 3=Half the time, 4=Mostly, 5=Always, BLANK=missing)

Does anyone in your family speak a language other than English at home?

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.12
- Mode: 0.30
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.49

Location: 1335-1340 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C34_ONLINE: Student Perceptions Survey: Secondary Student Item: Adult Level of Education

Think of the adult at your house who went to school for the most years. Did the person?

Based upon 421 valid cases out of 1,284 total cases.

- Mean: -0.09
- Median: -0.06
- Mode: -0.35
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.40

Location: 1341-1346 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C34A_PAPER: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=Did not finish high school)

Think of the adult at your house who went to school for the most years. This person:

Based upon 763 valid cases out of 1,284 total cases.

- Mean: 0.07
- Median: 0.01
- Mode: -0.47
- Minimum: -0
- Maximum: 2
- Standard Deviation: 0.42

Location: 1347-1352 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C34B_PAPER: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=Finished high school)

Think of the adult at your house who went to school for the most years. This person:

Based upon 763 valid cases out of 1,284 total cases.
• Mean: 0.05
• Median: 0.07
• Mode: 0.07
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.35

_Location: 1353-1358 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_C34C_PAPER: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=Attended some college or earned 2-year degree)**

Think of the adult at your house who went to school for the most years. This person:

Based upon 763 valid cases out of 1,284 total cases.

• Mean: 0.00
• Median: 0.00
• Mode: 0.28
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.34

_Location: 1359-1364 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_C34D_PAPER: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=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 763 valid cases out of 1,284 total cases.

• Mean: -0.05
• Median: -0.08
• Mode: -0.03
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.38

_Location: 1365-1370 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_C34E_PAPER: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=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 763 valid cases out of 1,284 total cases.

• Mean: -0.05
• Median: -0.08
• Mode: -0.60
• Minimum: -1
• Maximum: 2
• Standard Deviation: 0.35
**S_M_C34F_PAPER: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=don’t know)**

Think of the adult at your house who went to school for the most years. This person:

Based upon 708 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.00

**S_M_EFFORT: Section mean on the Student Effort Scale derived by MET from SPS responses**

Based upon 1,185 valid cases out of 1,284 total cases.

- Mean: -0.16
- Median: -0.17
- Mode: -0.10
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.32

**S_M_COLLEGE_ASPIRE: Section mean on the Teacher Influence on College Aspirations Scale derived by MET from SPS responses**

Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: -0.10
- Median: -0.10
- Mode: -0.39
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

**S_M_READ_AT_HOME: Section mean on the Student Reading at Home Scale derived by MET from SPS responses**

Based upon 1,182 valid cases out of 1,284 total cases.

- Mean: -0.12
- Median: -0.12
S_M_HAPPY_IN_CLASS: Section mean on the Student Happy in Class Scale derived by MET from SPS responses

Based upon 1,183 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.04
- Mode: -0.20
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

Location: 1396-1401 (width: 6; decimal: 2)
Variable Type: numeric

S_M_TEST_PREP: Section mean on the Classroom Test Prep Scale derived by MET from SPS responses

Based upon 1,184 valid cases out of 1,284 total cases.

- Mean: -0.24
- Median: -0.22
- Mode: -2
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.44

Location: 1402-1407 (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 1,187 valid cases out of 1,284 total cases.

- Mean: 16.85
- Median: 17.00
- Mode: 22.00
- Minimum: 0
- Maximum: 56
- Standard Deviation: 7.22

Location: 1408-1409 (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 1,187 valid cases out of 1,284 total cases.
<table>
<thead>
<tr>
<th>Variable Type</th>
<th>Variable Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>numeric</td>
<td>NCLARIFY_SEC: Number of Students in Classroom Included in ZCLARIFY_SEC and ZZCLARIFY_SEC (Secondary Survey Form)</td>
</tr>
<tr>
<td>numeric</td>
<td>NCHALLENGE_SEC: Number of Students in Classroom Included in ZCHALLENGE_SEC and ZZCHALLENGE_SEC (Secondary Survey Form)</td>
</tr>
<tr>
<td>numeric</td>
<td>NCAPTIVATE_SEC: Number of Students in Classroom Included in ZCAPTIVATE_SEC and ZZCAPTIVATE_SEC (Secondary Survey Form)</td>
</tr>
<tr>
<td>numeric</td>
<td>NCONFER_SEC: Number of Students in Classroom Included in ZCONFER_SEC and ZZCONFER_SEC (Secondary Survey Form)</td>
</tr>
</tbody>
</table>

- Mean: 16.93
- Median: 17.00
- Minimum: 0
- Maximum: 56
- Standard Deviation: 7.24

Location: 1410-1411 (width: 2; decimal: 0)

Variable Type: numeric

- Mean: 17.01
- Median: 17.00
- Mode: 15.00
- Minimum: 1
- Maximum: 56
- Standard Deviation: 7.22

Location: 1412-1413 (width: 2; decimal: 0)

Variable Type: numeric

- Mean: 17.05
- Median: 17.00
- Minimum: 1
- Maximum: 56
- Standard Deviation: 7.22

Location: 1414-1415 (width: 2; decimal: 0)

Variable Type: numeric
Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: 17.04
- Median: 17.00
- Mode: 15.00
- Minimum: 1
- Maximum: 56
- Standard Deviation: 7.22

Location: 1418-1419 (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 1,187 valid cases out of 1,284 total cases.

- Mean: 16.77
- Median: 17.00
- Minimum: 0
- Maximum: 56
- Standard Deviation: 7.25

Location: 1420-1421 (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 1,187 valid cases out of 1,284 total cases.

- Mean: 17.05
- Median: 17.00
- Minimum: 1
- Maximum: 56
- Standard Deviation: 7.22

Location: 1422-1423 (width: 2; decimal: 0)
Variable Type: numeric

**NCOMPOSITE2_SEC**: Number of Students in Classroom Included in ZCOMPOSITE2_SEC and ZZCOMPOSITE2_SEC (Secondary Survey Form)

Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: 17.05
- Median: 17.00
- Minimum: 1
- Maximum: 56
- Standard Deviation: 7.22

Location: 1424-1425 (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 1,187 valid cases out of 1,284 total cases.

- Mean: 17.01
- Median: 17.00
- Mode: 15.00
- Minimum: 1
- Maximum: 56
- Standard Deviation: 7.22

Location: 1426-1427 (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 1,187 valid cases out of 1,284 total cases.

- Mean: 17.05
- Median: 17.00
- Minimum: 1
- Maximum: 56
- Standard Deviation: 7.22

Location: 1428-1429 (width: 2; decimal: 0)
Variable Type: numeric

ZCARE_SEC: Care Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 1,185 valid cases out of 1,284 total cases.

- Mean: -0.06
- Median: -0.03
- Mode: -0.07
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.53

Location: 1430-1435 (width: 6; decimal: 2)
Variable Type: numeric

ZCLARIFY_SEC: Clarify Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 1,186 valid cases out of 1,284 total cases.

- Mean: -0.09
- Median: -0.03
- Mode: -0.16
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.54

Location: 1436-1441 (width: 6; decimal: 2)
Variable Type: numeric
ZCONTROL_SEC: Control Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 1,186 valid cases out of 1,284 total cases.

- Mean: 0.06
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.64

Location: 1442-1447 (width: 6; decimal: 2)
Variable Type: numeric

ZCHALLENGE_SEC: Challenge Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: -0.16
- Median: -0.10
- Mode: -0.08
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.53

Location: 1448-1453 (width: 6; decimal: 2)
Variable Type: numeric

ZCAPTIVATE_SEC: Captivate Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: -0.07
- Median: -0.04
- Mode: -0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.58

Location: 1454-1459 (width: 6; decimal: 2)
Variable Type: numeric

ZCONFER_SEC: Confer Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: -0.00
- Median: 0.03
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.55

Location: 1460-1465 (width: 6; decimal: 2)
Variable Type: numeric
**ZCONSOLIDATE_SEC:** Consolidate Subscale Standardized Using Individual Level Standard Deviation (Secondary Survey Form)

Based upon 1,185 valid cases out of 1,284 total cases.

- Mean: -0.09
- Median: -0.04
- Mode: 0.17
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.53

*Location:* 1466-1471 (width: 6; decimal: 2)
*Variable Type:* numeric

**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 1,187 valid cases out of 1,284 total cases.

- Mean: -0.07
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.60

*Location:* 1472-1477 (width: 6; decimal: 2)
*Variable Type:* numeric

**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 1,187 valid cases out of 1,284 total cases.

- Mean: -0.09
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.58

*Location:* 1478-1483 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZSTRICTNESS_SEC:** Composite Variable of ZCONTROL_SEC and ZCHALLENGE Subscales (Secondary Survey Form)

Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: -0.06
- Minimum: -3
- Maximum: 2
- Standard Deviation: 0.62

*Location:* 1484-1489 (width: 6; decimal: 2)
*Variable Type:* numeric
**ZSUPPORT_SEC:** Composite Variables of ZCARE_SEC, ZCLARIFY_SEC, ZCAPTIVATE_SEC, ZCONFER_SEC, and ZCONSOLIDATE_SEC Subscales (Secondary Survey Form)

Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: -0.07
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.58

*Location:* 1490-1495 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZZCARE_SEC:** Care Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)

Based upon 1,185 valid cases out of 1,284 total cases.

- Mean: -0.14
- Minimum: -4
- Maximum: 3
- Standard Deviation: 0.99

*Location:* 1496-1501 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZZCLARIFY_SEC:** Clarify Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)

Based upon 1,186 valid cases out of 1,284 total cases.

- Mean: -0.16
- Minimum: -5
- Maximum: 3
- Standard Deviation: 1.02

*Location:* 1502-1507 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZZCONTROL_SEC:** Control Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)

Based upon 1,186 valid cases out of 1,284 total cases.

- Mean: 0.11
- Minimum: -3
- Maximum: 3
- Standard Deviation: 0.99

*Location:* 1508-1513 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZZCHALLENGE_SEC:** Challenge Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)

Based upon 1,187 valid cases out of 1,284 total cases.
• Mean: -0.30
• Minimum: -5
• Maximum: 2
• Standard Deviation: 0.99

Location: 1514-1519 (width: 6; decimal: 2)
Variable Type: numeric

**ZZCAPTIVATE_SEC: Captivate Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)**

Based upon 1,187 valid cases out of 1,284 total cases.

• Mean: -0.12
• Minimum: -4
• Maximum: 3
• Standard Deviation: 1.02

Location: 1520-1525 (width: 6; decimal: 2)
Variable Type: numeric

**ZZCONFERENCE_SEC: Confer Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)**

Based upon 1,187 valid cases out of 1,284 total cases.

• Mean: 0.00
• Minimum: -4
• Maximum: 3
• Standard Deviation: 1.00

Location: 1526-1531 (width: 6; decimal: 2)
Variable Type: numeric

**ZZCONSOLIDATE_SEC: Consolidate Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Survey Form)**

Based upon 1,185 valid cases out of 1,284 total cases.

• Mean: -0.19
• Minimum: -4
• Maximum: 3
• Standard Deviation: 1.02

Location: 1532-1537 (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, ZZCONFERENCE_SEC and ZZCONSOLIDATE_SEC Subscales (Secondary Survey Form)**

Based upon 1,187 valid cases out of 1,284 total cases.

• Mean: -0.12
• Minimum: -4
• Maximum: 3
- Standard Deviation: 1.01

**Location:** 1538-1543 (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 1,187 valid cases out of 1,284 total cases.

- Mean: -0.16
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.01

**Location:** 1544-1549 (width: 6; decimal: 2)
**Variable Type:** numeric

**ZZSTRICTNESS_SEC:** Composite Variable of ZZCONTROL_SEC and ZZCHALLENGE Subscales (Secondary Survey Form)

Based upon 1,187 valid cases out of 1,284 total cases.

- Mean: -0.09
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.01

**Location:** 1550-1555 (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 1,187 valid cases out of 1,284 total cases.

- Mean: -0.13
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.01

**Location:** 1556-1561 (width: 6; decimal: 2)
**Variable Type:** numeric

**NB_SCORE_OF_RECORD:** NBPTS Score for Video

Based upon 183 valid cases out of 1,284 total cases.

- Mean: 2.30
- Median: 2.13
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.58
**NB_N_VIDEO: NBPTS Number of Videos Scored**

<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>183</td>
<td>14.3</td>
</tr>
<tr>
<td>.</td>
<td>Missing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1101</td>
<td>85.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 183 valid cases out of 1,284 total cases.

- Mean: 1.00
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 1
- Standard Deviation: 0.00

**NB_HAS_NON_AV_ARTIFACTS: NBPTS Indicator for existence of non-AV artifacts for video**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1101</td>
<td>85.7</td>
</tr>
<tr>
<td>FALSE</td>
<td>-</td>
<td>119</td>
<td>9.3</td>
</tr>
<tr>
<td>TRUE</td>
<td>-</td>
<td>64</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**NB_COMMENT_CODES: NBPTS scoring comment codes**

Based upon 1,284 valid cases out of 1,284 total cases.

**NB_GROUP_INDICATOR: NBPTS indicator for large or small group instruction**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1101</td>
<td>85.7</td>
</tr>
<tr>
<td>large group</td>
<td>-</td>
<td>180</td>
<td>14.0</td>
</tr>
<tr>
<td>small group</td>
<td>-</td>
<td>3</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>
Based upon 1,284 valid cases out of 1,284 total cases.

**SEC_ALTTEST_ALIGN: Alignment Index for Teacher's Instruction with the MET Alternate Assessment**

Based upon 72 valid cases out of 1,284 total cases.

- Mean: 0.057
- Median: 0.053
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.028

**SEC_STATESTDS_ALIGN: Alignment Index for Teacher's Instruction with the State Standards**

Based upon 72 valid cases out of 1,284 total cases.

- Mean: 0.223
- Median: 0.230
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.070

**SEC_STATETEST_ALIGN: Alignment Index for Teacher's Instruction with the State Assessment**

Based upon 27 valid cases out of 1,284 total cases.

- Mean: 0.273
- Median: 0.280
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.040

**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 196 valid cases out of 1,284 total cases.

- Mean: 1.21
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.35
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 193 valid cases out of 1,284 total cases.

- Mean: 1.71
- Median: 1.75
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.44

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 196 valid cases out of 1,284 total cases.

- Mean: 1.12
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.24

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 196 valid cases out of 1,284 total cases.

- Mean: 1.23
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.35
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 196 valid cases out of 1,284 total cases.

- Mean: 1.34
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.36

Location: 2156-2160 (width: 5; decimal: 2)
Variable Type: numeric

MQI2_AVGSCROMQI: MQI2 Average Score for Overall Mathematical Quality of Instruction

Based upon 196 valid cases out of 1,284 total cases.

- Mean: 1.94
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.32

Location: 2161-2165 (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 196 valid cases out of 1,284 total cases.

- Mean: 2.02
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.32

Location: 2166-2170 (width: 5; decimal: 2)
Variable Type: numeric

MQI2_AVGSCRCWCM_HOL: MQI2 Average Score for Classroom Work Connected to Mathematics Holistic

Based upon 0 valid cases out of 1,284 total cases.

Location: 2171-2171 (width: 1; decimal: 0)
Variable Type: numeric
MQI2_AVGSCRCWCM_SEG: MQI2 Average Score for Classroom Work Connected to Mathematics Segment

Based upon 0 valid cases out of 1,284 total cases.

*Location:* 2172-2172 (width: 1; decimal: 0)
*Variable Type:* numeric

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 196 valid cases out of 1,284 total cases.

- Mean: 1.20
- Median: 1.13
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.24

*Location:* 2173-2177 (width: 5; decimal: 2)
*Variable Type:* numeric

MQI2_AVGSCRET_SEG: MQI2 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 193 valid cases out of 1,284 total cases.

- Mean: 1.58
- Median: 1.50
- Mode: 1.50
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.36

*Location:* 2178-2182 (width: 5; decimal: 2)
*Variable Type:* numeric

MQI2_AVGSCRRICH_SEG: 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 196 valid cases out of 1,284 total cases.

- Mean: 1.20
- Median: 1.13
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.24
**MQI2_AVGSCRSPMMR_SEG: 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 196 valid cases out of 1,284 total cases.

- Mean: 1.10
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.16

**MQI2_AVGSCRWWSM_SEG: 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 196 valid cases out of 1,284 total cases.

- Mean: 1.30
- Median: 1.25
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.26

**MQI2_NVIDEO: MQI2 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>36</td>
<td>2.8 %</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>18</td>
<td>1.4 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>26</td>
<td>2.0 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>1</td>
<td>0.1 %</td>
</tr>
<tr>
<td>.</td>
<td>Missing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>1087</td>
<td>84.7 %</td>
</tr>
</tbody>
</table>
Based upon 197 valid cases out of 1,284 total cases.

Location: 2198-2198 (width: 1; decimal: 0)
Variable Type: numeric

### MQI2_TOT_RATERS: MQI2 Total number of Raters

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-</td>
<td>1</td>
<td>0.1 %</td>
</tr>
<tr>
<td>1</td>
<td>-</td>
<td>34</td>
<td>2.6 %</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>106</td>
<td>8.3 %</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>27</td>
<td>2.1 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>27</td>
<td>2.1 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
</tbody>
</table>

**Missing Data**

|       |         | 1087                 | 84.7 %|

**Total**

|       |         | 1,284                | 100%  |

Based upon 197 valid cases out of 1,284 total cases.

Location: 2199-2199 (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 208 valid cases out of 1,284 total cases.

- Mean: 2.17
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.60

Location: 2200-2204 (width: 5; decimal: 2)
Variable Type: numeric

### 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 208 valid cases out of 1,284 total cases.
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 208 valid cases out of 1,284 total cases.

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 208 valid cases out of 1,284 total cases.

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 208 valid cases out of 1,284 total cases.
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 208 valid cases out of 1,284 total cases.

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 207 valid cases out of 1,284 total cases.

<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>18</td>
<td>1.4%</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>123</td>
<td>9.6%</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>30</td>
<td>2.3%</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>31</td>
<td>2.4%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>4</td>
<td>0.3%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>Missing Data</td>
<td></td>
<td></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>.</td>
<td>-</td>
<td>1076</td>
<td>83.8%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 208 valid cases out of 1,284 total cases.

Location: 2235-2235 (width: 1; decimal: 0)
Variable Type: numeric

**PLATO2_NVIDEO: PLATO2 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>18</td>
<td>1.4%</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>141</td>
<td>11.0%</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>15</td>
<td>1.2%</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>32</td>
<td>2.5%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>1076</td>
<td>83.8%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 208 valid cases out of 1,284 total cases.

Location: 2236-2236 (width: 1; decimal: 0)
Variable Type: numeric

**FFT2_NVIDEO: Fft2 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>54</td>
<td>4.2%</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>258</td>
<td>20.1%</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>34</td>
<td>2.6%</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>58</td>
<td>4.5%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>3</td>
<td>0.2%</td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>877</td>
<td>68.3%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 407 valid cases out of 1,284 total cases.

Location: 2237-2237 (width: 1; 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 407 valid cases out of 1,284 total cases.

- Mean: 2.44
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.55

Location: 2238-2242 (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 407 valid cases out of 1,284 total cases.

- Mean: 2.03
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.51

Location: 2243-2247 (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 407 valid cases out of 1,284 total cases.

- Mean: 2.25
- Median: 2.25
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.49

Location: 2248-2252 (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 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 407 valid cases out of 1,284 total cases.

- Mean: 2.37
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.56

Location: 2253-2257 (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 407 valid cases out of 1,284 total cases.

- Mean: 2.47
- Median: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.46

Location: 2258-2262 (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 407 valid cases out of 1,284 total cases.

- Mean: 2.48
- Median: 2.50
- Mode: 3.00
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 407 valid cases out of 1,284 total cases.

- Mean: 2.20
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.49

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 407 valid cases out of 1,284 total cases.

- Mean: 2.07
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.49

### FFT2_TOT_RATERS: FFT2 Total number of Raters

<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>51</td>
<td>4.0 %</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>241</td>
<td>18.8 %</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>48</td>
<td>3.7 %</td>
</tr>
</tbody>
</table>
FFT2E_NVIDEO: Fft2 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>4</td>
<td>-</td>
<td>55</td>
<td>4.3%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>11</td>
<td>0.9%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>1</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

Missing Data
- 877 68.3%

Total 1,284 100%

Based upon 407 valid cases out of 1,284 total cases.

Location: 2278-2278 (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 208 valid cases out of 1,284 total cases.

- Mean: 2.55
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.54

Location: 2280-2284 (width: 5; decimal: 2)
Variable Type: numeric

FFT2E_AVGSCRCER: 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 208 valid cases out of 1,284 total cases.

- Mean: 2.56
- Median: 2.50
- Mode: 2.50
- Minimum: 2
- Maximum: 4
- Standard Deviation: 0.45

Location: 2285-2289 (width: 5; decimal: 2)
Variable Type: numeric

**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 208 valid cases out of 1,284 total cases.

- Mean: 2.34
- Median: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.51

Location: 2290-2294 (width: 5; decimal: 2)
Variable Type: numeric

**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 208 valid cases out of 1,284 total cases.

- Mean: 2.33
- Median: 2.45
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.52
FFT2E_AVGSCRMCIP: 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 208 valid cases out of 1,284 total cases.

- Mean: 2.41
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.52

FFT2E_AVGSCRMSBP: 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 208 valid cases out of 1,284 total cases.

- Mean: 2.55
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.54

FFT2E_AVGSCRUAIP: 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 208 valid cases out of 1,284 total cases.
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 208 valid cases out of 1,284 total cases.

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 199 valid cases out of 1,284 total cases.

- Mean: 2.34
- Median: 2.50
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.54

Location: 2321-2325 (width: 5; decimal: 2)  
Variable Type: numeric

**FFT2M_AVGSCRCs: FfT2 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 199 valid cases out of 1,284 total cases.

- Mean: 2.38
- Median: 2.50
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.46

Location: 2326-2330 (width: 5; decimal: 2)  
Variable Type: numeric

**FFT2M_AVGSCRECL: FfT2 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 199 valid cases out of 1,284 total cases.

- Mean: 2.16
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.45

Location: 2331-2335 (width: 5; decimal: 2)  
Variable Type: numeric
FFT2M_AVGSCRESL: Fft2 Average Math 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 199 valid cases out of 1,284 total cases.

- Mean: 2.07
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.43

Location: 2336-2340 (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 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 199 valid cases out of 1,284 total cases.

- Mean: 2.33
- Median: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.60

Location: 2341-2345 (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 199 valid cases out of 1,284 total cases.

- Mean: 2.40
- Median: 2.50
- Mode: 3.00
- Minimum: 1
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 199 valid cases out of 1,284 total cases.

- Mean: 2.09
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.47

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 199 valid cases out of 1,284 total cases.

- Mean: 1.93
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.47

<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>50</td>
<td>3.9 %</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>261</td>
<td>20.3 %</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>34</td>
<td>2.6 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>59</td>
<td>4.6 %</td>
</tr>
</tbody>
</table>
**Variable Type:** numeric

<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>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>1</td>
<td>0.1 %</td>
</tr>
<tr>
<td><strong>Missing Data</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>877</td>
<td>68.3 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 407 valid cases out of 1,284 total cases.

**Location:** 2361-2361 (width: 1; decimal: 0)

**C2_NSEG: CLASS2 Tot # segments used in Math & 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>50</td>
<td>3.9 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>261</td>
<td>20.3 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>34</td>
<td>2.6 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>59</td>
<td>4.6 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>1</td>
<td>0.1 %</td>
</tr>
<tr>
<td><strong>Missing Data</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>877</td>
<td>68.3 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 407 valid cases out of 1,284 total cases.

**Location:** 2362-2363 (width: 2; decimal: 0)

**Variable Type:** numeric

**C2_NScores: CLASS2 Sum of n_rater_seg across all segments**

<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>46</td>
<td>3.6 %</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>12</td>
<td>0.9 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>201</td>
<td>15.7 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>51</td>
<td>4.0 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>28</td>
<td>2.2 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>7</td>
<td>0.5 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>38</td>
<td>3.0 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>13</td>
<td>1.0 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>7</td>
<td>0.5 %</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>3</td>
<td>0.2 %</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>1</td>
<td>0.1 %</td>
</tr>
<tr>
<td><strong>Missing Data</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>877</td>
<td>68.3 %</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>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 407 valid cases out of 1,284 total cases.

Location: 2364-2365 (width: 2; decimal: 0)
Variable Type: numeric

### 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 407 valid cases out of 1,284 total cases.

- Mean: 3.91
- Median: 4.00
- Mode: 3.50
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.75

Location: 2366-2370 (width: 5; decimal: 2)
Variable Type: numeric

### 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 407 valid cases out of 1,284 total cases.

- Mean: 1.58
- Median: 1.50
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.57

Location: 2371-2375 (width: 5; decimal: 2)
Variable Type: numeric

### 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 407 valid cases out of 1,284 total cases.

- Mean: 3.81
- Median: 3.81
- Mode: 4.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.74
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 407 valid cases out of 1,284 total cases.

- Mean: 2.72
- Median: 2.63
- Mode: 2.50
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.82

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 407 valid cases out of 1,284 total cases.

- Mean: 5.46
- Median: 5.75
- Mode: 6.00
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.98

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 407 valid cases out of 1,284 total cases.

- Mean: 5.36
- Median: 5.50
- Mode: 5.50
- Minimum: 2
- Maximum: 7
- Standard Deviation: 0.79
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 407 valid cases out of 1,284 total cases.

• Mean: 3.60
• Median: 3.50
• Mode: 3.50
• Minimum: 2
• Maximum: 6
• Standard Deviation: 0.71

Location: 2396-2400 (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 407 valid cases out of 1,284 total cases.

• Mean: 3.34
• Median: 3.38
• Mode: 3.50
• Minimum: 1
• Maximum: 6
• Standard Deviation: 0.76

Location: 2401-2405 (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 407 valid cases out of 1,284 total cases.

• Mean: 2.18
• Median: 2.00
• Mode: 2.00
• Minimum: 1
• Maximum: 4
• Standard Deviation: 0.67

Location: 2406-2410 (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 407 valid cases out of 1,284 total cases.

- Mean: 3.04
- Median: 3.00
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.75

Location: 2411-2415 (width: 5; decimal: 2)  
Variable Type: numeric

---

**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 407 valid cases out of 1,284 total cases.

- Mean: 2.75
- Median: 2.75
- Mode: 2.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.78

Location: 2416-2420 (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 407 valid cases out of 1,284 total cases.

- Mean: 4.17
- Median: 4.25
- Mode: 4.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.74

Location: 2421-2425 (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 407 valid cases out of 1,284 total cases.

- Mean: 3.97
• Median: 4.00
• Mode: 4.13
• Minimum: 2
• Maximum: 6
• Standard Deviation: 0.55

*Location*: 2426-2430 (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 407 valid cases out of 1,284 total cases.

• Mean: 4.81
• Median: 4.92
• Mode: 5.00
• Minimum: 2
• Maximum: 6
• Standard Deviation: 0.70

*Location*: 2431-2435 (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 407 valid cases out of 1,284 total cases.

• Mean: 2.83
• Median: 2.81
• Mode: 2.63
• Minimum: 1
• Maximum: 5
• Standard Deviation: 0.66

*Location*: 2436-2440 (width: 5; decimal: 2)
*Variable Type*: numeric

**C2_TOT_RATERS: CLASS2 Total number of Raters**

<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>46</td>
<td>3.6 %</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>12</td>
<td>0.9 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>201</td>
<td>15.7 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>51</td>
<td>4.0 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>28</td>
<td>2.2 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>7</td>
<td>0.5 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>38</td>
<td>3.0 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>13</td>
<td>1.0 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>7</td>
<td>0.5 %</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>3</td>
<td>0.2 %</td>
</tr>
</tbody>
</table>
### C2E_NVIDEO: 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>12</td>
<td>-</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td></td>
<td>Missing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>877</td>
<td>68.3%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 407 valid cases out of 1,284 total cases.

*Location: 2441-2442 (width: 2; decimal: 0)*

*Variable Type: numeric*

### 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>1</td>
<td>-</td>
<td>16</td>
<td>1.2%</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>142</td>
<td>11.1%</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>15</td>
<td>1.2%</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>33</td>
<td>2.6%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td></td>
<td>Missing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>1076</td>
<td>83.8%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 208 valid cases out of 1,284 total cases.

*Location: 2443-2443 (width: 1; decimal: 0)*

*Variable Type: numeric*

### C2E_NSCORES: CLASS2 Sum of n_rater_seg across all segments of ELA videos

- 86 -
<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>17</td>
<td>1.3%</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>113</td>
<td>8.8%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>25</td>
<td>1.9%</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>12</td>
<td>0.9%</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>3</td>
<td>0.2%</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>22</td>
<td>1.7%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>9</td>
<td>0.7%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>12</td>
<td>-</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td></td>
<td>Missing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.</td>
<td>-</td>
<td>1076</td>
<td>83.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 208 valid cases out of 1,284 total cases.

\textit{Location:} 2446-2447 (width: 2; decimal: 0)

\textit{Variable Type:} numeric

\textbf{C2EAVG\_POSITIVE\_CLIMATE: CLASS2 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 208 valid cases out of 1,284 total cases.

- Mean: 4.03
- Median: 4.00
- Mode: 3.50
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.75

\textit{Location:} 2448-2452 (width: 5; decimal: 2)

\textit{Variable Type:} numeric

\textbf{C2EAVG\_NEGATIVE\_CLIMATE: CLASS2 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 208 valid cases out of 1,284 total cases.

- Mean: 1.54
- Median: 1.38
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.54
C2EAVG_TEACHER_SENSITIVITY: CLASS2 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 208 valid cases out of 1,284 total cases.

- Mean: 3.80
- Median: 3.75
- Mode: 4.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.76

C2EAVG_REGARD_FOR_STUDENT_PERSP: CLASS2 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 208 valid cases out of 1,284 total cases.

- Mean: 3.10
- Median: 3.00
- Mode: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.83

C2EAVG_BEHAVIOR_MANAGEMENT: CLASS2 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 208 valid cases out of 1,284 total cases.

- Mean: 5.60
- Median: 5.75
- Mode: 6.00
- Minimum: 3
- Maximum: 7
- Standard Deviation: 0.91

C2EAVG_PRODUCTIVITY: CLASS2 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 208 valid cases out of 1,284 total cases.

- Mean: 5.48
- Median: 5.50
- Mode: 6.00
- Minimum: 3
- Maximum: 7
- Standard Deviation: 0.73

Location: 2473-2477 (width: 5; decimal: 2)  
Variable Type: numeric

**C2EAVG_INSTRUCTIONAL_LEARNING_F: CLASS2 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 208 valid cases out of 1,284 total cases.

- Mean: 3.73
- Median: 3.71
- Mode: 3.50
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.74

Location: 2478-2482 (width: 5; decimal: 2)  
Variable Type: numeric

**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 208 valid cases out of 1,284 total cases.

- Mean: 3.36
- Median: 3.50
- Mode: 3.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.79

Location: 2483-2487 (width: 5; decimal: 2)  
Variable Type: numeric

**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 208 valid cases out of 1,284 total cases.

- Mean: 2.42
- Median: 2.25
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.73

Location: 2488-2492 (width: 5; decimal: 2)
Variable Type: numeric

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 208 valid cases out of 1,284 total cases.

- Mean: 3.07
- Median: 3.00
- Mode: 3.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.80

Location: 2493-2497 (width: 5; decimal: 2)
Variable Type: numeric

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 208 valid cases out of 1,284 total cases.

- Mean: 2.96
- Median: 3.00
- Mode: 2.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.85

Location: 2498-2502 (width: 5; decimal: 2)
Variable Type: numeric

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 208 valid cases out of 1,284 total cases.

- Mean: 4.32
- Median: 4.25
- Mode: 3.75
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.75

Location: 2503-2507 (width: 5; decimal: 2)
Variable Type: numeric

C2EAVG_DOMAIN1: CLASS2 Avg ELA Emotional Support Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives

Based upon 208 valid cases out of 1,284 total cases.

- Mean: 4.10
- Median: 4.13
- Mode: 4.13
- Minimum: 3
- Maximum: 6
- Standard Deviation: 0.56

Location: 2508-2512 (width: 5; decimal: 2)
Variable Type: numeric

C2EAVG_DOMAIN2: CLASS2 Avg ELA Class Management Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats

Based upon 208 valid cases out of 1,284 total cases.

- Mean: 4.93
- Median: 5.00
- Mode: 5.33
- Minimum: 3
- Maximum: 6
- Standard Deviation: 0.67

Location: 2513-2517 (width: 5; decimal: 2)
Variable Type: numeric

C2EAVG_DOMAIN3: CLASS2 Avg ELA Instructional Support Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats

Based upon 208 valid cases out of 1,284 total cases.

- Mean: 2.95
- Median: 2.94
- Mode: 3.63
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.72

Location: 2518-2522 (width: 5; decimal: 2)
Variable Type: numeric
### C2M_NVIDEO: CLASS2 Number of Math 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>34</td>
<td>2.6 %</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>119</td>
<td>9.3 %</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>19</td>
<td>1.5 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>26</td>
<td>2.0 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>1</td>
<td>0.1 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Missing Data</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1085</td>
<td>84.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>1,284</td>
</tr>
</tbody>
</table>

Based upon 199 valid cases out of 1,284 total cases.

Location: 2523-2523 (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>
<td>-</td>
<td>34</td>
<td>2.6 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>119</td>
<td>9.3 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>19</td>
<td>1.5 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>26</td>
<td>2.0 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>1</td>
<td>0.1 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Missing Data</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1085</td>
<td>84.5 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>1,284</td>
</tr>
</tbody>
</table>

Based upon 199 valid cases out of 1,284 total cases.

Location: 2524-2525 (width: 2; decimal: 0)

Variable Type: numeric

### C2M_NSCORES: CLASS2 Sum of n_rater_seg across all segments of 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>29</td>
<td>2.3 %</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>10</td>
<td>0.8 %</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>88</td>
<td>6.9 %</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>26</td>
<td>2.0 %</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>16</td>
<td>1.2 %</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>4</td>
<td>0.3 %</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>16</td>
<td>1.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>4</td>
<td>0.3 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>5</td>
<td>0.4 %</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>11</td>
<td>-</td>
<td>1</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**Missing Data**

| .     | -        | 1085                 | 84.5%|

| Total |          | 1,284                | 100% |

Based upon 199 valid cases out of 1,284 total cases.

*Location: 2526-2527 (width: 2; decimal: 0)*

*Variable Type: numeric*

---

### C2MAVG_POSITIVE_CLIMATE: CLASS2 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 199 valid cases out of 1,284 total cases.

- Mean: 3.77
- Median: 3.75
- Mode: 4.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.74

*Location: 2528-2532 (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 199 valid cases out of 1,284 total cases.

- Mean: 1.62
- Median: 1.50
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.61

*Location: 2533-2537 (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 199 valid cases out of 1,284 total cases.

- Mean: 3.81
- Median: 3.83
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 199 valid cases out of 1,284 total cases.

- Mean: 2.32
- Median: 2.25
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.60

Behavior Management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

Based upon 199 valid cases out of 1,284 total cases.

- Mean: 5.32
- Median: 5.50
- Mode: 6.00
- Minimum: 2
- Maximum: 7
- Standard Deviation: 1.02

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 199 valid cases out of 1,284 total cases.

- Mean: 5.25
- Median: 5.50
- Mode: 5.50
- Minimum: 2
- Maximum: 7
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 199 valid cases out of 1,284 total cases.

- Mean: 3.47
- Median: 3.50
- Mode: 3.50
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.65

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 199 valid cases out of 1,284 total cases.

- Mean: 3.31
- Median: 3.33
- Mode: 3.50
- Minimum: 1
- Maximum: 6
- Standard Deviation: 0.73

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 199 valid cases out of 1,284 total cases.

- Mean: 1.94
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.50
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 199 valid cases out of 1,284 total cases.

- Mean: 3.00
- Median: 3.00
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.70

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 199 valid cases out of 1,284 total cases.

- Mean: 2.53
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.64

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 199 valid cases out of 1,284 total cases.

- Mean: 4.01
- Median: 4.00
- Mode: 4.00
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.70
C2MAVG_DOMAIN1: CLASS2 Avg Math Emotional Support Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives

Based upon 199 valid cases out of 1,284 total cases.

- Mean: 3.82
- Median: 3.88
- Mode: 4.13
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.50

Location: 2588-2592 (width: 5; decimal: 2)
Variable Type: numeric

C2MAVG_DOMAIN2: CLASS2 Avg Math Class Management Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives

Based upon 199 valid cases out of 1,284 total cases.

- Mean: 4.68
- Median: 4.83
- Mode: 4.83
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.71

Location: 2593-2597 (width: 5; decimal: 2)
Variable Type: numeric

C2MAVG_DOMAIN3: CLASS2 Avg Math Instructional Support Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats

Based upon 199 valid cases out of 1,284 total cases.

- Mean: 2.70
- Median: 2.69
- Mode: 2.63
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.56

Location: 2598-2602 (width: 5; decimal: 2)
Variable Type: numeric

VIDEO_SUBJ: Video subject

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>1284</td>
<td>100.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 2603-2665 (width: 63; decimal: 0)
QST2_AVGSCRSCLKSC_SEG: QST2 Average Score for Sets the Context & Focuses Learning on Key Science Concepts Segment

Based upon 295 valid cases out of 1,284 total cases.

- Mean: 2.33
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.61

Location: 2666-2670 (width: 5; decimal: 2)

Variable Type: numeric

QST2_AVGSCRUR_SEG: QST2 Average Score for Uses Representations Segment

Multiple and diverse types of representations provide students with a mechanism for understanding and explaining how scientific phenomena work. Ideally, students will learn different representations of science concepts and processes and integrate the representations into their mental models. This integration results in a deeper understanding of the connections between important biological concepts. Ultimately, students will be able to construct and explain their own representations as they become more familiar with biological concepts. These tools, when implemented well, can push students' thinking and strengthen their conceptual understanding.

Based upon 295 valid cases out of 1,284 total cases.

- Mean: 2.13
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.65

Location: 2671-2675 (width: 5; decimal: 2)

Variable Type: numeric

QST2_AVGSCRDCK_SEG: QST2 Average Score for Demonstrates Content Knowledge Segment

Teachers' knowledge of the theories, concepts, and principles of the discipline they teach affects their ability to effectively enhance students' learning. When teaching students, teachers need to demonstrate content knowledge in a detailed and comprehensive way. Teachers' demonstration of content knowledge includes - Focusing on the theories, concepts, and principles of the discipline - Understanding the standards (content and skills) to be addressed within the curriculum and how they relate to one another - Making connections between concepts and their everyday applications - Designing and implementing an instructional plan that builds on students' prior knowledge of essential content.

Based upon 295 valid cases out of 1,284 total cases.

- Mean: 2.53
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.64

Location: 2676-2680 (width: 5; decimal: 2)
QST2_AVGSCRPFL_SEG: QST2 Average Score for Provides Feedback for Learning Segment

Feedback is specific information that enables students to reflect on their current level of knowledge and to understand specifically what needs to be accomplished to improve. It is essential that feedback specifically describe aspects of student performance (content and skills) and how those aspects contribute to or strengthen learning. Of equal importance is critical feedback or questioning that guides student understanding about what is missing, how students can improve their performance to achieve the given standard, or how to extend their learning. Feedback can come from various sources, but within a classroom it is most frequently delivered by the teacher to a specific student, a group of students, or, in some cases, the whole class.

Based upon 295 valid cases out of 1,284 total cases.

- Mean: 1.54
- Median: 1.50
- Mode: 1.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.54

Location: 2681-2685 (width: 5; decimal: 2)
Variable Type: numeric

QST2_AVGSCRPSIMLS_SEG: QST2 Average Score for Promotes Students' Interest and Motivation to Learn Science Segment

When learning new material, students will attempt to make connections between previously learned science concepts and life experiences. Students who perceive the content as being meaningful and relevant to their lives are more interested and motivated to learn. Students' increased interest and motivation to learn results in more engagement with science concepts. Additional engagement with the content deepens students' integration of new concepts into their mental models, resulting in more comprehensive learning.

Based upon 281 valid cases out of 1,284 total cases.

- Mean: 2.30
- Median: 2.25
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.65

Location: 2686-2690 (width: 5; decimal: 2)
Variable Type: numeric

QST2_AVGSCRATPLATD_SEG: QST2 Average Score for Assigns Tasks to Promote Learning and Addresses the Task Demands Segment

Artful teaching is more than mastery of content. Teachers with deep content knowledge must be able to deconstruct their conceptual understanding of biological concepts and reflect on the best strategies for presenting concepts to their students. Effective teachers break down an entire concept into digestible parts for their students and use their extensive knowledge of the relationships between the parts to identify connections and make them explicit. Furthermore, they understand how to design a series of learning tasks that helps students cognitively structure the ideas presented into a deep, cohesive understanding of the concept. The tasks created, modified, or assigned by teachers are the foundation of the learning process.

Based upon 281 valid cases out of 1,284 total cases.

- Mean: 2.11
- Median: 2.00
- Mode: 2.00
Effective teaching that results in powerful learning does not happen by accident. The essential ingredients for developing learning-focused students include creating multiple types of interactive learning environments, integrating technology into the learning experience when applicable, and providing opportunities for students to work collaboratively. In order to provide these interactive learning environments, teachers must have a deep understanding of the content of the discipline, familiarity with the interests and learning styles of their students, and the skills to incorporate different modes into their teaching. Effective teachers understand that students are individuals who learn in different ways and at different speeds. These teachers typically use a variety of teaching modes that enable all students to access the content and provide opportunities to engage with the material in multiple ways.

Based upon 281 valid cases out of 1,284 total cases.

- Mean: 2.02
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.71

Powerful learning occurs when students explain their ideas and/or observations about specific biological concepts. Sharing their ideas and thinking helps students clarify what they know, what they are uncertain about, and what they do not understand. Answering questions about the content being taught requires students to integrate their general knowledge of the topic, explain their current conceptual understanding, and evaluate gaps in their understanding. When students share their explanations, teachers are able to gather evidence about the level of understanding students have about the target content. Monitoring student learning can help teachers detect students’ misinterpretations or misconceptions and guide their next instructional steps.

Based upon 281 valid cases out of 1,284 total cases.

- Mean: 1.96
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.52

Scientific inquiry and investigative activities are typically characterized as student-centered activities that enable students to interact with the content and focus on examining, questioning, exploring, and explaining. Through this deeper interaction with content, students seek to answer questions and gain a broader understanding of biological principles while constructing new knowledge. Teachers who
are knowledgeable about scientific inquiry understand the importance of initiating quality investigations. These teachers select meaningful investigation topics, present direct connections between the activity and relevant biological concepts, and capture students’ interest. Methods for engaging students in the investigation can range from highlighting and examining a local or global issue to presenting an unexpected event or demonstrating unexplained phenomena.

Based upon 103 valid cases out of 1,284 total cases.

- Mean: 0.50
- Median: 0.50
- Mode: 0.25
- Minimum: 0
- Maximum: 2
- Standard Deviation: 0.33

Location: 2706-2710 (width: 5; decimal: 2)
Variable Type: numeric

**QST2_AVGSCRPGCIDG_SEG: QST2 Average Score for Provides Guidelines for Conducting the Investigation & Gathering Data Segment**

A key component of any science course should be the integration of multiple opportunities to conduct investigations. Investigations can be learning activities or formal experiments; both types of investigation provide students with opportunities to examine a key biological concept in a "hands-on" manner. Typically, procedural approaches to conduct the investigation and gather data can be classified into three major types - Prescriptive - Most often these activities or labs are very directed with very detailed procedures, and there are no provisions for making any modifications. Directed investigations assist students when they are learning about a complex concept or when they are just developing investigative skills. - Divergent - These investigations provide students with a clear set of procedures but enable students to choose from several options. Providing students with opportunities to select from options or to make decisions about the procedures of the investigation increases students’ ownership of the experience and helps them to develop a positive attitude about science. - Discovery or Open-Ended - Most often in this type of investigation, the teacher poses a research question. Students are expected to design procedures, determine which materials are to be used, gather the data, display data in appropriate data tables, analyze the data, and generate conclusions to address the original problem. This approach enables students to determine the appropriate data needed to answer the problem and to learn which tools or instruments are most effective at gathering specific types of data. These experiences facilitate the development of problem-solving and investigative skills that will improve students’ scientific abilities.

Based upon 103 valid cases out of 1,284 total cases.

- Mean: 1.33
- Median: 1.25
- Mode: 1.50
- Minimum: 0
- Maximum: 4
- Standard Deviation: 0.65

Location: 2711-2715 (width: 5; decimal: 2)
Variable Type: numeric

**QST2_AVGSCRGAID_SEG: QST2 Average Score for Guides Analysis and Interpretation of Data Segment**

The foundation of scientific theories and models is based on explanations generated from data collected through investigations. The fundamental purposes of investigations are to acquire data necessary to address testable questions, to identify compelling evidence within the data, to critique alternative explanations, and to generate evidence-based explanations. Teachers facilitate powerful learning when students engage in the process of analyzing and interpreting data.

Based upon 103 valid cases out of 1,284 total cases.

- Mean: 0.47
Powerful learning occurs when students explain their ideas and/or observations about specific biological concepts. Sharing their ideas and thinking helps students clarify what they know, what they are uncertain about, and what they do not understand. Answering questions about the content being taught requires students to integrate their general knowledge of the topic, explain their current conceptual understanding, and evaluate gaps in their understanding. When students share their explanations, teachers are able to gather evidence about the level of understanding students have about the target content. Monitoring student learning can help teachers detect students’ misinterpretations or misconceptions and guide their next instructional steps.

Based upon 103 valid cases out of 1,284 total cases.

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-</td>
<td>33</td>
<td>2.6%</td>
</tr>
<tr>
<td>1</td>
<td>-</td>
<td>156</td>
<td>12.1%</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>99</td>
<td>7.7%</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>29</td>
<td>2.3%</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>9</td>
<td>0.7%</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>Missing Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.</td>
<td>956</td>
<td>74.5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 328 valid cases out of 1,284 total cases.
### QST2_RATERS53: Number of raters who scored section videos using the third subset of QST instrument dimensions

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-</td>
<td>49</td>
<td>3.8</td>
</tr>
<tr>
<td>1</td>
<td>-</td>
<td>161</td>
<td>12.5</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>83</td>
<td>6.5</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>26</td>
<td>2.0</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>7</td>
<td>0.5</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>2</td>
<td>0.2</td>
</tr>
</tbody>
</table>

**Missing Data**

| .     | -     | 956                  | 74.5 |

**Total**

|       |       | 1,284                | 100 |

Based upon 328 valid cases out of 1,284 total cases.

*Location: 2727-2727 (width: 1; decimal: 0)*  
*Variable Type: numeric*

---

### EST_ALGEBRA1_2010: 2010 Value-Added Estimate Algebra Students

Based upon 342 valid cases out of 1,284 total cases.

- Mean: -0.00  
- Median: 0.00  
- Mode: -0.04  
- Minimum: -2  
- Maximum: 2  
- Standard Deviation: 0.48

*Location: 2729-2734 (width: 6; decimal: 2)*  
*Variable Type: numeric*
SE_ALGEBRA1_2010: 2010 Value-Added: SE for Algebra

Based upon 342 valid cases out of 1,284 total cases.

- Mean: 0.226
- Median: 0.197
- Mode: 0.170
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.099

Location: 2735-2740 (width: 6; decimal: 3)
Variable Type: numeric

N_ALGEBRA1_2010: 2010 Value-Added: Number of Students for Algebra

Based upon 342 valid cases out of 1,284 total cases.

- Mean: 14.25
- Median: 14.00
- Mode: 18.00
- Minimum: 1
- Maximum: 34
- Standard Deviation: 6.80

Location: 2741-2742 (width: 2; decimal: 0)
Variable Type: numeric

EST_BIOLOGY_2010: 2010 Value-Added Estimate Biology Students

Based upon 368 valid cases out of 1,284 total cases.

- Mean: -0.00
- Median: 0.01
- Mode: 0.07
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.40

Location: 2743-2748 (width: 6; decimal: 2)
Variable Type: numeric

SE_BIOLOGY_2010: 2010 Value-Added: SE for Biology

Based upon 368 valid cases out of 1,284 total cases.

- Mean: 0.172
- Median: 0.148
- Mode: 0.138
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.082

Location: 2749-2754 (width: 6; decimal: 3)
Variable Type: numeric
N_BIOLOGY_2010: 2010 Value-Added: Number of Students for Biology

Based upon 368 valid cases out of 1,284 total cases.

- Mean: 16.67
- Median: 17.00
- Mode: 20.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 7.11

Location: 2755-2756 (width: 2; decimal: 0)
Variable Type: numeric

EST_ELA9_2010: 2010 Value-Added: Estimate for ELA

Based upon 382 valid cases out of 1,284 total cases.

- Mean: -0.02
- Median: 0.02
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.33

Location: 2757-2762 (width: 6; decimal: 2)
Variable Type: numeric

SE_ELA9_2010: 2010 Value-Added: SE for ELA

Based upon 382 valid cases out of 1,284 total cases.

- Mean: 0.168
- Median: 0.150
- Mode: 0.146
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.067

Location: 2763-2768 (width: 6; decimal: 3)
Variable Type: numeric

N_ELA9_2010: 2010 Value-Added: Number of Students for ELA

Based upon 382 valid cases out of 1,284 total cases.

- Mean: 18.12
- Median: 19.00
- Mode: 22.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.31

Location: 2769-2770 (width: 2; decimal: 0)
Variable Type: numeric
Based upon 342 valid cases out of 1,284 total cases.

- Mean: -0.01
- Median: -0.03
- Mode: -0.08
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.50

Location: 2771-2776 (width: 6; decimal: 2)
Variable Type: numeric

**SE_ALGEBRA1_NOAGG_2010: 2010 Value-Added: SE for Algebra - No Aggregates**

Based upon 342 valid cases out of 1,284 total cases.

- Mean: 0.228
- Median: 0.198
- Mode: 0.179
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.102

Location: 2777-2782 (width: 6; decimal: 3)
Variable Type: numeric

**N_ALGEBRA1_NOAGG_2010: 2010 Value-Added: Number of Students for Algebra - No Aggregates**

Based upon 342 valid cases out of 1,284 total cases.

- Mean: 14.25
- Median: 14.00
- Mode: 18.00
- Minimum: 1
- Maximum: 34
- Standard Deviation: 6.80

Location: 2783-2784 (width: 2; decimal: 0)
Variable Type: numeric

**EST_BIOLOGY_NOAGG_2010: 2010 Value-Added Estimate Biology Students - No Aggregates**

Based upon 368 valid cases out of 1,284 total cases.

- Mean: -0.02
- Median: 0.04
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.41

Location: 2785-2790 (width: 6; decimal: 2)
Variable Type: numeric

**SE_BIOLOGY_NOAGG_2010: 2010 Value-Added: SE for Biology - No Aggregates**

Based upon 368 valid cases out of 1,284 total cases.
Mean: 0.175
Median: 0.150
Mode: 0.150
Minimum: 0
Maximum: 1
Standard Deviation: 0.084

Location: 2791-2796 (width: 6; decimal: 3)
Variable Type: numeric

**N_BIOLOGY_NOAGG_2010: 2010 Value-Added: Number of Students for Biology - No Aggregates**

Based upon 368 valid cases out of 1,284 total cases.

- Mean: 16.67
- Median: 17.00
- Mode: 20.00
- Minimum: 1
- Maximum: 33
- Standard Deviation: 7.11

Location: 2797-2798 (width: 2; decimal: 0)
Variable Type: numeric

**EST_ELA9_NOAGG_2010: 2010 Value-Added: Estimate for ELA - No Aggregates**

Based upon 382 valid cases out of 1,284 total cases.

- Mean: -0.02
- Median: 0.02
- Mode: 0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.34

Location: 2799-2804 (width: 6; decimal: 2)
Variable Type: numeric

**SE_ELA9_NOAGG_2010: 2010 Value-Added: SE for ELA - No Aggregates**

Based upon 382 valid cases out of 1,284 total cases.

- Mean: 0.169
- Median: 0.151
- Mode: 0.143
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.067

Location: 2805-2810 (width: 6; decimal: 3)
Variable Type: numeric

**N_ELA9_NOAGG_2010: 2010 Value-Added: Number of Students for ELA - No Aggregates**

Based upon 382 valid cases out of 1,284 total cases.
• Mean: 18.12
• Median: 19.00
• Mode: 22.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.31

Location: 2811-2812 (width: 2; decimal: 0)
Variable Type: numeric

C_ALG_COMP1_2010: Constants (within district) for covariance of Sampling Error Algebra 2010

Based upon 1,165 valid cases out of 1,284 total cases.

• Mean: 0.029
• Median: 0.028
• Mode: 0.045
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.013

Location: 2813-2818 (width: 6; decimal: 3)
Variable Type: numeric

C_ALG_COMP1_NOAGG_2010: Constants (within district) for covariance of Sampling Error Algebra 2010 -- No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

• Mean: 0.031
• Median: 0.029
• Mode: 0.047
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.013

Location: 2819-2824 (width: 6; decimal: 3)
Variable Type: numeric

C_ALG_EFF_2010: Constants (within district) for covariance of Sampling Error for Algebra and Effort, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

• Mean: 0.056
• Median: 0.063
• Mode: 0.079
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.024

Location: 2825-2830 (width: 6; decimal: 3)
Variable Type: numeric

C_ALG_EFF_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Algebra and Effort, 2010 No Aggregates
Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.056
- Median: 0.066
- Mode: 0.081
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 2831-2836 (width: 6; decimal: 3)
Variable Type: numeric

C_ALG_HIC_2010: Constants (within district) for covariance of Sampling Error for Algebra and Happy in Class, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.031
- Median: 0.023
- Mode: 0.021
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.013

Location: 2837-2842 (width: 6; decimal: 3)
Variable Type: numeric

C_ALG_HIC_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Algebra and Happy in Class, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.032
- Median: 0.024
- Mode: 0.023
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.013

Location: 2843-2848 (width: 6; decimal: 3)
Variable Type: numeric

C_BIO_COMP1_2010: Constants (within district) for covariance of Sampling Error Biology 2010

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.029
- Median: 0.021
- Mode: 0.031
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.016

Location: 2849-2854 (width: 6; decimal: 3)
Variable Type: numeric
**C_BIO_COMP1_NOAGG_2010: Constants (within district) for covariance of Sampling Error Biology 2010 -- No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.028
- Median: 0.020
- Mode: 0.029
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.019

*Location:* 2855-2860 (width: 6; decimal: 3)
*Variable Type:* numeric

**C_BIO_EFF_2010: Constants (within district) for covariance of Sampling Error for Biology and Effort, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.042
- Median: 0.049
- Mode: 0.049
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.015

*Location:* 2861-2866 (width: 6; decimal: 3)
*Variable Type:* numeric

**C_BIO_EFF_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Biology and Effort, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.039
- Median: 0.043
- Mode: 0.046
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.018

*Location:* 2867-2872 (width: 6; decimal: 3)
*Variable Type:* numeric

**C_BIO_HIC_2010: Constants (within district) for covariance of Sampling Error for Biology and Happy in Class, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.035
- Median: 0.033
- Mode: 0.046
- Minimum: 0
- Maximum: 0
C_BIO_HIC_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Biology and Happy in Class, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.032
- Median: 0.040
- Mode: 0.042
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.013

Location: 2879-2884 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_EFF_ALG_2010: Constants (within district) for covariance of Sampling Error for Composite 1 and Effort, Algebra, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.244
- Median: 0.248
- Mode: 0.257
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.024

Location: 2885-2890 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_EFF_ALG_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Composite 1 and Effort, Algebra, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.245
- Median: 0.250
- Mode: 0.258
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 2891-2896 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_EFF_BIO_2010: Constants (within district) for covariance of Sampling Error for Composite 1 and Effort, Biology, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.201
- Median: 0.201
- Mode: 0.201
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.026

Location: 2897-2902 (width: 6; decimal: 3)
Variable Type: numeric

**C_COMP1_EFF_BIO_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Composite 1 and Effort, Biology, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.203
- Median: 0.202
- Mode: 0.202
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.026

Location: 2903-2908 (width: 6; decimal: 3)
Variable Type: numeric

**C_COMP1_EFF_ELA9_2010: Constants (within district) for covariance of Sampling Error for Composite 1 and Effort, ELA, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.204
- Median: 0.204
- Mode: 0.204
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.021

Location: 2909-2914 (width: 6; decimal: 3)
Variable Type: numeric

**C_COMP1_EFF_ELA9_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Composite 1 and Effort, ELA, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.204
- Median: 0.204
- Mode: 0.204
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.022

Location: 2915-2920 (width: 6; decimal: 3)
Variable Type: numeric

**C_COMP1_HIC_ALG_2010: Constants (within district) for covariance of Sampling Error for Composite 1 and Happy in Class, Algebra, 2010 Aggregates**

- Median: 0.201
- Mode: 0.201
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.026

Location: 2897-2902 (width: 6; decimal: 3)
Variable Type: numeric
Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.322
- Median: 0.338
- Mode: 0.298
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.038

_Location: 2921-2926 (width: 6; decimal: 3)
Variable Type: numeric

**C_COMP1_HIC_ALG_NOAGG_2010**: Constants (within district) for covariance of Sampling Error for Composite 1 and Happy in Class, Algebra, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.324
- Median: 0.340
- Mode: 0.300
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.039

_Location: 2927-2932 (width: 6; decimal: 3)
Variable Type: numeric

**C_COMP1_HIC_BIO_2010**: Constants (within district) for covariance of Sampling Error for Composite 1 and Happy in Class Biology, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.281
- Median: 0.284
- Mode: 0.291
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.022

_Location: 2933-2938 (width: 6; decimal: 3)
Variable Type: numeric

**C_COMP1_HIC_BIO_NOAGG_2010**: Constants (within district) for covariance of Sampling Error for Composite 1 and Happy in Class Biology, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.283
- Median: 0.289
- Mode: 0.292
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.021

_Location: 2939-2944 (width: 6; decimal: 3)
Variable Type: numeric
C_COMP1_HIC_ELA9_2010: Constants (within district) for covariance of Sampling Error for Composite 1 and Happy in Class ELA, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.284
- Median: 0.285
- Mode: 0.290
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.006

Location: 2945-2950 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_HIC_ELA9_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Composite 1 and Happy in Class ELA, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.284
- Median: 0.286
- Mode: 0.291
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.007

Location: 2951-2956 (width: 6; decimal: 3)
Variable Type: numeric

C_EFF_HIC_ALG_2010: Constants (within district) for covariance of Sampling Error for Effort and Happy in Class, Algebra, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.304
- Median: 0.316
- Mode: 0.318
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.036

Location: 2957-2962 (width: 6; decimal: 3)
Variable Type: numeric

C_EFF_HIC_ALG_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Effort and Happy in Class, Algebra, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.307
- Median: 0.317
- Mode: 0.322
- Minimum: 0
- Maximum: 0
• Standard Deviation: 0.037

Location: 2963-2968 (width: 6; decimal: 3)
Variable Type: numeric

**C_EFF_HIC_BIO_2010: Constants (within district) for covariance of Sampling Error for Effort and Happy in Class, Biology, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.266
- Median: 0.278
- Mode: 0.278
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.043

Location: 2969-2974 (width: 6; decimal: 3)
Variable Type: numeric

**C_EFF_HIC_BIO_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Effort and Happy in Class, Biology, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.269
- Median: 0.280
- Mode: 0.280
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.043

Location: 2975-2980 (width: 6; decimal: 3)
Variable Type: numeric

**C_EFF_HIC_ELA9_2010: Constants (within district) for covariance of Sampling Error for Effort and Happy in Class, ELA, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.253
- Median: 0.250
- Mode: 0.250
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.033

Location: 2981-2986 (width: 6; decimal: 3)
Variable Type: numeric

**C_EFF_HIC_ELA9_NOAGG_2010: Constants (within district) for covariance of Sampling Error for Effort and Happy in Class, ELA, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.253
C_ELA9_COMP1_2010: Constants (within district) for covariance of Sampling Error ELA 2010

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.025
- Median: 0.024
- Mode: 0.024
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.007

Location: 2993-2998 (width: 6; decimal: 3)
Variable Type: numeric

C_ELA9_COMP1_NOAGG_2010: Constants (within district) for covariance of Sampling Error ELA 2010 -- No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.025
- Median: 0.024
- Mode: 0.024
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.008

Location: 2999-3004 (width: 6; decimal: 3)
Variable Type: numeric

C_ELA9_EFF_2010: Constants (within district) for covariance of Sampling Error for State ELA and Effort, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.033
- Median: 0.027
- Mode: 0.064
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.024

Location: 3005-3010 (width: 6; decimal: 3)
Variable Type: numeric

C_ELA9_EFF_NOAGG_2010: Constants (within district) for covariance of Sampling Error for State ELA and Effort, 2010 No Aggregates
Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.031
- Median: 0.026
- Mode: 0.064
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.025

Location: 3011-3017 (width: 7; decimal: 3)
Variable Type: numeric

C_ELA9_HIC_2010: Constants (within district) for covariance of Sampling Error for State ELA and Happy in Class, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.032
- Median: 0.035
- Mode: 0.035
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.015

Location: 3018-3023 (width: 6; decimal: 3)
Variable Type: numeric

C_ELA9_HIC_NOAGG_2010: Constants (within district) for covariance of Sampling Error for State ELA and Happy in Class, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 0.031
- Median: 0.035
- Mode: 0.035
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.016

Location: 3024-3029 (width: 6; decimal: 3)
Variable Type: numeric

COV_ALG_COMP1_2010: Covariance of Sampling Error SPS Composite and State VA Algebra Student 2010

Based upon 321 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.001

Location: 3030-3035 (width: 6; decimal: 3)
Variable Type: numeric
**COV_ALG_COMP1_NOAGG_2010:** Covariance of Sampling Error SPS Composite and State VA Algebra Student 2010 -- No Aggregates

Based upon 321 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.001

Location: 3036-3041 (width: 6; decimal: 3)
Variable Type: numeric

---

**COV_ALG_EFF_2010:** Covariance of Sampling Error for Algebra and Effort, 2010 Aggregates

Based upon 321 valid cases out of 1,284 total cases.

- Mean: 0.004
- Median: 0.003
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

Location: 3042-3047 (width: 6; decimal: 3)
Variable Type: numeric

---

**COV_ALG_EFF_NOAGG_2010:** Covariance of Sampling Error for Algebra and Effort, 2010 No Aggregates

Based upon 321 valid cases out of 1,284 total cases.

- Mean: 0.004
- Median: 0.003
- Mode: 0.004
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

Location: 3048-3053 (width: 6; decimal: 3)
Variable Type: numeric

---

**COV_ALG_HIC_2010:** Covariance of Sampling Error for Algebra and Happy in Class, 2010 Aggregates

Based upon 321 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002
**COV_ALG_HIC_NOAGG_2010: Covariance of Sampling Error for Algebra and Happy in Class, 2010 No Aggregates**

Based upon 321 valid cases out of 1,284 total cases.

- Mean: 0.003
- Median: 0.002
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

**COV_BIO_COMP1_2010: Covariance of Sampling Error SPS Composite and State VA Biology Student 2010**

Based upon 343 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.001
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.006

**COV_BIO_COMP1_NOAGG_2010: Covariance of Sampling Error SPS Composite and State VA Biology Student 2010 -- No Aggregates**

Based upon 343 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.001
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.006

**COV_BIO_EFF_2010: Covariance of Sampling Error for Biology and Effort, 2010 Aggregates**

Based upon 342 valid cases out of 1,284 total cases.

- Mean: 0.003
- Median: 0.002
- Mode: 0.002
- Minimum: 0
COV_BIO_EFF_NOAGG_2010: Covariance of Sampling Error for Biology and Effort, 2010 No Aggregates

Based upon 342 valid cases out of 1,284 total cases.

- Mean: 0.003
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.006

Location: 3078-3083 (width: 6; decimal: 3)
Variable Type: numeric

COV_BIO_HIC_2010: Covariance of Sampling Error for Biology and Happy in Class, 2010 Aggregates

Based upon 341 valid cases out of 1,284 total cases.

- Mean: 0.003
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.003

Location: 3084-3089 (width: 6; decimal: 3)
Variable Type: numeric

COV_BIO_HIC_NOAGG_2010: Covariance of Sampling Error for Biology and Happy in Class, 2010 No Aggregates

Based upon 341 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.003

Location: 3090-3095 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_EFF_ALG_2010: Covariance of Sampling Error for Composite 1 and Effort, Algebra, 2010 Aggregates

Based upon 370 valid cases out of 1,284 total cases.
COV_COMP1_EFF_ALG_NOAGG_2010: Covariance of Sampling Error for Composite 1 and Effort, Algebra, 2010 No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.033
- Median: 0.020
- Mode: 0.014
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.039

Location: 3108-3113 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_EFF_BIO_2010: Covariance of Sampling Error for Composite 1 and Effort, Biology, 2010 Aggregates

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.027
- Median: 0.014
- Mode: 0.010
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.041

Location: 3114-3119 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_EFF_BIO_NOAGG_2010: Covariance of Sampling Error for Composite 1 and Effort, Biology, 2010 No Aggregates

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.027
- Median: 0.014
- Mode: 0.010
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.041

Location: 3120-3125 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_EFF_ELA9_2010: Covariance of Sampling Error for Composite 1 and Effort, ELA, 2010 Aggregates
Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.021
- Median: 0.013
- Mode: 0.011
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.028

Location: 3126-3131 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_EFF_ELA9_NOAGG_2010: Covariance of Sampling Error for Composite 1 and Effort, ELA, 2010 No Aggregates**

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.021
- Median: 0.013
- Mode: 0.011
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.028

Location: 3132-3137 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_HIC_ALG_2010: Covariance of Sampling Error for Composite 1 and Happy in Class, Algebra, 2010 Aggregates**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.044
- Median: 0.027
- Mode: 0.020
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.054

Location: 3138-3143 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_HIC_ALG_NOAGG_2010: Covariance of Sampling Error for Composite 1 and Happy in Class, Algebra, 2010 No Aggregates**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.044
- Median: 0.027
- Mode: 0.020
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.054

Location: 3144-3149 (width: 6; decimal: 3)
Variable Type: numeric
**COV_COMP1_HIC_BIO_2010: Covariance of Sampling Error for Composite 1 and Happy in Class, Biology, 2010 Aggregates**

Based upon 390 valid cases out of 1,284 total cases.

- Mean: 0.035
- Median: 0.019
- Mode: 0.015
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.053

*Location:* 3150-3155 (width: 6; decimal: 3)
*Variable Type:* numeric

**COV_COMP1_HIC_BIO_NOAGG_2010: Covariance of Sampling Error for Composite 1 and Happy in Class, Biology, 2010 No Aggregates**

Based upon 390 valid cases out of 1,284 total cases.

- Mean: 0.036
- Median: 0.019
- Mode: 0.015
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.053

*Location:* 3156-3161 (width: 6; decimal: 3)
*Variable Type:* numeric

**COV_COMP1_HIC_ELA9_2010: Covariance of Sampling Error for Composite 1 and Happy in Class, ELA, 2010 Aggregates**

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 0.028
- Median: 0.018
- Mode: 0.015
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.033

*Location:* 3162-3167 (width: 6; decimal: 3)
*Variable Type:* numeric

**COV_COMP1_HIC_ELA9_NOAGG_2010: Covariance of Sampling Error for Composite 1 and Happy in Class, ELA, 2010 No Aggregates**

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 0.028
- Median: 0.018
- Mode: 0.015
- Minimum: 0
- Maximum: 0
COV_EFF_HIC_ALG_2010: Covariance of Sampling Error for Effort and Happy in Class, Algebra, 2010 Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.041
- Median: 0.026
- Mode: 0.015
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.050

Location: 3174-3179 (width: 6; decimal: 3)
Variable Type: numeric

COV_EFF_HIC_ALG_NOAGG_2010: Covariance of Sampling Error for Effort and Happy in Class, Algebra, 2010 No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.041
- Median: 0.026
- Mode: 0.019
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.050

Location: 3180-3185 (width: 6; decimal: 3)
Variable Type: numeric

COV_EFF_HIC_BIO_2010: Covariance of Sampling Error for Effort and Happy in Class, Biology, 2010 Aggregates

Based upon 390 valid cases out of 1,284 total cases.

- Mean: 0.035
- Median: 0.019
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.053

Location: 3186-3191 (width: 6; decimal: 3)
Variable Type: numeric

COV_EFF_HIC_BIO_NOAGG_2010: Covariance of Sampling Error for Effort and Happy in Class, Biology, 2010 No Aggregates

Based upon 390 valid cases out of 1,284 total cases.

- Mean: 0.035
- Median: 0.019
**COV_EFF_HIC_ELA9_2010: Covariance of Sampling Error for Effort and Happy in Class, ELA, 2010 Aggregates**

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 0.027
- Median: 0.016
- Mode: 0.013
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.036

**Variable Type: numeric**

**Location:** 3192-3197 (width: 6; decimal: 3)

---

**COV_EFF_HIC_ELA9_NOAGG_2010: Covariance of Sampling Error for Effort and Happy in Class, ELA, 2010 No Aggregates**

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 0.027
- Median: 0.016
- Mode: 0.013
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.036

**Variable Type: numeric**

**Location:** 3198-3203 (width: 6; decimal: 3)

---

**COV_ELA9_COMP1_2010: Covariance of Sampling Error SPS Composite and State VA ELA Student 2010**

Based upon 362 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.001
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

**Variable Type: numeric**

**Location:** 3210-3215 (width: 6; decimal: 3)

---

**COV_ELA9_COMP1_NOAGG_2010: Covariance of Sampling Error SPS Composite and State VA ELA Student 2010 -- No Aggregates**

- 125 -
Based upon 362 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.001
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

Location: 3216-3221 (width: 6; decimal: 3)
Variable Type: numeric

**COV_ELA9_EFF_2010: Covariance of Sampling Error for State ELA and Effort, 2010 Aggregates**

Based upon 362 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.003
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

Location: 3222-3227 (width: 6; decimal: 3)
Variable Type: numeric

**COV_ELA9_EFF_NOAGG_2010: Covariance of Sampling Error for State ELA and Effort, 2010 No Aggregates**

Based upon 362 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.003
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

Location: 3228-3234 (width: 7; decimal: 3)
Variable Type: numeric

**COV_ELA9_HIC_2010: Covariance of Sampling Error for State ELA and Happy in Class, 2010 Aggregates**

Based upon 361 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.003

Location: 3235-3240 (width: 6; decimal: 3)
Variable Type: numeric
COV_ELA9_HIC_NOAGG_2010: Covariance of Sampling Error for State ELA and Happy in Class, 2010 No Aggregates

Based upon 361 valid cases out of 1,284 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.003

Location: 3241-3246 (width: 6; decimal: 3)
Variable Type: numeric

EST_CAPTIVATE_ALG_2010: 2010 Value-Added Estimate for Captivate Algebra Students

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.03
- Mode: -0.16
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

Location: 3247-3252 (width: 6; decimal: 2)
Variable Type: numeric

EST_CAPTIVATE_ALG_NOAGG_2010: 2010 Value-Added Estimate for Captivate Algebra Students - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.03
- Mode: -0.14
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

Location: 3253-3258 (width: 6; decimal: 2)
Variable Type: numeric

EST_CAPTIVATE_BIO_2010: 2010 Value-Added Estimate for Captivate Biology Students

Based upon 393 valid cases out of 1,284 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: -0.11
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.49

Location: 3259-3264 (width: 6; decimal: 2)
Variable Type: numeric

**EST_CAPTIVATE_BIO_NOAGG_2010: 2010 Value-Added Estimate for Captivate Biology Students - No Aggregates**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

*Location:* 3265-3270 (width: 6; decimal: 2)

Variable Type: numeric

**EST_CAPTIVATE_ELA9_2010: 2010 Value-Added Estimate for Captivate ELA Students**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.02
- Mode: 0.10
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

*Location:* 3271-3276 (width: 6; decimal: 2)

Variable Type: numeric

**EST_CAPTIVATE_ELA9_NOAGG_2010: 2010 Value-Added Estimate for Captivate ELA Students - No Aggregates**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

*Location:* 3277-3282 (width: 6; decimal: 2)

Variable Type: numeric

**EST_CARE_ALG_2010: 2010 Value-Added Estimate for Care Algebra Students**

Based upon 370 valid cases out of 1,284 total cases.

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

*Location:* 3283-3288 (width: 6; decimal: 2)
**EST_CARE_ALG_NOAGG_2010: 2010 Value-Added Estimate for Care Algebra Students - No Aggregates**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

*Location*: 3289-3294 (width: 6; decimal: 2)

**EST_CARE_BIO_2010: 2010 Value-Added Estimate for Care Biology Students**

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.47

*Location*: 3295-3300 (width: 6; decimal: 2)

**EST_CARE_BIO_NOAGG_2010: 2010 Value-Added Estimate for Care Biology Students - No Aggregates**

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.04
- Mode: -0.05
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

*Location*: 3301-3306 (width: 6; decimal: 2)

**EST_CARE_ELA9_2010: 2010 Value-Added Estimate for Care ELA Students**

Based upon 401 valid cases out of 1,284 total cases.

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

*Location*: 3307-3312 (width: 6; decimal: 2)
**EST_CARE_ELA9_NOAGG_2010: 2010 Value-Added Estimate for Care ELA Students - No Aggregates**

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.05
- Mode: 0.14
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.44

*Location: 3313-3318 (width: 6; decimal: 2)*
*Variable Type: numeric*

**EST_CHALLENGE_ALG_2010: 2010 Value-Added Estimate for Challenge Algebra Students**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.06
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

*Location: 3319-3324 (width: 6; decimal: 2)*
*Variable Type: numeric*

**EST_CHALLENGE_ALG_NOAGG_2010: 2010 Value-Added Estimate for Challenge Algebra Students - No Aggregates**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.06
- Mode: 0.09
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

*Location: 3325-3330 (width: 6; decimal: 2)*
*Variable Type: numeric*

**EST_CHALLENGE_BIO_2010: 2010 Value-Added Estimate for Challenge Biology Students**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.06
- Mode: 0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.38

*Location: 3331-3336 (width: 6; decimal: 2)*
*Variable Type: numeric*
**EST_CHALLENGE_BIO_NOAGG_2010: 2010 Value-Added Estimate for Challenge Biology Students - No Aggregates**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.06
- Mode: 0.10
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

*Location: 3337-3342 (width: 6; decimal: 2)*  
*Variable Type: numeric*

**EST_CHALLENGE_ELA9_2010: 2010 Value-Added Estimate for Challenge ELA Students**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: 0.17
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

*Location: 3343-3348 (width: 6; decimal: 2)*  
*Variable Type: numeric*

**EST_CHALLENGE_ELA9_NOAGG_2010: 2010 Value-Added Estimate for Challenge ELA Students - No Aggregates**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.07
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

*Location: 3349-3354 (width: 6; decimal: 2)*  
*Variable Type: numeric*

**EST_CLARIFY_ALG_2010: 2010 Value-Added Estimate for Clarify Algebra Students**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.05
- Mode: 0.09
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.30

*Location: 3355-3360 (width: 6; decimal: 2)*  
*Variable Type: numeric*
EST_CLARIFY_ALG_NOAGG_2010: 2010 Value-Added Estimate for Clarify Algebra Students - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31

Location: 3361-3366 (width: 6; decimal: 2)
Variable Type: numeric

EST_CLARIFY_BIO_2010: 2010 Value-Added Estimate for Clarify Biology Students

Based upon 392 valid cases out of 1,284 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: 0.13
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.32

Location: 3367-3372 (width: 6; decimal: 2)
Variable Type: numeric

EST_CLARIFY_BIO_NOAGG_2010: 2010 Value-Added Estimate for Clarify Biology Students - No Aggregates

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.33

Location: 3373-3378 (width: 6; decimal: 2)
Variable Type: numeric

EST_CLARIFY_ELA9_2010: 2010 Value-Added Estimate for Clarify ELA Students

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: 0.10
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.30

Location: 3379-3384 (width: 6; decimal: 2)
Variable Type: numeric
EST_CLARIFY_ELA9_NOAGG_2010: 2010 Value-Added Estimate for Clarify ELA Students - No Aggregates

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: 0.10
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31

Location: 3385-3390 (width: 6; decimal: 2)
Variable Type: numeric

EST_COLLEGE_ALG_2010: 2010 Value-Added Estimate for College Algebra Students

Based upon 370 valid cases out of 1,284 total cases.

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

Location: 3391-3396 (width: 6; decimal: 2)
Variable Type: numeric

EST_COLLEGE_ALG_NOAGG_2010: 2010 Value-Added Estimate for College Algebra Students - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

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

Location: 3397-3402 (width: 6; decimal: 2)
Variable Type: numeric

EST_COLLEGE_BIO_2010: 2010 Value-Added Estimate for College Biology Students

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.18
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.43

Location: 3403-3408 (width: 6; decimal: 2)
Variable Type: numeric
EST_COLLEGE_BIO_NOAGG_2010: 2010 Value-Added Estimate for College Biology Students - No Aggregates

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.05
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.44

*Location*: 3409-3414 (width: 6; decimal: 2)

*Variable Type*: numeric

---

EST_COLLEGE_ELA9_2010: 2010 Value-Added Estimate for College ELA Students

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.01
- Mode: 0.24
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.39

*Location*: 3415-3420 (width: 6; decimal: 2)

*Variable Type*: numeric

---

EST_COLLEGE_ELA9_NOAGG_2010: 2010 Value-Added Estimate for College ELA Students - No Aggregates

Based upon 402 valid cases out of 1,284 total cases.

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

*Location*: 3421-3426 (width: 6; decimal: 2)

*Variable Type*: numeric

---

EST_COMPOSITE1_ALG_2010: 2010 Value-Added Estimate for Composite 1 Algebra Students

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: 0.15
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

*Location*: 3427-3432 (width: 6; decimal: 2)

*Variable Type*: numeric
EST_COMPOSITE1_ALG_NOAGG_2010: 2010 Value-Added Estimate for Composite 1 Algebra Students - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.04
- Mode: 0.11
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 3433-3438 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE1_BIO_2010: 2010 Value-Added Estimate for Composite 1 Biology Students

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: 0.08
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

Location: 3439-3444 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE1_BIO_NOAGG_2010: 2010 Value-Added Estimate for Composite 1 Biology Students - No Aggregates

Based upon 393 valid cases out of 1,284 total cases.

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

Location: 3445-3450 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE1_ELA9_2010: 2010 Value-Added Estimate for Composite 1 ELA Students

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

Location: 3451-3456 (width: 6; decimal: 2)
Variable Type: numeric
EST_COMPOSITE1_ELA9_NOAGG_2010: 2010 Value-Added Estimate for Composite 1 ELA Students - No Aggregates

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.05
- Mode: 0.13
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 3457-3462 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE2_ALG_2010: 2010 Value-Added Estimate for Composite 2 Algebra Students

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

Location: 3463-3468 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE2_ALG_NOAGG_2010: 2010 Value-Added Estimate for Composite 2 Algebra Students - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.03
- Mode: 0.14
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 3469-3474 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE2_BIO_2010: 2010 Value-Added Estimate for Composite 2 Biology Students

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 3475-3480 (width: 6; decimal: 2)
Variable Type: numeric
EST_COMPOSITE2_BIO_NOAGG_2010: 2010 Value-Added Estimate for Composite 2 Biology Students - No Aggregates

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 3481-3486 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE2_ELA9_2010: 2010 Value-Added Estimate for Composite 2 ELA Students

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 3487-3492 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE2_ELA9_NOAGG_2010: 2010 Value-Added Estimate for Composite 2 ELA Students - No Aggregates

Based upon 402 valid cases out of 1,284 total cases.

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

Location: 3493-3498 (width: 6; decimal: 2)
Variable Type: numeric

EST_CONFER_ALG_2010: 2010 Value-Added Estimate for Confer Algebra Students

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

Location: 3499-3504 (width: 6; decimal: 2)
Variable Type: numeric

EST_CONFER_ALG_NOAGG_2010: 2010 Value-Added Estimate for Confer Algebra Students - No Aggregates

- 137 -
Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.03
- Mode: 0.13
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 3505-3510 (width: 6; decimal: 2)
Variable Type: numeric

---

**EST_CONFER_BIO_2010: 2010 Value-Added Estimate for Confer Biology Students**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.05
- Mode: 0.13
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 3511-3516 (width: 6; decimal: 2)
Variable Type: numeric

---

**EST_CONFER_BIO_NOAGG_2010: 2010 Value-Added Estimate for Confer Biology Students - No Aggregates**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.03
- Mode: 0.15
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 3517-3522 (width: 6; decimal: 2)
Variable Type: numeric

---

**EST_CONFER_ELA9_2010: 2010 Value-Added Estimate for Confer ELA Students**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: -0.03
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.37

Location: 3523-3528 (width: 6; decimal: 2)
Variable Type: numeric
EST_CONFER_ELA9_NOAGG_2010: 2010 Value-Added Estimate for Confer ELA Students - No Aggregates

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.38

Location: 3529-3534 (width: 6; decimal: 2)
Variable Type: numeric

EST_CONSOLIDATE_ALG_2010: 2010 Value-Added Estimate for Consolidate Algebra Students

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: -0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 3535-3540 (width: 6; decimal: 2)
Variable Type: numeric

EST_CONSOLIDATE_ALG_NOAGG_2010: 2010 Value-Added Estimate for Consolidate Algebra Students - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.40

Location: 3541-3546 (width: 6; decimal: 2)
Variable Type: numeric

EST_CONSOLIDATE_BIO_2010: 2010 Value-Added Estimate for Consolidate Biology Students

Based upon 391 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: 0.28
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.43

Location: 3547-3552 (width: 6; decimal: 2)
Variable Type: numeric
EST_CONSOLIDATE_BIO_NOAGG_2010: 2010 Value-Added Estimate for Consolidate Biology Students - No Aggregates

Based upon 391 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.06
- Mode: 0.06
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.43

Location: 3553-3558 (width: 6; decimal: 2)
Variable Type: numeric

EST_CONSOLIDATE_ELA9_2010: 2010 Value-Added Estimate for Consolidate ELA Students

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: 0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 3559-3564 (width: 6; decimal: 2)
Variable Type: numeric

EST_CONSOLIDATE_ELA9_NOAGG_2010: 2010 Value-Added Estimate for Consolidate ELA Students - No Aggregates

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: -0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.40

Location: 3565-3570 (width: 6; decimal: 2)
Variable Type: numeric

EST_CONTROL_ALG_2010: 2010 Value-Added Estimate for Control Algebra Students

Based upon 370 valid cases out of 1,284 total cases.

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

Location: 3571-3576 (width: 6; decimal: 2)
Variable Type: numeric
**EST_CONTROL_ALG_NOAGG_2010: 2010 Value-Added Estimate for Control Algebra Students - No Aggregates**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.04
- Mode: 0.50
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.45

*Location:* 3577-3582 (width: 6; decimal: 2)
*Variable Type:* numeric

---

**EST_CONTROL_BIO_2010: 2010 Value-Added Estimate for Control Biology Students**

Based upon 392 valid cases out of 1,284 total cases.

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

*Location:* 3583-3588 (width: 6; decimal: 2)
*Variable Type:* numeric

---

**EST_CONTROL_BIO_NOAGG_2010: 2010 Value-Added Estimate for Control Biology Students - No Aggregates**

Based upon 392 valid cases out of 1,284 total cases.

- Mean: -0.02
- Median: 0.01
- Mode: 0.38
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

*Location:* 3589-3594 (width: 6; decimal: 2)
*Variable Type:* numeric

---

**EST_CONTROL_ELA9_2010: 2010 Value-Added Estimate for Control ELA Students**

Based upon 401 valid cases out of 1,284 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: -0.11
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.44

*Location:* 3595-3600 (width: 6; decimal: 2)
*Variable Type:* numeric
EST_CONTROL_ELA9_NOAGG_2010: 2010 Value-Added Estimate for Control ELA Students - No Aggregates

Based upon 401 valid cases out of 1,284 total cases.

- Mean: -0.01
- Median: 0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.45

Location: 3601-3606 (width: 6; decimal: 2)
Variable Type: numeric

EST_EFFORT_ALG_2010: 2010 Value-Added Estimate for Effort Algebra Students

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.02
- Mode: 0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31

Location: 3607-3612 (width: 6; decimal: 2)
Variable Type: numeric

EST_EFFORT_ALG_NOAGG_2010: 2010 Value-Added Estimate for Effort Algebra Students - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.02
- Mode: 0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

Location: 3613-3618 (width: 6; decimal: 2)
Variable Type: numeric

EST_EFFORT_BIO_2010: 2010 Value-Added Estimate for Effort Biology Students

Based upon 392 valid cases out of 1,284 total cases.

- Mean: -0.01
- Median: 0.00
- Mode: 0.05
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.34

Location: 3619-3624 (width: 6; decimal: 2)
Variable Type: numeric
EST_EFFORT_BIO_NOAGG_2010: 2010 Value-Added Estimate for Effort Biology Students - No Aggregates

Based upon 392 valid cases out of 1,284 total cases.

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

Location: 3625-3630 (width: 6; decimal: 2)
Variable Type: numeric

EST_EFFORT_ELA9_2010: 2010 Value-Added Estimate for Effort ELA Students

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.01
- Mode: 0.08
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.30

Location: 3631-3636 (width: 6; decimal: 2)
Variable Type: numeric

EST_EFFORT_ELA9_NOAGG_2010: 2010 Value-Added Estimate for Effort ELA Students - No Aggregates

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.01
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.31

Location: 3637-3642 (width: 6; decimal: 2)
Variable Type: numeric

EST_HIC_ALG_2010: 2010 Value-Added: Estimate for Happy in Class Algebra

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.02
- Mode: -0.09
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.46

Location: 3643-3648 (width: 6; decimal: 2)
Variable Type: numeric
EST_HIC_ALG_NOAGG_2010: 2010 Value-Added: Estimate for Happy in Class Algebra - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.46

Location: 3649-3654 (width: 6; decimal: 2)
Variable Type: numeric

EST_HIC_BIO_2010: 2010 Value-Added: Estimate for Happy in Class Biology

Based upon 390 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.01
- Mode: 0.22
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.49

Location: 3655-3660 (width: 6; decimal: 2)
Variable Type: numeric

EST_HIC_BIO_NOAGG_2010: 2010 Value-Added: Estimate for Happy in Class Biology - No Aggregates

Based upon 390 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.50

Location: 3661-3666 (width: 6; decimal: 2)
Variable Type: numeric

EST_HIC_ELA9_2010: 2010 Value-Added: Estimate for Happy in Class ELA

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.02
- Mode: 0.02
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

Location: 3667-3672 (width: 6; decimal: 2)
Variable Type: numeric
**EST_HIC_ELA9_NOAGG_2010: 2010 Value-Added: Estimate for Happy in Class ELA - No Aggregates**

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.03
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.48

*Location*: 3673-3678 (width: 6; decimal: 2)
*Variable Type*: numeric

**EST_READ_ALG_2010: 2010 Value-Added: Estimate for Read at Home Algebra**

Based upon 369 valid cases out of 1,284 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: 0.13
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.37

*Location*: 3679-3684 (width: 6; decimal: 2)
*Variable Type*: numeric

**EST_READ_ALG_NOAGG_2010: 2010 Value-Added: Estimate for Read at Home Algebra - No Aggregates**

Based upon 369 valid cases out of 1,284 total cases.

- Mean: -0.01
- Median: 0.00
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.38

*Location*: 3685-3690 (width: 6; decimal: 2)
*Variable Type*: numeric

**EST_READ_BIO_2010: 2010 Value-Added: Estimate for Read at Home Biology**

Based upon 389 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: -0.01
- Mode: -0.09
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.35

*Location*: 3691-3696 (width: 6; decimal: 2)
*Variable Type*: numeric
**EST_READ_BIO_NOAGG_2010: 2010 Value-Added: Estimate for Read at Home Biology - No Aggregates**

Based upon 389 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: -0.02
- Mode: -0.17
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.36

*Location*: 3697-3702 (width: 6; decimal: 2)
*Variable Type*: numeric

**EST_READ_ELA9_2010: 2010 Value-Added: Estimate for Read at Home ELA**

Based upon 400 valid cases out of 1,284 total cases.

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

*Location*: 3703-3708 (width: 6; decimal: 2)
*Variable Type*: numeric

**EST_READ_ELA9_NOAGG_2010: 2010 Value-Added: Estimate for Read at Home ELA - No Aggregates**

Based upon 400 valid cases out of 1,284 total cases.

- Mean: -0.01
- Median: 0.00
- Mode: -0.21
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.38

*Location*: 3709-3714 (width: 6; decimal: 2)
*Variable Type*: numeric

**EST_STRICTNESS_ALG_2010: 2010 Value-Added: Estimate for Strictness Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: 0.36
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

*Location*: 3715-3720 (width: 6; decimal: 2)
*Variable Type*: numeric
EST_STRICTNESS_ALG_NOAGG_2010: 2010 Value-Added: Estimate for Strictness - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.05
- Mode: 0.15
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 3721-3726 (width: 6; decimal: 2)
Variable Type: numeric

EST_STRICTNESS_BIO_2010: 2010 Value-Added: Estimate for Strictness Biology

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.24
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 3727-3732 (width: 6; decimal: 2)
Variable Type: numeric

EST_STRICTNESS_BIO_NOAGG_2010: 2010 Value-Added: Estimate for Strictness Biology - No Aggregates

Based upon 393 valid cases out of 1,284 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: -0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 3733-3738 (width: 6; decimal: 2)
Variable Type: numeric

EST_STRICTNESS_ELA9_2010: 2010 Value-Added: Estimate for Strictness ELA

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 3739-3744 (width: 6; decimal: 2)
Variable Type: numeric

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: 0.22
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

Location: 3745-3750 (width: 6; decimal: 2)
Variable Type: numeric

EST_SUPPORT_ALG_2010: 2010 Value-Added: Estimate for Support Algebra

Based upon 370 valid cases out of 1,284 total cases.

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

Location: 3751-3756 (width: 6; decimal: 2)
Variable Type: numeric

EST_SUPPORT_ALG_NOAGG_2010: 2010 Value-Added: Estimate for Support Algebra - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.03
- Mode: -0.01
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

Location: 3757-3762 (width: 6; decimal: 2)
Variable Type: numeric

EST_SUPPORT_BIO_2010: 2010 Value-Added: Estimate for Support Biology

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: 0.43
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 3763-3768 (width: 6; decimal: 2)
Variable Type: numeric
EST_SUPPORT_BIO_NOAGG_2010: 2010 Value-Added: Estimate for Support Biology - No Aggregates

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.05
- Mode: 0.19
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.40

Location: 3769-3774 (width: 6; decimal: 2)
Variable Type: numeric

EST_SUPPORT_ELA9_2010: 2010 Value-Added: Estimate for Support ELA

Based upon 402 valid cases out of 1,284 total cases.

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

Location: 3775-3780 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.04
- Mode: 0.17
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 3781-3786 (width: 6; decimal: 2)
Variable Type: numeric

EST_TEST_PREP_ALG_2010: 2010 Value-Added: Estimate for Test Prep Algebra

Based upon 370 valid cases out of 1,284 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: 0.28
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

Location: 3787-3792 (width: 6; decimal: 2)
Variable Type: numeric

**EST_TEST_PREP_ALG_NOAGG_2010: 2010 Value-Added: Estimate for Test Prep Algebra - No Aggregates**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: -0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 3793-3798 (width: 6; decimal: 2)

Variable Type: numeric

**EST_TEST_PREP_BIO_2010: 2010 Value-Added: Estimate for Test Prep Biology**

Based upon 391 valid cases out of 1,284 total cases.

- Mean: 0.00
- Median: 0.02
- Mode: 0.07
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

Location: 3799-3804 (width: 6; decimal: 2)

Variable Type: numeric

**EST_TEST_PREP_BIO_NOAGG_2010: 2010 Value-Added: Estimate for Test Prep Biology - No Aggregates**

Based upon 391 valid cases out of 1,284 total cases.

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

Location: 3805-3810 (width: 6; decimal: 2)

Variable Type: numeric

**EST_TEST_PREP_ELA9_2010: 2010 Value-Added: Estimate for Test Prep ELA**

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.01
- Median: 0.02
- Mode: -0.24
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37
EST_TEST_PREP_ELA9_NOAGG_2010: 2010 Value-Added: Estimate for Test Prep ELA - No Aggregates

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.02
- Median: 0.02
- Mode: 0.15
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

G_ALGEBRA1_2010: 2010 Value-Added: Grades for Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>942</td>
<td>73.4 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>25</td>
<td>1.9 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>182</td>
<td>14.2 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>135</td>
<td>10.5 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

G_ALGEBRA1_NOAGG_2010: 2010 Value-Added: Grades for Algebra - 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>942</td>
<td>73.4 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>25</td>
<td>1.9 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>182</td>
<td>14.2 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>135</td>
<td>10.5 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

G_BIOLOGY_2010: 2010 Value-Added: Grades for Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>916</td>
<td>71.3 %</td>
</tr>
</tbody>
</table>

Location: 3811-3816 (width: 6; decimal: 2)
Variable Type: numeric

Location: 3817-3822 (width: 6; decimal: 2)
Variable Type: numeric

Location: 3823-3912 (width: 90; decimal: 0)
Variable Type: character

Location: 3913-4002 (width: 90; decimal: 0)
Variable Type: character
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>-</td>
<td>70</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>85</td>
<td>6.6 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>213</td>
<td>16.6 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 4003-4092 (width: 90; decimal: 0)
Variable Type: character

---

**G_BIOLOGY_NOAGG_2010: 2010 Value-Added: Grades for Biology - 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>916</td>
<td>71.3 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>70</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>85</td>
<td>6.6 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>213</td>
<td>16.6 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 4093-4182 (width: 90; decimal: 0)
Variable Type: character

---

**G_CAPTIVATE_ALG_2010: 2010 Value-Added: Grades for Captive Algebra**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 4183-4272 (width: 90; decimal: 0)
Variable Type: character

---

**G_CAPTIVATE_ALG_NOAGG_2010: 2010 Value-Added: Grades for Captive Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
</tbody>
</table>


<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>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 4273-4362 (width: 90; decimal: 0)
**Variable Type:** character

**G_CAPTIVATE_BIO_2010: 2010 Value-Added: Grades for Captive Biology**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 4363-4452 (width: 90; decimal: 0)
**Variable Type:** character

**G_CAPTIVATE_BIO_NOAGG_2010: 2010 Value-Added: Grades for Captive Biology - 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>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 4453-4542 (width: 90; decimal: 0)
**Variable Type:** character

**G_CAPTIVATE_ELA9_2010: 2010 Value-Added: Grades for Captive 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>882</td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 4543-4632 (width: 90; decimal: 0)
**Variable Type:** character
### G_CAPTIVATE_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Captive ELA - 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>882</td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 4633-4722 (width: 90; decimal: 0)*
*Variable Type: character*

### G_CARE_ALG_2010: 2010 Value-Added: Grades for Care Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>224</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>124</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 4723-4812 (width: 90; decimal: 0)*
*Variable Type: character*

### G_CARE_ALG_NOAGG_2010: 2010 Value-Added: Grades for Care Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>224</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>124</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 4813-4902 (width: 90; decimal: 0)*
*Variable Type: character*

### G_CARE_BIO_2010: 2010 Value-Added: Grades for Care Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>892</td>
<td>69.5 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>115</td>
<td>9.0 %</td>
</tr>
</tbody>
</table>

- 154 -
### G_HISTORY_DATE

#### Variable Type:
- character

#### Value Label:
- 16.0 %

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,10</td>
<td>-</td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,284 100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 4903-4992 (width: 90; decimal: 0)*

*Variable Type: character*

### G_CARE_BIO_NOAGG_2010: 2010 Value-Added: Grades for Care Biology - No Aggregates

#### Variable Type:
- character

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>892</td>
<td>69.5 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>115</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,284 100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 4993-5082 (width: 90; decimal: 0)*

*Variable Type: character*

### G_CARE_ELA9_2010: 2010 Value-Added: Grades for Care ELA

#### Variable Type:
- character

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>883</td>
<td>68.8 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>364</td>
<td>28.3 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,284 100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 5083-5172 (width: 90; decimal: 0)*

*Variable Type: character*

### G_CARE_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Care ELA - No Aggregates

#### Variable Type:
- character

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>883</td>
<td>68.8 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>364</td>
<td>28.3 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,284 100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 5173-5262 (width: 90; decimal: 0)*
### G_CHALLENGE_ALG_2010: 2010 Value-Added: Grades for Challenge Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 5263-5352 (width: 90; decimal: 0)

### G_CHALLENGE_ALG_NOAGG_2010: 2010 Value-Added: Grades for Challenge Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 5353-5442 (width: 90; decimal: 0)

### G_CHALLENGE_BIO_2010: 2010 Value-Added: Grades for Challenge Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 5443-5532 (width: 90; decimal: 0)

### G_CHALLENGE_BIO_NOAGG_2010: 2010 Value-Added: Grades for Challenge Biology - 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>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 5443-5532 (width: 90; decimal: 0)
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location:* 5533-5622 (width: 90; decimal: 0)
*Variable Type:* character

### G_CHALLENGE_ELA9_2010: 2010 Value-Added: Grades for Challenge 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>882</td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location:* 5623-5712 (width: 90; decimal: 0)
*Variable Type:* character

### G_CHALLENGE_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Challenge ELA - 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>882</td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location:* 5713-5802 (width: 90; decimal: 0)
*Variable Type:* character

### G_CLARIFY_ALG_2010: 2010 Value-Added: Grades for Clarify Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>223</td>
<td>17.4 %</td>
</tr>
</tbody>
</table>

- 157 -
Based upon 1,284 valid cases out of 1,284 total cases.

Location: 5803-5892 (width: 90; decimal: 0)
Variable Type: character

### G_CLARIFY_ALG_NOAGG_2010: 2010 Value-Added: Grades for Clarify Algebra - 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>914</td>
<td>71.2%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 5893-5982 (width: 90; decimal: 0)
Variable Type: character

### G_CLARIFY_BIO_2010: 2010 Value-Added: Grades for Clarify Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>892</td>
<td>69.5%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>205</td>
<td>16.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 5983-6072 (width: 90; decimal: 0)
Variable Type: character

### G_CLARIFY_BIO_NOAGG_2010: 2010 Value-Added: Grades for Clarify Biology - 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>892</td>
<td>69.5%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>205</td>
<td>16.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 6073-6162 (width: 90; decimal: 0)
### G_CLARIFY_ELA9_2010: 2010 Value-Added: Grades for Clarify 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>883</td>
<td>68.8 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>364</td>
<td>28.3 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 6163-6252 (width: 90; decimal: 0)

### G_CLARIFY_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Clarify ELA - 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>883</td>
<td>68.8 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>364</td>
<td>28.3 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 6253-6342 (width: 90; decimal: 0)

### G_COLLEGE_ALG_2010: 2010 Value-Added: Grades for College Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 6343-6432 (width: 90; decimal: 0)

### G_COLLEGE_ALG_NOAGG_2010: 2010 Value-Added: Grades for College Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
</tbody>
</table>

- 159 -
Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 6433-6522 (width: 90; decimal: 0)*

*Variable Type: character*

### G_COLLEGE_BIO_2010: 2010 Value-Added: Grades for College Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 6523-6612 (width: 90; decimal: 0)*

*Variable Type: character*

### G_COLLEGE_BIO_NOAGG_2010: 2010 Value-Added: Grades for College Biology - No Aggregates

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>891</td>
<td>69.4 %</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 6613-6702 (width: 90; decimal: 0)*

*Variable Type: character*

### G_COLLEGE_ELA9_2010: 2010 Value-Added: Grades for College ELA

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>882</td>
<td>68.7 %</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

- 160 -
Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 6703-6792 (width: 90; decimal: 0)
**Variable Type:** character

### G_COLLEGE_ELA9_NOAGG_2010: 2010 Value-Added: Grades for College ELA - 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>882</td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 6793-6882 (width: 90; decimal: 0)
**Variable Type:** character

### G_COMPOSITE1_ALG_2010: 2010 Value-Added: Grades for Composite 1 Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 6883-6972 (width: 90; decimal: 0)
**Variable Type:** character

### G_COMPOSITE1_ALG_NOAGG_2010: 2010 Value-Added: Grades for Composite 1 Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 6973-7062 (width: 90; decimal: 0)
**Variable Type:** character

### G_COMPOSITE1_BIO_2010: 2010 Value-Added: Grades for Composite 1 Biology

- 161 -
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>891</td>
<td>69.4%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>116</td>
<td>9.0%</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 7063-7152 (width: 90; decimal: 0)*

*Variable Type: character*

### G_COMPOSITE1_BIO_NOAGG_2010: 2010 Value-Added: Grades for Composite 1 Biology - 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>882</td>
<td>68.7%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>365</td>
<td>28.4%</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 7153-7242 (width: 90; decimal: 0)*

*Variable Type: character*

### G_COMPOSITE1_ELA9_2010: 2010 Value-Added: Grades for Composite 1 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>882</td>
<td>68.7%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>365</td>
<td>28.4%</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 7243-7332 (width: 90; decimal: 0)*

*Variable Type: character*

### G_COMPOSITE1_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Composite 1 ELA - 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>882</td>
<td>68.7%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>365</td>
<td>28.4%</td>
</tr>
</tbody>
</table>

- 162 -
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 7333-7422 (width: 90; decimal: 0)*  
*Variable Type: character*

## G_COMPOSITE2_ALG_2010: 2010 Value-Added: Grades for Composite 2 Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 7423-7512 (width: 90; decimal: 0)*  
*Variable Type: character*

## G_COMPOSITE2_ALG_NOAGG_2010: 2010 Value-Added: Grades for Composite 2 Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 7513-7602 (width: 90; decimal: 0)*  
*Variable Type: character*

## G_COMPOSITE2_BIO_2010: 2010 Value-Added: Grades for Composite 2 Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.
### G_COMPOSITE2_BIO_NOAGG_2010: 2010 Value-Added: Grades for Composite 2 Biology - 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>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

### G_COMPOSITE2_ELA9_2010: 2010 Value-Added: Grades for Composite 2 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>882</td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

### G_COMPOSITE2_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Composite 2 ELA - 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>882</td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

### G_CONFER_ALG_2010: 2010 Value-Added: Grades for Confer Algebra
### G_CONFER_ALG_NOAGG_2010: 2010 Value-Added: Grades for Confer Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 7963-8052 (width: 90; decimal: 0)*  
*Variable Type: character*

### G_CONFER_BIO_2010: 2010 Value-Added: Grades for Confer Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 8053-8142 (width: 90; decimal: 0)*  
*Variable Type: character*

### G_CONFER_BIO_NOAGG_2010: 2010 Value-Added: Grades for Confer Biology - 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>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>206</td>
<td>16.0 %</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 8143-8232 (width: 90; decimal: 0)*  
*Variable Type: character*
### G_CONFER_ELA9_2010: 2010 Value-Added: Grades for Confer 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></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 8233-8322 (width: 90; decimal: 0)
Variable Type: character

### G_CONFER_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Confer ELA - 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></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 8323-8412 (width: 90; decimal: 0)
Variable Type: character

### G_CONSOLIDATE_ALG_2010: 2010 Value-Added: Grades for Consolidate Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 8503-8592 (width: 90; decimal: 0)
Variable Type: character
### G_CONSOLIDATE_ALG_NOAGG_2010: 2010 Value-Added: Grades for Consolidate Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 8593-8682 (width: 90; decimal: 0)*

*Variable Type: character*

### G_CONSOLIDATE_BIO_2010: 2010 Value-Added: Grades for Consolidate Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>893</td>
<td>69.5 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>72</td>
<td>5.6 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>115</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>204</td>
<td>15.9 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 8683-8772 (width: 90; decimal: 0)*

*Variable Type: character*

### G_CONSOLIDATE_BIO_NOAGG_2010: 2010 Value-Added: Grades for Consolidate Biology - 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>893</td>
<td>69.5 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>72</td>
<td>5.6 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>115</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>204</td>
<td>15.9 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 8773-8862 (width: 90; decimal: 0)*

*Variable Type: character*

### G_CONSOLIDATE_ELA9_2010: 2010 Value-Added: Grades for Consolidate 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>883</td>
<td>68.8 %</td>
</tr>
</tbody>
</table>
### G_CONsolidate_ELA9_NOAgG_2010: 2010 Value-Added: Grades for Consolidate ELA - No Aggregates

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>364</td>
<td>28.3%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 8863-8952 (width: 90; decimal: 0)

**Variable Type:** character

### G_CONTROL_ALG_2010: 2010 Value-Added: Grades for Control Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>364</td>
<td>28.3%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 8953-9042 (width: 90; decimal: 0)

**Variable Type:** character

### G_CONTROL_ALG_NOAgG_2010: 2010 Value-Added: Grades for Control Algebra - No Aggregates

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>1.7%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>22</td>
<td>17.4%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 9043-9132 (width: 90; decimal: 0)

**Variable Type:** character
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 9133-9222 (width: 90; decimal: 0)*

*Variable Type: character*

### G_CONTROL_BIO_2010: 2010 Value-Added: Grades for Control Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>892</td>
<td>69.5 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>115</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 9223-9312 (width: 90; decimal: 0)*

*Variable Type: character*

### G_CONTROL_BIO_NOAGG_2010: 2010 Value-Added: Grades for Control Biology - 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>892</td>
<td>69.5 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>115</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 9313-9402 (width: 90; decimal: 0)*

*Variable Type: character*

### G_CONTROL_ELA9_2010: 2010 Value-Added: Grades for Control 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>883</td>
<td>68.8 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>364</td>
<td>28.3 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 9403-9492 (width: 90; decimal: 0)*

*Variable Type: character*
### G_CONTROL_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Control ELA - 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>883</td>
<td>68.8 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>364</td>
<td>28.3 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,284</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 9493-9582 (width: 90; decimal: 0)*  
*Variable Type: character*

### G_EFFORT_ALG_2010: 2010 Value-Added: Grades for Effort Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>224</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>124</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,284</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 9583-9672 (width: 90; decimal: 0)*  
*Variable Type: character*

### G_EFFORT_ALG_NOAGG_2010: 2010 Value-Added: Grades for Effort Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>224</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>124</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,284</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 9673-9762 (width: 90; decimal: 0)*  
*Variable Type: character*

### G_EFFORT_BIO_2010: 2010 Value-Added: Grades for Effort Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>892</td>
<td>69.5 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
</tbody>
</table>

*Location: 9801-9890 (width: 90; decimal: 0)*  
*Variable Type: character*
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,10</td>
<td>-</td>
<td>205</td>
<td>16.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 9763-9852 (width: 90; decimal: 0)

**Variable Type:** character

---

**G_EFFORT_BIO_NOAGG_2010: 2010 Value-Added: Grades for Effort Biology - 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>892</td>
<td>69.5%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>205</td>
<td>16.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 9853-9942 (width: 90; decimal: 0)

**Variable Type:** character

---

**G_EFFORT_ELA9_2010: 2010 Value-Added: Grades for Effort 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>883</td>
<td>68.8%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>364</td>
<td>28.3%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 9943-10032 (width: 90; decimal: 0)

**Variable Type:** character

---

**G_EFFORT_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Effort ELA - 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>883</td>
<td>68.8%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>364</td>
<td>28.3%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 10033-10122 (width: 90; decimal: 0)
### G_ELA9_2010: 2010 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>902</td>
<td>70.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>337</td>
<td>26.2 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>43</td>
<td>3.3 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 10123-10212 (width: 90; decimal: 0)

**Variable Type:** character

### G_ELA9_NOAGG_2010: 2010 Value-Added: Grades for ELA - 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>902</td>
<td>70.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>337</td>
<td>26.2 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>43</td>
<td>3.3 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 10213-10302 (width: 90; decimal: 0)

**Variable Type:** character

### G_HIC_ALG_2010: 2010 Value-Added: Grades for Happy in Class Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>232</td>
<td>18.1 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 10303-10392 (width: 90; decimal: 0)

**Variable Type:** character

### G_HIC_ALG_NOAGG_2010: 2010 Value-Added: Grades for Happy in Class Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
</tbody>
</table>
### G_HIC_BIO_2010: 2010 Value-Added: Grades for Happy in Class Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>894</td>
<td>69.6 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>203</td>
<td>15.8 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 10393-10482 (width: 90; decimal: 0)*

*Variable Type: character*

### G_HIC_BIO_NOAGG_2010: 2010 Value-Added: Grades for Happy in Class Biology - 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>894</td>
<td>69.6 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>203</td>
<td>15.8 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 10483-10572 (width: 90; decimal: 0)*

*Variable Type: character*

### G_HIC_ELA9_2010: 2010 Value-Added: Grades for Happy in Class 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>884</td>
<td>68.8 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>1</td>
<td>0.1 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>34</td>
<td>2.6 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

- 173 -
Based upon 1,284 valid cases out of 1,284 total cases.

**G_HIC_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Happy in Class ELA - 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>884</td>
<td>68.8 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>1</td>
<td>0.1 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>34</td>
<td>2.6 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**G_READ_ALG_2010: 2010 Value-Added: Grades for Read at Home Algebra**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>915</td>
<td>71.3 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>21</td>
<td>1.6 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>229</td>
<td>17.8 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>119</td>
<td>9.3 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**G_READ_ALG_NOAGG_2010: 2010 Value-Added: Grades for Read at Home Algebra - 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>915</td>
<td>71.3 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>21</td>
<td>1.6 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>229</td>
<td>17.8 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>119</td>
<td>9.3 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**G_READ_BIO_2010: 2010 Value-Added: Grades for Read at Home Biology**

...
### G_READ_BIO_NOAGG_2010: 2010 Value-Added: Grades for Read at Home Biology - 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>895</td>
<td>69.7%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>72</td>
<td>5.6%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>117</td>
<td>9.1%</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>200</td>
<td>15.6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 11023-11112 (width: 90; decimal: 0)

**Variable Type:** character

---

### G_READ_ELA9_2010: 2010 Value-Added: Grades for Read at Home 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>884</td>
<td>68.8%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>364</td>
<td>28.3%</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>35</td>
<td>2.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 11203-11292 (width: 90; decimal: 0)

**Variable Type:** character

---

### G_READ_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Read at Home ELA - 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>884</td>
<td>68.8%</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>364</td>
<td>28.3%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 11203-11292 (width: 90; decimal: 0)

**Variable Type:** character
Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 11293-11382 (width: 90; decimal: 0)
*Variable Type:* character

### G_STRICTNESS_ALG_2010: 2010 Value-Added: Grades for Strictness Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 11383-11472 (width: 90; decimal: 0)
*Variable Type:* character

### G_STRICTNESS_ALG_NOAGG_2010: 2010 Value-Added: Grades for Strictness Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**Location:** 11473-11562 (width: 90; decimal: 0)
*Variable Type:* character

### G_STRICTNESS_BIO_2010: 2010 Value-Added: Grades for Strictness Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.
### G_STRICTNESS_BIO_NOAGG_2010: 2010 Value-Added: Grades for Strictness Biology - 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>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,284 100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

### G_STRICTNESS_ELA9_2010: 2010 Value-Added: Grades for Strictness 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>882</td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,284 100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

### G_STRICTNESS_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Strictness ELA - 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>882</td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>365</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,284 100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

### G_SUPPORT_ALG_2010: 2010 Value-Added: Grades for Support Algebra
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 11923-12012 (width: 90; decimal: 0)
Variable Type: character

---

**G_SUPPORT_ALG_NOAGG_2010: 2010 Value-Added: Grades for Support Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 12013-12102 (width: 90; decimal: 0)
Variable Type: character

---

**G_SUPPORT_BIO_2010: 2010 Value-Added: Grades for Support Biology**

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 12103-12192 (width: 90; decimal: 0)
Variable Type: character

---

**G_SUPPORT_BIO_NOAGG_2010: 2010 Value-Added: Grades for Support Biology - 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>891</td>
<td>69.4 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>116</td>
<td>9.0 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>206</td>
<td>16.0 %</td>
</tr>
</tbody>
</table>

- 178 -
<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>% Unweighted Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>-</td>
<td>68.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>2.7 %</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 12193-12282 (width: 90; decimal: 0)

Variable Type: character

### G_SUPPORT_ELA9_2010: 2010 Value-Added: Grades for Support ELA

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>% Unweighted Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>2.7 %</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 12283-12372 (width: 90; decimal: 0)

Variable Type: character

### G_SUPPORT_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Support ELA - No Aggregates

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>% Unweighted Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>68.7 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>28.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>2.7 %</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 12373-12462 (width: 90; decimal: 0)

Variable Type: character

### G_TEST_PREP_ALG_2010: 2010 Value-Added: Grades for Test Prep Algebra

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>% Unweighted Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>9.7 %</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

Location: 12463-12552 (width: 90; decimal: 0)

Variable Type: character
## G_TEST_PREP_ALG_NOAGG_2010: 2010 Value-Added: Grades for Test Prep Algebra - 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>914</td>
<td>71.2 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>22</td>
<td>1.7 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>223</td>
<td>17.4 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>125</td>
<td>9.7 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 12553-12642 (width: 90; decimal: 0)*  
*Variable Type: character*

## G_TEST_PREP_BIO_2010: 2010 Value-Added: Grades for Test Prep Biology

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>893</td>
<td>69.5 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>114</td>
<td>8.9 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 12643-12732 (width: 90; decimal: 0)*  
*Variable Type: character*

## G_TEST_PREP_BIO_NOAGG_2010: 2010 Value-Added: Grades for Test Prep Biology - 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>893</td>
<td>69.5 %</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>71</td>
<td>5.5 %</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>114</td>
<td>8.9 %</td>
</tr>
<tr>
<td>9,10</td>
<td></td>
<td>206</td>
<td>16.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,284</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

*Location: 12733-12822 (width: 90; decimal: 0)*  
*Variable Type: character*

## G_TEST_PREP_ELA9_2010: 2010 Value-Added: Grades for Test Prep 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>883</td>
<td>68.8 %</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>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>364</td>
<td>28.3 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**G_TEST_PREP_ELA9_NOAGG_2010: 2010 Value-Added: Grades for Test Prep ELA - 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>883</td>
<td>68.8 %</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>2</td>
<td>0.2 %</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>364</td>
<td>28.3 %</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>35</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,284</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 1,284 valid cases out of 1,284 total cases.

**N_CAPTIVATE_ALG_2010: 2010 Value-Added: Number of students for Captive Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.20
- Median: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.38

**N_CAPTIVATE_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Captive Algebra - No Aggregate**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.20
- Median: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.38
N_CAPTIVATE_BIO_2010: 2010 Value-Added: Number of students for Captive Biology

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 14.65
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.45

Location: 13007-13008 (width: 2; decimal: 0)
Variable Type: numeric

N_CAPTIVATE_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Captive Biology - No Aggregate

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 14.65
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.45

Location: 13009-13010 (width: 2; decimal: 0)
Variable Type: numeric

N_CAPTIVATE_ELA9_2010: 2010 Value-Added: Number of students for Captive ELA

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.79
• Median: 15.00
• Mode: 19.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.21

Location: 13011-13012 (width: 2; decimal: 0)
Variable Type: numeric

N_CAPTIVATE_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Captive ELA - No Aggregate

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.79
• Median: 15.00
• Mode: 19.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.21

Location: 13013-13014 (width: 2; decimal: 0)
Variable Type: numeric

**N_CARE_ALG_2010: 2010 Value-Added: Number of students for Care Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.08
- Median: 12.00
- Mode: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.35

*Location:* 13015-13016 (width: 2; decimal: 0)

Variable Type: numeric

**N_CARE_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Care Algebra - No Aggregate**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.08
- Median: 12.00
- Mode: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.35

*Location:* 13017-13018 (width: 2; decimal: 0)

Variable Type: numeric

**N_CARE_BIO_2010: 2010 Value-Added: Number of students for Care Biology**

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 14.54
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 7.42

*Location:* 13019-13020 (width: 2; decimal: 0)

Variable Type: numeric

**N_CARE_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Care Biology - No Aggregate**

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 14.54
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 7.42
N_CARE_ELA9_2010: 2010 Value-Added: Number of students for Care ELA

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 14.68
- Median: 15.00
- Mode: 15.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.19

N_CARE_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Care ELA - No Aggregate

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 14.68
- Median: 15.00
- Mode: 15.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.19

N_CHALLENGE_ALG_2010: 2010 Value-Added: Number of students for Challenge Algebra

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.17
- Median: 12.00
- Mode: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.39

N_CHALLENGE_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Challenge Algebra - No Aggregate

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.17
- Median: 12.00
- Mode: 12.00
- Minimum: 1
- Maximum: 39
• Standard Deviation: 6.39

Location: 13029-13030 (width: 2; decimal: 0)
Variable Type: numeric

N_CHALLENGE_BIO_2010: 2010 Value-Added: Number of students for Challenge Biology

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 14.62
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.45

Location: 13031-13032 (width: 2; decimal: 0)
Variable Type: numeric

N_CHALLENGE_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Challenge Biology
- No Aggregate

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 14.62
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.45

Location: 13033-13034 (width: 2; decimal: 0)
Variable Type: numeric

N_CHALLENGE_ELA9_2010: 2010 Value-Added: Number of students for Challenge ELA

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.77
• Median: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.21

Location: 13035-13036 (width: 2; decimal: 0)
Variable Type: numeric

N_CHALLENGE_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Challenge ELA
- No Aggregate

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.77
• Median: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.21

Location: 13037-13038 (width: 2; decimal: 0)
Variable Type: numeric

**N_CLARIFY_ALG_2010: 2010 Value-Added: Number of students for Clarify Algebra**

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 12.12
• Median: 12.00
• Mode: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.37

Location: 13039-13040 (width: 2; decimal: 0)
Variable Type: numeric

**N_CLARIFY_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Clarify Algebra - No Aggregate**

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 12.12
• Median: 12.00
• Mode: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.37

Location: 13041-13042 (width: 2; decimal: 0)
Variable Type: numeric

**N_CLARIFY_BIO_2010: 2010 Value-Added: Number of students for Clarify Biology**

Based upon 392 valid cases out of 1,284 total cases.

• Mean: 14.59
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.41

Location: 13043-13044 (width: 2; decimal: 0)
Variable Type: numeric

**N_CLARIFY_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Clarify Biology - No Aggregate**

Based upon 392 valid cases out of 1,284 total cases.

• Mean: 14.59
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.41

Location: 13045-13046 (width: 2; decimal: 0)
Variable Type: numeric

N_CLARIFY_ELA9_2010: 2010 Value-Added: Number of students for Clarify ELA

Based upon 401 valid cases out of 1,284 total cases.

• Mean: 14.72
• Median: 15.00
• Mode: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.22

Location: 13047-13048 (width: 2; decimal: 0)
Variable Type: numeric

N_CLARIFY_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Clarify ELA - No Aggregate

Based upon 401 valid cases out of 1,284 total cases.

• Mean: 14.72
• Median: 15.00
• Mode: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.22

Location: 13049-13050 (width: 2; decimal: 0)
Variable Type: numeric

N_COLLEGE_ALG_2010: 2010 Value-Added: Number of students for College Algebra

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 12.15
• Median: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.36

Location: 13051-13052 (width: 2; decimal: 0)
Variable Type: numeric

N_COLLEGE_ALG_NOAGG_2010: 2010 Value-Added: Number of students for College Algebra - No Aggregate

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 12.15
• Median: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.36

Location: 13053-13054 (width: 2; decimal: 0)
Variable Type: numeric

N_COLLEGE_BIO_2010: 2010 Value-Added: Number of students for College Biology

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 14.57
• Median: 14.00
• Mode: 14.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.42

Location: 13055-13056 (width: 2; decimal: 0)
Variable Type: numeric

N_COLLEGE_BIO_NOAGG_2010: 2010 Value-Added: Number of students for College Biology - No Aggregate

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 14.57
• Median: 14.00
• Mode: 14.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.42

Location: 13057-13058 (width: 2; decimal: 0)
Variable Type: numeric

N_COLLEGE_ELA9_2010: 2010 Value-Added: Number of students for College ELA

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.71
• Median: 15.00
• Mode: 19.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.19

Location: 13059-13060 (width: 2; decimal: 0)
Variable Type: numeric

N_COLLEGE_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for College ELA - No Aggregate

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.71
**N_COMPOSITE1_ALG_2010: 2010 Value-Added: Number of students for Composite 1 Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.21
- Median: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.38

**Location:** 13063-13064 (width: 2; decimal: 0)

**Variable Type:** numeric

**N_COMPOSITE1_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Composite 1 Algebra - No Aggregate**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.21
- Median: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.38

**Location:** 13065-13066 (width: 2; decimal: 0)

**Variable Type:** numeric

**N_COMPOSITE1_BIO_2010: 2010 Value-Added: Number of students for Composite 1 Biology**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 14.65
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 7.45

**Location:** 13067-13068 (width: 2; decimal: 0)

**Variable Type:** numeric

**N_COMPOSITE1_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Composite 1 Biology - No Aggregate**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 14.65
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.45

Location: 13069-13070 (width: 2; decimal: 0)
Variable Type: numeric

**N_COMPOSITE1_ELA9_2010: 2010 Value-Added: Number of students for Composite 1 ELA**

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.80
• Median: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.22

Location: 13071-13072 (width: 2; decimal: 0)
Variable Type: numeric

**N_COMPOSITE1_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Composite 1 ELA - No Aggregate**

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.80
• Median: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.22

Location: 13073-13074 (width: 2; decimal: 0)
Variable Type: numeric

**N_COMPOSITE2_ALG_2010: 2010 Value-Added: Number of students for Composite 2 Algebra**

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 12.21
• Median: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.38

Location: 13075-13076 (width: 2; decimal: 0)
Variable Type: numeric

**N_COMPOSITE2_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Composite 2 Algebra - No Aggregate**

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 12.21
• Median: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.38

Location: 13077-13078 (width: 2; decimal: 0)
Variable Type: numeric

**N_COMPOSITE2_BIO_2010: 2010 Value-Added: Number of students for Composite 2 Biology**

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 14.65
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.45

Location: 13079-13080 (width: 2; decimal: 0)
Variable Type: numeric

**N_COMPOSITE2_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Composite 2 Biology - No Aggregate**

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 14.65
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.45

Location: 13081-13082 (width: 2; decimal: 0)
Variable Type: numeric

**N_COMPOSITE2_ELA9_2010: 2010 Value-Added: Number of students for Composite 2 ELA**

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.80
• Median: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.22

Location: 13083-13084 (width: 2; decimal: 0)
Variable Type: numeric

**N_COMPOSITE2_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Composite 2 ELA - No Aggregate**

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.80
• Median: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.22

Location: 13085-13086 (width: 2; decimal: 0)
Variable Type: numeric

N_CONFER_ALG_2010: 2010 Value-Added: Number of students for Confer Algebra

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 12.20
• Median: 12.00
• Mode: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.38

Location: 13087-13088 (width: 2; decimal: 0)
Variable Type: numeric

N_CONFER_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Confer Algebra - No Aggregate

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 12.20
• Median: 12.00
• Mode: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.38

Location: 13089-13090 (width: 2; decimal: 0)
Variable Type: numeric

N_CONFER_BIO_2010: 2010 Value-Added: Number of students for Confer Biology

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 14.64
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.44

Location: 13091-13092 (width: 2; decimal: 0)
Variable Type: numeric

N_CONFER_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Confer Biology - No Aggregate

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 14.64
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.44

Location: 13093-13094 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONFER_ELA9_2010**: 2010 Value-Added: Number of students for Confer ELA

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.78
• Median: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.21

Location: 13095-13096 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONFER_ELA9_NOAGG_2010**: 2010 Value-Added: Number of students for Confer ELA - No Aggregate

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 14.78
• Median: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.21

Location: 13097-13098 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONSOLIDATE_ALG_2010**: 2010 Value-Added: Number of students for Consolidate Algebra

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 11.97
• Median: 12.00
• Mode: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.35

Location: 13099-13100 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONSOLIDATE_ALG_NOAGG_2010**: 2010 Value-Added: Number of students for Consolidate Algebra - No Aggregate

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 11.97
• Median: 12.00
• Mode: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.35

Location: 13101-13102 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONSOLIDATE_BIO_2010: 2010 Value-Added: Number of students for Consolidate Biology**

Based upon 391 valid cases out of 1,284 total cases.

• Mean: 14.53
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.39

Location: 13103-13104 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONSOLIDATE_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Consolidate Biology - No Aggregate**

Based upon 391 valid cases out of 1,284 total cases.

• Mean: 14.53
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.39

Location: 13105-13106 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONSOLIDATE_ELA9_2010: 2010 Value-Added: Number of students for Consolidate ELA**

Based upon 401 valid cases out of 1,284 total cases.

• Mean: 14.62
• Median: 15.00
• Mode: 18.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.22

Location: 13107-13108 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONSOLIDATE_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Consolidate ELA - No Aggregate**

Based upon 401 valid cases out of 1,284 total cases.
• Mean: 14.62
• Median: 15.00
• Mode: 18.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.22

Location: 13109-13110 (width: 2; decimal: 0)
Variable Type: numeric

N_CONTROL_ALG_2010: 2010 Value-Added: Number of students for Control Algebra

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 12.13
• Median: 12.00
• Mode: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.37

Location: 13111-13112 (width: 2; decimal: 0)
Variable Type: numeric

N_CONTROL_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Control Algebra - No Aggregate

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 12.13
• Median: 12.00
• Mode: 12.00
• Minimum: 1
• Maximum: 39
• Standard Deviation: 6.37

Location: 13113-13114 (width: 2; decimal: 0)
Variable Type: numeric

N_CONTROL_BIO_2010: 2010 Value-Added: Number of students for Control Biology

Based upon 392 valid cases out of 1,284 total cases.

• Mean: 14.61
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 51
• Standard Deviation: 7.41

Location: 13115-13116 (width: 2; decimal: 0)
Variable Type: numeric

N_CONTROL_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Control Biology - No Aggregate
Based upon 392 valid cases out of 1,284 total cases.

- Mean: 14.61
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 7.41

Location: 13117-13118 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONTROL_ELA9_2010: 2010 Value-Added: Number of students for Control ELA**

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 14.72
- Median: 15.00
- Mode: 15.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.21

Location: 13119-13120 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONTROL_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Control ELA - No Aggregate**

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 14.72
- Median: 15.00
- Mode: 15.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.21

Location: 13121-13122 (width: 2; decimal: 0)
Variable Type: numeric

**N_EFFORT_ALG_2010: 2010 Value-Added: Number of students for Effort Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 11.99
- Median: 12.00
- Mode: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.33

Location: 13123-13124 (width: 2; decimal: 0)
Variable Type: numeric
**N_EFFORT_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Effort Algebra - No Aggregate**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 11.99
- Median: 12.00
- Mode: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.33

*Location: 13125-13126 (width: 2; decimal: 0)*
*Variable Type: numeric*

**N_EFFORT_BIO_2010: 2010 Value-Added: Number of students for Effort Biology**

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 14.49
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 7.40

*Location: 13127-13128 (width: 2; decimal: 0)*
*Variable Type: numeric*

**N_EFFORT_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Effort Biology - No Aggregate**

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 14.49
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 7.40

*Location: 13129-13130 (width: 2; decimal: 0)*
*Variable Type: numeric*

**N_EFFORT_ELA9_2010: 2010 Value-Added: Number of students for Effort ELA**

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 14.64
- Median: 15.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.23

*Location: 13131-13132 (width: 2; decimal: 0)*
*Variable Type: numeric*
N_EFFORT_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Effort ELA - No Aggregate

Based upon 401 valid cases out of 1,284 total cases.

• Mean: 14.64
• Median: 15.00
• Minimum: 1
• Maximum: 36
• Standard Deviation: 6.23

Location: 13133-13134 (width: 2; decimal: 0)
Variable Type: numeric

N_HIC_ALG_2010: 2010 Value-Added: Number of students for Happy in Class Algebra

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 11.45
• Median: 11.00
• Mode: 9.00
• Minimum: 1
• Maximum: 38
• Standard Deviation: 6.26

Location: 13135-13136 (width: 2; decimal: 0)
Variable Type: numeric

N_HIC_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Happy in Class Algebra - No Aggregate

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 11.45
• Median: 11.00
• Mode: 9.00
• Minimum: 1
• Maximum: 38
• Standard Deviation: 6.26

Location: 13137-13138 (width: 2; decimal: 0)
Variable Type: numeric

N_HIC_BIO_2010: 2010 Value-Added: Number of students for Happy in Class Biology

Based upon 390 valid cases out of 1,284 total cases.

• Mean: 14.01
• Median: 14.00
• Mode: 20.00
• Minimum: 1
• Maximum: 50
• Standard Deviation: 7.29

Location: 13139-13140 (width: 2; decimal: 0)
Variable Type: numeric
N_HIC_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Happy in Class Biology - No Aggregate

Based upon 390 valid cases out of 1,284 total cases.

- Mean: 14.01
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 50
- Standard Deviation: 7.29

Location: 13141-13142 (width: 2; decimal: 0)
Variable Type: numeric

N_HIC_ELA9_2010: 2010 Value-Added: Number of students for Happy in Class ELA

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 14.20
- Median: 15.00
- Mode: 19.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.20

Location: 13143-13144 (width: 2; decimal: 0)
Variable Type: numeric

N_HIC_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Happy in Class ELA - No Aggregate

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 14.20
- Median: 15.00
- Mode: 19.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.20

Location: 13145-13146 (width: 2; decimal: 0)
Variable Type: numeric

N_READ_ALG_2010: 2010 Value-Added: Number of students for Reading at Home Algebra

Based upon 369 valid cases out of 1,284 total cases.

- Mean: 11.35
- Median: 11.00
- Mode: 10.00
- Minimum: 1
- Maximum: 38
- Standard Deviation: 6.26

Location: 13147-13148 (width: 2; decimal: 0)
**N_READ_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Reading at Home Algebra - No Aggregate**

Based upon 369 valid cases out of 1,284 total cases.

- Mean: 11.35
- Median: 11.00
- Mode: 10.00
- Minimum: 1
- Maximum: 38
- Standard Deviation: 6.26

**Location:** 13149-13150 (width: 2; decimal: 0)

**Variable Type:** numeric

---

**N_READ_BIO_2010: 2010 Value-Added: Number of students for Reading at Home Biology**

Based upon 389 valid cases out of 1,284 total cases.

- Mean: 13.95
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 49
- Standard Deviation: 7.33

**Location:** 13151-13152 (width: 2; decimal: 0)

**Variable Type:** numeric

---

**N_READ_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Reading at Home Biology - No Aggregate**

Based upon 389 valid cases out of 1,284 total cases.

- Mean: 13.95
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 49
- Standard Deviation: 7.33

**Location:** 13153-13154 (width: 2; decimal: 0)

**Variable Type:** numeric

---

**N_READ_ELA9_2010: 2010 Value-Added: Number of students for Reading at Home ELA**

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 13.99
- Median: 15.00
- Mode: 19.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.31
**N_READ_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Reading at Home ELA - No Aggregate**

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 13.99
- Median: 15.00
- Mode: 19.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.31

**N_STRICTNESS_ALG_2010: 2010 Value-Added: Number of students for Strictness Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.17
- Median: 12.00
- Mode: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.39

**N_STRICTNESS_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Strictness Algebra - No Aggregate**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.17
- Median: 12.00
- Mode: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.39

**N_STRICTNESS_BIO_2010: 2010 Value-Added: Number of students for Strictness Biology**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 14.63
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
**N_STRICTNESS_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Strictness Biology - No Aggregate**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 14.63
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 7.44

**N_STRICTNESS_ELA9_2010: 2010 Value-Added: Number of students for Strictness ELA**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 14.77
- Median: 15.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.22

**N_STRICTNESS_ELA9_NOAGG_2010: 2010 Value-Added: Number of students for Strictness ELA - No Aggregate**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 14.77
- Median: 15.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.22

**N_SUPPORT_ALG_2010: 2010 Value-Added: Number of students for Support Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.21
- Median: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.38
**N_SUPPORT_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Support Algebra - No Aggregate**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 12.21
- Median: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.38

**N_SUPPORT_BIO_2010: 2010 Value-Added: Number of students for Support Biology**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 14.65
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 7.45

**N_SUPPORT_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Support Biology - No Aggregate**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 14.65
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 7.45

**N_SUPPORT_ELA9_2010: 2010 Value-Added: Number of students for Support ELA**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 14.80
- Median: 15.00
- Mode: 19.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.22
**N_SUPPORT_ELAA_NOAGG_2010: 2010 Value-Added: Number of students for Support ELA - No Aggregate**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 14.80
- Median: 15.00
- Mode: 19.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.22

**N_TEST_PREP_ALG_2010: 2010 Value-Added: Number of students for Test Prep Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 11.96
- Median: 12.00
- Mode: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.35

**N_TEST_PREP_ALG_NOAGG_2010: 2010 Value-Added: Number of students for Test Prep Algebra - No Aggregate**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 11.96
- Median: 12.00
- Mode: 12.00
- Minimum: 1
- Maximum: 39
- Standard Deviation: 6.35

**N_TEST_PREP_BIO_2010: 2010 Value-Added: Number of students for Test Prep Biology**

Based upon 391 valid cases out of 1,284 total cases.

- Mean: 14.50
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
N_TEST_PREP_BIO_NOAGG_2010: 2010 Value-Added: Number of students for Test Prep Biology - No Aggregate

Based upon 391 valid cases out of 1,284 total cases.

- Mean: 14.50
- Median: 14.00
- Mode: 20.00
- Minimum: 1
- Maximum: 51
- Standard Deviation: 7.37

N_TEST_PREP_EL9_2010: 2010 Value-Added: Number of students for Test Prep ELA

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 14.56
- Median: 15.00
- Mode: 18.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.20

N_TEST_PREP_EL9_NOAGG_2010: 2010 Value-Added: Number of students for Test Prep ELA - No Aggregate

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 14.56
- Median: 15.00
- Mode: 18.00
- Minimum: 1
- Maximum: 36
- Standard Deviation: 6.20

NB_ALG_COMP1_2010: Number of students in Value-Added and SPS, 2010 Algebra

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 2.98
- Median: 0.00
- Mode: 0.00
### NB_ALG_COMP1_NOAGG_2010: Number students in Value-Added and SPS, 2010 Algebra - No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 2.98
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 5.76

### NB_ALG_EFF_2010: Number of students in both Algebra and Effort, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 2.93
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 5.68

### NB_ALG_EFF_NOAGG_2010: Number of students in both Algebra and Effort, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 2.93
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 5.68

### NB_ALG_HIC_2010: Number of students in both Algebra and Happy in Class, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 2.80
- Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 5.48

Location: 13203-13204 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ALG_HIC_NOAGG_2010: Number of students in both Algebra and Happy in Class, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

• Mean: 2.80
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 5.48

Location: 13205-13206 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_COMP1_2010: Number of students in Value-Added and SPS, 2010 Biology**

Based upon 1,165 valid cases out of 1,284 total cases.

• Mean: 4.00
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 31
• Standard Deviation: 7.17

Location: 13207-13208 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_COMP1_NOAGG_2010: Number of students in Value-Added and SPS, 2010 Biology - No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

• Mean: 4.00
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 31
• Standard Deviation: 7.17

Location: 13209-13210 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_EFF_2010: Number of students in both Biology and Effort, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.
NB_BIO_EFF_NOAGG_2010: Number of students in both Biology and Effort, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 3.96
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.10

Location: 13211-13212 (width: 2; decimal: 0)
Variable Type: numeric

NB_BIO_HIC_2010: Number of students in both Biology and Happy in Class, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 3.80
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 6.87

Location: 13213-13214 (width: 2; decimal: 0)
Variable Type: numeric

NB_BIO_HIC_NOAGG_2010: Number of students in both Biology and Happy in Class, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 3.80
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 6.87

Location: 13215-13216 (width: 2; decimal: 0)
Variable Type: numeric

NB_COMP1_EFF_ALG_2010: Number of students in both Composite 1 and Effort, Algebra, 2010 Aggregates
Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 3.81
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 39
- Standard Deviation: 6.63

Location: 13219-13220 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_EFF_ALG_NOAGG_2010: Number of students in both Composite 1 and Effort, Algebra, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 3.81
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 39
- Standard Deviation: 6.63

Location: 13221-13222 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_EFF_BIO_2010: Number of students in both Composite 1 and Effort, Biology, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.88
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 51
- Standard Deviation: 8.08

Location: 13223-13224 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_EFF_BIO_NOAGG_2010: Number of students in both Composite 1 and Effort, Biology, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.88
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 51
- Standard Deviation: 8.08

Location: 13225-13226 (width: 2; decimal: 0)
Variable Type: numeric
**NB_COMP1_EFF_ELA9_2010: Number of students in both Composite 1 and Effort, ELA, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 5.04
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 36
- Standard Deviation: 7.86

*Location*: 13227-13228 (width: 2; decimal: 0)
*Variable Type*: numeric

**NB_COMP1_EFF_ELA9_NOAGG_2010: Number of students in both Composite 1 and Effort, ELA, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 5.04
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 36
- Standard Deviation: 7.86

*Location*: 13229-13230 (width: 2; decimal: 0)
*Variable Type*: numeric

**NB_COMP1_HIC_ALG_2010: Number of students in both Composite 1 and Happy In Class, Algebra, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 3.64
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 38
- Standard Deviation: 6.39

*Location*: 13231-13232 (width: 2; decimal: 0)
*Variable Type*: numeric

**NB_COMP1_HIC_ALG_NOAGG_2010: Number of students in both Composite 1 and Happy In Class, Algebra, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 3.64
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 38
• Standard Deviation: 6.39

**Location**: 13233-13234 (width: 2; decimal: 0)
**Variable Type**: numeric

**NB_COMP1_HIC_BIO_2010**: Number of students in both Composite 1 and Happy In Class, Biology, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.69
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 50
- Standard Deviation: 7.84

**Location**: 13235-13236 (width: 2; decimal: 0)
**Variable Type**: numeric

**NB_COMP1_HIC_BIO_NOAGG_2010**: Number of students in both Composite 1 and Happy In Class, Biology, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.69
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 50
- Standard Deviation: 7.84

**Location**: 13237-13238 (width: 2; decimal: 0)
**Variable Type**: numeric

**NB_COMP1_HIC_ELA9_2010**: Number of students in both Composite 1 and Happy In Class, ELA, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.87
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 36
- Standard Deviation: 7.66

**Location**: 13239-13240 (width: 2; decimal: 0)
**Variable Type**: numeric

**NB_COMP1_HIC_ELA9_NOAGG_2010**: Number of students in both Composite 1 and Happy In Class, ELA, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.87
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 36
• Standard Deviation: 7.66

Location: 13241-13242 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_HIC_ALG_2010: Number of students in both Effort and Happy In Class, Algebra, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

• Mean: 3.63
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 38
• Standard Deviation: 6.38

Location: 13243-13244 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_HIC_ALG_NOAGG_2010: Number of students in both Effort and Happy In Class, Algebra, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

• Mean: 3.63
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 38
• Standard Deviation: 6.38

Location: 13245-13246 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_HIC_BIO_2010: Number of students in both Effort and Happy In Class, Biology, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

• Mean: 4.68
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 50
• Standard Deviation: 7.83

Location: 13247-13248 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_HIC_BIO_NOAGG_2010: Number of students in both Effort and Happy In Class, Biology, 2010 No Aggregates**
Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.68
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 50
- Standard Deviation: 7.83

Location: 13249-13250 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_HIC_ELA9_2010: Number of students in both Effort and Happy In Class, ELA, 2010 Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.87
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 36
- Standard Deviation: 7.65

Location: 13251-13252 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_HIC_ELA9_NOAGG_2010: Number of students in both Effort and Happy In Class, ELA, 2010 No Aggregates**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.87
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 36
- Standard Deviation: 7.65

Location: 13253-13254 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_COMP1_2010: Number of students in Value-Added and SPS, 2010 ELA**

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.46
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 31
- Standard Deviation: 7.37

Location: 13255-13256 (width: 2; decimal: 0)
Variable Type: numeric
NB_ELA9_COMP1_NOAGG_2010: Number of students in Value-Added and SPS, 2010 ELA - No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.46
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 31
- Standard Deviation: 7.37

Location: 13257-13258 (width: 2; decimal: 0)
Variable Type: numeric

NB_ELA9_EFF_2010: Number of students in both State ELA and Effort, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.41
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 31
- Standard Deviation: 7.31

Location: 13259-13260 (width: 2; decimal: 0)
Variable Type: numeric

NB_ELA9_EFF_NOAGG_2010: Number of students in both State ELA and Effort, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.41
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 31
- Standard Deviation: 7.31

Location: 13261-13262 (width: 2; decimal: 0)
Variable Type: numeric

NB_ELA9_HIC_2010: Number of students in both State ELA and Happy in Class, 2010 Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.27
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 31
- Standard Deviation: 7.13

Location: 13263-13264 (width: 2; decimal: 0)
NB_ELA9_HIC_NOAGG_2010: Number of students in both State ELA and Happy in Class, 2010 No Aggregates

Based upon 1,165 valid cases out of 1,284 total cases.

- Mean: 4.27
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 31
- Standard Deviation: 7.13

Location: 13265-13266 (width: 2; decimal: 0)

Variable Type: numeric


Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.246
- Median: 0.211
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.111

Location: 13267-13272 (width: 6; decimal: 3)

Variable Type: numeric


Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.247
- Median: 0.212
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.111

Location: 13273-13278 (width: 6; decimal: 3)

Variable Type: numeric

SE_CAPTIVATE_BIO_2010: 2010 Value-Added: SE for Captivate Biology

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.222
- Median: 0.181
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.122

Location: 13279-13284 (width: 6; decimal: 3)

Variable Type: numeric
SE_CAPTIVATE_BIO_NOAGG_2010: 2010 Value-Added: SE for Captivate Biology - No Aggregates

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.223
- Median: 0.182
- Mode: 0.159
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.122

Location: 13285-13290 (width: 6; decimal: 3)
Variable Type: numeric

SE_CAPTIVATE_ELA9_2010: 2010 Value-Added: SE for Captivate ELA

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.202
- Median: 0.176
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.085

Location: 13291-13296 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.202
- Median: 0.176
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.085

Location: 13297-13302 (width: 6; decimal: 3)
Variable Type: numeric

SE_CARE_ALG_2010: 2010 Value-Added: SE for Care Algebra

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.255
- Median: 0.218
- Mode: 0.246
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.116

Location: 13303-13308 (width: 6; decimal: 3)
Variable Type: numeric

SE_CARE_ALG_NOAGG_2010: 2010 Value-Added: SE for Care Algebra - No Aggregates
Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.256
- Median: 0.218
- Mode: 0.332
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.117

Location: 13309-13314 (width: 6; decimal: 3)
Variable Type: numeric

**SE_CARE_BIO_2010: 2010 Value-Added: SE for Care Biology**

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.222
- Median: 0.182
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.123

Location: 13315-13320 (width: 6; decimal: 3)
Variable Type: numeric

**SE_CARE_BIO_NOAGG_2010: 2010 Value-Added: SE for Care Biology - No Aggregates**

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.223
- Median: 0.183
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.123

Location: 13321-13326 (width: 6; decimal: 3)
Variable Type: numeric

**SE_CARE_ELA9_2010: 2010 Value-Added: SE for Care ELA**

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.211
- Median: 0.184
- Mode: 0.168
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.091

Location: 13327-13332 (width: 6; decimal: 3)
Variable Type: numeric

**SE_CARE_ELA9_NOAGG_2010: 2010 Value-Added: SE for Care ELA - No Aggregates**

Based upon 401 valid cases out of 1,284 total cases.
- Mean: 0.211
- Median: 0.184
- Mode: 0.168
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.092

Location: 13333-13338 (width: 6; decimal: 3)
Variable Type: numeric

---

**SE_CHALLENGE_ALG_2010: 2010 Value-Added: SE for Challenge Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.228
- Median: 0.198
- Mode: 0.181
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.104

Location: 13339-13344 (width: 6; decimal: 3)
Variable Type: numeric

---

**SE_CHALLENGE_ALG_NOAGG_2010: 2010 Value-Added: SE for Challenge Algebra - No Aggregates**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.229
- Median: 0.198
- Mode: 0.181
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.104

Location: 13345-13350 (width: 6; decimal: 3)
Variable Type: numeric

---

**SE_CHALLENGE_BIO_2010: 2010 Value-Added: SE for Challenge Biology**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.200
- Median: 0.166
- Mode: 0.166
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.111

Location: 13351-13356 (width: 6; decimal: 3)
Variable Type: numeric

---

**SE_CHALLENGE_BIO_NOAGG_2010: 2010 Value-Added: SE for Challenge Biology - No Aggregates**
Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.201
- Median: 0.166
- Mode: 0.172
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.111

Location: 13357-13362 (width: 6; decimal: 3)
Variable Type: numeric

SE_CHALLENGE_ELA9_2010: 2010 Value-Added: SE for Challenge ELA

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.180
- Median: 0.156
- Mode: 0.141
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.079

Location: 13363-13368 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.181
- Median: 0.156
- Mode: 0.141
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.079

Location: 13369-13374 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.198
- Median: 0.172
- Mode: 0.150
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.091

Location: 13375-13380 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.199
- Median: 0.173
- Mode: 0.146
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.091

Location: 13381-13386 (width: 6; decimal: 3)
Variable Type: numeric

SE_CLARIFY_BIO_2010: 2010 Value-Added: SE for Clarify Biology

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.169
- Median: 0.139
- Mode: 0.145
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.094

Location: 13387-13392 (width: 6; decimal: 3)
Variable Type: numeric

SE_CLARIFY_BIO_NOAGG_2010: 2010 Value-Added: SE for Clarify Biology - No Aggregates

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.170
- Median: 0.140
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.094

Location: 13393-13398 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.156
- Median: 0.135
- Mode: 0.124
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.068

Location: 13399-13404 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 401 valid cases out of 1,284 total cases.
• Mean: 0.156
• Median: 0.135
• Mode: 0.125
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.068

Location: 13405-13410 (width: 6; decimal: 3)
Variable Type: numeric

SE_COLLEGE_ALG_2010: 2010 Value-Added: SE for College Algebra

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 0.287
• Median: 0.245
• Mode: 0.214
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.134

Location: 13411-13416 (width: 6; decimal: 3)
Variable Type: numeric

SE_COLLEGE_ALG_NOAGG_2010: 2010 Value-Added: SE for College Algebra - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 0.288
• Median: 0.246
• Mode: 0.255
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.134

Location: 13417-13422 (width: 6; decimal: 3)
Variable Type: numeric

SE_COLLEGE_BIO_2010: 2010 Value-Added: SE for College Biology

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 0.262
• Median: 0.214
• Mode: 0.228
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.145

Location: 13423-13428 (width: 6; decimal: 3)
Variable Type: numeric

SE_COLLEGE_BIO_NOAGG_2010: 2010 Value-Added: SE for College Biology - No Aggregates

Based upon 393 valid cases out of 1,284 total cases.
SE_COLLEGE_ELA9_2010: 2010 Value-Added: SE for College ELA

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.239
- Median: 0.209
- Mode: 0.192
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.101

Location: 13435-13440 (width: 6; decimal: 3)
Variable Type: numeric

SE_COLLEGE_ELA9_NOAGG_2010: 2010 Value-Added: SE for College ELA - No Aggregates

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.240
- Median: 0.209
- Mode: 0.192
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.101

Location: 13441-13446 (width: 6; decimal: 3)
Variable Type: numeric

SE_COMPOSITE1_ALG_2010: 2010 Value-Added: SE for Composite 1 Algebra

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.185
- Median: 0.160
- Mode: 0.175
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.083

Location: 13447-13452 (width: 6; decimal: 3)
Variable Type: numeric

SE_COMPOSITE1_ALG_NOAGG_2010: 2010 Value-Added: SE for Composite 1 Algebra - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.
Mean: 0.185
Median: 0.161
Mode: 0.161
Minimum: 0
Maximum: 1
Standard Deviation: 0.083

Location: 13453-13458 (width: 6; decimal: 3)
Variable Type: numeric

SE_COMPOSITE1_BIO_2010: 2010 Value-Added: SE for Composite 1 Biology

Based upon 393 valid cases out of 1,284 total cases.

Mean: 0.160
Median: 0.133
Mode: 0.115
Minimum: 0
Maximum: 1
Standard Deviation: 0.089

Location: 13459-13464 (width: 6; decimal: 3)
Variable Type: numeric

SE_COMPOSITE1_BIO_NOAGG_2010: 2010 Value-Added: SE for Composite 1 Biology - No Aggregates

Based upon 393 valid cases out of 1,284 total cases.

Mean: 0.161
Median: 0.133
Minimum: 0
Maximum: 1
Standard Deviation: 0.089

Location: 13465-13470 (width: 6; decimal: 3)
Variable Type: numeric

SE_COMPOSITE1_ELA9_2010: 2010 Value-Added: SE for Composite 1 ELA

Based upon 402 valid cases out of 1,284 total cases.

Mean: 0.149
Median: 0.128
Mode: 0.131
Minimum: 0
Maximum: 1
Standard Deviation: 0.065

Location: 13471-13476 (width: 6; decimal: 3)
Variable Type: numeric

SE_COMPOSITE1_ELA9_NOAGG_2010: 2010 Value-Added: SE for Composite 1 ELA - No Aggregates

Based upon 402 valid cases out of 1,284 total cases.
• Mean: 0.149
• Median: 0.128
• Mode: 0.131
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.065

Location: 13477-13482 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 370 valid cases out of 1,284 total cases.

• Mean: 0.198
• Median: 0.171
• Mode: 0.197
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.088

Location: 13483-13488 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 370 valid cases out of 1,284 total cases.

• Mean: 0.199
• Median: 0.171
• Mode: 0.197
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.089

Location: 13489-13494 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 393 valid cases out of 1,284 total cases.

• Mean: 0.173
• Median: 0.143
• Mode: 0.154
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.096

Location: 13495-13500 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.174
- Median: 0.143
- Mode: 0.149
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.096

Location: 13501-13506 (width: 6; decimal: 3)
Variable Type: numeric

**SE_COMPOSITE2_ELA9_2010: 2010 Value-Added: SE for Composite 2 ELA**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.159
- Median: 0.136
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.069

Location: 13507-13512 (width: 6; decimal: 3)
Variable Type: numeric

**SE_COMPOSITE2_ELA9_NOAGG_2010: 2010 Value-Added: SE for Composite 2 ELA - No Aggregates**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.159
- Median: 0.137
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.069

Location: 13513-13518 (width: 6; decimal: 3)
Variable Type: numeric

**SE_CONFER_ALG_2010: 2010 Value-Added: SE for Confer Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.222
- Median: 0.191
- Mode: 0.171
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.100

Location: 13519-13524 (width: 6; decimal: 3)
Variable Type: numeric

**SE_CONFER_ALG_NOAGG_2010: 2010 Value-Added: SE for Confer Algebra - No Aggregates**

Based upon 370 valid cases out of 1,284 total cases.
• Mean: 0.223
• Median: 0.191
• Mode: 0.171
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.100

Location: 13525-13530 (width: 6; decimal: 3)
Variable Type: numeric

SE_CONFER_BIO_2010: 2010 Value-Added: SE for Confer Biology

Based upon 393 valid cases out of 1,284 total cases.

• Mean: 0.194
• Median: 0.158
• Mode: 0.197
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.108

Location: 13531-13536 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 393 valid cases out of 1,284 total cases.

• Mean: 0.195
• Median: 0.158
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.108

Location: 13537-13542 (width: 6; decimal: 3)
Variable Type: numeric

SE_CONFER_ELA9_2010: 2010 Value-Added: SE for Confer ELA

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 0.176
• Median: 0.152
• Mode: 0.143
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.074

Location: 13543-13548 (width: 6; decimal: 3)
Variable Type: numeric

SE_CONFER_ELA9_NOAGG_2010: 2010 Value-Added: SE for Confer ELA - No Aggregates

Based upon 402 valid cases out of 1,284 total cases.

• Mean: 0.176
SE_CONSolidATE_ALG_2010: 2010 Value-Added: SE for Consolidate Algebra

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.253
- Median: 0.220
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.113

Location: 13555-13560 (width: 6; decimal: 3)
Variable Type: numeric

SE_CONSolidATE_ALG_NOAGG_2010: 2010 Value-Added: SE for Consolidate Algebra - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.253
- Median: 0.221
- Mode: 0.182
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.114

Location: 13561-13566 (width: 6; decimal: 3)
Variable Type: numeric

SE_CONSolidATE_BIO_2010: 2010 Value-Added: SE for Consolidate Biology

Based upon 391 valid cases out of 1,284 total cases.

- Mean: 0.224
- Median: 0.186
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.121

Location: 13567-13572 (width: 6; decimal: 3)
Variable Type: numeric

SE_CONSolidATE_BIO_NOAGG_2010: 2010 Value-Added: SE for Consolidate Biology - No Aggregates

Based upon 391 valid cases out of 1,284 total cases.

- Mean: 0.225
• Median: 0.186
• Mode: 0.167
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.121

Location: 13573-13578 (width: 6; decimal: 3)
Variable Type: numeric

SE_CONsolidate_ELA9_2010: 2010 Value-Added: SE for Consolidate ELA

Based upon 401 valid cases out of 1,284 total cases.

• Mean: 0.202
• Median: 0.176
• Mode: 0.158
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.087

Location: 13579-13584 (width: 6; decimal: 3)
Variable Type: numeric

SE_CONsolidate_ELA9_NOagg_2010: 2010 Value-Added: SE for Consolidate ELA - No Aggregates

Based upon 401 valid cases out of 1,284 total cases.

• Mean: 0.202
• Median: 0.176
• Mode: 0.158
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.087

Location: 13585-13590 (width: 6; decimal: 3)
Variable Type: numeric

SE_Control_ALG_2010: 2010 Value-Added: SE for Control Algebra

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 0.201
• Median: 0.172
• Mode: 0.146
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.094

Location: 13591-13596 (width: 6; decimal: 3)
Variable Type: numeric

SE_Control_ALG_NOagg_2010: 2010 Value-Added: SE for Control Algebra - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.
SE_CONTROL_BIO_2010: 2010 Value-Added: SE for Control Biology

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.175
- Median: 0.145
- Mode: 0.145
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.097

Location: 13603-13608 (width: 6; decimal: 3)
Variable Type: numeric

SE_CONTROL_BIO_NOAGG_2010: 2010 Value-Added: SE for Control Biology - No Aggregates

Based upon 392 valid cases out of 1,284 total cases.

- Mean: 0.178
- Median: 0.146
- Mode: 0.126
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.100

Location: 13609-13614 (width: 6; decimal: 3)
Variable Type: numeric

SE_CONTROL_ELA9_2010: 2010 Value-Added: SE for Control ELA

Based upon 401 valid cases out of 1,284 total cases.

- Mean: 0.167
- Median: 0.144
- Mode: 0.136
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.071

Location: 13615-13620 (width: 6; decimal: 3)
Variable Type: numeric

SECONTROL_ELA9_NOAGG_2010: 2010 Value-Added: SE for Control ELA - No Aggregates

Based upon 401 valid cases out of 1,284 total cases.
• Mean: 0.168
• Median: 0.145
• Mode: 0.137
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.071

Location: 13621-13626 (width: 6; decimal: 3)
Variable Type: numeric

SE_EFFECT_ALG_2010: 2010 Value-Added: SE for Effort Algebra
Based upon 370 valid cases out of 1,284 total cases.

• Mean: 0.261
• Median: 0.226
• Mode: 0.222
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.119

Location: 13627-13632 (width: 6; decimal: 3)
Variable Type: numeric

SE_EFFECT_ALG_NOAGG_2010: 2010 Value-Added: SE for Effort Algebra - No Aggregates
Based upon 370 valid cases out of 1,284 total cases.

• Mean: 0.262
• Median: 0.227
• Mode: 0.223
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.119

Location: 13633-13638 (width: 6; decimal: 3)
Variable Type: numeric

SE_EFFECT_BIO_2010: 2010 Value-Added: SE for Effort Biology
Based upon 392 valid cases out of 1,284 total cases.

• Mean: 0.240
• Median: 0.202
• Mode: 0.181
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.129

Location: 13639-13644 (width: 6; decimal: 3)
Variable Type: numeric

SE_EFFECT_BIO_NOAGG_2010: 2010 Value-Added: SE for Effort Biology - No Aggregates
Based upon 392 valid cases out of 1,284 total cases.
• Mean: 0.240
• Median: 0.202
• Mode: 0.181
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.130

Location: 13645-13650 (width: 6; decimal: 3)
Variable Type: numeric

SE_EFFORT_ELA9_2010: 2010 Value-Added: SE for Effort ELA

Based upon 401 valid cases out of 1,284 total cases.

• Mean: 0.224
• Median: 0.195
• Mode: 0.184
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.098

Location: 13651-13656 (width: 6; decimal: 3)
Variable Type: numeric

SE_EFFORT_ELA9_NOAGG_2010: 2010 Value-Added: SE for Effort ELA - No Aggregates

Based upon 401 valid cases out of 1,284 total cases.

• Mean: 0.224
• Median: 0.195
• Mode: 0.184
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.098

Location: 13657-13662 (width: 6; decimal: 3)
Variable Type: numeric

SE_HIC_ALG_2010: 2010 Value-Added: SE for Happy in Class Algebra

Based upon 370 valid cases out of 1,284 total cases.

• Mean: 0.314
• Median: 0.269
• Mode: 0.238
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.143

Location: 13663-13668 (width: 6; decimal: 3)
Variable Type: numeric

SE_HIC_ALG_NOAGG_2010: 2010 Value-Added: SE for Happy in Class Algebra - No Aggregates

Based upon 370 valid cases out of 1,284 total cases.
SE_HIC_BIO_2010: 2010 Value-Added: SE for Happy in Class Biology

Based upon 390 valid cases out of 1,284 total cases.

- Mean: 0.284
- Median: 0.236
- Mode: 0.199
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.152

Location: 13675-13680 (width: 6; decimal: 3)
Variable Type: numeric

SE_HIC_BIO_NOAGG_2010: 2010 Value-Added: SE for Happy in Class Biology - No Aggregates

Based upon 390 valid cases out of 1,284 total cases.

- Mean: 0.284
- Median: 0.236
- Mode: 0.199
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.152

Location: 13681-13686 (width: 6; decimal: 3)
Variable Type: numeric

SE_HIC_ELA9_2010: 2010 Value-Added: SE for Happy in Class ELA

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 0.265
- Median: 0.228
- Mode: 0.202
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.116

Location: 13687-13692 (width: 6; decimal: 3)
Variable Type: numeric

SE_HIC_ELA9_NOAGG_2010: 2010 Value-Added: SE for Happy in Class ELA - No Aggregates

Based upon 400 valid cases out of 1,284 total cases.
• Mean: 0.266
• Median: 0.228
• Mode: 0.203
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.116

Location: 13693-13698 (width: 6; decimal: 3)
Variable Type: numeric

SE_READ_ALG_2010: 2010 Value-Added: SE for Reading at Home Algebra
Based upon 369 valid cases out of 1,284 total cases.

• Mean: 0.328
• Median: 0.282
• Mode: 0.244
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.151

Location: 13699-13704 (width: 6; decimal: 3)
Variable Type: numeric

SE_READ_ALG_NOAGG_2010: 2010 Value-Added: SE for Reading at Home Algebra - No Aggregates
Based upon 369 valid cases out of 1,284 total cases.

• Mean: 0.328
• Median: 0.283
• Mode: 0.283
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.151

Location: 13705-13710 (width: 6; decimal: 3)
Variable Type: numeric

SE_READ_BIO_2010: 2010 Value-Added: SE for Reading at Home Biology
Based upon 389 valid cases out of 1,284 total cases.

• Mean: 0.304
• Median: 0.251
• Mode: 0.220
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.161

Location: 13711-13716 (width: 6; decimal: 3)
Variable Type: numeric

SE_READ_BIO_NOAGG_2010: 2010 Value-Added: SE for Reading at Home Biology - No Aggregates
Based upon 389 valid cases out of 1,284 total cases.

- Mean: 0.304
- Median: 0.251
- Mode: 0.221
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.162

Location: 13717-13722 (width: 6; decimal: 3)
Variable Type: numeric

**SE_READ_ELA9_2010: 2010 Value-Added: SE for Reading at Home ELA**

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 0.289
- Median: 0.246
- Mode: 0.232
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.132

Location: 13723-13728 (width: 6; decimal: 3)
Variable Type: numeric

**SE_READ_ELA9_NOAGG_2010: 2010 Value-Added: SE for Reading at Home ELA - No Aggregates**

Based upon 400 valid cases out of 1,284 total cases.

- Mean: 0.289
- Median: 0.246
- Mode: 0.232
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.133

Location: 13729-13734 (width: 6; decimal: 3)
Variable Type: numeric

**SE_STRICTNESS_ALG_2010: 2010 Value-Added: SE for Strictness Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.181
- Median: 0.156
- Mode: 0.195
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.083

Location: 13735-13740 (width: 6; decimal: 3)
Variable Type: numeric

**SE_STRICTNESS_ALG_NOAGG_2010: 2010 Value-Added: SE for Strictness Algebra - No Aggregates**
Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.181
- Median: 0.156
- Mode: 0.134
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.084

Location: 13741-13746 (width: 6; decimal: 3)
Variable Type: numeric

**SE STRICTNESS BIO 2010: 2010 Value-Added: SE for Strictness Biology**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.157
- Median: 0.128
- Mode: 0.132
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.088

Location: 13747-13752 (width: 6; decimal: 3)
Variable Type: numeric

**SE STRICTNESS BIO NOAGG 2010: 2010 Value-Added: SE for Strictness Biology - No Aggregates**

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.158
- Median: 0.128
- Mode: 0.132
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.089

Location: 13753-13758 (width: 6; decimal: 3)
Variable Type: numeric

**SE STRICTNESS ELA9 2010: 2010 Value-Added: SE for Strictness ELA**

Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.147
- Median: 0.127
- Mode: 0.113
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.065

Location: 13759-13764 (width: 6; decimal: 3)
Variable Type: numeric

**SE STRICTNESS ELA9 NOAGG 2010: 2010 Value-Added: SE for Strictness ELA - No Aggregates**
Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.147
- Median: 0.128
- Mode: 0.116
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.065

*Location*: 13765-13770 (width: 6; decimal: 3)
*Variable Type*: numeric

---

**SE_SUPPORT_ALG_2010: 2010 Value-Added: SE for Support Algebra**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.199
- Median: 0.171
- Mode: 0.197
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.089

*Location*: 13771-13776 (width: 6; decimal: 3)
*Variable Type*: numeric

---

**SE_SUPPORT_ALG_NOAGG_2010: 2010 Value-Added: SE for Support Algebra - No Aggregates**

Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.200
- Median: 0.172
- Mode: 0.144
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.089

*Location*: 13777-13782 (width: 6; decimal: 3)
*Variable Type*: numeric

---


Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.174
- Median: 0.143
- Mode: 0.133
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.096

*Location*: 13783-13788 (width: 6; decimal: 3)
*Variable Type*: numeric

---

Based upon 393 valid cases out of 1,284 total cases.

- Mean: 0.175
- Median: 0.143
- Mode: 0.126
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.097

Location: 13789-13794 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.160
- Median: 0.138
- Mode: 0.130
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.068

Location: 13795-13800 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 402 valid cases out of 1,284 total cases.

- Mean: 0.160
- Median: 0.138
- Mode: 0.130
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.068

Location: 13801-13806 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 370 valid cases out of 1,284 total cases.

- Mean: 0.235
- Median: 0.202
- Mode: 0.175
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.107

Location: 13807-13812 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 370 valid cases out of 1,284 total cases.
• Mean: 0.235
• Median: 0.203
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.107

Location: 13813-13818 (width: 6; decimal: 3)
Variable Type: numeric

---


Based upon 391 valid cases out of 1,284 total cases.

• Mean: 0.220
• Median: 0.184
• Mode: 0.169
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.115

Location: 13819-13824 (width: 6; decimal: 3)
Variable Type: numeric

---

**SE_TEST_PREP_BIO_NOAGG_2010: 2010 Value-Added: SE for Test Prep Biology - No Aggregates**

Based upon 391 valid cases out of 1,284 total cases.

• Mean: 0.221
• Median: 0.184
• Mode: 0.179
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.115

Location: 13825-13830 (width: 6; decimal: 3)
Variable Type: numeric

---

**SE_TEST_PREP_ELA9_2010: 2010 Value-Added: SE for Test Prep ELA**

Based upon 401 valid cases out of 1,284 total cases.

• Mean: 0.211
• Median: 0.182
• Mode: 0.164
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.093

Location: 13831-13836 (width: 6; decimal: 3)
Variable Type: numeric

---

**SE_TEST_PREP_ELA9_NOAGG_2010: 2010 Value-Added: SE for Test Prep ELA - No Aggregates**

Based upon 401 valid cases out of 1,284 total cases.

• Mean: 0.211
• Median: 0.183
• Mode: 0.164
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.093

*Location:* 13837-13842 (width: 6; decimal: 3)
*Variable Type:* numeric