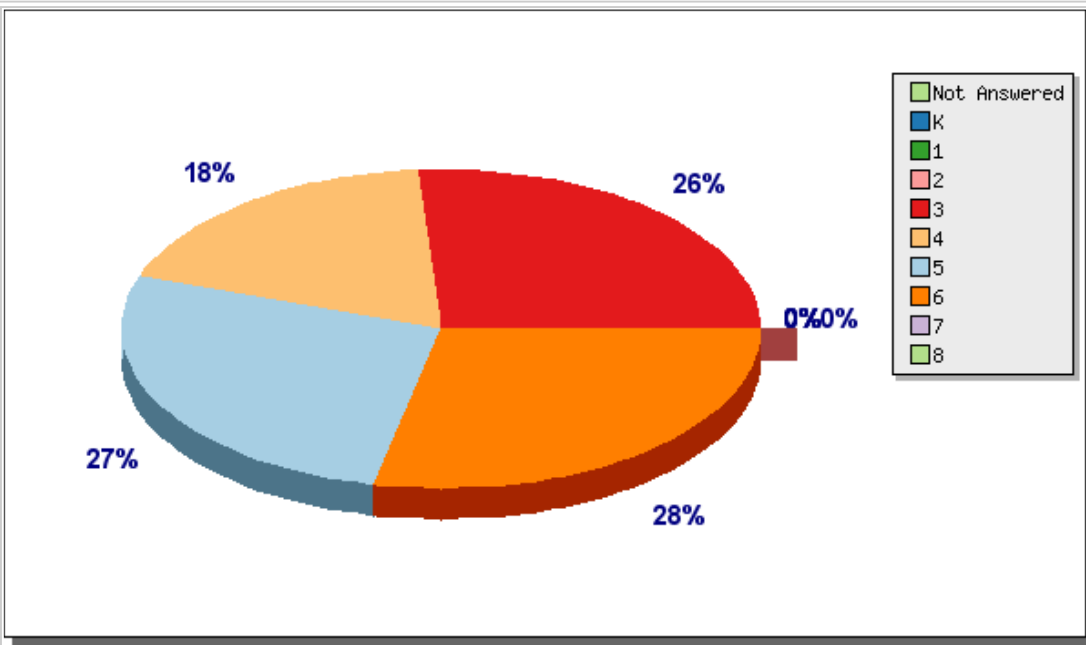


# Federal Programs Student Needs Assessment Summary 2010-2011

## Results for South Side Elementary

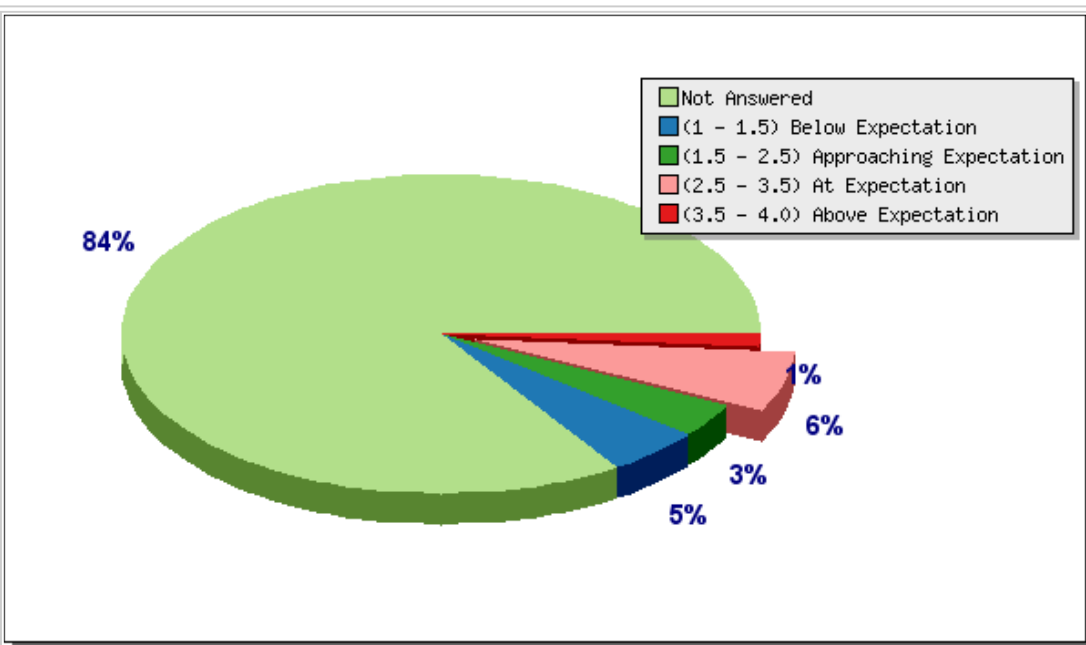
**GRADE LEVEL:** Mark the student's grade level.

Student's grade level

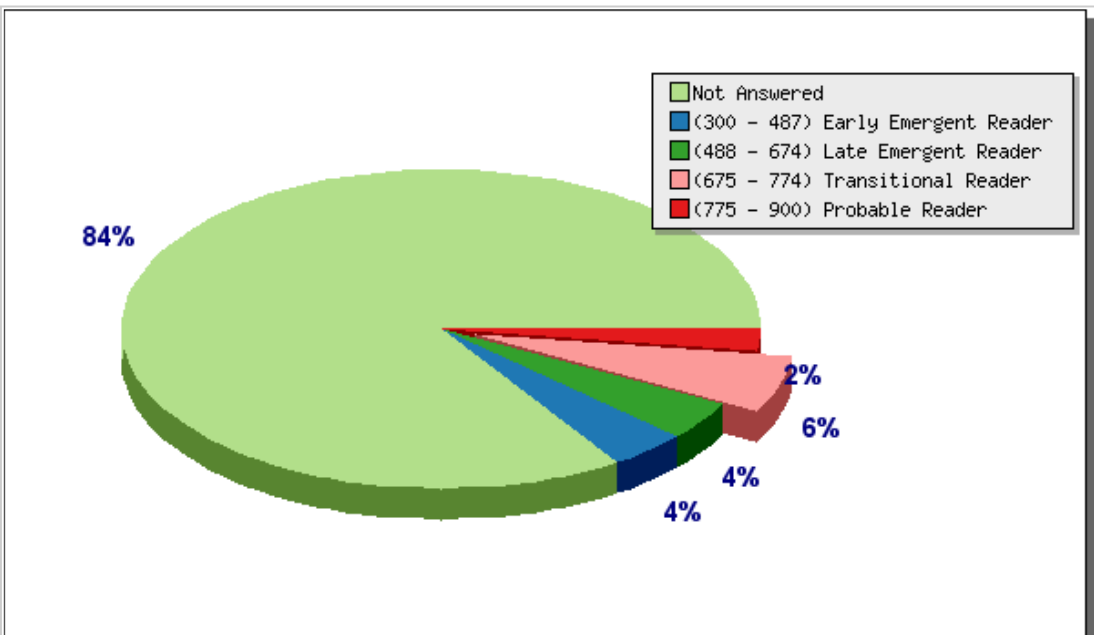


**ANSWER FOR ONLY KINDERGARTEN, FIRST and SECOND GRADES:** Skip and move to the next section for all students in grades 3-8.

CHILDREN'S PROGRESS  
ACADEMIC ASSESSMENT:  
Reading Scale Score

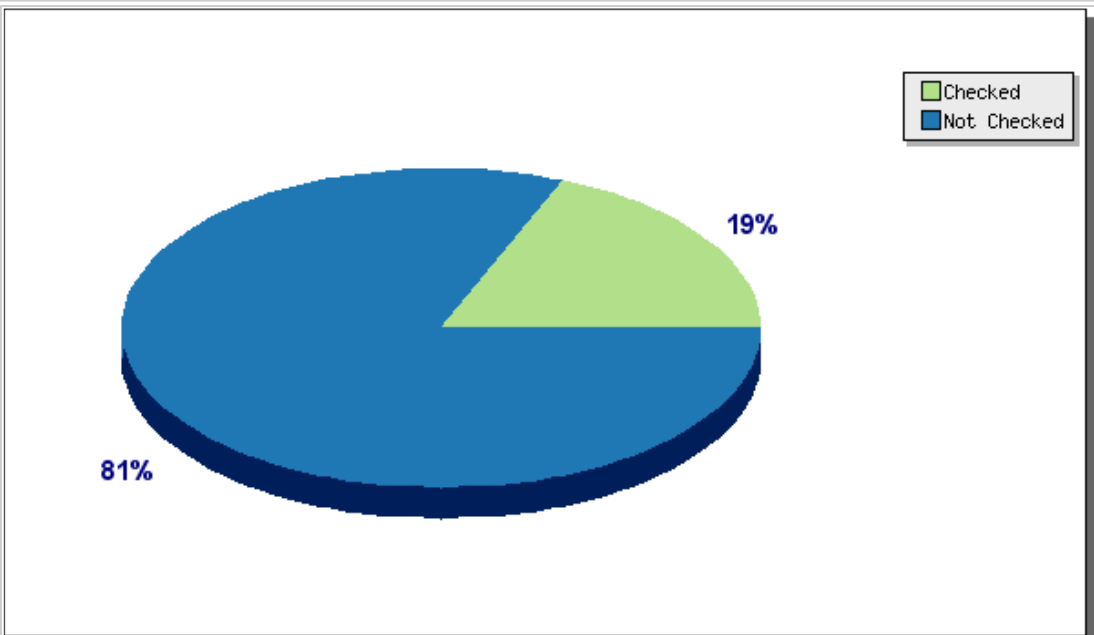


STAR EARLY LITERACY:  
Scale Score:

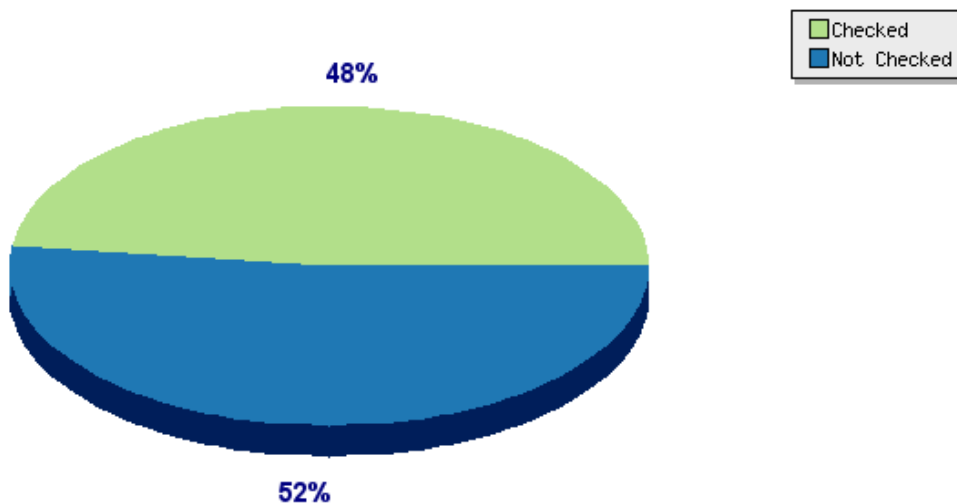


**GENERAL ACADEMIC CHARACTERISTICS: Mark the characteristics which apply to this student.**

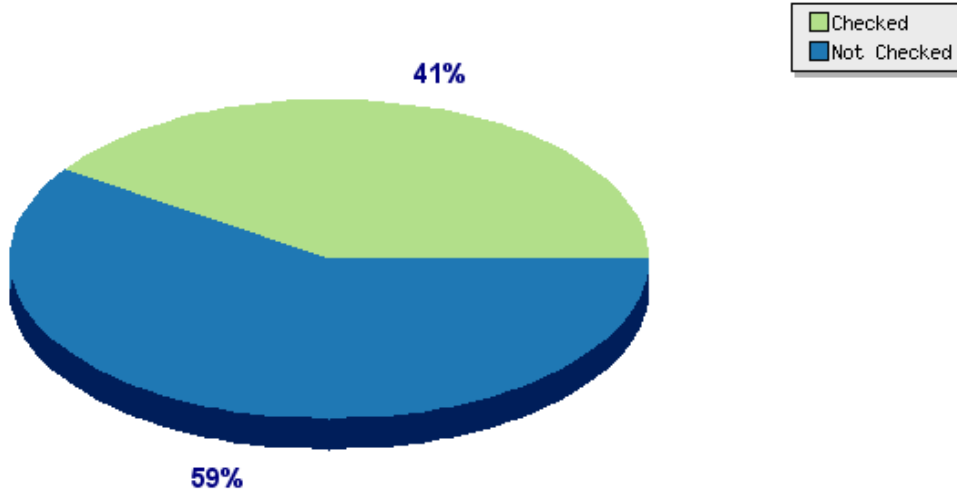
Student cannot work independently



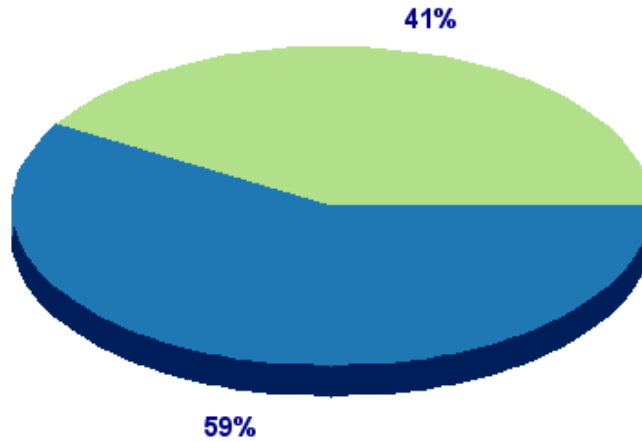
Student is easily distracted



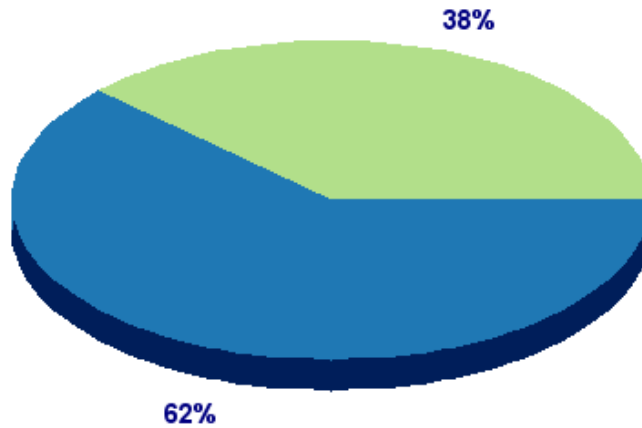
Student exhibits immature behavior



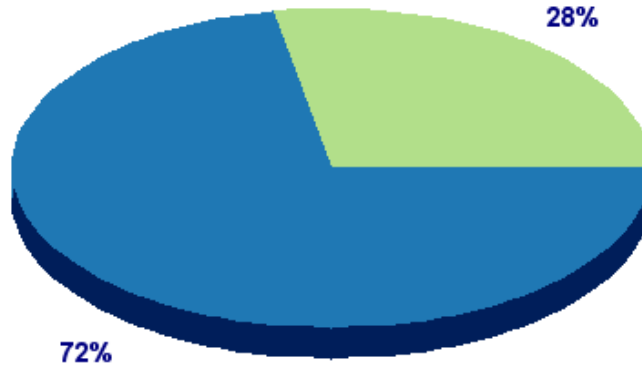
Student has trouble following directions



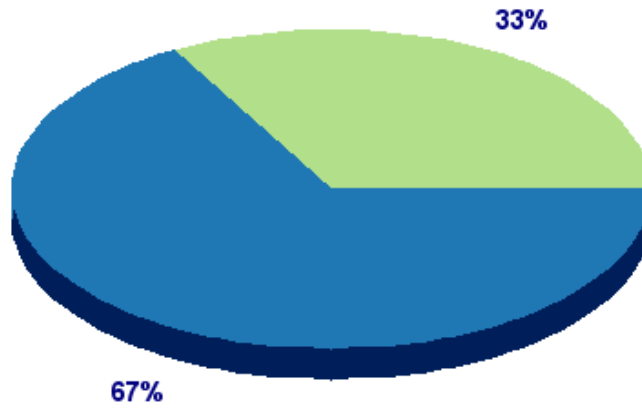
Student lacks motivation or desire to learn



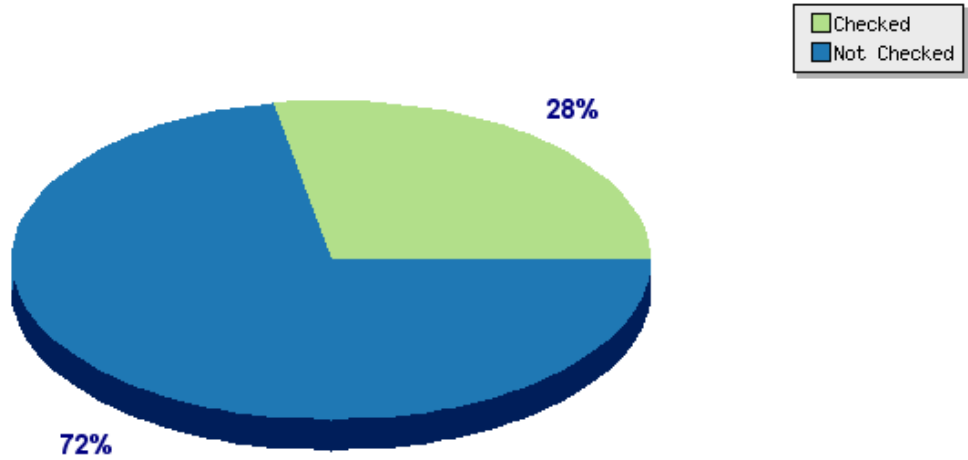
Student has poor retention skills



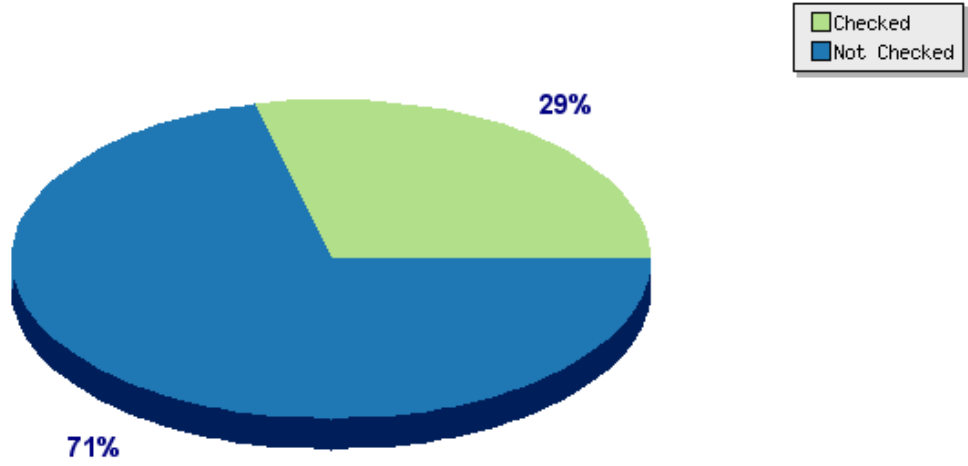
Student has poor reasoning ability



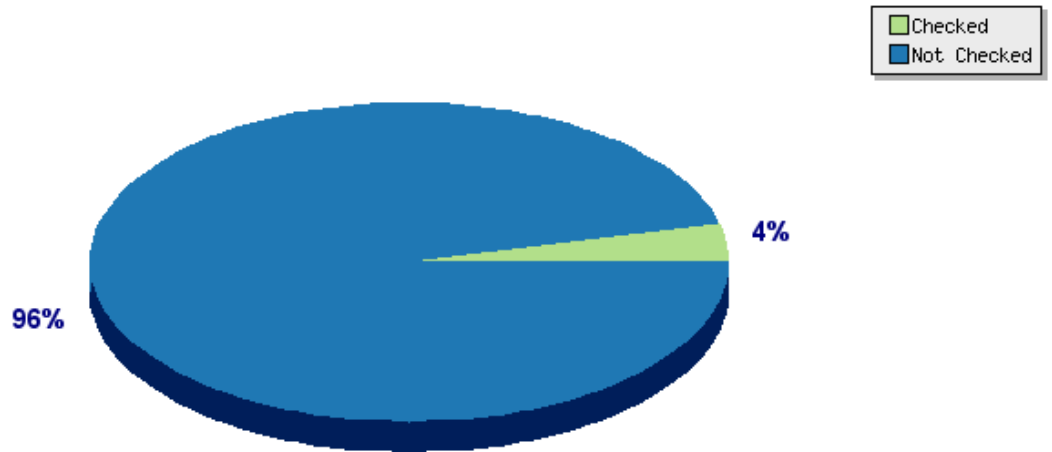
Student is easily frustrated



Student has poor self-concept

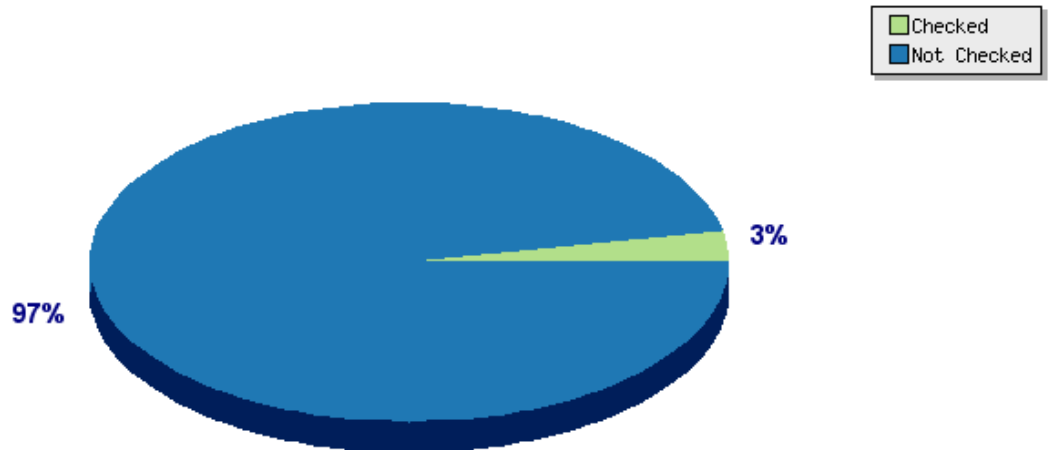


Student was retained from previous year

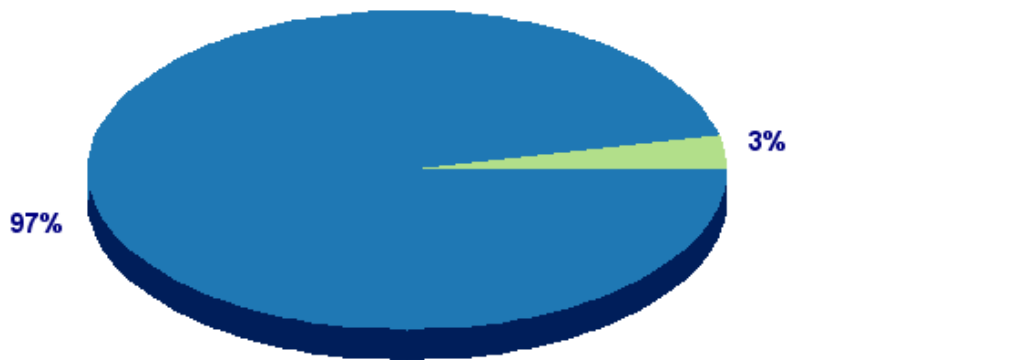


**SOCIAL CONDITIONS: Mark the conditions which apply to this student.**

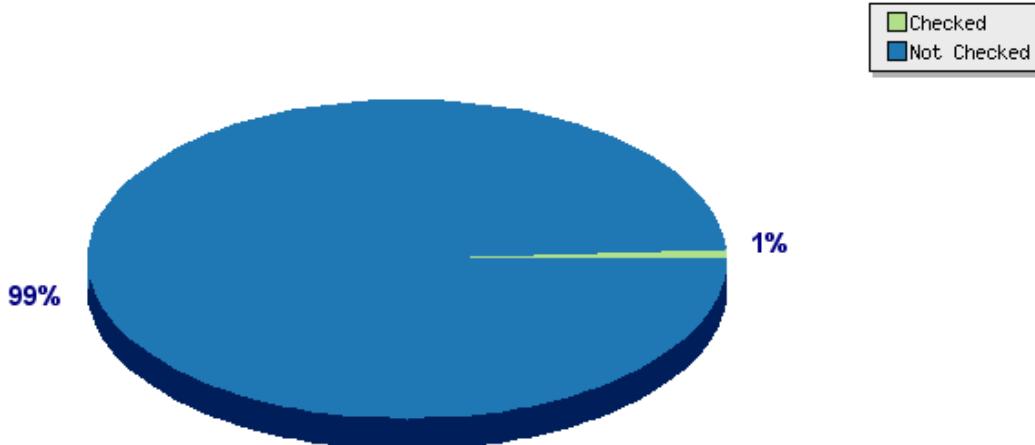
Student has been identified as being an English Language Learner.



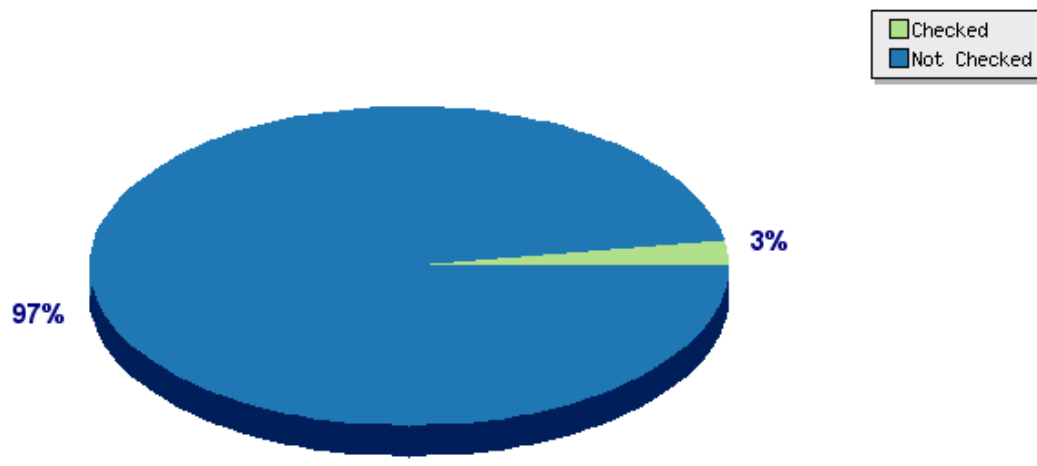
Student has been identified as being Homeless/Unaccompanied.



Student has been identified as being Migrant.

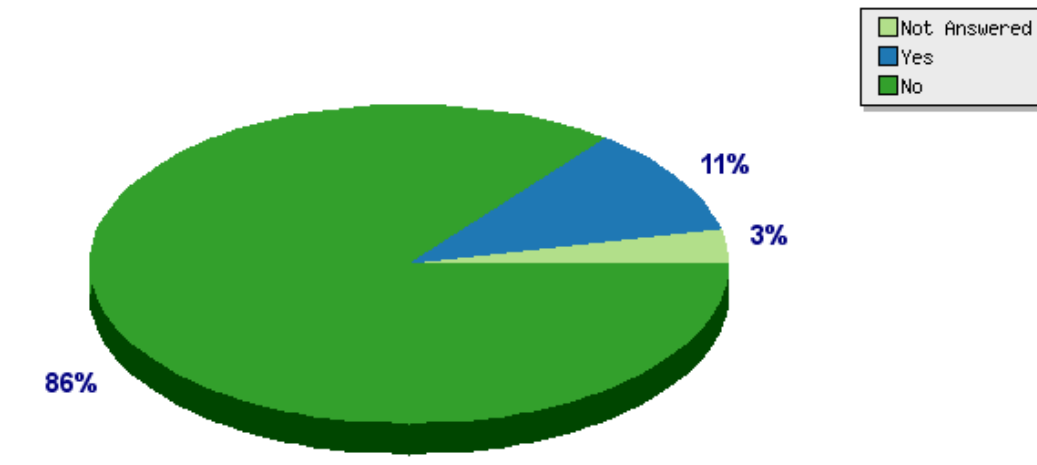


Student has been identified as Neglected.



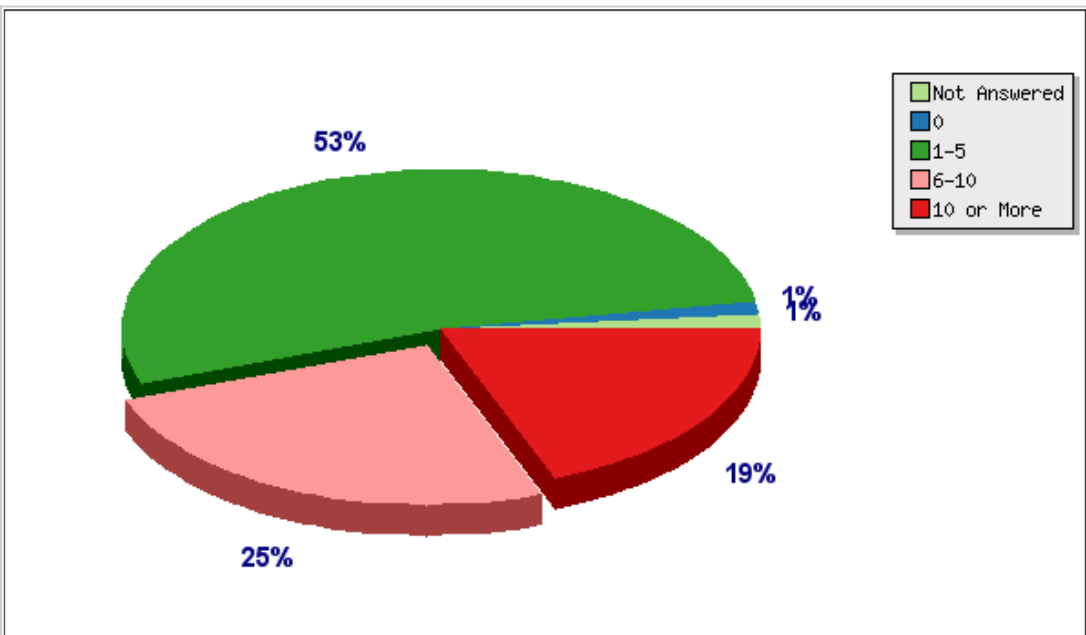
**SPECIAL EDUCATION:**

Student currently receives services through Special Education

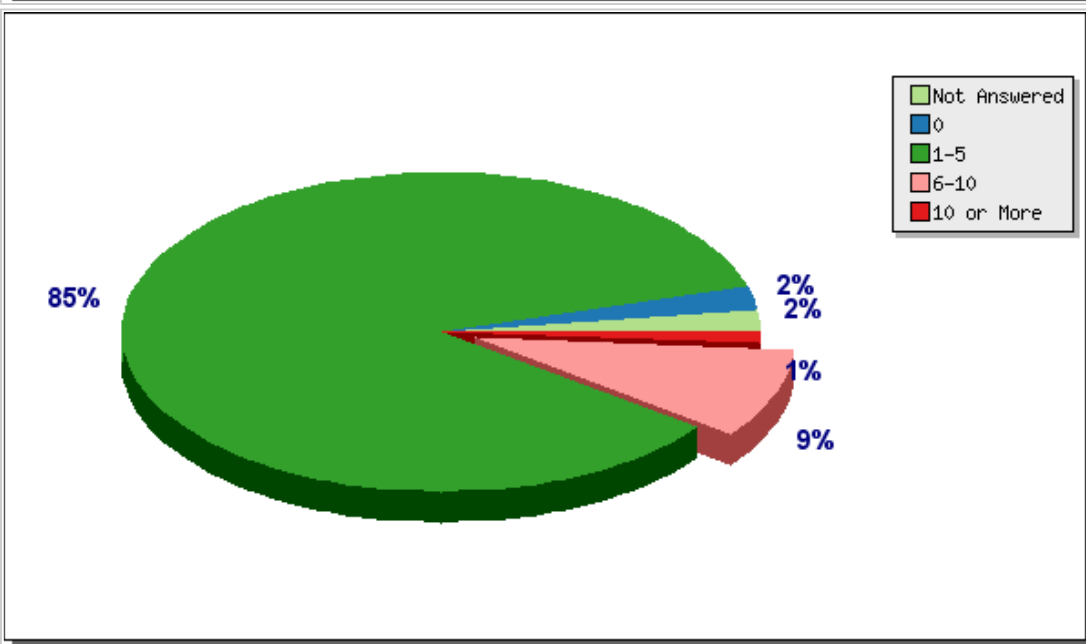


**GENERAL ATTENDANCE AND DISCIPLINE:** Provide the number of days absent and disciplinary referrals to the office for this student.

Days absent during the 2009/2010 school year.

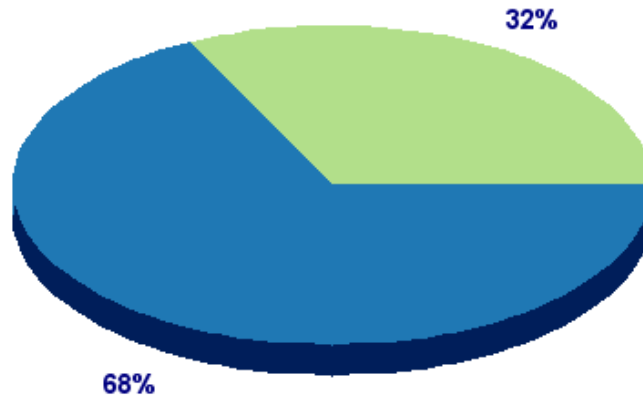


Total referrals to office during the 2009/2010 school year.



**READING/LANGUAGE ARTS:** Mark the following as to how they pertain to Reading/Language Arts.

READING/LANGUAGE  
ARTS: Student has little or  
no comprehension skills.



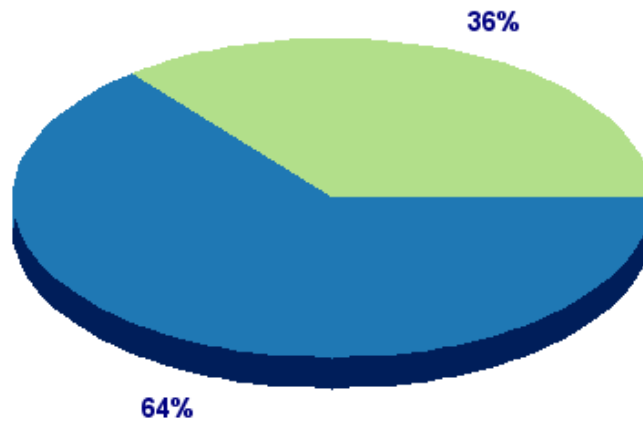
READING/LANGUAGE  
ARTS: Student has weak  
phonetic/structural  
analysis skills.



READING/LANGUAGE  
ARTS: Student reads  
poorly, haltingly, or not all  
all.



READING/LANGUAGE  
ARTS: Student has  
difficulty reading content  
area material.



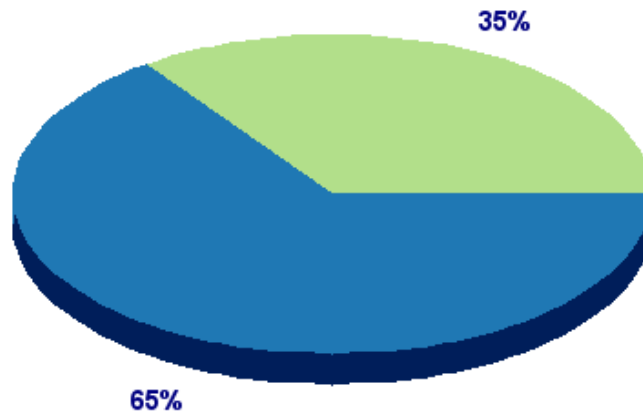
READING/LANGUAGE ARTS: Student has difficulty understanding meaning of many basic words.



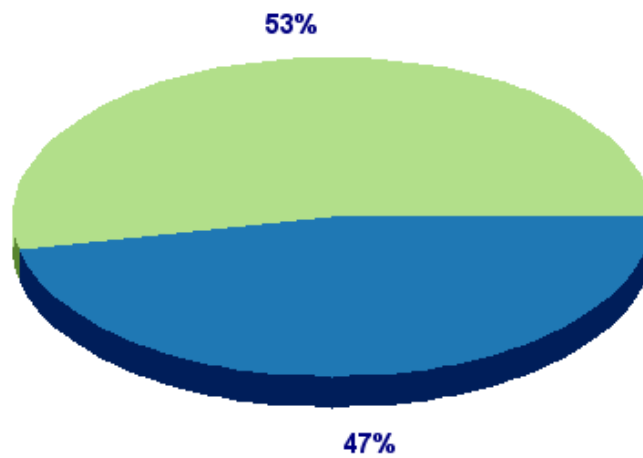
READING/LANGUAGE ARTS grade D or F for a grading period.



READING/LANGUAGE  
ARTS performance overall  
below grade level.



READING/LANGUAGE  
ARTS Title I services are  
recommended by teacher.

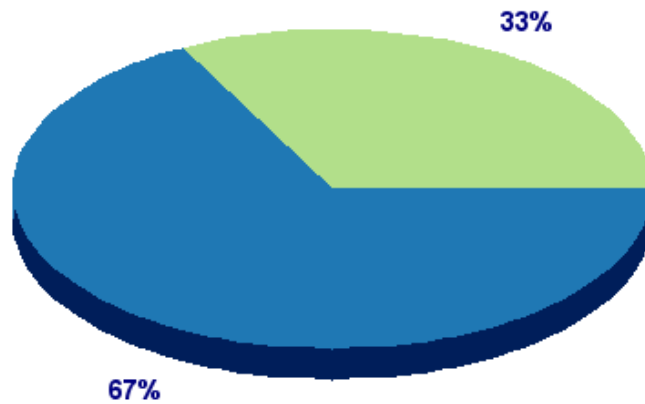


**MATHEMATICS: Mark the following as to how they pertain to Mathematics.**

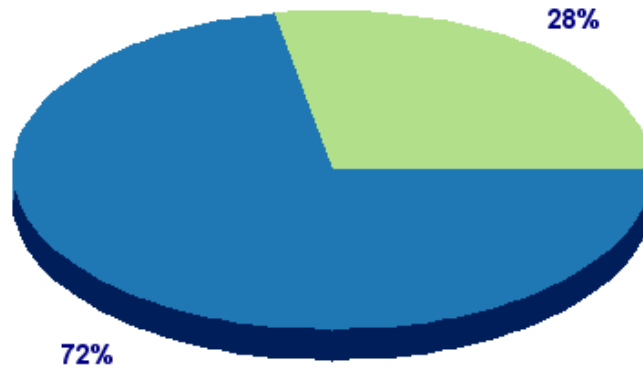
MATHEMATICS: Student has difficulty with basic facts.



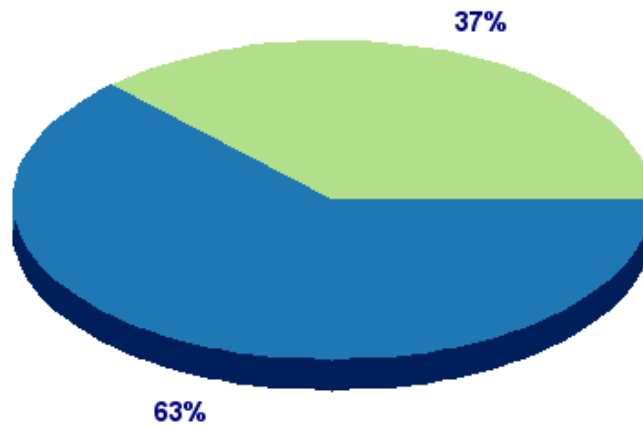
MATHEMATICS: Student has weak mathematical computation skills.



MATHEMATICS: Student's reading ability hinders mathematical performance.



MATHEMATICS: Student is unable to solve word problems.



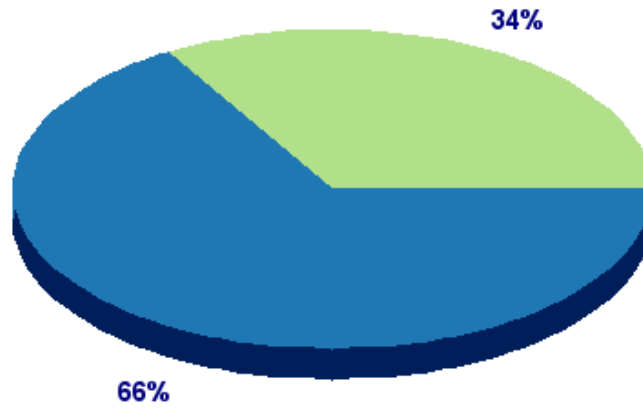
MATHEMATICS: Student is unable to understand commonly used math terms.



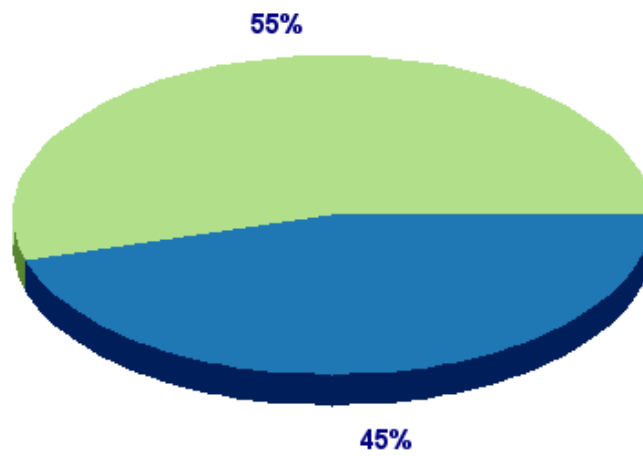
MATHEMATICS grade D or F for a grading period.



MATHEMATICS  
performance overall below  
grade level.



MATHEMATICS Title I  
services recommended by  
teacher.



(TST) TIER: Select the (MOST APPROPRIATE) TST Tier for this student. At a minimum, a student should be marked Tier I.

