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The report card is a document that provides a
summary of your child's performance in school.
The report card is a summary of your child's performance in school.
It is not a grade, but a summary of your child's performance in school.

The report card is a document that provides a
summary of your child's performance in school.
It is not a grade, but a summary of your child's performance in school.

PERFORMANCE LEVEL	NUMERICAL RANK	EXPLANATION OF GRADES
4 Exceeds all standards	95-100, A, A+, P	4 Exceeds
3 Exceeds	90-94, A, P	3 Exceeds
2 Exceeds standards	85-89, P	2 Exceeds
1 Meets basic standards	80-84, P	1 Meets basic standards

EXPLANATION OF GRADES	EXPLANATION OF GRADES
4 Exceeds	4 Exceeds
3 Exceeds	3 Exceeds
2 Exceeds	2 Exceeds
1 Meets basic standards	1 Meets basic standards

EXPLANATION OF GRADES	EXPLANATION OF GRADES
4 Exceeds	4 Exceeds
3 Exceeds	3 Exceeds
2 Exceeds	2 Exceeds
1 Meets basic standards	1 Meets basic standards

EXPLANATION OF GRADES	EXPLANATION OF GRADES
4 Exceeds	4 Exceeds
3 Exceeds	3 Exceeds
2 Exceeds	2 Exceeds
1 Meets basic standards	1 Meets basic standards

MESSAGE FROM YOUR SCHOOL

English Language Arts (Overall Grade) / Teacher

Reading / Teacher
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

Writing / Teacher
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

Listening, Speaking, and Language / Teacher
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

Mathematics / Teacher

Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

Science / Teacher

Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

Physical Education / Teacher

Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

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

Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

Technology / Teacher

Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

English as a Second Language

Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

Foreign or Native Language Arts / Teacher

Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

Academic and Personal Behaviors / Teacher

Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

Response to Interventions / Academic Intervention Services / Teacher

Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.
Meets with sufficient accuracy and fluency to support comprehension.

MARKING PERIOD

1 2 3 4

Parent Signature

Date

Nyc Schools Violence And Doe Report

Louis Rosen



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 **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 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

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

Monthly Catalog of United States Government Publications ,2001 Monthly Catalog of United States

Government Publications United States. Superintendent of Documents,1968

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

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