



Hill City High School
500 Ione Avenue
Hill City MN 55748
Tel 218-697-2394

SUMMARY OF PERFORMANCE

Summary of Performance

To be completed at exit prior to graduation or aging out.

The summary of performance is most useful when linked with the IEP process and the student has the opportunity to actively participate in preparation for and at the meeting.

STUDENT INFORMATION:

Student Name: _____

Final IEP Manager: _____

Date of Birth: 11/26/1999 Age: 18

Primary Disability: Specific learning disabilities

Address: 0002 Hill City School District Hill City Minnesota 55748

Home Telephone: _____

Email Address: _____

Student Cell Phone: _____

Attending School/District: 0002: Hill City School District

Year of Graduation/exit: 2018

ACADEMIC ACHIEVEMENT:

_____ is a 12th grade student this year, currently receives services for Specific Learning Disabilities for reading, writing and math, but will be dismissed from services at the end of the school year when he graduates. _____ participates in English and Guided Study classes in the resource room to increase his reading, writing and transition skills, as well as to provide academic support. In the past, _____ also participated in math classes in the resource room; however, this year he is in a Trades Math class in the general education shop setting with support.

_____ has made progress in his reading, writing and math skills during high school, but would need assistance with tasks at the post-secondary setting. _____ is good about asking for help when needed.

Reading/Written Language/Math:

In English, _____ works in the resource room in a small group setting with support. His Accelerated Reading test scores have varied this year from 2.8 to his latest at 5.9. We have continued to read novels and short stories/passages in class together and discuss/identify literary elements. _____ is very willing to read in class and participates in discussions. _____ does still struggle with decoding words when reading which affects his fluency and comprehension. When he has to stop and decode parts of the words, this causes him to stop throughout the reading and affects understanding the materials. _____ does better with support to help with some of the difficult words when reading. He has done well identifying literary elements in novels and important concepts, such as conflict, symbolism and theme. A continued concern is that when reading on his own or completing work, he rushes through which affects his accuracy. At post-secondary settings, _____ may need support reading textbooks, manuals and materials for classes. He has information to apply for student support services to get help with reading.

_____ also works to increase his writing skills during English. He has written longer papers during English and has made improvements. This fall he wrote a compare/contrast paper after reading two novels in class. His writing has improved with support; he uses simple sentences when writing, but is able to get his ideas down. _____ does still need support when writing and reminders to write complete sentences and paragraphs following the correct format. Spelling/punctuation/grammar continues to be an issue, but _____ uses the computer when writing papers and uses the computer/spelling resources to assist him. _____ would also need support writing research papers, putting information into his own words and citing sources. He is aware of the process and crediting sources, but would need support at post-secondary.

In math, [] benefits by working in a small group setting with support. [] has completed a basic math skills program in the past and worked in a basic Algebra book last year. Previous Star math assessment placed him at a 4.3 grade level when working independently. [] has also practiced two Accuplacer basic math skills assessments and scored under 50% on his own. He struggled with fractions, decimals, percents and other basic math skills that he has worked on before. [] struggles when working on his own to remember previous concepts; he may forget rules or steps when solving problems. He does better with support and frequent check-ins to see that he is on the right track when completing math work. [] participates in a trades math class with support to learn/practice skills he will need in the future. At post-secondary settings, [] may need support when completing math problems, but has information for student support services.

Grades:

Class: Qtr 1/Qtr 2/Qtr 3/mid Qtr 4

Field Biology C-/D-/---/---

Economics C-/D-/---/---

Rec Life Skills B-/C+/---/---

Personal Finance B-/C-/---/---

Automotive Service C/B/---/---

English C/C+/C-/C-

Guided Study P/P/P/P

Digital Photography:---/---/A/A-

Construction Tech: ---/---/A/A

Woods II:---/---/A/A

Trades Math: ---/---/A-A

Work Experience:---/---/P/P

MCA Scores (needs 50 to pass)

10th grade Reading: 3/7/16 -score 13 (does not meet)

10th grade Science: 3/7/16- score 17 (does not meet)

11th grade Math: 3/6/17-score 36 (does not meet)

Based upon current state requirements, [] did not have any 9th grade writing MCA assessments to complete.

As discussed at his 12/12/17 meeting, [] is on track for graduation. For credits, [] started to participate in a work experience opportunity 2nd semester, which will replace 1/2 credit of phy-ed (Outdoor Life class) for his graduation requirements.

FUNCTIONAL PERFORMANCE:

On [] 1/15/16 evaluation, [] and his parents did not indicate many need areas for independent living skills. [] has a job, has his driver's license, helps around the house and handles money. On a transition survey, one area indicated for need was money management; however, [] has participated in personal finance and has went over money, credit, budget skills in the resource room.

POST-SECONDARY RECOMMENDATIONS:

(This section should be completed with the student using information from the present IEP/IIIP. Unless plans have changed since the development of the most recent IEP/IIIP, the post secondary goals may be transferred here)

Post Secondary Education & Training:

[] has met his post-secondary goals on his 12/12/17 IEP and will be attending Hibbing Community College after graduation. He has practiced and completed scholarship forms and is able to explain his personal education forms to apply for Student Support Services at HCC. [] recently contacted HCC to check on his application for the Diesel Mechanic program and was told he is entered into the program for fall and should be receiving his schedule in the mail. [] may

need support at HCC for reading, writing or math activities, but feels the program is more hands-on and feels comfortable. He plans to apply for Student Support Services in case he needs help.

Employment:

Employment:
[REDACTED] has met his employment goals on his 12/12/17 IEP. He has an updated resume with all his current/past employment history and job skills/experience. He also researched Dept. of Transportation Certification and says it is included in the HCC program for Diesel Mechanics. [REDACTED] is also participating in a work experience position off-site 2nd semester and coordinator has checked with employer and things are going fine. The employer has actually hired him for a paid position. [REDACTED] has worked at jobs for over the past 2 years and seems to have a good understanding of the employment process. In the future [REDACTED] may need assistance with reading and completing employment forms or with reading, writing, math tasks on a job. He is good about asking for help if needed.

Independent Living:

(where appropriate, and may include recreation and leisure, community participation and home living)

On 1/15/16 evaluation, [redacted] and his parents did not indicate many need areas for independent living skills. [redacted] has a job, has his driver's license, helps around the house and handles money. On a transition survey, one area indicated for need was money management; however, [redacted] has participated in personal finance and has went over money, credit, budget skills in the resource room.

Date Completed: 5/11/2018

Completed by: 