

The information herein is used to determine the Adequacy Study Region designated for your school. A school is designated as the following if it is any smaller or otherwise is to be listed. The Student Achievement and Student Participation ratings are based on 2008-2009 year 2007-2008 Oregon statewide measurements for the students in your school division as reported for a full academic year. The standards goal for the percentage of students expected to meet or exceed standards is 60% in English Language Arts and 60% in Mathematics. Student Participation is expected to be 60% or greater. The standards goal for the percent graduation rate is 80%. The adequate goal for the student attendance rate is 80%. For more information, please see Appendix B.

www.oregon.gov/deq/air/docs/adequacystudy/adequacystudy.pdf

SPEAKER CATEGORY	SPEAKER INTERVIEWING SET		SPEAKER SET INTERVIEWING SETS		
	INTERVIEWING SET	INTERVIEWING SET	INTERVIEWING SET	INTERVIEWING SET	INTERVIEWING SET
Speaker 1	Set 1	Set 1	Set 1	Set 1	Set 1
Speaker 2	Set 2	Set 2	Set 2	Set 2	Set 2
Speaker 3	Set 3	Set 3	Set 3	Set 3	Set 3
Speaker 4	Set 4	Set 4	Set 4	Set 4	Set 4
Speaker 5	Set 5	Set 5	Set 5	Set 5	Set 5
Speaker 6	Set 6	Set 6	Set 6	Set 6	Set 6
Speaker 7	Set 7	Set 7	Set 7	Set 7	Set 7
Speaker 8	Set 8	Set 8	Set 8	Set 8	Set 8
Speaker 9	Set 9	Set 9	Set 9	Set 9	Set 9
Speaker 10	Set 10	Set 10	Set 10	Set 10	Set 10
Speaker 11	Set 11	Set 11	Set 11	Set 11	Set 11
Speaker 12	Set 12	Set 12	Set 12	Set 12	Set 12
Speaker 13	Set 13	Set 13	Set 13	Set 13	Set 13
Speaker 14	Set 14	Set 14	Set 14	Set 14	Set 14
Speaker 15	Set 15	Set 15	Set 15	Set 15	Set 15
Speaker 16	Set 16	Set 16	Set 16	Set 16	Set 16
Speaker 17	Set 17	Set 17	Set 17	Set 17	Set 17
Speaker 18	Set 18	Set 18	Set 18	Set 18	Set 18
Speaker 19	Set 19	Set 19	Set 19	Set 19	Set 19
Speaker 20	Set 20	Set 20	Set 20	Set 20	Set 20

DOI: 10.1002/for

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	

100

**RICHMOND
ELEMENTARY SCHOOL**



100

The Oregon Department of Education is proud to share the health screen report report card. As Oregon schools and districts continue to face safety challenges, education remains committed to providing the highest quality education for Oregon students. This year you will see two ratings displayed on the report card. An Oregon rating and a Federal rating required by the No Child Left Behind Act. The report card is not meant to tell you everything about your school, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for Oregon students.

Journal of Management Education 32(1)

Source: *Journal of the American Statistical Association*, 1997, 92, 1037-1046.

Interest Charges: Yearly Payment: \$100,000					Interest Payment and Annual Salary: \$100,000				
☐ 0% ☐ 1% ☐ 2%									
Two rates: Initial or fixed rates									

	Score	Rate
Participation in 2017-2018	80.7%	88.2%
Students Absent		

Number of Students	100
English Language Learners	100%
Percentage of Students in ELL Programs	1.7%

From Year 12 Students	8	0.0%	20.0%
20-29 Students	8	60.0%	60.0%
30-39 Students	2	20.0%	25.0%
More Than 40 Students	8	0.0%	0.0%

Journal of Experimental Social Psychology	61	1000
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Administrators (FTE)	1.0
Teachers (FTE)	21.0
- Average Years of Experience	8.5
- With a Master's Degree or Higher	80.0%
- All Teachers in Provisional Contract as of January 1, 2008	0.0%
- Average Teachers' Tenure With Most Recent Employer of Highly Qualified Teacher	85.0%
- Average Teachers' Tenure With District Most Recent Employer of Highly Qualified Teacher	16.0%
Educational Assistants (FTE)	1.0
Other Staff (FTE)	0.0

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Portland Oregon School Report Cards

W. James Popham



Portland Oregon School Report Cards:

Report Cards Wade H. Morris, 2023-09-26 This book tells the story of American education by examining this unique element of student life The author shows the evolution of how teachers students parents and administrators responded to report cards Report cards he shows were more than just a means by which a school documented each student s deportment academic standing and attendance They were a tool of control a microcosm for the changing power dynamics between teachers parents and students **A Parents' Guide to Grading and Reporting** Matt Townsley, Chad Lang, 2023-09-15

Whether resulting from the educational fallout of the COVID 19 global pandemic or merely challenging the status quo more schools are transitioning their grading practices away from traditional points and percentages and toward 21st century grading practices such as standards based and proficiency based grading **A Parents Guide to Grading and Reporting** Being Clear about What Matters assists parents and guardians in understanding what is involved in 21st century grading and how to become better partners with educators in efforts to understand students strengths and areas for improvement **The Writing Report Card, 1984-88** Arthur N. Applebee, 1990 Based on two national assessments of the writing proficiency of representative samples of students in grades 4 8 and 11 conducted during the school years ending in 1984 and 1988 this report assesses the informative persuasive and imaginative writing performance of the nation s students and tracks changes in performance over time The first three chapters of the report describe student performance on the informative persuasive and imaginative writing tasks included in the writing trend assessments based on the results of the primary trait and holistic analyses The fourth chapter summarizes trends in average task accomplishment for the nation and various demographic subpopulations In the fifth chapter trends in students grammar punctuation and spelling are discussed The sixth chapter discusses factors that appear to be related to writing performance such as students instructional experiences and home environment The report concludes that despite some progress on some tasks students writing performance across tasks remains low and has changed little across time The report also finds that the extent to which students at all grade levels value writing use it in their own lives and engage in writing process activities remains quite limited A procedural appendix and an appendix of data are attached RS **Oregon Teachers' Monthly** , 1913 America's Failing Schools W. James Popham, 2004-08-02 No Child Left Behind signed into law by President Bush in January 2002 is the most significant education legislation in decades It calls for substantially expanded student testing more stringent accountability requirements and annual school focused report cards at the state district and school levels Despite the fact that it affects schooling at every possible level few people understand its implications or reach In America s Failing Schools Popham sets the record straight for teachers students and parents alike In clear accessible language the book explains the relevant **Current Magazine Contents** Kirke Mechem, 1928 **The Civics Report Card** Lee F. Anderson, 1990 This report summarizes findings from two national surveys of U S civics achievement conducted by the National Assessment of Educational Progress Part 1 reports on a

trend assessment of approximately 56 000 students at ages 13 and 17 carried out during the 1975 76 1981 82 and 1987 88 school years Chapter 1 summarizes national trends trends for demographic subpopulations trends in students ability to define democracy and trends in students ability to identify the value of multiple newspaper publishers Part 2 reports on patterns of achievement of fourth eighth and twelfth grade students in 1988 Chapter 2 summarizes the levels of civics proficiency across the grades Chapter 3 compares civics proficiency across subpopulations defined by gender race ethnicity region and other characteristics Chapter 4 explores students performance in specific content areas such as democratic principles and the purpose of government political processes and rights responsibilities and the law Chapter 5 describes the amount of instruction students reported receiving in civics while chapter 6 discusses the topics studied and the instructional approaches used in these classes Appendices contain procedural information and tables of statistical data that supplement the information in the text JB *The American School Board Journal* ,1921 **Rethinking School Reform** Linda Christensen,Stan Karp,2003 Contains essays that address a variety of issues related to public school reform including school vouchers funding multiculturalism standards and testing teacher unions bilingual education and federal education policy

The American School Board Journal William George Bruce,William Conrad Bruce,1921 Journal of Educational Method ,1927 **Monthly Record of Current Educational Publications** ,1920 **Bulletin** ,1920 **Record of Current Educational Publications** United States. Office of Education,1919 Bulletin National Tuberculosis Association,1918 *Bulletin* American Lung Association,1918 **Oregon Education Journal** ,1926 **Bulletin of the National Association for the Study and Prevention of Tuberculosis** National Association for the Study and Prevention of Tuberculosis (U.S.),1914 Normal Instructor and Teachers World ,1923 **Ebook: Urban Economics** O'SULLIVAN,2012-01-16 Ebook Urban Economics

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web 4 n13 5 mathl hp1 eng tz0 xx 3 maximum mark 7 the diagram below shows a sketch of the graph of $y = f(x)$ 4 0 10 5 5 5 5 10 y 0 x a sketch the graph of $y = f(x)$ 1 on the same axes 2 b state the range of f 1 1 c given that $f(x) = \ln x$ 1 ind the value of a

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