



REPORT CARD

FAUGET MODERN SCHOOL

Student Name: _____
School Year: _____
Grade: _____
Semester: _____

SUBJECT LIST	GRADE
Language Arts	
Reading	
Pre-Algebra	
Geometry	
Earth Science	
Social Studios	
Art	

CONDUCT	GRADE
Attentive	
Punctual	
Neat & Orderly	
Polite	

GRADING SYSTEM:

O = Outstanding
S = Satisfactory

FS = Fairly Satisfactory
NSH = Needs Special Help

Sample School Report Cards

**David K. Lohrmann, Sandra
Vamos, Yeung**



Sample School Report Cards:

Creating a Healthy School Using the Healthy School Report Card, Canadian David K. Lohrmann, Sandra Vamos, Yeung, 2011-12-19 How well does your school support the health and well being of students and staff members Explore the answer with this ASCD Action Tool and accompanying online scoring and analysis tool Updated to reflect current research new standards and best practices the Canadian second edition of the action tool guides you through the four steps of the Healthy School Report Card process with rationale tips from successful participants and easy to use tools Tools for organizing can help you develop a school level process for working with your community Then you can use the scoring tools to assess your school s current health programming and create an evidence based environment that supports learning and teaching This Canadian second edition includes Updated indicators for the 11 characteristics of a healthy school Expanded description of how healthy school communities fit into ASCD s Whole Child Initiative Testimonials and lessons learned from sites that have implemented the Healthy School process More ideas for how schools can create plans that fit their unique situations and share data with their community The Healthy School Report Card is the ideal tool to help you meet required guidelines identify and prioritize improvements and garner the support of policymakers family members and the community

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 **NAEP 1998 Reading Report Card for the Nation** ,1999 NAEP ... Writing Report Card ,1999 **The Nation's Report Card** ,2001 **NAEP ... Reading Report Card for the Nation and the States** ,1996 **NAEP 1998 Reading Report Card for the Nation and the States** ,1999 Presents the results of the 1998 NAEP reading assessment for the nation and for paritcipating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992 NAEP 1998 Civics Report Card for the Nation ,1999 Product description from NCES This publication presents the results of the NAEP 1998 civics assessment for the nation The results are based on assessing a sample of students who are statistically representative of the entire nation For this subject in contrast to the other major subject reports presented this year in reading and writing there were no additional state level results Students performance on the national assessment is described in terms of their average civics score on a 0 to 300 scale and in terms of the percentage of students attaining each of the three achievement levels Basic Proficient and Advanced **The NAEP 1997 Arts Report Card** Hilary R. Persky, Brent A. Sandene, Janice M. Askew, 1998 The last several years have seen a growing resolve among educators and policymakers to assure the place of a solid arts education in U S schools In 1997 the National Assessment of Educational Progress NAEP conducted a national assessment in the arts at grade 8 The assessment included the areas of music theater

and visual arts For each of these arts areas this Report Card describes the achievement of eighth graders within the general population and in various subgroups Taken with the information provided about instructional and institutional variables this report gives a context for evaluating the status of students learning in the arts The arts assessment was designed to measure the content specifications described in the arts framework for NAEP The arts have a unique capacity to integrate intellect emotions and physical skills in the creation of meaning Meaningful arts assessments need to be built around three arts processes creating performing and responding To capture these processes the arts assessment exercises included authentic tasks that assessed students knowledge and skills and constructed response and multiple choice questions that explore students abilities to describe analyze interpret and evaluate works of art in written form Data are reported in overall summaries for creating performing and responding in terms of student and school reported background variables Student results for theater are discussed in terms of teacher reported background variables as well The major findings of the assessment are that a large percentage of grade 8 students attend schools in which music and visual arts were taught usually by specialists most students attended schools in which instruction following district or state curricula was offered in music and visual arts but not in theater or dance and most visual arts and music instruction took place in school facilities that were dedicated to that subject JH

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

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