

The information herein is used to determine the Adequacy Study Region designated for your school. A school is designated as the serving LEP if any student is determined to be for that. The Student Achievement and Student Participation ratings are based on 2000-2001 and 2001-2002 Oregon statewide measurements for the students in your school division as compared for a full academic year. The standards goal for the percentage of students expected to meet or exceed standards is 50% in English Language Arts and 50% in Mathematics. Student Participation is expected to be 50% or greater. The standards goal for the percent graduation rate is 80%. The statewide goal for the student attendance rate is 80%. For more information, please see Appendix A.

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**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 law (34 CFR 200.60a). 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					<table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Year</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Interest</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Salary</td><td></td><td></td><td></td><td></td><td></td></tr></table>											Year	1	2	3	4	5	Interest						Salary					
Year	1	2	3	4	5																												
Interest																																	
Salary																																	

	Score	Rate
Participation in 2017-2018	80.7%	88.4%
Networks Achieved		

Student Size	Value
Enrollment of Students	100
English Language Learners	Value
Percentage of Students in ELL Programs	1.1%

Secondary Class Size	Number of Schools	Mean	SD
Fewer Than 20 Students	2	1.0%	26.4%
20-25 Students	6	46.0%	46.7%
26-30 Students	2	25.0%	23.3%
More Than 30 Students	5	1.0%	1.0%

Regulations	Index	Value
Number of Equivalents Due to Mortgage	0	100

Staffing	Actual
Administrators (FTE)	1.0
Teachers (FTE)	21.1
Average Years of Experience	8.3
With a Master's Degree or Higher	88.2%
Not Emergency or Provisional Licensed as of January 1, 2014	6.2%
Career Teachers/Teachers With Most Recent Addition of Highly Qualified Teachers	85.3%
Career Teachers/Teachers With 3 or Fewer Years' Most Recent Addition of Highly Qualified Teachers	16.3%
Administrative Assistants (FTE)	1.0
Other Staff (FTE)	1.0

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Portland Oregon School Report Cards

RS Peters



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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Table of Contents Portland Oregon School Report Cards

1. Understanding the eBook Portland Oregon School Report Cards
 - The Rise of Digital Reading Portland Oregon School Report Cards
 - Advantages of eBooks Over Traditional Books
2. Identifying Portland Oregon School Report Cards
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Portland Oregon School Report Cards
 - User-Friendly Interface
4. Exploring eBook Recommendations from Portland Oregon School Report Cards
 - Personalized Recommendations
 - Portland Oregon School Report Cards User Reviews and Ratings
 - Portland Oregon School Report Cards and Bestseller Lists

5. Accessing Portland Oregon School Report Cards Free and Paid eBooks
 - Portland Oregon School Report Cards Public Domain eBooks
 - Portland Oregon School Report Cards eBook Subscription Services
 - Portland Oregon School Report Cards Budget-Friendly Options
6. Navigating Portland Oregon School Report Cards eBook Formats
 - ePub, PDF, MOBI, and More
 - Portland Oregon School Report Cards Compatibility with Devices
 - Portland Oregon School Report Cards Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Portland Oregon School Report Cards
 - Highlighting and Note-Taking Portland Oregon School Report Cards
 - Interactive Elements Portland Oregon School Report Cards
8. Staying Engaged with Portland Oregon School Report Cards
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Portland Oregon School Report Cards
9. Balancing eBooks and Physical Books Portland Oregon School Report Cards
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Portland Oregon School Report Cards
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Portland Oregon School Report Cards
 - Setting Reading Goals Portland Oregon School Report Cards
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Portland Oregon School Report Cards
 - Fact-Checking eBook Content of Portland Oregon School Report Cards
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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