

STUDENT INFORMATION		WASHINGTON STATE HIGH SCHOOL TRANSCRIPT		SCHOOL OF RECORD
LEGAL NAME(LAST, FIRST MIDDLE) <small>(And Other Former Names Used)</small> [REDACTED]		REPORT DATE 06/02/2021	GRADUATION DATE	SCHOOL NAME, ADDRESS, PHONE NUMBER SNOHOMISH SENIOR HIGH SCHOOL 1316 5TH ST SNOHOMISH, WA 98290 (360) 563-4000
DISTRICT IDENTIFICATION NUMBER	BIRTH DATE	Grade Point Table	NOT USED IN G.P.A. F/N Pass/No Pass. CR/NC Credit/No Credit S/U Satisfactory/Unsatisfactory W Withdraw I Incomplete V Waived COVID-19	
PARENT(S)/GUARDIAN(S)		A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 E or F = 0.0	SSID [REDACTED] Grad Reqmts Year 2023	SCHOOL DISTRICT NAME SNOHOMISH

*** SCHOOLS ATTENDED ***

Entry	Exit	School	City, State
09/2019	01/2020	SNOHOMISH SENIOR HIGH SCHOOL	SNOHOMISH, WA
02/2020	09/2020	SNOHOMISH SENIOR HIGH SCHOOL	SNOHOMISH, WA

***** COURSE DESIGNATION KEY *****

A = Advanced Placement	I = Intl Baccalaureate	Q = Quantitative	T = CTE Dual Credit
B = CADR	K = Cambridge Program	R = Running Start	(Tech Prep)
C = College in the HS	L = Local Comp Test	S = Science Lab	Z = Non-Instructional
H = Honors Option	N = National Comp Test		

***** ACADEMIC RECORD *****

State	Dist						
Crs	Course	Description	Lt	Cred	Cred	Course	
Code	Code		Gr	Earn	Attp	Dsg	
		MO/YR: 01/2020	GRD LVL: 09				
05154	FAV101	ART 1 INTRO	P	0.500	0.500	B	
03051	SCI211	BIO LVNG EARTH A	P	0.500	0.500	BS	
10001	SPD101	TRANSITION 1A	P	0.500	0.500		
19257	SPD705	LIFE SKILLS A	P	0.500	0.500		
01066	SPE201	ENGLISH 2A	P	0.500	0.500		
02003	SPM101	MATH 1A	P	0.500	0.500		

		MO/YR: 06/2020*	GRD LVL: 09				
22101	LDR101	INTRO TO LDRSHP	P	0.500	0.500		
08005	PEH106	WALK FIT	A	0.500	0.500		
08051	PEH201	HEALTH EDUC	B	0.500	0.500		
19257	SPD706	LIFE SKILLS B	P	0.500	0.500		
19257	SPD706	LIFE SKILLS B	P	0.500	0.500		
01066	SPE202	ENGLISH 2B	B	0.500	0.500		

***** REPORT PERIOD AND CUMULATIVE SUMMARY *****

Gd	Cred	Cred	GPA	GPA	GPA	
LV Mo/Year	Earn	Attp	Earn	Attp	Pts	GPA
09 01/2020	3.000	3.000	0.000	0.000	0.000	0.000
09 06/2020	3.000	3.000	1.500	1.500	5.000	3.333
Cum:	6.000	6.000	1.500	1.500	5.000	3.333

***** ADDITIONAL STATE REQUIREMENTS *****

HIGH SCHOOL AND BEYOND PLAN	NOT MET
WASHINGTON STATE HISTORY	MET

GRADUATION PATHWAY	NOT MET
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***** END OF TRANSCRIPT RECORD *****

* Indicates all courses listed under this MO/YR included school facility closure days due to COVID-19 pandemic emergency

Harris, Jennifer

From: Cahan, Eric
Sent: Tuesday, May 25, 2021 8:38 AM
To: Harris, Jennifer
Subject: FW: JW

Follow Up Flag: Follow up
Flag Status: Completed

Can you please update [REDACTED] transcript to read "Pass" for first semester based on Misty's email. Thank you, Jennifer! Eric

From: Wies, Misty <misty.wies@sno.wednet.edu>
Sent: Tuesday, May 25, 2021 7:08 AM
To: Cahan, Eric <Eric.Cahan@sno.wednet.edu>
Cc: Wies, Misty <misty.wies@sno.wednet.edu>
Subject: [REDACTED]

Good morning, Eric.

Per our conversation this morning, I'm sending you this follow-up email regarding [REDACTED] [REDACTED].

From what I can recall, during [REDACTED] 9th grade school year, he was placed in a respite home per his parents' wishes in January. He was there about a month from what I recall. During this time, he was dropped from our school's enrollment due to being gone so long. His parents were not told this was going to happen. I did not know it would happen. It was straightened out in the end and he was reenrolled upon his return if I remember correctly. I feel like he came back and we had to recreate a new 2nd semester schedule for him, but I'm not entirely sure about this since I think he left near the end of the 1st semester. You may ask Jennifer Stewart for more information as I believe she was consulted. Had I been asked to give [REDACTED] a grade when he was dropped from enrollment, he would have been given a Pass. I believe his IEP was written for modified grading -- Pass/Fail. I do not have access to his IEP from that time period now. If you would like to see it, you might be able to get it from Jennifer Stewart. I have already sent his file back to the RSC since he has not attended SHS this school year.

Please let me know if there is anymore that I can do.
-Misty

*Official
emailed &
mailed
5.27.21*

*5.27.21
From the desk of:
Mrs. Harris
[Signature]*

STUDENT INFORMATION

WASHINGTON STATE HIGH SCHOOL

SCHOOL OF RECORD

TRANSCRIPT

LEGAL NAME(LAST, FIRST MIDDLE) (And Other Former Names Used)

REPORT DATE
05/27/2021

GRADUATION DATE

SCHOOL NAME, ADDRESS, PHONE NUMBER
SNOHOMISH SENIOR HIGH SCHOOL
1316 5TH ST
SNOHOMISH, WA 98290
(360) 563-4000

DISTRICT IDENTIFICATION NUMBER BIRTH DATE

Grade Point Table

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
D+ = 1.3
D = 1.0
E or F = 0.0

NOT USED IN G.P.A.

P/N Pass/No Pass
CR/NC Credit/No Credit
S/U Satisfactory/Unsatisfactory
W Withdraw
I Incomplete
V Waived COVID-19

PARENT(S)/GUARDIAN(S)

SSID

Grad Reqsmts Year 2023

SCHOOL DISTRICT NAME
SNOHOMISH

*** SCHOOLS ATTENDED ***

Entry	Exit	School
09/2019	01/2020	SNOHOMISH SENIOR HIGH SCHOOL
02/2020	09/2020	SNOHOMISH SENIOR HIGH SCHOOL

City, State
SNOHOMISH, WA
SNOHOMISH, WA

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08005	PEH106	WALK FIT	A	0.500	0.500		
08051	PEH201	HEALTH EDUC	B	0.500	0.500		
19257	SPD706	LIFE SKILLS B	P	0.500	0.500		
19257	SPD706	LIFE SKILLS B	P	0.500	0.500		
01066	SPE202	ENGLISH 2B	B	0.500	0.500		
		MO/YR: 01/2021		GRD LVL: 10			
01001	ENG073	ENGLISH 2A	P	0.500	0.500		

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Cum:	6.500	6.500	1.500	1.500	5.000	3.333

***** ADDITIONAL STATE REQUIREMENTS *****

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WASHINGTON STATE HISTORY	MET

***** GRADUATION PATHWAY *****

***** END OF TRANSCRIPT RECORD *****	NOT MET
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AUTHORIZED SIGNATURE

TITLE

DATE

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		B = 3.0	W Withdraw	
		B- = 2.7	I Incomplete	
		C+ = 2.3	V Waived COVID-19	
		C = 2.0		
PARENT(S)/GUARDIAN(S)		C- = 1.7	SSID	
[REDACTED]		D+ = 1.3	953 [REDACTED]	
		D = 1.0	Grad Reqmts Year 2023	
		E or F = 0.0	SCHOOL DISTRICT NAME	
			SNOHOMISH	

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HIGH SCHOOL AND BEYOND PLAN NOT MET

WASHINGTON STATE HISTORY MET

***** GRADUATION PATHWAY *****

***** END OF TRANSCRIPT RECORD *****

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Other ID:

Grade:

Phone:

Birthdate:

Homeroom:

Teacher:

Term: 02

Ethnicity: W

Guardian:

Withdrawal Date:

Withdrawal Code:

10/10/2019 - 01/24/2020

Period	Course Name	Teacher	Room	*Grade	Books/Fines	Teacher Signature
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01	BIO LVNG EARTH A	Tony Stapleton ✓✓	C203	98.25		
02	ART 1 INTRO	Jay Adams ✓✓	C103	77.35		
03	ENGLISH 2A	Donna Sieb ✓✓	A211	62.99		
03	PANTHER PER S1	Donna Sieb	A211			
04	LIFE SKILLS A	Misty Wies ✓✓	A130	P		
05	TRANSITION 1A	Nicole Anderson ✓✓	A209	86.44		
06	MATH 1A	David Warby ✓	D302	80.72		

New School: Visions Library: _____ Amount Due: _____

Administrator: _____ Office: _____ Amount Due: _____

Counselor: _____ Book Refund: _____ Amount Due: _____

Night School: _____ Year Book: _____ Amount Due: _____

Registrar: _____ Activity Cd: _____ Fee: _____

Locker #: _____ Chk: _____ Cafeteria: _____ Balance: _____

Student Signature: _____

* Parent/Guardian Signature: _____

Receipt #: _____ Amount Paid: _____

Check #: _____

* Not Needed At Year-End Checkout

Guardian: _____

Other ID: _____
Grade: 09
Phone: _____
Birthdate: _____

Homeroom: _____
Teacher: _____
Term: 02
Ethnicity: W

Withdrawal Date: 1/12/2020

Withdrawal Code: 17

10/10/2019 - 01/24/2020

Period | Course Name | Teacher | Room | *Grade | Books/Fines | Teacher Signature

_____ is Not Currently Enrolled in Any Courses.

New School: Visions Library: HPi Amount Due: \$1349
Administrator: _____ Office: CS Amount Due: \$0
Counselor: SPH Book Refund: CS Amount Due: \$0
Night School: _____ Year Book: _____ Amount Due: _____
Registrar: CS Activity Cd: _____ Fee: _____
Locker #: _____ Chk: _____ Cafeteria: 16 Balance: okay CS
Student Signature: _____

* Parent/Guardian Signature: _____

Receipt #: _____ Amount Paid: _____

Check #: _____

* Not Needed At Year-End Checkout

Library book
13.49 mt

Check Out > Fines

How do I... (?)

Check OutCheck Out TextCheck InCheck In Text

Renew

Holds/ILL

Fines

Copy Status

Patron Status

Offline Circulation

Library Information

Textbook Information

Reset

Checked Out Library: 0 / Textbooks: 1

Overdue Library: 0 / Textbooks: 0

Holds Ready 0

Fines Library: \$13.49 / Textbooks: \$0.00
Patron: \$0.00

Grade Level 9

Homeroom HansenK

Edit Patron**Fines****Add Fine****View History****Print It****Reason** (?)**Amount****Payable** (?) **LM****The Titan's curse** (Copy:
30031000117177)

FIC RIO

\$13.49

☒☒ Include off-site fines in totals (?)**Amount Payable****\$13.49** Local**\$0.00** Off-site**\$13.49** Total Payable**Pay** **Print Receipt****Update**

SNOHOMISH SENIOR HIGH SCHOOL

Grade 09

Profile Information

Address: [REDACTED] Birthdate: [REDACTED] Entity: 409/SNOHOMISH SENIOR HIGH SCHOOL
Age: 15 Advisor: Kenneth Hansen
School Email: [REDACTED] Gender: Male Counselor: Kenneth Hansen
Home Email: [REDACTED] Language: English Disc. Officer: John Loy
Phone #: [REDACTED] Student ID: [REDACTED]
Second Phone #: [REDACTED] Internal ID: [REDACTED]
Third Phone #: [REDACTED]
Alert: [REDACTED]

Family Members

Family 1 Address: Same as Student Phone #: [REDACTED]
Relationship Name Second Phone # Third Phone #
Father [REDACTED] [REDACTED]
Guardian Email: [REDACTED]
Step Mother [REDACTED] [REDACTED]
Guardian Email: [REDACTED]
Sibling [REDACTED] (Grade: 07)
School Email: [REDACTED]
Home Email: [REDACTED]

Emergency Contacts

Relationship	Name	Address	Phone #	Second Phone #	Third Phone #
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224/CENTENNIAL MIDDLE SCHOOL

Attendance Types

Attendance Reasons

Schedule

Term	Prd	Class	Description	Dept	Subj	Days	Room	Teacher	Credit
1-2	1	SCI211/15	BIOLOGY OF THE LIVING EARTH A	SC	S1	MTWRF	C203	T Stapleton	0.500
3-4	1	SPD706/12	LIFE SKILLS (DDA) B	SE	N1	MTWRF	A130	M Wies	0.500
1-2	2	FAV101/21	ART 1 INTRODUCTION TO ART	AR	A1	MTWRF	C103	J Adams	0.500
3-4	2	PEH201/22	HEALTH EDUCATION	PE	P3	MTWRF	G188	J Sage	0.500
1-2	3	APP001/207	PANTHER PERIOD S1			WR	A211	D Sieb	0.000
1-2	3	SPE201/31	ENGLISH 2A	SE	E3	MTWRF	A211	D Sieb	0.500
3-4	3	SPE202/32	ENGLISH 2B	SE	E3	MTWRF	A211	D Sieb	0.500
1-2	4	SPD705/41	LIFE SKILLS (DDA) A	SE	N1	MTWRF	A130	M Wies	0.500

SNOHOMISH SENIOR HIGH SCHOOL

Grade 09

Schedule

Term	Prd	Class	Description	Dept	Subj	Days	Room	Teacher	Credit
3-4	4	SPD706/42	LIFE SKILLS (DDA) B	SE	N1	MTWRF	A130	M Wies	0.500
1-2	5	SPD101/51	TRANSITION 1A	SE	N1	MTWRF	A209	N Anderson	0.500
3-4	5	PEH106/52	WALK FIT	PE	P2	MTWRF	G206	L Barstad	0.500
1-2	6	SPM101/61	MATH 1A	SE	M1	MTWRF	D302	D Warby	0.500
3-4	6	LDR101/62	INTRODUCTION TO ASB LEADERSHIP	LDR	N1	MTWRF	D210	V Ivelia	0.500

Discipline
Offense

Action	Description	Entity	Classroom Referral	Parent Notified	Offense Date	Time	Location	Referred by	Officer	Entry Date	Time
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Academic History

Entity	School	Year	Grade	Level	Class	Description	Dept	Subj	Terms	Grades				
224	CENTENNIAL	MIDDL	2019	08	CON780/60	CONNECTIONS	SE		1 - 4	M1:P M3:P	T1:P T3:P	M2:P M4:P	T2:P T4:P	S1:P S2:P
224	CENTENNIAL	MIDDL	2019	08	EYOGA8/51	YOGA	8E		1 - 2	M1:A	T1:A	M2:A	T2:A	S1:A
224	CENTENNIAL	MIDDL	2019	08	HIR800/40	HISTORY	8C		1 - 4	M1:A M3:A-	T1:A- T3:P	M2:D M4:P	T2:B- T4:P	S1:B- S2:P
224	CENTENNIAL	MIDDL	2019	08	LAS780/180	LA RESOURCE	SE		1 - 4	M1:A M3:B	T1:A- T3:B	M2:C+ M4:B	T2:B T4:B	S1:B S2:B
224	CENTENNIAL	MIDDL	2019	08	LFR800/52	HEALTH FITNESS	8P		3 - 4	M3:B+	T3:B+	M4:B	T4:A-	S2:A-
224	CENTENNIAL	MIDDL	2019	08	MAS780/3A	MATH RESOURCE	SE	MAS	1 - 4	M1:C M3:B+	T1:B- T3:A-	M2:A M4:A-	T2:B+ T4:A-	S1:B+ S2:A-
224	CENTENNIAL	MIDDL	2019	08	SCR800/21	EARTH SCIENCE	8C		1 - 4	M1:B+ M3:F	T1:B T3:P	M2:B- M4:P	T2:B T4:P	S1:B S2:P
409	SNOHOMISH	SENIOR	2020	09	APP001/207	PANTHER PER S1			1 - 2	PR1:	PR2:	T2:	S1:	
409	SNOHOMISH	SENIOR	2020	09	FAV101/21	ART 1 INTRO	AR	A1	1 - 2	PR1:A	PR2:B	T2:	S1:	
409	SNOHOMISH	SENIOR	2020	09	LDR101/62	INTRO TO LDRSHP	LDR	N1	3 - 4					PR3:
409	SNOHOMISH	SENIOR	2020	09	PEH106/52	WALK FIT	PE	P2	3 - 4	PR4:	T4:	S2:		PR3:
409	SNOHOMISH	SENIOR	2020	09	PEH201/22	HEALTH EDUC	PE	P3	3 - 4	PR4:	T4:	S2:		PR3:
409	SNOHOMISH	SENIOR	2020	09	SCI211/15	BIO LVNG EARTH A	SC	S1	1 - 2	PR1:A	PR2:P	T2:	S1:	
409	SNOHOMISH	SENIOR	2020	09	SPD101/51	TRANSITION 1A	SE	N1	1 - 2	PR1:A	PR2:A	T2:	S1:	
409	SNOHOMISH	SENIOR	2020	09	SPD705/41	LIFE SKILLS A	SE	N1	1 - 2	PR1:P	PR2:P	T2:	S1:	
409	SNOHOMISH	SENIOR	2020	09	SPD706/12	LIFE SKILLS B	SE	N1	3 - 4	PR4:	T4:	S2:		PR3:
409	SNOHOMISH	SENIOR	2020	09	SPD706/42	LIFE SKILLS B	SE	N1	3 - 4	PR4:	T4:	S2:		PR3:
409	SNOHOMISH	SENIOR	2020	09	SPE201/31	ENGLISH 2A	SE	E3	1 - 2	PR1:A-	PR2:B	T2:	S1:	
409	SNOHOMISH	SENIOR	2020	09	SPE202/32	ENGLISH 2B	SE	E3	3 - 4	PR4:	T4:	S2:		PR3:

Grade 09

Entity	School Grade			Description	Dept	Subj	Terms	Grades				
	Year	Level	Class									
409 SNOHOMISH SENIOR	2020	09	SPM101/61	MATH 1A	SE	M1	1 - 2	PR1:B+	PR2:B-	T2:	S1:	

Course	Section	Teacher	S1	S2
PANTHER PER S1	207	SiebD		
ART 1 INTRO	21	AdamsJ		
INTRO TO LDRSHP	62	IveliaV		
WALK FIT	52	BarstadL		
HEALTH EDUC	22	SageJ		
BIO LVNG ERTH A	15	StapletonT		
Comment: PROGRESS 1		(09/04/19-10/11/19)	01	Has been a pleasure to have in class
Comment: PROGRESS 2		(09/04/19-11/26/19)	01	Has been a pleasure to have in class
TRANSITION 1A	51	AndersonN		
LIFE SKLLS A	41	MWies		
LIFE SKLLS B	12	MWies		
LIFE SKLLS B	42	MWies		
ENGLISH 2A	31	SiebD		
Comment: PROGRESS 1		(09/04/19-10/11/19)	01	Has been a pleasure to have in class
Comment: PROGRESS 2		(09/04/19-11/26/19)	01	Has been a pleasure to have in class
ENGLISH 2B	32	SiebD		
MATH 1A	61	WarbyD		
Comment: PROGRESS 1		(09/04/19-10/11/19)	01	Has been a pleasure to have in class
Comment: PROGRESS 2		(09/04/19-11/26/19)	01	Has been a pleasure to have in class
			02	Has been courteous, respectful and pleasant
			06	Works with a cheerful and optimistic attitude

Current Cumulative GPA: 0.000

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/18	000	SELA				SBA ELA
Section: Score - Score						
Rows		Score Level				
(1) SBA ELA		2432	L1			
Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/18	000	SMAT				SBA Math
Section: Score - Score						

SNOHOMISH SENIOR HIGH SCHOOL

Grade 09

Test Scores

Rows	Score	Level
(1) SBA Math	2358	L1

Activities

***** End of report *****



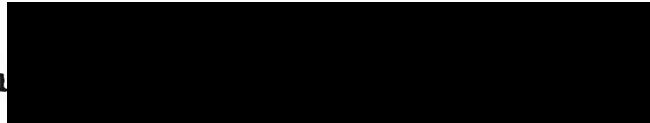
KENNEWICK HIGH SCHOOL

500 South Dayton
Kennewick, WA 99336-5675
(509) 222-7110
Fax (509) 222-7116

SCHOOL RECORDS RELEASE REQUEST

Please fax the following indicated records to Kennewick High School

Student Name



DOB



☒ Official Transcript (Signed)

☐ State Exit Exam Scores W/Cut Scores

☐ Cumulative File

☐ Achievement (MAP) Test

☐ WA State History Middle School Report/Transcript

☐ Transfer Info/Entry Date _____ Exit _____

Other Fines - list.

School Name Snohomish Senior HS

School Phone 360-563-4000 Fax _____

Jennifer.Harris@sno.wednet.edu

Thank-you,

Robin Kurtz
KeHS Registrar

First Attempt: 5/20/21

Second Attempt: _____

*done 5:20:2021
10:15am*



6972 Keene Road
West Richland, WA 99352
(509) 967-6050

SPECIAL EDUCATION Records Request

STUDENT'S NAME: _____ BIRTH DATE: _____
CURRENT SCHOOL: Richland School District STUDENT'S GRADE: 9
Previous School Name: Snohomish Senior High School
Previous School's Address: 1316 Fifth Street, Snohomish, WA 98290
Previous School's Phone Number: 360-563-4000

Records to be sent by the previous school ASAP:

- Special Education Records (Current IEP and Evaluation)
- Psychological and Counseling Records
- Other (briefly describe) _____

_____, RSD Records
Signature of Parent/Guardian or District Representative

03/30/2021
Date

PLEASE SEND SPECIAL EDUCATION RECORDS TO:

Email to: SPEDrecords@rsd.edu

Fax to: (509) 942-2415
Mail to: Special Education
Richland School District
6972 Keene Road
West Richland, WA 99353

Official Use Only	
SD Name	_____
SD Phone	_____
SD Fax	_____
SD Email	_____
.....	
Attempt	_____
Attempt	_____
Attempt	_____
Attempt	_____

Failure to send records could result in a report being made to the OSPI.

The Family Educational Rights and Privacy Act (FERPA) no longer requires parental permission when records are requested by authorized school personnel.

January 2021

enrolled?

DATE: April 2, 2021



615 Snow Avenue
Richland, WA 99352
(509) 967-6000

Request for Student Records

Previous School Name: Snohomish Senior High School
Previous School's Street Address: _____
Previous School's City, State, Zip Code: _____
Previous School's Phone Number: _____ Fax Number: jennifer.harris@sno.wednet.edu

STUDENT'S NAME [REDACTED]
DATE OF BIRTH [REDACTED] STUDENT'S GRADE 9

Records to be FAXED by the previous school ASAP: kelli.depeel@rsd.edu FAX: (509)371-1074

- Immunization Care
- Withdrawal form with SSID (Washington State Student ID Number)
- Academic Transcript – Current Grades and List of Classes
- Discipline/Counseling records

Records to be mailed by the previous school:

- Attendance records and any interventions attempted to resolve attendance issues
- Standardized test results including MAP Score (Measurement of Academic Progress)
- Health/Medical/Birth Certificate
- Special Program Placement Data
- Official Transcript

PLEASE SEND RECORDS TO:

Hanford High School
ATTN: Kelli De Peel, Registrar
450 Hanford Street
Richland, WA 99354

PLEASE FAX ALL SPECIAL EDUCATION RECORDS TO (509) 943-0308.

The Family Educational Rights and Privacy Act (FERPA) no longer requires parental permission when authorized school personnel request records.

March 2019

sent info rpt & official &
vac via email 4.13.2021 JPH



Snohomish High School

1316 5th Street

Snohomish, WA 98290

Eric Cahan, Principal

360-563-4000

2019-2020

Grade: 09

Counselor: Kenneth Hansen

Semester 2 Report Card

HAPPY SUMMER!!

September 9, 2020- First Day of School

Period	Course	Teacher	S2
01	LIFE SKLLS B	MWies	P
02	HEALTH EDUC Have a safe and healthy summer!	SageJ	B
03	ENGLISH 2B Has been a pleasure to have in class Keep reading over the summer!	SiebD	B
04	LIFE SKLLS B	MWies	P
05	WALK FIT Has been a pleasure to have in class Have a safe, active, healthy summer!!	BarstadL	A
06	INTRO TO LDRSHP	IveliaV	P

Check the SHS website at: <http://shs.sno.wednet.edu/>
for Links to Family Access, Facebook, Newsletters and MORE!

Semester GPA: 3.333

Cumulative GPA: 3.333

Customer Fine Ledger

SNOHOMISH HIGH SCHOOL

Dates 7/1/2012 - 9/17/2020

To the Parent/Guardian of:

[REDACTED]
[REDACTED]
[REDACTED]

Customer Id: [REDACTED]

Phone Number: [REDACTED]

Grade: 10

Date	Site	Type	Fine #	Fine Description	Memo	Amount
9/3/2020	SNOHOMISH HIGH SCHOOL	Fine	193890	FINE LIBRARY TEXT	lost: 30031000117740: Runaways. [Vol. 2], Teenage	\$13.49
					Amount Due:	\$13.49
9/3/2020	SNOHOMISH HIGH SCHOOL	Fine	193889	FINE LIBRARY TEXT	lost: 30031001135291: Runaways [Vol. 1] Pride & jo	\$13.00
					Amount Due:	\$13.00
					Total Amount Due:	\$26.49

Invest ED?

Guardian: _____

Other ID: _____
Grade: 10
Phone: _____
Birthdate: _____

Homeroom: _____
Teacher: _____
Term: 01
Ethnicity: W

Withdrawal Date: 9/3/2020

Withdrawal Code: U1

09/09/2020 - 11/13/2020

Period	Course Name	Teacher	Room	*Grade	Books/Fines	Teacher Signature
--------	-------------	---------	------	--------	-------------	-------------------

_____ is Not Currently Enrolled in Any Courses.

New School: <u>Unknown</u>	Library: _____	Amount Due: _____
Administrator: _____	Office: _____	Amount Due: _____
Counselor: _____	Book Refund: _____	Amount Due: _____
Night School: _____	Year Book: _____	Amount Due: _____
Registrar: _____	Activity Cd: _____	Fee: _____
Locker #: _____ Chk: _____	Cafeteria: _____	Balance: _____

Student Signature: _____

* Parent/Guardian Signature: _____

Receipt #: _____ Amount Paid: _____

Check #: _____

* Not Needed At Year-End Checkout

SNOHOMISH SENIOR HIGH SCHOOL

Grade 10

Profile Information

Address:		Birthdate:		Entity:	409/SNOHOMISH SENIOR HIGH SCHOOL
		Age:	15	Advisor:	Kenneth Hansen
School Email:		Gender:	Male	Counselor:	Kenneth Hansen
Home Email:		Language:	English	Disc. Officer:	Lloyd Higgins
Phone #:		Student ID:			
Second Phone #:		Internal ID:			
Third Phone #:					
Alert:					

Family Members

Family 1	Address: Same as Student			Phone #:	
Relationship	Name	Second Phone #	Third Phone #		
Father					
	Guardian Email:				
Step Mother					
	Guardian Email:				
Sibling		(Grade: 08)			
	School Email:				
	Home Email:				

Emergency Contacts

Relationship	Name	Address	Phone #	Second Phone #	Third Phone #
--------------	------	---------	---------	----------------	---------------

Attendance Detail

409/SNOHOMISH SENIOR HIGH SCHOOL

Parent

Date	Day	Notify	-0-	-1-	-2-	-3-	-4-	-5-	-6-	-7-	-8-	-9-	-10-
------	-----	--------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

Attendance Types

Attendance Reasons

SNOHOMISH SENIOR HIGH SCHOOL

Grade 10

Schedule														
Term	Prd	Class	Description			Dept	Subj	Days	Room	Teacher		Credit		
Discipline														
Offense						Classroom	Parent	Offense					Entry	
Action	Description	Entity	Referral	Notified	Date	Time	Location	Referred by	Officer	Date	Time			
Academic History														
Entity	School	Grade	Year	Level	Class	Description	Dept	Subj	Terms	Grades				
224 CENTENNIAL MIDDLE	2019	08	CON780/60	CONNECTIONS	SE	1 - 4	M1:P M3:P	T1:P T3:P	M2:P M4:P	T2:P T4:P	S1:P S2:P			
224 CENTENNIAL MIDDLE	2019	08	EYOGA8/51	YOGA	8E	1 - 2	M1:A	T1:A	M2:A	T2:A	S1:A			
224 CENTENNIAL MIDDLE	2019	08	HIR800/40	HISTORY	8C	1 - 4	M1:A M3:A-	T1:A- T3:P	M2:D M4:P	T2:B- T4:P	S1:B- S2:P			
224 CENTENNIAL MIDDLE	2019	08	LAS780/180	LA RESOURCE	SE	1 - 4	M1:A M3:B	T1:A- T3:B	M2:C+ M4:B	T2:B T4:B	S1:B S2:B			
224 CENTENNIAL MIDDLE	2019	08	LFR800/52	HEALTH FITNESS	8P	3 - 4	M3:B+	T3:B+	M4:B	T4:A-	S2:A-			
224 CENTENNIAL MIDDLE	2019	08	MAS780/3A	MATH RESOURCE	SE	MAS 1 - 4	M1:C M3:B+	T1:B- T3:A-	M2:A M4:A-	T2:B+ T4:A-	S1:B+ S2:A-			
224 CENTENNIAL MIDDLE	2019	08	SCR800/21	EARTH SCIENCE	8C	1 - 4	M1:B+ M3:F	T1:B T3:P	M2:B- M4:P	T2:B T4:P	S1:B S2:P			
409 SNOHOMISH SENIOR	2020	09	APP002/207	PANTHER PER S2		3 - 4	PR4:	T4:	S2:		PR3:			
409 SNOHOMISH SENIOR	2020	09	FAV101/21	ART 1 INTRO	AR	A1 1 - 2	PR1:A	PR2:B	T2:	S1:				
409 SNOHOMISH SENIOR	2020	09	LDR101/62	INTRO TO LDRSHP	LDR	N1 3 - 4	PR4:P	T4:P	S2:P		PR3:P			
409 SNOHOMISH SENIOR	2020	09	PEH106/52	WALK FIT	PE	P2 3 - 4	PR4:B	T4:B	S2:A		PR3:C+			
409 SNOHOMISH SENIOR	2020	09	PEH201/22	HEALTH EDUC	PE	P3 3 - 4	PR4:A	T4:A	S2:B		PR3:A			
409 SNOHOMISH SENIOR	2020	09	SCI211/15	BIO LVNG EARTH A	SC	S1 1 - 2	PR1:A	PR2:P	T2:	S1:				
409 SNOHOMISH SENIOR	2020	09	SPD101/51	TRANSITION 1A	SE	N1 1 - 2	PR1:A	PR2:A	T2:	S1:				
409 SNOHOMISH SENIOR	2020	09	SPD705/41	LIFE SKLLS A	SE	N1 1 - 2	PR1:P	PR2:P	T2:	S1:				
409 SNOHOMISH SENIOR	2020	09	SPD706/12	LIFE SKLLS B	SE	N1 3 - 4	PR4:P	T4:P	S2:P		PR3:			
409 SNOHOMISH SENIOR	2020	09	SPD706/42	LIFE SKLLS B	SE	N1 3 - 4	PR4:P	T4:P	S2:P		PR3:			
409 SNOHOMISH SENIOR	2020	09	SPE201/31	ENGLISH 2A	SE	E3 1 - 2	PR1:A-	PR2:B	T2:	S1:				
409 SNOHOMISH SENIOR	2020	09	SPE202/32	ENGLISH 2B	SE	E3 3 - 4	PR4:B	T4:B	S2:B		PR3:B-			
409 SNOHOMISH SENIOR	2020	09	SPM101/61	MATH 1A	SE	M1 1 - 2	PR1:B+	PR2:B-	T2:	S1:				

SNOHOMISH SENIOR HIGH SCHOOL

Grade 10

Test Scores

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/18	000	SELA				SBA ELA

Section: Score - Score

Rows	Score	Level
(1) SBA ELA	2432	L1

Test Date	Entity	Test	Edition	Level	Form	Test Name
05/01/18	000	SMAT				SBA Math

Section: Score - Score

Rows	Score	Level
(1) SBA Math	2358	L1

Activities

***** End of report *****

Adams, Anna

From: Pike, Heidi
Sent: Thursday, September 3, 2020 8:20 AM
To: Adams, Anna
Subject: Re: STUDENT WITHDRAWAL: [REDACTED]

[REDACTED] (Student: P [REDACTED])

Checked Out Library: 0 / Textbooks: 0 / Resources: 0

Overdue Library: 0 / Textbooks: 0 / Resources: 0

Holds Ready 0



Library: \$26.49 / Textbooks: \$0.00 / Resources: \$0.00

Fines Patron: \$0.00

Based on access level settings, fines listed may not equal the fine total.

Fines

Reason 

 LM	Runaways [Vol. 1] Pride & joy (Copy: 30031001135291)	741.5 VA
 LM	Runaways. [Vol. 2], Teenage wasteland (Copy: 30031000117740)	741.5 VA

☒ Include off-site fines in totals 

From: do_not_reply@wa-k12.net <do_not_reply@wa-k12.net>
Sent: Thursday, September 3, 2020 7:53 AM
To: Pike, Heidi <heidi.pike@sno.wednet.edu>
Subject: STUDENT WITHDRAWAL: [REDACTED]

FROM anna.adams@sno.wednet.edu

[REDACTED], member of the Class of 2023, was withdrawn effective 09/03/2020, with a withdrawal code of U1, W/D from SSD per parents.

Transfer/withdrawal grades will be compiled from Family Access.
CANVAS GRADEBOOK USERS: PLEASE UPDATE SKYWARD ASAP!!!!

IF THE STUDENT HAS ANY UNPAID COURSE FINES PLEASE NOTIFY BOOKKEEPING ASAP (x 4007).

FYI: D2 = 4(+) years - no graduate
N1 = Dropped for non-attendance
T0 = Transfer to another school district in Washington State
T1 = Transfer within Snohomish School District

T3 = Transfer to out-of-state school district
TPH= Transfer to private school or homeschool
U1 = Unknown
U2 = No Show at beginning of new school year
U3 = Unconfirmed transfer to a new school

Thank you for your assistance!
Anna Adams
Registrar, Snohomish High School
x 4059

District: SNOHOMISH S D NO 201
District Web Site:
State: WA
District Code: 31201

Customer Fine Ledger

SNOHOMISH HIGH SCHOOL

Dates 7/1/2012 - 1/23/2020

To the Parent/Guardian of:

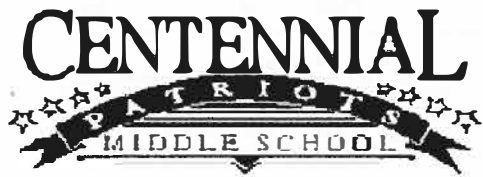
[REDACTED]
[REDACTED]
[REDACTED]

Customer Id: [REDACTED]

Phone Number: [REDACTED]

Grade: 09

Date	Site	Type	Fine #	Fine Description	Memo	Amount
1/20/2020	SNOHOMISH HIGH SCHOOL	Fine	185318	FINE LIBRARY TEXT	lost: 30031000117177: The Titan's curse	\$13.49
Amount Due:						\$13.49
Total Amount Due:						\$13.49



Centennial Middle School
3000 S Machias Road
Snohomish, WA 98290
 Josh Rosenbach, Principal
 360-563-4525

2018-2019

Grade: 08

2018-19 Report Card

Period	Course	Teacher	M1	T1	M2	T2	S1	M3	T3	M4	T4	S2
01	LA RESOURCE	DeGROOT	A	A-	C+	B	B	B	B	B	B	B
	Shows a cheerful attitude in class											
02	EARTH SCIENCE	CALVIN	B+	B	B-	B	B	F	P	P	P	P
	Grade based on IEP instead of regular curriculum											
	Have a GREAT summer! Best wishes next year!											
03	MATH RESOURCE	LAMOREE	C	B-	A	B+	B+	B+	A-	A-	A-	A-
	Is a pleasure to have in class											
04	HISTORY	SIMICICH	A	A-	D	B-	B-	A-	P	P	P	P
	Grade based on IEP instead of regular curriculum											
05	YOGA	STEVENSON	A	A	A	A	A					
05	HEALTH FITNESS	KENDALL						B+	B+	B	A-	A-
	Is a pleasure to have in class											
	Brings a positive attitude to class											
06	CONNECTIONS	DAYTON	P	P	P	P	P	P	P	P	P	P
	I am pleased with student's progress											
	Student is easily distracted by others											

Semester 2 GPA: 3.467

Cumulative GPA: 3.138

Date	0	1	2	3	4	5	6	Type/Reason
09/13/18			X					Tardy;
09/14/18			X					Tardy;
09/25/18		X	X	X	X	X	X	Absent Excused;Parent Call
09/26/18			X					Tardy;
10/10/18		X						Tardy Kiosk;
10/15/18		X	X	X	X	X	X	Absent Excused;Parent Call
11/01/18			X					Tardy;
11/05/18				X				Tardy;
11/21/18		X	X	X	X	X	X	Absent Excused;Parent Call
11/26/18			X					Tardy;
11/27/18			X					Tardy;
11/28/18			X					Tardy;
12/04/18			X					Tardy;
12/05/18		X	X	X	X	X	X	Absent Excused;Parent Call
01/03/19			X					Tardy;
01/08/19		X	X	X	X	X	X	Absent Excused;Parent Call
02/08/19		X	X	X	X	X	X	Absent Unex;
02/21/19		X	X	X	X	X	X	Absent Excused;Parent Note
03/04/19		X						Tardy;
03/12/19		X	X	X	X	X	X	Absent Excused;Parent Call
05/02/19		X	X	X	X	X	X	Absent Excused;Vacation
05/13/19		X	X	X	X	X	X	Absent Excused;Parent Call
05/15/19		X	X	X	X	X	X	Absent Excused;Parent Call
06/04/19		X	X					Absent Excused;Parent Note
06/07/19		X	X	X	X	X	X	Absent Unex;

Excused	Tardy	Unexcused	School Year 2017-2018
10.33	12.00	2.00	(09/05/2018 thru 06/21/2019)

Student Name: [REDACTED]
 State Student ID: [REDACTED]
 Grade: 7
 Test Date: Spring 2018

School: Centennial Middle (31201_4395)
 District: Snohomish School D (31201)

State of Washington

Office of

Superintendent of Public Instruction

OSPI

Family Report

Smarter Balanced ELA/Literacy Assessment Results

ELA/Literacy Score

2432

District Average: 2584

School Average: 2576

State Average: 2569

2964

Level 4 The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2649

Level 3 The student has met the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in a career and entry-level credit-bearing college coursework after completing high school coursework.

2552

Level 2 The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2479

Level 1 The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2082

Score:
2432±25

How does this compare?

ELA/Literacy scale score is 2432.
 This score is lower than the average score of seventh graders in your child's school, lower than that of seventh graders in your child's district, and lower than that of seventh graders statewide.

A student's test score can vary if the test is taken several times. If your child was tested again, it is likely that Julian would receive a score between 2407 and 2457.

FAQs

What is the Smarter Balanced ELA/Literacy Assessment?

This assessment is aligned to the academic standards for ELA/literacy. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

What is a claim?

ELA claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

Where can I find more information about the student score?

A test score guide can be found at:
<http://testscoreguide.org/wa/>

How did [REDACTED] perform on the different claims of the test?

Claim 1: Reading



Below
Standard

Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim 2: Writing



Below
Standard

Student has difficulty producing effective and well-grounded writing for a range of purposes and audiences.

Claim 3: Listening



At/Near
Standard

Student may be able to employ effective listening skills for a range of purposes and audiences.

Claim 4: Research/Inquiry



At/Near
Standard

Student may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.



Student Name: [REDACTED]
 State Student ID: [REDACTED]
 Grade: 7
 Test Date: Spring 2018

School: Centennial Middle (31201_4395)
 District: Snohomish School D (31201)

Smarter Balanced Mathematics Assessment Results

Mathematics Score

2358

How does this compare?

Mathematics scale score is 2358.
 This score is lower than the average score of seventh graders in your child's school, lower than that of seventh graders in your child's district, and lower than that of seventh graders statewide.

A student's test score can vary if the test is taken several times. If your child was tested again, it is likely that [REDACTED] would receive a score between 2316 and 2400.

District Average: 2576
 State Average: 2559
 School Average: 2558

Score:
 2358±42

2964

Level 4 The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2635

Level 3 The student has met the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in a career and entry-level credit-bearing college coursework after completing high school coursework.

2567

Level 2 The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2484

Level 1 The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in a career and entry-level credit-bearing college coursework after high school.

2108

FAQs

What is the Smarter Balanced Mathematics Assessment?

This assessment is aligned to the academic standards for mathematics. These standards identify what students should know and be able to do to graduate high school ready for college and the workplace. They challenge students to develop a deeper understanding of subject matter, learn how to think critically, and apply what they are learning to the real world.

What is a claim?

Mathematical claims are broad statements that identify the knowledge and skills students should know and be able to do as they progress toward college and career readiness. How your child performed on each claim is found in the columns to the right.

Where can I find more information about the student score?

A test score guide can be found at:
<http://testscoreguide.org/wa/>

How did [REDACTED] perform on the different claims of the test?

Claim 1: Concepts and Procedures



Below
Standard

Student has difficulty explaining and applying mathematical concepts and interpreting and carrying out mathematical procedures with precision and fluency.

Claims 2&4: Problem Solving and Modeling & Data Analysis



Below
Standard

Student has difficulty solving a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student has difficulty analyzing complex, real-world scenarios and has difficulty constructing and using mathematical models to interpret and solve problems.

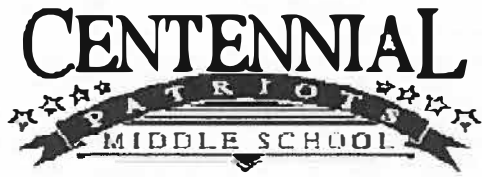
Claim 3: Communicating Reasoning



Below
Standard

Student has difficulty clearly and precisely constructing viable arguments to support their own reasoning and to critique the reasoning of others.





Centennial Middle School
3000 S Machias Road
Snohomish, WA 98290
 Dave Sage, Principal
 360-563-4525

2017-2018

Grade: 07

Semester 2 Report Card

Period	Course	Teacher	M1	T1	M2	T2	S1	M3	T3	M4	T4	S2
01	CONNECTIONS	DAYTON	P	P	P	P	P	P	P	P	P	P
	I am pleased with student's progress											
02	MATH RESOURCE	LAMOREE	C-	B	A-	B	B	A-	B-	B+	B	B
	Is a pleasure to have in class											
03	WA ST HISTORY	STEELE	P	P	P	P	P	P	P	P	P	P
	Is a pleasure to have in class											
04	HEALTH FITNESS	VANCE	B	B-	C+	B-	B-					
04	READING	BIRD						P	P	P	P	P
	I am pleased with student's progress											
	Have a great summer											
05	LIFE SCIENCE	STRICKLAND	P	P	P	P	P	P	P	P	P	P
	I am pleased with student's progress											
	Student's enthusiasm for class encourages others											
06	LA RESOURCE	RILEY	B+	B	C	B	B	C+	C+	A-	B-	B-
	Is a pleasure to have in class											
	I am pleased with student's progress											

Semester 2 GPA: 2.850

Cumulative GPA: 2.880

Date	0	1	2	3	4	5	6	Type/Reason
10/09/17						X	X	Absent Excused;Parent Call
10/17/17		X	X	X	X	X	X	Absent Excused;Illness
10/19/17		X						Tardy;
10/30/17		X	X					Absent Excused;Parent Call
10/31/17		X	X	X	X	X	X	Absent Excused;Parent Call
11/13/17		X	X	X	X	X	X	Absent Excused;Parent Call
11/17/17			X					Tardy;
11/28/17		X	X	X	X	X	X	Absent Excused;Parent Call
12/01/17		X						Tardy;
01/10/18		X						Tardy;
02/05/18		X	X	X	X	X	X	Absent Excused;Parent Call
02/26/18		X	X					Absent Excused;Parent Call
02/27/18							X	Tardy;
03/05/18		X	X	X				Absent, Other;Admin Decision
03/05/18					X	X	X	Absent Excused;Early Checkout
03/12/18		X	X	X	X	X	X	Absent Excused;Parent Call
03/14/18		X						Tardy;
03/19/18		X	X	X	X	X	X	Absent Excused;Parent Call
04/24/18				X				Absent, Other;Nurse/Health Rm
05/10/18			X					Tardy;
05/14/18		X	X	X	X	X	X	Absent Excused;Parent Call
05/22/18					X	X	X	In-School Susp;Suspension
05/23/18		X	X	X	X	X	X	In-School Susp;Suspension
05/24/18						X	X	Absent Excused;Early Checkout
05/29/18							X	Absent Excused;Early Checkout

Excused	Tardy	Unexcused	School Year 2017-2018
12.17	7.00	0.00	(09/06/2017 thru 06/18/2018)



SNOHOMISH
SCHOOL
DISTRICT

SNOHOMISH SCHOOL DISTRICT 201 NEW STUDENT REGISTRATION FORM

SCHOOL: Riverview

DATE: 8/10/2016

DO NOT WRITE IN SHADED AREA - FOR OFFICE USE ONLY

STUDENT SCHOOL NUMBER [REDACTED]	SCHOOL ENTRY DATE <u>9-7-16</u>	MEDICAL ALERT	HOMEROOM NUMBER	LOCKER NUMBER	BUS ROUTE AM PM
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☐ Yes ☐ No Has any member of your family ever been enrolled in the Snohomish School District?

STUDENT NAME: Last Name [REDACTED]	Legal First Name [REDACTED]	Legal Middle Name [REDACTED]	Also Known As:
BIRTHDATE (Month/Day/Year) [REDACTED]	GENDER (M/F) <u>M</u>	BIRTHPLACE [REDACTED]	County State Country
DISTRICT RESIDENT? <input type="checkbox"/> Yes <input type="checkbox"/> No Resident District	Ethnicity & Race Information Please see Last Page for State & Federally Required Information		PRIMARY LANGUAGE SPOKEN AT HOME <input checked="" type="checkbox"/> English <input type="checkbox"/> Other

PRIMARY HOUSEHOLD (primary parent/guardian where student resides) Legal Last Name (of primary contact) Legal First Name Middle Name [REDACTED]			PRIMARY CONTACT # (include area code) <input type="checkbox"/> Home <input type="checkbox"/> Work <input checked="" type="checkbox"/> Cell [REDACTED] <input type="checkbox"/> Please check if unlisted		PRIMARY CONTACT PH #2 (area code) <input type="checkbox"/> Home <input checked="" type="checkbox"/> Work <input type="checkbox"/> Cell [REDACTED] <input type="checkbox"/> Please check if unlisted	
Guardian Grandfather Grandmother <u>Uncle</u> Aunt Agency Friend Self Circle One OR Write In			PHONE #1 (include area code) <input type="checkbox"/> Home <input type="checkbox"/> Work <input checked="" type="checkbox"/> Cell [REDACTED]		PHONE #2 (include area code) <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell [REDACTED] <input type="checkbox"/> Please check if unlisted	
Legal Last Name Legal First Name Middle Name [REDACTED]			ADDITIONAL EMAIL ADDRESS [REDACTED]			
FAMILY EMAIL ADDRESS [REDACTED]			[REDACTED]			
RESIDENT ADDRESS Street [REDACTED]	Apt #		City	State	ZIP	
MAILING ADDRESS (If different from above) Street [REDACTED]	Apt #		P O Box	City	State	ZIP

SECOND HOUSEHOLD (non-custodial parent/guardian not residing with student) Legal Last Name Legal First Name Middle Name [REDACTED]			PHONE #1 (include area code) <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell [REDACTED] <input type="checkbox"/> Please check if unlisted		PHONE #2 (include area code) <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell [REDACTED] <input type="checkbox"/> Please check if unlisted	
Guardian Grandfather Grandmother <u>Uncle</u> Aunt Agency Friend Self Circle One OR Write In			PHONE #1 (include area code) <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell [REDACTED] <input type="checkbox"/> Please check if unlisted		PHONE #2 (include area code) <input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell [REDACTED] <input type="checkbox"/> Please check if unlisted	
Legal Last Name Legal First Name Middle Name [REDACTED]			RELATIONSHIP TO STUDENT: Father Mother Stepfather Stepmother Guardian Grandfather Grandmother Uncle Aunt Agency Friend Self Circle One OR Write In			
FAMILY EMAIL ADDRESS [REDACTED]			RELATIONSHIP TO STUDENT: Father Mother Stepfather Stepmother Guardian Grandfather Grandmother Uncle Aunt Agency Friend Self			
SECOND HOUSEHOLD MAILING ADDRESS (Street P O Box City State ZIP) [REDACTED]			ADDITIONAL MAILINGS REQUESTED <input type="checkbox"/> Yes <input type="checkbox"/> No			

SCHOOL PREVIOUSLY ATTENDED <u>Benjamin Rush</u>	SCHOOL DISTRICT PREVIOUSLY ATTENDED <u>Lake Washington</u>	PREVIOUS SCHOOL LOCATION (City and State) <u>Redmond, WA</u>
HAS STUDENT EVER ATTENDED SNOHOMISH PUBLIC SCHOOLS? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		DATE ATTENDED (Month/Year)

IS THERE A JOINT-CUSTODY OR PARENTING PLAN IN EFFECT? ☒ Yes ☐ No (If yes, plan must be on file with the school) ☒ Copy Attached

IS THERE A RESTRAINING ORDER IN EFFECT? ☐ Yes ☒ No (If yes, legal papers must be on file with the school) ☐ Copy Attached

Restraining order is against: ☐ Mother ☐ Father ☐ Other

HAS THE STUDENT EVER BEEN SUSPENDED FOR A WEAPONS VIOLATION? ☐ Yes ☒ No Date: _____

HAS YOUR CHILD EVER QUALIFIED FOR OR BEEN ENROLLED IN A SPECIAL EDUCATION PROGRAM? ☒ Yes ☐ No

HAS YOUR CHILD EVER BEEN ON AN IEP? (Individualized Education Program) ☒ Yes ☐ No

HAS YOUR CHILD EVER QUALIFIED FOR OR HAD A 504 PLAN? ☐ Yes ☒ No

HAS YOUR CHILD EVER PARTICIPATED IN:

- ☐ Title – Title I Services
☐ LAP – Learning Assistance Program
☐ Gifted – Accelerated Learning Program
☐ ELL – English Language Learner

HAS YOUR CHILD EVER BEEN RETAINED?

☐ Yes ☒ No

If yes, at what grade level(s) _____

DOES STUDENT ATTEND CHILD CARE?

☐ Before school ☒ After school ☐ Before and after school

CHILD CARE PROVIDER

Name

Address

Phone Number

Snohomish Boys and Girls Club 402 2nd St
(360) 568-7760

ADDITIONAL CHILD CARE ARRANGEMENTS (Please provide information to school in writing)

PLEASE LIST OTHER SIBLINGS ATTENDING SNOHOMISH PUBLIC SCHOOLS

School

Grade

Riverview

4

SPECIAL INSTRUCTIONS REGARDING RELIGIOUS BELIEFS (Please provide information to school in writing)

STUDENT RELEASE AUTHORIZATION

When injury, illness or other non-emergency situations occur involving your child, we want to be able to quickly reach families or other responsible adults. In the event we cannot reach a parent/guardian, please list persons you trust who are available during the day to provide care for your child.

PRIMARY EMERGENCY CONTACT (after parent/guardian contact)

RELATIONSHIP TO CHILD

PHONE #1 (include area code)

PHONE #2 (include area code)

☐ Home ☐ Work ☐ Cell

SECONDARY EMERGENCY CONTACT (after parent/guardian contact)

RELATIONSHIP TO CHILD

PHONE #1 (include area code)

PHONE #2 (include area code)

☐ Home ☐ Work ☐ Cell

STUDENT RELEASE AUTHORIZATION: In the event that the school is unable to contact the parent/guardian, I authorize that my child may be released to the person(s) listed above.

Legal Parent/Guardian Signature _____

Date 8/10/2016

EMERGENCY MEDICAL AUTHORIZATION: I understand that in the event of accident or illness, every effort will be made to contact parent/guardian immediately. If parent/guardian cannot be reached, I authorize school authorities to obtain emergency care for my child.

Legal Parent/Guardian Signature _____

Date 8/10/2016

Continue to next page for Ethnicity & Race Information

SNOHOMISH SCHOOL DISTRICT NO. 201

Ethnicity and Race Collection Form

QUESTION 1. Is your child of Hispanic or Latino origin? (Check all that apply)

<input type="checkbox"/> NOT HISPANIC/LATINO	<input type="checkbox"/> MEXICAN/ MEXICAN AMERICAN/ CHICANO
<input type="checkbox"/> CUBAN	<input type="checkbox"/> CENTRAL AMERICAN
<input type="checkbox"/> DOMINICAN	<input type="checkbox"/> SOUTH AMERICAN
<input type="checkbox"/> SPANIARD	<input type="checkbox"/> LATIN AMERICAN
<input type="checkbox"/> PUERTO RICAN	<input type="checkbox"/> OTHER HISPANIC/LATINO

QUESTION 2. What race(s) do you consider your child? (Check all that apply)

<input type="checkbox"/> AFRICAN AMERICAN/ BLACK	<input type="checkbox"/> ALASKA NATIVE
<input checked="" type="checkbox"/> WHITE	<input type="checkbox"/> CHEHALIS
<input type="checkbox"/> ASIAN INDIAN	<input type="checkbox"/> COLVILLE
<input type="checkbox"/> CAMBODIAN	<input type="checkbox"/> COWLITZ
<input type="checkbox"/> CHINESE	<input type="checkbox"/> HOH
<input type="checkbox"/> FILIPINO	<input type="checkbox"/> JAMESTOWN
<input type="checkbox"/> HMONG	<input type="checkbox"/> KALISPEL
<input type="checkbox"/> INDONESIAN	<input type="checkbox"/> LOWER ELWHA
<input type="checkbox"/> JAPANESE	<input type="checkbox"/> LUMMI
<input type="checkbox"/> KOREAN	<input type="checkbox"/> MAKAH
<input type="checkbox"/> LAOTIAN	<input type="checkbox"/> MUCKLESHOOT
<input type="checkbox"/> MALAYSIAN	<input type="checkbox"/> NISQUALLY
<input type="checkbox"/> PAKISTANI	<input type="checkbox"/> NOOKSACK
<input type="checkbox"/> SINGAPOREAN	<input type="checkbox"/> PORT GAMBLE KLALLAM
<input type="checkbox"/> TAIWANESE	<input type="checkbox"/> PUYALLUP
<input type="checkbox"/> THAI	<input type="checkbox"/> QUILEUTE
<input type="checkbox"/> VIETNAMESE	<input type="checkbox"/> QUINAULT
<input type="checkbox"/> OTHER ASIAN	<input type="checkbox"/> SAMISH
<input type="checkbox"/> NATIVE HAWAIIAN	<input type="checkbox"/> SAUK-SUIATTLE
<input type="checkbox"/> FIJIAN	<input type="checkbox"/> SHOALWATER
<input type="checkbox"/> GUAMANIAN or CHAMORRO	<input type="checkbox"/> SKOKOMISH
<input type="checkbox"/> MARIANA ISLANDER	<input type="checkbox"/> SNOQUALMIE
<input type="checkbox"/> MELANESIAN	<input type="checkbox"/> SPOKANE
<input type="checkbox"/> MICRONESIAN	<input type="checkbox"/> SQUAXIN ISLAND
<input type="checkbox"/> SAMOAN	<input type="checkbox"/> STILLAGUAMISH
<input type="checkbox"/> TONGAN	<input type="checkbox"/> SUQUAMISH
<input type="checkbox"/> OTHER PACIFIC ISLANDER	<input type="checkbox"/> SWINOMISH
	<input type="checkbox"/> TU'LALIP
	<input type="checkbox"/> YAKAMA
	<input type="checkbox"/> OTHER WASHINGTON INDIAN
	<input type="checkbox"/> OTHER AMERICAN INDIAN

QUESTION 3. What local race do you consider your child? (Choose one only, please)

<input type="checkbox"/> ASIAN	<input type="checkbox"/> MULTIRACIAL
<input type="checkbox"/> BLACK, NON-HISPANIC	<input type="checkbox"/> PACIFIC ISLANDER
<input type="checkbox"/> HISPANIC	<input checked="" type="checkbox"/> WHITE, NON HISPANIC
<input type="checkbox"/> AMERICAN INDIAN/ALASKAN NATIVE	<input type="checkbox"/> NOT PROVIDED

REQUIRED INFORMATION: If born in a country other than the United States, please answer these questions:

How many months have you been in US? ____ How many years? ____ Has your child had any formal education outside the US?

Where and how long? _____

Legal Parent/Guardian Signature of Verification: _____

Date 8/18/2016



Snohomish School District

2016-17

Grade

6

Student: [REDACTED]

Teacher: Laura Cross

Principal: Tamera Jones

Date Printed: June 20, 2017

	S1	S2		Total
Present	84	70.5	Present	154.5
Absent	1	17.5	Absent	18.5
Tardy	1	1	Tardy	2

Tardies and absences affect performance

Academic Key for Common Core & District Standards		
4 - Consistently working at standards beyond grade level		
3 - Meeting semester grade level standards		
2 - Approaching semester grade level standards		
1 - Significantly below grade level standards		
N/A - Not assessed at this time		
Key for Demonstrates Effort		
4 - Exemplary Effort	2 - Inconsistent Effort	
3 - Consistent Effort	1 - Minimal Effort	
Receiving Support Services		
English Language Learner		
LAP		
Title I		
Highly Capable		
Individualized Education Program	Yes	Yes
English Language Arts		
S1 - Comments		
English Language Arts [REDACTED] is able to meet standard for opinion, reasons, and evidence in his writing when given support from an adult.		
S2 - Comments		
English Language Arts Please see the attached IEP report for information on [REDACTED] ELA progress.		

English Language Arts - Reading		
	S1	S2
Literary Text	1	2
<ul style="list-style-type: none"> - Cites evidence to analyze what the text says explicitly and what it infers - Summarizes how a story's plot unfolds as characters develop - Compares and contrasts various forms of texts and media 		
Informational Text	2	3
<ul style="list-style-type: none"> - Summarizes text not using opinions or judgments - Compares authors' views of common events - Cites evidence to analyze what the text says explicitly and what it infers 		
Demonstrates Effort in Reading	3	3
English Language Arts - Writing		
Text Types and Purposes	1	*
<ul style="list-style-type: none"> - Writes arguments to support claims with clear reasons and relevant evidence - Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information - Writes a narrative to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well structured event sequences - Writes to communicate ideas and information effectively, applying greater detail to the structure of their writing 		
Production and Distribution	1	*
<ul style="list-style-type: none"> - Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience - Plans, revises, edits, and rewrites or tries a new approach to develop and strengthen writing 		
Research to Build and Present Knowledge	N/A	2
<ul style="list-style-type: none"> - Conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate - Gathers information from multiple print and digital sources and quotes or paraphrases the data and conclusions of others - Draws evidence from literary or informational texts to support analysis, reflection, and research 		
Language - Grammar and Conventions	1	*
<ul style="list-style-type: none"> - Demonstrates command of the grade-level conventions of standard English grammar and usage - Applies correct capitalization, punctuation, and spelling of grade-level words in written work 		
Language - Vocabulary and Word Choice	2	2
<ul style="list-style-type: none"> - Acquires and uses grade-level vocabulary 		
Demonstrates Effort in Writing	2	2

English Language Arts - Listening / Speaking		
	S1	S2
Comprehension and Collaboration	2	2
<ul style="list-style-type: none"> - Participates effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly - Interprets information presented in media and formats and explains how it contributes to a topic, text or issue studied 		
Presentation of Knowledge and Ideas	N/A	2
<ul style="list-style-type: none"> - Presents claims and findings, sequencing ideas logically and uses pertinent descriptions, facts, details, main ideas and themes - Includes multimedia components and displays in a presentation to clarify information 		
Demonstrates Effort in Listening / Speaking	2	2
Physical Education		
S1 PE Comments, if necessary:		
S2 PE Comments, if necessary:		
	S1	S2
PE Performance Skills	3	3
<ul style="list-style-type: none"> - Displays age-appropriate movement, motor concepts, and manipulative skills - Exhibits age-appropriate understanding of physical fitness and health concepts - Demonstrates sportsmanship, participates fully, and works cooperatively in a safe manner 		
Demonstrates Effort in PE	3	3

Science/Social Studies/Art		
S1 Science, SS, Art Comments, if necessary:		
Science / Social Studies / Art ■■■■■ struggles to understand science and social studies concepts. He continues to try each day though and has begun to show progress. ■■■■■ can read informative text and answer questions verbally when given a scribe. However, he is lacking the skill of only answering the question that is being asked.		
S2 Science, SS, Art Comments, if necessary:		
Science / Social Studies / Art ■■■■■ was an active participant in science and social studies. He is more capable of discussing topics, than writing about them. He should benefit from working on keyboarding this summer, in order to help him type his assignments in the future.		
Science		
	S1	S2
Science Skills	2	2
<ul style="list-style-type: none"> - Demonstrates an understanding of scientific content and concepts - Applies process skills in problem solving to develop and justify explanations 		
Demonstrates Effort in Science	3	3
Social Studies		
	S1	S2
Social Studies Skills	2	*
<ul style="list-style-type: none"> - Demonstrates an understanding of social studies content and concepts - Applies critical thinking to extend understanding of content and concepts - Applies map skills 		
Demonstrates Effort in Social Studies	3	3
Art		
	S1	S2
Art Performance Skills	3	3
- Demonstrates understanding of art elements and principles		
Demonstrates Effort in Art	3	3

Student: ■■■■■

Music		
S1 Music Comments, if necessary:		
S2 Music Comments, if necessary:		
	S1	S2
Music Performance Skills	3	3
<ul style="list-style-type: none"> - Demonstrates age-appropriate awareness of pitch and vocal performance - Exhibits age-appropriate awareness of beat and rhythmic performance - Shows an understanding of grade level music concepts, terminology, and proper instrument playing techniques. 		
Demonstrates Effort in Music	3	3

Mathematics		
S1 - Comments		
Mathematics [REDACTED] is working hard for his growth in math. [REDACTED] is still working below grade level, but is showing steady growth.		
S2 - Comments		
Mathematics [REDACTED] has worked hard this year. He is a positive, kind student. He gets along with others and works well in groups. Please see the attached IEP report for information on [REDACTED] math progress.		
Mathematics		
	S1	S2
Ratio & Proportional Relationships	1	*
<ul style="list-style-type: none"> - Understands ratio concepts and uses reasoning to solve problems 		
The Number System	1	*
<ul style="list-style-type: none"> - Applies and extends previous understandings of multiplication and division to divide fractions by fractions - Computes fluently with multi-digit numbers and finds common factors and multiples - Applies and extends previous understandings of numbers to the system of rational numbers 		
Expressions & Equations	N/A	*
<ul style="list-style-type: none"> - Applies and extends previous understandings of arithmetic to algebraic expressions - Reasons about and solves one-variable equations and inequalities - Represents and analyzes quantitative relationships between dependent and independent variables 		
Geometry	3	*
<ul style="list-style-type: none"> - Solves real-world and mathematical problems involving area, surface area, and volume 		
Statistics & Probability	N/A	*
<ul style="list-style-type: none"> - Develops understanding of statistical variability (mean, median, mode) - Summarizes and describes distributions 		
Demonstrates Effort in Math	3	3

Readiness to Learn		
S1 - Comments		
Readiness to Learn [REDACTED] is a kind and helpful student. He has begun to focus more during instruction, although it is difficult for him to remain focused for a long time. When given support it is easier for [REDACTED] to work in the classroom. I so appreciate all the effort that [REDACTED] puts into his learning and am so happy that he is at Riverview. Good job [REDACTED]		
S2 - Comments:		
Readiness to Learn It has been wonderful getting to know [REDACTED] this year and I'm so glad that he was in our homeroom. Focus and honoring others personal space continued to be difficult this spring. I believe that it was due to not having the continuity of school due to ongoing health issues. I hope that your family receives answers this summer and that [REDACTED] begins to feel better. Enjoy your summer [REDACTED] and keep persisting!		
Key for Readiness to Learn		
C = Consistently U = Usually I = Inconsistently		
	S1	S2
Learner Behaviors	U	U
- Respects others' rights, feelings, and property - Accepts responsibility for own behavior - Exercises self-control - Follows directions		
Work Habits	U	U
- Organizes self and materials - Approaches challenges using a variety of strategies - Uses time effectively to produce quality work - Completes work assignments on-time		

Student: [REDACTED]

Lake Washington School District Progress Report

Fifth Grade

This represents an evaluation of your child's work over the course of the last grading period. Various classroom assessments were used during this reporting period to determine academic achievement at one of the following grade level expectations:

Overall Skill and Concept Development reflected by: 4 = Exceeds Standard 3 = At Standard 2 = Approaching Standard 1 = Not at Standard

/ = Not Evaluated

Y = Yes

N = No

* = Addendum Attached

Half-points indicate partial success with more difficult content.

Student:

[REDACTED]

Grade

05

Teacher:

ERICA NATION

School:

RUSH ELEMENTARY

ATTENDANCE

Period	1st	2nd	Period	1st	2nd
Days Absent	3	5.5	Days Tardy	0	1

INTERDISCIPLINARY SKILLS AND ATTRIBUTES

Academic Thinking Skills and Strategies			Communication and Collaboration Skills		
GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Participates in class discussions</i>	3	3	<i>Respects others</i>	3	3
<i>Demonstrates effort</i>	2.5	2.5	<i>Cooperates and shares responsibility in a group</i>	3	3
Local and Global Citizenship Skills			Personal Attributes		
GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Follows school rules</i>	3	3.5	<i>Completes work on time</i>	3	3
			<i>Follows directions and is attentive</i>	3	3
			<i>Organizes work space and materials</i>	3	3

INTERDISCIPLINARY CONTENT KNOWLEDGE

Literacy and Language

Students write clearly and effectively in English for a variety of audiences and purposes and read, interpret, analyze and evaluate both literary and information texts. Students understand and apply commonly accepted rules and conventions of the English language.

English Language Arts Common Core State Standards

Reading			Reading Foundational Skills		
GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Reading Literature</i>	/	/	<i>Fluency</i>	/	/
<i>Reading Informational Text</i>	/	/			
Writing					
Text Types and Purposes			Language		
GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Informative/Explanatory</i>	/	/	<i>Language Conventions</i>		/
<i>Opinion/Point of View</i>	/	/			
<i>Narrative</i>	/	/			

Student: [REDACTED]

Grade Level:

05

Teacher: ERICA NATION

School:

RUSH ELEMENTARY

Mathematical and Scientific Reasoning

Students develop thinking and application skills that enable them to understand and apply mathematical and scientific principles and concepts, solve problems, and reason and communicate both mathematically and scientifically.

Mathematics Common Core State Standards			Science		
GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Operations and Algebraic Thinking</i>	/		<i>Physical Science</i>	2.5	2.5
<i>Numbers and Operations in Base Ten</i>	/	/	<i>Earth and Space Science</i>	/	2.5
<i>Numbers and Operations - Fractions</i>	/	/	<i>Processes: Systems, Inquiry, Application (Variables)</i>	2	2.5
<i>Measurement and Data</i>	/	/			
<i>Geometry</i>	/	/			

Social Studies

Students understand U.S. and world geography, history, and current events in a global context; evaluate structure and function of economic and governmental systems in the U.S. and in the world. Each of these areas is studied through the specific content areas of sense of self, home and school life, local community, people and places.

GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Civics</i>	/	2	<i>Economics</i>	/	2
<i>Geography</i>	2.5	2	<i>History</i>	2	2

Information and Communication Technology

Students demonstrate information, communication, and media literacy and understand the relationship of technology to productivity and quality of life. Students present information for a variety of audiences and purposes using a range of information and communication technology tools

GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Applies technology skills</i>	3	3	<i>Library (Effort)</i>	3	2

Culture and the Arts

Students understand and apply the basic concepts of design, music, literature, art, dance and drama and communicate artistically.

GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Art: Demonstrates understanding of concepts and skills</i>	3	3	<i>Music (Effort)</i>	3	3.5

Career Planning and Life Management

Students develop a future school and/or career plan and develop healthy habits that include physical fitness and emotional well being.

GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Future school and/or career plan</i>		Y	<i>Physical Education (Effort)</i>	3	3

Supportive Program

Your child is in a supportive program if one of these areas is checked:

- ☒ [REDACTED]
☐ ENGLISH LANGUAGE LEARNER
- ☐ SAFETY NET MATH
- ☐ SAFETY NET READING
- ☐ QUEST

Student: [REDACTED]

Grade Level: 05

Teacher: ERICA NATION

School: RUSH ELEMENTARY

Projects / Units Completed (First Grading Period)

Reading: Citing text evidence, summarize, sequence, cause&effect, problem&solution, compare&contrast

Math: place value, # sense, multi-digit mult & division, decimals, problem solving

Science: Motion & Design, Energy

Writing: Writing process, informative writing, conventions/grammar, citations

SS: Geography, American Indian Cultural Regions, Early Exploration

Tech: basic netbook use, researching/databases, citations, word, TTL4, IXL, Publisher, Haiku

Library: Citations, use of Destiny Catalog, simple book reviews, checking out age appropriate books.

Participation/Mallet techn/Treble clef/group comp/sixteenth comb /sync./dotted rhythms/Ukuleles

PE: Safety, Move, Travel, Kick, Throw, Catch, Dribble, and Pass.

Projects / Units Completed (Second Grading Period)

Math: algebra, geometry, fractions, measurement

SS: American history & government, Constitution, Bill of Rights, & civic responsibilities

Reading: Reading informational text and literature, citing text evidence, close read

Investigative Format (variables, procedures & conclusions), Landforms, Health

Writing: opinion & narrative essays, summaries, revising, editing, conventions

Tech/Art: student technology skills and docent facilitated district art curriculum

Library: Biography research; Copyright and citations; Young Author's Day; check out books.

Participation/Ukuleles/drumming/singing 2 part harmony/dotted&syncopated rhythms

PE: Fitness, Nutrition, Jump Rope, Dance, Volleyball, Racquet & Paddle Sports, Hockey, and Softball.

Student: [REDACTED]

Grade Level: 05

Teacher: ERICA NATION

School: RUSH ELEMENTARY

Teacher Comments
First Grading Period

[REDACTED] is a humorous student who loves helping others in need. [REDACTED] picked up concepts in our Motion and Design unit well. He understood how to modify vehicles to fit challenge requirements. [REDACTED] needs to continue to work on being a self-directed learner. I look forward to continuing to teach [REDACTED] this year!

Second Grading Period

[REDACTED] is a kind and caring student. He has a strong passion for creating comics and reading. [REDACTED] grasps science concepts well. He encourages other students to follow school rules. [REDACTED] is a prompt student who ensures that he arrives to his classes on time. [REDACTED] is working on persevering through challenging tasks. He asks clarification questions when needed and is motivated to learn. It has been a joy teaching [REDACTED] this year!

Library - While his library check outs were at above grade standard, [REDACTED] showed no effort in completing this semesters major research project. He showed no retention of the research skills taught and may want to seek help from the librarian at

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

Lake Washington School District
16250 NE 74th Street
PO Box 97039
Redmond, WA 98073-9739
425.936.1200

Measurable Annual Goals - Student Progress

IEP Date: 10/08/2015

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure.

Progress will be reported using the following codes.

ES - Emerging Skill demonstrated but may not achieve annual goal within duration of IEP.

IP - Insufficient Progress demonstrated to meet this annual goal and may not achieve annual goal within duration of IEP.

M - Mastered this annual goal.

NI - Not Introduced yet.

P - Progress demonstrated but not mastered goal.

SP - Sufficient Progress being made to achieve annual goal within duration of IEP.

Annual Goal: Writing - Prewrite

By 10/04/2016, when given writing topics or prompts [REDACTED] will complete a visual map or prewrite activity to generate topic specific ideas to be used in writing improving the variety of words /vocabulary used in written language from 2 out of 5 opportunities to 3 out of 5 opportunities as measured by data collected by special education staff

How will progress toward this goal be reported? (check all that apply)

☒ Copy of Goal Page

☐ Written in Report Card

☐ Written Progress Report

☐ Other:

How often will progress be reported? ☒ Monthly ☐ Quarterly ☐ Trimester ☐ Semester ☐ Other:

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	11/04/2015	12/16/2015	01/21/2016	03/03/2016	04/22/2016	06/03/2016		
Progress:	ES	P	P	P	P	P		

Comments:

11/2015

[REDACTED] can complete parts of a prewrite, but needs support to complete it. He will need more practice to complete an entire prewrite independently. He is working on using an outline format now and starting to understand how to use stars and dots to organize information.

12/2015 [REDACTED] continues to be more independent making prewrites. He has really increased the amount of details he is able to add without additional prompting. His success can vary by topic, but he is completing all parts of his prewrites aside from the reasons/subtopics where he needs help.

1/2016 [REDACTED] continues to do well with prewrites. One difficulty [REDACTED] is having is grouping ideas and details for an outline. Aside from that he is doing well and making progress. He is not resistant when asked to make an outline he can set up the format independently.

3/3/16 [REDACTED] has made progress in independently writing a prewrite. He knows the format and can make it on his own. He does need some support with topic details.

4/20/2016 [REDACTED] is doing well with the outline and making it independently and filling it in. He has more difficulty when the writing topics are not preferred topics. Choosing good details is not yet an independent skill. It is hard for [REDACTED] to come up with a category for details with some topics.

6/16

[REDACTED] is able to make a prewrite to come up with an outline. He needs prompting to get past taking short cuts but he understands what the organizer is and how it helps his writing.

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Lake Washington School District

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

Measurable Annual Goals - Student Progress

Progress will be reported using the following codes.

Annual Goal: Writing - Paragraph

By 10/04/2016, when given a writing prompt [REDACTED] will generate a 4 sentence paragraph with an introduction, elements of capitalization, punctuation and topic specific choice. improving written expression in the areas of conventions and content from 0 out of 5 to 3 out of 5 in 3 of 3 opportunities as measured by Teacher created writing rubric

How will progress toward this goal be reported? (check all that apply)

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☐ Written Progress Report

Other:

How often will progress be reported? ☒ Monthly ☐ Quarterly ☐ Trimester ☐ Semester ☐ Other:

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	11/04/2015	12/15/2015	01/21/2016	03/03/2016	04/22/2016	06/03/2016		
Progress:	P	P	P	P	P	P		

Comments:

11/2015

[REDACTED] has decreased the frequency of being unable to write when given a prompt. He is using words from the prompt to help starting the first sentence. It will take more time for it to be an independent skill, but there is a marked difference. [REDACTED] been using a comma to separate groups of 3 or more in sentences. Using second grade level daily language practice [REDACTED] is able to correct the sentences with 80% accuracy.

12/2015

[REDACTED] continues to make progress writing. He is able to produce more writing independently even with difficult prompts. He often needs a prompt, but is able to write a good topic sentence with that reminder. [REDACTED] does well with capitalization, and punctuation in sentences when he is asked to make corrections. He is currently making corrections on second grade level sentences and is continuing to average 80% accuracy even though the sentence contain more errors. He is adding apostrophes and correctly placing commas in groups and between cities and states.

1/2016

[REDACTED] continues to do well using the prompt to start the first sentence of a written response. [REDACTED] continues to do well making corrections in sentences. He needs frequent review of those skills. After winter break [REDACTED] needed to review contractions and where the apostrophe goes. He continues to maintain the 80% average in conventions on the second grade level sentences. In two weeks he will be doing third grade level sentences. [REDACTED] is still sometimes frustrated and stuck when asked to write. In his written paragraph would score a three on the writing rubric, but the outline was completed with some support and without it the vocabulary in the paragraph would have made the paragraph a 2.

3/3/2016 When given a topic [REDACTED] is able to produce will use the prompt to get started. He continues to do well with corrections and is maintaining 80% accuracy with the third grade level conventions. He is including more details in his writing. It is a rare occasion lately that he is frustrated and unable to start a writing assignment.

4/20/2016 [REDACTED] does well with many prompts, but does continue to have times when he is really stuck. He is doing well with third grade level sentence corrections. He catches most possessive nouns, commas needed for a series of three and remembering the rule for using I or me.

6/16

[REDACTED] easily uses the writing prompt to start the first sentence of his response. That has helped in writing and in answering reading comprehension questions. He has done well editing third grade level sentences for writing conventions. He has nearly met this goal, but he needs more opportunities to working through the times when he is stuck on a writing prompt.

Student ID: [REDACTED] 2
WA SSID: [REDACTED] 9
Date of Birth: [REDACTED]

Lake Washington School District
16250 NE 74th Street
PO Box 97039
Redmond, WA 98073-9739
425.936.1200

Measurable Annual Goals - Student Progress

Progress will be reported using the following codes.

Annual Goal: Mathematics computation

By 10/04/2016, when given a touch math visual and a math computation progress monitoring math assessment and at the SECOND grade level [REDACTED] will solve the problem improving math computation skills from 75% to 95% in 3 consecutive opportunities as measured by demonstrated performance and data collection

How will progress toward this goal be reported? (check all that apply)

☒ Copy of Goal Page

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☐ Written Progress Report

☐ Other:

How often will progress be reported? ☒ Monthly ☐ Quarterly ☐ Trimester ☐ Semester ☐ Other:

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	11/04/2015	12/15/2015	01/13/2016	03/03/2016	04/22/2016	06/03/2016		
Progress:	P	P	P	P	P	P		

Comments:

11/15
[REDACTED] has made growth in math. He is regrouping in addition and subtraction with a higher rate of accuracy, although he sometimes misses subtraction problems when there are some that require regrouping and others that don't. His next step will be more borrowing across zeros. on the progress monitoring math assessment he was able to answer 78% accurately.

12/2015
[REDACTED] is making progress in math computation. He completed another second grade level progress monitoring test and scored 85%. The errors were related to regrouping for subtraction.

1/2016

[REDACTED] is able to complete the second assessment and achieve 90% accuracy. He started to complete third grade level ones too. The simple multiplication and division problems are challenging, but he is able to apply the computation skills he has learned and complete the assessment at this level with 55% accuracy.

3/2016 [REDACTED] completed the second grade level computation assessment again with 90% accuracy. He made growth on the third grade level assessment. His accuracy was 65%. Simple computation errors in subtraction cause most of the second grade level errors.

4/20/2016

On the third grade level Aimsweb math computation assessment [REDACTED] was able to answer 71% of the third grade level math computation problems. The ones he missed were multiplication, division and borrowing across zeros and adding three 3-digit numbers. He completed the second grade assessment and again answered 90% of the questions correctly.

[REDACTED] had 93% accuracy on the second grade level assessment. He only missed a few questions and they were computation on problems he could solve independently. He scored 75% on the third grade level assessment. His errors included division, number patterns, one money problem and multiplication.

Annual Goal: Mathematics problem solving

By 10/04/2016, when given a touch math visual and a second grade level AIMSWEB concepts and applications assessment [REDACTED] will complete the assessment improving math problem solving skills from 37% to 90% in three consecutive opportunities as measured by Curriculum based measure and data collection

How will progress toward this goal be reported? (check all that apply)

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

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16250 NE 74th Street
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Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	11/04/2015	12/15/2015	02/03/2016	03/03/2016	04/22/2016			
Progress:	P	P	P	P	P			

Comments:

11/2015

He is showing consistent accuracy with place value up to the thousands place. When reading numbers he struggles to say the number correctly if there are zeros above the one-thousands place. [REDACTED] understands ordinal numbers, but may make mistakes when the directions ask him to count from the right. Time and money are big topics that haven't been covered in-depth. On the second grade level math assessment he was able to answer the questions with 51% accuracy.

12/2015

[REDACTED] completed a progress monitoring at second grade level. His score was 58%. Time and money were areas where he did poorly on the test. His answers were incorrect, but they were closer to the correct answer. He also struggles to recognize and placing missing numbers in patterns that increase by 3 or 4 numbers.

1/2016

[REDACTED] continues to make progress in computation. His score this time was 62%. I think his slight progress is partly due to the lack of review since the holiday break. We have been focusing on current work with less review.

3/2016

[REDACTED] was able to score 76% on the second grade level math computation. This is really great progress. He is remembering a lot of the math skills and taking time to get the correct answers.

4/2016

[REDACTED] competed an Aimsweb math concepts and application assessment at second grade level. He scored at 75 on the assessment. Errors included money errors and analog clock errors and story problems comparing amounts, (knowing to subtract to find the difference).

Annual Goal: Organization

By 10/04/2016, when given a verbal or non-verbal cue [REDACTED] will reengage in classroom tasks without comment or protest improving task management and completion from requiring multiple verbal prompts to complete a task in 90% of opportunities to requiring multiple verbal prompts to complete a task in 75% of opportunities as measured by demonstrated performance and data collection

How will progress toward this goal be reported? (check all that apply)

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How often will progress be reported? ☒ Monthly ☐ Quarterly ☐ Trimester ☐ Semester ☐ Other:

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	11/04/2015	12/15/2015	01/21/2016	03/03/2016	04/21/2016	06/03/2016		
Progress:	ES	P	P	P	P	P		

Comments:

11/2015

[REDACTED] ability to focus and maintain attention is a variable. Some days he is able to focus and remain engaged in work for up to approximately 8 minutes. Other days [REDACTED] himself appears frustrated with how difficult it is for him to focus. [REDACTED] is showing growth in the amount of work he is able to produce in a given period.

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425.936.1200

Measurable Annual Goals - Student Progress

15
[REDACTED] has been able to produce more work with fewer prompts. He has had 4 mornings where he has needed no prompting to keep working on tasks. [REDACTED] is reinforced when this happens and I am sure he feels good about it.

1/2016
[REDACTED] had a couple days this month where it was truly difficult for him to control the impulse to talk. he also had one day when he did an incredible job listening, answering and producing work.

2/2016
[REDACTED] continues to struggle with organization at times. He is really hit and miss. He amazes me with how much he can remember and do without prompting, but other times it is difficult for him to maintain a quiet voice and focusing on work for a few minutes.

4/2016
[REDACTED] need for prompting remains variable. He has had some very independent days and looking at the trend he is absolutely needing fewer overall, but day-to-day it is inconsistent.

6/2016
[REDACTED] has decreased the number of prompt needed to start and complete a task. He had a few days when it was a struggle, but he has shown overall growth which isn't true for many students near the end of the year.

Annual Goal: Social / Emotional

By 10/04/2016, when given a situation when he feels overwhelmed [REDACTED] will request a break improving emotional regulation from requiring instructors to recognize signs that [REDACTED] is overwhelmed in 40% of occurrences to requiring instructors to recognize signs that [REDACTED] is overwhelmed in 20% of occurrences as measured by demonstrated performance and data collection

How will progress toward this goal be reported? (check all that apply)

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Progress:	ES	P	P	P	P	P		

Comments:

11/2015
[REDACTED] has not shown signs of being overwhelmed since October. He has been given a lot to do, but has handled the stress. [REDACTED] continues to be the one time he shows some stress.

12/2015
[REDACTED] has not shown signs of being overwhelmed.

1/2016
[REDACTED] has continues to show no sign of being overwhelmed as he was in the past.

3/2016
[REDACTED] is making plans and in small groups working well with others. He is showing less behaviors that would cause social problems. He is positive and sometimes is ak

4/2016
[REDACTED] did have one time during this period when he was frustrated to the point of tears. They didn't last long and he was able

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Measurable Annual Goals - Student Progress

to return to work instead of remaining in an overwhelmed state.

6/15

[REDACTED] has not shown signs of being overwhelmed.

Annual Goal: Social/Emotional

By 10/04/2016, when given lessons to learn about social thinking concepts, "making an impression" [REDACTED] will identify 3-4 skills that he could use that make a positive impression (others having good/positive thoughts about you) improving social skills from 0/5 to 3/5 as measured by demonstrated performance and data collection.

How will progress toward this goal be reported? (check all that apply)

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Progress:	ES	P	P	P	P	P		

Comments:

11/2015

[REDACTED] has been listening and learning about expected behavior. There are certainly times when his impulses get the better of him, but he can identify several unexpected behaviors from scenarios and things he has done and name reasons that they make a positive impression or upset people.

12/2015

[REDACTED] is doing well making positive comments to others. He can explain why making a positive impression is important.

1/2016

[REDACTED] is learning about making smart guesses about people, such as someone with a Starwars shirt on probably likes Star Wars so it would be a good topic to start a conversation. [REDACTED] is continuing to learn about expected and unexpected behavior. How other people think about the things we do and that what we do can make a positive or negative impression on others.

3/2016

[REDACTED] is doing well with skills to make a positive impression. He is showing more skills working in small group activities. He needs less prompting and seems more confident in group work.

4/2016

[REDACTED] is independently doing some of the things he has learned about making a positive impression. He is making more comments about what people are saying to him instead of trying to only make jokes. He is asking follow up questions. When people tell him things or give him reminders he is saying okay or thanks instead of I know.

6/16

[REDACTED] has really made a changes in the way he gets attention from others. He is using positive comments and asking to join groups. He is recognizing how he needs to think about whether or not is an appropriate time before doing or saying something funny.

Annual Goal: Reading comprehension

By 10/04/2016, when given a THIRD grade leveled reading passage [REDACTED] will read the passage improving reading

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16250 NE 74th Street

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425.936.1200

Measurable Annual Goals - Student Progress

comprehension from answering 80% of comprehension questions correctly to answering 100% of comprehension questions correctly as measured by CBM and data collection

How will progress toward this goal be reported? (check all that apply)

☒ Copy of Goal Page

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☐ Written Progress Report

☐ Other:

How often will progress be reported? ☒ Monthly ☐ Quarterly ☐ Trimester ☐ Semester ☐ Other:

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	11/04/2015	12/15/2015	01/21/2016	03/03/2016	04/21/2016	06/03/2016		
Progress:	P	P	P	P	SP			

Comments:

11/2015

[REDACTED] completed a third grade level BRI reading inventory He was able to answer 80% of the comprehension questions accurately. That is the same percentage as in October. I am going to start to test him on third and fourth grade level. Some of the difficulty with measuring comprehension growth is that some answers are facts from the stories and others are inferential.

12/2015

[REDACTED] completed a third grade level BRI reading inventory. He was able to answer 85% of the questions correctly. One question missed was about vocabulary, others were inferential.

*In January I will begin giving this assessment at third and fourth grade level to measure growth in reading.

1/2016

[REDACTED] completed the third grade level BRI reading inventory and answered 100% of the comprehension questions correctly. He also completed a 4th grade level assessment and answered 70% of those questions correctly.

3/2016

[REDACTED] answered the third grade level questions at 100% accuracy. He answered the 4th grade questions at 80% accuracy. I gave him a fifth grade passage and questions and he was able to answer the questions with 70% accuracy.

4/2016

[REDACTED] answered the third grade passage at 90% accuracy. fourth grade level questions at 85% accuracy. The fifth grade questions were answered at 75% accuracy at 5th grade level.

6/16

[REDACTED] read the third grade leveled text and answered 95% of the questions correctly. On the fourth grade level text he answered 90% of the questions correctly and on the fifth grade questions he answered 85% of the questions correctly.

Annual Goal: Reading fluency

By 10/04/2016, when given a third grade leveled passage [REDACTED] will read the passage improving reading fluency from reading the passage at a rate of 75 words per minute with 5 miscues to reading the passage at a rate of 90 words per minute with 1 miscue as measured by Curriculum based measure and data collection

How will progress toward this goal be reported? (check all that apply)

☒ Copy of Goal Page

☐ Written in Report Card

☐ Written Progress Report

☐ Other:

How often will progress be reported? ☒ Monthly ☐ Quarterly ☐ Trimester ☐ Semester ☐ Other:

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	11/04/2015	12/15/2015	01/21/2016	06/03/2016				

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Measurable Annual Goals - Student Progress

Progress:	P	P	P	P				
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Comments:

11/2015

[REDACTED] was able to read 77 words per minute on the reading inventory. This is a slight increase. His accuracy reading improved. He went from 5 to 4 word errors while reading the leveled passage.

12/2015

[REDACTED] read a third grade reading inventory passage at a rate of 87 words per minute. He made 3 word errors while reading the passage.

1/2016 [REDACTED] read the third grade level passage at a rate of 103 words per minute. He had 3 miscues while reading the passage. Two of the miscues were skipped words once "a" and then "the." On the 4th grade level passage he read 88 words per minute and had 5 miscues. One was inserting the word "and" another was omission of the word "that."

3/2016

[REDACTED] read the third grade leveled passage at a 110 words per minute. He has met the goal for fluency. The error rate part of the goal is not yet met. (3 errors)

4/2016

[REDACTED] read the third grade passage at a rate of 112 words per minute. He met his goal for third grade. He read the fourth grade passage at a rate of 83 words per minute.

6/16

[REDACTED] read the third grade passage at a rate of 122 words per minute. He read the fourth grade passage at 94 words per minute.

Annual Goal: Reading word error rate

By 10/04/2016, when given THIRD grade leveled BRI passage [REDACTED] will decrease the number of miscues improving word decoding skills from 5 miscues on a third grade level BRI passage. to 1 miscues on a third grade level BRI passage. as measured by Curriculum based measure

How will progress toward this goal be reported? (check all that apply)

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☐ Other:

How often will progress be reported? ☒ Monthly ☐ Quarterly ☐ Trimester ☐ Semester ☐ Other:

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	11/04/2015	12/17/2015	01/21/2016	04/21/2016	06/03/2016			
Progress:	P	P	P	P	P			

Comments:

11/2015

[REDACTED] read the leveled passage and made 4 word errors which is a decrease from 5. He had one substitution error, he for and. He needed prompting for the words whistle and noticed. He substituted laying for lying.

12/2015

[REDACTED] had 3 word errors reading the leveled text. He omitted the word AND, replaced QUIETLY reading QUICKLY and left the ending off when reading NOTICED.

[REDACTED] had 3 miscues while reading the passage third grade level passage. Two of the miscues were skipped words once "a" and then "the." On the 4th grade level passage he read 88 words per minute and had 5 miscues. One was inserting the word "and" another was omission of the word "that."

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Measurable Annual Goals - Student Progress

3/2016

[REDACTED] read the third grade passage with two miscues. He is near reaching this goal. On the fifth grade passage he made 6 miscues. This will be good information for measuring progress in the future.

6

[REDACTED] read the fourth grade level passage and had 5 word errors, they included inserted the word up, substituted and for the and it for its. He skipped the word as.

6/16

[REDACTED] read the fourth grade passage with 4 word errors and two of those errors were self-corrected.

Annual Goal: Speech and Language - inferences

By 10/04/2016, when given verbal passages of 4-5 sentences [REDACTED] will make inferences and support his thinking with relevant details improving language reasoning skills from 60% accuracy to 80% accuracy as measured by data collected and documented in SLP records

How will progress toward this goal be reported? (check all that apply)

☒ Copy of Goal Page

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☐ Other:

How often will progress be reported? ☐ Monthly ☒ Quarterly ☐ Trimester ☐ Semester ☐ Other:

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	01/19/2016	04/21/2016	05/23/2016					
Progress:	P	P	SP					

Comments:

January, 2016 [REDACTED] tries very hard to apply the skills needed for making inferences and explaining his thinking. He understands that he needs to recall details, determine which are most important in order to make an inference. He actively seeks and requests repetition, is not content to guess anymore, but still needs verbal mediation or support and cues to coordinate his ideas and include relevant details with his inference. He will still defer to personal experience which can be helpful in terms of inferring, but then does not have the details from the story. He recognizes this and is always open to feedback and corrective instruction. When looking at the data, he shows variability from week to week, with an overall pattern of steady improvement. His accuracy is ranging between 70-75%, with more instruction needed in terms of accuracy and quality. We will do more work on strategies for recalling and evaluating details in terms of importance relative to the question. [REDACTED] is a supportive, positive member of the group. I enjoy teaching him.

May, 2016 [REDACTED] has developed solid understanding of the skills related to making and explaining inferences. After listening to a passage, he can make and explain inferences with 75-85% accuracy. He can distinguish between details and inferences and is more and more confident and successful in attending to the most relevant details. I would recommend increasing the length of text and reinforcing that we think and infer and predict while we read and that with new information our thinking can change. It is a skill that will need to be reinforced, but his progress is great. He is a kind member of the group. Has gotten a little silly lately, but easily redirected. I have enjoyed teaching [REDACTED] [REDACTED] you are a thinker. Ms. McAlerney, SLP

Annual Goal: Speech and Language - self monitoring

By 10/04/2016, when given language lessons where verbal responses to questions are required. [REDACTED] will evaluate the quality of his response to questions, and revise with better word choice or relevant details. Improving quality of verbal explanations from needing verbal scaffolding, prompting to revise 5 out of 5. to independently revise when asked to reflect on his response, on 4 out of 5 trials. as measured by data collected and documented in SLP records

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Measurable Annual Goals - Student Progress

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Date of Review:	01/19/2016	05/23/2016						
Progress:	P	P						

Comments:

January, 2016 [REDACTED] is learning the importance of quality, completeness, sufficient information by receiving feedback about his answers. Written expression being so challenging for [REDACTED], the quality of his verbal responses are very important. This is important and hard work, but [REDACTED] is working hard. He needs to improve his self-evaluation of quality, and still seems to require the teacher to be the evaluator. This is a developmental skill and way of thinking that will continue to emerge over time, but he needs to develop it, so we will continue. He gets feedback about word choice, and relevance of the details after about 60% of his responses. He is learning to think in this way and that is great. He will continue to benefit from this instruction.

May, 2016 [REDACTED] has grown in awareness of his responses and whether or not they have good word choice, answer the question, are complete. As language tasks increase in complexity, [REDACTED] will still benefit from self-evaluation of his verbal explanations, especially since verbal skills are more likely the best way for him to communicate his learning. Continued instruction is recommended. Ms. McAlerney, SLP

Annual Goal: writing

By 10/04/2016, when given a writing prompt and 5 minutes to work [REDACTED] will produce a writing sample with 18 or more words improving written expression from 10% to 100% in 5 consecutive opportunities as measured by demonstrated performance and data collection.

How will progress toward this goal be reported? (check all that apply)

☒ Copy of Goal Page

☐ Written in Report Card

☐ Written Progress Report

☐ Other:

How often will progress be reported? ☒ Monthly ☐ Quarterly ☐ Trimester ☐ Semester ☐ Other:

Progress of Goals:	1	2	3	4	5	6	7	8
Date of Review:	11/04/2015	12/15/2015	04/21/2016	06/03/2016				
Progress:	P	P	P	P				

Comments:

11/2015

[REDACTED] is showing an understanding of how to use some of the words in a writing prompt to start his writing. He has demonstrated the ability to generate 14 words in 5 minutes responding to a prompt. On that sample 9 words were spelled correctly. At the 5 minute mark, he was on the second word of his third sentence.

12/2015

[REDACTED] continues to do well using the prompt to start his writing. On his most recent writing sample he was able to write 20 words in 5 minutes. 13 of the 20 were spelled correctly. He had completed two and a half sentences in five minutes.

3/2016

[REDACTED] wrote 30 words in 5 minutes. 17 of the words were spelled correctly. He had over 3 sentences in the 5 minute window.

4/2016

[REDACTED] was able to write 33 words in 5 minutes. 20 of the words were spelled correctly. He had three sentences and one used a conjunction with the comma.

Student ID: [REDACTED]

WA SSID: [REDACTED]

Date of Birth: [REDACTED]

Lake Washington School District

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

Measurable Annual Goals - Student Progress

6/16

[REDACTED] wrote 37 words in 5 minutes. 25 of the words were spelled correctly. There were 5+ sentences. [REDACTED] is writing sentences and using punctuation. He still can get stuck depending on the prompt, so he should continue to work on this skill.



Office of Superintendent of Public Instruction (OSPI)
Home Language Survey

Student Name: [REDACTED]		Date:
Birth Date: [REDACTED]	Gender: <u>Male</u>	Grade: <u>6</u>
Form Completed by:		
Parent/Guardian Name: [REDACTED]		Relationship to Student: <u>Stepmom</u>
Parent/Guardian Signature: [REDACTED]		
If available, in what language would you prefer to receive communication from the school? <u>English</u>		
Did your child receive English language development support through the Transitional Bilingual Instruction Program in the last school your child attended? Yes___ No <u>X</u> Don't Know___		

1. In what country was your child born?	<u>USA</u>
2. What language did your child first learn to speak?*	<u>English</u>
3. What language does <u>YOUR CHILD</u> use the most at home?*	<u>English</u>
4. What language(s) do <u>parent/guardians</u> use the most when you speak to your child?	<u>English</u>
5. Has your child ever received formal education* outside of the United States? (Kindergarten – 12 th grade) ___ Yes <u>X</u> No "Formal education" does not include refugee camps or other unaccredited programs for children.	If yes, in what language(s) was instruction given? _____ For how many months? ____
6. Has your child attended school in the United States before enrolling in this district? (Kindergarten – 12 th grade) <u>X</u> Yes ___ No	For how many months? <u>11</u> months *One (1) school year = 10 months
7. Do grandparent(s) or parent(s) have a Native American tribal affiliation? ___ Yes <u>X</u> No	

***WAC 392-160-005:** "Primary language" means the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence.

The Purpose of the Home Language Survey

The Home Language Survey is given to *all* students enrolling in Washington schools. The following information should help answer some of the questions you may have about this form.

What is the purpose of the Home Language Survey?

The primary purpose of the Home Language Survey is to help identify students who may qualify for support to help them develop the English language skills necessary for success in the classroom and who may qualify for other services. It is important that this information be correctly recorded since it can affect the eligibility of students for services they need to be successful in school. Testing may be necessary to determine whether or not additional language and academic supports are needed. No student will be placed in an English language development program based solely on responses to this form.

Why do you ask about the student's first language and language(s) used in the home?

The two questions about the student's language help us to determine:

- if your student may be eligible for assistance with learning English, and
- whether staff at the school should be aware of other languages being used by the student at home.

The language your child first learned may be different from the language your child uses for communication at home now. The responses to both of these questions will assist the school in providing instruction appropriate to the individual student's needs as well as help with communication needs that may arise. Students who first learned a language other than English may qualify for additional supports. Even students who speak English well may still need support in developing the language skills needed to be successful in school.

Why do you ask where the student was born?

This information helps the school district and the state determine if the student meets the definition of immigrant for the purposes of federal funding. This applies even when the student's parents are both US citizens, but the student was born outside of the United States. This form is not used to identify students who may be undocumented.

Why do you ask about my student's previous education?

Information about a student's education will help ensure that the student's education both within and outside of the United States is considered in any recommendations made for participation in programs and district services. The student's educational background is also important information to help determine if the student is making adequate progress toward state standards based on their prior educational background.

Thank you for providing the information needed on the Home Language Survey. Contact your school district if you have further questions about this form or about services available at your child's school.

Riverview Elementary
New Student Parent Evaluation Form

(confidential)

Student Name



Grade

6

Dear Parents/Guardian:

To help us better meet the needs of your child, please complete this questionnaire carefully.

My Child:

- ☐ Has hearing problems.
- ☐ Has vision problems.
- ☒ Wears glasses for reading or seeing the board.
- ☐ Was prescribed glasses in the past, but doesn't wear them for school usually.
- ☒ Has had a professional vision exam from an optometrist or ophthalmologist within the last three years. (Note: This does not include visual screenings by a school nurse or at a family practitioner or pediatrician's office.)
- ☐ Has any health conditions or a 504 plan that impact the student's educational or transportation needs.
- ☐ Worked with a school counselor, school psychologist, or school social worker.
- ☐ Participated in LAP or Title I for reading or math.
- ☒ Received Special Education services – *your child has an IEP*
 - ☒ *Speech or language*
 - ☒ *Reading*
 - ☒ *Math*
 - ☒ *Written language*
 - ☒ *Behavior/social skills*
- ☐ *Was retained. He/she repeated _____ grade.*
- ☐ *Has been in a highly capable program.*

Is there anything else we should know that will help us select a teacher for your child or plan for your child?

STATE OF WASHINGTON
DEPARTMENT OF HEALTH

CERTIFICATE OF LIVE BIRTH

CERTIFICATE NUMBER: [REDACTED]

DATE ISSUED: 02/25/2005

GIVEN NAMES: [REDACTED]

LAST NAME: [REDACTED]

DATE OF BIRTH: [REDACTED]

FACILITY: [REDACTED]

CENTER

PLACE OF BIRTH: KIRKLAND, KING COUNTY, WASHINGTON

TIME OF BIRTH: 12:10 P.M.

SEX: MALE

MOTHER'S MAIDEN NAME: [REDACTED]

PLACE OF BIRTH: [REDACTED]

DATE OF BIRTH: [REDACTED]

FATHER'S NAME: [REDACTED]

PLACE OF BIRTH: [REDACTED]

DATE OF BIRTH: [REDACTED]

FILING DATE: 01/12/2005

FEE NUMBER: 173031

