

Personal Service Contract

**City of Seattle Families and Education Levy
Request for Qualifications
Middle School and High School Social, Emotional and Behavioral Support**

COVER SHEET

Organization Information:

Organization name: MARILYNN SAVAGE MORITZ

Organization address: 2101 SOUTH JACKSON ST, SEATTLE, WA 98144

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship:

SOLE PROPRIETORSHIP /WASHINGTON STATE BUSINESS LICENSE (UBI#) 603-048-421

Application Components and Checklist (submit in this order)

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

Contact Information:

Contact person: MARILYNN SAVAGE MORITZ

Title: MENTAL HEALTH THERAPIST

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Email address: MASAVAGEMORITZ@SEATTLESCHOOLS.ORG

Signature: (Please see hard copy)

Date: APRIL 11, 2012

KEY PEOPLE

Marilynn Savage Moritz is a clinician who works in Washington Middle School and provides direct mental health services, including assessment, diagnosis if required, development and implementation of a treatment plan and mental health counseling for students who convey information or display behaviors which may be related to a mental health concern and impact school performance, attendance, behaviors, and social and emotional concerns. Referrals are made on behalf of the student or the family of the student to inside school support (tutoring, health services, YMCA afterschool programs and summer programs) or outside agencies such as community agencies and programs.

Marilynn Savage Moritz has been at Washington Middle school since 2004 first employed in the Middle Support position, tracking attendance and truancy of at risk youth, and then in 2005 as a personal service contracted Mental Health Therapist through the Middle School Family Support position. Marilynn began in 2005 working with individuals, identifying at risk middle school students, and meeting weekly with those students failing standardized test scores, academic core classes, attendance/truancy issues, and emotional, behavioral, and social concerns. This is currently her seventh year at Washington Middle school.

PREVIOUS EXPERIENCE

The students can be characteristically identified as middle school children who have significant home issues and outside influences in which they have little to no control. These issues greatly impact their ability to function in school, perform and meet standardized testing. They are impacted in attendance, behavior, and emotional areas. Over the years, these students have been found to experience the following issues during a school year:

- HOMELESSNESS
- SEVERE POVERTY
- HUNGER
- PARENT/GUARDIAN LOST JOB
- SEXUAL ASSAULT OR ATTEMPTED SEXUAL ASSAULT
- NEGLECT
- PHYSICAL ABUSE
- ABANDONMENT BY PARENT
- DEATH OF PARENT
- PARENT TERMINALLY ILL
- DEATH OF CLOSE FAMILY MEMBER OR FRIEND
- PARENT/GUARDIAN HEALTH ISSUES
- DISABLED SIBLINGS
- PARENT MENTAL ILLNESS
- PARENT OR FAMILY MEMBER IN JAIL
- PARENT OR FAMILY MEMBER DRUG/ALCOHOL ADDICTION
- PARENT OR FAMILY MEMBER IN GANG
- DOMESTIC VIOLENCE IN HOME
- DIVORCE
- EXPERIENCED VIOLENCE IN THE COMMUNITY
- POST TRAUMATIC STRESS DISORDER
- BULLYING
- NO FRIENDS AT SCHOOL OR COMMUNITY
- ANXIETY
- DEPRESSION
- SUICIDE ATTEMPTS
- CUTTING
- BIPOLAR DISORDER
- LIVE WITH FOSTER PARENTS
- DISCOVERED ADOPTED
- PREGNANCY CONCERNS
- OPPOSITIONAL DEFIANT DISORDER
- HEALTH ISSUES
- STUDENT RESPONSIBLE FOR RAISING YOUNGER SIBLINGS
- LOSS OF HOME AND FAMILY DUE TO FIRE
- SEXUAL IDENTITY ISSUES

□ 9/11 PARENT LOSS

Marilynn works with approximately 75 individual students each school year, 35 students seen individually on a weekly basis and approximately 40 students in groups. (Groups identified as grief and loss groups, once a week for six week curriculum for students who have lost a family member or friend to death in the past year). 80-85% of all students have failed standardized tests in one or more areas, male students (47%) and female students (53%) are seen fairly evenly with approximately five more female students seen than male. 70% of all students seen are in the regular program, 13% of the students are in the APP or Spectrum program, 5% students are in the ELL program, and 12% students qualify for Special Education, including behavior. Approximately 70-75% of the students were failing one or more classes sometime in the school year. 66% of the students experienced attendance or behavioral issues (as defined as suspensions, detentions and expulsions.) Of all the students seen individually or in groups, 84% are minority students (African American, African, Asian, and Latino) and 16% of the students are White.

Emotional and physical trauma and stress experienced by students create a host of emotional symptoms that not only deplete a child's energy but also act as a great distracter. This leads to poor attention, reduced concentration, reduced retention and short and long term memory deficits. (Arrizza, Emotional Trauma Reduces Learning Potential, 2008). Research documenting the effects of trauma on learning and behavior has become more consistent in describing the cognitive and behavioral changes that take place for anyone that experiences traumatic events. Trauma and stress alter the way we view ourselves, the world around us and alter how we process information and the way we behave and respond to our environment. These cognitive and behavioral responses can lead to learning deficiencies, performance problems and problem behavior in schools, (National Institute for Trauma and Loss in Children, 2007.) Children are vulnerable to trauma and stress reactions even fourteen months later after the event, (Terr, Too Scared to Cry, 1990.)

Traumatic and stressful events experienced on multiple levels by students over the school year clearly impacted their learning and behavior during the school day: school days missed and visits to the school nurse were generally high among some of these students, as was time spent in detention and suspension and academic issues and failures regardless of the program assignment. A school setting becomes an opportunity to help minimize traumatic and stressful responses because children are most accessible in the school environment. A school becomes the place that cognitive, emotional and behavioral responses to stress and trauma often "get played out" as well.

Individual intervention on a consistent and weekly schedule including multiple levels (counselors, mentors, tutors, teachers) with students experiencing traumatic life issues reduce the symptoms of traumatic reactions and improve cognitive and behavioral responses. 66% of the students improved in their grade averages, behavior, and or attendance issues from first to second semester. 80% of the students are receiving additional "outside" and in school services and support over the summer months and beyond (family counseling, individual counseling, tutoring, and academic support.) What appears to change is the percentage of students that improve in their grades and the decrease in referrals or suspensions and truancy and also improvement in

getting students and their families involved in support services either within the school (tutoring/Host/Saturday school/wellness center) or outside of school (SYVPI, doctor referrals, YMCA, Family Reconciliation services, Boys/Girls Club, Consejo, Atlantic street, Asian Counseling, Friends of Children, Alateen, Individual family therapists, Big Brother/Sister organization for example) . Individual and group therapy support for issues that students experience appears to have a direct results on grades, attendance issues and behavioral issues. Also what seems to have a direct result is the consistent presence and daily reminder that a staff member cares and is interested in their lives. Behavior issues in the classroom reduced and school attendance improved from first to second semester and over the years, if the student was seen for a period of three years while in middle school. Although home life and life outside of school often remains much the same, the students experienced a place to talk about and process stress and trauma, reducing symptoms and improving school performance.

TRACKING TO SUCCESS

Individual weekly intervention includes tracking the student in the areas of weekly grade performance in each class, attendance issues or truancy, behavioral issues as defined (above) including and discussing what is going on in their home life and those emotional and physical issues that are impacting them and influencing school performance. The implementation plan may include referrals to inside support in the school or those outside the school, including helping to strategize how to respond and plan for future success. Grades and standardized assessments are tracked using the Seattle Public Schools Source, including absences, tardiness and suspensions. Parents and guardians give written permission for the student to receive counseling and academic support. Parents and guardians often communicate with the counselor as to the status of their student either through emails or in person and view the counselor as a support for the student and subsequently the family. Teachers, grade level counselors, tutors, administrators, and the health professionals in the building, also provide valuable feedback in how an individual student is performing. Data is kept throughout the school year on each student focusing on academic success, standardized testing from year to year, attendance and tardies, behavior, and overall emotional “health”.

Data over the years since 2005 has consistently shown that individual intervention within the school day and over the course of a middle school student’s life that is impacted by significant issues as described, above, has improved school performance regardless of home issues. On an average over the years, 66% of the students improve in school performance. This data includes absences, grades performance and behavioral issues. Data indicates that standardized testing also improves, although not as significantly (30%). Referrals to other support systems in and out of school, is currently around 80% of those students seen. Most significantly is the data that indicates that if a student is tracked from beginning to end of middle school the graduation and promotion rate from middle school to high school is approximately 95%. The remaining 5% of the students were either expelled some time in their middle school years or moved from the current middle school and could no longer be tracked.

WOMEN AND MINORITY INCLUSION

As stated in the above section under Previous Experience, Marilynn works with approximately 80% minority students, which is reflective of the school community. As the school community continues to grow as anticipated for the next school year, expectation is that the same amount of students will be a part of the total students. There is also the expectation that a few more girls will be tracked than boys as seems to be the trend over the years.

WASL SCORES AND GRADES 2008-2009 ST individual client not including groups
 GRADE ISSUES: 1 OR MORE E'S PER SEMESTER

improvement
 decline

WASL FAILED IN PREVIOUS GRADE

6TH GRADE	1ST SEMESTER GRADES				2ND SEMESTER GRADES				SCIENCE
EA					1C 3D 2E	5TH	3 413	2 384	2 379
	REG	GRADES	BEHAVIOR	EMOTIONAL		4TH	2 379	2 375	3 10
						3RD	3 405	2 384	
issues: immaturity-behavior-irresponsibility in doing homework retained in elementary									
BA		2 E 1C 2A 1 D			2C 2E 1D 1B	5TH	2 361	2 387	1 338
	ELL	GRADES	BEHAVIOR	EMOTIONAL	ATTENDANCE	4TH	1 308	2 378	1 6
						3RD	1 335	1 358	
issues: behavior, mother terminal illness dying									
KB		4E 1A 1C			2E 2C 2D	5TH	1 347	1 370	1 342
	REG	GRADES	BEHAVIOR	EMOTIONAL		4TH	1 339	1 372	2 7
						3RD	1 353	2 375	
issues: behavior, home, tested for and qualified for special ed several family members killed in violence									
EG		3 B 3A			3B 3 A	5TH	4 448	4 441	4 427
	APP/SPEC ED					4TH	4 505	4 433	3 9
						3RD	3 417	3 417	
issues: friendless in school, didn't want to be at wms, mother insisted, threw fits in the classroom									
AGO		2C 1D 2A 1B			1C 2D 2A 1B	5TH	1 329	1 367	1 346
	ELL	GRADES	BEHAVIOR	EMOTIONAL		4TH	1 335	1 369	1 6
						3RD	1 353	1 368	
issues: two suicide attempts, domestic violence in home									
KR		3E 2C 1D			3E 3C	5TH	3 400	2 394	2 386
	REG	GRADES	BEHAVIOR	EMOTIONAL	ATTENDANCE	4TH	1 357	3 400	2 7
						3RD	3 413	3 414	
issues: behavior, academic, being tested for special ed, home issues, brother addict on street									
KT		2C 3E 1D			3C 1E 1D 1B	5TH	3 401	2 394	2 381
	REG/TREEHOUSE	GRADES	ATTENDANCE	EMOTIONAL		4TH	2 395	3 405	1 5
						3RD	1 368	1 354	
issues: treehouse, domestic violence, sexual assault of sister, refused to come to school, absent									
MW		6A			6A	5TH	4 435	4 451	4 432
	APP					4TH	4 452	4 433	4 11
issues: death of younger sister									
JW		1A 2B 3C			4B 2C	NO SCORES			
	APP								
issues: mom died of cancer									

GRADE SUMMARY 9 STUDENTS	
8 IMPROVED GRADES	89%
1 DECLINED IN GRADES	11%
6 PRIOR WASL FAIL	67%
5 GRADE ISSUES	56%

7th grade	first semester grades	second semester	math	read	writing	science
AB	2B 4A	5B 1C	6TH	no scores		
	APP	ATTENDANCE	5TH	4 429	4 435	4 427
issues: minimal social issues, homelife attendance						
KB	6B	4C 1B 1D	6TH	1 353	1 369	
	SPECIAL ED	EMTIONAL	5TH	1 369	2 386	1
		ATTENDANCE	4TH	1 353	1 373	2
issues: violent deaths in family, safecrossing, social issues , special ed						
JD	2D 2A 1C 1E	2E 3D 1A	6TH	3 417	2 396	
			5TH	4 428	2 398	2 391

	REG	BEHAVIOR	GRADES	EMOTIONAL		4TH	3 417	3 406	2 7	
issues: home issues/isolation, social issues, addicted to videogames/tv behavior										
TF			3A 3B		3A 3B	6TH	3 426	3 414		
	APP	BEHAVIOR				5TH	4 438	3 414	3 409	
issues: lives with foster parents, mom/dad extremely young both with drug/alcohol										
CF	FEIG		5A 1B		5A 1B	6TH	4 463	4 425		
	APP	EMOTIONAL				5TH	4 458	4 429	4 439	
						4TH	4 453	4 424	3 10	
issues: minimal social issues										
DF			3E 1A 2D		1A 2D 3E	6TH	1 350	3 407		
	REG	BEHAVIOR	GRADES	ATTENDANCE	EMOTIONAL	5TH	2 385	2 398	2 378	
						4TH	2 391	3 400	2 7	
issues: social emotional, family issues/divorce, behavioral, being assessed for depression										
RG			3C 2B 1D		3C 1E 2B	6TH	1 323	2 383		
	ELL	ATTENDANCE	BEHAVIOR	EMOTIONAL		5TH	1 321	2 381	1 351	
						4TH	1 325	2 386	1 3	
issues: pregnancy termination, significant home issues, behavior										
PG			1A 2E 1D 2C		1B 3E 2D	6TH	4 479	4 425		
	APP	GRADES	EMOTIONAL			5TH	4 520	4 475	3 414	
						4TH	4 447	4 452	4 11	
issues: oppositional defiant disorder/depression, home issues qualified for special ed writing 6/16/09										
PL			4B 1A 1D		3B 2C 1A	6TH	1 344	2 392		
	REG	EMOTIONAL	ATTENDANCE			5TH	2 380	3 408	2 383	
						4TH	2 376	2 393	2 8	
issues: loss of family member, safecrossings										
FM			3A 3B		5B 1C	6TH	4 463	4 436		
	APP	EMOTIONAL				5TH	4 467	4 441	4 430	
						4TH	4 433	4 432	3 9	
issues: depression, health issues, emotional										
RM			4A 2B		5A 1B	6TH	4 441	4 427		
	APP	EMOTIONAL				5TH	4 478	4 429	3 405	
						4TH	4 453	4 437	3 10	
issues: minimal home issues related to disabled brother										
JO			NO SCORES		6C	NO SCORES				
NOSCORES REG ATTENDANCE GRADES BEHAVIOR										
issues: behavior, home life,										
TRN			1A 1C 3D 1B		3C 2E 1D	6TH	1 341	2 283		
	REG	ATTENDANCE	EMOTIONAL	GRADES		5TH	1 358	3 400	2 376	
						4TH	1 352	3 404	1 6	
issues: anxiety, disabled parent, behavior, depression										
ARC			2B 2A 2C		3B 1C 2A	6TH	1 334	1 368		
	ELL	GRADES	EMOTIONAL			5TH	1 342	2 375	1 354	
						4TH	1 320	1 349	2 7	
issues: poverty, alcoholic dad, divorce, attempted sexual assault										
OSE			5A 1B		6A	6TH	4 456	4 443		
	APP	EMOTIONAL				5TH	4 444	4 448	4 439	
						4TH	3 421	4 444	3 10	
issues: parents divorcing										
DS			6A		6A	6TH	4 491	4 475		
	APP	EMOTIONAL	ATTENDANCE			5TH	4 467	4 459	4 446	
						4TH	4 504	4 452	4 12	
issues: social, depression, divorced parents										
TS			3C 1A 2D		2C 1A 1B 2D	6TH	3 426	3 414		
						5TH	4 438	4 422	3 417	

APP	EMOTIONAL	ATTENDANCE		5TH	3 417	3 404		3 418
				4TH	4 448	4 436	3 10	

issues: depression, anxiety, bi-polar, home life, parent in jail

CHZ		2B 4A		4A 1B 1C		6TH	1 373	2 398	
						5TH	2 382	3 414	1 364

ELL	EMOTIONAL					4TH	3 400	2 393	2 8
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issues: sexual assault

MZ		4A 2B		4A 2B		6TH	4 470	4 431	
						5TH	4 494	4 429	4 427

APP	EMOTIONAL					4TH	4 477	3 412	4 11
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issues: minimal, adopted

AZ		4A 2B		4A 2B		6TH	4 451	4 431	
						5TH	4 458	4 448	4 434

APP	EMOTIONAL					4TH	4 442	3 414	3 9
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issues: minimal

GRADE SUMMARY: 20 STUDENTS

12 GRADE IMPROVED	60%
8 GRADE DECLINE	40%
8 PRIOR WASL FAIL	40%
5 GRADE ISSUES	25%

8TH GRADE	1ST SEMESTER GRADES	SECOND SEMESTER GRADES	math	read	writing	science
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KSB		2E 2C 1D 1A		1E 2A 2D 1C		7TH	1 355	3 388	2 7
						6TH	1 351	3 400	
REG	EMOTIONAL	GRADES				5TH	1 367	3 410	1 369
						4TH	1 333	1 373	2 7

issues: multiple family deaths and disappearance of cousin, divorced family

JB		2A 3B 1C		4A 1B 1C		7TH	2 378	2 378	3 9
						6TH	2 387	2 392	

REG	EMOTIONAL					5TH	3 406	2 395	2 384
						4TH	3 408	3 400	2 7

issues: death of parent t domestic violence

NC		2E 3D 1B		2D 2E 1B 1A		7TH	4 449	4 419	4 11
						6TH	4 467	4 430	

APP-SPECIAL ED	EMOTIONAL	ATTENDANCE				5TH	4 440	4 433	3 412
						4TH	4 460	3 422	2 8

issues: depression, suicide attempt, dysfunctional parent, poverty

LHS		3B 3C		2C 3B 1A		7TH	1 363	2 397	3 10
						6TH	2 380	2 394	

REG	EMOTIONAL					5TH	2 375	3 402	1 363
						4TH	1 361	3 422	2 8

issues: social issues, depression, discovered adopted

CJ		6A		6A		7TH	3 404	2 397	3 10
						6TH	2 396	3 410	

REG	EMOTIONAL					5TH	3 413	3 407	2 386
						4TH	3 414	3 407	4 11

issues: death of family member, safecrossings

AK		3B 1C 2A		3B 1C 2A		7TH	3 412	4 418	4 11
						6TH	3 407	4 442	

REG	BEHAVIOR	ATTENDANCE	EMOTIONAL			5TH	2 389	4 425	3 421
						4TH	4 435	4 430	4 11

issues: depression, social, suicide attempt

JM		1A 1E 3B 1C		2A 3B 1D		7TH	1 371	3 402	3 10
						6TH	1 368	2 385	

REG	GRADES	EMOTIONAL			5TH	1 372	3 410		2 398
					4TH	2 397	2 381	3 9	

issues: poverty, violence against family from outside family

JO		1A 4C 1B		1C 2B 2A	7TH	1 310	1 363		
					6TH	1 300	1 373		

BEHAVIOR SPECIAL ED	BEHAVIOR	ATTENDANCE			5TH		3 407		1 354
					4TH	2 384	3 402	1 4	
					3RD	3 402			

issues: extreme behavior, anger, social/emotional

DR		3A 1C 1D 1B		2B 3D 1A	7TH	1 297	NO#	2 7	
					6TH	1 330	2 385	NO#	

SPECIAL ED	EMOTIONAL	BEHAVIOR	ATTENDANCE		5TH	NO#	NO3	NO#	NO#
					4TH	2 381	3 388	1 6	

issues: behavior, poverty, parent in jail, father died, Treehouse

JS		2A 2E 2C		2A 2E 1C 1D	7TH	1 310	2 378	3 9	
					6TH	1 334	2 375		

SPECIAL ED	EMOTIONAL	ATTENDANCE	GRADES		5TH	1 326	2 392		1 360
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issues: poverty, homelessness, behavior, social/emotional

GS		5A 1B		3B3A	7TH	4 478	4 475	4 12	
					6TH	4 483	4 426		

APP	EMOTIONAL				5TH	4 461	4 455		4 441
					4TH	4 476	4 483	4 12	

issues: anxiety/stress

JT		1A 1C 3B 1D		1A 2D 1B 1E 1C	7TH	2 375	2 394	2 8	
					6TH	NO SCORES			

REG	BEHAVIOR	EMOTIONAL	GRADES	ATTENDANCE	5TH	2 394	3 404		2 398
					4TH	2 397	3 407	3 9	

issues: divorce, abandonment, domestic violence/ raised in foster home

AW		1E 1C 4A		1E 2C 2A 1D	NO SCORES				
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SPECIAL ED	BEHAVIOR	ATTENDANCE	GRADES						
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issues: head /brain trauma

GRADE SUMMARY	13 STUDENTS	
	8 GRADE IMPF IMPROVE	62%
	5 GRADE DECLINE	38%
	12 PRIOR WASL FAIL	92%
	6 GRADE ISSUES	46%

	FIRST QUARTER	SECOND Q1	THIRD QUARTER	FOURTH Q1		
cj IMPROVED OVER YEAR improved over year in behavior outside support	band	C	C	C	C	
	la	C	D	A	C	
	esthem	E	E	B	A	
	sci	E	E	B	E	
	math	E	E	C	D	
	pe	C	C	read	C	D
	dj stayed the same improved over year in behavior outside support	orch	B	C	C	D
math		A	B	B	C	
read		C	D	pe	C	B
sci		C	D	C	D	
la		B	C	B	B	
est H		B	C	A	B	
cd SAME		band	A	A	B	B
	sci	A	A	B	B	
	read	B	C	A	A	
	la	B	B	B	B	
	estH	C	B	B	B	
	math	B	B	B	B	
da SAME improved in attendance improved in behavior	sci	A	A	B	B	
	pe	B	B	art	A	C
	math	C	C	C	C	C
	span	B	B	C	B	B
	la	B	D	B	B	B
	hist	B	C	A	B	B
	jc STAYED THE SAME REF TO OUTSIDE SUPPORT	la	E	E	pe	B
hist		E	E	math	D	D
span		B	B	span	C	E
sci		D	D	sci	E	E
read		E	E	la	E	E
math		C	D	hist	C	D
lc IMPROVED OVER YEAR	la	B	C	C	A	
	hst	D	A	C	B	
	span	A	A	A	A	A
	sci	B	C	A	A	B
	math	A	A	A	A	A
	pe	A	A	art	A	A
wc	la	B	C	C	A	

IMPROVED OVER YEAR

OUTSIDE SUPPORT

hst	C	B		D	B
mathimp	A	A		A	A
math	B	B		A	B
sci	B	D		A	C
read	A	B		A	A

es
DECLINED OVER YEAR

REF TO OUTSIDE SUPPORT

la	D	C		D	C
hst	C	D		D	D
french	D	C		B	E
sci	B	B		C	C
pe	B	B	art	C	D
math	C	C		B	C

mh
IMPROVED LAST QUARTER

REF TO OUTSIDE SUPPORT
SPECIAL ED TESTED

la	D	D		E	C
hst	E	E		E	D
pe	B	B	art	E	E
math	E	E		E	E
read	E	E		E	E
sci	C	E		E	D

sh
IMPROVED

OUTSIDE COUNSELING

math	A	B	la	A	B
sci	D	D	math	A	A
la	C	E	hst	A	A
world cul	B	D	sci	B	B
art	C	A	pe	A	A
japan	C	C	jap	A	C

lj
DECLINED OVER YEAR

outside support

sci	E	D		E	E
math	D	D		D	E
la	E	E		C	C
hst	D	D		C	C
pe	C	B	art	C	E
read	E	E		E	E

mj
DECLINED OVER YEAR

OUTSIDE SUPPORT

la	E	E		E	EXPELLED
hst	E	C		E	EXPELLED
pe	B	C	art	C	EXPELLED
sci	E	D		C	EXPELLED
math	C	C		C	EXPELLED
japan	D	D		D	EXPELLED

lm
DECLINED OVER YEAR

OUTSIDE SUPPORT

sci		C		E	E
choir		A		A	A
pe		C	art	B	B
math		A		C	C
la		E		D	E

	hst		E		D	D
km	esl read	D	D		C	D
SAME	art	A	D	pe	B	B
behavior decline	sci	B	B		B	E
	math	C	C		B	C
	esl soc st	C	C		B	C
	esl	C	B		B	A

dn	french	E	D		C	E
IMPROVED OVER YEAR	art	B	B	pe	B	B
OUTSIDE SUPPORT	math	E	E		E	E
	sci	E	C		D	D
	la	E	D		B	A
	hst	E	E		D	B

tn	la				C	D
IMPROVED OVER YEAR	hst				E	E
OUTSIDE SUPPORT	mathim				D	C
	sci				D	D
	pe/art				C	D
	math				C	D

cd	band	A	A		B	B
STAYED SAME	sci	A	A		B	B
	read	B	C	pe	A	A
	la	B	B		B	B
	estH	C	B		B	B
	math	B	B		B	B

bf	TA	A	A	phot	B	C
STAYED SAME	washstate	B	B		B	A
	sci	A	A		C	B
	alegebra	C	D		C	B
	la	C	B		C	C
	pe	B	B		B	A

khj BEHAVIOR/ATTENDANCE ISSUES ASSIGNED S
dm BEHAVIOR/ATTENDANCE ISSUES ASSIGNED S

ce **EXPELLED FOR VIOLENCE** THIRD QUARTER---IN INTER AGENC

ad 11/5/2010-REMOVED TO BE HOMESCHOOLED ATTENDANE ISSUES

rw ATTENDANCE ISSUES BEHAVIOR/ MOVEDSCHOOLS

ao **OVALLES** **SUSPENDE FOR DRUG POSITION** NO E'S FIRST QUARTER /2 E SCI SEI

vt

MOVED TO ANOTHER SCHOOL

1/29/2011---NO E'S ALL QUARTER!

GROUPS:

ad	app	all a's				
md	app	all a's				
tp		wasl/reg	3/b/3c	6c	EXPELLED	
ah		wasl/reg	4c/1a/1e	1a/3c/1d/1	2c/1b/2d/1e	2c/1b/2d/1
tp		wasl/reg	3e/3d	changed schools		
emc		reg	3a/2b/1c	3a/3b	1a/3b/2c	
kg		WASL/REG 4cs/icd/ie	4cs/id/j1e	2cs/2b/2e	4e/1c/1d	
jb		WASL/REG 4cs/icd/ie	1a/3b/2d	3c/1d/2e	1e/1b/4c	
kg		wasl	1a/2b/3c	1a/2b/2c/1	3a/1b/2c	5b/1c
jb		wasl	3cs/3bs	3cs/2b/1e	4c's/1e/1b	3e/1c/2b
sb		wasl/reg	3b/2e/1d	2b/1c/2d/1	2b/2c/1a/1d	2e/2c/2a
jh		wasl/reg	1b/2c/2d/1e		2b/1d/3e	2b/2d/1c/1
cj		see above				
cj		special ed level 4		1e/3c/2d	4d/1e/1c	2d/3e/1c
dt		special ed level 4		2c/1d/1b/2	3e/2d/1c	3c/1b/1d/1e
cw		wasl/reg	3c/1a/1b/1d		3d/1b/1c/1a	4b/2c
bc		wasl/reg	3c/1d/1e/1a		3e/1d/2c	4c/2b
dj		see above				

ae

DECLINE

read	B	C	C	C
sci	D	C	D	D
pe	D	C	A	A
math	C	C	D	C
la	D	D	D	E
wastate	D	D	D	C

jb

IMPROVED

pe	B	B	A	A
la	B	C	C	C
wastate	B	B	C	B
span	C	D	C	C
math	B	B	C	B
sci	B	B	C	B

kc

outside support

read	A	A	A	B
la	A	B	B	C
sci	B	B	C	D
wastate	B	B	C	C
math	C	B	D	D
ta	A	A	C	B

ejd

IMPROVED

outside support

pe	B	B	B	B
esl	C	C	C	B
eslread	C	D	C	B
math	E	E	E	E+
photog	B	B	B	C
sci	B	C	C	C

agd

SAME

improved in behavior and attendance

outside support

read	B	B	C	B
sci	C	D	D	C
span	C	D	A	A
wastate	B	B	B	C
math	B	D	C	D
la	A	C	C	D

kh

IMPROVED

OUTSIDE SUPPORT

la	C	D	D	B
math	E	E	C	C
wastate	E	E	E	D
japan	D	D	E	E
pe	C	C	A	A
sci	B	C	C	C

dj

STAYED THE SAME

OUTSIDE SUPPORT

read	A	A	B	B
math	E	E	E	E
TA	A	A	C	C
wastate	D	D	D	D
la	C	D	D	D
sci	C	D	D	C

vl

biolog	A	A	A	A
pe	A	A	A	A
la	A	A	A	A
wastate	A	A	A	A
span	A	A	A	A
geom	B	A	A	A

mm

IMPROVED

Pe	C	C	B	C
math	D	D	E	C
la	B	C	D	C
wastate	D	D	D	C
span	B	B	C	C
sci	C	B	E	E

mm

SAME

wastate	B	B	B	B
ta	A	A	B	A
span	B	C	A	A
math	B	B	C	C
sci	B	B	B	C

in
SAME
OUTSIDE COUNSELING

la	B	C	C	C
pe	A	A	A	A
wastate	A	A	A	A
geom	B	B	B	B
span	A	A	A	B
la	B	B	B	B
sci	A	A	A	B

cp
IMPROVED
OUTSIDE SUPPORT
improved in behavior

read	A	B	B	B
math	E	E	E	E
wastate	D	D	E	C
sci	B	B	B	C
phot	D	B	B	A
la	B	D	D	C

kr
IMPROVED BUT NOT WALKING
REFERRED TO OUTSIDE SUPPORT

wastate	E	C	D	C
la	B	C	E	E
pe	E	D	A	A
math	B	C	B	A
band	D	D	D	B
sci	E	E	E	E

kt
IMPROVED
OUTSIDE SUPPORT

read	D	C	C	B
math	E	E	D	E
art	E	D	A	A
wastate	E	E	C	C
la	E	E	C	B
sci	E	E	D	E

mu
SAME
REF TO OUTSIDE SUPPORT

wastate	A	A	A	A
french	B	B	B	C
la	B	B	B	B
math	A	A	A	A
sci	B	B	A	C
pe	A	A	A	B

iv
DECLINED AT END AND ATTENDANCE

pe	C	C	C	E
math	D	E	D	E
art	A	A	B	C
sci	B	A	A	B
la	B	C	C	C
wastate	C	C	C	C

ay
IMPROVED

read	B	A	B	B
la	B	B	C	B
wastate	B	B	B	A

math	B	B	A	B
band	B	B	B	A
sci	B	B	C	B

UARTER

SECOND SEMESTER E IN PE
SECOND SEMESTER E IN PE

Y SCHOOL FIRST SEMESTER)

COND QUARTER E ESL-EXPELLED 1/14/2011

S

e

e

EXPELLED

2011-2012 individual student data not including groups

6th grade

JB

	first quart	2nd quart	3rd quart
MSP FAIL	REG PROG	FEMALE	
BEHAVIOR	GRADES	ATTENDANCE ISSUES	EMOTIONAL
computer	c	b	pe
sci	d	c	d
la	e	a	e
est Hem	e	e	e
math	c	c	b
read	c	c	c
attendance/behavior	1st semester	13 ; 13 ab	2 suspen 6 daysISS
	2nd semester	5 ab	6 days ISS

CBB

	REG PROG	FEMALE	
	ATTENDANCE ISSUES	EMOTIONAL	
choir	a	a	a
read	a	a	a
math	a	a	a
sci	a	a	a
la	a	a	a
east H	a	a	a
attendance	1st semester	13 ab	
	2nd sem	5 ab	

JB

	MSP FAIL	REG PRO	FEMALE	
	BEHAVIOR	GRADES	EMOTIONAL	ATTENDANCE
sci	d	d	d	e
orch	b	c	c	d
la	e	c	c	e
east H	e	c	c	d
pe	a	a	a	b
math	d	d	d	d
attendance/behavior	1st semester	30 tardies	8ab	
	2nd semester	12 tardies	1day ISS	

JB

MSP FAIL REG PROG MALE
EMOTIONAL BEHAVIOR GRADES

la	d	d	d
east H	a	c	e
read	b	d	e
sci	c	d	d
computer	b	b	pe a
math	b	e	e
attendance behavior	1st semester 3ab	5tardies	4days ISS
	2nd semester	1 ab	5days ISS

MB

MSP FAIL REG PROG MALE
EMOTIONAL GRADES

sci	b	a	c
orch	c	c	b
la	c	e	e
east h	b	e	d
read	b	c	pe
math	c	b	d
attendance 1st sem	3 ab		
2nd sem	1 ab		

MC

MSP FAIL SPECIAL ED FEMALE
BEHAVIOR ATTENDANCE

relation	b	b	c
la	b	c	c
math	b	b	d
envir sci	b	b	c
basic skills	c	b	d
pe		e	e
attendance/behavior	1st sem. 30 days	6suspension days	1 day ISS
	2nd sem 19 day ab	14 suspension days	2 day ISS

RH

MSP FAIL REG PRO MALE tested for special ed
EMOTIONAL BEHAVIOR ATTENDANCE GRADES

read	c	c	e
math	e	e	e
la	e	e	e
east h	e	d	e
pe	d	d	e
sci	c	c	e
attendance/behavior	1st semester 10ab	11 tardies	8days ISS 1 suspension
	2nd semester 5 ab	8tardies	1day ISS

EMW

MSP FAIL REG PRO MALE
ATTENDANCE BEHAVIOR GRADES EMOTIONAL

read	b	d	e
sci	e	e	e
la	d	e	e
east H	e	e	e
math	d	d	e
pe	e	e	computer e

attendance/behavior 1st semester 12ab 17tardies
2nd semester 5 ab 9 tardies 2daysISS

TM

MSP FAIL REG PRO FEMALE
EMOTIONAL BEHAVIOR ATTENDANCE GRADES

math	d	d	b
read	e	e	d
pe	c	c	e
sci	d	d	e
la	b	c	e
est h	e	e	e

attendance/behavior 1st semester 7ab 13 tardies 1day ISS
2nd semester 4ab 12 tardies 2 day ISS

AS

APP PROG MALE
EMOTIONAL GRADES

la	c	c	d
world cul	c	c	d
read	a	b	b
sci	b	c	e
pe	b	b	computer a
math	b	b	e

attendance 1st semester 6ab 2 tardies
2nd semester 4ab 4 tardies

7TH GRADE

KA

SPEC PROG FEMALE
EMOTIONAL

la	b	a	b
----	---	---	---

hst	a	b	c
sci	b	a	b
span	a	a	a
band	a	a	a
math	a	a	b
attendance 1st sem	6ab		
2nd sem	8ab		

SB

MSP FAIL REG PRO MALE
 BEHAVIOR GRADES EMOTIONAL

la	c	e	b
hst	c	e	d
math	b	c	c
japanese	d	d	b
sci	b	e	c
art	c	e	pe a
attendance 1st semest	10ab	6tardies	6day suspension
2nd semester	3ab	6tardies	6day ISS

DJ

MSP FAIL REG PRO FEMALE
 GRADES EMOTIONAL BEHAVIOR

span	a	b	e
sci	c	c	c
la	b	c	b
hst	c	c	b
math	c	c	b
art	e	e	pe a
attendance/behavior 1st semester	4ab	4tardies	3dayISS
2nd semester	2 daysISS		

4th quart