

## Student Data Sheet

MSIS No.: \_\_\_\_\_ Social Security No.: \_\_\_\_\_

Student: \_\_\_\_\_ Birthdate: \_\_\_/\_\_\_/\_\_\_ School: \_\_\_\_\_  
Last First MI

Ethnicity: \_\_\_\_\_ Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_ Phone: \_\_\_\_\_ Grade: \_\_\_\_\_  
Father

\_\_\_\_\_ Address: \_\_\_\_\_  
Mother

**Reason for Referral (Describe educational difficulties in detail)**

( ) Academic Areas  ( ) Mathematics ( ) Reading ( ) Language ( ) Content Area(s) _____	( ) Social, Emotional, and/or Behavioral concerns  Complete Gulfport School District Social, Behavioral, & Emotional Criterion Referenced Instrument (TST-3)
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**A. CUMULATIVE RECORD REVIEW -Each area must be addressed-OR-indicate as not applicable (NA)**

<b>ATTENDANCE</b> 1. Last Year Days Present: _____ Days Absent: _____ 2. Total days missed since student began school: _____ 3. List all schools attended: _____ _____ 4. Retentions Yr(s) _____ Gr(s) _____ 5. Previous enrollment in Special Education Programs/Section 504: _____	<b>TESTING INFORMATION</b> 1. MCT   2. SATP	<b>SCREENING</b> 1. Hearing Date: _____ Results: _____ Recheck Needed: _____ 2. Vision Date: _____ Results: _____ Recheck Needed: _____ <b>SPECIAL NEEDS:</b>   
<b>DISCIPLINE RECORD</b> Number of discipline reports _____ Number of suspensions _____ In-school _____ Out-of-school _____	<b>MOST RECENT ACADEMIC GRADES</b> <b style="margin-left: 40px;">Letter GR Inst. Level</b> 1. Language Arts _____ 2. English _____ 3. Math _____ 4. Spelling _____ 5. Science _____ 6. Social Studies _____ 7. Health/PE _____ 8. Other _____	<b>MEDICATION</b> 1. Is the student currently taking prescription medicine?  Yes _____ No _____  If yes, name of medication(s) _____ _____

**Curriculum and Instruction – Teacher Support Team/Student Data Sheet**

Student: \_\_\_\_\_

**B. TEACHER OBSERVATIONS**-Place a + or - next to each item. + = observed, - = not observed

<p><b>Physical &amp; Communication</b></p> <p>_____ Generally appears healthy</p> <p>_____ Normal energy level</p> <p>_____ Gross motor coordination is age-appropriate</p> <p>_____ Fine motor coordination is age-appropriate</p> <p>_____ Speech (articulation) is age-appropriate</p> <p>_____ Spoken language is age-appropriate</p> <p>_____ Written language is age-appropriate</p>	<p><b>Participation</b></p> <p>_____ Attends school regularly</p> <p>_____ Arrives on time for class</p> <p>_____ Completes assignments</p> <p>_____ Concentrates and able to attend</p> <p>_____ Participates in class</p> <p>_____ Functions independently</p> <p>_____ Follows directions</p>
<p><b>Social</b></p> <p>_____ Age appropriate self-help skills</p> <p>_____ Displays feelings appropriate to situation</p> <p>_____ Sensitive to social culture</p> <p>_____ Relates well to adults</p> <p>_____ Relates well to peers</p>	<p><b>Related Concerns</b></p> <p>_____ Exhibits behaviors appropriate for age or school setting</p> <p>_____ Appropriate peer contacts</p> <p>_____ Appropriate personal hygiene</p> <p>_____ Dress appropriate to climate</p>

**C. ENVIRONMENTAL, CULTURAL OR ECONOMIC FACTORS**-Check all factors that apply to the student. Use available records, interviews with parents, and other resources to obtain data.

<p><b>ENVIRONMENTAL</b></p> <p>_____ Limited experiential background</p> <p>_____ Irregular attendance (absent at least 23% of the time in a grading period for reasons other than verified personal illness)</p> <p>_____ Transiency in elementary school years (at least two moves in a single year)</p> <p>_____ School readiness as compared to peer group</p>	<p><b>CULTURAL DISADVANTAGE</b></p> <p>_____ Limited experiences in majority-bases culture (child does not participate in scouts, clubs, other organizations and activities with members of dominant culture)</p> <p>_____ Child has limited involvement in organizations and activities of any culture</p> <p>_____ Secondary standards in conflict with majority-based culture standards</p> <p>_____ Geographic isolation</p>	<p><b>ECONOMIC DISADVANTAGE</b></p> <p>_____ Residence in a depressed economic area</p> <p>_____ Low family income at subsistence level</p> <p>_____ Family unable to afford enrichment materials and/or experiences</p>
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Are the above-checked items compelling enough to indicate this student’s educational performance is primarily due to environmental, cultural or economic disadvantage? Explain \_\_\_\_\_

**ENGLISH LANGUAGE LEARNER**

How long has the student spoken English? \_\_\_\_\_

Is there a language other than English spoken by the student? \_\_\_\_\_

Is there a language other than English spoken in this student’s home? \_\_\_\_\_

*(If the above information indicated the student has not always had English as their primary language, please address the following questions.)*

What ELL services or assistance have been provided? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Curriculum and Instruction – Teacher Support Team/Student Data Sheet

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### ENGLISH LANGUAGE LEARNER (continued)

Do the results of evaluation by the ELL teacher indicate lack of expected progress in the English language for the student’s chronological age level? If not, explain. \_\_\_\_\_

\_\_\_\_\_

What is the student’s current proficiency level in English? \_\_\_\_\_

Keep in mind that conversational language skills are not the same as the ability to think and reason in a language.

While the student may be able to speak with peers or adults and to understand basic instructions or rules, the effects of ELL may still affect the student’s ability to think and reason academically.

### MOTOR IMPAIRMENT

Does the student experience any motor limitations, which impact educational performance? If yes, explain further with summary of parent and medical reports. \_\_\_\_\_

\_\_\_\_\_

### MOTIVATION

Students should not be classified as having a learning disability if failure to progress academically is due to an absence of motivation. To help clarify if motivational issues are the primary cause of the student’s academic deficits, please address the following questions:

Does the student want to succeed in school? Give examples to support your answer. \_\_\_\_\_

\_\_\_\_\_

Does the student seek assistance from teachers, peers, others? \_\_\_\_\_

\_\_\_\_\_

Does the parent report efforts made at home to complete homework or study assignments? \_\_\_\_\_

\_\_\_\_\_

Is the student making an effort to learn? Explain. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are student’s achievement scores consistent with the student’s grades? \_\_\_\_\_

\_\_\_\_\_

### SITUATIONAL TRAUMA

Situational stressors can cause daydreaming, poor memory, lack of attention, etc. which affect educational performance. Temporary, sudden, or recent change in the student’s life must be ruled out as a primary cause of academic deficits.

Has the student experienced a recent trauma? (i.e. parents divorced, illness of student or family member, death of family member or serious accident or injury, financial crisis, crime victim, etc.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Curriculum and Instruction – Teacher Support Team/Student Data Sheet**

Student: \_\_\_\_\_

**SITUATIONAL TRAUMA (continued)**

Is there any other situation that could create stress or emotional upsets? \_\_\_\_\_

\_\_\_\_\_

Has there been a significant change in the student’s classroom performance within a short period of time (6-12 months)? \_\_\_\_\_

\_\_\_\_\_

**YOUNG CHILDREN**

There is a wide variability in the rate and pattern of maturation, development and learning in early childhood. Developmental differences often resolve with maturation and should not be mistakenly identified as a learning disability. In addition, standardized assessment instruments are not as reliable at younger ages (before 8), and the stability of measurement can vary greatly. For students referred for a learning disability before age 8, please address the following:

What preschool education has the student received? \_\_\_\_\_

Has the student experienced adequate stimulation? \_\_\_\_\_

Is child eligible for free/reduced lunch? \_\_\_\_\_

How much formal education has the student received? \_\_\_\_\_

What progress has been made based on measurable data? \_\_\_\_\_

\_\_\_\_\_  
Signature of Classroom Teacher

\_\_\_\_\_  
Date