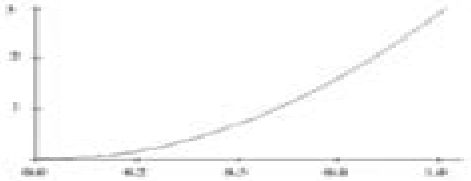
Test 2A AP Statistics Name:

Part 1: Multiple Choice. *Circle the letter corresponding to the best answer.*

1. The heights of American men aged 18 to 24 are approximately Normally distributed with a mean of 68 inches and a standard deviation of 2.5 inches. Only about 5% of young men have heights outside the range
   (a) 65.5 inches to 70.5 inches
   (b) 63 inches to 73 inches
   (c) 60.5 inches to 75.5 inches
   (d) 58 inches to 78 inches
   (e) none of the above

2. Use the information in the previous problem. About what percentage of the men are over 70.5 inches tall?
   (a) 2.5
   (b) 5
   (c) 16
   (d) 32
   (e) 68

3. For the density curve shown to the right, which statement is true?
   (a) The area under the curve between 0 and 1 is 1.
   (b) The density curve is symmetric.
   (c) The density curve is skewed right.
   (d) The density curve is Normal.
   (e) None of the above is correct.



4. For the density curve shown in Question 3, which statement is true?
   (a) The mean and median are equal.
   (b) The mean is greater than the median.
   (c) The mean is less than the median.
   (d) The mean could be either greater than or less than the median.
   (e) None of the above is correct.

5. The area under the standard Normal curve corresponding to $-0.3 < Z < 1.6$ is
   (a) 0.3273
   (b) 0.4713
   (c) 0.5631
   (d) 0.9542
   (e) none of the above

Ap Statistics Chapter 2 Case Closed Answers

Y Pai

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The Practice of Statistics for AP Daren Starnes,David S. Moore,Dan Yates,Josh Tabor,2014-03-01 The Practice of Statistics TPS is written specifically to address the College Board AP Statistics Course Description Now the overwhelming bestseller for the course returns in a spectacular new edition **A Guide to Detracking Math Courses** Angela Torres,Ho Nguyen,Elizabeth Hull Barnes,Laura Wentworth,2023-05-03 Create a pathway to equity by detracking mathematics The tracked mathematics system has been operating in US schools for decades However research demonstrates negative effects on subgroups of students by keeping them in a single math track thereby denying them access to rigorous coursework needed for college and career readiness The journey to change this involves confronting some long standing beliefs and structures in education When supported with the right structures instructional shifts coalition building and educator training and support the detracking of mathematics courses can be a primary pathway to equity The ultimate goal is to increase more students access to and achievement in higher levels of mathematics learning especially for students who are historically marginalized Based on the stories and lessons learned from the San Francisco Unified School District educators who have talked the talk and walked the walk this book provides a model for all those involved in taking on detracking efforts from policymakers and school administrators to math coaches and teachers By sharing stories of real world examples lessons learned and prompts to provoke discussion about your own context the book walks you through Designing and gaining support for a policy of detracked math courses Implementing the policy through practical shifts in scheduling curriculum professional development and coaching Supporting and improving the policy through continuous research monitoring and maintenance This book offers the big ideas that help you in your own unique journey to advance equity in your school or district s mathematics education and also provides practical information to help students in a detracked system thrive

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Legislative Journal Pennsylvania. General Assembly,1921 *The Northwestern Reporter* ,1916 Herald and Presbyter ,1905 The Codes of California as Amended and in Force at the Close of the Thirty-sixth Session of the Legislature, 1905 ...: Code of civil procedure California,1909 Wisconsin Statutes, 1915 Wisconsin,Lyman Junius Nash,Arthur Frederick Belitz,1915 **Oklahoma Reports** Oklahoma. Supreme Court,1925 **The Journal of the**

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