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when it is ready to view.

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summary of student achievement.
The report card is a summary of student achievement
and is not a grade. It is a summary of student
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PERFORMANCE LEVELS

	STANDARD SCORE	STANDARD SCORE	STANDARD SCORE
4	80-100, 9-10, P	Pass	
3	70-79, 8, P	Pass	
2	60-69, 7, P	Pass (P)	
1	50-59, 6, P	Pass	

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.
Reads and comprehends grade-level texts independently. Arrives at a variety of general ideas and insights.
Demonstrates comprehension by referring to text details.

Writing / Teacher

Writes independently for different tasks, purposes, and audiences. Writes informative/explanatory texts that
develop and extend from one or more topics. Writes narrative texts that develop and extend from one or more topics.
Writes writing for specific and well-defined purposes.

Listening, Speaking, and Language / Teacher

Listens, understands, and responds appropriately to oral messages. Speaks and listens for a variety of purposes.
Uses and understands a wide range of vocabulary.
Uses correct grammar, punctuation, 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.
Uses reading, writing, and speaking to communicate scientific information.
Solves problems in multiple ways and explains solutions.

Social Studies and History / Teacher

Shows an understanding of social studies concepts.
Uses reading, writing, and speaking to communicate social studies information.
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.
Demonstrates an understanding of physical education concepts and the relationship between physical activity and wellness.

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

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

Technology / Teacher

Demonstrates ability to understand and use technology.
Teacher Comments

English as a Second Language

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

Foreign or Native Language Arts / Teacher

Teacher Comments

Academic and Personal Behaviors / Teacher

Manages time and consistently demonstrates effort to independently achieve goals.
Works in an organized manner.
Performs through strategies 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

MARKING PERIOD

1 2 3 4

Nyc Student Report Card Template

Lingjun Ying

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the student name bar.

Nyc Student Report Card Template:

A Pedagogical Design for Human Flourishing Cynthia McCallister, 2022-03-28 In A Pedagogical Design for Human Flourishing Transforming Schools with the McCallister Model Cynthia McCallister presents a revolutionary paradigm for education that is practical conceptually convincing and grounded in contemporary behavioral science theory Beginning with the assertion that equality of educational opportunity depends on access to experiences that are sufficiently appropriate and rich to enable the achievement of diverse human potentials she provides a comprehensive school design for intervention that demonstrates how to achieve it Grounded in recent advances in learning science McCallister asserts three necessary conditions for learning the need for learners to have access to diverse rich environmental experiences the need for them to enjoy fundamental freedom and autonomy to direct their own learning and access to full and free forms of association In her model these conditions provide what is necessary for learners to coordinate their minds with others to develop their identities personalities and talents These conditions are animated in concrete procedures that can be adapted to a wide variety of populations in formal informal and remote educational settings The procedures take the form of rules that learners comply with in the exercise of their freedom When they are followed the rules provide a grammar for the social norms that govern the moral worlds of learners and compel them to flourish Tested over two decades in her work as a teacher scholar and school reformer in more than 20 NYC public schools the McCallister Method has delivered an innovative and disruptive approach to schooling that has proven successful in finally transforming low performing industrial schools into 21st century learning organizations Online support material includes assessments records surveys and more to be used in school design and classroom settings

Field Hearing on the Drug Education Program United States. Congress. House. Committee on Education and Labor. Subcommittee on Select Education, 1991 Testimony from a Congressional hearing on drug education is presented in this document After an opening statement by Representative Major R Owens statements are included by Representatives Jose E Serrano and Cass Ballenger Testimony and or prepared statements from these individuals are included 1 Joseph A Fernandez Chancellor New York City Public Schools 2 Joan Goodman District Representative United Federation of Teachers Bronx New York 3 Davina Ragland and Walesca Sosa senior high school students Jane Adams Vocational High School Bronx New York 4 Robert York Acting Director for Program Evaluation in Human Service Areas General Accounting Office 5 Ozelious J Clement Director Jackie Robinson Center for Physical Culture 6 Vincent Giordano Director Office of Substance Abuse Prevention New York City Public Schools 7 D Max McConkey Director Network Inc 8 Thomas Connelly Coordinator Special Counseling Programs Wappingers Central School District 9 Gerald Edwards Director North East Regional Center for Drug Free Schools and Communities and 10 Michael Kiltzner and Allan Y Cohen Pacific Institute for Research and Evaluation ABL

Off the Clock Fred Bramante, Rose Colby, 2012-03-14 How to base learning on mastery instead of time The authors not only suggest that student achievement should be based on mastering competencies

instead of seat time they have implemented it in New Hampshire and this book tells you how Fred Bramante and Rose Colby describe their successful 21st century model in which Every student is engaged Parents and students have more control over learning Dropouts are all but eliminated Curriculum becomes virtually limitless project based and interdisciplinary This text for educators policymakers parents and community members provides a comprehensive approach to implementing a large scale competency based reform initiative Thinking and Acting Systemically Alan Daly,Kara Finnigan,2016-05-19 This volume argues that districts are important as a lever for change given the limited success of school by school efforts Policies that focus on skill development recognize and support performance create opportunities for collaboration build leader capacity and create networks of knowledge sharing hold great potential for improving districts but it will require a paradigm shift in the way we view our public school system and those who work within it away from blame and toward complex systems change 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 Educational Accountability Jacob Easley II,Pierre Tulowitzki,2016-04-28 Educational Accountability International perspectives on challenges and possibilities for school leadership provides an opportunity to assess reflect on and discuss current issues surrounding accountability policies in education from around the globe and the implications they hold for school leadership It addresses the global trend of accountability policies expanding in scope to include the education profession as well as the increasing incidence of international policy borrowing brought on chiefly by globalisation Specific case studies offer a contextual examination of the theory policy and practice of accountability and an inspection of their influence on school leadership Cases are intentionally juxtaposed to provide a broad perspective of regional and cultural similarities and departures and are arranged to reflect the diasporic Chinese Anglo European and Hispanic societies Bringing together a number of highly regarded experts within the field the book cultivates a global perspective on the challenges and possibilities for school leaders to foster school effectiveness and improvement Educational Accountability should be key reading for researchers policy makers and current and future school leaders **Executive Function Skills in the Classroom** Laurie Faith,Carol-Anne Bush,Peg Dawson,2022-01-11 With insight and humor this motivating guide shows how to bring executive functions EF to the forefront in K 8 classrooms without adopting a new curriculum or scripted program Ideal for professional development the book includes flexible practical research based ideas for implementation in a variety of classroom contexts It shares stories from dozens of expert teachers who are integrating

explicit EF support across the school day Provided is a clear approach for talking about EF barriers and strategies as part of instruction and working as a class to problem solve explore and apply the strategies that feel right for each student Several reproducible tools can be downloaded and printed in a convenient 8 1 2 x 11 size This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas *Resources in Education* ,1994 *The Manhattan Family Guide to Private Schools and Selective Public Schools* Victoria Goldman,2010-06 The only comprehensive guide to New York City private schools on the market *Inequality, Power and School Success* Gilberto Conchas,Michael Gottfried,2015-04-10 This volume highlights issues of power inequality and resistance for Asian African American and Latino a students in distinct U S and international contexts Through a collection of case studies it links universal issues relating to inequality in education such as Asian Latino and African American males in the inner city neighborhoods Latina teachers and single mothers in California undocumented youth from Mexico and El Salvador immigrant Morrocan youth in Spain and immigrant Afro Caribbean and Indian teenagers in New York and in London The volume explores the processes that keep students thriving academically and socially and outlines the patterns that exist among individuals students teachers parents to resist the hegemony of the dominant class and school failure With emphasis on racial formation theory this volume fundamentally argues that education despite inequality remains the best hope of achieving the American dream *Beyond Stereotypes* ,2010-01-01 In an era of ever increasing anti immigrant sentiment and in the face of the worst economic recession since the great depression this book presents a timely compassionate and often moving glimpse into the lives of second generation children of immigrants in urban schools The editors and distinguished immigration scholars researchers and educators in this book provide compelling research and data that focuses on the effects of ethnic stereotyping on the educational outcomes of youth whose roots span the globe from Puerto Rico to Japan and from Mexico to India as they struggle to construct identities and make a place for themselves in these United States These young people mostly born in America and attending American schools must never the less carry the burden of the stereotypes imposed upon their parents and ethnic groups How they manage to navigate an often biased and unjust system circumvent roadblocks and recreate themselves as bicultural or hybrid American citizens makes for a story of courage resiliency and transformation that restores hope in the fulfillment of the American dream and lends credence to the Emma Lazarus quote inscribed on the mother of exiles statue that graces the New York skyline Send these the homeless tempest tost to me I lift my lamp beside the golden door Additionally the authors present sane and knowledgeable solutions for supporting the education and emotional psychological social growth of these young people in our schools our classrooms and our lives *The New Yorker* Harold Wallace Ross,William Shawn,Tina Brown,David Remnick,Katharine Sergeant Angell White,Rea Irvin,Roger Angell,1988

Inequality in Gifted and Talented Programs Allison Roda,2015-10-21 *Inequality in Gifted and Talented Programs* examines the relationship between gifted and talented G T education school choice and racialized tracking within New York

City elementary schools Roda examines parental attitudes around placing their children in a racially diverse elementary school with segregated G T and General Education programs *The New York Times Index* ,1913 *The Other Side of Teaching* Evelyn Uddin-Khan,2015-03-13 The substandard education most American students receive isnt the fault of teachers As longtime educator Evelyn A Uddin Khan points out few parents and politicians know what actually goes on behind the closed doors of public schools Most teachers operate under exploitative conditions overseen by school administrators corrupt with power Unlike past eras where students once brought apples to their teachers most teachers can count on students to be bored and irresponsible and to make spurious claims to their rights when their asocial behavior is challenged in a classroom setting She shows how education standards have eroded amidst an atmosphere where grades are inflated curricula are diluted and ignorance is mass produced She shows how the once powerful teachers unions have become little more than voting machines how segregation is alive in NYC and how a death threat is taken in stride Many of the incidents and anecdotes are real life stories where the names of the participants have been changed in order to protect their identities Her informative challenging book is an attempt to set the record straight on the reputation of public school teachers who she feels have been unfairly maligned in the press and in current political debates **CMJ New Music Report** ,2002-07-08 CMJ New Music Report is the primary source for exclusive charts of non commercial and college radio airplay and independent and trend forward retail sales CMJ s trade publication compiles playlists for college and non commercial stations often a prelude to larger success **CMJ New Music Report** ,2000-05-22 CMJ New Music Report is the primary source for exclusive charts of non commercial and college radio airplay and independent and trend forward retail sales CMJ s trade publication compiles playlists for college and non commercial stations often a prelude to larger success **CMJ New Music Report** ,2002-08-12 CMJ New Music Report is the primary source for exclusive charts of non commercial and college radio airplay and independent and trend forward retail sales CMJ s trade publication compiles playlists for college and non commercial stations often a prelude to larger success **CMJ New Music Report** ,2002-04-01 CMJ New Music Report is the primary source for exclusive charts of non commercial and college radio airplay and independent and trend forward retail sales CMJ s trade publication compiles playlists for college and non commercial stations often a prelude to larger success **CMJ New Music Report** ,2003-10-13 CMJ New Music Report is the primary source for exclusive charts of non commercial and college radio airplay and independent and trend forward retail sales CMJ s trade publication compiles playlists for college and non commercial stations often a prelude to larger success

Unveiling the Magic of Words: A Overview of "Nyc Student Report Card Template"

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