

# Regents Examination in Algebra I (Common Core) – August 2015

Chart for Converting Total Test Raw Scores to Final Exam Scores (Scale Scores)

(Use for the August 2015 exam only.)

| Raw Score | Scale Score | Performance Level |
|-----------|-------------|-------------------|
| 86        | 100         | 5                 |
| 85        | 99          | 5                 |
| 84        | 97          | 5                 |
| 83        | 96          | 5                 |
| 82        | 95          | 5                 |
| 81        | 93          | 5                 |
| 80        | 92          | 5                 |
| 79        | 91          | 5                 |
| 78        | 90          | 5                 |
| 77        | 89          | 5                 |
| 76        | 87          | 5                 |
| 75        | 86          | 5                 |
| 74        | 85          | 5                 |
| 73        | 84          | 4                 |
| 72        | 83          | 4                 |
| 71        | 83          | 4                 |
| 70        | 82          | 4                 |
| 69        | 81          | 4                 |
| 68        | 80          | 4                 |
| 67        | 80          | 4                 |
| 66        | 79          | 4                 |
| 65        | 78          | 4                 |
| 64        | 78          | 4                 |
| 63        | 77          | 4                 |
| 62        | 77          | 4                 |
| 61        | 76          | 4                 |
| 60        | 76          | 4                 |
| 59        | 76          | 4                 |
| 58        | 75          | 4                 |

| Raw Score | Scale Score | Performance Level |
|-----------|-------------|-------------------|
| 57        | 75          | 4                 |
| 56        | 75          | 4                 |
| 55        | 75          | 4                 |
| 54        | 74          | 4                 |
| 53        | 73          | 3                 |
| 52        | 73          | 3                 |
| 51        | 73          | 3                 |
| 50        | 72          | 3                 |
| 49        | 72          | 3                 |
| 48        | 72          | 3                 |
| 47        | 72          | 3                 |
| 46        | 71          | 3                 |
| 45        | 71          | 3                 |
| 44        | 71          | 3                 |
| 43        | 71          | 3                 |
| 42        | 70          | 3                 |
| 41        | 70          | 3                 |
| 40        | 70          | 3                 |
| 39        | 69          | 3                 |
| 38        | 69          | 3                 |
| 37        | 69          | 3                 |
| 36        | 68          | 3                 |
| 35        | 68          | 3                 |
| 34        | 67          | 3                 |
| 33        | 67          | 3                 |
| 32        | 66          | 3                 |
| 31        | 66          | 3                 |
| 30        | 65          | 3                 |
| 29        | 64          | 2                 |

| Raw Score | Scale Score | Performance Level |
|-----------|-------------|-------------------|
| 28        | 64          | 2                 |
| 27        | 63          | 2                 |
| 26        | 62          | 2                 |
| 25        | 61          | 2                 |
| 24        | 60          | 2                 |
| 23        | 59          | 2                 |
| 22        | 58          | 2                 |
| 21        | 57          | 2                 |
| 20        | 55          | 2                 |
| 19        | 54          | 1                 |
| 18        | 52          | 1                 |
| 17        | 51          | 1                 |
| 16        | 49          | 1                 |
| 15        | 47          | 1                 |
| 14        | 45          | 1                 |
| 13        | 43          | 1                 |
| 12        | 41          | 1                 |
| 11        | 38          | 1                 |
| 10        | 36          | 1                 |
| 9         | 33          | 1                 |
| 8         | 30          | 1                 |
| 7         | 27          | 1                 |
| 6         | 24          | 1                 |
| 5         | 21          | 1                 |
| 4         | 17          | 1                 |
| 3         | 13          | 1                 |
| 2         | 9           | 1                 |
| 1         | 5           | 1                 |
| 0         | 0           | 1                 |

To determine the student's final examination score (scale score), find the student's total test raw score in the column labeled "Raw Score" and then locate the scale score that corresponds to that raw score. The scale score is the student's final examination score. Enter this score in the space labeled "Scale Score" on the student's answer sheet.

# Algebra Regents Scores 2013

**L Cohen**



## **Algebra Regents Scores 2013:**

**2012-2013 College Admissions Data Sourcebook West Edition** , 2012-2013 College Admissions Data Sourcebook Northeast Edition , *STEM Education Reform in Urban High Schools* Margaret A. Eisenhart,Lois Weis,2022-08-16 *STEM Education Reform in Urban High Schools* gives a nuanced view of the obstacles marginalized students face in STEM education and explores how schools can better support STEM learners Reporting the results of a nine year ethnographic study the book chronicles the outcomes of various STEM education reforms in eight public high schools with nonselective admissions policies and high proportions of low income and minoritized students four schools in Denver Colorado and four in Buffalo New York Margaret A Eisenhart and Lois Weis follow the educational experiences of high ability students from each school tracking the students high school to college to career trajectories Through interviews with students educators and parents as well as classroom and campus observations the authors identify patterns in the educational paths of students who go on to great success in STEM occupations and those who do not They discuss common mechanisms that undermine the stated goals of STEM programming opportunity structures that are inequitable erosion of program quality and diversion of resources as well as social and cultural constructs the figured worlds of STEM that exclude many minoritized students with potential for success from the STEM pipeline On a broader scope the book explores how and why STEM education reform efforts fail and succeed With an eye toward greater access to STEM learning the authors show how lessons of past measures can inform future STEM initiatives

**Data Analytics and Adaptive Learning** Patsy D. Moskal,Charles D. Dziuban,Anthony G. Picciano,2023-08-25 *Data Analytics and Adaptive Learning* offers new insights into the use of emerging data analysis and adaptive techniques in multiple learning settings In recent years both analytics and adaptive learning have helped educators become more responsive to learners in virtual blended and personalized environments This set of rich illuminating international studies spans quantitative qualitative and mixed methods research in higher education K 12 and adult continuing education contexts By exploring the issues of definition and pedagogical practice that permeate teaching and learning and concluding with recommendations for the future research and practice necessary to support educators at all levels this book will prepare researchers developers and graduate students of instructional technology to produce evidence for the benefits and challenges of data driven learning

**Resisting Reform** Kjersti VanSlyke-Briggs,Elizabeth Bloom,Danielle Boudet,2015-04-01 This book is a poignant celebration of grassroots empowerment as our contributors people who just a short time ago thought of themselves as ordinary citizens document their call to action when their children and their profession are on the line Practicing teachers and parents who see the direct impact of education reform on young people and are looking for straightforward and accessible information to help them understand what is happening and acquire the tools for resistance will find direction in this text Providing inspiration as well as practical guidance on how to become active in reclaiming education this book covers topics including the corporate

takeover of education high stakes testing Common Core Standards teacher preparation grassroots activist responses and much more [2012-2013 College Admissions Data Sourcebook Southeast Edition](#) , *Critical Theory, Methods, and Design in Educational Research* Lois Weis,Michelle Fine, Two of the foremost educational researchers chronicle their 30 year collaboration across tumultuous shifts in educational studies bearing witness to cumulative inequities in schools and urban communities Weis and Fine examine critical research designs with young people from elite working class and impoverished class fractions as well as across racial and ethnic groups including those experiencing structural dispossession and those enjoying privilege Curated to be useful to today s students and future generations of scholars the volume chronicles the sustained impacts of unjust state systems and dives into vibrant fissures in which the imagination flourishes and possibilities grow Chapters explore rich linkages of theory and methods knotty questions of collaboration partnership and ethics and designs that trace social relations over time and space A newly developed introduction and conclusion bookend six previously published chapters many coauthored with a range of colleagues animating research studies with a broad range of young people and young adults navigating the uneven landscapes of education in urban America Book Features Details linked to research methodologies including multi site longitudinal ethnography and longitudinal ethnographic interviews as well as participatory action research that the authors among others have advanced in critical educational studies Provides examples of educational research that interrogate inequities and document radical possibilities by race class gender immigration status and sexuality Examines projects that have been designed alongside and by vibrant research teams from across schools prisons youth movements and public and private educational P 16 plus settings Interrogates how the authors evolved innovative research methods and ethics attentive to studying up mapping national youth led surveys participatory inquiry behind bars and with middle school students Offers educational designs that address inequities in STEM education and outcomes and the impact of state violence on young people as well as methods for understanding structural arrangements youth identities and on the ground research for justice *Public Education, Neoliberalism, and Teachers* Paul Bocking,2020-04-20 From pressure to teach to the test and the use of quantitative metrics to define education quality to the rise of school choice and the shift of principals from colleagues to managers teachers in New York Mexico City and Toronto have experienced strikingly similar challenges to their professional autonomy By visiting schools and meeting teachers government officials and union leaders Paul Bocking identifies commonalities that are shaping how teachers work and public schools function While arguing that neoliberal education policy is a dominant trend transcending the realities of school districts states or national governments Bocking also demonstrates the importance of local context to explain variations in education governance especially when understanding the role of resistance led by teachers unions [Most Likely to Succeed](#) Tony Wagner,Ted Dintersmith,2015-08-18 An urgent call for the radical re imagining of American education so that we better equip students for the realities of the twenty first century [Stories of Caring School Leadership](#) Mark A.

Smylie, Joseph F. Murphy, Karen Seashore Louis, 2020-07-29 Real life examples to inform and inspire caring in your leadership practices The practice of caring is essential to effective schooling Published as a companion to Caring School Leadership this comprehensive resource of powerful real life stories will make clear the connection between caring leadership and student academic success and well being Stories of Caring School Leadership includes a guide for using the stories in self directed reflection and learning for educators practicing in schools and professional preparation programs Readers will find stories that will help aspiring and practicing leaders reflect upon and further develop caring as a quality of their leadership affirm the importance of caring as a fundamental quality of school leadership provide examples of caring school leadership in action that can be analyzed reflected upon and used to develop practice Stories have the power to inform and inspire The stories in this book are evidence of what is possible when caring leadership is practiced in our schools **Discipline Problems**

Tadashi Dozono, 2024-05-07 Angel a Black tenth grader at a New York City public school self identifies as a nerd and likes to learn But she s troubled that her history classes leave out events like the genocide and dispossession of Indigenous people in the Americas presenting a sugar coated image of the United States that is at odds with her everyday experience The history I learned in school is simpler she says The world I live in is a lot more complex Angel like every student interviewed in Discipline Problems has been identified by teachers as a troublemaker a student whose behavior disrupts classroom norms and interferes with instruction But her critiques of the curriculum she s taught speak to her curiosity and insight crucial foundations for understanding history Like many students who have been marginalized by systemic racism in American schools she exposes the shortcomings of her classrooms academic environments by challenging both the content and the methods of her education All too often these challenges are framed as troublemaking and the students are disciplined for acting out instead of being rewarded for their intellectual engagement Tadashi Dozono a professor of education and former high school social studies teacher takes seriously the often overlooked critiques that students of color who get labeled as troublemakers direct toward their high school history curriculum He reinterprets troublemaking usually cast as a behavioral deficit as an intellectual asset and form of reasoning that challenges the disciplining reason of classrooms where whiteness is valued over the histories and knowledge of people of color Dozono shows how what are traditionally framed as discipline problems can be seen through a different lens as responses to educational practices that marginalize non white students Discipline Problems reveals how students of color seek out alternate avenues for understanding their world and imagines a pedagogy that champions the curiosity intellect and knowledge of marginalized learners Excellence Through Equity Alan

M. Blankstein, Pedro Noguera, Lorena Kelly, 2016-02-26 Excellence Through Equity is an inspiring look at how real world educators are creating schools where all students are able to thrive In these schools educators understand that equity is not about treating all children the same They are deeply committed to ensuring that each student receives what he or she individually needs to develop their full potential and succeed To help educators with what can at times be a difficult and

challenging journey Blankstein and Noguera frame the book with five guiding principles of Courageous Leadership Getting to your core Making organizational meaning Ensuring constancy and consistency of purpose Facing the facts and your fears Building sustainable relationships They further emphasize that the practices are grounded in three important areas of research that are too often disregarded 1 child development 2 neuroscience and 3 environmental influences on child development and learning You ll hear from Carol Corbett Burris Michael Fullan Marcus J Newsome Paul Reville Susan Szachowicz and other bold practitioners and visionary thinkers who share compelling and actionable ideas strategies and experiences for closing the achievement gap in your classrooms and school Ensuring that all students receive an education that cultivates their talents and potential is in all our common interest As Andy Hargreaves writes in the coda The opportunity for all Americans is to articulate and believe in an inspiring vision of educational change that is about what the next generation of America and Americans should become not about a target or ranking that the nation should attain From the Foreword by Archbishop Desmond Tutu Letting go of a system of winners and losers in favor of what is proposed in this book is a courageous leap forward that we all must take together Let this bold practical book be a guide and may you travel into this new exciting vista in which every child can succeed Disabling the School-to-Prison Pipeline Laura Vernikoff,2021-05-11 Young people who have received special education services in the United States are vastly overrepresented in juvenile and adult criminal justice systems relative to their numbers in the general population Although much existing research blames individual kids for getting arrested school level policies and practices affect a variety of student outcomes including involvement with the justice system These school level policies and practices can and should be altered by teachers administrators and policy makers to reduce the number of young people getting arrested Disabling the School to Prison Pipeline uses administrative data from New York City public schools and interviews with young people who have received special education services in NYC public schools and been arrested to better understand how schools can help or harm students receiving special education services Schools cannot fix all problems associated with the criminal justice system in the United States however we can certainly expect schools not to make existing problems worse This book identifies school level policies and practices that may lead to negative outcomes for students such as getting arrested and suggests alternatives *What is Happening in Your Community?* Matthew J. Hanka,2021-05-03 Communities are not static or stationary organisms They are fluid and dynamic and change over time The role of community development in the change and transformation of a community is critical to improving and enhancing the quality of life of the community and its residents This book examines how community development changes a community and why that change matters while also examining the relationship between community development and social capital When a community improves its social capital change can happen because people can leverage their networks to produce better results for themselves This book also looks at comprehensive community development and collective impact models and several case studies that utilize these models It

also looks at how the transformation and revitalization of a neighborhood through new housing creates opportunities for people everywhere and how effective placemaking strategies empower diverse groups of people in a community to reimagine their public spaces and the built environment to be more livable walkable creative and sustainable while fostering greater connections with people in their community *The College Handbook* ,1989 **The History of Educational**

**Measurement** Brian E. Clauser,Michael B. Bunch,2021-07-07 The History of Educational Measurement collects essays on the most important topics in educational testing measurement and psychometrics Authored by the field s top scholars this book offers unique historical viewpoints from origins to modern applications of formal testing programs and mental measurement theories Topics as varied as large scale testing validity item response theory federal involvement and notable assessment controversies complete a survey of the field s greatest challenges and most important achievements Graduate students researchers industry professionals and other stakeholders will find this volume relevant for years to come **Not**

**Yet . . . And That's OK** Peg Grafwallner,2021-07-16 Every learning challenge is an empowering opportunity to grow In Not Yet And That s OK author Peg Grafwallner shares how teachers can help students celebrate the academic experience and all it has to offer Learn specific ways to cultivate a not yet classroom where productive struggle is encouraged obstacles are valued and students see themselves as capable learners and risk takers Learn how to design classrooms and routines that normalize productive struggle as part of the learning process Discover how to write and apply rigorous learning intentions and scaffolded success criteria that are student friendly Study classroom scenarios and authentic firsthand look insides of educators demonstrating the not yet approach Find out how to communicate with colleagues students and parents and guardians to foster positive relationships Receive strategies protocols and reproducibles that support instruction reflection and the not yet approach Contents Introduction Part 1 Foundations of the Not Yet Approach Chapter 1 The Challenge of Failure Chapter 2 Grading and the Not Yet Approach Chapter 3 Concepts to Support the Not Yet Approach Chapter 4 Vigorous Learning Intentions and Scaffolded Success Criteria Part 2 The Not Yet Classrooms Chapter 5 The Practical Classroom Chapter 6 The Transformational Classroom Chapter 7 The Productive Classroom Chapter 8 The Supportive Classroom Chapter 9 The Flexible Classroom Chapter 10 The Constructive Classroom Chapter 11 The Connective Classroom Chapter 12 The Inclusive Classroom Epilogue References and Resources [Navigating MathLand](#) Linda Kasal

Fusco,2017-06-21 Navigating MathLand uses a unique lens to focus on how students prefer to learn mathematics The intent of this book is to provide a guide for parents to help them navigate the thirteen years of their children s math education K 12 The book will provide parents with the knowledge and skills they will need to proactively advocate for their children s preparation for the 21st century workforce *A Chronicle of Echoes* Mercedes K. Schneider,2014-04-01 Corporate reform is not reform at all Instead it is the systematic destruction of the foundational American institution of public education The primary motivation behind this destruction is greed Public education in America is worth almost a trillion dollars a year

Whereas American public education is a democratic institution its destruction is being choreographed by a few wealthy well positioned individuals and organizations This book investigates and exposes the handful of people and institutions that are often working together to become the driving force behind destroying the community public school     **The Important Role of Institutional Data in the Development of Academic Programming in Higher Education** Sydney Freeman, Jr., Crystal Renée Chambers, Beverly Rae King, 2016-06-17 Institutional data is one of the important aspects that informs the development and sustainability of academic programming within the academy Centrality of institutional data is key when making decisions related to a range of academic programs This volume addresses with both depth and breadth various types of academic programming i e academic degrees research centers institutes diverse institutional types including community colleges doctoral research universities minority serving and for profit institutions and concrete examples and steps regarding how to utilize institutional data to improve academic planning and development This is the 168th volume of this Jossey Bass quarterly report series Timely and comprehensive New Directions for Institutional Research provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination information analysis program evaluation and institutional management

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