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As principal of SD Gordon, I would like to welcome you to the 2020-2021 school year. We are so happy that your children will be with us this year. At Gordon, we always work to make all decisions with the mindset that Kids Deserve It! We will continue this year to work hard to provide an exciting and innovative experience for every student whether we instruct virtually or directly. Student voice and choice are very important to us. We want our children to feel heard, valued, and be a driving force in their education. If you ever have any questions or concerns, please contact your teacher and if necessary, a member of the administration team. We are family and always happy to help. Our goal is to always create a safe, positive, friendly, exciting and challenging learning environment. I am looking forward to another wonderful and exciting year in Gordon. We will ensure that every child is taken care of and loved. Thank you for sharing your children with us every day! In Gordon, we stick together! Thank you, Natalie S. Bare, Principal #GordonPatriotPride User note: The latest information for some School Quality Profile reports is not available due to school closures in March 2020 and cancellation of state assessments. Student Achievement by Proficiency Level This chart shows the percentage of students are assessed annually in reading in grades 3-8 and once in high school with a final reading test of course (EOC). Use the drop-down menu above the chart to see results for a specific test. Use the menu below the chart to choose results for a specific group of students. Practice test items that represent the content and skills included in the Learning Standards assessment are currently available on the Virginia Department of Education's website to help understand test formats and questions. English Reading Performance 2016-2017 2017-2018 2018-2019 Student Subgroup Advanced Proficient Passed Failed Advanced Pr 9 38 49 86 14 33 54 86 14 Female 42 50 92 8 43 48 90 10 36 53 89 11 Male 30 59 89 11 33 49 83 17 29 55 84 16 Asian 29 64 93 7 33 47 80 20 14 57 71 29 Black 12 71 82 18 21 47 68 32 20 53 73 27 Hispanic 20 47 67 33 30 50 80 20 29 47 76 24 White 39 53 92 8 39 49 88 12 34 56 90 10 Multiple Races 31 69 100 0 55 45 100 0 48 39 87 13 Students with Disabilities 14 52 66 34 14 41 55 45 20 33 53 47 Students without Disabilities 40 55 96 4 42 50 92 8 35 57 92 8 Economically Disadvantaged 29 46 75 25 27 54 80 20 32 47 79 21 Not Economically Disadvantaged 36 56 56 92 8 39 48 87 13 33 Not Economically Disadvantaged 32 58 90 10 36 46 81 19 25 56 81 19 English Learners & lt; 55 82 18 Not Economically Disadvantaged 37 56 92 8 38 52 90 10 33 57 91 9 English Learners & lt; Proficient Passed Failed Advanced Proficient Passed Failed Grade 7 English Reading Performance 2016-2017 2017-2018 2018-2019 Advanced Subgroup Students Advanced Advanced Graduate Failed to Advance Advanced Failed to Advance Failed EOC English Reading Performance 2016-2017 2017-2018 2018-2019 Advanced Subgroup Students Graduated Failed Advanced Proficient Passed Failed &It; = Group under status definition for personally identifiable results - = Invalid or no data for groups \* = Data not yet available This chart shows the percentage of students are graded in writing in 8th grade and once in most high schools with the state's final course writing test (EOC). If a secondary school manages a locally developed writing assessment, the results are not included in this chart because scores on locally developed writing assessment of Education. Use the drop-down menu above the chart to see results for a specific test. Use the menu below the chart to choose results for a specific group of students. Practice test items that represent the content and skills included in the Learning Standards assessment are currently available on the Virginia Department of Education's website to help understand test formats and questions. English Writing Performance 2016-2017 2017-2018 2018-2019 Subgroup of Advanced Students Proficiently Graduated Failed to Graduate Failed Writing Performance Grade 8 2016-2017-2018 2017-2018 2018-2019 Advanced Advanced Subgroup Students Graduated Failed to Graduate Failed Writing Performance Grade 8 2016-2017-2018 2017-2018 2018-2019 Advanced Advanced Subgroup Students Graduated Failed to Graduate Failed Writing Performance Grade 8 2016-2017-2018 2017-2018 2018-2019 Advanced Failed Failed Failed Writing Performance Grade 8 2016-2017-2018 2018-2019 Advanced Failed Failed Failed Failed Writing Performance Grade 8 2016-2017-2018 2018-2019 Advanced Failed Writing Performance Grade 8 2016-2017-2018 2018-2019 Advanced Failed Fail ProficientLy Failed to Pass EOC Writing Performance 2016-2017 2017-2018 2018-2019 Subgroup Advanced Advanced Failed to Graduate Advanced Failed &It; = Groups under status definition for personal identity results - = Invalid or no data for group \* = Data not yet available This chart shows the percentage of students passing the state math test. Virginia students are graded annually in math in grades 3-8 and at the end of secondary courses (Algebra I, Geometry and Algebra II) as needed to meet graduation requirements. Use the drop-down menu above the chart to see results for a specific test. Use the menu below the chart to choose results for a specific group of students. Practice test items that represent the content and skills included in the Learning Standards assessment are currently available on the Virginia Department of Education's website to help understand test formats and questions. Math Performance 2016-2017 2017-2018 2018-2019 Subgroup of Advanced Students ProficientLy Graduate Failed All Students 36 55 91 9 34 54 88 12 24 66 90 10 Women 29 62 91 9 30 58 88 12 19 74 93 8 Male42 48 90 10 39 49 88 12 29 58 87 13 Asia 36 57 93 7 47 53 100 0 29 71 100 0 Black 18 59 76 24 21 26 47 53 13 63 77 23 Hispanic 29 57 86 14 25 55 80 20 59 82 18 White 37 55 92 8 34 56 90 10 25 66 91 9 Multiple Races 38 50 88 13 45 55 100 0 26 70 96 4 Students with Disabilities 20 49 69 31 27 31 58 42 20 40 60 40 Students without Disabilities 39 56 95 5 36 58 93 7 25 70 95 5 Economically Disadvantaged 22 43 65 35 15 59 73 27 24 63 87 13 Not Economically Disadvantaged 37 56 93 7 37 53 90 10 24 66 90 10 English Learners & lt; & < &lt; &lt; &lt; 100 0 Grade 3 Mathematics Performance 2016-2017 2017-2018 2018-2019 Student Subgroup Advanced Proficient Passed Failed Adv Students with Disabilities 35 47 82 18 27 40 67 33 27 20 47 53 Students without Disabilities 60 37 96 4 55 40 95 5 30 67 98 2 Economically Disadvantaged 36 55 91 9 Not Economically Disadvantaged 58 37 94 6 53 40 93 7 32 58 91 9 English Learners & lt; & < &lt; &lt; 100 0 Military Connected &lt; &lt; 100 0 Grade 5 Mathematics Performance 2016-2017 2017-2018 2018-2019 Student Subgroup Advanced Proficient Passed Failed All Students 21 68 89 11 31 53 84 16 6 70 77 23 Female Connected < &lt; 100 0 Grade 6 Math Show 2016-2017 2017-2018 2017-2018 Student Subgroup Advanced Proficient Passed Failed Advanced Proficient Passed Failed All Students 20 73 93 7 37 61 98 2 17 81 98 2 Female 17 79 96 4 17 78 94 6 22 74 96 4 Male 25 65 90 10 48 52 100 0 12 88 100 0 Asian < &lt; 100 0 &lt; &l Disabilities &It; &It; 100 0 & 2017-2018 2018-2019 Student Subgroup Advanced Proficient Passed Failed Passed Algebra I Performance 2016-20 16-2016-2016-2019 Subgroup of Advance To Graduate Failed Geometry Performance 2016-2017 2017-2 Student Subgroup 2018-2019 Advanced Proficient Graduate Failed To Advance Advanced Failed Algebra Performance II Failed 2016-2017 2017-2018 Advanced Failed < = Groups under country definition for personal identity or no data for groups \* = Data not yet available This chart shows the percentage of students passing the state science test. Virginia students are assessed in science in grades 5 and 8 and at the end of secondary courses (Earth Sciences, Biology and Chemistry) as needed to meet graduation requirements. Use the drop-down menu above the chart to see results for a specific test. Use the menu below the chart to choose results for a specific group of students. Practice test items that represent the content and skills included in the Learning Standards assessment are currently available on the Virginia Department of Education's website to help understand test formats and guestions. Kinerja Sains 2016-2017 2017-2018 2018-2019 Subkelompok 31 38 69 31 20 40 60 40 Not Economically Disadvantaged 39 54 93 7 49 44 93 7 43 47 90 10 English Learners < &lt; 100 0 &lt; &lt; 100 0 Grade 5 Science Performance 2016-2017 2017-2018 2018-2019 Student Subgroup Advanced Proficient Passed Failed Beruntung < &lt; 100 0 31 38 69 31 20 40 60 40 Tidak Dirugikan Secara Ekonomi 39 54 93 7 49 44 93 7 43 47 90 1 &lt; &lt; 100 0 0 Tahap 8 Iptek 2016-2017 2017-2018 2018-2019 Subkelompok Mahasiswa Maju Mahir Lulus Gagal Maju Mahir Lulus Mahasiswa Mahir Maju Lulus Gagal Mahir Forward Failed &It; = Group under country definition for personal identity results - = No validity or no data for group \* = Data not yet available This chart shows the percentage of students passing the status test in history/social sciences. Virginia students are assessed in history/social sciences once in elementary school (Virginia Studies), once in high school (Citizenship and Economics) and at the end of secondary courses (Geography, World History I, World History II and Virginia and U.S. History) as needed to meet graduation

equirements. Use the drop-down menu above the chart to see results for a specific test. Use the menu below the chart to choose results for a specific group of students. Practice test items that represent the content and skills included in the Learning Standards assessment are currently available on the rifiginia Department of Education's website to help understand test formats and questions. Historical Performance 2016-2017 2017-2018 2018-2019 Subgroup of Advanced Students Advanced Proficient (15 and 15 and
Subkelompok 2016-2017 2017-2018 2018-2019 Subkelompok di bawah 10% atau di atas di bawah 10% atau di atas di bawah 10% 10% atau di atas Semua Siswa586145681857931Female286326692819Male30011302929822Asian230250242Black404412434Hispanic311301253Native Hawaiian<<<<<<<<<<
arents may be oral or written, subject to local school board policy, and must include information about the length of the suspension, the availability of community-based education options, and the right of students to return to regular school attendance when the suspension period has expired. Parents can equest a short-term suspension decision for review by the supervisor or his or her appointees. Local school board policy, will determine whether the superintendent's decision is final or can be appealed to the local school board. For more information, see the Parents' Guide to Understanding Student Discipline Policies and Practices In Virginia Schools. Suspensi Jangka Pendek."  Sisina.74.34.3Black76.77.7Hispanic4.3305.24.6Native Hawaiiano.20.20.2White78.35076.676.850Multiple Races6.5206.96.550 < = Grup di bawah definisi status untuk hasil identitas pribadi - = Tidak berlaku atau tidak ada data untuk grup * = Data belum tersedia 2016-2017 2017-2018 2018-2019 semakin, sekolah Virginia menerapkan Intervensi dan Dukungan Perilaku Positif, pendekatan yang diakui secara nasional untuk mendukung hasil akademik dan perilaku yang positif bagi siswa. This positive approach to discipline prepares teachers and principals to implement new techniques that reduce liseraphic that leads to suspension and reduces instructional time. Long-term suspensions (more than 10 school days and less than 365 calendar days) are typically imposed by disciplinary hearing officers on the recommendation on the principal. Students should be informed of the ulegations against him. If the student denies them, he is briefed on the facts as known by the school and the opportunity to present his version of what happened. Notice to parents (and children) must be in writing and must include information about the duration and reason for the suspension or officer the suspension period ends. The cost for any community-based education options, and the right of students to return to regular school datendance during the have ended or to attend attending a
hat leads to suspension and reduces instructional time. Expulsion (removal from school for 365 calendar days) may only be imposed by the local school board. Students should be informed of the allegations against him. If the student denies them, he is briefed on the facts as known by the school and the poportunity to present his version of what happened. Parents (and children) should be considered in writing about the proposed expulsion, the reason for the expulsion being proposed, and the right to a hearing before the school board or school board subcommittee, depending on local policy. If a student sexpelled, parents are sent written notice of the duration of the expulsion and information about the availability of community-based education, training and intervention programs. The notice must state whether the student is eligible to return to regular school or attend an approved alternative education program or adult education program offered during or after the expulsion period. Students can apply for effective admission one calendar year from the date of expulsion. For more information, see the Parents Guide To Understanding and Student Discipline Practices At Virginia Schools. Expulsion Subgroups Population Expulsion Population Expulsion Formation Population Expulsion Formation Population Expulsion Formation Population Formation F
each school year, food letters and applications are distributed to the households of children attending school. This letter informs households that school nutrition programs are available and that free meals and reduced prices are available based on income criteria. The application has been eliminated entirely in a division that implements community eligibility provision for all schools within the division. Children from families with incomes in or below 130 percent of the poverty level are eligible for free meals. Those between the age of 130 percent and 180 percent and 180 percent and 20 cents for lunch and 30 cents for breakfast. All other students pay the full price for the meal. See the Virginia Department of Education's website for meal percentage of students entirely percentage percentage Percentage Percentage All Students 11,910,311.9 < = Groups under country definition for personal identity results - = No validity or no data for groups * = Uncons available data 2017-2018 2018-2019 2019-2020 The pie chart above shows the average daily ercentage of students eligible for free meals or reduced prices participating in the U.S. Department of Agriculture School Breakfast Program. The School Breakfast Program is a federally assisted food program that provides nutritious breakfast meals to students. The Virginia Department of Education nanages programs at the state level and school divisions manage programs at the local level. Participation in the School Breakfast Program has been associated with improved achievement, reduced absences and delays, fewer disciplinary issues, and better student health. The breakfast menu should provide a quarter of the recommended daily for protein, calcium, iron, Vitamin A, Vitamin C and calories - and should provide free breakfast and reduced prices for eligible children. The No Kid Hungry Virginia and Virginia 365 Project campaigns are the state's main initiatives to increase participation in school nutrition programs. School during percentage Percentage Percentage Percentag
nust serve federally qualified lunches, and must offer free or cheaper lunches to eligible children. Studies show that well-nourished students are better learners. The No Kid Hungry Virginia and Virginia 365 Project campaigns are the state's main initiatives to increase participation in school nutrition programs and eliminate childhood hunger. Free and Reduced Lunch Participation 2017-20182018-20192019-2020 PercentagePerce
Bachelor Degree Other Doctoral Degree 2017-201842%58%0%0% 2018-201942%58%0%0% 2019-202034%66%0%0% < = Groups under the status definition for personally identifiable results - = Invalid or no data for the group * = Data not yet available 2020 ESSA status is based on the last available lata from the 2018-2019 school year. Student GroupEnglish Mathematical Performance PerformanceEnglish Student ProgressChronic AbsenteeismFederal Graduation Indicators Of All Students - No CPYES-Yes-BlackYes - CPYES-Yes-HispanicYesYes-Yes-WhiteYes - CPYES-Yes-Conomically DisadvantagedYes - No CPYes-Yes-English LearnersYesYes No CPYes-Yes-Yes = Annual metYes target - CP = Annual target met and improved from the previous yearYes - No CP = Annual target met and improved from the previous yearYes - No CPYES-Yes-English LearnersYesYes No CPYES-Yes-HispanicYesYes-Yes-HispanicYesYes-Yes - Annual target met and improved from the previous yearYes - No CP = Annual target met and improved from the previous yearYes - No CPYES-Yes-BlackYes - CPYES-Yes-HispanicYesYes-WhiteYes - CPYES-Yes-HispanicYesYes-No CPYES-Yes-BlackYes - No CPYES-Yes-BlackYes - No CPYES-Yes-BlackYes - No CPYES-Yes-HispanicYesYes-HispanicYesYes-WhiteYes - CPYES-Yes-HispanicYesYes-Pes-HispanicYesYes-WhiteYes - CPYES-Yes-AsianTSYes-Yes-AsianTSyes-Yes-AsianTSyes-Yes-AsianTSyes-Yes-AsianTSyes-Yes-AsianTSyes-Yes-AsianTSyes-Yes-AsianTSyes-Yes-AsianTSyes-Yes-AsianTsyes-Yes-AsianTsyes-Yes-AsianTsyes-Yes-AsianTsyes-Yes-AsianTsyes-Yes-AsianTsyes-Yes-AsianTsyes-Yes-AsianTsyes-Y
Disadvantaged79%79%64%75%English Learner64%64%57%75%Students with Disabilities53%58%45%75% < = Groups under the status definition for personally identifiable results— = No validity or no data for the group* = Data not yet available to the Every Student Successful Act of 2015 requires unual testing in reading in grades 3-8 and once during high school. Essa Virginia's implementation plan expects that in the 2023-2024 school year, at least 75 percent of all students in the students in the student group enrolled in this table, will be able to demonstrate class-level proficiency by passing he state reading test. The annual target for student groups reflects improvements in baseline performance from the 2015-2016 school year. Student groups that meet or exceed annual or long-term targets must improve performance compared to the previous year. Note: The reported reading pass rate for light school reflects the performance of 12th graders entering ninth grade at the same time. More information about ESSA implementation in Virginia Department of Education website. Detailed status assessment results — including results by test type and student group — are available in the VDOE Test Results Build-A-Table data tool. 2020 ESSA status is based on the last available data from the 2018-2019 school year. Student GroupTentra level This Year Target Long Term Target All Students90%89%75%70%Asian100%95%91%70%Black77%68%60%70%Hispanic82%79%65%70%White91%91%83%70%Economically Disadvantaged87%74%63%70%English Learners86%76%61%70%Students with Disabilities60%62%40%70% < = Groups under the status definition for learners86%76%61%70%Students with Disabilities60%62%40%70% < = Groups under the status definition for learners86%76%61%70%Students with Disabilities60%62%40%70% < = Groups under the status definition for learners86%76%61%70%Students in the 2023-2024 school year, at least 70 percent of all students, and of all students in the student group enrolled in this table, will be able to demonstrate class-level proficiency by pa
exceed annual or long-term targets must improve performance compared to the previous year. Reported math pass rates for schools reflects the performance of 12th grader entering ninth grade at the same time. Note: Under Virginia-approved math waivers from the Department of Justice students enrolled in advanced math courses take the state math test for the course in which they are enrolled. For more information about math waivers, see ESSA Math Waivers in the Glossary. More information about ESSA implementation in Virginia is available on the Virginia Department of Education website. Detailed status assessment results — including results by test type and student group — are available in the VDOE Test Results Build-A-Table data tool. 2020 ESSA status is based on the last available data from the 2018-2019 school year. Student GroupCurrent Rate All Students87%Asian <black<hispanic<white91%economically 2015="" <="Groups" at="" available="" country's="" data="" definition="" disability53%="" disadvantaged60%english="" during="" elementary="" for="" groups*="Data" high="" identifiable="" in="" learners<students="" least="" no="" not="" note:="" once="" or="" pass="" personally="" rate="" reported="" reported<="" results="" school="" school,="" school.="" science="" state="" students="" successful="" take="" td="" tests="" the="" to="" under="" with="" yet="" —="Invalid"></black<hispanic<white91%economically>
Learners89/3%(13%(10%Students with Disabilities9%/7%20%(10% &tt = A group under the status definition for personally identifiable results—so with earners89/3%(13%(10%Students) with Disabilities9%/7%(20%(10% &tt = A group under the status definition for personally identifiable results—so we deduce chronic absence. Implementation plan Virginia expects that in the 2023-2024 school year, no more than 10 percent of all students, and students in the group of students enrolled in this table, will be chronically none. The annual target for student groups reflects reflecting based on baseline data room the 2015-2016 school year. Student groups that meet or exceed annual or long-term targets to reduce chronic absenteeism should improve performance compared to the previous year. 2020 ESSA status is based on the last available data from the 2018-2019 school year. The Every Student Succeeds Act of 2015 requires states to reduce chronic absenteeism should improve performance compared to the previous year. 2020 ESSA status is based on the latest available to data for groups? = The Every Student Succeeds Act of 2015 requires states to set annual and ong-term targets to set annual and representative progress for the groups of the previous year. 2020 ESSA status is based on the latest available to data for groups? = The Every Student Succeeds Act of 2015 requires states to set annual and representative progress for the previous year. 2020 ESSA status is based on the latest available to data from the 2018-2019 school year. Students for progress for groups? = The Every Student Succeeds Act of 2015 requires states to set annual and long-term targets to reduce the preventage of English Learner Proficiency. Students with a state of English Learner Proficiency. Virginia also reported the percentage of English learner Proficiency. Virginia also reported the percentage of English learner Proficiency. Students with a state of English Learner Proficiency. Students with a state of English Learner Proficiency. Virginia also reported the p
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