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

*Bill and Melinda Gates Foundation*

Year 2 Section-Level Analytical File 9th Grade
Codebook
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### Year 2 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>129</td>
<td>26.9%</td>
</tr>
<tr>
<td>21</td>
<td>-</td>
<td>59</td>
<td>12.3%</td>
</tr>
<tr>
<td>33</td>
<td>-</td>
<td>50</td>
<td>10.4%</td>
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<tr>
<td>56</td>
<td>-</td>
<td>67</td>
<td>14.0%</td>
</tr>
<tr>
<td>71</td>
<td>-</td>
<td>175</td>
<td>36.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>480</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 480 valid cases out of 480 total cases.

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

*Variable Type:* numeric

**SCHOOL_ICPSR_ID: School ICPSR ID**

Based upon 480 valid cases out of 480 total cases.

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

*Variable Type:* numeric

**SECTION_ICPSR_ID: Section ICPSR ID**

Based upon 480 valid cases out of 480 total cases.

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

*Variable Type:* numeric

**TEACHER_ICPSR_ID: Teacher ICPSR ID**

Based upon 480 valid cases out of 480 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>480</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>480</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 480 valid cases out of 480 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>152</td>
<td>31.7 %</td>
</tr>
<tr>
<td>High school ELA</td>
<td>-</td>
<td>165</td>
<td>34.4 %</td>
</tr>
<tr>
<td>High school bio</td>
<td>-</td>
<td>163</td>
<td>34.0 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>480</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 480 valid cases out of 480 total cases.

LOCATION: 16-240 (width: 225; decimal: 0)

Variable Type: character

SD_HISPANIC: District Administrative Data: Proportion of Hispanic

Based upon 478 valid cases out of 480 total cases.

- Mean: 0.30
- Median: 0.26
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.23

LOCATION: 241-245 (width: 5; decimal: 2)

Variable Type: numeric

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

Based upon 478 valid cases out of 480 total cases.

- Mean: 0.40
- Median: 0.35
- Mode: 1.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.29

LOCATION: 246-250 (width: 5; decimal: 2)

Variable Type: numeric

SD_WHITEASIAN: District Administrative Data: Proportion of White or Asian

Based upon 478 valid cases out of 480 total cases.

- Mean: 0.279
- Median: 0.214
- Mode: 0.000
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.245

LOCATION: 251-256 (width: 6; decimal: 3)

Variable Type: numeric

SD_GIFTED: District Administrative Data: Proportion of Gifted
Based upon 428 valid cases out of 480 total cases.

- Mean: 0.065
- Median: 0.026
- Mode: 0.000
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.096

Location: 257-262 (width: 6; decimal: 3)
Variable Type: numeric

**SD_MALE: District Administrative Data: Gender**

Based upon 478 valid cases out of 480 total cases.

- Mean: 0.49
- Median: 0.50
- Mode: 0.50
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.14

Location: 263-267 (width: 5; decimal: 2)
Variable Type: numeric

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

Based upon 478 valid cases out of 480 total cases.

- Mean: 0.10
- Median: 0.06
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.15

Location: 268-272 (width: 5; decimal: 2)
Variable Type: numeric

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

Based upon 478 valid cases out of 480 total cases.

- Mean: 0.11
- Median: 0.04
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.18

Location: 273-277 (width: 5; decimal: 2)
Variable Type: numeric

**SD_AGE: District Administrative Data: Student AGE based on 08/15/2009**
Based upon 478 valid cases out of 480 total cases.

- Mean: 14.06
- Median: 13.71
- Mode: 13.57
- Minimum: 13
- Maximum: 17
- Standard Deviation: 0.83

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

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

Based upon 411 valid cases out of 480 total cases.

- Mean: 0.58
- Median: 0.62
- Mode: 0.83
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.25

Location: 284-288 (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 478 valid cases out of 480 total cases.

- Mean: 0.023
- Median: 0.000
- Mode: 0.000
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.034

Location: 289-294 (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 478 valid cases out of 480 total cases.

- Mean: 0.053
- Median: 0.000
- Mode: 0.000
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.103

Location: 295-300 (width: 6; decimal: 3)
Variable Type: numeric
**SD_RACE_HSP: District Administrative Data: Proportion of Hispanic (Race categorization used in Value-Added constructions)**

Based upon 478 valid cases out of 480 total cases.

- Mean: 0.30
- Median: 0.26
- Mode: 0.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.23

*Location*: 301-305 (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 478 valid cases out of 480 total cases.

- Mean: 0.39
- Median: 0.35
- Mode: 1.00
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.29

*Location*: 306-310 (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 478 valid cases out of 480 total cases.

- Mean: 0.222
- Median: 0.136
- Mode: 0.000
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.230

*Location*: 311-316 (width: 6; decimal: 3)
*Variable Type*: numeric

**ALGEBRA1_GRADE11: State Assessment 2011: Average Algebra1 Grade Level**

Based upon 67 valid cases out of 480 total cases.

- Mean: 0.76
- Median: 1.15
- Mode: -9.00
- Minimum: -9
- Maximum: 9
- Standard Deviation: 6.18
**ALGEBRA1_SCORE11: State Assessment 2011: Section Average Rank-based Z-Score, Algebra1**

Based upon 62 valid cases out of 480 total cases.

- Mean: 0.03
- Median: 0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.47

**Location:** 317-322 (width: 6; decimal: 2)  
**Variable Type:** numeric

**ALGEBRA2_GRADE09: State Assessment 2009: Average Algebra2 Grade Level**

Based upon 67 valid cases out of 480 total cases.

- Mean: -8.03
- Median: -8.00
- Mode: -8.00
- Minimum: -8
- Maximum: -8
- Standard Deviation: 0.04

**Location:** 323-328 (width: 6; decimal: 2)  
**Variable Type:** numeric

**ALGEBRA2_GRADE10: State Assessment 2010: Average Algebra2 Grade Level**

Based upon 67 valid cases out of 480 total cases.

- Mean: -8.58
- Median: -9.00
- Mode: -9.00
- Minimum: -9
- Maximum: -4
- Standard Deviation: 0.89

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

**ALGEBRA2_GRADE11: State Assessment 2011: Average Algebra2 Grade Level**

Based upon 67 valid cases out of 480 total cases.

- Mean: -6.08
- Median: -8.50
- Mode: -9.00
- Minimum: -9
- Maximum: 8
- Standard Deviation: 4.35

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

**ALGEBRA2_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, Algebra2**

Based upon 67 valid cases out of 480 total cases.

- Mean: -8.03
- Median: -8.00
- Mode: -8.00
- Minimum: -8
- Maximum: -8
- Standard Deviation: 0.04

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

Variable Type: numeric

**ALGEBRA2_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, Algebra2**

Based upon 67 valid cases out of 480 total cases.

- Mean: -5.49
- Median: -9.00
- Mode: -9.00
- Minimum: -9
- Maximum: 31
- Standard Deviation: 7.43

*Location: 353-359 (width: 7; decimal: 2)*

Variable Type: numeric

**ALGEBRA2_SCORE11: State Assessment 2011: Section Average Rank-based Z-Score, Algebra2**

Based upon 67 valid cases out of 480 total cases.

- Mean: 15.75
- Median: -4.63
- Mode: -9.00
- Minimum: -9
- Maximum: 136
- Standard Deviation: 37.88

*Location: 360-367 (width: 8; decimal: 2)*

Variable Type: numeric

**BIOLOGY_GRADE09: State Assessment 2009: Average Biology Grade Level**

Based upon 67 valid cases out of 480 total cases.

- Mean: -8.03
- Median: -8.00
- Mode: -8.00
- Minimum: -8
- Maximum: -8
- Standard Deviation: 0.04

*Location: 368-373 (width: 6; decimal: 2)*
BIOLOGY_GRADE10: State Assessment 2010: Average Biology Grade Level

Based upon 67 valid cases out of 480 total cases.

- Mean: -8.42
- Median: -9.00
- Mode: -9.00
- Minimum: -9
- Maximum: -4
- Standard Deviation: 0.99

Location: 374-379 (width: 6; decimal: 2)
Variable Type: numeric

BIOLOGY_GRADE11: State Assessment 2011: Average Biology Grade Level

Based upon 67 valid cases out of 480 total cases.

- Mean: -0.96
- Median: -4.50
- Minimum: -9
- Maximum: 10
- Standard Deviation: 7.77

Location: 380-386 (width: 7; decimal: 2)
Variable Type: numeric

BIOLOGY_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, Biology

Based upon 67 valid cases out of 480 total cases.

- Mean: -8.03
- Median: -8.00
- Mode: -8.00
- Minimum: -8
- Maximum: -8
- Standard Deviation: 0.04

Location: 387-392 (width: 6; decimal: 2)
Variable Type: numeric

BIOLOGY_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, Biology

Based upon 67 valid cases out of 480 total cases.

- Mean: -4.68
- Median: -9.00
- Mode: -9.00
- Minimum: -9
- Maximum: 30
- Standard Deviation: 7.74

Location: 393-399 (width: 7; decimal: 2)
Variable Type: numeric
BIOLOGY_SCORE11: State Assessment 2011: Section Average Rank-based Z-Score, Biology

Based upon 67 valid cases out of 480 total cases.

- Mean: 59.04
- Median: 26.74
- Mode: -8.93
- Minimum: -9
- Maximum: 162
- Standard Deviation: 66.19

Location: 400-407 (width: 8; decimal: 2)
Variable Type: numeric

ELA_GRADE09: State Assessment 2009: Average ELA Grade Level

Based upon 285 valid cases out of 480 total cases.

- Mean: 7.23
- Median: 7.04
- Mode: 7.00
- Minimum: 6
- Maximum: 8
- Standard Deviation: 0.37

Location: 408-412 (width: 5; decimal: 2)
Variable Type: numeric

ELA_GRADE10: State Assessment 2010: Average ELA Grade Level

Based upon 259 valid cases out of 480 total cases.

- Mean: 6.23
- Median: 8.00
- Mode: 8.00
- Minimum: -9
- Maximum: 8
- Standard Deviation: 4.52

Location: 413-418 (width: 6; decimal: 2)
Variable Type: numeric

ELA_GRADE11: State Assessment 2011: Average ELA Grade Level

Based upon 117 valid cases out of 480 total cases.

- Mean: -1.08
- Median: -8.91
- Mode: -9.00
- Minimum: -9
- Maximum: 11
- Standard Deviation: 9.17

Location: 419-425 (width: 7; decimal: 2)
Variable Type: numeric
ELA_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, ELA

Based upon 473 valid cases out of 480 total cases.

- Mean: -0.08
- Median: -0.08
- Mode: -0.17
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.54

Location: 426-431 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 433 valid cases out of 480 total cases.

- Mean: -0.05
- Median: -0.02
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.59

Location: 432-437 (width: 6; decimal: 2)
Variable Type: numeric

ELA_SCORE11: State Assessment 2011: Section Average Rank-based Z-Score, ELA

Based upon 188 valid cases out of 480 total cases.

- Mean: 0.03
- Median: 0.11
- Mode: 0.24
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.54

Location: 438-443 (width: 6; decimal: 2)
Variable Type: numeric

MATH_GRADE09: State Assessment 2009: Average Math Grade Level

Based upon 285 valid cases out of 480 total cases.

- Mean: 7.23
- Median: 7.04
- Mode: 7.00
- Minimum: 6
- Maximum: 8
- Standard Deviation: 0.37

Location: 444-448 (width: 5; decimal: 2)
Variable Type: numeric

MATH_GRADE10: State Assessment 2010: Average Math Grade Level
Based upon 259 valid cases out of 480 total cases.

- Mean: 6.24
- Median: 8.00
- Mode: 8.00
- Minimum: -9
- Maximum: 8
- Standard Deviation: 4.51

Location: 449-454 (width: 6; decimal: 2)
Variable Type: numeric

**MATH_GRADE11: State Assessment 2011: Average Math Grade Level**

Based upon 117 valid cases out of 480 total cases.

- Mean: -1.08
- Median: -8.91
- Mode: -9.00
- Minimum: -9
- Maximum: 11
- Standard Deviation: 9.17

Location: 455-461 (width: 7; decimal: 2)
Variable Type: numeric

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

Based upon 473 valid cases out of 480 total cases.

- Mean: -0.11
- Median: -0.15
- Mode: -0.33
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.54

Location: 462-467 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 433 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.09
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.58

Location: 468-473 (width: 6; decimal: 2)
Variable Type: numeric

**MATH_SCORE11: State Assessment 2011: Section Average Rank-based Z-Score, Math**

Based upon 126 valid cases out of 480 total cases.
• Mean: -0.17
• Median: -0.12
• Mode: 0.05
• Minimum: -3
• Maximum: 1
• Standard Deviation: 0.65

Location: 474-479 (width: 6; decimal: 2)
Variable Type: numeric

SCIENCE_GRADE09: State Assessment 2009: Average Science Grade Level
Based upon 67 valid cases out of 480 total cases.

• Mean: -8.03
• Median: -8.00
• Mode: -8.00
• Minimum: -8
• Maximum: -8
• Standard Deviation: 0.04

Location: 480-485 (width: 6; decimal: 2)
Variable Type: numeric

SCIENCE_GRADE10: State Assessment 2010: Average Science Grade Level
Based upon 67 valid cases out of 480 total cases.

• Mean: 0.52
• Median: 2.33
• Mode: -9.00
• Minimum: -9
• Maximum: 8
• Standard Deviation: 6.41

Location: 486-491 (width: 6; decimal: 2)
Variable Type: numeric

SCIENCE_GRADE11: State Assessment 2011: Average Science Grade Level
Based upon 67 valid cases out of 480 total cases.

• Mean: -8.96
• Median: -8.97
• Mode: -9.00
• Minimum: -9
• Maximum: -9
• Standard Deviation: 0.05

Location: 492-497 (width: 6; decimal: 2)
Variable Type: numeric

SCIENCE_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, Science
Based upon 50 valid cases out of 480 total cases.
• Mean: -0.02
• Median: -0.04
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.52

Location: 498-503 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 91 valid cases out of 480 total cases.

• Mean: 0.02
• Median: -0.05
• Mode: 0.97
• Minimum: -1
• Maximum: 2
• Standard Deviation: 0.58

Location: 504-509 (width: 6; decimal: 2)
Variable Type: numeric

SCIENCE_SCORE11: State Assessment 2011: Section Average Rank-based Z-Score, Science

Based upon 29 valid cases out of 480 total cases.

• Mean: 0.02
• Median: 0.00
• Mode: -0.19
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.57

Location: 510-515 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 50 valid cases out of 480 total cases.

• Mean: -0.06
• Median: -0.11
• Minimum: -1
• Maximum: 2
• Standard Deviation: 0.51

Location: 516-521 (width: 6; decimal: 2)
Variable Type: numeric

SOCSTUD_SCORE11: State Assessment 2011: Section Average Rank-based Z-Score, SOCSTUD

Based upon 0 valid cases out of 480 total cases.

Location: 522-522 (width: 1; decimal: 0)
Variable Type: numeric
<table>
<thead>
<tr>
<th>WRITING_GRADE09: State Assessment 2009: Average Writing Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based upon 67 valid cases out of 480 total cases.</td>
</tr>
<tr>
<td>• Mean: -8.03</td>
</tr>
<tr>
<td>• Median: -8.00</td>
</tr>
<tr>
<td>• Mode: -8.00</td>
</tr>
<tr>
<td>• Minimum: -8</td>
</tr>
<tr>
<td>• Maximum: -8</td>
</tr>
<tr>
<td>• Standard Deviation: 0.04</td>
</tr>
<tr>
<td>Location: 523-528 (width: 6; decimal: 2)</td>
</tr>
<tr>
<td>Variable Type: numeric</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING_GRADE10: State Assessment 2010: Average Writing Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based upon 67 valid cases out of 480 total cases.</td>
</tr>
<tr>
<td>• Mean: -7.71</td>
</tr>
<tr>
<td>• Median: -9.00</td>
</tr>
<tr>
<td>• Mode: -9.00</td>
</tr>
<tr>
<td>• Minimum: -9</td>
</tr>
<tr>
<td>• Maximum: 3</td>
</tr>
<tr>
<td>• Standard Deviation: 2.56</td>
</tr>
<tr>
<td>Location: 529-534 (width: 6; decimal: 2)</td>
</tr>
<tr>
<td>Variable Type: numeric</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING_GRADE11: State Assessment 2011: Average Writing Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based upon 67 valid cases out of 480 total cases.</td>
</tr>
<tr>
<td>• Mean: -4.31</td>
</tr>
<tr>
<td>• Median: -6.19</td>
</tr>
<tr>
<td>• Mode: -9.00</td>
</tr>
<tr>
<td>• Minimum: -9</td>
</tr>
<tr>
<td>• Maximum: 10</td>
</tr>
<tr>
<td>• Standard Deviation: 5.60</td>
</tr>
<tr>
<td>Location: 535-541 (width: 7; decimal: 2)</td>
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<td>Variable Type: numeric</td>
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<table>
<thead>
<tr>
<th>WRITING_SCORE09: State Assessment 2009: Section Average Rank-based Z-Score, Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based upon 126 valid cases out of 480 total cases.</td>
</tr>
<tr>
<td>• Mean: -4.31</td>
</tr>
<tr>
<td>• Median: -8.00</td>
</tr>
<tr>
<td>• Mode: -8.00</td>
</tr>
<tr>
<td>• Minimum: -8</td>
</tr>
<tr>
<td>• Maximum: 1</td>
</tr>
<tr>
<td>• Standard Deviation: 4.00</td>
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<td>Location: 542-547 (width: 6; decimal: 2)</td>
</tr>
<tr>
<td>Variable Type: numeric</td>
</tr>
</tbody>
</table>
WRITING_SCORE10: State Assessment 2010: Section Average Rank-based Z-Score, Writing

Based upon 126 valid cases out of 480 total cases.

- Mean: -4.81
- Median: -8.94
- Mode: -9.00
- Minimum: -9
- Maximum: 1
- Standard Deviation: 4.49

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

WRITING_SCORE11: State Assessment 2011: Section Average Rank-based Z-Score, Writing

Based upon 126 valid cases out of 480 total cases.

- Mean: -4.77
- Median: -8.88
- Mode: -9.00
- Minimum: -9
- Maximum: 1
- Standard Deviation: 4.51

Location: 554-559 (width: 6; decimal: 2)
Variable Type: numeric

A_STUDENT_STATUS: ACT Student Status

Based upon 480 valid cases out of 480 total cases.

- Mean: 1.76
- Median: 1.54
- Mode: 1.00
- Minimum: 1
- Maximum: 7
- Standard Deviation: 0.85

Location: 560-564 (width: 5; decimal: 2)
Variable Type: numeric

A_GRADE: ACT Test grade level

Based upon 470 valid cases out of 480 total cases.

- Mean: 9.00
- Median: 9.00
- Mode: 9.00
- Minimum: 9
- Maximum: 10
- Standard Deviation: 0.05

Location: 565-569 (width: 5; decimal: 2)
Variable Type: numeric
A_TEST_DATE_MC1: ACT Date MC Session 1 was administered

Based upon 471 valid cases out of 480 total cases.

- Mean: 18748.77
- Median: 18757.00
- Mode: 18735.00
- Minimum: 18393
- Maximum: 19130
- Standard Deviation: 43.89

Location: 570-578 (width: 9; decimal: 2)
Variable Type: numeric

A_RETEST: ACT Retest

Based upon 0 valid cases out of 480 total cases.

Location: 579-579 (width: 1; decimal: 0)
Variable Type: numeric

A_TOT_MC_TOT_RAW_SCO: ACT Total MC Total Raw Score

Based upon 470 valid cases out of 480 total cases.

- Mean: 15.88
- Minimum: 4
- Maximum: 29
- Standard Deviation: 4.92

Location: 580-585 (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) (Algebra 1 - Number Sense, Operations and Graph Skills) (Biology - Biology Process)

Based upon 470 valid cases out of 480 total cases.

- Mean: 5.18
- Minimum: 0
- Maximum: 15
- Standard Deviation: 3.58

Location: 586-591 (width: 6; decimal: 2)
Variable Type: numeric

A_MC1_RAW_SUB_SCO2: ACT Multiple Choice 1 Raw Subscore for Content Area 2 (English 9 - Critical Reading) (Algebra 1 - Exploring Expressions, Equations, and Functions in the First Degree) (Biology - Biochemistry; Cell)

Based upon 470 valid cases out of 480 total cases.

- Mean: 5.22
- Minimum: 1
- Maximum: 11
A_MC1_RAW_SUB_SCO3: ACT Multiple Choice 1 Raw Subscore for Content Area 3 (English 9 - Modes of Writing) (Algebra 1 - Exploring Quadratic Equations and Functions) (Biology - Genetics; Evolution)

Based upon 470 valid cases out of 480 total cases.

- Mean: 2.31
- Median: 2.10
- Mode: 0.00
- Minimum: 0
- Maximum: 9
- Standard Deviation: 2.18

A_MC1_RAW_SUB_SCO4: ACT Multiple Choice 1 Raw Subscore for Content Area 4 (English 9 - Mechanics of Writing) (Algebra 1 - Exploring Other Nonlinear Equations and Functions) (Biology - Animal/Plant Systems and Ecology)

Based upon 470 valid cases out of 480 total cases.

- Mean: 3.17
- Minimum: 0
- Maximum: 8
- Standard Deviation: 1.49

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

Based upon 470 valid cases out of 480 total cases.

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

A_TOT_CR_RAW_SCO: ACT Total Constructed Response Raw Score

Based upon 470 valid cases out of 480 total cases.

- Mean: 5.47
- Minimum: 0
• Maximum: 13
• Standard Deviation: 3.30

Location: 609-614 (width: 6; decimal: 2)
Variable Type: numeric

A_QC_FINAL_SCALE_SCO: ACT Combined Scale Score

Based upon 470 valid cases out of 480 total cases.

• Mean: 144.69
• Minimum: 131
• Maximum: 162
• Standard Deviation: 6.04

Location: 615-621 (width: 7; decimal: 2)
Variable Type: numeric

S_M_B124_MOD: Student Perceptions Survey: Secondary Student Item: How long have you been in this class?

How long have you been in this class?

Based upon 443 valid cases out of 480 total cases.

• Mean: -0.02
• Median: 0.09
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.67

Location: 622-627 (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 443 valid cases out of 480 total cases.

• Mean: -0.23
• Median: -0.20
• Mode: 0.11
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.44

Location: 628-633 (width: 6; decimal: 2)
Variable Type: numeric

S_M_B158: Student Perceptions Survey: Secondary Student Item: Overall, between homework, reading, and other class assignments, I worked hard

Overall, between homework, reading, and other class assignments, I worked hard in this class.

Based upon 443 valid cases out of 480 total cases.
Mean: -0.17
Median: -0.18
Mode: 0.09
Minimum: -1
Maximum: 1
Standard Deviation: 0.37

Location: 634-639 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_C34A: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=Did not finish high school)**

Adult Level of Education (1=Did not finish high school)

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.07
- Median: 0.01
- Mode: -0.34
- Minimum: -0
- Maximum: 2
- Standard Deviation: 0.36

Location: 640-645 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_C34B: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=Finished high school)**

Adult Level of Education (1=Finished high school)

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.09
- Median: 0.07
- Mode: 0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.33

Location: 646-651 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_C34C: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=Attended some college or earned 2-year degree)**

Adult Level of Education (1=Attended some college or earned 2-year degree)

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.06
- Median: 0.03
- Mode: -0.48
- Minimum: -0
- Maximum: 2
- Standard Deviation: 0.31
**S_M_C34D: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=Finished a 4-year college degree)**

Adult Level of Education (1=Finished a 4-year college degree)

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.015
- Median: -0.073
- Mode: -0.518
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.327

**S_M_C34E: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=Finished a professional or graduate degree after college)**

Adult Level of Education (1=Finished a professional or graduate degree after college)

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.05
- Median: -0.11
- Mode: -0.51
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.36

**S_M_C34F: Student Perceptions Survey: Secondary Student Item: Adult Level of Education (1=I don't know)**

Adult Level of Education (1=I don't know)

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.162
- Median: -0.214
- Mode: -0.565
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.277

**S_M_DU_1: Student Perceptions Survey: Secondary Student Item: I often set a goal but later choose to pursue a different one.**
I often set a goal but later choose to pursue a different one.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.03
- Median: -0.03
- Mode: 0.07
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.27

Location: 678-683 (width: 6; decimal: 2)
Variable Type: numeric

S_M_DU_2: Student Perceptions Survey: Secondary Student Item: New ideas and projects sometimes distract me from previous ones.

New ideas and projects sometimes distract me from previous ones.

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.02
- Mode: 0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.29

Location: 684-689 (width: 6; decimal: 2)
Variable Type: numeric

S_M_DU_3: Student Perceptions Survey: Secondary Student Item: I have been obsessed with a certain idea or project for a short time but later lost interest.

I have been obsessed with a certain idea or project for a short time but later lost interest.

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.01
- Mode: 0.25
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.28

Location: 690-695 (width: 6; decimal: 2)
Variable Type: numeric

S_M_DU_4: Student Perceptions Survey: Secondary Student Item: I have difficulty maintaining my focus on projects that take more than a few months to complete.

I have difficulty maintaining my focus on projects that take more than a few months to complete.

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.06
- Median: 0.06

I finish whatever I begin.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.10  
- Median: -0.09  
- Mode: 0.21  
- Minimum: -2  
- Maximum: 1  
- Standard Deviation: 0.30

Location: 696-701 (width: 6; decimal: 2)  
Variable Type: numeric

S_M_DU_6: Student Perceptions Survey: Secondary Student Item: Setbacks don't discourage me.

Setbacks don't discourage me.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.03  
- Median: -0.02  
- Mode: 0.12  
- Minimum: -1  
- Maximum: 1  
- Standard Deviation: 0.28

Location: 702-707 (width: 6; decimal: 2)  
Variable Type: numeric


I am a hard worker.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.11  
- Median: -0.08  
- Mode: -0.13  
- Minimum: -2  
- Maximum: 1  
- Standard Deviation: 0.31

Location: 714-719 (width: 6; decimal: 2)  
Variable Type: numeric

I am diligent.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.04
- Mode: 0.16
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

Location: 720-725 (width: 6; decimal: 2)
Variable Type: numeric

S_M_DW_1: Student Perceptions Survey: Secondary Student Item: Your intelligence is something you can't change very much.

Your intelligence is something you can't change very much.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.08
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 726-731 (width: 6; decimal: 2)
Variable Type: numeric

S_M_DW_2: Student Perceptions Survey: Secondary Student Item: You have a certain amount of intelligence, and you really can't do much to change it.

You have a certain amount of intelligence, and you really can't do much to change it.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.09
- Mode: -0.45
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

Location: 732-737 (width: 6; decimal: 2)
Variable Type: numeric

S_M_DW_3: Student Perceptions Survey: Secondary Student Item: You can learn new things, but you can't really change your basic intelligence.

You can learn new things, but you can't really change your basic intelligence.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.08
- Median: -0.09
- Mode: -0.11
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.33

Location: 738-743 (width: 6; decimal: 2)
Variable Type: numeric

**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 443 valid cases out of 480 total cases.

- Mean: -0.04
- Median: -0.01
- Mode: 0.27
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.50

Location: 744-749 (width: 6; decimal: 2)
Variable Type: numeric

**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 443 valid cases out of 480 total cases.

- Mean: -0.16
- Median: -0.18
- Mode: 0.13
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

Location: 750-755 (width: 6; decimal: 2)
Variable Type: numeric

**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 443 valid cases out of 480 total cases.

- Mean: -0.22
- Median: -0.25
- Mode: -0.27
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37
S_M_A42: Student Perceptions Survey: Secondary Student Item: I often feel like this class has nothing to do with real life outside school.

I often feel like this class has nothing to do with real life outside school.

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.11
- Median: 0.10
- Mode: 0.49
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.40

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 443 valid cases out of 480 total cases.

- Mean: -0.05
- Median: 0.02
- Mode: 0.15
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

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

I get nervous in this class.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.09
- Mode: 0.08
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

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 443 valid cases out of 480 total cases.

- Mean: 0.07
- Median: 0.02
- Mode: 0.13
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.44

Location: 780-785 (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 443 valid cases out of 480 total cases.

- Mean: 0.04
- Median: 0.05
- Mode: -0.20
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41

Location: 786-791 (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 443 valid cases out of 480 total cases.

- Mean: 0.14
- Median: 0.13
- Mode: -0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

Location: 792-797 (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 443 valid cases out of 480 total cases.

- Mean: 0.13
- Median: 0.12
- Mode: 0.08
- Minimum: -1
- Maximum: 1
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 443 valid cases out of 480 total cases.

- Mean: -0.06
- Median: -0.06
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.50

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 443 valid cases out of 480 total cases.

- Mean: -0.12
- Median: -0.13
- Mode: 0.30
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

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 443 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.01
- Mode: -0.01
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47
**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 443 valid cases out of 480 total cases.

- Mean: -0.01
- Median: 0.06
- Mode: 0.41
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.52

*Location: 822-827 (width: 6; decimal: 2)*
*Variable Type: numeric*

**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 443 valid cases out of 480 total cases.

- Mean: -0.09
- Median: -0.04
- Mode: 0.07
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.49

*Location: 828-833 (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 443 valid cases out of 480 total cases.

- Mean: -0.15
- Median: -0.12
- Mode: -0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

*Location: 834-839 (width: 6; decimal: 2)*
*Variable Type: numeric*

**S_M_B29: Student Perceptions Survey: Secondary Student Item for CAPTIVATE: My teacher makes learning enjoyable.**

My teacher makes learning enjoyable.

Based upon 443 valid cases out of 480 total cases.
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 443 valid cases out of 480 total cases.

Location: 840-845 (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 443 valid cases out of 480 total cases.

Location: 846-851 (width: 6; decimal: 2)
Variable Type: numeric


My teacher makes lessons interesting.
Based upon 443 valid cases out of 480 total cases.
**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 443 valid cases out of 480 total cases.

- Mean: -0.11
- Median: -0.07
- Mode: -0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.42

**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 443 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.15
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.58

**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 443 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.06
- Mode: 0.32
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.60

**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 443 valid cases out of 480 total cases.

- Mean: -0.23
- Median: -0.20
- Mode: -0.31
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

Location: 882-887 (width: 6; decimal: 2)
Variable Type: numeric

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 443 valid cases out of 480 total cases.

- Mean: -0.15
- Median: -0.16
- Mode: -0.22
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.42

Location: 888-893 (width: 6; decimal: 2)
Variable Type: numeric

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 443 valid cases out of 480 total cases.

- Mean: -0.10
- Median: -0.06
- Mode: 0.21
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

Location: 894-899 (width: 6; decimal: 2)
Variable Type: numeric


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

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.14
- Median: -0.08
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 443 valid cases out of 480 total cases.

- Mean: -0.11
- Median: -0.10
- Mode: -2
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

Location: 906-911 (width: 6; decimal: 2)
Variable Type: numeric

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 443 valid cases out of 480 total cases.

- Mean: -0.08
- Median: -0.04
- Mode: 0.08
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

Location: 912-917 (width: 6; decimal: 2)
Variable Type: numeric


My teacher explains difficult things clearly.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.09
- Median: -0.04
- Mode: 0.11
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.50

Location: 918-923 (width: 6; decimal: 2)
Variable Type: numeric
**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 443 valid cases out of 480 total cases.

- Mean: -0.13
- Median: -0.09
- Mode: 0.22
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.46

*Location:* 924-929 (width: 6; decimal: 2)  
*Variable Type:* numeric

**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 443 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.02
- Mode: 0.18
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.52

*Location:* 930-935 (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 443 valid cases out of 480 total cases.

- Mean: -0.19
- Median: -0.15
- Mode: -0.06
- Minimum: -3
- Maximum: 1
- Standard Deviation: 0.49

*Location:* 936-941 (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 443 valid cases out of 480 total cases.
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 443 valid cases out of 480 total cases.

- Mean: -0.19
- Median: -0.16
- Mode: 0.25
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.45

Location: 948-953 (width: 6; decimal: 2)
Variable Type: numeric

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 443 valid cases out of 480 total cases.

- Mean: -0.30
- Median: -0.30
- Mode: -0.44
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.54

Location: 954-959 (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 443 valid cases out of 480 total cases.

- Mean: -0.26
- Median: -0.23
- Mode: -0.55
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.54
**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 443 valid cases out of 480 total cases.

- Mean: -0.21
- Median: -0.18
- Mode: -0.27
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.45

**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 443 valid cases out of 480 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: -0.36
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.52

**S_M_B113: Student Perceptions Survey: Secondary Student Item for CONTROL (REVERSE CODED): I hate the way that students behave in this class.**

I hate the way that students behave in this class.

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.05
- Mode: 0.34
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.48

**S_M_B114: Student Perceptions Survey: Secondary Student Item for CONTROL (REVERSE CODED): Student behavior in this class makes the teacher angry.**
Student behavior in this class makes the teacher angry.

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.07
- Median: 0.05
- Mode: -0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.55

Location: 984-989 (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 443 valid cases out of 480 total cases.

- Mean: -0.10
- Median: -0.12
- Mode: -0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 990-995 (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 443 valid cases out of 480 total cases.

- Mean: 0.10
- Median: 0.08
- Mode: -0.16
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.44

Location: 996-1001 (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 443 valid cases out of 480 total cases.

- Mean: 0.02
- Median: -0.38
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 443 valid cases out of 480 total cases.

- Mean: -0.06
- Median: -0.01
- Mode: 0.17
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.43

Location: 1008-1013 (width: 6; decimal: 2)
Variable Type: numeric

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 443 valid cases out of 480 total cases.

- Mean: -0.02
- Median: 0.01
- Mode: 0.05
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

Location: 1014-1019 (width: 6; decimal: 2)
Variable Type: numeric

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 443 valid cases out of 480 total cases.

- Mean: -0.06
- Median: 0.02
- Mode: 0.21
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.44

Location: 1020-1025 (width: 6; decimal: 2)
**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 443 valid cases out of 480 total cases.

- Mean: -0.10
- Median: -0.06
- Mode: -0.06
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.44

*Location: 1026-1031 (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 443 valid cases out of 480 total cases.

- Mean: 0.05
- Median: 0.04
- Mode: 0.09
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.47

*Location: 1032-1037 (width: 6; decimal: 2)*

**Variable Type: numeric**

**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 443 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.01
- Mode: -0.34
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41

*Location: 1038-1043 (width: 6; decimal: 2)*

**Variable Type: numeric**

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

Student behavior in this class is a problem
Based upon 443 valid cases out of 480 total cases.

- Mean: 0.07
- Median: 0.11
- Mode: 0.45
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.56

Location: 1044-1049 (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 443 valid cases out of 480 total cases.

- Mean: -0.15
- Median: -0.16
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41

Location: 1050-1055 (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 443 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.02
- Mode: -0.16
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.33

Location: 1056-1061 (width: 6; decimal: 2)
Variable Type: numeric

**S_M_B141: Student Perceptions Survey: Secondary Student Item for CAPTIVATE (REVERSE CODED): This class does not keep my attention--I get bored.**

This class does not keep my attention--I get bored.

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.08
- Mode: -0.31
- Minimum: -1
- Maximum: 1
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 443 valid cases out of 480 total cases.

- Mean: 0.11
- Median: 0.10
- Mode: 0.10
- Minimum: -1
- Maximum: 3
- Standard Deviation: 0.40

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 443 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: 0.44
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.44

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 443 valid cases out of 480 total cases.

- Mean: -0.08
- Median: -0.06
- Mode: -0.09
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.45
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 443 valid cases out of 480 total cases.

- Mean: -0.11
- Median: -0.07
- Mode: -0.07
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.48

Location: 1086-1091 (width: 6; decimal: 2)  
Variable Type: numeric

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 443 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.18
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.44

Location: 1092-1097 (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 443 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.04
- Mode: 0.21
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

Location: 1098-1103 (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 443 valid cases out of 480 total cases.
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 443 valid cases out of 480 total cases.

- Mean: -0.19
- Median: -0.24
- Mode: -0.41
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.55

Location: 1110-1115 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C1: Student Perceptions Survey: Secondary Student Item: Are you female or male?

Are you female or male?

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.00
- Mode: -0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.33

Location: 1116-1121 (width: 6; decimal: 2)
Variable Type: numeric

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 443 valid cases out of 480 total cases.

- Mean: -0.08
- Median: -0.09
- Mode: -0.01
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41
**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 443 valid cases out of 480 total cases.

- Mean: -0.05
- Median: -0.06
- Mode: 0.18
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.42

**S_M_C5A: Student Perceptions Survey: Secondary Student Item: Race: White**

White

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.21
- Mode: -0.64
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.53

**S_M_C5B: Student Perceptions Survey: Secondary Student Item: Race: Black or African**

Black or African

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.15
- Median: 0.02
- Mode: 0.37
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.57

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

Hispanic/Latino

Based upon 443 valid cases out of 480 total cases.
Mean: -0.04
Median: -0.12
Mode: -0.75
Minimum: -1
Maximum: 1
Standard Deviation: 0.49

Location: 1146-1151 (width: 6; decimal: 2)
Variable Type: numeric

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

Asian

Based upon 443 valid cases out of 480 total cases.

Mean: -0.05
Median: -0.13
Mode: -0.29
Minimum: -0
Maximum: 2
Standard Deviation: 0.36

Location: 1152-1157 (width: 6; decimal: 2)
Variable Type: numeric

S_M_C5E: Student Perceptions Survey: Secondary Student Item: Race: Pacific Islander

Pacific Islander

Based upon 443 valid cases out of 480 total cases.

Mean: 0.01
Median: -0.19
Mode: -0.19
Minimum: -0
Maximum: 2
Standard Deviation: 0.31

Location: 1158-1163 (width: 6; decimal: 2)
Variable Type: numeric

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

Arabic/Middle Eastern

Based upon 443 valid cases out of 480 total cases.

Mean: -0.01
Median: -0.16
Mode: -0.16
Minimum: -0
Maximum: 2
Standard Deviation: 0.26

Location: 1164-1169 (width: 6; decimal: 2)
Variable Type: numeric
S_M_C5G: Student Perceptions Survey: Secondary Student Item: Race: West Indian

West Indian

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.04
- Median: -0.18
- Mode: -0.18
- Minimum: -0
- Maximum: 2
- Standard Deviation: 0.38

Location: 1170-1175 (width: 6; decimal: 2)  
Variable Type: numeric

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

Native American (Indian)

Based upon 443 valid cases out of 480 total cases.

- Mean: 0.02
- Median: -0.09
- Mode: -0.27
- Minimum: -0
- Maximum: 4
- Standard Deviation: 0.42

Location: 1176-1181 (width: 6; decimal: 2)  
Variable Type: numeric

S_M_C5I: Student Perceptions Survey: Secondary Student Item: Race: South Asian or East Indian

South Asian or East Indian

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.04
- Median: -0.17
- Mode: -0.17
- Minimum: -0
- Maximum: 2
- Standard Deviation: 0.27

Location: 1182-1187 (width: 6; decimal: 2)  
Variable Type: numeric

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

Other

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.05
- Median: -0.11
- Mode: -0.34
• Minimum: -0
• Maximum: 2
• Standard Deviation: 0.28

Location: 1188-1193 (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? (1=1, 2=2, 3=3, 4=4, 5=5 or more, BLANK=missing - 3 or more answers provided or question left blank)

Based upon 443 valid cases out of 480 total cases.

• Mean: -0.063
• Median: -0.081
• Mode: -0.440
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.316

Location: 1194-1200 (width: 7; decimal: 3)
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? (1=No, 2=Seldom, 3=Half the time, 4=Mostly, 5=Always, BLANK=missing - 3 or more answers provided or question left blank)

Based upon 443 valid cases out of 480 total cases.

• Mean: -0.07
• Median: -0.13
• Mode: -0.37
• Minimum: -1
• Maximum: 2
• Standard Deviation: 0.45

Location: 1201-1206 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 443 valid cases out of 480 total cases.

• Mean: -0.17
• Median: -0.20
• Mode: -0.42
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.31
**S_M_HAPPY_IN_CLASS: Section mean on the Student Happy in Class Scale derived by MET from SPS responses**

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.06
- Median: -0.06
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.50

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

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.25
- Median: -0.21
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.47

**S_M_INTELLIGENCE: Section mean on the View of Intelligence Scale derived by MET from SPS responses**

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.08
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

**S_M_GRIT: Section mean on the GRIT Scale derived by MET from SPS responses**

Based upon 443 valid cases out of 480 total cases.

- Mean: -0.030
- Minimum: -0
- Maximum: 1
- Standard Deviation: 0.138
**NCARE_SEC: Number of Students in Classroom Included in ZCARE_SEC and ZZCARE_SEC (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.36
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
- Standard Deviation: 6.03

*Location:* 1238-1239 (width: 2; decimal: 0)
*Variable Type:* numeric

**NCONTROL_SEC: Number of Students in Classroom Included in ZCONTROL_SEC and ZZCONTROL_SEC (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.41
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
- Standard Deviation: 6.05

*Location:* 1240-1241 (width: 2; decimal: 0)
*Variable Type:* numeric

**NCLARIFY_SEC: Number of Students in Classroom Included in ZCLARIFY_SEC and ZZCLARIFY_SEC (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.40
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
- Standard Deviation: 6.03

*Location:* 1242-1243 (width: 2; decimal: 0)
*Variable Type:* numeric

**NCHALLENGE_SEC: Number of Students in Classroom Included in ZCHALLENGE_SEC and ZZCHALLENGE_SEC (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.43
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
• Standard Deviation: 6.05

Location: 1244-1245 (width: 2; decimal: 0)
Variable Type: numeric

NCAPTIVATE_SEC: Number of Students in Classroom Included in ZCAPTIVATE_SEC and ZZCAPTIVATE_SEC (Secondary Form)

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.45
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
- Standard Deviation: 6.06

Location: 1246-1247 (width: 2; decimal: 0)
Variable Type: numeric

NCONFER_SEC: Number of Students in Classroom Included in ZCONFER_SEC and ZZCONFER_SEC (Secondary Form)

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.44
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
- Standard Deviation: 6.05

Location: 1248-1249 (width: 2; decimal: 0)
Variable Type: numeric

NCONSOLIDATE_SEC: Number of Students in Classroom Included in ZCONSOLIDATE_SEC and ZZCONSOLIDATE_SEC (Secondary Form)

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.32
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
- Standard Deviation: 6.05

Location: 1250-1251 (width: 2; decimal: 0)
Variable Type: numeric

NCOMPOSITE1_SEC: Number of Students in Classroom Included in ZCOMPOSITE1_SEC and ZZCOMPOSITE1_SEC (Secondary Form)

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.45
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
- Standard Deviation: 6.06

*Location:* 1252-1253 (width: 2; decimal: 0)
*Variable Type:* numeric

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

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.45
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
- Standard Deviation: 6.06

*Location:* 1254-1255 (width: 2; decimal: 0)
*Variable Type:* numeric

**NSTRICTNESS_SEC: Number of Students in Classroom Included in ZSTRUCTNESS_SEC AND ZZSTRUCTNESS_SEC (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.43
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
- Standard Deviation: 6.05

*Location:* 1256-1257 (width: 2; decimal: 0)
*Variable Type:* numeric

**NSUPPORT_SEC: Number of Students in Classroom Included in ZSUPPORT_SEC AND ZZSUPPORT_SEC (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: 19.45
- Median: 20.00
- Mode: 20.00
- Minimum: 2
- Maximum: 41
- Standard Deviation: 6.06

*Location:* 1258-1259 (width: 2; decimal: 0)
*Variable Type:* numeric

**ZCARE_SEC: Care Subscale Standardized Using Individual Level Standard Deviation (Secondary Form)**
Based upon 453 valid cases out of 480 total cases.

- Mean: -0.07
- Median: 0.00
- Mode: -0.07
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.52

Location: 1260-1265 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.08
- Median: -0.02
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.56

Location: 1266-1271 (width: 6; decimal: 2)
Variable Type: numeric

**ZCONTROL_SEC: Control Subscale Standardized Using Individual Level Standard Deviation (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: 0.03
- Median: 0.11
- Mode: 0.11
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.68

Location: 1272-1277 (width: 6; decimal: 2)
Variable Type: numeric

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

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.17
- Median: -0.10
- Mode: 0.11
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.54

Location: 1278-1283 (width: 6; decimal: 2)
Variable Type: numeric
**ZCAPTIVATE_SEC: Captivate Subscale Standardized Using Individual Level Standard Deviation (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.07
- Median: -0.04
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.60

*Location:* 1284-1289 (width: 6; decimal: 2)

*Variable Type:* numeric

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

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.02
- Median: 0.01
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.56

*Location:* 1290-1295 (width: 6; decimal: 2)

*Variable Type:* numeric

**ZCONSOLIDATE_SEC: Consolidate Subscale Standardized Using Individual Level Standard Deviation (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.11
- Median: -0.06
- Mode: -0.03
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.52

*Location:* 1296-1301 (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 Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.08
- Median: -0.02
- Mode: 0.02
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.62
**ZCOMPOSITE2_SEC**: Combined ELA and Math Composite Variable for ZCARE_SEC, ZCLARIFY_SEC, ZCHALLENGE_SEC, ZCAPTIVATE_SEC, ZCONFER_SEC and ZCONSOLIDATE_SEC Subscales (Secondary Form)

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.10
- Median: -0.02
- Mode: 0.24
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.59

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

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.08
- Median: -0.01
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.67

**ZSUPPORT_SEC**: Composite Variables of ZCARE_SEC, ZCLARIFY_SEC, ZCAPTIVATE_SEC, ZCONFER_SEC, and ZCONSOLIDATE_SEC Subscales (Secondary Form)

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.08
- Median: -0.01
- Minimum: -2
- Maximum: 2
- Standard Deviation: 0.60

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

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.14
- Minimum: -4
- Maximum: 2
- Standard Deviation: 0.99
**ZZCLARIFY_SEC: Clarify Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.15
- Minimum: -3
- Maximum: 2
- Standard Deviation: 1.04

**Location:** 1332-1337 (width: 6; decimal: 2)  
**Variable Type:** numeric

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

Based upon 453 valid cases out of 480 total cases.

- Mean: 0.05
- Minimum: -3
- Maximum: 2
- Standard Deviation: 1.04

**Location:** 1338-1343 (width: 6; decimal: 2)  
**Variable Type:** numeric

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

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.31
- Minimum: -4
- Maximum: 2
- Standard Deviation: 1.05

**Location:** 1344-1349 (width: 6; decimal: 2)  
**Variable Type:** numeric

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

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.11
- Minimum: -3
- Maximum: 2
- Standard Deviation: 1.03

**Location:** 1350-1355 (width: 6; decimal: 2)  
**Variable Type:** numeric
**ZZCONFER_SEC: Confer Subscale Standardized Using Standard Deviation of Classroom-Level Distribution (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.02
- Minimum: -3
- Maximum: 3
- Standard Deviation: 1.02

*Location:* 1356-1361 (width: 6; decimal: 2)
*Variable Type:* numeric

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

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.22
- Minimum: -4
- Maximum: 3
- Standard Deviation: 1.04

*Location:* 1362-1367 (width: 6; decimal: 2)
*Variable Type:* numeric

**ZZCOMPOSITE1_SEC: Combined ELA and Math Composite Variable for ZZCONTROL_SEC, ZZCARE_SEC, ZZCLARIFY_SEC, ZZCHALLENGE_SEC, ZZCAPTIVATE_SEC, ZZCONFER_SEC and ZZCONSOLIDATE_SEC Subscales (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.14
- Minimum: -3
- Maximum: 3
- Standard Deviation: 1.05

*Location:* 1368-1373 (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 Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.17
- Minimum: -3
- Maximum: 3
- Standard Deviation: 1.03

*Location:* 1374-1379 (width: 6; decimal: 2)
*Variable Type:* numeric
**ZZSTRICTNESS_SEC: Composite Variable of ZZCONTROL_SEC and ZZCHALLENGE Subscales (Secondary Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.12
- Minimum: -3
- Maximum: 3
- Standard Deviation: 1.08

*Location*: 1380-1385 (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 Form)**

Based upon 453 valid cases out of 480 total cases.

- Mean: -0.13
- Minimum: -3
- Maximum: 3
- Standard Deviation: 1.02

*Location*: 1386-1391 (width: 6; decimal: 2)
*Variable Type*: numeric

**MQI2_AVGSCREI_HOL: MQI2 Average Score for Errors & Imprecision Holistic**

This variable is an overall estimate of the errors and imprecision across the viewed sample.

Based upon 108 valid cases out of 480 total cases.

- Mean: 1.16
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.21

*Location*: 1392-1396 (width: 5; decimal: 2)
*Variable Type*: numeric

**MQI2_AVGSCRET_HOL: MQI2 Average Score for Explicitness and Thoroughness Holistic**

This variable indicates how explicit, complete, detailed, and thorough the teacher's (or a student's) presentation of the content is when outlining or describing mathematical procedures, describing the steps of a procedure used to solve problems, describing mathematical properties or providing mathematical definitions. Only use for Algebra lessons.

Based upon 108 valid cases out of 480 total cases.

- Mean: 2.83
- Median: 1.77
- Mode: 2.00
- Minimum: 1
- Maximum: 22
- Standard Deviation: 2.87
**MQI2_AVGSCRSPPMMR_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 108 valid cases out of 480 total cases.

- Mean: 1.07
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.15

**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 108 valid cases out of 480 total cases.

- Mean: 1.17
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.24

**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 108 valid cases out of 480 total cases.

- Mean: 1.29
- Median: 1.25
- Mode: 1.25
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.23
**MQI2_AVGSCROMQI: MQI2 Average Score for Overall Mathematical Quality of Instruction**

Based upon 108 valid cases out of 480 total cases.

- Mean: 1.95
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.22

*Location*: 1418-1422 (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 108 valid cases out of 480 total cases.

- Mean: 2.06
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.22

*Location*: 1423-1427 (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 480 total cases.

*Location*: 1428-1428 (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 480 total cases.

*Location*: 1429-1429 (width: 1; decimal: 0)

*Variable Type*: numeric

**MQI2_AVGSCOREI_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 108 valid cases out of 480 total cases.

- Mean: 1.16
- Median: 1.13
- Mode: 1.00
• Minimum: 1
• Maximum: 2
• Standard Deviation: 0.15

Location: 1430-1434 (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 108 valid cases out of 480 total cases.

• Mean: 2.73
• Median: 1.69
• Mode: 1.25
• Minimum: 1
• Maximum: 24
• Standard Deviation: 2.99

Location: 1435-1440 (width: 6; 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 108 valid cases out of 480 total cases.

• Mean: 1.16
• Median: 1.13
• Mode: 1.00
• Minimum: 1
• Maximum: 2
• Standard Deviation: 0.15

Location: 1441-1445 (width: 5; decimal: 2)  
Variable Type: numeric

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 108 valid cases out of 480 total cases.

• Mean: 1.09
• Median: 1.06
• Mode: 1.00
• Minimum: 1
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 108 valid cases out of 480 total cases.

- Mean: 1.26
- Median: 1.25
- Mode: 1.25
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.17

MQI2_NVIDEO: MQI2 Number of videos per section

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Missing Data

- - 372 77.5%

Total 480 100%

Based upon 108 valid cases out of 480 total cases.

MQI2_TOT_RATERS: MQI2 Total number of Raters

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#### Missing Data

| .     | -     | 372                  | 77.5%|

#### Total

|          | 480   | 100%                |

Based upon 108 valid cases out of 480 total cases.

*Location: 1457-1457 (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 117 valid cases out of 480 total cases.

- Mean: 2.23
- Median: 2.13
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.43

*Location: 1458-1462 (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 117 valid cases out of 480 total cases.

- Mean: 2.10
- Median: 2.13
- Mode: 1.88
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.45

*Location: 1463-1467 (width: 5; decimal: 2)*

*Variable Type: numeric*

---

**PLATO2_AVGSCRBEMT_SEG: PLATO2 Average Score for Behavior Management Segment**
The element of Behavior Management focuses on the degree to which student behavior facilitates academic work. We do not presume that an ideal classroom is a quiet and controlled one, but focus on whether student behavior is either disruptive or appropriate for the task at hand and whether the teacher effectively and efficiently addresses instances of misbehavior.

Based upon 117 valid cases out of 480 total cases.

- Mean: 3.55
- Median: 3.75
- Mode: 4.00
- Minimum: 2
- Maximum: 4
- Standard Deviation: 0.54

| Location: 1468-1472 (width: 5; decimal: 2) |
| Variable Type: numeric |

**PLATO2_AVGSCRMDLG_SEG: PLATO Average Score for Modeling Segment**

The element of Modeling focuses on the degree to which a teacher visibly enacts strategies, skills, and processes targeted in the lesson. The teacher might model metacognitive or discussion strategies, a think aloud on how to identify theme, or how to support a statement with textual evidence. At the highest level, the teacher decomposes the process into its distinct parts, highlighting specific features for students. Modeling focuses on supporting the students in completing the task at hand rather than hypothetical or longer-term tasks.

Based upon 117 valid cases out of 480 total cases.

- Mean: 1.22
- Median: 1.13
- Mode: 1.00
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.27

| Location: 1473-1477 (width: 5; decimal: 2) |
| Variable Type: numeric |

**PLATO2_AVGSCRSMU_SEG: PLATO2 Average Score for Strategy Use & Instruction Segment**

The element of Strategy Use and Instruction focuses on the teacher's ability to teach strategies connected to learning to read, write, speak, listen, and engage with literature. ELA strategies include, for example, how to read for meaning, how to generate ideas for writing, and how to figure out the meaning of unfamiliar words. Strategy instruction does not include the teaching of rules (e.g., grammar or spelling rules) or definitions (e.g., the definitions of parts of a story). Evidence of students' use of strategies and/or the teacher's prompting of strategy use should be interpreted as evidence of prior strategy instruction that is being reinforced. At the high end, the teacher explicitly teaches students how to execute a strategy flexibly and independently.

Based upon 117 valid cases out of 480 total cases.

- Mean: 1.38
- Median: 1.38
- Mode: 1.25
- Minimum: 1
- Maximum: 2
- Standard Deviation: 0.30

| Location: 1478-1482 (width: 5; decimal: 2) |
| Variable Type: numeric |
PLATO2_AVGSCRTIME_SEG: PLATO2 Average Score for Time Management Segment

The element of Time Management focuses on the teacher's efficient organization of classroom routines and materials to ensure that instructional time is maximized and little class time is lost to transitions or student behavior.

Based upon 117 valid cases out of 480 total cases.

- Mean: 3.25
- Median: 3.44
- Mode: 3.75
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.62

Location: 1483-1487 (width: 5; decimal: 2)
Variable Type: numeric

PLATO2_AVGSCRROC_SEG: PLATO2 Average Score for Representation of Content Segment

In addition to the elements scored on a 1 to 4 scale, raters are asked to identify whether the teacher has made mistakes in communicating content or provided confusing examples, analogies, or explanations related to the purpose of the lesson.

Based upon 117 valid cases out of 480 total cases.

- Mean: 0.97
- Median: 1.00
- Mode: 1.00
- Minimum: 1
- Maximum: 1
- Standard Deviation: 0.07

Location: 1488-1492 (width: 5; decimal: 2)
Variable Type: numeric

PLATO2_TOT_RATERS: PLATO2 Total number of Raters

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Based upon 117 valid cases out of 480 total cases.

Location: 1493-1493 (width: 1; decimal: 0)
Variable Type: numeric

PLATO2_NVVIDEO: PLATO2 Number of videos per section
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**Total**

Based upon 117 valid cases out of 480 total cases.

*Location: 1494-1494 (width: 1; decimal: 0)*

*Variable Type: numeric*

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### FFT2_SUBJ: FFT2 Subject

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**Total**

Based upon 480 valid cases out of 480 total cases.

*Location: 1495-1602 (width: 108; decimal: 0)*

*Variable Type: character*

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### FFT2_NVIDEO: Fft2 Number of videos per section

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**Total**

Based upon 225 valid cases out of 480 total cases.

*Location: 1603-1603 (width: 1; decimal: 0)*

*Variable Type: numeric*

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### 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 225 valid cases out of 480 total cases.

- Mean: 2.41
- Median: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48

Location: 1604-1608 (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 225 valid cases out of 480 total cases.

- Mean: 2.06
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.42

Location: 1609-1613 (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 225 valid cases out of 480 total cases.

- Mean: 2.27
- Median: 2.25
- Mode: 2.25
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.43

Location: 1614-1618 (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 225 valid cases out of 480 total cases.

- Mean: 2.41
- Median: 2.50
- Mode: 2.75
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.47

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 225 valid cases out of 480 total cases.

- Mean: 2.44
- Median: 2.50
- Mode: 2.75
- Minimum: 2
- Maximum: 4
- Standard Deviation: 0.39

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 225 valid cases out of 480 total cases.

- Mean: 2.44
- Median: 2.50
- Mode: 2.50
- Minimum: 1
FFT2_AVGSCRESL: FFT2 Average Score for Engaging Students in Learning

When students are engaged in learning, they are not just "busy" nor "on task." Rather, the students are developing a deeper understanding of the content through what they do. Activities and assignments that engage students in learning do not lend themselves to rote responses. They ask students to think critically, to make connections, to formulate and test hypotheses, and to draw conclusions. Student tasks are designed with a purposeful structure that provides a cognitive challenge, with scaffolding and time for students to reflect on what they have done and what they have learned. In classrooms with high student engagement, students work alone and together in groups, and each student makes important contributions to the intellectual life of the class.

Based upon 225 valid cases out of 480 total cases.

- Mean: 2.23
- Median: 2.25
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.40

Location: 1634-1638 (width: 5; decimal: 2)
Variable Type: numeric

FFT2_AVGSCRUAI: FFT2 Average Score for Using Assessment in Instruction

Assessment of student learning plays an important role in instruction. No longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intended) assessment for learning has increasingly come to play an important role in classroom practice. In order to assess student learning for the purposes of instruction, teachers must have their finger on the pulse of a lesson: monitoring student understanding, offering feedback to students, and, where appropriate, making minor adjustments to the lesson.

Based upon 225 valid cases out of 480 total cases.

- Mean: 2.12
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.39

Location: 1639-1643 (width: 5; decimal: 2)
Variable Type: numeric

FFT2_TOT_RATERS: FFT2 Total number of Raters

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Based upon 225 valid cases out of 480 total cases.

Location: 1644-1644 (width: 1; decimal: 0)
Variable Type: numeric

**FFT2E_NVIDEO: Fft2 Number of ELA videos per section**

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Based upon 117 valid cases out of 480 total cases.

Location: 1645-1645 (width: 1; decimal: 0)
Variable Type: numeric

**FFT2E_AVGSCRCS: Fft2 Average ELA Score for Communicating with Students**

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 117 valid cases out of 480 total cases.

- Mean: 2.48
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.50

Location: 1646-1650 (width: 5; decimal: 2)
Variable Type: numeric

**FFT2E_AVGSCRCS: 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 117 valid cases out of 480 total cases.

- Mean: 2.50
- Median: 2.50
- Mode: 2.75
- Minimum: 2
- Maximum: 4
- Standard Deviation: 0.40

Location: 1651-1655 (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 117 valid cases out of 480 total cases.

- Mean: 2.34
- Median: 2.25
- Mode: 2.25
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.45

Location: 1656-1660 (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 117 valid cases out of 480 total cases.

- Mean: 2.30
- Median: 2.25
- Mode: 2.25
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.44

Location: 1661-1665 (width: 5; decimal: 2)
In well-managed classrooms, routines are well established and transitions are seamless. There is a sense that the class "runs itself." Very little instructional time is lost between activities or on non-instructional matters such as taking attendance or establishing the lunch count. Teachers establish efficient routines and teach them to students. Students assume considerable responsibility for a classroom's smooth operation. The procedures addressed by this scale includes such things as how to move from a small to a large group, or how to line up at the end of the day. There are other procedures in a classroom such as those that refer to how students should complete a particular lesson. These directions for completing work should be clear and unambiguous, but they are part of a different scale on communicating with students and are not scored as part of this scale on managing classroom procedures.

Based upon 117 valid cases out of 480 total cases.

- Mean: 2.46
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.48

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 117 valid cases out of 480 total cases.

- Mean: 2.48
- Median: 2.50
- Mode: 3.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.44

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 117 valid cases out of 480 total cases.

- Mean: 2.11
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 117 valid cases out of 480 total cases.

### FFT2M_NVIDEO: Fft2 Number of MATH videos per section

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Based upon 108 valid cases out of 480 total cases.

### FFT2M_AVGSCRCERR: Fft2 Average Math Score for Creating an Environment of Respect & Rapport

In a learning environment where there is mutual respect and rapport 1) between the teacher and the students and 2) among the students, students feel valued and safe. This type of environment enables students to take risks so that they might achieve their potential. Spoken language and body language—such as nods, smiles, and hand gestures—both contribute to the overall climate in the classroom.
Based upon 108 valid cases out of 480 total cases.

- Mean: 2.32
- Median: 2.35
- Mode: 2.75
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.44

**Location:** 1687-1691 (width: 5; decimal: 2)
**Variable Type:** numeric

### FFT2M_AVGSCRECS: 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 108 valid cases out of 480 total cases.

- Mean: 2.38
- Median: 2.38
- Mode: 2.00
- Minimum: 2
- Maximum: 3
- Standard Deviation: 0.37

**Location:** 1692-1696 (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 108 valid cases out of 480 total cases.

- Mean: 2.18
- Median: 2.25
- Mode: 2.25
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.41

**Location:** 1697-1701 (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 108 valid cases out of 480 total cases.

- Mean: 2.16
- Median: 2.20
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.35

**FFT2M_AVGSCRMCP: FfT2 Average Math Score for Managing Classroom Procedures**

In well-managed classrooms, routines are well established and transitions are seamless. There is a sense that the class "runs itself." Very little instructional time is lost between activities or on non-instructional matters such as taking attendance or establishing the lunch count. Teachers establish efficient routines and teach them to students. Students assume considerable responsibility for a classroom’s smooth operation. The procedures addressed by this scale includes such things as how to move from a small to a large group, or how to line up at the end of the day. There are other procedures in a classroom such as those that refer to how students should complete a particular lesson. These directions for completing work should be clear and unambiguous, but they are part of a different scale on communicating with students and are not scored as part of this scale on managing classroom procedures.

Based upon 108 valid cases out of 480 total cases.

- Mean: 2.35
- Median: 2.50
- Mode: 2.75
- Minimum: 2
- Maximum: 3
- Standard Deviation: 0.47

**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 108 valid cases out of 480 total cases.

- Mean: 2.40
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 3
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 108 valid cases out of 480 total cases.

- Mean: 2.13
- Median: 2.13
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.40

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 108 valid cases out of 480 total cases.

- Mean: 1.99
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.34

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### C2_NSEG: CLASS2 Tot # segments used in Math & ELA videos section mean

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Based upon 225 valid cases out of 480 total cases.

*Location: 1727-1728 (width: 2; decimal: 0)*

*Variable Type: numeric*

### C2_NSCORES: CLASS2 Sum of n_rater_seg across all segments

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Based upon 225 valid cases out of 480 total cases.

*Location: 1729-1730 (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 225 valid cases out of 480 total cases.

- Mean: 4.06
- Median: 4.13
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.68

Location: 1733-1737 (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 225 valid cases out of 480 total cases.

- Mean: 1.54
- Median: 1.38
- Mode: 1.25
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.50

Location: 1738-1742 (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 225 valid cases out of 480 total cases.

- Mean: 3.76
- Median: 3.88
- Mode: 3.88
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.56

Location: 1743-1747 (width: 5; decimal: 2)
Variable Type: numeric

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 225 valid cases out of 480 total cases.
Behavior Management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

Based upon 225 valid cases out of 480 total cases.

- Mean: 5.50
- Median: 5.75
- Mode: 6.13
- Minimum: 3
- Maximum: 7
- Standard Deviation: 0.79

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 225 valid cases out of 480 total cases.

- Mean: 5.35
- Median: 5.50
- Mode: 5.63
- Minimum: 3
- Maximum: 7
- Standard Deviation: 0.65

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 225 valid cases out of 480 total cases.

- Mean: 3.68
- Median: 3.75
- Mode: 3.75
- Minimum: 2
**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 225 valid cases out of 480 total cases.

- Mean: 3.45
- Median: 3.50
- Mode: 3.63
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.57

**Location**: 1763-1767 (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 225 valid cases out of 480 total cases.

- Mean: 2.29
- Median: 2.25
- Mode: 1.75
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.55

**Location**: 1768-1772 (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 225 valid cases out of 480 total cases.

- Mean: 3.02
- Median: 3.06
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.59

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- Maximum: 5
- Standard Deviation: 0.58

**Location**: 1763-1767 (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 225 valid cases out of 480 total cases.

- Mean: 2.80
- Median: 2.75
- Mode: 2.75
- Minimum: 1
- Maximum: 5
- Standard Deviation: 0.61

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 225 valid cases out of 480 total cases.

- Mean: 4.25
- Median: 4.31
- Mode: 4.50
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.58

C2_AVG_EMOSUPPDOM: CLASS2 Average Emotional Support Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives

Based upon 225 valid cases out of 480 total cases.

- Mean: 4.03
- Median: 4.03
- Mode: 4.09
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.49

C2_AVGCLASSMANDOM: CLASS2 Average Class Management Domain: Average Score of Behavior Management, Productivity, and Instructional Learning Formats
Based upon 225 valid cases out of 480 total cases.

- Mean: 4.84
- Median: 5.00
- Mode: 5.04
- Minimum: 3
- Maximum: 6
- Standard Deviation: 0.60

Location: 1798-1802 (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 225 valid cases out of 480 total cases.

- Mean: 2.89
- Median: 2.88
- Mode: 2.84
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.52

Location: 1803-1807 (width: 5; decimal: 2)
Variable Type: numeric

**C2_TOT_RATERS: CLASS2 Total number of Raters**

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</table>

Based upon 225 valid cases out of 480 total cases.

Location: 1808-1809 (width: 2; decimal: 0)
Variable Type: numeric

**C2E_NVIDEO: CLASS2 Number of ELA videos per section**

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- 81 -
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<td>22.3 %</td>
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<td>10</td>
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</tr>
<tr>
<td><strong>Missing Data</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>.</td>
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<td>363</td>
<td>75.6 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>480</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 117 valid cases out of 480 total cases.

*Location: 1810-1811 (width: 2; decimal: 0)*

*Variable Type: numeric*

### C2E_NSEG: CLASS2 Tot # segments used in ELA videos section mean

<table>
<thead>
<tr>
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<th>Label</th>
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<th>%</th>
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<tr>
<td><strong>Missing Data</strong></td>
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<td>75.6 %</td>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>480</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 117 valid cases out of 480 total cases.

*Location: 1812-1813 (width: 2; decimal: 0)*

*Variable Type: numeric*

### C2E_NSCORES: CLASS2 Sum of n_rater_seg across all segments of ELA videos

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<thead>
<tr>
<th>Value</th>
<th>Label</th>
<th>Unweighted Frequency</th>
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<td><strong>Missing Data</strong></td>
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<td>.</td>
<td>-</td>
<td>363</td>
<td>75.6 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>480</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based upon 117 valid cases out of 480 total cases.

*Location: 1814-1815 (width: 2; decimal: 0)*

*Variable Type: numeric*

### 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 117 valid cases out of 480 total cases.

- Mean: 4.18
- Median: 4.25
- Mode: 4.13
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.67

Location: 1816-1820 (width: 5; decimal: 2)  
Variable Type: numeric

**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 117 valid cases out of 480 total cases.

- Mean: 1.52
- Median: 1.38
- Mode: 1.13
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.52

Location: 1821-1825 (width: 5; decimal: 2)  
Variable Type: numeric

**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 117 valid cases out of 480 total cases.

- Mean: 3.78
- Median: 3.88
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.56

Location: 1826-1830 (width: 5; decimal: 2)  
Variable Type: numeric

**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 117 valid cases out of 480 total cases.

- Mean: 3.12
- Median: 3.10
Behavior Management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

Based upon 117 valid cases out of 480 total cases.

- Mean: 5.53
- Median: 5.75
- Mode: 6.00
- Minimum: 3
- Maximum: 7
- Standard Deviation: 0.79

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 117 valid cases out of 480 total cases.

- Mean: 5.36
- Median: 5.50
- Minimum: 3
- Maximum: 6
- Standard Deviation: 0.66

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 117 valid cases out of 480 total cases.

- Mean: 3.72
- Median: 3.75
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.60
**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 117 valid cases out of 480 total cases.

- Mean: 3.45
- Median: 3.50
- Mode: 3.63
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.57

**Location:** 1851-1855 (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 117 valid cases out of 480 total cases.

- Mean: 2.43
- Median: 2.38
- Mode: 2.75
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.59

**Location:** 1856-1860 (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 117 valid cases out of 480 total cases.

- Mean: 3.06
- Median: 3.13
- Mode: 3.13
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.63

**Location:** 1861-1865 (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 117 valid cases out of 480 total cases.

• Mean: 2.96
• Median: 2.90
• Mode: 2.75
• Minimum: 2
• Maximum: 5
• Standard Deviation: 0.65

Location: 1866-1870 (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 117 valid cases out of 480 total cases.

• Mean: 4.36
• Median: 4.38
• Mode: 4.38
• Minimum: 3
• Maximum: 6
• Standard Deviation: 0.59

Location: 1871-1875 (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 117 valid cases out of 480 total cases.

• Mean: 4.14
• Median: 4.19
• Mode: 4.50
• Minimum: 2
• Maximum: 5
• Standard Deviation: 0.50

Location: 1876-1880 (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 117 valid cases out of 480 total cases.

• Mean: 4.87
• Median: 5.00
• Minimum: 3
• Maximum: 6
• Standard Deviation: 0.62

Location: 1881-1885 (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 117 valid cases out of 480 total cases.

• Mean: 2.97
• Median: 2.97
• Mode: 3.00
• Minimum: 2
• Maximum: 4
• Standard Deviation: 0.56

Location: 1886-1890 (width: 5; decimal: 2)
Variable Type: numeric

**C2M_NVIDEO: CLASS2 Number of MATH videos per section**

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<th>%</th>
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Based upon 108 valid cases out of 480 total cases.

Location: 1891-1892 (width: 2; decimal: 0)
Variable Type: numeric

**C2M_NSEG: CLASS2 Tot # segments used in Math videos section mean**

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<td></td>
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<td></td>
<td>372 77.5 %</td>
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</tbody>
</table>
C2M_NSCORES: CLASS2 Sum of n_rater_seg across all segments of Math videos

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<tr>
<td>Total</td>
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</table>

Based upon 108 valid cases out of 480 total cases.

Location: 1893-1894 (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 108 valid cases out of 480 total cases.

- Mean: 3.92
- Median: 4.00
- Mode: 3.13
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.67

Location: 1897-1901 (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 108 valid cases out of 480 total cases.
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 108 valid cases out of 480 total cases.

- Mean: 3.74
- Median: 3.88
- Mode: 3.88
- Minimum: 2
- Maximum: 6
- Standard Deviation: 0.56

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 108 valid cases out of 480 total cases.

- Mean: 2.54
- Median: 2.59
- Mode: 2.63
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.51

Behavior Management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

Based upon 108 valid cases out of 480 total cases.

- Mean: 5.47
- Median: 5.63
- Minimum: 3
- Maximum: 7
C2MAVG_PRODUCTIVITY: CLASS2 Average Math Score for Productivity

Productivity considers how well the teacher manages time and routines so that instructional time is maximized. This dimension captures the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about student engagement or about the quality of instruction or activities.

Based upon 108 valid cases out of 480 total cases.

- Mean: 5.35
- Median: 5.50
- Mode: 5.63
- Minimum: 4
- Maximum: 7
- Standard Deviation: 0.64

C2MAVG_INSTRUCTIONAL_LEARNING_F: CLASS2 Average Math Score for Instructional Learning Formats

Instructional Learning Formats focuses on the ways in which the teacher maximizes student engagement in learning through clear presentation of material, active facilitation, and the provision of interesting and engaging lessons and materials.

Based upon 108 valid cases out of 480 total cases.

- Mean: 3.63
- Median: 3.66
- Mode: 3.75
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.57

C2MAVG_CONTENT_UNDERSTANDING: CLASS2 Average Math Score for Content Understanding

Content Understanding refers to both the depth of lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.

Based upon 108 valid cases out of 480 total cases.

- Mean: 3.45
- Median: 3.50
- Mode: 3.50
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.58
C2MAVG_ANALYSIS_AND_PROBLEM_SOLV: CLASS2 Average Math Score for Analysis & Problem Solving

Analysis and Problem Solving assesses the degree to which students are engaged in higher-level thinking skills, such as inquiry, analysis, reasoning, and creating, through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions. Opportunities for engaging in metacognition, i.e., thinking about thinking, are also included.

Based upon 108 valid cases out of 480 total cases.

- Mean: 2.13
- Median: 2.03
- Mode: 1.75
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.46

Location: 1937-1941 (width: 5; decimal: 2)

Variable Type: numeric

C2MAVG_QUALITY_OF_FEEDBACK: CLASS2 Average Math Score for Quality of Feedback

Quality of Feedback assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. Significant feedback may also be provided by peers. Regardless of the source, the focus here should be on the nature of the feedback provided and the extent to which it 'pushes' learning.

Based upon 108 valid cases out of 480 total cases.

- Mean: 2.98
- Median: 3.00
- Mode: 3.00
- Minimum: 2
- Maximum: 4
- Standard Deviation: 0.54

Location: 1942-1946 (width: 5; decimal: 2)

Variable Type: numeric

C2MAVG_INSTRUCTIONAL_DIALOGUE: CLASS2 Average Math Score for Instructional Dialogue

Dialogue captures the purposeful use of dialogue - structured, cumulative questioning and discussion which guide and prompt students - to facilitate students' understanding of content. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.

Based upon 108 valid cases out of 480 total cases.

- Mean: 2.63
- Median: 2.63
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.51

Location: 1947-1951 (width: 5; decimal: 2)

Variable Type: numeric

C2MAVG_STUDENT_ENGAGEMENT: CLASS2 Average Math Score for Student Engagement
Student Engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.

Based upon 108 valid cases out of 480 total cases.

- Mean: 4.12
- Median: 4.25
- Mode: 4.50
- Minimum: 2
- Maximum: 5
- Standard Deviation: 0.54

Location: 1952-1956 (width: 5; decimal: 2)
Variable Type: numeric

**C2MAVG_DOMAIN1: CLASS2 Avg Math Emotional Support Domain: Average score of Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives**

Based upon 108 valid cases out of 480 total cases.

- Mean: 3.91
- Median: 3.94
- Mode: 4.09
- Minimum: 3
- Maximum: 5
- Standard Deviation: 0.44

Location: 1957-1961 (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 108 valid cases out of 480 total cases.

- Mean: 4.81
- Median: 4.95
- Mode: 5.38
- Minimum: 3
- Maximum: 6
- Standard Deviation: 0.59

Location: 1962-1966 (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 108 valid cases out of 480 total cases.

- Mean: 2.80
- Median: 2.78
- Mode: 2.84
- Minimum: 1
- Maximum: 4
• Standard Deviation: 0.47

Location: 1967-1971 (width: 5; decimal: 2)
Variable Type: numeric

**VIDEO_SUBJ: CLASS2 Subject**

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<td>Total</td>
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<td>100%</td>
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</table>

Based upon 480 valid cases out of 480 total cases.

Location: 1972-2052 (width: 81; decimal: 0)
Variable Type: character

**QST2_AVGSCRSCFLKSC_SEG: QST2 Average Score for Sets the Context & Focuses Learning on Key Science Concepts Segment**

Based upon 159 valid cases out of 480 total cases.

- Mean: 2.40
- Median: 2.50
- Mode: 2.50
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.43

Location: 2053-2057 (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 159 valid cases out of 480 total cases.

- Mean: 2.12
- Median: 2.13
- Mode: 2.00
- Minimum: 1
- Maximum: 3
- Standard Deviation: 0.42

Location: 2058-2062 (width: 5; decimal: 2)
Variable Type: numeric

**QST2_AVGSCRDCK_SEG: QST2 Average Score for Demonstrates Content Knowledge Segment**

- 93 -
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 159 valid cases out of 480 total cases.

- Mean: 2.61
- Median: 2.67
- Mode: 3.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.44

Location: 2063-2067 (width: 5; decimal: 2)
Variable Type: numeric

**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 159 valid cases out of 480 total cases.

- Mean: 1.54
- Median: 1.50
- Mode: 1.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.40

Location: 2068-2072 (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 157 valid cases out of 480 total cases.

- Mean: 2.31
- Median: 2.25
- Mode: 2.50
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.46
**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 157 valid cases out of 480 total cases.

- Mean: 2.18
- Median: 2.17
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.47

**QST2_AVGSCRUMTSC_SEG: QST2 Average Score for Uses Modes of Teaching Science Concepts Segment**

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 157 valid cases out of 480 total cases.

- Mean: 2.05
- Median: 2.00
- Mode: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.46

**QST2_AVGSCREESKCU52_SEG: QST2 Average Score for Elicits Evidence of Students' Knowledge & Conceptual Understanding Segment**

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 157 valid cases out of 480 total cases.

- Mean: 2.01
- Median: 2.00
- Minimum: 1
- Maximum: 4
- Standard Deviation: 0.49

*Location:* 2088-2092 (width: 5; decimal: 2)
*Variable Type:* numeric

**QST2_AVGSCRII_SEGMENT: QST2 Average Score for Initiates the Investigation Segment**

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 111 valid cases out of 480 total cases.

- Mean: 0.67
- Median: 0.75
- Mode: 0.75
- Minimum: 0
- Maximum: 3
- Standard Deviation: 0.43

*Location:* 2093-2097 (width: 5; decimal: 2)
*Variable Type:* numeric

**QST2_AVGSCRPGCID_SEGMENT: 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 111 valid cases out of 480 total cases.

- Mean: 1.36
- Median: 1.50
- Mode: 1.50
- Minimum: 0
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 111 valid cases out of 480 total cases.

- Mean: 0.34
- Median: 0.25
- Mode: 0.25
- Minimum: 0
- Maximum: 2
- Standard Deviation: 0.35

QST2_AVGSCREESKCU53_SEG: QST2 Average Score for Elicits Evidence of Students' Knowledge & Conceptual Understanding Segment

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 111 valid cases out of 480 total cases.

- Mean: 1.32
- Median: 1.25
- Mode: 1.50
- Minimum: 0
- Maximum: 3
- Standard Deviation: 0.57

QST2_RATERS51: Number of raters who scored section videos using the first subset of QST instrument dimensions

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Based upon 161 valid cases out of 480 total cases.

*Location: 2113-2113 (width: 1; decimal: 0)*

*Variable Type: numeric*

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**QST2_RATERS52: Number of raters who scored section videos using the second subset of QST instrument dimensions**

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Based upon 161 valid cases out of 480 total cases.

*Location: 2114-2114 (width: 1; decimal: 0)*

*Variable Type: numeric*

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**QST2_RATERS53: Number of raters who scored section videos using the third subset of QST instrument dimensions**

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<td>100%</td>
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Based upon 161 valid cases out of 480 total cases.

*Location: 2115-2115 (width: 1; decimal: 0)*
**EST_ALGEBRA1_2011: 2011 Value-Added: Estimate for ALGEBRA1**

Based upon 143 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.03
- Mode: 0.45
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

*Location:* 2116-2121 (width: 6; decimal: 2)

**EST_ALGEBRA1_NOAGG_2011: 2011 Value-Added: State Test Algebra -- No Aggregates**

Based upon 143 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.01
- Mode: -0.34
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41

*Location:* 2122-2127 (width: 6; decimal: 2)

**EST_BIOLOGY_2011: 2011 Value-Added: Estimate for Biology**

Based upon 155 valid cases out of 480 total cases.

- Mean: 0.01
- Median: -0.01
- Mode: -0.20
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.33

*Location:* 2128-2133 (width: 6; decimal: 2)

**EST_BIOLOGY_NOAGG_2011: 2011 Value-Added: State Test Algebra -- No Aggregates**

Based upon 155 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.01
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

*Location:* 2134-2139 (width: 6; decimal: 2)
**EST_ELA9_2011: 2011 Value-Added: Estimate for ELA9**

Based upon 161 valid cases out of 480 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: 0.09
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.30

*Location:* 2140-2145 (width: 6; decimal: 2)  
*Variable Type:* numeric


Based upon 161 valid cases out of 480 total cases.

- Mean: -0.01
- Median: 0.04
- Mode: 0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

*Location:* 2146-2151 (width: 6; decimal: 2)  
*Variable Type:* numeric

**G_ALGEBRA1_2011: 2011 Value-Added: Grades for Algebra 1**

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Based upon 480 valid cases out of 480 total cases.

*Location:* 2152-2169 (width: 18; decimal: 0)  
*Variable Type:* character

**G_ALGEBRA1_NOAGG_2011: 2011 Value-Added: Grades for Algebra 1 - No Aggregates**

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- 100 -
Based upon 480 valid cases out of 480 total cases.

Variable Type: character

### G_BIOLOGY_2011: 2011 Value-Added: Grades for Biology

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Based upon 480 valid cases out of 480 total cases.

Variable Type: character

### G_BIOLOGY_NOAGG_2011: 2011 Value-Added: Grades for Biology - No Aggregates

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Based upon 480 valid cases out of 480 total cases.

Variable Type: character

### G_ELA9_2011: 2011 Value-Added: Grades for ELA

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Based upon 480 valid cases out of 480 total cases.

Variable Type: character

### G_ELA9_NOAGG_2011: 2011 Value-Added: Grades for ELA - No Aggregates
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<td></td>
</tr>
</tbody>
</table>

Based upon 480 valid cases out of 480 total cases.

- **N_ALGEBRA1_2011: 2011 Value-Added: Number of students for ALGEBRA1**

  Based upon 143 valid cases out of 480 total cases.

  - Mean: 14.98
  - Median: 15.00
  - Mode: 13.00
  - Minimum: 1
  - Maximum: 30
  - Standard Deviation: 5.92

  - **Location:** 2260-2261 (width: 2; decimal: 0)
  - **Variable Type:** numeric

- **N_ALGEBRA1_NOAGG_2011: 2011 Value-Added: Number of students for ALGEBRA1 - No Aggregates**

  Based upon 143 valid cases out of 480 total cases.

  - Mean: 14.98
  - Median: 15.00
  - Mode: 13.00
  - Minimum: 1
  - Maximum: 30
  - Standard Deviation: 5.92

  - **Location:** 2262-2263 (width: 2; decimal: 0)
  - **Variable Type:** numeric

- **N_BIOLOGY_2011: 2011 Value-Added: Number of students for BIOLOGY**

  Based upon 155 valid cases out of 480 total cases.

  - Mean: 16.07
  - Median: 17.00
  - Mode: 22.00
  - Minimum: 1
  - Maximum: 31
  - Standard Deviation: 7.22

  - **Location:** 2264-2265 (width: 2; decimal: 0)
  - **Variable Type:** numeric
N_BIOLOGY_NOAGG_2011: 2011 Value-Added: Number of students for BIOLOGY - No Aggregates

Based upon 155 valid cases out of 480 total cases.

- Mean: 16.07
- Median: 17.00
- Mode: 22.00
- Minimum: 1
- Maximum: 31
- Standard Deviation: 7.22

Location: 2266-2267 (width: 2; decimal: 0)
Variable Type: numeric

N_ELA9_2011: 2011 Value-Added: Number of students for ELA9

Based upon 161 valid cases out of 480 total cases.

- Mean: 18.86
- Median: 19.00
- Minimum: 4
- Maximum: 32
- Standard Deviation: 4.83

Location: 2268-2269 (width: 2; decimal: 0)
Variable Type: numeric

N_ELA9_NOAGG_2011: 2011 Value-Added: Number of students used in 2011 State ELA Value-Added

Based upon 161 valid cases out of 480 total cases.

- Mean: 18.86
- Median: 19.00
- Minimum: 4
- Maximum: 32
- Standard Deviation: 4.83

Location: 2270-2271 (width: 2; decimal: 0)
Variable Type: numeric


Based upon 143 valid cases out of 480 total cases.

- Mean: 0.211
- Median: 0.189
- Mode: 0.171
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.079

Location: 2272-2277 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 143 valid cases out of 480 total cases.

- Mean: 0.212
- Median: 0.189
- Mode: 0.165
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.080

Location: 2278-2283 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 155 valid cases out of 480 total cases.

- Mean: 0.172
- Median: 0.144
- Mode: 0.144
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.079

Location: 2284-2289 (width: 6; decimal: 3)
Variable Type: numeric

**SE_BIOLOGY_NOAGG_2011: 2011 Value-Added: SE for Biology - No Aggregates**

Based upon 155 valid cases out of 480 total cases.

- Mean: 0.173
- Median: 0.146
- Mode: 0.127
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.080

Location: 2290-2295 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 161 valid cases out of 480 total cases.

- Mean: 0.156
- Median: 0.154
- Mode: 0.150
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 2296-2301 (width: 6; decimal: 3)
Variable Type: numeric


- 104 -
Based upon 161 valid cases out of 480 total cases.

- Mean: 0.157
- Median: 0.155
- Mode: 0.147
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 2302-2307 (width: 6; decimal: 3)
Variable Type: numeric

**C_ALG_COMP1_2011: Constants (within district) for covariance of sampling error Algebra 2011**

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.025
- Median: 0.022
- Mode: 0.026
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.014

Location: 2308-2313 (width: 6; decimal: 3)
Variable Type: numeric

**C_ALG_COMP1_NOAGG_2011: Constants (within district) for covariance of sampling error Algebra 2011 -- No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.023
- Median: 0.019
- Mode: 0.024
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.015

Location: 2314-2319 (width: 6; decimal: 3)
Variable Type: numeric

**C_ALG_EFF_2011: Constants (within district) for covariance of sampling error for Algebra and Effort, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.053
- Median: 0.059
- Mode: 0.059
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.017

Location: 2320-2325 (width: 6; decimal: 3)
Variable Type: numeric
C_ALG_EFF_NOAGG_2011: Constants (within district) for covariance of sampling error for Algebra and Effort, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.050
- Median: 0.058
- Mode: 0.058
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.017

Location: 2326-2331 (width: 6; decimal: 3)
Variable Type: numeric

C_ALG_GRIT_2011: Constants (within district) for covariance of sampling error for Algebra and Grit, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.008
- Median: 0.003
- Mode: 0.003
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.027

Location: 2332-2338 (width: 7; decimal: 3)
Variable Type: numeric

C_ALG_GRIT_NOAGG_2011: Constants (within district) for covariance of sampling error for Algebra and Grit, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.006
- Median: 0.000
- Mode: 0.000
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.027

Location: 2339-2345 (width: 7; decimal: 3)
Variable Type: numeric

C_ALG_HIC_2011: Constants (within district) for covariance of sampling error for Algebra and Happy in Class, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.046
- Median: 0.042
- Mode: 0.042
- Minimum: 0
- Maximum: 0
C_ALG_HIC_NOAGG_2011: Constants (within district) for covariance of sampling error for Algebra and Happy in Class, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.042
- Median: 0.037
- Mode: 0.037
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.013

Location: 2352-2357 (width: 6; decimal: 3)
Variable Type: numeric

C_ALG_INTEL_2011: Constants (within district) for covariance of sampling error for Algebra and Intelligence, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.023
- Median: 0.052
- Mode: 0.054
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.046

Location: 2358-2364 (width: 7; decimal: 3)
Variable Type: numeric

C_ALG_INTEL_NOAGG_2011: Constants (within district) for covariance of sampling error for Algebra and Intelligence, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.023
- Median: 0.051
- Mode: 0.051
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.046

Location: 2365-2371 (width: 7; decimal: 3)
Variable Type: numeric

C_BIO_COMP1_2011: Constants (within district) for covariance of sampling error Biology 2011

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.023
- Median: 0.016
• Mode: 0.015
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.018

**C_BIO_COMP1_NOAGG_2011**: Constants (within district) for covariance of sampling error Biology 2011 -- No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.023
• Median: 0.018
• Mode: 0.018
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.017

**C_BIO_EFF_2011**: Constants (within district) for covariance of sampling error for Biology and Effort, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.055
• Median: 0.049
• Mode: 0.049
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.025

**C_BIO_EFF_NOAGG_2011**: Constants (within district) for covariance of sampling error for Biology and Effort, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.056
• Median: 0.051
• Mode: 0.051
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.022

**C_BIO_GRIT_2011**: Constants (within district) for covariance of sampling error for Biology and Grit, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.
Based upon 433 valid cases out of 480 total cases.

- Mean: 0.014
- Median: 0.019
- Mode: 0.019
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.012

Location: 2396-2402 (width: 7; decimal: 3)
Variable Type: numeric

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**C_BIO_GRIT_NOAGG_2011: Constants (within district) for covariance of sampling error for Biology and Grit, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.014
- Median: 0.018
- Mode: 0.021
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.011

Location: 2403-2409 (width: 7; decimal: 3)
Variable Type: numeric

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**C_BIO_HIC_2011: Constants (within district) for covariance of sampling error for Biology and Happy in Class, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.040
- Median: 0.042
- Mode: 0.042
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.014

Location: 2410-2415 (width: 6; decimal: 3)
Variable Type: numeric

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**C_BIO_HIC_NOAGG_2011: Constants (within district) for covariance of sampling error for Biology and Happy in Class, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.038
- Median: 0.043
- Mode: 0.043
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.017

Location: 2416-2422 (width: 7; decimal: 3)
Variable Type: numeric
C_BIO_INTEL_2011: Constants (within district) for covariance of sampling error for Biology and Intelligence, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: -0.027
- Median: -0.012
- Mode: -0.012
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.038

Location: 2423-2429 (width: 7; decimal: 3)
Variable Type: numeric

C_BIO_INTEL_NOAGG_2011: Constants (within district) for covariance of sampling error for Biology and Intelligence, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: -0.027
- Median: -0.010
- Mode: -0.010
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.038

Location: 2430-2436 (width: 7; decimal: 3)
Variable Type: numeric

C_COMP1_EFF_ALG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Effort, Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.201
- Median: 0.224
- Mode: 0.240
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.037

Location: 2437-2442 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_EFF_ALG_NOAGG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Effort, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.203
- Median: 0.225
- Mode: 0.241
- Minimum: 0
- Maximum: 0
C_COMP1_EFF_BIO_2011: Constants (within district) for covariance of sampling error for Composite 1 and Effort, Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.198
- Median: 0.196
- Mode: 0.186
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.013

Location: 2449-2454 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_EFF_BIO_NOAGG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Effort, Biology, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.201
- Median: 0.210
- Mode: 0.186
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.015

Location: 2455-2460 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_EFF_ELA9_2011: Constants (within district) for covariance of sampling error for Composite 1 and Effort, ELA, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.188
- Median: 0.183
- Mode: 0.178
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 2461-2466 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_EFF_ELA9_NOAGG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Effort, ELA, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.192
• Median: 0.193
• Mode: 0.180
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.020

Location: 2467-2472 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_GRIT_ALG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Grit, Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.053
• Median: 0.074
• Mode: 0.074
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.023

Location: 2473-2478 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_GRIT_ALG_NOAGG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Grit, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.054
• Median: 0.075
• Mode: 0.075
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.023

Location: 2479-2484 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_GRIT_BIO_2011: Constants (within district) for covariance of sampling error for Composite 1 and Grit, Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.044
• Median: 0.047
• Mode: 0.047
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.009

Location: 2485-2490 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_GRIT_BIO_NOAGG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Grit, Biology, 2011 No Aggregates
Based upon 433 valid cases out of 480 total cases.

- Mean: 0.046
- Median: 0.047
- Mode: 0.047
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.011

Location: 2491-2496 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_GRIT_ELA9_2011: Constants (within district) for covariance of sampling error for Composite 1 and Grit, ELA , 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.047
- Median: 0.046
- Mode: 0.045
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.008

Location: 2497-2502 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_GRIT_ELA9_NOAGG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Grit, ELA , 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.047
- Median: 0.050
- Mode: 0.045
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.008

Location: 2503-2508 (width: 6; decimal: 3)
Variable Type: numeric

C_COMP1_HIC_ALG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Happy in Class, Algebra , 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.278
- Median: 0.284
- Mode: 0.302
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.023

Location: 2509-2514 (width: 6; decimal: 3)
Variable Type: numeric
**C_COMP1_HIC_ALG_NOAGG_2011:** Constants (within district) for covariance of sampling error for Composite 1 and Happy in Class, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.280
- Median: 0.284
- Mode: 0.304
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.022

*Location*: 2515-2520 (width: 6; decimal: 3)
*Variable Type*: numeric

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**C_COMP1_HIC_BIO_2011:** Constants (within district) for covariance of sampling error for Composite 1 and Happy in Class Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.270
- Median: 0.236
- Mode: 0.325
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.048

*Location*: 2521-2526 (width: 6; decimal: 3)
*Variable Type*: numeric

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**C_COMP1_HIC_BIO_NOAGG_2011:** Constants (within district) for covariance of sampling error for Composite 1 and Happy in Class Biology, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.275
- Median: 0.239
- Mode: 0.239
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.045

*Location*: 2527-2532 (width: 6; decimal: 3)
*Variable Type*: numeric

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**C_COMP1_HIC_ELA9_2011:** Constants (within district) for covariance of sampling error for Composite 1 and Happy in Class ELA, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.255
- Median: 0.242
- Mode: 0.217
- Minimum: 0
- Maximum: 0
• Standard Deviation: 0.065

_Location: 2533-2538 (width: 6; decimal: 3)
Variable Type: numeric

**C_COMP1_HIC_ELA9_NOAGG_2011**: Constants (within district) for covariance of sampling error for Composite 1 and Happy in Class ELA, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.260
• Median: 0.258
• Mode: 0.218
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.061

_Location: 2539-2544 (width: 6; decimal: 3)
Variable Type: numeric

**C_COMP1_INTEL_ALG_2011**: Constants (within district) for covariance of sampling error for Composite 1 and Intelligence, Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: -0.003
• Median: 0.009
• Mode: 0.015
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.021

_Location: 2545-2551 (width: 7; decimal: 3)
Variable Type: numeric

**C_COMP1_INTEL_ALG_NOAGG_2011**: Constants (within district) for covariance of sampling error for Composite 1 and Intelligence, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: -0.004
• Median: 0.008
• Mode: 0.016
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.022

_Location: 2552-2558 (width: 7; decimal: 3)
Variable Type: numeric

**C_COMP1_INTEL_BIO_2011**: Constants (within district) for covariance of sampling error for Composite 1 and Intelligence Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.001
• Median: -0.009
• Mode: 0.018
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.021

Location: 2559-2565 (width: 7; decimal: 3)
Variable Type: numeric

C_COMP1_INTEL_BIO_NOAGG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Intelligence Biology , 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: -0.001
• Median: -0.009
• Mode: 0.017
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.020

Location: 2566-2572 (width: 7; decimal: 3)
Variable Type: numeric

C_COMP1_INTEL_ELA9_2011: Constants (within district) for covariance of sampling error for Composite 1 and Intelligence ELA , 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: -0.031
• Median: -0.019
• Mode: -0.014
• Minimum: -0
• Maximum: -0
• Standard Deviation: 0.016

Location: 2573-2579 (width: 7; decimal: 3)
Variable Type: numeric

C_COMP1_INTEL_ELA9_NOAGG_2011: Constants (within district) for covariance of sampling error for Composite 1 and Intelligence ELA , 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: -0.031
• Median: -0.020
• Mode: -0.013
• Minimum: -0
• Maximum: -0
• Standard Deviation: 0.016

Location: 2580-2586 (width: 7; decimal: 3)
Variable Type: numeric

C_EFF_GRIT_ALG_2011: Constants (within district) for covariance of sampling error for Effort and Grit, Algebra , 2011 Aggregates
Based upon 433 valid cases out of 480 total cases.

- Mean: 0.098
- Median: 0.120
- Mode: 0.120
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.032

Location: 2587-2592 (width: 6; decimal: 3)
Variable Type: numeric

**C_EFF_GRIT_ALG_NOAGG_2011**: Constants (within district) for covariance of sampling error for Effort and Grit, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.101
- Median: 0.123
- Mode: 0.123
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.030

Location: 2593-2598 (width: 6; decimal: 3)
Variable Type: numeric

**C_EFF_GRIT_BIO_2011**: Constants (within district) for covariance of sampling error for Effort and Grit, Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.092
- Median: 0.086
- Mode: 0.086
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.044

Location: 2599-2604 (width: 6; decimal: 3)
Variable Type: numeric

**C_EFF_GRIT_BIO_NOAGG_2011**: Constants (within district) for covariance of sampling error for Effort and Grit, Biology, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.094
- Median: 0.087
- Mode: 0.087
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.049

Location: 2605-2610 (width: 6; decimal: 3)
Variable Type: numeric
C_EFF_GRIT_ELA9_2011: Constants (within district) for covariance of sampling error for Effort and Grit, ELA, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.096
- Median: 0.103
- Mode: 0.103
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.014

Location: 2611-2616 (width: 6; decimal: 3)
Variable Type: numeric

C_EFF_GRIT_ELA9_NOAGG_2011: Constants (within district) for covariance of sampling error for Effort and Grit, ELA, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.096
- Median: 0.102
- Mode: 0.102
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.013

Location: 2617-2622 (width: 6; decimal: 3)
Variable Type: numeric

C_EFF_HIC_ALG_2011: Constants (within district) for covariance of sampling error for Effort and Happy in Class, Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.272
- Median: 0.277
- Mode: 0.302
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.029

Location: 2623-2628 (width: 6; decimal: 3)
Variable Type: numeric

C_EFF_HIC_ALG_NOAGG_2011: Constants (within district) for covariance of sampling error for Effort and Happy in Class, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.273
- Median: 0.275
- Mode: 0.304
- Minimum: 0
- Maximum: 0
C_EFF_HIC_BIO_2011: Constants (within district) for covariance of sampling error for Effort and Happy in Class, Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.251
- Median: 0.263
- Mode: 0.218
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.035

C_EFF_HIC_BIO_NOAGG_2011: Constants (within district) for covariance of sampling error for Effort and Happy in Class, Biology, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.255
- Median: 0.267
- Mode: 0.219
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.040

C_EFF_HIC_ELA9_2011: Constants (within district) for covariance of sampling error for Effort and Happy in Class, ELA, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.263
- Median: 0.279
- Mode: 0.279
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.019

C_EFF_HIC_ELA9_NOAGG_2011: Constants (within district) for covariance of sampling error for Effort and Happy in Class, ELA, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.268
• Median: 0.281
• Mode: 0.281
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.015

Location: 2653-2658 (width: 6; decimal: 3)
Variable Type: numeric

C_EFF_INTEL_ALG_2011: Constants (within district) for covariance of sampling error for Effort and Intelligence, Algebra , 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.024
• Median: 0.048
• Mode: 0.055
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.037

Location: 2659-2665 (width: 7; decimal: 3)
Variable Type: numeric

C_EFF_INTEL_ALG_NOAGG_2011: Constants (within district) for covariance of sampling error for Effort and Intelligence, Algebra , 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.025
• Median: 0.045
• Mode: 0.057
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.037

Location: 2666-2672 (width: 7; decimal: 3)
Variable Type: numeric

C_EFF_INTEL_BIO_2011: Constants (within district) for covariance of sampling error for Effort and Intelligence, Biology , 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.004
• Median: 0.008
• Mode: 0.019
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.028

Location: 2673-2679 (width: 7; decimal: 3)
Variable Type: numeric

C_EFF_INTEL_BIO_NOAGG_2011: Constants (within district) for covariance of sampling error for Effort and Intelligence, Biology , 2011 No Aggregates

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Based upon 433 valid cases out of 480 total cases.

- Mean: 0.003
- Median: 0.002
- Mode: 0.019
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.028

Location: 2680-2686 (width: 7; decimal: 3)
Variable Type: numeric

__C_EFF_INTEL_ELA9_2011: Constants (within district) for covariance of sampling error for Effort and Intelligence, ELA, 2011 Aggregates__

Based upon 433 valid cases out of 480 total cases.

- Mean: -0.006
- Median: -0.010
- Mode: 0.032
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.032

Location: 2687-2693 (width: 7; decimal: 3)
Variable Type: numeric

__C_EFF_INTEL_ELA9_NOAGG_2011: Constants (within district) for covariance of sampling error for Effort and Intelligence, ELA, 2011 No Aggregates__

Based upon 433 valid cases out of 480 total cases.

- Mean: -0.005
- Median: -0.009
- Mode: 0.033
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.033

Location: 2694-2700 (width: 7; decimal: 3)
Variable Type: numeric

__C_ELA9_COMP1_2011: Constants (within district) for covariance of sampling error ELA 2011__

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.020
- Median: 0.032
- Mode: 0.008
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.023

Location: 2701-2707 (width: 7; decimal: 3)
Variable Type: numeric
C_ELA9_COMP1_NOAGG_2011: Constants (within district) for covariance of sampling error ELA 2011 -- No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.022
- Median: 0.034
- Mode: 0.010
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.023

Location: 2708-2714 (width: 7; decimal: 3)
Variable Type: numeric

C_ELA9_EFF_2011: Constants (within district) for covariance of sampling error for State ELA and Effort, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.031
- Median: 0.027
- Mode: 0.027
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.018

Location: 2715-2720 (width: 6; decimal: 3)
Variable Type: numeric

C_ELA9_EFF_NOAGG_2011: Constants (within district) for covariance of sampling error for State ELA and Effort, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.035
- Median: 0.031
- Mode: 0.031
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.015

Location: 2721-2726 (width: 6; decimal: 3)
Variable Type: numeric

C_ELA9_GRIT_2011: Constants (within district) for covariance of sampling error for State ELA and Grit, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.010
- Median: 0.013
- Mode: 0.013
- Minimum: -0
- Maximum: 0

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C_ELA9_GRIT_NOAGG_2011: Constants (within district) for covariance of sampling error for State ELA and Grit, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.011
- Median: 0.013
- Mode: 0.013
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.009

Location: 2734-2740 (width: 7; decimal: 3)
Variable Type: numeric

C_ELA9_HIC_2011: Constants (within district) for covariance of sampling error for State ELA and Happy in Class, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.022
- Median: 0.028
- Mode: 0.028
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.038

Location: 2741-2747 (width: 7; decimal: 3)
Variable Type: numeric

C_ELA9_HIC_NOAGG_2011: Constants (within district) for covariance of sampling error for State ELA and Happy in Class, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.025
- Median: 0.037
- Mode: 0.032
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.040

Location: 2748-2754 (width: 7; decimal: 3)
Variable Type: numeric

C_ELA9_INTEL_2011: Constants (within district) for covariance of sampling error for State ELA and Intelligence, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: -0.033
• Median: -0.034
• Mode: 0.009
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.039

Location: 2755-2761 (width: 7; decimal: 3)
Variable Type: numeric

C_ELA9_INTEL_NOAGG_2011: Constants (within district) for covariance of sampling error for State ELA and Intelligence, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: -0.033
• Median: -0.035
• Mode: 0.010
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.040

Location: 2762-2768 (width: 7; decimal: 3)
Variable Type: numeric

C_GRIT_INTEL_ALG_2011: Constants (within district) for covariance of sampling error for Grit and Intelligence Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.062
• Median: 0.067
• Mode: 0.067
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.019

Location: 2769-2774 (width: 6; decimal: 3)
Variable Type: numeric

C_GRIT_INTEL_ALG_NOAGG_2011: Constants (within district) for covariance of sampling error for Grit and Intelligence Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 0.063
• Median: 0.069
• Mode: 0.069
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.020

Location: 2775-2780 (width: 6; decimal: 3)
Variable Type: numeric

C_GRIT_INTEL_BIO_2011: Constants (within district) for covariance of sampling error for Grit and Intelligence Biology, 2011 Aggregates

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Based upon 433 valid cases out of 480 total cases.

- Mean: 0.043
- Median: 0.034
- Mode: 0.060
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.015

Location: 2781-2786 (width: 6; decimal: 3)
Variable Type: numeric

**C_GRIT_INTEL_BIO_NOAGG_2011: Constants (within district) for covariance of sampling error for Grit and Intelligence Biology, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.044
- Median: 0.035
- Mode: 0.061
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.015

Location: 2787-2792 (width: 6; decimal: 3)
Variable Type: numeric

**C_GRIT_INTEL_ELA9_2011: Constants (within district) for covariance of sampling error for Grit and Intelligence ELA, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.033
- Median: 0.029
- Mode: 0.029
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.016

Location: 2793-2798 (width: 6; decimal: 3)
Variable Type: numeric

**C_GRIT_INTEL_ELA9_NOAGG_2011: Constants (within district) for covariance of sampling error for Grit and Intelligence ELA, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.033
- Median: 0.029
- Mode: 0.029
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.016

Location: 2799-2804 (width: 6; decimal: 3)
Variable Type: numeric
C_HIC_GRIT_ALG_2011: Constants (within district) for covariance of sampling error for Happy in Class and Grit Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.067
- Median: 0.078
- Mode: 0.094
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.028

Location: 2805-2810 (width: 6; decimal: 3)
Variable Type: numeric

C_HIC_GRIT_ALG_NOAGG_2011: Constants (within district) for covariance of sampling error for Happy in Class and Grit Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.067
- Median: 0.078
- Mode: 0.096
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.030

Location: 2811-2816 (width: 6; decimal: 3)
Variable Type: numeric

C_HIC_GRIT_BIO_2011: Constants (within district) for covariance of sampling error for Happy in Class and Grit Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.054
- Median: 0.050
- Mode: 0.050
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.028

Location: 2817-2823 (width: 7; decimal: 3)
Variable Type: numeric

C_HIC_GRIT_BIO_NOAGG_2011: Constants (within district) for covariance of sampling error for Happy in Class and Grit Biology, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 0.055
- Median: 0.048
- Mode: 0.048
- Minimum: -0
- Maximum: 0
<table>
<thead>
<tr>
<th>Variable Name</th>
<th>Description</th>
<th>Location</th>
<th>Variable Type</th>
<th>Details</th>
</tr>
</thead>
</table>
| **C_HIC_GRIT_ELA9_2011**                           | Constants (within district) for covariance of sampling error for Happy in Class and Grit ELA, 2011 Aggregates | 2824-2830           | numeric       | Mean: 0.073
 |                                                   |                                                                              |                     |               | Median: 0.074                                                            |
|                                                   |                                                                              |                     |               | Mode: 0.086                                                             |
|                                                   |                                                                              |                     |               | Minimum: 0                                                              |
|                                                   |                                                                              |                     |               | Maximum: 0                                                              |
|                                                   |                                                                              |                     |               | Standard Deviation: 0.012                                               |
| **C_HIC_GRIT_ELA9_NOAGG_2011**                     | Constants (within district) for covariance of sampling error for Happy in Class and Grit ELA, 2011 No Aggregates | 2831-2836           | numeric       | Mean: 0.073                                                            |
|                                                   |                                                                              |                     |               | Median: 0.072                                                            |
|                                                   |                                                                              |                     |               | Mode: 0.086                                                             |
|                                                   |                                                                              |                     |               | Minimum: 0                                                              |
|                                                   |                                                                              |                     |               | Maximum: 0                                                              |
|                                                   |                                                                              |                     |               | Standard Deviation: 0.011                                               |
| **C_HIC_INTEL_ALG_2011**                          | Constants (within district) for covariance of sampling error for Happy in Class and Intelligence Algebra, 2011 Aggregates | 2843-2849           | numeric       | Mean: 0.014                                                            |
|                                                   |                                                                              |                     |               | Median: 0.009                                                            |
|                                                   |                                                                              |                     |               | Mode: 0.051                                                             |
|                                                   |                                                                              |                     |               | Minimum: -0                                                              |
|                                                   |                                                                              |                     |               | Maximum: 0                                                              |
|                                                   |                                                                              |                     |               | Standard Deviation: 0.033                                               |
| **C_HIC_INTEL_ALG_NOAGG_2011**                     | Constants (within district) for covariance of sampling error for Happy in Class and Intelligence Algebra, 2011 No Aggregates | 2843-2849           | numeric       | Mean: 0.014                                                            |

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• Median: 0.008
• Mode: 0.052
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.034

Location: 2850-2856 (width: 7; decimal: 3)
Variable Type: numeric

C_HIC_INTEL_BIO_2011: Constants (within district) for covariance of sampling error for Happy in Class and Intelligence Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: -0.006
• Median: 0.019
• Mode: 0.019
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.029

Location: 2857-2863 (width: 7; decimal: 3)
Variable Type: numeric

C_HIC_INTEL_BIO_NOAGG_2011: Constants (within district) for covariance of sampling error for Happy in Class and Intelligence Biology, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: -0.009
• Median: 0.015
• Mode: 0.015
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.030

Location: 2864-2870 (width: 7; decimal: 3)
Variable Type: numeric

C_HIC_INTEL_ELA9_2011: Constants (within district) for covariance of sampling error for Happy in Class and Intelligence ELA, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: -0.039
• Median: -0.034
• Mode: -0.034
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.036

Location: 2871-2877 (width: 7; decimal: 3)
Variable Type: numeric

C_HIC_INTEL_ELA9_NOAGG_2011: Constants (within district) for covariance of sampling error for Happy in Class and Intelligence ELA, 2011 No Aggregates
Based upon 433 valid cases out of 480 total cases.

- Mean: -0.038
- Median: -0.033
- Mode: -0.033
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.036

**Location:** 2878-2884 (width: 7; decimal: 3)
**Variable Type:** numeric

**COV_ALG_COMP1_2011: Covariance of Sampling Error SPS Composite and State Value-Added Algebra Student 2011**

Based upon 134 valid cases out of 480 total cases.

- Mean: 0.002
- Median: 0.001
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

**Location:** 2885-2890 (width: 6; decimal: 3)
**Variable Type:** numeric

**COV_ALG_COMP1_NOAGG_2011: Covariance of Sampling Error SPS Composite and State Value-Added Algebra Student 2011 -- No Aggregates**

Based upon 134 valid cases out of 480 total cases.

- Mean: 0.002
- Median: 0.001
- Mode: 0.001
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

**Location:** 2891-2896 (width: 6; decimal: 3)
**Variable Type:** numeric

**COV_ALG_EFF_2011: Covariance of Sampling Error for Algebra and Effort, 2011 Aggregates**

Based upon 134 valid cases out of 480 total cases.

- Mean: 0.004
- Median: 0.003
- Mode: 0.003
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.005

**Location:** 2897-2902 (width: 6; decimal: 3)
**Variable Type:** numeric
**COV_ALG_EFF_NOAGG_2011: Covariance of Sampling Error for Algebra and Effort, 2011 No Aggregates**

Based upon 134 valid cases out of 480 total cases.

- Mean: 0.004
- Median: 0.003
- Mode: 0.003
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.005

*Location:* 2903-2908 (width: 6; decimal: 3)
*Variable Type:* numeric

**COV_ALG_GRIT_2011: Covariance of Sampling Error for Algebra and Grit, 2011 Aggregates**

Based upon 134 valid cases out of 480 total cases.

- Mean: 0.000
- Median: 0.000
- Mode: 0.000
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

*Location:* 2909-2915 (width: 7; decimal: 3)
*Variable Type:* numeric

**COV_ALG_GRIT_NOAGG_2011: Covariance of Sampling Error for Algebra and Grit, 2011 No Aggregates**

Based upon 134 valid cases out of 480 total cases.

- Mean: 0.000
- Median: 0.000
- Mode: 0.000
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.002

*Location:* 2916-2922 (width: 7; decimal: 3)
*Variable Type:* numeric

**COV_ALG_HIC_2011: Covariance of Sampling Error for Algebra and Happy in Class, 2011 Aggregates**

Based upon 134 valid cases out of 480 total cases.

- Mean: 0.004
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.004
**COV_ALG_HIC_NOAGG_2011: Covariance of Sampling Error for Algebra and Happy in Class, 2011 No Aggregates**

Based upon 134 valid cases out of 480 total cases.

- Mean: 0.003
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.004

**COV_ALG_INTEL_2011: Covariance of Sampling Error for Algebra and Intelligence, 2011 Aggregates**

Based upon 134 valid cases out of 480 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.003
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.006

**COV_ALG_INTEL_NOAGG_2011: Covariance of Sampling Error for Algebra and Intelligence, 2011 No Aggregates**

Based upon 134 valid cases out of 480 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.003
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.006

**COV_BIO_COMP1_2011: Covariance of Sampling Error SPS Composite and State Value-Added Biology Student 2011**

Based upon 139 valid cases out of 480 total cases.

- Mean: 0.002
- Median: 0.001
- Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.002

Location: 2949-2954 (width: 6; decimal: 3)
Variable Type: numeric

**COV_BIO_COMP1_NOAGG_2011: Covariance of Sampling Error SPS Composite and State Value-Added Biology Student 2011 -- No Aggregates**

Based upon 139 valid cases out of 480 total cases.

• Mean: 0.002
• Median: 0.001
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.002

Location: 2955-2960 (width: 6; decimal: 3)
Variable Type: numeric

**COV_BIO_EFF_2011: Covariance of Sampling Error for Biology and Effort, 2011 Aggregates**

Based upon 139 valid cases out of 480 total cases.

• Mean: 0.005
• Median: 0.003
• Mode: 0.002
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.007

Location: 2961-2966 (width: 6; decimal: 3)
Variable Type: numeric

**COV_BIO_EFF_NOAGG_2011: Covariance of Sampling Error for Biology and Effort, 2011 No Aggregates**

Based upon 139 valid cases out of 480 total cases.

• Mean: 0.005
• Median: 0.003
• Mode: 0.002
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.007

Location: 2967-2972 (width: 6; decimal: 3)
Variable Type: numeric

**COV_BIO_GRIT_2011: Covariance of Sampling Error for Biology and Grit, 2011 Aggregates**

Based upon 139 valid cases out of 480 total cases.

• Mean: 0.001
• Median: 0.001
• Mode: 0.000
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.003

Location: 2973-2979 (width: 7; decimal: 3)
Variable Type: numeric

**COV_BIO_GRIT_NOAGG_2011: Covariance of Sampling Error for Biology and Grit, 2011 No Aggregates**

Based upon 139 valid cases out of 480 total cases.

• Mean: 0.001
• Median: 0.001
• Mode: 0.000
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.003

Location: 2980-2986 (width: 7; decimal: 3)
Variable Type: numeric

**COV_BIO_HIC_2011: Covariance of Sampling Error for Biology and Happy in Class, 2011 Aggregates**

Based upon 139 valid cases out of 480 total cases.

• Mean: 0.003
• Median: 0.002
• Mode: 0.002
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.004

Location: 2987-2992 (width: 6; decimal: 3)
Variable Type: numeric

**COV_BIO_HIC_NOAGG_2011: Covariance of Sampling Error for Biology and Happy in Class, 2011 No Aggregates**

Based upon 139 valid cases out of 480 total cases.

• Mean: 0.003
• Median: 0.002
• Mode: 0.002
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.004

Location: 2993-2999 (width: 7; decimal: 3)
Variable Type: numeric

**COV_BIO_INTEL_2011: Covariance of Sampling Error for Biology and Intelligence, 2011 Aggregates**
Based upon 139 valid cases out of 480 total cases.

- Mean: -0.003
- Median: -0.001
- Mode: -0.001
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.005

Location: 3000-3006 (width: 7; decimal: 3)
Variable Type: numeric

**COV_BIO_INTEL_NOAGG_2011: Covariance of Sampling Error for Biology and Intelligence, 2011 No Aggregates**

Based upon 139 valid cases out of 480 total cases.

- Mean: -0.003
- Median: -0.001
- Mode: -0.001
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.005

Location: 3007-3013 (width: 7; decimal: 3)
Variable Type: numeric

**COV_COMP1_EFF_ALG_2011: Covariance of Sampling Error for Composite 1 and Effort, Algebra, 2011 Aggregates**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.021
- Median: 0.014
- Mode: 0.011
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.027

Location: 3014-3019 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_EFF_ALG_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Effort, Algebra, 2011 No Aggregates**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.022
- Median: 0.014
- Mode: 0.011
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.028

Location: 3020-3025 (width: 6; decimal: 3)
Variable Type: numeric
COV_COMP1_EFF_BIO_2011: Covariance of Sampling Error for Composite 1 and Effort, Biology, 2011 Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.020
- Median: 0.013
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.028

Location: 3026-3031 (width: 6; decimal: 3)  
Variable Type: numeric

COV_COMP1_EFF_BIO_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Effort, Biology, 2011 No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.021
- Median: 0.013
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.029

Location: 3032-3037 (width: 6; decimal: 3)  
Variable Type: numeric

COV_COMP1_EFF_ELA9_2011: Covariance of Sampling Error for Composite 1 and Effort, ELA, 2011 Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.012
- Median: 0.011
- Mode: 0.010
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.004

Location: 3038-3043 (width: 6; decimal: 3)  
Variable Type: numeric

COV_COMP1_EFF_ELA9_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Effort, ELA, 2011 No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.012
- Median: 0.012
- Mode: 0.012
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.005

Location: 3044-3049 (width: 6; decimal: 3)
COV_COMP1_GRIT_ALG_2011: Covariance of Sampling Error for Composite 1 and Grit, Algebra, 2011 Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.006
- Median: 0.004
- Mode: 0.004
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.009

Location: 3050-3055 (width: 6; decimal: 3)

COV_COMP1_GRIT_ALG_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Grit, Algebra, 2011 No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.006
- Median: 0.004
- Mode: 0.004
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.009

Location: 3056-3061 (width: 6; decimal: 3)

COV_COMP1_GRIT_BIO_2011: Covariance of Sampling Error for Composite 1 and Grit, Biology, 2011 Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.005
- Median: 0.003
- Mode: 0.003
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.007

Location: 3062-3067 (width: 6; decimal: 3)

COV_COMP1_GRIT_BIO_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Grit, Biology, 2011 No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.005
- Median: 0.003
- Mode: 0.003
- Minimum: 0
- Maximum: 0
• Maximum: 0
• Standard Deviation: 0.008

Location: 3068-3073 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_GRIT_ELA9_2011: Covariance of Sampling Error for Composite 1 and Grit, ELA, 2011 Aggregates**

Based upon 157 valid cases out of 480 total cases.

• Mean: 0.003
• Median: 0.003
• Mode: 0.003
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.001

Location: 3074-3079 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_GRIT_ELA9_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Grit, ELA, 2011 No Aggregates**

Based upon 157 valid cases out of 480 total cases.

• Mean: 0.003
• Median: 0.003
• Mode: 0.003
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.001

Location: 3080-3085 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_HIC_ALG_2011: Covariance of Sampling Error for Composite 1 and Happy in Class, Algebra, 2011 Aggregates**

Based upon 136 valid cases out of 480 total cases.

• Mean: 0.030
• Median: 0.019
• Mode: 0.018
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.037

Location: 3086-3091 (width: 6; decimal: 3)
Variable Type: numeric

**COV_COMP1_HIC_ALG_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Happy in Class, Algebra, 2011 No Aggregates**

Based upon 136 valid cases out of 480 total cases.
COV_COMP1_HIC_BIO_2011: Covariance of Sampling Error for Composite 1 and Happy in Class, Biology, 2011 Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.027
- Median: 0.017
- Mode: 0.017
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.035

Location: 3098-3103 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_HIC_BIO_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Happy in Class, Biology, 2011 No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.027
- Median: 0.018
- Mode: 0.017
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.036

Location: 3104-3109 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_HIC_ELA9_2011: Covariance of Sampling Error for Composite 1 and Happy in Class, ELA, 2011 Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.017
- Median: 0.016
- Mode: 0.009
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.006

Location: 3110-3115 (width: 6; decimal: 3)
Variable Type: numeric
COV_COMP1_HIC_ELA9_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Happy in Class, ELA, 2011 No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.017
- Median: 0.016
- Mode: 0.016
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.006

Location: 3116-3121 (width: 6; decimal: 3)
Variable Type: numeric

COV_COMP1_INTEL_ALG_2011: Covariance of Sampling Error for Composite 1 and Intelligence, Algebra, 2011 Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: -0.000
- Median: 0.001
- Mode: 0.001
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.004

Location: 3122-3128 (width: 7; decimal: 3)
Variable Type: numeric

COV_COMP1_INTEL_ALG_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Intelligence, Algebra, 2011 No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: -0.000
- Median: 0.001
- Mode: 0.001
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.004

Location: 3129-3135 (width: 7; decimal: 3)
Variable Type: numeric

COV_COMP1_INTEL_BIO_2011: Covariance of Sampling Error for Composite 1 and Intelligence, Biology, 2011 Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.001
- Median: 0.001
- Mode: -0.001
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.004

*Location:* 3136-3142 (width: 7; decimal: 3)
*Variable Type:* numeric

**COV_COMP1_INTEL_BIO_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Intelligence, Biology, 2011 No Aggregates**

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.000
- Median: 0.001
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.004

*Location:* 3143-3149 (width: 7; decimal: 3)
*Variable Type:* numeric

**COV_COMP1_INTEL_ELA9_2011: Covariance of Sampling Error for Composite 1 and Intelligence, ELA, 2011 Aggregates**

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.002
- Median: -0.002
- Mode: -0.001
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.001

*Location:* 3150-3156 (width: 7; decimal: 3)
*Variable Type:* numeric

**COV_COMP1_INTEL_ELA9_NOAGG_2011: Covariance of Sampling Error for Composite 1 and Intelligence, ELA, 2011 No Aggregates**

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.002
- Median: -0.002
- Mode: -0.001
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.001

*Location:* 3157-3163 (width: 7; decimal: 3)
*Variable Type:* numeric

**COV_EFF_GRIT_ALG_2011: Covariance of Sampling Error for Effort and Grit, Algebra, 2011 Aggregates**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.011
- Median: 0.007
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.013

Location: 3164-3169 (width: 6; decimal: 3)
Variable Type: numeric

**COV_EFF_GRIT_ALG_NOAGG_2011: Covariance of Sampling Error for Effort and Grit, Algebra, 2011 No Aggregates**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.011
- Median: 0.007
- Mode: 0.005
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.014

Location: 3170-3175 (width: 6; decimal: 3)
Variable Type: numeric

**COV_EFF_GRIT_BIO_2011: Covariance of Sampling Error for Effort and Grit, Biology, 2011 Aggregates**

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.010
- Median: 0.006
- Mode: 0.006
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.017

Location: 3176-3181 (width: 6; decimal: 3)
Variable Type: numeric

**COV_EFF_GRIT_BIO_NOAGG_2011: Covariance of Sampling Error for Effort and Grit, Biology, 2011 No Aggregates**

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.011
- Median: 0.006
- Mode: 0.006
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.018

Location: 3182-3187 (width: 6; decimal: 3)
Variable Type: numeric

**COV_EFF_GRIT_EL9_2011: Covariance of Sampling Error for Effort and Grit, ELA, 2011 Aggregates**

Based upon 157 valid cases out of 480 total cases.
• Mean: 0.006
• Median: 0.006
• Mode: 0.006
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.003

Location: 3188-3193 (width: 6; decimal: 3)
Variable Type: numeric

**COV_EFF_GRIT_ELA9_NOAGG_2011: Covariance of Sampling Error for Effort and Grit, ELA, 2011 No Aggregates**

Based upon 157 valid cases out of 480 total cases.

• Mean: 0.006
• Median: 0.006
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.003

Location: 3194-3199 (width: 6; decimal: 3)
Variable Type: numeric

**COV_EFF_HIC_ALG_2011: Covariance of Sampling Error for Effort and Happy in Class, Algebra, 2011 Aggregates**

Based upon 136 valid cases out of 480 total cases.

• Mean: 0.029
• Median: 0.020
• Mode: 0.017
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.036

Location: 3200-3205 (width: 6; decimal: 3)
Variable Type: numeric

**COV_EFF_HIC_ALG_NOAGG_2011: Covariance of Sampling Error for Effort and Happy in Class, Algebra, 2011 No Aggregates**

Based upon 136 valid cases out of 480 total cases.

• Mean: 0.029
• Median: 0.020
• Mode: 0.018
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.037

Location: 3206-3211 (width: 6; decimal: 3)
Variable Type: numeric

**COV_EFF_HIC_BIO_2011: Covariance of Sampling Error for Effort and Happy in Class, Biology, 2011 Aggregates**
Based upon 140 valid cases out of 480 total cases.

- Mean: 0.026
- Median: 0.015
- Mode: 0.014
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.035

Location: 3212-3217 (width: 6; decimal: 3)
Variable Type: numeric

**COV_EFF_HIC_BIO_NOAGG_2011**: Covariance of Sampling Error for Effort and Happy in Class, Biology, 2011 No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.026
- Median: 0.016
- Mode: 0.015
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.035

Location: 3218-3223 (width: 6; decimal: 3)
Variable Type: numeric

COV_EFF_HIC_ELA9_2011: Covariance of Sampling Error for Effort and Happy in Class, ELA, 2011 Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.017
- Median: 0.015
- Mode: 0.016
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.006

Location: 3224-3229 (width: 6; decimal: 3)
Variable Type: numeric

COV_EFF_HIC_ELA9_NOAGG_2011: Covariance of Sampling Error for Effort and Happy in Class, ELA, 2011 No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.017
- Median: 0.016
- Mode: 0.016
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.007

Location: 3230-3235 (width: 6; decimal: 3)
Variable Type: numeric
COV_EFF_INTEL_ALG_2011: Covariance of Sampling Error for Effort and Intelligence, Algebra, 2011 Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.003
- Median: 0.003
- Mode: 0.003
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.006

Location: 3236-3242 (width: 7; decimal: 3)
Variable Type: numeric

COV_EFF_INTEL_ALG_NOAGG_2011: Covariance of Sampling Error for Effort and Intelligence, Algebra, 2011 No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.003
- Median: 0.003
- Mode: 0.003
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.007

Location: 3243-3249 (width: 7; decimal: 3)
Variable Type: numeric

COV_EFF_INTEL_BIO_2011: Covariance of Sampling Error for Effort and Intelligence, Biology, 2011 Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.001
- Median: 0.001
- Mode: 0.000
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.004

Location: 3250-3256 (width: 7; decimal: 3)
Variable Type: numeric

COV_EFF_INTEL_BIO_NOAGG_2011: Covariance of Sampling Error for Effort and Intelligence, Biology, 2011 No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.001
- Median: 0.001
- Mode: 0.001
- Minimum: -0
- Maximum: 0
COV_EFF_INTEL_ELA9_2011: Covariance of Sampling Error for Effort and Intelligence, ELA, 2011 Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.001
- Median: -0.001
- Mode: -0.003
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.002

COV_EFF_INTEL_ELA9_NOAGG_2011: Covariance of Sampling Error for Effort and Intelligence, ELA, 2011 No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.001
- Median: -0.001
- Mode: -0.003
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.002

COV_ELA9_COMP1_2011: Covariance of Sampling Error SPS Composite and State Value-Added ELA Student 2011

Based upon 155 valid cases out of 480 total cases.

- Mean: 0.001
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.001

COV_ELA9_COMP1_NOAGG_2011: Covariance of Sampling Error SPS Composite and State Value-Added ELA Student 2011 -- No Aggregates

Based upon 155 valid cases out of 480 total cases.

- Mean: 0.001
COV_ELA9_EFF_2011: Covariance of Sampling Error for State ELA and Effort, 2011 Aggregates

Based upon 155 valid cases out of 480 total cases.

• Mean: 0.002
• Median: 0.002
• Mode: 0.001
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.001

Location: 3285-3291 (width: 7; decimal: 3)
Variable Type: numeric

COV_ELA9_EFF_NOAGG_2011: Covariance of Sampling Error for State ELA and Effort, 2011 No Aggregates

Based upon 155 valid cases out of 480 total cases.

• Mean: 0.002
• Median: 0.002
• Mode: 0.002
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.001

Location: 3292-3297 (width: 6; decimal: 3)
Variable Type: numeric

COV_ELA9_GRIT_2011: Covariance of Sampling Error for State ELA and Grit, 2011 Aggregates

Based upon 155 valid cases out of 480 total cases.

• Mean: 0.001
• Median: 0.001
• Mode: 0.001
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.000

Location: 3304-3310 (width: 7; decimal: 3)
Variable Type: numeric

COV_ELA9_GRIT_NOAGG_2011: Covariance of Sampling Error for State ELA and Grit, 2011 No Aggregates

Based upon 155 valid cases out of 480 total cases.
• Mean: 0.001
• Median: 0.001
• Mode: 0.001
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.000

Location: 3311-3317 (width: 7; decimal: 3)
Variable Type: numeric

COV_ELA9_HIC_2011: Covariance of Sampling Error for State ELA and Happy in Class, 2011 Aggregates

Based upon 155 valid cases out of 480 total cases.

• Mean: 0.002
• Median: 0.002
• Mode: 0.002
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.002

Location: 3318-3324 (width: 7; decimal: 3)
Variable Type: numeric

COV_ELA9_HIC_NOAGG_2011: Covariance of Sampling Error for State ELA and Happy in Class, 2011 No Aggregates

Based upon 155 valid cases out of 480 total cases.

• Mean: 0.002
• Median: 0.002
• Mode: 0.002
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.002

Location: 3325-3331 (width: 7; decimal: 3)
Variable Type: numeric

COV_ELA9_INTEL_2011: Covariance of Sampling Error for State ELA and Intelligence, 2011 Aggregates

Based upon 155 valid cases out of 480 total cases.

• Mean: -0.002
• Median: -0.002
• Mode: 0.000
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.002

Location: 3332-3338 (width: 7; decimal: 3)
Variable Type: numeric
COV_ELA9_INTEL_NOAGG_2011: Covariance of Sampling Error for State ELA and Intelligence, 2011 No Aggregates

Based upon 155 valid cases out of 480 total cases.

- Mean: -0.002
- Median: -0.002
- Mode: 0.000
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.002

Location: 3339-3345 (width: 7; decimal: 3)
Variable Type: numeric

COV_GRIT_INTEL_ALG_2011: Covariance of Sampling Error for Grit and Intelligence, Algebra, 2011 Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.008
- Median: 0.004
- Mode: 0.003
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.012

Location: 3346-3351 (width: 6; decimal: 3)
Variable Type: numeric

COV_GRIT_INTEL_ALG_NOAGG_2011: Covariance of Sampling Error for Grit and Intelligence, Algebra, 2011 No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.008
- Median: 0.005
- Mode: 0.003
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.012

Location: 3352-3357 (width: 6; decimal: 3)
Variable Type: numeric

COV_GRIT_INTEL_BIO_2011: Covariance of Sampling Error for Grit and Intelligence, Biology, 2011 Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.005
- Median: 0.003
- Mode: 0.002
- Minimum: 0
- Maximum: 0
COV_GRIT_INTEL_BIO_NOAGG_2011: Covariance of Sampling Error for Grit and Intelligence, Biology, 2011 No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.005
- Median: 0.003
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.010

Location: 3364-3369 (width: 6; decimal: 3)
Variable Type: numeric

COV_GRIT_INTEL_ELA9_2011: Covariance of Sampling Error for Grit and Intelligence, ELA, 2011 Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.001

Location: 3370-3375 (width: 6; decimal: 3)
Variable Type: numeric

COV_GRIT_INTEL_ELA9_NOAGG_2011: Covariance of Sampling Error for Grit and Intelligence, ELA, 2011 No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.002
- Median: 0.002
- Mode: 0.002
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.001

Location: 3376-3381 (width: 6; decimal: 3)
Variable Type: numeric

COV_HIC_GRIT_ALG_2011: Covariance of Sampling Error for Happy in Class and Grit, Algebra, 2011 Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.009
• Median: 0.006
• Mode: 0.002
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.013

Location: 3382-3387 (width: 6; decimal: 3)
Variable Type: numeric

**COV_HIC_GRIT_ALG_NOAGG_2011:** Covariance of Sampling Error for Happy in Class and Grit, Algebra, 2011 No Aggregates

Based upon 136 valid cases out of 480 total cases.

• Mean: 0.009
• Median: 0.006
• Mode: 0.002
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.013

Location: 3388-3393 (width: 6; decimal: 3)
Variable Type: numeric

**COV_HIC_GRIT_BIO_2011:** Covariance of Sampling Error for Happy in Class and Grit, Biology, 2011 Aggregates

Based upon 140 valid cases out of 480 total cases.

• Mean: 0.006
• Median: 0.004
• Mode: 0.004
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.009

Location: 3394-3400 (width: 7; decimal: 3)
Variable Type: numeric

**COV_HIC_GRIT_BIO_NOAGG_2011:** Covariance of Sampling Error for Happy in Class and Grit, Biology, 2011 No Aggregates

Based upon 140 valid cases out of 480 total cases.

• Mean: 0.006
• Median: 0.004
• Mode: 0.004
• Minimum: -0
• Maximum: 0
• Standard Deviation: 0.009

Location: 3401-3407 (width: 7; decimal: 3)
Variable Type: numeric

**COV_HIC_GRIT_ELA9_2011:** Covariance of Sampling Error for Happy in Class and Grit, ELA, 2011 Aggregates

- 150 -
Based upon 157 valid cases out of 480 total cases.

- Mean: 0.005
- Median: 0.004
- Mode: 0.004
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.003

**Location:** 3408-3413 (width: 6; decimal: 3)

**Variable Type:** numeric

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**COV_HIC_GRIT_ELA9_NOAGG_2011:** Covariance of Sampling Error for Happy in Class and Grit, ELA, 2011 No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.005
- Median: 0.004
- Mode: 0.004
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.003

**Location:** 3414-3419 (width: 6; decimal: 3)

**Variable Type:** numeric

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**COV_HIC_INTEL_ALG_2011:** Covariance of Sampling Error for Happy in Class and Intelligence, Algebra, 2011 Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.003
- Median: 0.002
- Mode: 0.003
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.007

**Location:** 3420-3426 (width: 7; decimal: 3)

**Variable Type:** numeric

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**COV_HIC_INTEL_ALG_NOAGG_2011:** Covariance of Sampling Error for Happy in Class and Intelligence, Algebra, 2011 No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.003
- Median: 0.002
- Mode: 0.003
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.007

**Location:** 3427-3433 (width: 7; decimal: 3)

**Variable Type:** numeric

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COV_HIC_INTEL_BIO_2011: Covariance of Sampling Error for Happy in Class and Intelligence, Biology, 2011 Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.000
- Median: 0.000
- Mode: 0.001
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.005

Location: 3434-3440 (width: 7; decimal: 3)  
Variable Type: numeric

COV_HIC_INTEL_BIO_NOAGG_2011: Covariance of Sampling Error for Happy in Class and Intelligence, Biology, 2011 No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.001
- Median: -0.001
- Mode: 0.001
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.005

Location: 3441-3447 (width: 7; decimal: 3)  
Variable Type: numeric

COV_HIC_INTEL_ELA9_2011: Covariance of Sampling Error for Happy in Class and Intelligence, ELA, 2011 Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.003
- Median: -0.003
- Mode: -0.004
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.002

Location: 3448-3454 (width: 7; decimal: 3)  
Variable Type: numeric

COV_HIC_INTEL_ELA9_NOAGG_2011: Covariance of Sampling Error for Happy in Class and Intelligence, ELA, 2011 No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.003
- Median: -0.003
- Mode: -0.004
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.002

Location: 3455-3461 (width: 7; decimal: 3)
Variable Type: numeric

**EST_CAPTIVATE_ALG_2011: 2011 Value-Added Estimates for Captivate Algebra Students**

Based upon 136 valid cases out of 480 total cases.

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

Location: 3462-3467 (width: 6; decimal: 2)
Variable Type: numeric

**EST_CAPTIVATE_ALG_NOAGG_2011: 2011 Value-Added Estimates for Captivate Algebra Students - No Aggregates**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.03
- Median: 0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.45

Location: 3468-3473 (width: 6; decimal: 2)
Variable Type: numeric

**EST_CAPTIVATE_BIO_2011: 2011 Value-Added Estimates for Captivate Biology Students**

Based upon 140 valid cases out of 480 total cases.

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

Location: 3474-3479 (width: 6; decimal: 2)
Variable Type: numeric

**EST_CAPTIVATE_BIO_NOAGG_2011: 2011 Value-Added Estimates for Captivate Biology Students - No Aggregates**

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.04
- Median: 0.04
- Mode: -0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.51
EST_CAPTIVATE_ELA9_2011: 2011 Value-Added Estimates for Captivate ELA Students

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.01
- Median: 0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.49

EST_CAPTIVATE_ELA9_NOAGG_2011: 2011 Value-Added Estimates for Captivate ELA Students - No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.00
- Median: 0.02
- Mode: 0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.51

EST_CARE_ALG_2011: 2011 Value-Added Estimates for Care Algebra Students

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.03
- Mode: -0.17
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.41

EST_CARE_ALG_NOAGG_2011: 2011 Value-Added Estimates for Care Algebra Students - No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.04
- Mode: 0.32
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.43
EST_CARE_BIO_2011: 2011 Value-Added Estimates for Care Biology Students

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.02
- Median: 0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.42

EST_CARE_BIO_NOAGG_2011: 2011 Value-Added Estimates for Care Biology Students - No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.02
- Median: 0.07
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.44

EST_CARE_ELA9_2011: 2011 Value-Added Estimates for Care ELA Students

Based upon 157 valid cases out of 480 total cases.

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

EST_CARE_ELA9_NOAGG_2011: 2011 Value-Added Estimates for Care ELA Students - No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.01
- Mode: 0.00
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.46
Location: 3528-3533 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

• Mean: 0.01
• Median: 0.05
• Mode: -0.10
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.34

Location: 3534-3539 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

• Mean: 0.01
• Median: 0.05
• Mode: 0.07
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.36

Location: 3540-3545 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

• Mean: -0.01
• Median: 0.08
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.39

Location: 3546-3551 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

• Mean: -0.01
• Median: 0.04
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.41

Based upon 157 valid cases out of 480 total cases.

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


Based upon 157 valid cases out of 480 total cases.

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

EST_CLARIFY_ALG_2011: 2011 Value-Added Estimates for Clarify Algebra Students

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.010
- Median: 0.029
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.287

EST_CLARIFY_ALG_NOAGG_2011: 2011 Value-Added Estimates for Clarify Algebra Students - No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.012
- Median: 0.070
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.300
EST_CLARIFY_BIO_2011: 2011 Value-Added Estimates for Clarify Biology Students

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.009
- Median: 0.044
- Mode: 0.207
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.298

Location: 3584-3590 (width: 7; decimal: 3)
Variable Type: numeric

EST_CLARIFY_BIO_NOAGG_2011: 2011 Value-Added Estimates for Clarify Biology Students - No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.01
- Median: 0.02
- Mode: 0.19
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.32

Location: 3591-3596 (width: 6; decimal: 2)
Variable Type: numeric

EST_CLARIFY_ELA9_2011: 2011 Value-Added Estimates for Clarify ELA Students

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.001
- Median: 0.034
- Mode: 0.078
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.284

Location: 3597-3603 (width: 7; decimal: 3)
Variable Type: numeric

EST_CLARIFY_ELA9_NOAGG_2011: 2011 Value-Added Estimates for Clarify ELA Students - No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.01
- Mode: -0.01
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.29

Location: 3604-3609 (width: 6; decimal: 2)
EST_COMPOSITE1_ALG_2011: 2011 Value-Added Estimates for Composite 1 Algebra Students

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.01
- Mode: 0.38
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

Location: 3610-3615 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE1_ALG_NOAGG_2011: 2011 Value-Added Estimates for Composite 1 Algebra Students - No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 3616-3621 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE1_BIO_2011: 2011 Value-Added Estimates for Composite 1 Biology Students

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.01
- Median: 0.06
- Mode: 0.06
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 3622-3627 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE1_BIO_NOAGG_2011: 2011 Value-Added Estimates for Composite 1 Biology Students - No Aggregates

Based upon 140 valid cases out of 480 total cases.

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

Location: 3628-3633 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE1_ELA9_2011: 2011 Value-Added Estimates for Composite 1 ELA Students

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.08
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

Location: 3634-3639 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE1_ELA9_NOAGG_2011: 2011 Value-Added Estimates for Composite 1 ELA Students - No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.00
- Median: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 3640-3645 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE2_ALG_2011: 2011 Value-Added Estimates for Composite 2 Algebra Students

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.02
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

Location: 3646-3651 (width: 6; decimal: 2)
Variable Type: numeric

EST_COMPOSITE2_ALG_NOAGG_2011: 2011 Value-Added Estimates for Composite 2 Algebra Students - No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.03
- Mode: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

Location: 3652-3657 (width: 6; decimal: 2)

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.01
- Median: 0.05
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

Location: 3658-3663 (width: 6; decimal: 2)

Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: -0.02
- Median: 0.06
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 3664-3669 (width: 6; decimal: 2)

Variable Type: numeric

EST_COMPOSITE2_ELA9_2011: 2011 Value-Added Estimates for Composite 2 ELA Students

Based upon 157 valid cases out of 480 total cases.

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

Location: 3670-3675 (width: 6; decimal: 2)

Variable Type: numeric

EST_COMPOSITE2_ELA9_NOAGG_2011: 2011 Value-Added Estimates for Composite 2 ELA Students - No Aggregates

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.00
- Median: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.38

Location: 3676-3681 (width: 6; decimal: 2)

Variable Type: numeric
EST_CONFER_ALG_2011: 2011 Value-Added Estimates for Confer Algebra Students

Based upon 136 valid cases out of 480 total cases.

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

Location: 3682-3687 (width: 6; decimal: 2)
Variable Type: numeric

EST_CONFER_ALG_NOAGG_2011: 2011 Value-Added Estimates for Confer Algebra Students - No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.06
- Mode: 0.48
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.41

Location: 3688-3693 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.06
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 3694-3699 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: -0.00
- Median: 0.06
- Mode: 0.22
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.40

Location: 3700-3705 (width: 6; decimal: 2)
Variable Type: numeric
**EST_CONFER_ELA9_2011: 2011 Value-Added Estimates for Confer ELA Students**

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.03
- Mode: 0.23
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.36

*Location:* 3706-3711 (width: 6; decimal: 2)
*Variable Type:* numeric

**EST_CONFER_ELA9_NOAGG_2011: 2011 Value-Added Estimates for Confer ELA Students - No Aggregates**

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.00
- Median: 0.04
- Mode: 0.19
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

*Location:* 3712-3717 (width: 6; decimal: 2)
*Variable Type:* numeric

**EST_CONSOLIDATE_ALG_2011: 2011 Value-Added Estimates for Consolidate Algebra Students**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.04
- Mode: 0.07
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

*Location:* 3718-3723 (width: 6; decimal: 2)
*Variable Type:* numeric

**EST_CONSOLIDATE_ALG_NOAGG_2011: 2011 Value-Added Estimates for Consolidate Algebra Students - No Aggregates**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.04
- Mode: -0.06
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41

*Location:* 3724-3729 (width: 6; decimal: 2)
**EST_CONsolidate_BIO_2011: 2011 Value-Added Estimates for Consolidate Biology Students**

Based upon 140 valid cases out of 480 total cases.

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

*Location*: 3730-3735 (width: 6; decimal: 2)

**EST_CONsolidate_BIO_NOagg_2011: 2011 Value-Added Estimates for Consolidate Biology Students - No Aggregates**

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.01
- Median: 0.01
- Mode: 0.08
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.42

*Location*: 3736-3741 (width: 6; decimal: 2)

**EST_CONsolidate_Ela9_2011: 2011 Value-Added Estimates for Consolidate ELA Students**

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.00
- Median: 0.05
- Mode: 0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

*Location*: 3742-3747 (width: 6; decimal: 2)

**EST_CONsolidate_Ela9_NOagg_2011: 2011 Value-Added Estimates for Consolidate ELA Students - No Aggregates**

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.05
- Mode: 0.11
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.41
**EST_CONTROL_ALG_2011: 2011 Value-Added Estimates for Control Algebra Students**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.01
- Mode: -0.20
- Minimum: -1
- Maximum: 2
- Standard Deviation: 0.45

**EST_CONTROL_ALG_NOAGG_2011: 2011 Value-Added Estimates for Control Algebra Students - No Aggregates**

Based upon 136 valid cases out of 480 total cases.

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

**EST_CONTROL_BIO_2011: 2011 Value-Added Estimates for Control Biology Students**

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.03
- Mode: 0.53
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.46

**EST_CONTROL_BIO_NOAGG_2011: 2011 Value-Added Estimates for Control Biology Students - No Aggregates**

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.02
- Median: -0.01
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.49

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.03
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.44


Based upon 157 valid cases out of 480 total cases.

- Mean: -0.01
- Median: 0.03
- Mode: 0.58
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.46

EST_EFFORT_ALG_2011: 2011 Value-Added Estimates for Effort Algebra Students

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.01
- Median: 0.01
- Mode: -0.17
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.29

EST_EFFORT_ALG_NOAGG_2011: 2011 Value-Added Estimates for Effort Algebra Students - No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.00
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.31
**EST_EFFORT_BIO_2011: 2011 Value-Added Estimates for Effort Biology Students**

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.00
- Median: 0.00
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.33

---

**EST_EFFORT_BIO_NOAGG_2011: 2011 Value-Added Estimates for Effort Biology Students - No Aggregates**

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.01
- Median: -0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.35

---

**EST_EFFORT_ELA9_2011: 2011 Value-Added Estimates for Effort ELA Students**

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.002
- Median: -0.001
- Mode: -0.021
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.277

---

**EST_EFFORT_ELA9_NOAGG_2011: 2011 Value-Added Estimates for Effort ELA Students - No Aggregates**

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.004
- Median: -0.002
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.301
EST_GRIT_ALG_2011: 2011 Value-Added Estimates for Grit Algebra Students

Based upon 136 valid cases out of 480 total cases.

- Mean: -0.005
- Median: 0.007
- Mode: 0.055
- Minimum: -0
- Maximum: 1
- Standard Deviation: 0.150

Location: 3828-3834 (width: 7; decimal: 3)

EST_GRIT_ALG_NOAGG_2011: 2011 Value-Added Estimates for Grit Algebra Students - No Aggregates

Based upon 136 valid cases out of 480 total cases.

- Mean: -0.005
- Median: -0.004
- Minimum: -0
- Maximum: 1
- Standard Deviation: 0.159

Location: 3835-3841 (width: 7; decimal: 3)


Based upon 140 valid cases out of 480 total cases.

- Mean: -0.002
- Median: 0.002
- Minimum: -0
- Maximum: 1
- Standard Deviation: 0.154

Location: 3842-3848 (width: 7; decimal: 3)


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.000
- Median: 0.005
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.162

Location: 3849-3855 (width: 7; decimal: 3)

Variable Type: numeric
**EST_GRIT_ELA9_2011: 2011 Value-Added Estimates for Grit ELA Students**

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.002
- Median: 0.003
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.105

*Location:* 3856-3862 (width: 7; decimal: 3)
*Variable Type:* numeric

**EST_GRIT_ELA9_NOAGG_2011: 2011 Value-Added Estimates for Grit ELA Students - No Aggregates**

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.002
- Median: 0.011
- Minimum: -0
- Maximum: 0
- Standard Deviation: 0.111

*Location:* 3863-3869 (width: 7; decimal: 3)
*Variable Type:* numeric

**EST_HIC_ALG_2011: 2011 Value-Added Estimates for Happy in Class Algebra**

Based upon 136 valid cases out of 480 total cases.

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

*Location:* 3870-3875 (width: 6; decimal: 2)
*Variable Type:* numeric

**EST_HIC_ALG_NOAGG_2011: 2011 Value-Added Estimates for Happy in Class Algebra - No Aggregates**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.05
- Median: 0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.47

*Location:* 3876-3881 (width: 6; decimal: 2)
*Variable Type:* numeric
Based upon 140 valid cases out of 480 total cases.

- Mean: -0.02
- Median: -0.02
- Mode: 0.08
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.50

Location: 3882-3887 (width: 6; decimal: 2)
Variable Type: numeric

**EST_HIC_BIO_NOAGG_2011: 2011 Value-Added Estimates for Happy in Class Biology - No Aggregates**

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.04
- Median: 0.02
- Minimum: -2
- Maximum: 1
- Standard Deviation: 0.52

Location: 3888-3893 (width: 6; decimal: 2)
Variable Type: numeric

**EST_HIC_ELA9_2011: 2011 Value-Added Estimates for Happy in Class ELA**

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.04
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.49

Location: 3894-3899 (width: 6; decimal: 2)
Variable Type: numeric

**EST_HIC_ELA9_NOAGG_2011: 2011 Value-Added Estimates for Happy in Class ELA - No Aggregates**

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.00
- Median: 0.00
- Mode: -0.26
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.51

Location: 3900-3905 (width: 6; decimal: 2)
Variable Type: numeric

**EST_INTEL_ALG_2011: 2011 Value-Added Estimates for Intelligence Algebra Students**
Based upon 136 valid cases out of 480 total cases.

- Mean: -0.002
- Median: -0.004
- Mode: 0.044
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.231

Location: 3906-3912 (width: 7; decimal: 3)
Variable Type: numeric

**EST_INTEL_ALG_NOAGG_2011: 2011 Value-Added Estimates for Intelligence Algebra Students - No Aggregates**

Based upon 136 valid cases out of 480 total cases.

- Mean: -0.000
- Median: -0.002
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.249

Location: 3913-3919 (width: 7; decimal: 3)
Variable Type: numeric

**EST_INTEL_BIO_2011: 2011 Value-Added Estimates for Intelligence Biology Students**

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.011
- Median: -0.030
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.263

Location: 3920-3926 (width: 7; decimal: 3)
Variable Type: numeric

**EST_INTEL_BIO_NOAGG_2011: 2011 Value-Added Estimates for Intelligence Biology Students - No Aggregates**

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.005
- Median: 0.000
- Mode: 0.165
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.266

Location: 3927-3933 (width: 7; decimal: 3)
Variable Type: numeric
Based upon 157 valid cases out of 480 total cases.

- Mean: -0.002
- Median: 0.007
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.201

Location: 3934-3940 (width: 7; decimal: 3)
Variable Type: numeric

**EST_INTEL_ELA9_NOAGG_2011: 2011 Value-Added Estimates for Intelligence ELA Students - No Aggregates**

Based upon 157 valid cases out of 480 total cases.

- Mean: -0.000
- Median: -0.010
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.211

Location: 3941-3947 (width: 7; decimal: 3)
Variable Type: numeric

**EST_STRICTNESS_ALG_2011: 2011 Value-Added Estimates for Strictness Algebra**

Based upon 136 valid cases out of 480 total cases.

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

Location: 3948-3953 (width: 6; decimal: 2)
Variable Type: numeric

**EST_STRICTNESS_ALG_NOAGG_2011: 2011 Value-Added Estimates for Strictness - No Aggregates**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.02
- Median: 0.04
- Mode: 0.22
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.37

Location: 3954-3959 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.
- Mean: -0.00
- Median: 0.04
- Mode: -0.08
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 3960-3965 (width: 6; decimal: 2)
Variable Type: numeric

**EST_STRICTNESS_BIO_NOAGG_2011: 2011 Value-Added Estimates for Strictness Biology - No Aggregates**

Based upon 140 valid cases out of 480 total cases.

- Mean: -0.017
- Median: 0.022
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.414

Location: 3966-3972 (width: 7; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.004
- Median: 0.023
- Mode: 0.014
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.372

Location: 3973-3979 (width: 7; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: -0.00
- Median: 0.03
- Mode: -0.12
- Minimum: -1
- Maximum: 1
- Standard Deviation: 0.39

Location: 3980-3985 (width: 6; decimal: 2)
Variable Type: numeric

**EST_SUPPORT_ALG_2011: 2011 Value-Added Estimates for Support Algebra**

Based upon 136 valid cases out of 480 total cases.
• Mean: 0.01
• Median: 0.03
• Mode: -0.16
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.36

Location: 3986-3991 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

• Mean: 0.02
• Median: 0.04
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.37

Location: 3992-3997 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

• Mean: -0.01
• Median: 0.05
• Mode: 0.01
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.37

Location: 3998-4003 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

• Mean: -0.02
• Median: 0.04
• Mode: 0.13
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.39

Location: 4004-4009 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.
• Mean: 0.00
• Median: 0.03
• Mode: -0.14
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.38

Location: 4010-4015 (width: 6; decimal: 2)
Variable Type: numeric

Based upon 157 valid cases out of 480 total cases.

• Mean: -0.00
• Median: 0.02
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.39

Location: 4016-4021 (width: 6; decimal: 2)
Variable Type: numeric

Based upon 136 valid cases out of 480 total cases.

• Mean: -0.005
• Median: 0.019
• Mode: 0.083
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.308

Location: 4022-4028 (width: 7; decimal: 3)
Variable Type: numeric

Based upon 136 valid cases out of 480 total cases.

• Mean: -0.002
• Median: 0.002
• Mode: -0.247
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.327

Location: 4029-4035 (width: 7; decimal: 3)
Variable Type: numeric

Based upon 140 valid cases out of 480 total cases.
• Mean: -0.01
• Median: 0.03
• Mode: -0.06
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.35

Location: 4036-4041 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

• Mean: -0.01
• Median: 0.04
• Mode: 0.13
• Minimum: -2
• Maximum: 1
• Standard Deviation: 0.37

Location: 4042-4047 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

• Mean: -0.00
• Median: -0.02
• Mode: -0.09
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.33

Location: 4048-4053 (width: 6; decimal: 2)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

• Mean: 0.00
• Median: 0.02
• Mode: 0.08
• Minimum: -1
• Maximum: 1
• Standard Deviation: 0.34

Location: 4054-4059 (width: 6; decimal: 2)
Variable Type: numeric

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*Variable Type:* character

### G_CAPTIVATE_ALG_NOAGG_2011: 2011 Value-Added: Grades for Captive Algebra - No Aggregates

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Based upon 480 valid cases out of 480 total cases.

*Location:* 4078-4095 (width: 18; decimal: 0)
*Variable Type:* character

### G_CAPTIVATE_BIO_2011: 2011 Value-Added: Grades for Captive Biology

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Based upon 480 valid cases out of 480 total cases.

*Location:* 4096-4113 (width: 18; decimal: 0)
*Variable Type:* character

### G_CAPTIVATE_BIO_NOAGG_2011: 2011 Value-Added: Grades for Captive Biology - No Aggregates

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Based upon 480 valid cases out of 480 total cases.

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Variable Type: character

G_CAPTIVATE_ELA9_2011: 2011 Value-Added: Grades for Captive ELA

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Location: 4132-4149 (width: 18; decimal: 0)
Variable Type: character


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Based upon 480 valid cases out of 480 total cases.

Location: 4150-4167 (width: 18; decimal: 0)
Variable Type: character

G_CARE_ALG_2011: 2011 Value-Added: Grades for Care Algebra

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Based upon 480 valid cases out of 480 total cases.

Location: 4168-4185 (width: 18; decimal: 0)
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Based upon 480 valid cases out of 480 total cases.

### G_CARE_BIO_2011: 2011 Value-Added: Grades for Care Biology

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Based upon 480 valid cases out of 480 total cases.

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Based upon 480 valid cases out of 480 total cases.

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Location: 4240-4257 (width: 18; decimal: 0)
Variable Type: character

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Based upon 480 valid cases out of 480 total cases.

Location: 4258-4275 (width: 18; decimal: 0)
Variable Type: character

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**G_CHALLENGE_ALG_2011: 2011 Value-Added: Grades for Challenge Algebra**

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Based upon 480 valid cases out of 480 total cases.

Location: 4276-4293 (width: 18; decimal: 0)
Variable Type: character

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- 180 -
Based upon 480 valid cases out of 480 total cases.

**Location**: 4294-4311 (width: 18; decimal: 0)
**Variable Type**: character

### G_CHALLENGE_BIO_2011: 2011 Value-Added: Grades for Challenge Biology

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Based upon 480 valid cases out of 480 total cases.

**Location**: 4312-4329 (width: 18; decimal: 0)
**Variable Type**: character

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Based upon 480 valid cases out of 480 total cases.

**Location**: 4330-4347 (width: 18; decimal: 0)
**Variable Type**: character

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Based upon 480 valid cases out of 480 total cases.

**Location**: 4348-4365 (width: 18; decimal: 0)
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Based upon 480 valid cases out of 480 total cases.

*Location: 4366-4383 (width: 18; decimal: 0)*  
*Variable Type: character*

### G_CLARIFY_ALG_2011: 2011 Value-Added: Grades for Clarify Algebra

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Based upon 480 valid cases out of 480 total cases.

*Location: 4384-4401 (width: 18; decimal: 0)*  
*Variable Type: character*

### G_CLARIFY_ALG_NOAGG_2011: 2011 Value-Added: Grades for Clarify Algebra - No Aggregates

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Based upon 480 valid cases out of 480 total cases.

*Location: 4402-4419 (width: 18; decimal: 0)*  
*Variable Type: character*

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### G_CLARIFY_BIO_NOAGG_2011: 2011 Value-Added: Grades for Clarify Biology - No Aggregates

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Based upon 480 valid cases out of 480 total cases.

*Location: 4420-4437 (width: 18; decimal: 0)*

*Variable Type: character*

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### G_CLARIFY_ELA9_2011: 2011 Value-Added: Grades for Clarify ELA

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Based upon 480 valid cases out of 480 total cases.

*Location: 4438-4455 (width: 18; decimal: 0)*

*Variable Type: character*

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*Location: 4456-4473 (width: 18; decimal: 0)*

*Variable Type: character*
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Based upon 480 valid cases out of 480 total cases.

*Location: 4474-4491 (width: 18; decimal: 0)*  
*Variable Type: character*

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Based upon 480 valid cases out of 480 total cases.

*Location: 4492-4509 (width: 18; decimal: 0)*  
*Variable Type: character*

### G_COMPOSITE1_BIO_2011: 2011 Value-Added: Grades for Composite 1 Biology

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Based upon 480 valid cases out of 480 total cases.

*Location: 4510-4527 (width: 18; decimal: 0)*  
*Variable Type: character*
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Based upon 480 valid cases out of 480 total cases.

### G_COMPOSITE1_ELA9_2011: 2011 Value-Added: Grades for Composite 1 ELA

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### G_COMPOSITE1_ELA9_NOAGG_2011: 2011 Value-Added: Grades for Composite 1 ELA - No Aggregates

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### G_COMPOSITE2_ALG_2011: 2011 Value-Added: Grades for Composite 2 Algebra

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Based upon 480 valid cases out of 480 total cases.

*Location: 4600-4617 (width: 18; decimal: 0)*  
*Variable Type: character*

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**G_COMPOSITE2_ALG_NOAGG_2011: 2011 Value-Added: Grades for Composite 2 Algebra - No Aggregates**

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Based upon 480 valid cases out of 480 total cases.

*Location: 4618-4635 (width: 18; decimal: 0)*  
*Variable Type: character*

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Based upon 480 valid cases out of 480 total cases.

*Location: 4636-4653 (width: 18; decimal: 0)*  
*Variable Type: character*

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**G_COMPOSITE2_BIO_NOAGG_2011: 2011 Value-Added: Grades for Composite 2 Biology - No Aggregates**

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- 186 -
Based upon 480 valid cases out of 480 total cases.

*Location: 4654-4671 (width: 18; decimal: 0)*  
*Variable Type: character*

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Based upon 480 valid cases out of 480 total cases.

*Location: 4672-4689 (width: 18; decimal: 0)*  
*Variable Type: character*

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Based upon 480 valid cases out of 480 total cases.

*Location: 4690-4707 (width: 18; decimal: 0)*  
*Variable Type: character*

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Based upon 480 valid cases out of 480 total cases.

### G_CONFER_BIO_2011: 2011 Value-Added: Grades for Confer Biology

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### G_CONFER_ELA9_2011: 2011 Value-Added: Grades for Confer ELA

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Location: 4780-4797 (width: 18; decimal: 0)
Variable Type: character

**G_CONFER_ELA9_NOAGG_2011: 2011 Value-Added: Grades for Confer ELA - No Aggregates**

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Location: 4798-4815 (width: 18; decimal: 0)
Variable Type: character

**G_CONSOLIDATE_ALG_2011: 2011 Value-Added: Grades for Consolidate Algebra**

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Location: 4816-4833 (width: 18; decimal: 0)
Variable Type: character

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- 189 -
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**G_CONSOLIDATE_BIO_2011: 2011 Value-Added: Grades for Consolidate Biology**

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**G_CONSOLIDATE_BIO_NOAGG_2011: 2011 Value-Added: Grades for Consolidate Biology - No Aggregates**

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**G_CONSOLIDATE_ELA9_2011: 2011 Value-Added: Grades for Consolidate ELA**

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*Location: 4906-4923 (width: 18; decimal: 0)*

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Based upon 480 valid cases out of 480 total cases.

*Location: 4924-4941 (width: 18; decimal: 0)*

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Based upon 480 valid cases out of 480 total cases.

*Location: 4942-4959 (width: 18; decimal: 0)*

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Based upon 480 valid cases out of 480 total cases.

Location: 4960-4977 (width: 18; decimal: 0)

Variable Type: character

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Based upon 480 valid cases out of 480 total cases.

Location: 4978-4995 (width: 18; decimal: 0)

Variable Type: character

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Based upon 480 valid cases out of 480 total cases.

Location: 4996-5013 (width: 18; decimal: 0)

Variable Type: character

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**G_CONTROL_ELA9_NOAGG_2011: 2011 Value-Added: Grades for Control ELA - No Aggregates**

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**Location:** 5014-5031 (width: 18; decimal: 0)
**Variable Type:** character

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**Location:** 5032-5049 (width: 18; decimal: 0)
**Variable Type:** character

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Based upon 480 valid cases out of 480 total cases.

**Location:** 5050-5067 (width: 18; decimal: 0)
**Variable Type:** character

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Based upon 480 valid cases out of 480 total cases.

**Location:** 5068-5085 (width: 18; decimal: 0)
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Based upon 480 valid cases out of 480 total cases.

*Location*: 5086-5103 (width: 18; decimal: 0)

*Variable Type*: character

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Based upon 480 valid cases out of 480 total cases.

*Location*: 5104-5121 (width: 18; decimal: 0)

*Variable Type*: character

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Based upon 480 valid cases out of 480 total cases.

*Location*: 5122-5139 (width: 18; decimal: 0)

*Variable Type*: character

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- 194 -
### G_GRIT_ALG_NOAGG_2011: 2011 Value-Added: Grades for Grit Algebra - No Aggregates

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Based upon 480 valid cases out of 480 total cases.

**Location:** 5140-5157 (width: 18; decimal: 0)  
**Variable Type:** character

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Based upon 480 valid cases out of 480 total cases.

**Location:** 5158-5175 (width: 18; decimal: 0)  
**Variable Type:** character

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**Location:** 5176-5193 (width: 18; decimal: 0)  
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Based upon 480 valid cases out of 480 total cases.

**Location:** 5212-5229 (width: 18; decimal: 0)

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Based upon 480 valid cases out of 480 total cases.

**Location:** 5230-5247 (width: 18; decimal: 0)

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Based upon 480 valid cases out of 480 total cases.

**Location:** 5248-5265 (width: 18; decimal: 0)

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- 196 -
### G_HIC_BIO_2011: 2011 Value-Added: Grades for Happy in Class Biology

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Based upon 480 valid cases out of 480 total cases.

*Location: 5266-5283 (width: 18; decimal: 0)*  
*Variable Type: character*

### G_HIC_BIO_NOAGG_2011: 2011 Value-Added: Grades for Happy in Class Biology - No Aggregates

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*Location: 5284-5301 (width: 18; decimal: 0)*  
*Variable Type: character*

### G_HIC_ELA9_2011: 2011 Value-Added: Grades for Happy in Class ELA

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- 197 -
Based upon 480 valid cases out of 480 total cases.

**G_HIC_ELA9_NOAGG_2011: 2011 Value-Added: Grades for Happy in Class ELA - No Aggregates**

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**G_INTEL_ALG_2011: 2011 Value-Added: Grades for Intelligence Algebra**

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Based upon 480 valid cases out of 480 total cases.

**G_INTEL_ALG_NOAGG_2011: 2011 Value-Added: Grades for Intelligence Algebra - No Aggregates**

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Based upon 480 valid cases out of 480 total cases.

**G_INTEL_BIO_2011: 2011 Value-Added: Grades for Intelligence Biology**
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Based upon 480 valid cases out of 480 total cases.

**Location:** 5392-5409 (width: 18; decimal: 0)

**Variable Type:** character

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Based upon 480 valid cases out of 480 total cases.

**Location:** 5410-5427 (width: 18; decimal: 0)

**Variable Type:** character

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Based upon 480 valid cases out of 480 total cases.

**Location:** 5428-5445 (width: 18; decimal: 0)

**Variable Type:** character

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Based upon 480 valid cases out of 480 total cases.

**Location**: 5446-5463 (width: 18; decimal: 0)

**Variable Type**: character

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Based upon 480 valid cases out of 480 total cases.

**Location**: 5464-5481 (width: 18; decimal: 0)

**Variable Type**: character

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Based upon 480 valid cases out of 480 total cases.

**Location**: 5482-5499 (width: 18; decimal: 0)

**Variable Type**: character

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Based upon 480 valid cases out of 480 total cases.

**Location**: 5500-5517 (width: 18; decimal: 0)
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Based upon 480 valid cases out of 480 total cases.

**Location:** 5518-5535 (width: 18; decimal: 0)

Variable Type: character

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Based upon 480 valid cases out of 480 total cases.

**Location:** 5536-5553 (width: 18; decimal: 0)

Variable Type: character

### G_STRICTNESS_ELA9_NOAGG_2011: 2011 Value-Added: Grades for Strictness ELA - No Aggregates

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Based upon 480 valid cases out of 480 total cases.

**Location:** 5554-5571 (width: 18; decimal: 0)

Variable Type: character

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### G_SUPPORT_ALG_NOAGG_2011: 2011 Value-Added: Grades for Support Algebra - No Aggregates

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Based upon 480 valid cases out of 480 total cases.

*Location*: 5572-5589 (width: 18; decimal: 0)

*Variable Type*: character

### G_SUPPORT_BIO_2011: 2011 Value-Added: Grades for Support Biology

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*Location*: 5590-5607 (width: 18; decimal: 0)

*Variable Type*: character

### G_SUPPORT_BIO_NOAGG_2011: 2011 Value-Added: Grades for Support Biology - No Aggregates

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*Location*: 5608-5625 (width: 18; decimal: 0)

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Based upon 480 valid cases out of 480 total cases.

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Variable Type: character


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Based upon 480 valid cases out of 480 total cases.

Location: 5644-5661 (width: 18; decimal: 0)
Variable Type: character


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Based upon 480 valid cases out of 480 total cases.

Location: 5662-5679 (width: 18; decimal: 0)
Variable Type: character


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Based upon 480 valid cases out of 480 total cases.

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Variable Type: character

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Based upon 480 valid cases out of 480 total cases.

*Location*: 5698-5715 (width: 18; decimal: 0)
*Variable Type*: character

### G_TEST_PREP_BIO_2011: 2011 Value-Added: Grades for Test Prep Biology

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Based upon 480 valid cases out of 480 total cases.

*Location*: 5716-5733 (width: 18; decimal: 0)
*Variable Type*: character

### G_TEST_PREP_BIO_NOAGG_2011: 2011 Value-Added: Grades for Test Prep Biology - No Aggregates

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*Location*: 5734-5751 (width: 18; decimal: 0)
*Variable Type*: character

### G_TEST_PREP_ELA9_2011: 2011 Value-Added: Grades for Test Prep ELA

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</thead>
<tbody>
<tr>
<td>10</td>
<td>-</td>
<td>4</td>
<td>0.8%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>150</td>
<td>31.2%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>3</td>
<td>0.6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>480</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 480 valid cases out of 480 total cases.

**Location**: 5752-5769 (width: 18; decimal: 0)  
**Variable Type**: character

### G_TEST_PREP_ELA9_NOAGG_2011: 2011 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>323</td>
<td>67.3%</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>4</td>
<td>0.8%</td>
</tr>
<tr>
<td>9</td>
<td>-</td>
<td>150</td>
<td>31.2%</td>
</tr>
<tr>
<td>9,10</td>
<td>-</td>
<td>3</td>
<td>0.6%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>480</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based upon 480 valid cases out of 480 total cases.

**Location**: 5770-5787 (width: 18; decimal: 0)  
**Variable Type**: character

### N_CAPTIVATE_ALG_2011: 2011 Value-Added: Number of students for Captive Algebra

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53

**Location**: 5788-5789 (width: 2; decimal: 0)  
**Variable Type**: numeric

### N_CAPTIVATE_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Captive Algebra - No Aggregate

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53

**Location**: 5790-5791 (width: 2; decimal: 0)  
**Variable Type**: numeric
N_CAPTIVATE_BIO_2011: 2011 Value-Added: Number of students for Captive Biology

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.44
• Median: 16.00
• Mode: 23.00
• Minimum: 1
• Maximum: 29
• Standard Deviation: 6.54

Location: 5792-5793 (width: 2; decimal: 0)
Variable Type: numeric

N_CAPTIVATE_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Captive Biology - No Aggregate

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.44
• Median: 16.00
• Mode: 23.00
• Minimum: 1
• Maximum: 29
• Standard Deviation: 6.54

Location: 5794-5795 (width: 2; decimal: 0)
Variable Type: numeric

N_CAPTIVATE_ELA9_2011: 2011 Value-Added: Number of students for Captive ELA

Based upon 157 valid cases out of 480 total cases.

• Mean: 17.58
• Median: 17.00
• Mode: 18.00
• Minimum: 4
• Maximum: 30
• Standard Deviation: 4.80

Location: 5796-5797 (width: 2; decimal: 0)
Variable Type: numeric

N_CAPTIVATE_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Captive ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

• Mean: 17.58
• Median: 17.00
• Mode: 18.00
• Minimum: 4
• Maximum: 30
• Standard Deviation: 4.80

Location: 5798-5799 (width: 2; decimal: 0)
**N_CARE_ALG_2011: 2011 Value-Added: Number of students for Care Algebra**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.74
- Median: 14.00
- Mode: 16.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.49

**Location**: 5800-5801 (width: 2; decimal: 0)

**Variable Type**: numeric

---

**N_CARE_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Care Algebra - No Aggregate**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.74
- Median: 14.00
- Mode: 16.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.49

**Location**: 5802-5803 (width: 2; decimal: 0)

**Variable Type**: numeric

---

**N_CARE_BIO_2011: 2011 Value-Added: Number of students for Care Biology**

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.39
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.51

**Location**: 5804-5805 (width: 2; decimal: 0)

**Variable Type**: numeric

---

**N_CARE_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Care Biology - No Aggregate**

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.39
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.51
N_CARE_ELA9_2011: 2011 Value-Added: Number of students for Care ELA

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.52
- Median: 17.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.81

N_CARE_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Care ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.52
- Median: 17.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.81

N_CHALLENGE_ALG_2011: 2011 Value-Added: Number of students for Challenge Algebra

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53

N_CHALLENGE_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Challenge Algebra - No Aggregate

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53
N_CHALLENGE_BIO_2011: 2011 Value-Added: Number of students for Challenge Biology

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.43
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.52

Location: 5816-5817 (width: 2; decimal: 0)
Variable Type: numeric

N_CHALLENGE_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Challenge Biology - No Aggregate

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.43
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.52

Location: 5818-5819 (width: 2; decimal: 0)
Variable Type: numeric

N_CHALLENGE_ELA9_2011: 2011 Value-Added: Number of students for Challenge ELA

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.58
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.80

Location: 5820-5821 (width: 2; decimal: 0)
Variable Type: numeric

N_CHALLENGE_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Challenge ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.58
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.80

Location: 5822-5823 (width: 2; decimal: 0)
**N_CLARIFY_ALG_2011: 2011 Value-Added: Number of students for Clarify Algebra**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.76
- Median: 14.00
- Mode: 16.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.51

**Location:** 5824-5825 (width: 2; decimal: 0)

**Variable Type:** numeric

---

**N_CLARIFY_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Clarify Algebra - No Aggregate**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.76
- Median: 14.00
- Mode: 16.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.51

**Location:** 5826-5827 (width: 2; decimal: 0)

**Variable Type:** numeric

---

**N_CLARIFY_BIO_2011: 2011 Value-Added: Number of students for Clarify Biology**

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.42
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.52

**Location:** 5828-5829 (width: 2; decimal: 0)

**Variable Type:** numeric

---

**N_CLARIFY_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Clarify Biology - No Aggregate**

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.42
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.52
**N_CLARIFY_ELA9_2011: 2011 Value-Added: Number of students for Clarify ELA**

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.55
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.81

**N_CLARIFY_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Clarify ELA - No Aggregate**

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.55
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.81

**N_COMPOSITE1_ALG_2011: 2011 Value-Added: Number of students for Composite 1 Algebra**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53

**N_COMPOSITE1_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Composite 1 Algebra - No Aggregate**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53
N_COMPOSITE1_BIO_2011: 2011 Value-Added: Number of students for Composite 1 Biology

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.44
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.54

N_COMPOSITE1_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Composite 1 Biology - No Aggregate

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.44
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.54

N_COMPOSITE1_ELA9_2011: 2011 Value-Added: Number of students for Composite 1 ELA

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.58
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.80

N_COMPOSITE1_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Composite 1 ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.58
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
Standard Deviation: 4.80

Location: 5846-5847 (width: 2; decimal: 0)
Variable Type: numeric

N_COMPOSITE2_ALG_2011: 2011 Value-Added: Number of students for Composite 2 Algebra

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53

Location: 5848-5849 (width: 2; decimal: 0)
Variable Type: numeric

N_COMPOSITE2_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Composite 2 Algebra - No Aggregate

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53

Location: 5850-5851 (width: 2; decimal: 0)
Variable Type: numeric

N_COMPOSITE2_BIO_2011: 2011 Value-Added: Number of students for Composite 2 Biology

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.44
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.54

Location: 5852-5853 (width: 2; decimal: 0)
Variable Type: numeric

N_COMPOSITE2_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Composite 2 Biology - No Aggregate

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.44
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
N_COMPOSITE2_ELA9_2011: 2011 Value-Added: Number of students for Composite 2 ELA

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.58
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.80

N_COMPOSITE2_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Composite 2 ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.58
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.80

N_CONFER_ALG_2011: 2011 Value-Added: Number of students for Confer Algebra

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53

N_CONFER_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Confer Algebra - No Aggregate

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
• Standard Deviation: 5.53

(Location: 5862-5863 (width: 2; decimal: 0)
Variable Type: numeric)

N_CONFER_BIO_2011: 2011 Value-Added: Number of students for Confer Biology

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.44
• Median: 16.00
• Mode: 23.00
• Minimum: 1
• Maximum: 29
• Standard Deviation: 6.54

(Location: 5864-5865 (width: 2; decimal: 0)
Variable Type: numeric)

N_CONFER_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Confer Biology - No Aggregate

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.44
• Median: 16.00
• Mode: 23.00
• Minimum: 1
• Maximum: 29
• Standard Deviation: 6.54

(Location: 5866-5867 (width: 2; decimal: 0)
Variable Type: numeric)

N_CONFER_ELA9_2011: 2011 Value-Added: Number of students for Confer ELA

Based upon 157 valid cases out of 480 total cases.

• Mean: 17.58
• Median: 17.00
• Mode: 18.00
• Minimum: 4
• Maximum: 30
• Standard Deviation: 4.80

(Location: 5868-5869 (width: 2; decimal: 0)
Variable Type: numeric)

N_CONFER_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Confer ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

• Mean: 17.58
• Median: 17.00
• Mode: 18.00

- 215 -
• Minimum: 4
• Maximum: 30
• Standard Deviation: 4.80

Location: 5870-5871 (width: 2; decimal: 0)
Variable Type: numeric

N_CONSOLIDATE_ALG_2011: 2011 Value-Added: Number of students for Consolidate Algebra

Based upon 136 valid cases out of 480 total cases.

• Mean: 13.71
• Median: 14.00
• Mode: 16.00
• Minimum: 1
• Maximum: 28
• Standard Deviation: 5.48

Location: 5872-5873 (width: 2; decimal: 0)
Variable Type: numeric

N_CONSOLIDATE_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Consolidate Algebra - No Aggregate

Based upon 136 valid cases out of 480 total cases.

• Mean: 13.71
• Median: 14.00
• Mode: 16.00
• Minimum: 1
• Maximum: 28
• Standard Deviation: 5.48

Location: 5874-5875 (width: 2; decimal: 0)
Variable Type: numeric

N_CONSOLIDATE_BIO_2011: 2011 Value-Added: Number of students for Consolidate Biology

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.34
• Median: 16.00
• Mode: 14.00
• Minimum: 1
• Maximum: 29
• Standard Deviation: 6.54

Location: 5876-5877 (width: 2; decimal: 0)
Variable Type: numeric

N_CONSOLIDATE_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Consolidate Biology - No Aggregate

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.34
• Median: 16.00
• Mode: 14.00
• Minimum: 1
• Maximum: 29
• Standard Deviation: 6.54

Location: 5878-5879 (width: 2; decimal: 0)
Variable Type: numeric

N_CONSOLIDATE_ELA9_2011: 2011 Value-Added: Number of students for Consolidate ELA

Based upon 157 valid cases out of 480 total cases.

• Mean: 17.51
• Median: 17.00
• Mode: 18.00
• Minimum: 4
• Maximum: 30
• Standard Deviation: 4.82

Location: 5880-5881 (width: 2; decimal: 0)
Variable Type: numeric

N_CONSOLIDATE_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Consolidate ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

• Mean: 17.51
• Median: 17.00
• Mode: 18.00
• Minimum: 4
• Maximum: 30
• Standard Deviation: 4.82

Location: 5882-5883 (width: 2; decimal: 0)
Variable Type: numeric

N_CONTROL_ALG_2011: 2011 Value-Added: Number of students for Control Algebra

Based upon 136 valid cases out of 480 total cases.

• Mean: 13.77
• Median: 14.00
• Mode: 16.00
• Minimum: 1
• Maximum: 28
• Standard Deviation: 5.52

Location: 5884-5885 (width: 2; decimal: 0)
Variable Type: numeric

N_CONTROL_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Control Algebra - No Aggregate

Based upon 136 valid cases out of 480 total cases.
• Mean: 13.77
• Median: 14.00
• Mode: 16.00
• Minimum: 1
• Maximum: 28
• Standard Deviation: 5.52

Location: 5886-5887 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONTROL_BIO_2011: 2011 Value-Added: Number of students for Control Biology**

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.41
• Median: 16.00
• Minimum: 1
• Maximum: 29
• Standard Deviation: 6.53

Location: 5888-5889 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONTROL_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Control Biology - No Aggregate**

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.41
• Median: 16.00
• Minimum: 1
• Maximum: 29
• Standard Deviation: 6.53

Location: 5890-5891 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONTROL_ELA9_2011: 2011 Value-Added: Number of students for Control ELA**

Based upon 157 valid cases out of 480 total cases.

• Mean: 17.55
• Median: 17.00
• Mode: 18.00
• Minimum: 4
• Maximum: 30
• Standard Deviation: 4.81

Location: 5892-5893 (width: 2; decimal: 0)
Variable Type: numeric

**N_CONTROL_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Control ELA - No Aggregate**

Based upon 157 valid cases out of 480 total cases.
- Mean: 17.55
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.81

Location: 5894-5895 (width: 2; decimal: 0)
Variable Type: numeric

---

**N_EFFORT_ALG_2011: 2011 Value-Added: Number of students for Effort Algebra**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.72
- Median: 14.00
- Mode: 16.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.47

Location: 5896-5897 (width: 2; decimal: 0)
Variable Type: numeric

---

**N_EFFORT_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Effort Algebra - No Aggregate**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.72
- Median: 14.00
- Mode: 16.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.47

Location: 5898-5899 (width: 2; decimal: 0)
Variable Type: numeric

---

**N_EFFORT_BIO_2011: 2011 Value-Added: Number of students for Effort Biology**

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.38
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.53

Location: 5900-5901 (width: 2; decimal: 0)
Variable Type: numeric

---

**N_EFFORT_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Effort Biology - No Aggregate**

- Mean: 15.38
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.53

Location: 5902-5903 (width: 2; decimal: 0)
Variable Type: numeric
Based upon 140 valid cases out of 480 total cases.

- Mean: 15.38
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.53

\textit{Location:} 5902-5903 (width: 2; decimal: 0)

\textit{Variable Type:} numeric

\textbf{N\_EFFORT\_ELA9\_2011: 2011 Value-Added: Number of students for Effort ELA}

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.55
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.81

\textit{Location:} 5904-5905 (width: 2; decimal: 0)

\textit{Variable Type:} numeric

\textbf{N\_EFFORT\_ELA9\_NOAGG\_2011: 2011 Value-Added: Number of students for Effort ELA - No Aggregate}

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.55
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.81

\textit{Location:} 5906-5907 (width: 2; decimal: 0)

\textit{Variable Type:} numeric

\textbf{N\_GRIT\_ALG\_2011: 2011 Value-Added: Number of students for Grit Algebra}

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.41
- Median: 14.00
- Mode: 17.00
- Minimum: 1
- Maximum: 27
- Standard Deviation: 5.41

\textit{Location:} 5908-5909 (width: 2; decimal: 0)

\textit{Variable Type:} numeric
N_GRIT_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Grit Algebra - No Aggregate

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.41
- Median: 14.00
- Mode: 17.00
- Minimum: 1
- Maximum: 27
- Standard Deviation: 5.41

Location: 5910-5911 (width: 2; decimal: 0)
Variable Type: numeric

N_GRIT_BIO_2011: 2011 Value-Added: Number of students for Grit Biology

Based upon 140 valid cases out of 480 total cases.

- Mean: 14.96
- Median: 15.50
- Mode: 12.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.65

Location: 5912-5913 (width: 2; decimal: 0)
Variable Type: numeric

N_GRIT_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Grit Biology - No Aggregate

Based upon 140 valid cases out of 480 total cases.

- Mean: 14.96
- Median: 15.50
- Mode: 12.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.65

Location: 5914-5915 (width: 2; decimal: 0)
Variable Type: numeric

N_GRIT_ELA9_2011: 2011 Value-Added: Number of students for Grit ELA

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.36
- Median: 17.00
- Mode: 16.00
- Minimum: 3
- Maximum: 30
- Standard Deviation: 4.83

Location: 5916-5917 (width: 2; decimal: 0)
Variable Type: numeric

**N_GRIT_EL9_NOAGG_2011: 2011 Value-Added: Number of students for Grit ELA - No Aggregate**

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.36
- Median: 17.00
- Mode: 16.00
- Minimum: 3
- Maximum: 30
- Standard Deviation: 4.83

*Location: 5918-5919 (width: 2; decimal: 0)*

Variable Type: numeric

**N_HIC_ALG_2011: 2011 Value-Added: Number of students for Happy in Class Algebra**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.40
- Median: 14.00
- Mode: 13.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.47

*Location: 5920-5921 (width: 2; decimal: 0)*

Variable Type: numeric

**N_HIC_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Happy in Class Algebra - No Aggregate**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.40
- Median: 14.00
- Mode: 13.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.47

*Location: 5922-5923 (width: 2; decimal: 0)*

Variable Type: numeric

**N_HIC_BIO_2011: 2011 Value-Added: Number of students for Happy in Class Biology**

Based upon 140 valid cases out of 480 total cases.

- Mean: 14.99
- Median: 15.50
- Minimum: 1
- Maximum: 28
- Standard Deviation: 6.51

*Location: 5924-5925 (width: 2; decimal: 0)*
**Variable Type:** numeric

**N_HIC_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Happy in Class Biology - No Aggregate**

Based upon 140 valid cases out of 480 total cases.

- Mean: 14.99
- Median: 15.50
- Minimum: 1
- Maximum: 28
- Standard Deviation: 6.51

**Location:** 5926-5927 (width: 2; decimal: 0)

**Variable Type:** numeric

**N_HIC_ELA9_2011: 2011 Value-Added: Number of students for Happy in Class ELA**

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.32
- Median: 17.00
- Mode: 17.00
- Minimum: 3
- Maximum: 29
- Standard Deviation: 4.83

**Location:** 5928-5929 (width: 2; decimal: 0)

**Variable Type:** numeric

**N_HIC_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Happy in Class ELA - No Aggregate**

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.32
- Median: 17.00
- Mode: 17.00
- Minimum: 3
- Maximum: 29
- Standard Deviation: 4.83

**Location:** 5930-5931 (width: 2; decimal: 0)

**Variable Type:** numeric

**N_INTEL_ALG_2011: 2011 Value-Added: Number of students for Intelligence Algebra**

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.30
- Median: 14.00
- Mode: 16.00
- Minimum: 1
- Maximum: 27
- Standard Deviation: 5.42
N_INTEL_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Intelligence Algebra - No Aggregate
Based upon 136 valid cases out of 480 total cases.

- Mean: 13.30
- Median: 14.00
- Mode: 16.00
- Minimum: 1
- Maximum: 27
- Standard Deviation: 5.42

N_INTEL_BIO_2011: 2011 Value-Added: Number of students for Intelligence Biology
Based upon 140 valid cases out of 480 total cases.

- Mean: 14.82
- Median: 15.00
- Mode: 12.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.68

N_INTEL_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Intelligence Biology - No Aggregate
Based upon 140 valid cases out of 480 total cases.

- Mean: 14.82
- Median: 15.00
- Mode: 12.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.68

N_INTEL_ELA9_2011: 2011 Value-Added: Number of students for Intelligence ELA
Based upon 157 valid cases out of 480 total cases.

- Mean: 17.19
- Median: 17.00
- Mode: 15.00
- Minimum: 3
- Maximum: 30
N_INTEL_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Intelligence ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.19
- Median: 17.00
- Mode: 15.00
- Minimum: 3
- Maximum: 30
- Standard Deviation: 4.90

Location: 5940-5941 (width: 2; decimal: 0)
Variable Type: numeric

N STRICTNESS_ALG_2011: 2011 Value-Added: Number of students for Strictness Algebra

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53

Location: 5942-5943 (width: 2; decimal: 0)
Variable Type: numeric

N STRICTNESS_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Strictness Algebra - No Aggregate

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 5.53

Location: 5944-5945 (width: 2; decimal: 0)
Variable Type: numeric

N STRICTNESS_BIO_2011: 2011 Value-Added: Number of students for Strictness Biology

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.43
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
N_STRICTNESS_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Strictness Biology - No Aggregate

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.43
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 29
- Standard Deviation: 6.52

N_STRICTNESS_ELA9_2011: 2011 Value-Added: Number of students for Strictness ELA

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.58
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.80

N_STRICTNESS_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Strictness ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.58
- Median: 17.00
- Mode: 18.00
- Minimum: 4
- Maximum: 30
- Standard Deviation: 4.80

N_SUPPORT_ALG_2011: 2011 Value-Added: Number of students for Support Algebra

Based upon 136 valid cases out of 480 total cases.

- Mean: 13.79
- Median: 14.00
- Minimum: 1
• Maximum: 28
• Standard Deviation: 5.53

Location: 5956-5957 (width: 2; decimal: 0)
Variable Type: numeric

**N_SUPPORT_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Support Algebra - No Aggregate**

Based upon 136 valid cases out of 480 total cases.

• Mean: 13.79
• Median: 14.00
• Minimum: 1
• Maximum: 28
• Standard Deviation: 5.53

Location: 5958-5959 (width: 2; decimal: 0)
Variable Type: numeric

**N_SUPPORT_BIO_2011: 2011 Value-Added: Number of students for Support Biology**

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.44
• Median: 16.00
• Mode: 23.00
• Minimum: 1
• Maximum: 29
• Standard Deviation: 6.54

Location: 5960-5961 (width: 2; decimal: 0)
Variable Type: numeric

**N_SUPPORT_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Support Biology - No Aggregate**

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.44
• Median: 16.00
• Mode: 23.00
• Minimum: 1
• Maximum: 29
• Standard Deviation: 6.54

Location: 5962-5963 (width: 2; decimal: 0)
Variable Type: numeric

**N_SUPPORT_ELA9_2011: 2011 Value-Added: Number of students for Support ELA**

Based upon 157 valid cases out of 480 total cases.

• Mean: 17.58
• Median: 17.00
• Mode: 18.00
• Minimum: 4
• Maximum: 30
• Standard Deviation: 4.80

Location: 5964-5965 (width: 2; decimal: 0)
Variable Type: numeric

N_SUPPORT_ELA9_NOAGG_2011: 2011 Value-Added: Number of students for Support ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

• Mean: 17.58
• Median: 17.00
• Mode: 18.00
• Minimum: 4
• Maximum: 30
• Standard Deviation: 4.80

Location: 5966-5967 (width: 2; decimal: 0)
Variable Type: numeric

N_TEST_PREP_ALG_2011: 2011 Value-Added: Number of students for Test Prep Algebra

Based upon 136 valid cases out of 480 total cases.

• Mean: 13.71
• Median: 14.00
• Mode: 16.00
• Minimum: 1
• Maximum: 27
• Standard Deviation: 5.50

Location: 5968-5969 (width: 2; decimal: 0)
Variable Type: numeric

N_TEST_PREP_ALG_NOAGG_2011: 2011 Value-Added: Number of students for Test Prep Algebra - No Aggregate

Based upon 136 valid cases out of 480 total cases.

• Mean: 13.71
• Median: 14.00
• Mode: 16.00
• Minimum: 1
• Maximum: 27
• Standard Deviation: 5.50

Location: 5970-5971 (width: 2; decimal: 0)
Variable Type: numeric

N_TEST_PREP_BIO_2011: 2011 Value-Added: Number of students for Test Prep Biology

Based upon 140 valid cases out of 480 total cases.

• Mean: 15.36
N_TEST_PREP_BIO_NOAGG_2011: 2011 Value-Added: Number of students for Test Prep Biology - No Aggregate

Based upon 140 valid cases out of 480 total cases.

- Mean: 15.36
- Median: 16.00
- Mode: 23.00
- Minimum: 1
- Maximum: 28
- Standard Deviation: 6.48

Location: 5972-5973 (width: 2; decimal: 0)
Variable Type: numeric

N_TEST_PREP_ELAL9_2011: 2011 Value-Added: Number of students for Test Prep ELA

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.48
- Median: 17.00
- Mode: 23.00
- Minimum: 4
- Maximum: 29
- Standard Deviation: 4.79

Location: 5974-5975 (width: 2; decimal: 0)
Variable Type: numeric

N_TEST_PREP_ELAL9_NOAGG_2011: 2011 Value-Added: Number of students for Test Prep ELA - No Aggregate

Based upon 157 valid cases out of 480 total cases.

- Mean: 17.48
- Median: 17.00
- Mode: 23.00
- Minimum: 4
- Maximum: 29
- Standard Deviation: 4.79

Location: 5976-5977 (width: 2; decimal: 0)
Variable Type: numeric

NB_ALG_COMP1_2011: Number of students in Value-Added and SPS, 2011 Algebra

Based upon 433 valid cases out of 480 total cases.

- Mean: 3.89
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 28
• Standard Deviation: 6.53

Location: 5980-5981 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ALG_COMP1_NOAGG_2011: Number of students in Value-Added and SPS, 2011 Algebra - No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 3.89
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 28
• Standard Deviation: 6.53

Location: 5982-5983 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ALG_EFF_2011: Number of students in both Algebra and Effort, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 3.87
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 28
• Standard Deviation: 6.50

Location: 5984-5985 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ALG_EFF_NOAGG_2011: Number of students in both Algebra and Effort, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 3.87
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 28
• Standard Deviation: 6.50

Location: 5986-5987 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ALG_GRIT_2011: Number of students in both Algebra and Grit, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.
Mean: 3.79
Median: 0.00
Mode: 0.00
Minimum: 0
Maximum: 27
Standard Deviation: 6.38

Location: 5988-5989 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ALG_GRIT_NOAGG_2011:** Number of students in both Algebra and Grit, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

Mean: 3.79
Median: 0.00
Mode: 0.00
Minimum: 0
Maximum: 27
Standard Deviation: 6.38

Location: 5990-5991 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ALG_HIC_2011:** Number of students in both Algebra and Happy in Class, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

Mean: 3.79
Median: 0.00
Mode: 0.00
Minimum: 0
Maximum: 28
Standard Deviation: 6.38

Location: 5992-5993 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ALG_HIC_NOAGG_2011:** Number of students in both Algebra and Happy in Class, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

Mean: 3.79
Median: 0.00
Mode: 0.00
Minimum: 0
Maximum: 28
Standard Deviation: 6.38

Location: 5994-5995 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ALG_INTEL_2011:** Number of students in both Algebra and Intelligence, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.
• Mean: 3.76
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 27
• Standard Deviation: 6.35

Location: 5996-5997 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ALG_INTEL_NOAGG_2011: Number of students in both Algebra and Intelligence, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 3.76
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 27
• Standard Deviation: 6.35

Location: 5998-5999 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_COMP1_2011: Number of students in Value-Added and SPS, 2011 Biology**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.48
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 7.53

Location: 6000-6001 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_COMP1_NOAGG_2011: Number of students in Value-Added and SPS, 2011 Biology - No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.48
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 7.53

Location: 6002-6003 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_EFF_2011: Number of students in both Biology and Effort, 2011 Aggregates**
Based upon 433 valid cases out of 480 total cases.

- Mean: 4.46
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.51

Location: 6004-6005 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_EFF_NOAGG_2011: Number of students in both Biology and Effort, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.46
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.51

Location: 6006-6007 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_GRIT_2011: Number of students in both Biology and Grit, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.37
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.41

Location: 6008-6009 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_GRIT_NOAGG_2011: Number of students in both Biology and Grit, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.37
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.41

Location: 6010-6011 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_HIC_2011: Number of students in both Biology and Happy in Class, 2011 Aggregates**
Based upon 433 valid cases out of 480 total cases.

- Mean: 4.36
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 7.36

Location: 6012-6013 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_HIC_NOAGG_2011: Number of students in both Biology and Happy in Class, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.36
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 7.36

Location: 6014-6015 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_INTEL_2011: Number of students in both Biology and Intelligence, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.33
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.36

Location: 6016-6017 (width: 2; decimal: 0)
Variable Type: numeric

**NB_BIO_INTEL_NOAGG_2011: Number of students in both Biology and Intelligence, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.33
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.36

Location: 6018-6019 (width: 2; decimal: 0)
Variable Type: numeric
**NB_COMP1_EFF_ALG_2011:** Number of students in both Composite 1 and Effort, Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.31
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 7.07

*Location:* 6020-6021 (width: 2; decimal: 0)
*Variable Type:* numeric

**NB_COMP1_EFF_ALG_NOAGG_2011:** Number of students in both Composite 1 and Effort, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.31
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 7.07

*Location:* 6022-6023 (width: 2; decimal: 0)
*Variable Type:* numeric

**NB_COMP1_EFF_BIO_2011:** Number of students in both Composite 1 and Effort, Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.97
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 8.10

*Location:* 6024-6025 (width: 2; decimal: 0)
*Variable Type:* numeric

**NB_COMP1_EFF_BIO_NOAGG_2011:** Number of students in both Composite 1 and Effort, Biology, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.97
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
• Standard Deviation: 8.10

Location: 6026-6027 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_EFF_ELA9_2011:** Number of students in both Composite 1 and Effort, ELA, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 6.36
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 30
- Standard Deviation: 8.93

Location: 6028-6029 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_EFF_ELA9_NOAGG_2011:** Number of students in both Composite 1 and Effort, ELA, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 6.36
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 30
- Standard Deviation: 8.93

Location: 6030-6031 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_GRIT_ALG_2011:** Number of students in both Composite 1 and Grit, Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.21
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 27
- Standard Deviation: 6.93

Location: 6032-6033 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_GRIT_ALG_NOAGG_2011:** Number of students in both Composite 1 and Grit, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.21
**NB_COMP1_GRIT_BIO_2011: Number of students in both Composite 1 and Grit, Biology, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.84
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.96

**Location**: 6036-6037 (width: 2; decimal: 0)
**Variable Type**: numeric

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**NB_COMP1_GRIT_BIO_NOAGG_2011: Number of students in both Composite 1 and Grit, Biology, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.84
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.96

**Location**: 6038-6039 (width: 2; decimal: 0)
**Variable Type**: numeric

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**NB_COMP1_GRIT_ELA9_2011: Number of students in both Composite 1 and Grit, ELA, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 6.30
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 30
- Standard Deviation: 8.85

**Location**: 6040-6041 (width: 2; decimal: 0)
**Variable Type**: numeric

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**NB_COMP1_GRIT_ELA9_NOAGG_2011: Number of students in both Composite 1 and Grit, ELA, 2011 No Aggregates**
Based upon 433 valid cases out of 480 total cases.

- Mean: 6.30
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 30
- Standard Deviation: 8.85

**Location:** 6042-6043 (width: 2; decimal: 0)
**Variable Type:** numeric

---

**NB_COMP1_HIC_ALG_2011: Number of students in both Composite 1 and Happy In Class, Algebra, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.21
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 6.94

**Location:** 6044-6045 (width: 2; decimal: 0)
**Variable Type:** numeric

---

**NB_COMP1_HIC_ALG_NOAGG_2011: Number of students in both Composite 1 and Happy In Class, Algebra, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.21
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 6.94

**Location:** 6046-6047 (width: 2; decimal: 0)
**Variable Type:** numeric

---

**NB_COMP1_HIC_BIO_2011: Number of students in both Composite 1 and Happy In Class, Biology, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.85
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 7.93

**Location:** 6048-6049 (width: 2; decimal: 0)
**Variable Type:** numeric
NB_COMP1_HIC_BIO_NOAGG_2011: Number of students in both Composite 1 and Happy In Class, Biology, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.85
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 7.93

Location: 6050-6051 (width: 2; decimal: 0)
Variable Type: numeric

NB_COMP1_HIC_ELA9_2011: Number of students in both Composite 1 and Happy In Class, ELA, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 6.28
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 8.83

Location: 6052-6053 (width: 2; decimal: 0)
Variable Type: numeric

NB_COMP1_HIC_ELA9_NOAGG_2011: Number of students in both Composite 1 and Happy In Class, ELA, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 6.28
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 8.83

Location: 6054-6055 (width: 2; decimal: 0)
Variable Type: numeric

NB_COMP1_INTEL_ALG_2011: Number of students in both Composite 1 and Intelligence, Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.18
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 27
• Standard Deviation: 6.88

Location: 6056-6057 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_INTEL_ALG_NOAGG_2011: Number of students in both Composite 1 and Intelligence, Algebra, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.18
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 27
• Standard Deviation: 6.88

Location: 6058-6059 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_INTEL_BIO_2011: Number of students in both Composite 1 and Intelligence, Biology, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.79
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 7.91

Location: 6060-6061 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_INTEL_BIO_NOAGG_2011: Number of students in both Composite 1 and Intelligence, Biology, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.79
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 7.91

Location: 6062-6063 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_INTEL_ELA9_2011: Number of students in both Composite 1 and Intelligence, ELA, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 6.23
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.78

Location: 6064-6065 (width: 2; decimal: 0)
Variable Type: numeric

**NB_COMP1_INTEL_EL A9_NOAGG_2011:** Number of students in both Composite 1 and Intelligence, ELA, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 6.23
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.78

Location: 6066-6067 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_GRIT_ALG_2011:** Number of students in both Effort and Grit, Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.21
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 27
• Standard Deviation: 6.93

Location: 6068-6069 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_GRIT_ALG_NOAGG_2011:** Number of students in both Effort and Grit, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.21
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 27
• Standard Deviation: 6.93

Location: 6070-6071 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_GRIT_BIO_2011:** Number of students in both Effort and Grit, Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.
• Mean: 4.84
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 7.96

Location: 6072-6073 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_GRIT_BIO_NOAGG_2011: Number of students in both Effort and Grit, Biology, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.84
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 7.96

Location: 6074-6075 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_GRIT_ELA9_2011: Number of students in both Effort and Grit, ELA, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 6.30
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.85

Location: 6076-6077 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_GRIT_ELA9_NOAGG_2011: Number of students in both Effort and Grit, ELA, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 6.30
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.85

Location: 6078-6079 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_HIC_ALG_2011: Number of students in both Effort and Happy In Class, Algebra, 2011 Aggregates**
Based upon 433 valid cases out of 480 total cases.

- Mean: 4.21
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 6.93

Location: 6080-6081 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_HIC_ALG_NOAGG_2011: Number of students in both Effort and Happy In Class, Algebra, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.21
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 6.93

Location: 6082-6083 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_HIC_BIO_2011: Number of students in both Effort and Happy In Class, Biology, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.85
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 7.93

Location: 6084-6085 (width: 2; decimal: 0)
Variable Type: numeric

**NB_EFF_HIC_BIO_NOAGG_2011: Number of students in both Effort and Happy In Class, Biology, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.85
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 7.93

Location: 6086-6087 (width: 2; decimal: 0)
Variable Type: numeric
NB_EFF_HIC_ELA9_2011: Number of students in both Effort and Happy In Class, ELA, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 6.28
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 8.83

Location: 6088-6089 (width: 2; decimal: 0)
Variable Type: numeric

NB_EFF_HIC_ELA9_NOAGG_2011: Number of students in both Effort and Happy In Class, ELA, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 6.28
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 8.83

Location: 6090-6091 (width: 2; decimal: 0)
Variable Type: numeric

NB_EFF_INTEL_ALG_2011: Number of students in both Effort and Intelligence, Algebra, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.18
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 27
- Standard Deviation: 6.88

Location: 6092-6093 (width: 2; decimal: 0)
Variable Type: numeric

NB_EFF_INTEL_ALG_NOAGG_2011: Number of students in both Effort and Intelligence, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.18
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 27
• Standard Deviation: 6.88

*Location*: 6094-6095 (width: 2; decimal: 0)
*Variable Type*: numeric

**NB_EFF_INTEL_BIO_2011: Number of students in both Effort and Intelligence, Biology, 2011**

Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.79
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 7.91

*Location*: 6096-6097 (width: 2; decimal: 0)
*Variable Type*: numeric

**NB_EFF_INTEL_BIO_NOAGG_2011: Number of students in both Effort and Intelligence, Biology, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.79
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 7.91

*Location*: 6098-6099 (width: 2; decimal: 0)
*Variable Type*: numeric

**NB_EFF_INTEL_ELA9_2011: Number of students in both Effort and Intelligence, ELA, 2011**

Aggregates

Based upon 433 valid cases out of 480 total cases.

• Mean: 6.23
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.78

*Location*: 6100-6101 (width: 2; decimal: 0)
*Variable Type*: numeric

**NB_EFF_INTEL_ELA9_NOAGG_2011: Number of students in both Effort and Intelligence, ELA, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 6.23
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.78

Location: 6102-6103 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_COMP1_2011: Number of students in Value-Added and SPS, 2011 ELA**

Based upon 433 valid cases out of 480 total cases.

• Mean: 5.86
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.37

Location: 6104-6105 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_COMP1_NOAGG_2011: Number of students in Value-Added and SPS, 2011 ELA - No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 5.86
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.37

Location: 6106-6107 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_EFF_2011: Number of students in both State ELA and Effort, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 5.85
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.36

Location: 6108-6109 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_EFF_NOAGG_2011: Number of students in both State ELA and Effort, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.
• Mean: 5.85
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.36

Location: 6110-6111 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_GRIT_2011: Number of students in both State ELA and Grit, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 5.80
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.30

Location: 6112-6113 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_GRIT_NOAGG_2011: Number of students in both State ELA and Grit, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 5.80
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.30

Location: 6114-6115 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_HIC_2011: Number of students in both State ELA and Happy in Class, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 5.79
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 8.28

Location: 6116-6117 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_HIC_NOAGG_2011: Number of students in both State ELA and Happy in Class, 2011 No Aggregates**
Based upon 433 valid cases out of 480 total cases.

- Mean: 5.79
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 8.28

Location: 6118-6119 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_INTEL_2011: Number of students in both State ELA and Intelligence, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 5.75
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 30
- Standard Deviation: 8.24

Location: 6120-6121 (width: 2; decimal: 0)
Variable Type: numeric

**NB_ELA9_INTEL_NOAGG_2011: Number of students in both State ELA and Intelligence, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 5.75
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 30
- Standard Deviation: 8.24

Location: 6122-6123 (width: 2; decimal: 0)
Variable Type: numeric

**NB_GRIT_INTEL_ALG_2011: Number of students in both State Grit and Intelligence, Algebra, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.17
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 27
- Standard Deviation: 6.88

Location: 6124-6125 (width: 2; decimal: 0)
Variable Type: numeric
**NB_GRIT_INTEL_ALG_NOAGG_2011: Number of students in both State Grit and Intelligence, Algebra, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.17
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 27
- Standard Deviation: 6.88

*Location*: 6126-6127 (width: 2; decimal: 0)
*Variable Type*: numeric

---

**NB_GRIT_INTEL_BIO_2011: Number of students in both State Grit and Intelligence, Biology, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.79
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.90

*Location*: 6128-6129 (width: 2; decimal: 0)
*Variable Type*: numeric

---

**NB_GRIT_INTEL_BIO_NOAGG_2011: Number of students in both State Grit and Intelligence, Biology, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.79
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 7.90

*Location*: 6130-6131 (width: 2; decimal: 0)
*Variable Type*: numeric

---

**NB_GRIT_INTEL_ELA9_2011: Number of students in both State Grit and Intelligence, ELA, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

- Mean: 6.23
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 30
• Standard Deviation: 8.78

Location: 6132-6133 (width: 2; decimal: 0)
Variable Type: numeric

**NB_GRIT_INTEL_ELA9_NOAGG_2011: Number of students in both State Grit and Intelligence, ELA, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 6.23
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 30
• Standard Deviation: 8.78

Location: 6134-6135 (width: 2; decimal: 0)
Variable Type: numeric

**NB_HIC_GRIT_ALG_2011: Number of students in both State Happy in Class and Grit, Algebra, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.17
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 27
• Standard Deviation: 6.87

Location: 6136-6137 (width: 2; decimal: 0)
Variable Type: numeric

**NB_HIC_GRIT_ALG_NOAGG_2011: Number of students in both State Happy in Class and Grit, Algebra, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.17
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 27
• Standard Deviation: 6.87

Location: 6138-6139 (width: 2; decimal: 0)
Variable Type: numeric

**NB_HIC_GRIT_BIO_2011: Number of students in both State Happy in Class and Grit, Biology, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.78
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 28
• Standard Deviation: 7.86

Location: 6140-6141 (width: 2; decimal: 0)
Variable Type: numeric

**NB_HIC_GRIT_BIO_NOAGG_2011: Number of students in both State Happy in Class and Grit, Biology, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 4.78
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 28
• Standard Deviation: 7.86

Location: 6142-6143 (width: 2; decimal: 0)
Variable Type: numeric

**NB_HIC_GRIT_ELA9_2011: Number of students in both State Happy in Class and Grit, ELA, 2011 Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 6.25
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 8.79

Location: 6144-6145 (width: 2; decimal: 0)
Variable Type: numeric

**NB_HIC_GRIT_ELA9_NOAGG_2011: Number of students in both State Happy in Class and Grit, ELA, 2011 No Aggregates**

Based upon 433 valid cases out of 480 total cases.

• Mean: 6.25
• Median: 0.00
• Mode: 0.00
• Minimum: 0
• Maximum: 29
• Standard Deviation: 8.79

Location: 6146-6147 (width: 2; decimal: 0)
Variable Type: numeric

**NB_HIC_INTEL_ALG_2011: Number of students in both State Happy in Class and Intelligence, Algebra, 2011 Aggregates**

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Based upon 433 valid cases out of 480 total cases.

- Mean: 4.13
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 27
- Standard Deviation: 6.82

**Location:** 6148-6149 (width: 2; decimal: 0)
**Variable Type:** numeric

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**NB_HIC_INTEL_ALG_NOAGG_2011:** Number of students in both State Happy in Class and Intelligence, Algebra, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.13
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 27
- Standard Deviation: 6.82

**Location:** 6150-6151 (width: 2; decimal: 0)
**Variable Type:** numeric

---

**NB_HIC_INTEL_BIO_2011:** Number of students in both State Happy in Class and Intelligence, Biology, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.74
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 7.82

**Location:** 6152-6153 (width: 2; decimal: 0)
**Variable Type:** numeric

---

**NB_HIC_INTEL_BIO_NOAGG_2011:** Number of students in both State Happy in Class and Intelligence, Biology, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 4.74
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 28
- Standard Deviation: 7.82

**Location:** 6154-6155 (width: 2; decimal: 0)
**Variable Type:** numeric
NB_HIC_INTEL_ELA9_2011: Number of students in both State Happy in Class and Intelligence, ELA, 2011 Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 6.19
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 8.73

Location: 6156-6157 (width: 2; decimal: 0)
Variable Type: numeric

NB_HIC_INTEL_ELA9_NOAGG_2011: Number of students in both State Happy in Class and Intelligence, ELA, 2011 No Aggregates

Based upon 433 valid cases out of 480 total cases.

- Mean: 6.19
- Median: 0.00
- Mode: 0.00
- Minimum: 0
- Maximum: 29
- Standard Deviation: 8.73

Location: 6158-6159 (width: 2; decimal: 0)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.208
- Median: 0.181
- Mode: 0.158
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.086

Location: 6160-6165 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.209
- Median: 0.181
- Mode: 0.174
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.086

Location: 6166-6171 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.193
- Median: 0.171
- Mode: 0.166
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.087

Location: 6172-6177 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.194
- Median: 0.171
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.088

Location: 6178-6183 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.167
- Median: 0.166
- Mode: 0.175
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.030

Location: 6184-6189 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.168
- Median: 0.166
- Mode: 0.175
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.030

Location: 6190-6195 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 136 valid cases out of 480 total cases.

• Mean: 0.216
• Median: 0.192
• Mode: 0.181
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.088

Location: 6196-6201 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

• Mean: 0.216
• Median: 0.193
• Mode: 0.176
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.088

Location: 6202-6207 (width: 6; decimal: 3)
Variable Type: numeric

SE_CARE_BIO_2011: 2011 Value-Added: SE for Care Biology

Based upon 140 valid cases out of 480 total cases.

• Mean: 0.209
• Median: 0.182
• Mode: 0.177
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.094

Location: 6208-6213 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

• Mean: 0.211
• Median: 0.184
• Minimum: 0
• Maximum: 1
• Standard Deviation: 0.094

Location: 6214-6219 (width: 6; decimal: 3)
Variable Type: numeric

SE_CARE_ELA9_2011: 2011 Value-Added: SE for Care ELA

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Based upon 157 valid cases out of 480 total cases.

- Mean: 0.175
- Median: 0.174
- Mode: 0.184
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.031

Location: 6220-6225 (width: 6; decimal: 3)
Variable Type: numeric

**SE_CARE_ELA9_NOAGG_2011: 2011 Value-Added: SE for Care ELA - No Aggregates**

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.176
- Median: 0.175
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.031

Location: 6226-6231 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.188
- Median: 0.166
- Mode: 0.147
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.075

Location: 6232-6237 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.189
- Median: 0.167
- Mode: 0.175
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.075

Location: 6238-6243 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.183
- Median: 0.160
- Mode: 0.166
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.084

Location: 6244-6249 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.185
- Median: 0.161
- Mode: 0.150
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.085

Location: 6250-6255 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.151
- Median: 0.150
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.029

Location: 6256-6261 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.152
- Median: 0.150
- Mode: 0.162
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.029

Location: 6262-6267 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.164
- Median: 0.145
- Mode: 0.136
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.068

Location: 6268-6273 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.165
- Median: 0.145
- Mode: 0.133
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.068

Location: 6274-6279 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.150
- Median: 0.129
- Mode: 0.123
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.069

Location: 6280-6285 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.151
- Median: 0.130
- Mode: 0.123
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.070

Location: 6286-6291 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.125
- Median: 0.125
- Mode: 0.144
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.022

*Location:* 6292-6297 (width: 6; decimal: 3)
*Variable Type:* numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.126
- Median: 0.125
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.022

*Location:* 6298-6303 (width: 6; decimal: 3)
*Variable Type:* numeric

**SE_COMPOSITE1_ALG_2011: 2011 Value-Added: SE for Composite 1 Algebra**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.151
- Median: 0.133
- Mode: 0.129
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.061

*Location:* 6304-6309 (width: 6; decimal: 3)
*Variable Type:* numeric

**SE_COMPOSITE1_ALG_NOAGG_2011: 2011 Value-Added: SE for Composite 1 Algebra - No Aggregates**

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.152
- Median: 0.133
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.062

*Location:* 6310-6315 (width: 6; decimal: 3)
*Variable Type:* numeric

**SE_COMPOSITE1_BIO_2011: 2011 Value-Added: SE for Composite 1 Biology**

Based upon 140 valid cases out of 480 total cases.
SE_COMPOSITE1_BIO_NOAGG_2011: 2011 Value-Added: SE for Composite 1 Biology - No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.147
- Median: 0.130
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.066

Location: 6322-6327 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.122
- Median: 0.123
- Mode: 0.133
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.023

Location: 6328-6333 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.123
- Median: 0.124
- Mode: 0.146
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.023

Location: 6334-6339 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.
Mean: 0.163
Median: 0.144
Mode: 0.144
Minimum: 0
Maximum: 1
Standard Deviation: 0.067

Location: 6340-6345 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 136 valid cases out of 480 total cases.

Mean: 0.164
Median: 0.145
Mode: 0.140
Minimum: 0
Maximum: 1
Standard Deviation: 0.067

Location: 6346-6351 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 140 valid cases out of 480 total cases.

Mean: 0.157
Median: 0.137
Mode: 0.133
Minimum: 0
Maximum: 1
Standard Deviation: 0.070

Location: 6352-6357 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 140 valid cases out of 480 total cases.

Mean: 0.159
Median: 0.139
Mode: 0.141
Minimum: 0
Maximum: 1
Standard Deviation: 0.071

Location: 6358-6363 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.131
- Median: 0.132
- Mode: 0.121
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 6364-6369 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.132
- Median: 0.133
- Mode: 0.143
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 6370-6375 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.189
- Median: 0.167
- Mode: 0.162
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.078

Location: 6376-6381 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.190
- Median: 0.167
- Mode: 0.162
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.078

Location: 6382-6387 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.180
- Median: 0.158
- Mode: 0.146
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.083

*Location:* 6388-6393 (width: 6; decimal: 3)
*Variable Type:* numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.182
- Median: 0.158
- Mode: 0.146
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.085

*Location:* 6394-6399 (width: 6; decimal: 3)
*Variable Type:* numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.144
- Median: 0.141
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.027

*Location:* 6400-6405 (width: 6; decimal: 3)
*Variable Type:* numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.145
- Median: 0.141
- Mode: 0.153
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.027

*Location:* 6406-6411 (width: 6; decimal: 3)
*Variable Type:* numeric


Based upon 136 valid cases out of 480 total cases.

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.209
- Median: 0.185
- Mode: 0.175
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.085

Location: 6418-6423 (width: 6; decimal: 3)  
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.197
- Median: 0.175
- Mode: 0.169
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.084

Location: 6424-6429 (width: 6; decimal: 3)  
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.199
- Median: 0.176
- Mode: 0.170
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.086

Location: 6430-6435 (width: 6; decimal: 3)  
Variable Type: numeric

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.170
- Median: 0.168
- Mode: 0.168
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.032

Location: 6436-6441 (width: 6; decimal: 3)
Variable Type: numeric

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Based upon 157 valid cases out of 480 total cases.

- Mean: 0.170
- Median: 0.169
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.032

Location: 6442-6447 (width: 6; decimal: 3)
Variable Type: numeric

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Based upon 136 valid cases out of 480 total cases.

- Mean: 0.173
- Median: 0.155
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.070

Location: 6448-6453 (width: 6; decimal: 3)
Variable Type: numeric

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Based upon 136 valid cases out of 480 total cases.

- Mean: 0.174
- Median: 0.155
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.070

Location: 6454-6459 (width: 6; decimal: 3)
Variable Type: numeric

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Based upon 140 valid cases out of 480 total cases.

- Mean: 0.160
- Median: 0.141
- Mode: 0.133
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.075

Location: 6460-6465 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.164
- Median: 0.141
- Mode: 0.146
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.079

Location: 6466-6471 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.134
- Median: 0.133
- Mode: 0.137
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.022

Location: 6472-6477 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.137
- Median: 0.135
- Mode: 0.139
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.023

Location: 6478-6483 (width: 6; decimal: 3)
Variable Type: numeric

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.227
- Median: 0.200
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.091

**Location**: 6484-6489 (width: 6; decimal: 3)
**Variable Type**: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.228
- Median: 0.201
- Mode: 0.208
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.091

**Location**: 6490-6495 (width: 6; decimal: 3)
**Variable Type**: numeric

### SE_EFFORT_BIO_2011: 2011 Value-Added: SE for Effort Biology

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.223
- Median: 0.192
- Mode: 0.181
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.106

**Location**: 6496-6501 (width: 6; decimal: 3)
**Variable Type**: numeric

### SE_EFFORT_BIO_NOAGG_2011: 2011 Value-Added: SE for Effort Biology - No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.224
- Median: 0.193
- Mode: 0.183
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.106

**Location**: 6502-6507 (width: 6; decimal: 3)
**Variable Type**: numeric

### SE_EFFORT_ELA9_2011: 2011 Value-Added: SE for Effort ELA

Based upon 157 valid cases out of 480 total cases.
• Mean: 0.185
• Median: 0.182
• Mode: 0.204
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.031

Location: 6508-6513 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

• Mean: 0.186
• Median: 0.182
• Mode: 0.204
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.031

Location: 6514-6519 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

• Mean: 0.139
• Median: 0.118
• Mode: 0.114
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.064

Location: 6520-6525 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

• Mean: 0.140
• Median: 0.118
• Mode: 0.115
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.064

Location: 6526-6531 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.
• Mean: 0.124
• Median: 0.104
• Mode: 0.104
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.060

Location: 6532-6537 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

• Mean: 0.125
• Median: 0.104
• Mode: 0.104
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.061

Location: 6538-6543 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

• Mean: 0.106
• Median: 0.103
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.020

Location: 6544-6549 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

• Mean: 0.107
• Median: 0.104
• Mode: 0.099
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.020

Location: 6550-6555 (width: 6; decimal: 3)
Variable Type: numeric

**SE_HIC_ALG_2011: 2011 Value-Added: SE for Happy in Class Algebra**

Based upon 136 valid cases out of 480 total cases.

• Mean: 0.267

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.267  
- Median: 0.233  
- Mode: 0.241  
- Minimum: 0  
- Maximum: 1  
- Standard Deviation: 0.112

*Location: 6556-6561 (width: 6; decimal: 3)*  
*Variable Type: numeric*


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.249  
- Median: 0.216  
- Mode: 0.209  
- Minimum: 0  
- Maximum: 1  
- Standard Deviation: 0.111

*Location: 6562-6567 (width: 6; decimal: 3)*  
*Variable Type: numeric*


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.251  
- Median: 0.217  
- Mode: 0.210  
- Minimum: 0  
- Maximum: 1  
- Standard Deviation: 0.112

*Location: 6574-6579 (width: 6; decimal: 3)*  
*Variable Type: numeric*


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.213

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.213
- Median: 0.208
- Mode: 0.199
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.040

Location: 6586-6591 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.238
- Median: 0.206
- Mode: 0.189
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.105

Location: 6592-6597 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.238
- Median: 0.206
- Mode: 0.184
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.105

Location: 6598-6603 (width: 6; decimal: 3)
Variable Type: numeric

SE_INTEL_BIO_2011: 2011 Value-Added: SE for Intelligence Biology

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.236
SE_INTEL_BIO_NOAGG_2011: 2011 Value-Added: SE for Intelligence Biology - No Aggregates

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.237
- Median: 0.199
- Mode: 0.178
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.119

Location: 6610-6615 (width: 6; decimal: 3)
Variable Type: numeric

SE_INTEL_ELA9_2011: 2011 Value-Added: SE for Intelligence ELA

Based upon 157 valid cases out of 480 total cases.

- Mean: 0.191
- Median: 0.187
- Mode: 0.198
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.036

Location: 6616-6621 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.191
- Median: 0.187
- Mode: 0.198
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.036

Location: 6622-6627 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.147
- Median: 0.129
- Mode: 0.121
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.059

Location: 6628-6633 (width: 6; decimal: 3)
Variable Type: numeric

\textbf{SE\_STRICTNESS\_ALG\_NOAGG\_2011: 2011 Value-Added: SE for Strictness Algebra - No Aggregates}

Based upon 136 valid cases out of 480 total cases.

- Mean: 0.148
- Median: 0.132
- Mode: 0.121
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.058

Location: 6634-6639 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.142
- Median: 0.125
- Mode: 0.125
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.064

Location: 6640-6645 (width: 6; decimal: 3)
Variable Type: numeric

\textbf{SE\_STRICTNESS\_BIO\_NOAGG\_2011: 2011 Value-Added: SE for Strictness Biology - No Aggregates}

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.144
- Median: 0.125
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.066

Location: 6646-6651 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.
• Mean: 0.120  
• Median: 0.120  
• Mode: 0.138  
• Minimum: 0  
• Maximum: 0  
• Standard Deviation: 0.022  

Location: 6652-6657 (width: 6; decimal: 3)  
Variable Type: numeric  

Based upon 157 valid cases out of 480 total cases.  

• Mean: 0.122  
• Median: 0.121  
• Mode: 0.139  
• Minimum: 0  
• Maximum: 0  
• Standard Deviation: 0.022  

Location: 6658-6663 (width: 6; decimal: 3)  
Variable Type: numeric  

Based upon 136 valid cases out of 480 total cases.  

• Mean: 0.165  
• Median: 0.145  
• Mode: 0  
• Minimum: 0  
• Maximum: 1  
• Standard Deviation: 0.068  

Location: 6664-6669 (width: 6; decimal: 3)  
Variable Type: numeric  

Based upon 136 valid cases out of 480 total cases.  

• Mean: 0.166  
• Median: 0.145  
• Mode: 0.141  
• Minimum: 0  
• Maximum: 1  
• Standard Deviation: 0.068  

Location: 6670-6675 (width: 6; decimal: 3)  
Variable Type: numeric  

Based upon 140 valid cases out of 480 total cases.  

• Mean: 0.158

Based upon 140 valid cases out of 480 total cases.

- Mean: 0.159
- Median: 0.139
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.071

Location: 6682-6687 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.132
- Median: 0.133
- Mode: 0.157
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 6688-6693 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.133
- Median: 0.133
- Mode: 0.157
- Minimum: 0
- Maximum: 0
- Standard Deviation: 0.025

Location: 6694-6699 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.200
- Median: 0.178
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.081

Location: 6700-6705 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 136 valid cases out of 480 total cases.

- Mean: 0.200
- Median: 0.178
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.081

Location: 6706-6711 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.201
- Median: 0.177
- Mode: 0.172
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.090

Location: 6712-6717 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 140 valid cases out of 480 total cases.

- Mean: 0.202
- Median: 0.178
- Mode: 0.178
- Minimum: 0
- Maximum: 1
- Standard Deviation: 0.090

Location: 6718-6723 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

- Mean: 0.171
- Median: 0.169
- Minimum: 0
- Maximum: 0

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• Standard Deviation: 0.030

Location: 6724-6729 (width: 6; decimal: 3)
Variable Type: numeric


Based upon 157 valid cases out of 480 total cases.

• Mean: 0.172
• Median: 0.170
• Mode: 0.185
• Minimum: 0
• Maximum: 0
• Standard Deviation: 0.030

Location: 6730-6735 (width: 6; decimal: 3)
Variable Type: numeric