



School Name (School Code)
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Report Card will be mailed to you by June 28, 2014
or you can view your report card online
at schools.nyc.gov
or my.nycschools.net

The report card is a document that provides a
summary of your child's performance
in school. It is a tool for communication
between you and your child's school.
It is not a grade book.

Report Card will be mailed to you by June 28, 2014
or you can view your report card online
at schools.nyc.gov
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PERFORMANCE LEVELS

	STANDARD	STANDARD
4	Exceeds all standards	44-44, 44-44, 44-44
3	Meets all standards	44-44, 44-44
2	Meets standards	44-44, 44-44
1	Does not meet standards	44-44, 44-44

EXPLANATION OF GRADES BY SCALE

4	Excellent
3	Good
2	Satisfactory
1	Needs Improvement
0	Unsatisfactory

MASTERY BASED

4	Excellent
3	Good
2	Satisfactory
1	Needs Improvement
0	Unsatisfactory

REMARKS

4	Excellent
3	Good
2	Satisfactory
1	Needs Improvement
0	Unsatisfactory

MESSAGE FROM YOUR SCHOOL

English Language Arts (Overall Grade) / Teacher

Reading / Teacher

Reads with sufficient accuracy and fluency to support comprehension.
Understands and responds to grade-level texts independently across a variety of genres, topics, and mediums.
Demonstrates comprehension by referring to text details.

Writing / Teacher

Writes independently for different tasks, purposes, and audiences. Writes informative/explanatory, narrative,
persuasive, and opinion pieces that use relevant evidence and reasoning.
Writes using correct grammar and mechanics.

Listening, Speaking, and Language / Teacher

Engages in listening, speaking, and language activities with peers and adults.
Understands and responds to a wide range of language.
Uses correct grammar, mechanics, and spelling.

Mathematics / Teacher

Demonstrates an understanding of mathematical concepts.
Solves problems with accuracy and efficiency.
Solves problems in multiple ways and explains solutions.

Science / Teacher

Demonstrates an understanding of scientific concepts.
Engages in scientific inquiry and investigation.
Solves problems in multiple ways and explains solutions.

Social Studies and History / Teacher

Engages in understanding of social studies concepts.
Engages in historical inquiry and investigation.
Solves problems in multiple ways and explains solutions.

Physical Education / Teacher

Participates in physical activity and demonstrates ability to use appropriate movement, control, and fitness skills.
Engages in physical activity and demonstrates ability to use appropriate movement, control, and fitness skills.
Solves problems in multiple ways and explains solutions.

Arts (Visual Arts, Dance, Theater and/or Music) / Teacher

Creates, performs, responds to, and reflects upon arts and making art.
Engages in understanding of arts concepts and processes.

Technology / Teacher

Demonstrates ability to understand and use technology.

English as a Second Language

Uses English to understand and apply information in content area learning and personal use.

Foreign or Native Language Arts / Teacher

Teacher Comments

Academic and Personal Reflections / Teacher

Manages time and resources. Demonstrates effort to independently achieve goals.
Works in an organized manner.
Performs through challenges to complete a task by using different strategies.
Seeks to help when needed.
Respects school rules and works well in the school community.

Response to Interventions / Academic Intervention Services / Teacher

Teacher Comments

Parent Signature

Date

Nyc Schools Violence And Doe Report

Scott C. Dulebohn



Nyc Schools Violence And Doe Report:

Education and Incarceration Erica R. Meiners, Maisha T. Winn, 2014-07-16 The United States of America is in possession of the largest prison population in the world with 2.3 million people currently behind bars. This number is predominantly and disproportionately made up of communities of colour and poverty. Between 1987 and 2007 the U.S. prison population tripled, the direct result of various tough on crime public policies. Organizers and scholars use the term prison industrial complex (PIC) to name the structure that encompasses the expanding economic and political contexts of the detention and corrections industry in the USA. The PIC is a network that sutures capital, communities, and the State to a permanent punishment economy. The term the PIC aims to capture the range of material and ideological forces that shape the growth of detention, the political and lobbying power of the corrections officers' unions, the framing of prisons and jails as a growth industry in the context of deindustrialization, the production and sales of technology and security required to maintain and expand the state of incarceration, and the naturalization of isolation as a logical response to harm. **Education and Incarceration** highlights the significance of centering agency and autonomy and documents scholars who work to be accountable to justice movements and communities, not simply to academic disciplines or to research. Additionally, as emerging scholars committed to challenging the PIC, these authors struggle to build multi-layered analytic and material tools for resistance within and beyond the walls of schools, jails, and prisons. This book provides snapshots of practices in motion: activist scholars working to engage to be accountable to families, communities, and larger justice movements, and to build abolition democracies. This book was originally published as a special issue of *Race, Ethnicity and Education*. **THE EDUCATION AND DECONSTRUCTION OF MR. BLOOMBERG** Sally A. Friedman, 2010-07-12 This is an exposé detailing New York City Mayor Michael Bloomberg's education and construction policies between 2002 and 2009 inclusive. It covers all major education issues: schools, chancellor, school budget, grading of the schools, reducing class sizes, small charter and culturally themed schools, standardized testing, school safety, overcrowding, and mayoral control; and all major real estate development issues: rezoning, ULURP, self-certification, various fatal construction accidents and disasters, affordable housing, lack of construction law enforcement, and the large projects that characterized the administration. This book features a list of abbreviations and a comprehensive index in the back. A page of the Introduction, p. 11, is crucial for understanding references made throughout the book. Therefore, it is reproduced below. Making himself available to parents: The mayor performed the important tasks of negotiating with the unions, securing funding from the higher powers, and making public relations appearances when there was good news to report. I have observed that there were three recurring themes in Mr. Bloomberg's modus operandi in both Education and Real Estate Development. Theme 1: He was overly optimistic. As his various education initiatives and construction projects progressed, he routinely threw around and changed numbers on standardized test scores, graduation rates, school openings, school crime rates, construction costs, creation of jobs, and affordable housing units among

others and sometimes even distorted facts outright Theme 2 Time after time Mr Bloomberg asked for input from the community or purported to on new school openings and on construction of schools and other projects but usually ended up hiring his cronies and ignored the community's wishes Theme 3 He took advantage of legal loopholes or skirted around the law to forge ahead with his agenda His agenda was to acquire power Why else did he take control of the schools and overturn term limits It was not for the money In November 2009 Mr Bloomberg won his third term election bid by a narrow margin mostly because he was still viewed as a stronger candidate than the opposing one His power and popularity were waning however rocked by various investigations in recent years including a slush fund scandal and corruption and sloppiness in construction that led to fatal accidents that resulted in the termination of decades long unethical practices Further he was accused of being involved in various conflicts of interest and of being hypocritical on environmental and health issues Two farmyard clichés and one generic cliché also aptly describe many occurrences during the Bloomberg administration between 2002 and 2009 Cliché 1 Just another case of the fox guarding the henhouse Cliché 2 Closing the barn door after the horses have already fled Cliché 3 Do as I say not as I do The above themes and clichés are so common in my text that I refer to their generic names i.e. I will use the blog style for example File under Theme 1 or File under Cliché 2 when providing evidence of same Enjoy

Strategy Report of New York City Narcotics Control Task Force United States. Congress. House. Select Committee on Narcotics Abuse and Control, 1987 [New York City Child Fatality Report \(2010\)](#) Laura DiGrande, 2010-11 In 2006 New York City NYC established a multi disciplinary Child Fatality Review Team to examine unnatural deaths in children ages one through 12 and to identify strategies for prevention Past reports have described the predominant causes of fatal child injury in NYC incl traffic crashes fire and burns and unintentional injuries in the home This 4th report analyzes individual and neighborhood disparities in fatal childhood injuries These findings show that fatal injuries occur disproportionately among younger children boys black non Hispanic children and children in the City's most impoverished neighborhoods This report identifies social environmental and regulatory measures that could make NYC an even safer place for children Illus

School Discipline Louis Rosen, 2005-02-01 For the seasoned professional the book provides a way of developing the administration team For potential administrators the book introduces a range of topics for consideration before entering the field John Davis Principal Juan Cabrillo Elementary School Malibu CA How do your policies measure up to codes for disciplinary practice Build a school community where educators and students can concentrate on the business of learning Rosen offers the best ideas and most workable discipline practices from more than 1 000 school leaders School Discipline Best Practices for Administrators Second Edition is loaded with updates and gives administrators all the tools they need to create a safe environment from dealing effectively with the 5% of students who take up 90% of their time to creating a positive public image in the community It also helps educators keep up with the latest research and effective methods while helping teachers gain good classroom management skills Updates include Strategies aligned to Safe and Drug

Free Schools legislation Timely issues such as fairness of zero tolerance policies Implications of new suspension and expulsion legalities Coverage of recent court decisions and rulings A new chapter offering strategies aligned to IDEA for students with special needs A new chapter offering prevention strategies For both seasoned administrators and those new to the job this book will help you ensure a safe and just campus while allowing diversity and individuality to flourish This hands on guide contains contracts reproducible forms and worksheets that you can use as is or customize for your own school

The School Discipline Consensus Report CSG Justice Center, The School Discipline Consensus Report presents a comprehensive set of consensus based and field driven recommendations to improve conditions for learning for all students and educators better support students with behavioral needs improve police schools partnerships and keep students out of the juvenile justice system for minor offenses More than 100 advisors representing policymakers school administrators teachers behavioral health professionals police court leaders probation officials juvenile correctional leaders parents and youth from across the country helped develop more than two dozen policies and 60 recommendations to keep more students in productive classrooms and out of court rooms Childhood Stress L. Eugene Arnold,1990-10-19 Disorders of Learning in Childhood Archie A Silver and Rosa A Hagin The fruit of a working relationship extending more than thirty five years between a child psychiatrist who also had training in neurology and psycho analysis and a psychologist specializing in education Disorders of Learning in Childhood offers a comprehensive interdisciplinary understanding of the subject Up to date research is reported throughout and case examples support the clinical sections It also has a section on clinical patterns and intervention recommendations for the various kinds of learning disorders and a final chapter dealing with future directions for service and research 1990 0 471 50828 4 560 pp The Preschool Child Assessment Diagnosis and Treatment Paul V Trad It is an impressive volume complete with a reference list citing over 600 sources For anyone dealing with at risk children in this age group it should prove to be an important aid for further study Recommended for professionals Early Intervention Offering a dynamic new approach to the diagnoses and treatment of psycho pathology in preschool children this book also offers a rigorous framework with which to comprehend the etiology of common disorders It deals with developmental disorders examines risk factors in the preschool child and shows how to plan a pathology specific treatment strategy 1989 0 471 61757 1 658 pp Handbook of Child Psychiatric Diagnosis Edited by Cynthia G Last and Michel Hersen This handbook serves as a resource for making diagnoses in childhood psychopathology in accordance with the American Psychiatric Association s Diagnostic and Statistical Manual of Mental Disorders DSM Entire chapters are devoted to each of the DSM categories Here each disorder is discussed in relation to its definition its clinical picture course and prognosis epidemiology differential diagnosis and clinical management Attention deficit disorder major depression conduct disorder anxiety disorders and substance use disorders are among the 18 disorders covered 1989 0 471 84887 5 574 pp

Reframing Social Work with an Anti-Oppressive Lens Carol Tosone,Kirk "Jae" James,Linda Lausell Bryant,2025-10-16

This book offers a state of the art overview of agency based social work practice consistent with the values and ethical principles of the profession Applying an anti oppressive liberatory social justice lens to working with Black Indigenous People of Color BIPOC and other at risk populations the book provides contemporary theoretical frameworks and practice approaches rich clinical examples and practice wisdom from expert agency based social work clinicians working in the dominant fields of practice child welfare education health mental health youth justice carceral systems substance use intimate partner violence racial and other traumas palliative care world of work and older adults This is the essential guide for beginning social workers and supervisors practicing in diverse organizational settings The book provides both an overview of practice in the aforementioned areas as well as an in depth look at intersubjective practice with the specific population Each clinical chapter provides the history of social work in the practice setting an overview of the current research in the area the predominant evidence based practice approach es being used the role s of the social worker in the specific setting and grounded in anti oppressive and ethical clinical practice an extensive case example and discussion inclusive of the clinician s reflections and countertransference reactions practice and supervisory wisdom offered by the authors as to how to negotiate the organizational system to best benefit their clients evolving nature and future direction of the practice area and reflection questions for students instructors and beginning clinicians Reframing Social Work with an Anti Oppressive Lens is primarily intended for social work students as well as beginning social workers and their supervisors who could also benefit from its contents Chapters can readily be assigned in placement settings such that the supervisor supervisee dyad can reflect on the core aspects of social work practice within their agency context

Monthly Catalog of United States Government Publications ,2000 Practical Police Psychology Laurence Miller,2006 **Lockdown High** Annette Fuentes,2013-02-12 School violence has fallen steadily for twenty years Yet in schools throughout the United States Annette Fuentes finds metal detectors and drug tests for aspirin police profiling of students with no records arbitrary expulsions armed teachers increased policing and all seeing electronic surveillance This climate of fear has permitted the imposition of unprecedented restrictions on young people s rights dignity and educational freedoms In what many call the school to prison pipeline the policing and practices of the juvenile justice system increasingly infiltrate the schoolhouse These zero tolerance measures push the most vulnerable and academically needy students out of the classroom and into harm s way Fuentes s moving stories will astonish and anger readers as she makes the case that the public schools of the twenty first century reflect a society with an unhealthy fixation on crime security and violence

Combating Gang Activity in New York New York (State). Temporary Commission of Investigation,2006 **Current Trends and Legal Issues in Special Education** David F. Bateman,Mitchell L. Yell,2019-04-25 Building and supporting effective special education programs School leaders and special educators are expected to be experts on all levels and types of special education law and services types of disability and aspects of academic and functional programming With the increasing demands of the job and the ever

changing legal and educational climate many administrators and teachers are overwhelmed and few feel adequately prepared to meet the demands Trends and Legal Issues in Special Education helps you build and support timely legally sound and effective special education services and programs Readers will find the most up to date information on how to effectively implement special education programs processes and procedures examination of a wide variety of issues from developing and implementing individual education programs IEPs that confer a free appropriate public education Section 504 least restrictive environment LRE and successfully collaborating with parents to issues regarding accountability staffing bullying early childhood special education multi tiered systems of support MTSS evidence based practices transition discipline and the school to prison pipeline extensive references and resources Written as a comprehensive reference for all who work with students with disabilities this book offers the most up to date research and field tested strategies from a range of experts that special education professionals can confidently and immediately apply

Monthly Catalog of United States Government Publications United States. Superintendent of Documents,1968 **Resources in Education** ,2001-04 *Administrative Law and Politics* Christine B. Harrington,Lief H. Carter,2014-09-10 Administrative Law and Politics emphasizes the scope and power of administrative government as well as how the legal system shapes administrative procedure and practice

GAO Documents United States. General Accounting Office,1981 Catalog of reports decisions and opinions testimonies and speeches **IJER Vol 6-N2** International Journal of Educational Reform,1997-04-01 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world **A Digest of New York Statutes and Reports** Austin Abbott,1886 **Abbott's Digest of All the New York Reports ...** ,1886

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