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***This study  
examined the  
impact of the  
Whole Schools  
Initiative arts  
program on the***

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**academic  
achievement of a  
group of middle  
school students as  
measured by the  
Mississippi  
Curriculum Test 2  
(MCT2) language  
arts and  
mathematics  
assessment.  
School year  
2012-2013 yearly  
assessment scores**

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***for sixth, seventh,  
and eighth grade  
students in 1  
middle school in  
the State of  
Mississippi were  
analyzed to  
determine if a  
statistically  
significant  
difference in  
academic  
achievement  
existed between***

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**those who participated in the arts program in elementary school and those who did not. This study was guided by 4 research questions and employed 2 research designs. Correlational research was used to answer research question 1.**

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**Question 1 sought to determine the relationships between MCT2 scores of middle school students and the number of years they attended an arts integration school. Questions 2 through 4 was answered using causal comparative**

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**research design to determine the differences in MCT2 scores of sixth, seventh, and eighth grade students who attended an elementary school with an arts program and those who did not. The findings of this study indicated**

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***that there was a relationship between MCT2 math scores but no relationship between language arts MCT2 scores and attendance in an arts integrated school. In addition, it was determined that there were no significant differences in sixth***

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**grade language  
arts and sixth and  
seventh grade  
math achievement  
scores of students  
who attended an  
elementary school  
with an arts  
integration  
program. However,  
there were  
significant  
differences in  
seventh and eighth**



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**grade language  
arts and eighth  
grade math scores  
of students who  
attended arts  
integrated  
elementary. The  
study concludes  
with  
recommendations  
for future  
research.  
High stakes testing  
in reading**

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***demands that educators are providing the appropriate instruction to ensure student's success on state and national assessments.***

***Causal comparative research was conducted to examine the***

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**research  
questions. 6**

**reading**

**assessments were  
used for the study:**

**(a) the 2007  
administration of  
the fourth and  
eighth grade NAEP,  
(b) the 2006-2007  
administration of  
the fourth and  
eighth grade MCT,  
and (c) the**

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**2007-2008  
administration of  
the fourth and  
eighth grade  
MCT2. Data were  
drawn from the  
Mississippi  
Department of  
Education's  
website and from  
the National  
Assessment of  
Education  
Progress' website.**

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*District level data were available for both Mississippi Curriculum Tests and state level data were available for the NAEP. Results revealed that there were statistically significant differences between achievement levels*

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**for fourth and eighth grade students on the MCT and MCT2. Comparison of the means for the two reading tests at the fourth and eighth grade level indicated that students scored statistically significant lower on the MCT2 than**

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***they did on the MCT. Results also revealed that there were higher percentages of fourth grade students scoring minimal on NAEP than on the MCT and MCT2. In the basic category, there were higher percentages of students scoring***

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**basic on the MCT2  
and higher**

**percentages of  
students scoring  
proficient and  
advanced on the  
MCT. Relying on  
the targeted  
percentage of  
students at the  
achievement levels  
of proficient and  
advanced, the  
percentages of**



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**students on the  
MCT and MCT2**

**exceeded NAEP  
levels. At the  
eighth grade level,  
there were higher  
percentages of  
students scoring  
minimal and basic  
on NAEP and  
higher percentages  
of students scoring  
proficient and  
advanced on the**

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***MCT. Relying on the targeted percentage of students at the achievement levels of proficient and advanced, the percentages of students on the MCT and MCT2 exceeded NAEP levels. Based on the above findings, the MCT2 is more***

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*aligned to NAEP,  
given that there  
were statistically  
significant  
differences  
between the MCT  
and MCT2. Further  
studies are needed  
in other subject  
areas to ensure  
state tests  
alignment with  
NAEP.*

**Setting standards**

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one of the most  
complex,  
controversial, and  
vexing issues  
facing specialists  
and policy makers  
today. This second  
edition solidifies  
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Performance  
Standards as the  
only book  
providing a**

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profile of both the  
issues and the  
"how-to" methods  
that define this  
thorny field. Four  
chapters have  
been removed; 11  
chapters have  
been added; 2  
chapters have  
major revisions;  
and all chapters  
have been**

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***(how-to)***

***information on the***

***newest standard***

***setting methods;***

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advice on**

***persistent and  
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***challenges in  
standard setting.***

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**Most of the well-known authors from the 1st edition return, with authors of equal stature contributing new chapters.**

**Student academic success is a primary concern for schools across the nation.**

**Administrators,**

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**school counselors,  
teachers, and**

**community**

**leader's work**

**together to**

**increase success**

**levels among**

**students K-12.**

**Various studies**

**throughout history**

**have sought to**

**determine the**

**many variables**

**that contribute to**

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**academic success. The purpose of this study was to continue adding to the literature base in an effort to identify areas that could impact student academic success. In particular, this study examined whether academic self-efficacy,**

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***ethnic identity,  
sex, and  
socioeconomic  
status reliably  
predicted  
academic  
performance  
among students in  
Grades 6, 7, and 8.  
Using a non-  
experimental,  
quantitative  
design, this  
correlational***

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**research study explored the relationships of several variables (academic self-efficacy, ethnic identity, sex, and socioeconomic status) with academic performance of 6th, 7th, and 8th grade adolescents. Grade point**

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**averages and scores from the Mississippi Curriculum Test, Second Edition (MCT-2) were obtained from each student's cumulative record. Students completed the Morgan-Jinks Student Efficacy Scale (Jinks &**

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***Morgan, 1999) and  
the Multigroup  
Ethnic Identity  
Measure (Phinney,  
1999). Scores from  
these two  
assessments,  
grade point  
averages, and  
scores from the  
MCT-2 were  
entered into SPSS.  
After analyzing  
results with a***

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***multiple linear regression analysis, the researcher concluded that a final model, with the two variables of academic self-efficacy and sex, was statistically significant. The researcher concluded that academic self-***



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***efficacy and sex  
might act as  
buffers for the  
impact of ethnic  
identity and  
socioeconomic  
status on student  
academic  
performance.  
Results indicated  
that those  
students who had  
higher academic  
self-efficacy levels***

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**had higher grade  
point averages and  
MCT-2 levels.**

**Furthermore,  
differences in sex  
also play a  
pertinent part in  
student academic  
performance, with  
girls  
demonstrating  
both higher grade  
point averages and  
MCT2 scores than**

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**boys. Using information gained from this study, school counselors may want to specifically address academic self-efficacy when working with students who are performing poorly academically. Classroom guidance,**

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***individual counseling, and small group counseling are the perfect avenues to specifically target this area with students. School counselors may also wish to host developmental workshops geared towards faculty, staff, and parents***

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**so that additional  
revisions can be  
made in other  
environments.**

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Is There a  
Relationship  
Between Physical  
Fitness and  
Student Academic  
Achievement?**

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***Samak the Ayyar  
The Effectiveness  
of Using the  
Mississippi Student  
Progress  
Monitoring System  
to Improve a  
District's State  
Test Scores  
Strategies for the  
Classroom Teacher***

The purpose of  
this study was

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to determine if  
there were  
differences in  
MCT2 scores  
between  
students who  
attended a  
school district  
that used MSPMS  
and students  
who attended a  
school district  
that did not

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use MSPMS. The data for this study were archived and consisted of math and language arts MCT2 scores for two groups of students. The independent variable was the use of



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MSPMS for  
progress  
monitoring and  
the dependent  
variable was  
student scores  
on the MCT2.  
All data were  
analyzed using  
the Analysis of  
Covariance  
(ANCOVA)  
statistical

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procedure. In this study the 2008-2009 math and language arts MCT2 scores were the covariate.

Hypothesis one stated that there was no statistically significant difference in

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the MCT2  
language scores  
of students in  
Grades 4-8 in a  
school district  
using MSPMS and  
MCT2 language  
scores of  
students in  
Grades 4-8 in a  
district not  
using MSPMS  
while

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controlling for  
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pre-test

differences.

The results of  
the first  
hypothesis  
indicated that  
there was a  
statistically  
significant  
difference  
between the  
2009-2010

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language arts  
MCT2 scores of

a school  
district that  
used MSPMS and  
a district that  
did not use  
MSPMS. The  
district that  
did not use the  
MSPMS had  
higher MCT2  
Language Arts

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overall and higher scores in fourth and sixth grades. Hypothesis two stated that there was no statistically significant difference in the MCT2 math scores of students in

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grades 4-8 in a school district that used the MSPMS and MCT2 math scores of students in grades 4-8 in a district that did not use the MSPMS while controlling for pre-test differences.

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The results of the second hypothesis indicated that there was not a significant difference in the 2009-2010 math MCT2 scores of the school district that used the MSPMS and the



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school district  
that did not

use the MSPMS.

The district

that did not

use the MSPMS

had higher MCT2

Math scores

overall and

higher scores

in sixth grade.

The district

that did use

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the MSPMS had higher MCT2 math scores in eighth grade. Further study should explore larger populations, assessment instruments of different lengths and fidelity of

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implementation.

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of Samak, a tri  
ckster-warrior  
hero of

Persia's thousa  
nd-year-old  
oral

storytelling  
tradition, are  
beloved in

Iran. Samak is

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an ayyar, a warrior who comes from the common people and embodies the ideals of loyalty, selflessness, and honor—a figure that recalls samurai, ronin, and knights yet

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is distinctive  
to Persian

legend. His  
exploits—set  
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background of  
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intrigue,  
battlefield  
heroics, and  
star-crossed  
romance between  
a noble prince

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princess—are as  
deeply rooted  
in Persian  
culture as are  
the stories of  
Robin Hood and  
King Arthur in  
the West.

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majestic tale  
has remained  
little known

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masterwork can  
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ago. Within an  
epic quest



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supernatural  
forces, it  
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version of a  
treasure of  
world culture.  
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is grounded in  
the twelfth-  
century Persian  
text while  
paying homage  
to the dynamic  
culture of  
storytelling

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from which it  
arose.

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provides a

detailed

overview of the

chemosensitizer

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s for the  
treatment of  
cancer spanning  
from  
biochemical and  
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features to  
pharmacology  
and drug-  
design,  
including  
technological  
applications.

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by old/new

synthetic

drugs, natural

compounds and

technological

applications

has led to the

urgent need of

classification

in terms of

biological

activity,

mechanism of

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action,  
clinical  
outcomes,  
cancer cell  
lines sensible  
to the  
treatment, and  
potentialities  
to better  
orient research  
in this field.  
Moreover, all  
the aspects



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relevant for  
medicinal  
chemistry (drug  
design, structu  
re-activity  
relationships,  
permeability  
data,  
cytotoxicity,  
appropriate  
statistical  
procedures, and  
molecular

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modeling  
studies) are  
strictly  
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the topic  
according to a  
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hemosensitizers  
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the Doctor of  
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Receptors,

Toxins and

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Power electronics,

which is a rapidly

growing area in terms

of research and

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applications, uses modern electronics technology to convert electric power from one form to another, such as ac-dc, dc-dc, dc-ac, and ac-ac with a variable output magnitude and frequency. Power electronics has many applications in our every day life such as

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and distribution,  
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of the most popular  
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taps into a previously  
unapproached market  
– the end user who  
desires to purchase a  
comprehensive yet  
affordable work on  
important aspects of  
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will include timeless  
articles covering  
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editor puts the selected  
body of work in  
context for this  
volume, highlighting  
the need for  
entomologists,  
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overview on the transporter families which are most important for drug therapy. Most chapters will focus on one transporter family highlighting tissue expression, substrates, inhibitors, knock-out mouse models and clinical studies.

Since the enactment of

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the No Child Left Behind Act of 2001, students who failed to demonstrate proficiency on state assessments were identified and targeted in order to receive interventions to assist in increasing their academic achievement. For many students, time

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during the regular school day simply could not be provided for the attention or time on-task necessary to meet their needs. As a result, many school districts and schools implemented after-school and tutoring programs to target those students who failed to demonstrate

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proficiency. Louisville  
Municipal School

District (LMSD)

operated an after-  
school program to help  
increase the academic  
achievement of 5th  
through 8th grade  
students in

reading/language and  
mathematics on the

MCT2. The purpose  
of this study was to (a)

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explore the impact the  
after-school program's  
strategic components  
(leadership, activities,  
and partnerships) had  
on student  
achievement, and (b)  
determine if the after-  
school program had a  
positive effect on  
academic outcomes in  
the areas of  
reading/language and

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mathematics. A mixed method research design was used to conduct the study. A narrative approach was used to provide a response to the first research question. The Chi-squared test of independence was used as the primary means of analysis for the second and third

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research questions to determine if relationship existed between participation in the after-school program and academic achievement. The results from the research study show that strategic components of an after-school program had a positive impact

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on student  
achievement.

Emerging themes were identified for each strategic component: leadership, activities, and partnerships.

Participation in the after-school program proved to be a good predictor of student achievement on MCT2, with



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statistically significant Chi-squared results for reading/language. The recommendations for future research are as follows: (a) further research to improve reading/language and mathematics skills among the nation's students, (b) longitudinal studies to determine long term

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effects on students attending after-school programs multiple years, (c) study of effects of after-school programs on other grade levels, and (d) including outcomes of other variables such as after-school participation on school attendance, behavior, and classroom grades.

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Industry statistics  
Examination of  
Mississippi Fourth and  
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Students' Reading  
Performance on the  
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Curriculum Test,  
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Teaching Elementary  
Physical Education

The Heterogeneity of  
Cancer Metabolism

4th International

Conference, RSKT

2009, Gold Coast,

Australia, July 14-16,

2009, Proceedings

Brain Energy

Metabolism

***Tumors in***

***Domestic***

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sections on  
relevant  
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on animal tumor  
pathology*

*The Rough Sets*

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**and Knowledge  
Technology**

**(RSKT)**

**conferences  
serve as a -  
jor forum that  
brings  
researchers and  
industry  
practitioners  
together to  
discuss and  
deliberate on**

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*fundamental  
issues of  
knowledge  
processing and  
management and  
knowledge-  
intensive  
practical  
solutions in  
the current  
knowledge age.  
- perts from  
around the*

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*world meet  
annually to  
present state-  
of-the-art sci-  
ti?c results,  
to nurture  
academic and  
industrial  
interaction,  
and to promote  
collaborative  
research in  
rough sets and*

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*knowledge  
technology. The  
main theme of  
the RSKT  
conference is  
to explore the  
synergy between  
rough sets and  
- vanced  
knowledge  
technology and  
applications,  
including*

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*knowledge  
discovery, data  
mining, knowledg  
eprocessingandm  
anagement, granu  
larcomputing, ev  
o- tionary  
computing,  
biocomputing  
and  
bioinformatics,  
cognitive  
computing and*

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*cognitive  
informatics,  
natural and  
arti?cial  
intelligence,  
Web  
intelligence,  
c- plex  
systems, and  
many others.  
The ?rst RSKT  
conference was  
held in 2006 in*

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*Chongqing, P.R.  
China, followed  
by RSKT 2007 in  
Toronto, Canada  
and RSKT 2008  
in Chengdu,  
P.R. China.  
This volume  
contains the  
papers selected  
for  
presentation at  
the 4th - terna*

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tional Conferenc  
eon Rough Sets and  
Knowledge Techno  
logy (RSKT2009),  
which was held  
during July  
14-16 on the  
Gold Coast,  
Australia.  
Student  
achievement and  
the  
incorporation



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*of technology  
into the*

*classroom have  
become a focus  
for schools all  
across the  
United States.*

*In spite of  
emphasis on  
reading,  
writing, and  
arithmetic,  
standardized*

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*test scores indicate that US students' understanding of math is insufficient. In an effort to identify a means of solving the problem of low achievement levels in math,*

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**Interactive  
Whiteboards**

*(IWB) as a  
learning tool  
in eighth grade  
math classes at  
Clarkdale  
Attendance  
Center was  
evaluated for  
its  
effectiveness.  
Additionally,*

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*the impact of  
differentiated  
learning styles  
on Mississippi  
Curriculum Test  
2 (MCT2) math  
scores was  
analyzed. With  
today's  
generation of  
students being  
so technology  
oriented, it*

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*seems only fitting that teachers continue to find different technological ways to meet the needs of all learners, in order for them to achieve academically.*

*The reasons for*

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this research  
include: (a)

determining if  
the

implementation  
of IWB help  
increase

student  
achievement in  
eighth grade

math at  
Clarkdale

**Attendance**

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Center, and (b) determining if IWB meet the needs of all individual learning styles. Not concurring with IWB literature, data obtained through this study indicated that IWB had no

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*significant  
difference in  
eighth grade  
MCT2*

*mathematics  
test scores  
between  
students who  
were instructed  
using IWB  
technology and  
those who were  
not instructed*



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*with IWB  
technology, and  
that IWB had no  
significant  
effect of  
learning styles  
on students'  
eighth-grade  
MCT2  
mathematics  
test scores  
adjusting for  
the effect of*

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*students'*  
*seventh-grade*  
*MCT mathematics*  
*test scores.*  
*Future research*  
*which*  
*replicates this*  
*study could be*  
*conducted with*  
*various other*  
*grades, school*  
*districts, and*  
*states to*

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*determine if  
the results of  
this study are  
consistent with  
findings  
related to it.  
A modern and  
unified  
treatment of  
the mechanics,  
planning, and  
control of  
robots,*

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*suitable for a  
first course in  
robotics.*

*The Effects of  
the Mississippi  
Curriculum  
Test, Second  
Edition: a  
Study on the  
Teacher Morale  
and Teacher  
Efficacy of  
Seventh and*

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on Third***

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Language Arts  
and Mathematics***

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*Insect*

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an After-school  
Program*

*Devices,*

*Circuits and*

*Applications*

*This research*

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*study attempted to determine if specific variables were related to student performance on the Algebra I subject-area test. This study also sought to determine in which of grades 8, 9, or*

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*10 students performed better on the Algebra I Subject Area Test. This study also investigated the different criteria that are used to schedule students into Algebra I. Principals in respondent*



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*schools indicated that 8th graders performed better on the Algebra I Subject Area Test, followed by 9th and then 10th grade students.*

*The data indicated that administrators believed that 8th grade student*

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*performance on  
the Algebra I  
Subject Area Test  
was better for  
students in schools  
using the A/B block  
schedule. The  
findings of the  
study also  
indicated that  
administrators  
believed that 8th*

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*grade student performance was positively related to certain proportions of student-centered instruction.*

*Archival data indicated that the achievement gap between white and non-white students on the Algebra I*

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*Subject Area Test persists. The data also indicated that the achievement gap between low-income students and non-low-income students exists; however, the gap is smaller than the gap that exists based on*

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*race. Finally, the data indicated that the three most commonly used criteria to schedule students into Algebra I according to respondents were, student performance in previous math*

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*courses, teacher  
recommendations,  
and student  
performance on  
the MCT2. --Page  
ii.*

*Many school  
districts are using  
research-based  
strategies to  
increase student  
achievement. The*

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*No Child Left Behind Act of 2001 was created and implemented to assist all students becoming proficient in reading and mathematics by 2014. One strategy many school districts*

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*implemented  
includes an after-  
school program.*

*One school district  
in Mississippi*

*operated an after-  
school program to  
help increase the  
academic*

*achievement of 7th  
and 8th grade  
students scoring*



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*minimal and basic  
on the MCT2. The  
purpose of this  
study was to  
examine the effect  
of regular  
participation in an  
after-school  
program on  
indicators of  
student academic  
achievement. The*

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*dependent variables for this study consisted of (a) math grade point averages, (b) reading grade point averages, (c) language arts grade point averages, (d) MCT2 math scores, (e) MCT2*

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*language arts scores, (f) number of absences, and (g) number of discipline referrals. The independent variable for this study was program participation, which had two levels. One level was program*

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*attendance for at least 40 days and the other level was program*

*attendance for less than 40 days. In this study, 7 hypotheses were tested by comparing the measures of the dependent*

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*variables for the two levels of the dependent variables. Analysis of Covariance (ANCOVA) was used to test the 7 hypotheses. The results of the ANCOVAs failed to detect any statistically*

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*significant differences in the dependent variables between the students who attended the after-school program for at least 40 days and students who did not attend the after-school program for 40*

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*days. However, there were differences in the measures between the two groups. Not only did the regular attendees have lower averages in absenteeism and discipline referrals, they also had*

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*higher averages in mathematics (both GPA and MCT2), reading GPA, and language arts GPA. The only measure where the non-regular attendees demonstrated better performance was on the*



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*language arts  
MCT2. The  
recommendations  
for future research  
are as follows:  
implementation of  
adequate  
professional  
development for  
after-school  
program teachers,  
a research based*

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*reading program to  
assess student  
achievement, and  
a longitudinal study  
on after-school  
programs.*

*Does society  
recognize bullying  
as a serious issue  
that children and  
teenagers deal  
with every day? Do*

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*they understand  
the long-term  
negative effects  
bullying can have  
on a person's life?*

*Author Laketta*

*Lowery knows  
about bullying from  
her own*

*experiences. She  
travels to schools  
and organizations*

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*as a motivational speaker, speaking out on the topic of bullying and self-esteem. In Her World of Darkness and Pain, she addresses the very serious issue of bullying head-on, first by sharing her own story and then*

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*by relating ways to  
combat this very  
real problem.*

*Bullying has  
become more  
prevalent in  
today's schools,  
organizations, and  
with the younger  
generation. It is a  
very serious  
problem because it*

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*can lead to  
isolation,  
depression, and  
suicide while  
having a long-term  
effect on the  
victim's life along  
with their social,  
emotional, and  
spiritual well-being.  
But there is hope.  
Everyone can take*

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*the bullying challenge to step up and do the right thing to either prevent or stop bullying by: - standing up and telling a bully to stop - defending a victim - telling an authority figure that someone is being*

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*bullied - do all they  
can to raise*

*bullying awareness*

*- speak out and*

*speak up! Do not*

*be afraid to speak*

*up if you see*

*someone bullying*

*because it's the*

*only way to stop*

*this epidemic from*

*spreading!*



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*Give your students the tools they need to motivate themselves with tips from award-winning educator Larry Ferlazzo. A comprehensive outline of common classroom challenges, this book presents*

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*immediately  
applicable steps  
and lesson plans  
for all teachers  
looking to help  
students motivate  
themselves. With  
coverage of brain-  
based learning,  
classroom  
management, and  
using technology,*

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*these strategies  
can be easily  
incorporated into  
any curriculum.  
Learn to implement  
solutions to the  
following  
challenges: How  
do you motivate  
students? How do  
you help students  
see the importance*

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*of personal  
responsibility?*

*How do you deal  
with a student who  
is being disruptive  
in class? How do  
you regain control  
of an out-of-control  
class? And more!*

*Blogger and  
educator Larry  
Ferlazzo has*

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Coach Answers  
*worked to combine  
literacy*

*development with  
short and rigorous  
classroom lessons  
on topics such as  
self-control,  
personal  
responsibility, brain  
growth, and  
perseverance. He  
uses many "on-the-*

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Mississippi*

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Measures of  
Academic  
Progress*

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Challenges  
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The Seventh  
Mental  
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Syntheses*

*Go Math*

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***Uses a cohort  
of 5th grade  
students in  
2011-2012, and  
a similar cohort  
of students in  
8th grade in***

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**2014-2015 in  
the state of  
Mississippi,  
drawing on  
student  
absences, as  
well as scores  
on the  
Mississippi  
Curriculum  
Test, Second  
Edition (MCT2)  
in 2011-2012,**

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***and the  
Partnership for  
Assessment of  
Readiness for  
College Careers  
(PARCC) in  
2014-2015, to  
determine the  
effect of  
student  
attendance on  
student  
achievement in***

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***Mississippi.  
The Himalayan  
mountain belt,  
which  
developed  
during the  
India-Asia  
collision  
starting about  
55 Ma ago, is a  
dramatically  
active orogen  
and it is***

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**regarded as the  
classic**

**collisional  
orogen. It is  
characterized  
by an  
impressively  
continuous  
2500 km of  
tectonic units,  
thrusts and  
normal faults,  
as well as large**

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**volumes of high-  
grade**

**metamorphic  
rocks and  
granites**

**exposed at the  
surface. This  
constitutes an  
invaluable field  
laboratory,  
where amazing  
crustal sections  
can be**

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***observed  
directly in very  
deep gorges. It  
is possible to  
unravel the  
tectonic and  
metamorphic  
evolution of  
litho-units, to  
observe the  
mechanisms of  
exhumation of  
deep-seated***

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**rocks and the  
propagation of  
the**

**deformation.**

**Himalayan  
tectonics has  
been the target  
of many studies  
from numerous  
international  
researchers  
over the years.  
In the last 15**



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been an  
explosion of  
data and  
theories from  
both geological  
and  
geophysical  
perspectives.  
This book  
presents the  
results of  
integrated mult**

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***interdisciplinary  
studies,  
including  
geology,  
petrology,  
magmatism,  
geochemistry,  
geochronology  
and geophysics,  
of the  
structures and  
processes  
affecting the***

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**continental  
lithosphere.**

**These  
processes and  
their spatial  
and temporal  
evolution have  
major  
consequences  
on the  
geometry and  
kinematics of  
the**

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**India-Eurasia  
collision zone.**

**A**

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reference for  
biochemists,  
sport  
nutritionists,  
exercise  
physiologists,  
and graduate  
students in  
those**

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Provides  
information on  
the metabolic  
processes that  
take place  
during exercise,  
examining in  
depth the  
mobilization  
and utilization  
of substrates  
during physical***

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**activity.**

**Focuses**

***primarily on the  
skeletal muscle,  
but also***

***discusses the  
roles of the  
liver and***

***adipose tissue.***

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this continuing  
series provide a  
compilation of  
current  
techniques and  
ideas in  
inorganic  
synthetic  
chemistry.  
Includes  
inorganic*

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***polymer  
syntheses and  
preparation of  
important  
inorganic  
solids,  
syntheses used  
in the  
development of  
pharmacologica  
lly active  
inorganic  
compounds,***



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***small-molecule  
coordination  
complexes, and  
related  
compounds.  
Also contains  
valuable  
information on  
transition  
organometallic  
compounds  
including  
species with***

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**metal-metal  
cluster**

***molecules. All  
syntheses  
presented here  
have been  
tested.***

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Academic Self-  
efficacy, Ethnic  
Identity, Sex,  
and  
Socioeconomic***

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and Learning  
Styles on MCT2  
Math Scores  
Exercise  
Metabolism  
Life of Henry  
Calderwood D.D***

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***„F.R.S.E....with  
a chapter on his  
philosophical  
works by A.P.Pr  
ingle-Pattison***

This study  
examined the  
relationship  
between teacher  
absenteeism and  
teacher  
characteristics  
on third through

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eighth grade  
achievement as  
measured by the  
Mississippi  
Curriculum Test  
2 (MCT2)

language arts  
and mathematics  
assessment.

School year  
2012-2013 yearly  
assessment  
scores for 3rd,  
4th, 5th, 6th,

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7th, and 8th  
grade students  
in 1 school  
district in the  
State of  
Mississippi were  
analyzed to  
determine if  
teachers' rate  
of absenteeism,  
age, gender,  
years of  
teaching  
experience,

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research

question 1, 4  
and 5. Question  
1 sought to  
determine the  
differences in  
the magnitude of  
the  
relationships  
between teacher  
absences and  
student  
achievement

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and grade  
levels.

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5 sought to  
determine how  
accurately  
teachers' rate  
of absenteeism,  
age, gender,  
years of  
teaching  
experience,  
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certification  
predicted 3rd  
through 8th  
grade student  
achievement in  
language arts  
and mathematics.

Genetic  
alterations in  
cancer, in  
addition to  
being the  
fundamental  
drivers of

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tumorigenesis,  
can give rise to  
a variety of  
metabolic  
adaptations that  
allow cancer  
cells to survive  
and proliferate  
in diverse tumor  
microenvironment  
s. This  
metabolic  
flexibility is  
different from

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normal cellular  
metabolic

processes and  
leads to  
heterogeneity in  
cancer

metabolism  
within the same  
cancer type or  
even within the  
same tumor. In  
this book, we  
delve into the  
complexity and

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diversity of  
cancer  
metabolism, and  
highlight how  
understanding  
the  
heterogeneity of  
cancer  
metabolism is  
fundamental to  
the development  
of effective  
metabolism-based  
therapeutic

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strategies.  
Deciphering how  
cancer cells  
utilize various  
nutrient  
resources will  
enable  
clinicians and  
researchers to  
pair specific  
chemotherapeutic  
agents with  
patients who are  
most likely to

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respond with positive outcomes, allowing for more cost-effective and personalized cancer therapeutic strategies. The purpose of this study was to determine if the Northwest



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Evaluation  
Association  
(NWEA) Measures  
of Academic  
Progress (MAP)  
reading and math  
assessments are  
a valid  
predictor of  
performance on  
the language  
arts and  
mathematics  
Mississippi

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(MCT2) .

Additionally,  
the researcher  
sought to  
determine  
whether student  
characteristics  
of gender,  
ethnicity, and  
economically  
disadvantaged  
status added

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statistically to the prediction of MCT2 scores. The researcher used a correlational research design to answer the research questions that guide this study.

Regression analyses were

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performed using  
IBM Statistical  
Package for the  
Social Sciences  
(SPSS), version  
22. Data were  
collected from a  
Southern  
Mississippi  
school district.  
Scores from 676  
6th grade  
students and 659  
8th grade

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students were used in this study. The results of simple linear regression indicate that NWEA-MAP reading and mathematics assessments are a valid predictor of language arts and mathematics

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MCT2 scale scores for 6th and 8th grade students.

Results of multiple regression indicate that the linear combination of fall reading NWEA-MAP RIT scores, spring reading NWEA-MAP

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RIT scores,  
student  
characteristics  
of gender,  
ethnicity, and  
economically  
disadvantaged  
status was  
significantly  
related to MCT2  
language arts  
scale scores for  
sixth grade  
students;

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likewise, the  
linear  
combination of  
fall reading  
NWEA-MAP RIT  
scores, spring  
reading NWEA-MAP  
RIT scores,  
student  
characteristics  
of gender,  
ethnicity, and  
economically  
disadvantaged



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status was significantly related to MCT2 language arts scale scores for eighth grade students.

Similarly, multiple regression analyses indicate that the linear combination of

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fall mathematics  
NWEA-MAP RIT

scores, spring  
mathematics NWEA-  
MAP RIT scores,  
student  
characteristics  
of gender,  
ethnicity, and  
economically  
disadvantaged  
status was  
significantly  
related to MCT2

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mathematics  
scale scores for  
sixth grade  
students;  
similarly, the  
linear  
combination of  
fall mathematics  
NWEA-MAP RIT  
scores, spring  
mathematics NWEA-  
MAP RIT scores,  
student  
characteristics

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of gender,  
ethnicity, and  
economically  
disadvantaged  
status was  
significantly  
related to MCT2  
mathematics  
scale scores for  
eighth grade  
students.

The Springer  
Handbook of  
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concise data on  
some 5,000

enzymes

sufficiently

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application in  
analytical,  
synthetic and  
biotechnology  
processes as

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well as in food industry, and for medicinal treatments is added. Data sheets are arranged in their EC-Number sequence. The new edition reflects considerable progress in enzymology: the

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Study of the  
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Between Teacher



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and Student  
Achievement in  
the Mississippi  
Delta

Tectonics of the  
Himalaya

C# for Artists

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Cellular*

*Manufacturing  
(GT/CM) have been  
widely-researched*

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*areas in the past 15 years and much progress has been made in all branches of GT/CM. Resulting from this research activity has been a proliferation of techniques for part-machine grouping, engineering data bases, expert system-based design methods for*

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*identifying part  
families, new  
analytical and  
simulation tools for  
evaluating  
performance of cells,  
new types of cell  
incorporating robotics  
and flexible  
automation, team-  
based approaches for  
organizing the work  
force and much more;*

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*however, the field lacks a careful compilation of this research and its outcomes. The editors of this book have commissioned leading researchers and implementers to prepare specific treatments of topics for their special areas of expertise in this broad-*

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*based philosophy of  
manufacturing. The*

*editors have sought to  
be global both in  
coverage of topic  
matters and*

*contributors. Group  
Technology and  
Cellular*

*Manufacturing  
addresses the needs  
and interests of three  
groups of individuals*

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*in the manufacturing  
field: academic*

*researchers, industry  
practitioners, and  
students. (1) The book  
provides an up-to-date  
perspective,  
incorporating the  
advances made in  
GT/CM during the past  
15 years. As a natural  
extension to this  
research, it synthesizes*

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*times, costs, and at  
improving business*

*quality and  
performance. (3)*

*Finally, the book can  
be used as a textbook  
for graduate students  
in engineering and  
management for  
studying the field of  
Group Technology and  
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*Manufacturing.*  
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microbe for the*

*production of alcoholic  
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*The study utilized a*

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*quantitative approach  
to identify the*

*relationship between  
students' levels of  
fitness to students'  
academic achievement  
as well as addressing  
the attitudes of  
elementary*

*administrators, fifth  
grade regular  
education teachers, and  
elementary physical*

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education teachers  
Coach Answers  
towards physical

*fitness and academic  
achievement.*

*Instruments used in the  
study were the*

*Mississippi Curriculum  
Test, 2nd Edition*

*(MCT2) and the  
FITNESSGRAM[R].*

*The data from the  
FITNESSGRAM[R]*

*and MCT2 were*



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*archival, coming from  
the 2013-2014*

*academic school year.*

*The MCT2 provided  
scores from the areas*

*of language arts,*

*mathematics, and*

*science, and the*

*FITNESSGRAM[R]*

*provided the fitness*

*scores of those*

*students. From these*

*two instruments, the*

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*students' fitness scores were compared to their performance scores in language arts, mathematics, and science. As well as using the MCT2 and the FITNESSGRAM[R], data were collected through the use of survey methodology with a questionnaire*

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*compiled of attitudes  
from elementary*

*administrators, fifth  
grade regular  
education teachers, and  
elementary physical  
education teachers. The  
results from this study  
revealed a statistically  
significant difference  
in the attitudes in  
regards to physical  
fitness and student*

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*academic achievement  
from elementary  
administrators, fifth  
grade regular  
education teachers, and  
elementary physical  
education teachers.*

*More specifically, there  
was a statistically  
significant difference  
in the attitudes  
pertaining to physical  
fitness and academic*

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*achievement between  
elementary*

*administrators and  
fifth grade regular  
education teachers and  
fifth grade regular  
education teachers and  
elementary physical  
education teachers.*

*Furthermore, there was  
no statistically  
significant difference  
between elementary*

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*administrators and  
elementary physical  
education teachers.*

*There was a  
statistically significant  
difference from the  
questionnaire on Items  
1, 3, 8, 9, 10, and 11;  
however, there was no  
statistically significant  
difference on Items 4,  
5, 6, and 7 in the  
attitudes towards*

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*physical fitness and student achievement from elementary administrators, fifth grade regular education teachers, and elementary physical education teachers. In addition to these results, the study revealed there was no statistically significant relationship between*

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*scores from the  
mathematics, language  
arts, and science  
sections of the MCT2  
and the*

*FITNESSGRAM[R]  
fitness level scores  
from muscular  
strength, muscular  
endurance, body  
composition, flexibility,  
and aerobic capacity.*

*--Page ii.*



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approach like  
primary cell cultures  
which allow  
assessing of the  
properties and  
functions of a single  
brain cell type with  
many different types  
of analysis, however,  
at the expense of  
neglecting the  
interaction between  
cell types in the

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brain. On the other end, analysis in animals and humans in vivo is discussed, maintaining the full complexity of the tissue and the organism but making high demands on the methods of analysis.

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Mississippi  
Curriculum Test,  
Second Edition  
(MCT2), in 56 low-  
performing middle  
schools and 57 high-  
performing middle  
schools from 69  
school districts in  
Mississippi during  
the 2012/2013  
school year, to  
determine if teacher

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morale and teacher efficacy can be predicted from attitudes toward the MCT2, and if there is a difference in teacher morale and teacher efficacy between teachers in low-performing schools and high-performing schools. Throughout the



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nation, school districts are beset with the challenge of meeting final goals established by the No Child Left Behind Act (2001) and its mandates for student achievement. No Child Left Behind (2001) requires by 2013 that all

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students be proficient or advanced in certain academic content areas as measured by various state assessments those students will take. In effect, the era of high stakes testing in all states has led educators to seek ways to predict and

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determine results of student achievement among students.

However, little research has been conducted on the influence of one construct of teaching efficacy, teacher self-efficacy and precisely its relationship with respect to the

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performance and achievement of students on state-mandated standardized achievement tests. Given that external factors mediate and affect individual student performance (Ross, 1994; Tucker, 2005), the relationship between

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teacher self-efficacy  
and student  
outcomes and  
subsequent  
implications for  
enhancing school  
effectiveness are  
examined in this  
study. Hence,  
schools and school  
districts must seek  
out all possible  
means to help

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increase student achievement. With that said, the study determines the nature and degree of the correlation between teacher self-efficacy and mean student achievement in six school districts in the Mississippi Delta. The independent variable

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for the study is  
teacher self-efficacy  
which is determined  
by the Ohio state  
teacher efficacy  
scale (OSTES). The  
dependent variable  
for the study is  
student achievement  
data which is based  
upon data from  
spring 2008 and  
spring 2009

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scores. Individual levels of the teacher self-efficacy are correlated with aggregated mean scores of student achievement on two content areas for grades 3 through 8 on the MCT2. Such demand to increase



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student achievement  
has highlighted the  
importance of  
understanding the  
role of teacher  
efficacy.

Impact of Middle  
School Student  
Participation in the  
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Initiative Arts  
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State of Mississippi