

# Youth Build

# Schepers, Jordan

04/30/2013

#2

Cadillac

---

# Education

Form No: ETA 9136  
 Expiration Date: 04/30/2014  
 Grantee: NORTHWEST MICHIGAN COUNCI...  
 Grant No: YB-21766-11-60-A-26  
 Class: 11  
 Contact: Lisa Anderson (231) 922-6507  
 Email: [lmanderson@baisd.k12.mi.us](mailto:lmanderson@baisd.k12.mi.us)

[View other Grant](#)

## BASIC SKILLS

**Jordan Schepers** (Edit)  
 Participant ID: YB30079  
 Cohort: August 2012  
 Team: Cadillac 2012

Participant Alerts - 0 total  
 No current alerts ( [add new](#) )

- [Add New Case](#)
- [Add New R.A.E. Case](#)
- [Add New Service](#)

Summary Assessments & IDP Services Outcomes Notes Exit

[Assessment at Entry](#) | [Basic Skills](#) | [IDP](#)

### Basic Skills Overview

[Add New Basic Skills PRE-TEST](#)

Category	Type	Functional Area	Educational Functioning Level
<a href="#">ABE</a>	TABE 7-8 9-10	Reading	Low Adult Secondary Education/Advanced ESL

571

[Add New POST-TEST](#)

Category	Type	Functional Area	Educational Functioning Level
<a href="#">ABE</a>	TABE 7-8 9-10	Mathematics	High Adult Secondary Education/Advanced ESL

606

[Add New POST-TEST](#)

Not BSD

[Definition of Basic Skills Deficient](#)

*Joylan Schepers*  
10/10/12

**Test 1 READING** Level **E M D G** (Tests 1 and 5)

- |   |  |  |  |  |
|---|--|--|--|--|
| A <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 10 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 32 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| B <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 22 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 44 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J |
| 1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 12 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J                         | 23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 34 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 45 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 2 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 24 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 46 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J                         |
| 3 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D                         | 14 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 25 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D                         | 36 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J                         | 47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 15 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D                         | 26 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J                         | 37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 48 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J |
| 5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 16 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 38 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 6 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 28 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 50 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J                         |
| 7 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D                         | 18 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 40 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J |  |
| 8 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 30 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |  |
| 9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 20 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 42 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J |  |

571  
4.2  
76  
-1  
+3

**Test 2 MATHEMATICS COMPUTATION** Level **E M D G** (Tests 2 and 3)

- |   |  |  |  |  |
|---|--|--|--|--|
| A <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 9 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E                          | 18 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K | 27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 36 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K |
| 1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 10 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K | 19 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E                         | 28 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K | 37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 2 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K | 11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 20 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K | 29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 38 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K                         |
| 3 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E                         | 12 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K | 21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 30 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K                         | 39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 4 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K                         | 13 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E                         | 22 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K                         | 31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 40 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K                         |
| 5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 14 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K                         | 23 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E                         | 32 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K |  |
| 6 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K | 15 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E                         | 24 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K | 33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |  |
| 7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 16 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K | 25 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E                         | 34 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K |  |
| 8 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K                         | 17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 26 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> K | 35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |  |

59  
10

Test 3 APPLIED MATHEMATICS

- |   |  |  |  |  |  |
|---|--|--|--|--|--|
| A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 9 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>    | 18 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 27 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 36 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/>   | 45 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/> |
| 1 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 10 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 19 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>   | 28 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 37 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/>   | 46 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> |
| 2 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 11 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>   | 20 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/>   | 29 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 38 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 47 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> |
| 3 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/> | 12 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 21 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/>   | 30 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> <input type="radio"/> | 39 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>   | 48 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> |
| 4 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 13 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/>   | 22 F <input type="radio"/> G <input type="radio"/> <input type="radio"/> J <input type="radio"/>   | 31 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/> | 40 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/>   | 49 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/> |
| 5 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/> | 14 F <input type="radio"/> G <input type="radio"/> <input type="radio"/> J <input type="radio"/>   | 23 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/>   | 32 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> <input type="radio"/> | 41 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/>   | 50 F <input type="radio"/> G <input type="radio"/> <input type="radio"/> J <input type="radio"/> |
| 6 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 15 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/>   | 24 F <input type="radio"/> G <input type="radio"/> <input type="radio"/> J <input type="radio"/>   | 33 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/> | 42 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>   |  |
| 7 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/> | 16 F <input type="radio"/> G <input type="radio"/> <input type="radio"/> J <input type="radio"/>   | 25 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/>   | 34 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 43 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/>   |  |
| 8 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 17 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>   | 26 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> <input type="radio"/>   | 35 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/> | 44 F <input type="radio"/> G <input type="radio"/> <input type="radio"/> J <input type="radio"/>   |  |

-16  
+34  
616  
12.9  
93

Test 4 LANGUAGE Level:  E  M  C  A (Tests 4, 6, and 7)

- |  |   |  |  |  |  |
|--|---|--|--|--|--|
| <del>A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/></del>                         | 7 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/>   | 17 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 27 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 37 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/> | 47 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/> |
| <del>B <input type="radio"/> <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/></del>   | 8 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 18 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 28 F <input type="radio"/> G <input type="radio"/> <input type="radio"/> J <input type="radio"/> | 38 F <input type="radio"/> G <input type="radio"/> <input type="radio"/> J <input type="radio"/> | 48 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> |
| <del>C <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/></del> | 9 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/>   | 19 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/> | 29 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 39 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 49 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/> |
| <del>D <input type="radio"/> <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/></del>   | 10 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> <input type="radio"/>  | 20 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 30 F <input type="radio"/> G <input type="radio"/> <input type="radio"/> J <input type="radio"/> | 40 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 50 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> |
| 1 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>                                    | 11 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/>  | 21 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/> | 31 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/> | 41 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 51 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/> |
| 2 F <input type="radio"/> G <input type="radio"/> <input type="radio"/> J <input type="radio"/>                                    | 12 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/>  | 22 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 32 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 42 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> <input type="radio"/> | 52 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> |
| 3 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/>                                    | 13 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/>  | 23 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 33 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/> | 43 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/> | 53 A <input type="radio"/> <input type="radio"/> C <input type="radio"/> D <input type="radio"/> |
| 4 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>                                    | 14 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/>  | 24 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> <input type="radio"/> | 34 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 44 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 54 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> <input type="radio"/> |
| 5 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/>                                    | 15 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/>  | 25 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/> | 35 A <input type="radio"/> B <input type="radio"/> <input type="radio"/> D <input type="radio"/> | 45 A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> <input type="radio"/> | 55 <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> |
| 6 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/>                                    | 16 <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J <input type="radio"/>  | 26 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> | 36 F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> <input type="radio"/> | 46 F <input type="radio"/> <input type="radio"/> H <input type="radio"/> J <input type="radio"/> |  |

-12  
+43

Not BSD

	Level	Correct	Scale Score	Equivalent	Percentile
Reading	10A	37	571	9.2	76
Math Comb	10A		606	11.6	
Comp	10A	30	596	10.4	91
Applied	10A	34	616	12.9	93
Language	10D	43	561	9.2	78
Vocab					
Lang Mech					
Spelling					

→ 596

→ 595

561  
9.2  
78

DO NOT MARK IN THIS SPACE

**McBain Public High School  
OFFICIAL TRANSCRIPT**

Student Name <b>Schepers, Jordan A</b>			
Student ID <b>20367</b>	UIIC Code <b>8638046531</b>	Grade <b>12</b>	Gender <b>M</b>
Date of Birth <b>2/11/1992</b>		Telephone <b>920-7537</b>	
Student Mailing Address <b>8108 S LACHANCE McBain, MI 49657-9605</b>			

School Name/Address <b>MCBAIN PUBLIC HIGH SCHOOL 107 EAST MAPLE STREET MCBAIN, MI 49657 Tel: 231-825-2412 Fax: 231-825-2119 Web: <a href="http://www.mcbain.org">www.mcbain.org</a> Counselor: Mellinda Goinick</b>
--

Enter Date: 9/2/2009      Class Of: 2011  
 Graduation Date: 5/28/2010  
 Exit Date: 05/28/2010

Principal: Gail L. Loeks  
 Student Services Director: Joel Bronkema

8th/9th Grade		S1/T1		S2/T2		Tri.3		11th Grade		S1/T1		S2/T2		Tri.3	
Cr Type	Course							Cr Type	Course						
06-07	McBain High School							08-09	McBain High School						
SC	Trans 9th Grade Science	A-	0.50	A-	0.00			EL	Trans Comp Aid Draft	F	0.00				
MA	Trans 9th Math	B+	0.50	A	0.50			CO	Trans Computer App	F	0.00				
EL	Trans Drama	A	0.25					LA	Trans Creative Writting			D	1.00		
SS	Trans Economics	B+	0.50					EL	Trans Drawing Design			F	0.00		
SS	Trans Government	B	0.50					SC	Trans Earth Science	C-	0.50				
LA	Trans Language Arts 9	A	0.50	A	0.50			EL	Trans Future Connect			A	0.50		
EL	Trans Life Skills	A	0.50	A	0.25			SC	Trans Intro Chem A	D	0.50				
PE	Trans PE	B	0.50	B+	0.50			EL	Trans RR Lab			B-	0.50		
LA	Trans Reading	A-	0.25					PE	Trans Strength Train	F	0.00				
LA	Trans Reading (summer sch)			B	1.00			EL	Trans US History Film			F	0.00		
SS	Trans Social Studies 9	B	0.50	B	0.50										

  

10th Grade		S1/T1		S2/T2		Tri.3		12th Grade		S1/T1		S2/T2		Tri.3	
Cr Type	Course							Cr Type	Course						
08-09	McBain High School							09-10	McBain High School						
SC	Trans Physical Science	B+	0.75					EL	Lab SS 10			CR	0.50		
07-08	McBain High School							SS	AB Psychology 10-12			E	0.00		
EL	Advanced PE	C+	0.50	0.50	D-			EL	10-12th Grade Adv Physical Education	D	0.50				
MA	Applied Math	B-	0.50	0.50	C			EL	10-12th Grade Shop	C	0.50				
LA	English 10	C	0.50	0.50	D			MA	9-10 Algebra	D	0.50	D-	0.50		
SC	General Science	D-	0.50	0.50	D			SC	11-12 Grade Anatomy	D	0.50				
HE	Health	C	0.50					EL	BYU - Child Development 2			C+	0.50		
PE	Physical Education			0.00	E			EL	BYU Basic Auto			C+	0.50		
FL	Spanish I	C+	0.50	0.50	C+			CO	BYU Keyboarding I			A-	0.50		
SS	US Hist 1900present	C	0.50	0.50	C			SS	12th Grade Civics	0	0.50	E	0.00		
								SC	Ecology 11/12			C	0.50		
								LA	12th Grade English	D	0.50	C	0.50		
								SO	IS Senior Project Recovery			D-	0.50		
								EL	10th Grade RR Lab	NC	0.00				
								SO	12th Grade Senior Project	E	0.00				
								SP	Speech 10			C	0.50		

\* Semester Course work may be stored as S1 and S2 \*

Credit Summary					Points System				Cumulative Information		Work In Progress	
Cr Type	Subject Area	Req	Cmp	Def	A = 4.00	C = 2.00						
MA	Math	3.00	3.00	0.00	A- = 3.67	C- = 1.67	GPA: 2.0884		HS0263B Lab SS 10		0.50	
LA	English	4.00	4.00	0.00	B+ = 3.33	D+ = 1.33	Earned Credits: 24.7500		HS0242B AB Psychology 10-12		0.50	
SC	Science	3.00	3.00	0.00	B = 3.00	D = 1.00	Class Rank: 63		HS0209A Adv Physical Education 10-12		0.00	
SS	Social Studies	3.00	3.00	0.00	B- = 2.67	D- = 0.67			HS0225A Advanced Shop 11/12		0.00	
AP	ACT Prep	0.00	0.00	0.00	C+ = 2.33	E = 0.00			HS0202A Algebra 9/10		0.00	
CO	Computers	0.50	0.50	0.00					HS0202B Algebra 9/10		0.50	
FP	Freshman Focus	0.00	0.00	0.00					HS0230A Anatomy 11/12		0.00	
SO	Senior Project	0.50	0.50	0.00					HS0237B Civics 12		0.50	
PE	Physical Education	0.50	0.50	0.00					HS0231B Ecology 11/12		0.50	
FL	Foreign Language	0.00	1.00	1.00					HS0239A English 12		0.00	
SP	Speech	0.50	0.50	0.00					HS0239B English 12		0.50	
HE	Health	0.50	0.50	0.00					HS0263A Lab SS 10		0.00	
EL	Electives	9.00	5.00	4.00					HS0247A Senior Project		0.00	
									HS0222B Speech 10		0.50	
Electives:		9.00										
Total Credits Needed:		24.50										

McBain Public High School  
 Official's Signature \_\_\_\_\_

*Gail L. Loeks*

Date: 08/16/10

CA60

**McBain Rural Agricultural School**  
**107 E. Maple Street, McBain, MI 49657**  
**Phone: 231-825-2165 Fax: 231-825-2119**  
**Transitional Individualized Education Program**  
 (Required if 16 years of age during IEP)

**Date IEP Begins:** 11/03/2010

**Student Information**

Date of IEP Meeting 11/03/2010	Date of Initial/Most Recent Reevaluation IEP 12/03/2007	Date of Last IEP 10/14/2009			
<b>Student Name</b> Jordan Schepers	Date of Birth 02/11/1992	Gender M	Ethnic Group(s) White	Grade 12	Student ID Number 8638046531
Language-Communication Mode: Student English					Student UIC Number 8638046531
Resident District McBain Rural Agricultural School	Operating District McBain Rural Agricultural School		Attending Building McBain High School		
Student's Home Address 308 Pemberton APT C County: Missaukee	City Big Rapids	State MI	Zip Code 49307	Home Telephone 2319207537	
Parent(s)/Guardian(s) Name Jordan Schepers Email:	Language-Communication Mode: Parent/Guardian English Home:2319207537			Work:	Interpreter Needed No Cell:

**Meeting Purpose(s):** Exit IEP

**Student Eligibility**

The IEP Team determined this student to be eligible for special education.

**Primary Disability:** Emotional Impairment

**Rule:** R340.1706

**Additional Comments**

**Medical Information:**Not applicable

**Other Information:** Jordan is completing an independent study.

At the meeting Jordan signed a 30-day extension for his Exit IEP. He said that he was out of town (unavailable) to complete the time line and agreed to the extension. (Attached copy)



Student: Jordan Schepers  
DOB: 02/11/1992  
Date IEP Begins: 11/03/2010

McBain Rural Agricultural School  
Transitional Individualized Education Program

**IEPT Meeting Participants in Attendance**

**Attendance Not Necessary**

The parent(s)/guardian(s) and LEA agree that the following staff do not need to be in attendance at the IEP meeting due to the staff members's area not being modified or discussed in the meeting:

No staff were excused from the meeting

**Excusal - Prior to the IEP Team Meeting:**

A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related service, if:

- 1) The parent and the local educational agency consent to the excusal; and
- 2) The member submits, in writing to the parent and the IEP Team, input into the development of the IEPT Report prior to the meeting. A parent's agreement shall be in writing

Member(s) Excused:

\_\_\_\_\_  
\_\_\_\_\_

Parental Consent / Signature \_\_\_\_\_ Date: \_\_\_\_\_

Check box [ ] indicating IEP Team member who can explain the instructional implications of evaluation results. Check circle O indicating IEP Team member who has observed the student suspected of having a learning disability.

_____ Parent	<u>Bon Fucella</u> General Education Teacher [ ] O
_____ Parent	<u>Roxanne Arsoy</u> Special Education Teacher/Provider [X] O
<u>Jordan Schepers</u> Student (when appropriate)	Adult Service Agency Representative [ ] O
<u>Neil Fuchs</u> Resident District Rep/Designee [ ] O	Operating District Rep/Designee [ ] O
_____ Other [ ] O	<u>KEVEN VENTURIZEN</u> <u>MI WOLKS</u> Other [ ] O
_____ Other [ ] O	_____ Other [ ] O

Any participant in the committee's deliberations who disagrees, in whole or in part, with the committee's determination must submit a written statement presenting his or her conclusion to be attached to the report. Participant signatures are required to verify a determination regarding a suspected learning disability under R340.1713.

**Invitations and Contacts**

Professional personnel contacted parents to arrange a mutually agreeable time and place for the IEPT meeting and to explain the purpose of the meeting and the roles of each participant.

Name	Relationship	Method of Contact	Contacted By	Date	Result
Becky Winikainen		Phone Call	Roxanne Ansoerge	10/29/2010	Student (age 18) contacted - will attend meeting
Becky Winikainen		Phone Call	Roxanne Ansoerge	11/03/2010	Student (age 18) contacted - will attend meeting

**Educational Performance**

**Evaluation Information**

The IEPT considered both the results of the initial evaluation or most recent evaluation of the student, and the results of the student's performance on any general State- or District-Wide assessment programs.

**Brigance**

Subject	Date	Grade Equiv
Word recognition/decoding	10/06/2009	10th
math computation	10/06/2009	8th
reading comprehension	10/09/2009	11th

**Transition: ESTR-J Transition Assessments**

Subject	Date	Percentile
community participation	10/06/2009	57%
employment	10/06/2009	85%
home living	10/06/2009	87%
post secondary education	10/06/2009	75%
recreation & leisure	10/06/2009	100%

**Free and Appropriate Public Education (FAPE) Factors**

The IEPT considered the following factors in the development of this IEP

- Jordan's communication needs.
- Positive behavior interventions, strategies, and supports for students whose behavior impedes learning.
- Language needs for students with limited English proficiency.
- The need for Braille instruction for students who are blind or visually impaired.
- The communication and language needs of students who are deaf or hearing impaired.
- The need for assistive technology devices or services.

Jordan's strengths were considered by the IEPT.

Jordan has strengths in both Math and Reading/Writing. He can be cooperative and friendly.

**Parental input and concerns for enhancing Jordan's education were considered.**

Jordan is his own adult and his concerns are that he complete his high school diploma so that he can go on to college to be a police officer or a lawyer.

**Jordan's anticipated needs or other matters were addressed.**

Jordan is fully responsible for his success in completing his high school diploma.

**A review of Jordan's progress toward his current IEP Annual Goals and Objectives was conducted.**

Jordan no longer attends classes in school, therefore his goals are not applicable. He is responsible for his class completion and his behavior around adults in his world.

---

**Present Levels of Academic Achievement and Functional Performance**

---

**What is the student's level of functioning, and how does the disability affect his involvement in and progress in the general education curriculum (or participation in appropriate activities for preschool students)?**

Jordan suffers from an emotional impairment that affects his ability to behave appropriately in social situations, including the school setting, thereby affecting his academic success. Last year, as a senior, Jordan was unable to meet the requirements of one of his required classes and is currently taking the class on-line. It is not yet completed. In October, 2009, Jordan took the WorkKeys achievement test and scored at level 5 in Applied Math, level 4 in both Locating Information and Reading For Information. These scores indicate that Jordan has the ability to be successful in academic areas. He would not need accommodations for P.E. if he needed P.E.

---

**Transition**

---

**Student Attendance**

Jordan attended the IEP Team Meeting and described his/her preferences and interests below.

**Student's Post-secondary Goals**

<b>Career/Employment:</b> As an adult what kind of work do you want to do? Jordan says he plans to be a police officer or a lawyer. He plans to complete 4-6 years of college. He prefers to live in a larger city, like Lansing or Grand Rapids.
---

<b>Post-Secondary education/training:</b> After high school, what additional education and training do you want? Jordan is planning on 4-6 years of college.
--

<b>Adult Living:</b> As an adult, where do you want to live? Jordan plans to live with one other person as an adult, either his girl friend or his sister.
--

<b>Community Participation:</b> As an adult, what hobbies and activities do you want to have? Jordan enjoys bowling, watching movies, playing basketball, football and hanging out with his girlfriend.
---

**Course of Study Addressing Post-school Transition Needs for Post-secondary Adult Activities** - Consider the following for any students who will reach age 16 during this IEP (consider at age 13 or younger if determined appropriate by the IEP Team, and review at each subsequent IEP)

General and/or special education classes leading to a diploma

**Describe how the student's Course of Study aligns with the student's post-secondary goals:**

Jordan is taking an on-line class to complete his diploma and the missing credit/class needed to graduate. He needs this diploma to move on to college and/or for most jobs.

**Needed Transition Services - By age 16** (consider at age 13 or younger if determined appropriate by the IEP Team) the IEP must include a statement of needed transition services. The IEP Team determined the need for transition services in one or more of the following areas:

Transition Area	Transition Service	Responsible Person	Responsible Agency	Begin Date	End Date
<i>Adult Living</i>	Job Training	Keven VanHuizen	Michigan Works	11/03/2010	05/27/2011
	Resume Preparation	Keven VanHuizen	Michigan Works	11/03/2010	05/27/2011

Transition Area	Transition Service	Responsible Person	Responsible Agency	Begin Date	End Date
<i>Community Experiences</i>	Jordan needs to learn basic insurance needs	Jordan		10/14/2009	05/28/2010
	Jordan needs realistic plans for post secondary housing	Jordan		10/14/2009	05/28/2010

Transition Area	Transition Service	Responsible Person	Responsible Agency	Begin Date	End Date
<i>Daily Living Skills</i>					
<b>Description/Justification:</b> Jordan is already responsible for daily living.					

Transition Area	Transition Service	Responsible Person	Responsible Agency	Begin Date	End Date
<i>Employment</i>					
<b>Description/Justification:</b> Jordan took the Adult living class with Mr. Murphy and has had opportunities to interview and do resumes. He is also working with Keven VanHuizen at Michigan Works to pursue career goals.					

Transition Area	Transition Service	Responsible Person	Responsible Agency	Begin Date	End Date
<i>Functional Vocational Evaluation</i>					
<b>Description/Justification:</b> Jordan has taken vocational evaluation tests in the past, and is also working with Michigan Works to prepare for his future.					

Transition Area	Transition Service	Responsible Person	Responsible Agency	Begin Date	End Date
<i>Further Education</i>					
<b>Description/Justification:</b> Jordan is working independently on completing his high school diploma, and is working with Michigan Works to become employable. They are working together to detail his educational success.					

Transition Area	Transition Service	Responsible Person	Responsible Agency	Begin Date	End Date
<i>Related Services</i>					
<b>Description/Justification:</b> Jordan is already working with Michigan Works, here in Cadillac.					

Transition Area	Transition Service	Responsible Person	Responsible Agency	Begin Date	End Date
<i>Other</i>					
<b>Description/Justification:</b> Not needed.					

**Community Agency Participation Information:**

Community Agency Representative was invited to attend the IEP.

Community Agency Representative did not attend the IEP.

Jordan is already working with Mr. VanHuizen at Michigan Works, therefore they already have a plan.

Additional steps taken to ensure that Jordan has made connections with appropriate outside programs and services:

Jordan can request a meeting with MRI rep and H.S. counselor would set meeting up. As of now, Jordan has no desire to work or get a part time job but information from Michigan Works could be made available as well if he requested.

**Parental Rights and Guardianship**

Jordan has turned age 18. Jordan and his/her parent were informed of the parental rights that transferred to the student at age 18 including the right to invite a support person(s) such as a parent, other family member, advocate, or friend.

**Annual Goals and Short-term Objectives**

**Annual Goal:** Jordan will graduate from high school

**Data used to determine Present Level of Academic Achievement and Functional Performance:** Jordan is capable of completing the class. His scores are documented elsewhere in this IEP, showing good academic ability, per WorkKeys, 2009, October.

Short-Term Objectives	Evaluation Procedure	Evaluation Schedule	Performance Criteria
Jordan will meet the expectations of his independent study.	Work Samples	Once a Month	70%
Jordan will pass the test for the independent study.	Written Exam	Each Nine Weeks	70%

**Reporting Progress**

He works with the Counseling office to complete his class. He will get a progress report when he completes the class.

**Supplemental Aids and Services**

Jordan is not being provided with any Supplementary Aids and/or Services at this time

**Accessibility of Physical Facilities**

Accessibility of physical facilities for Jordan was considered by the IEPT. NA

**Least Restrictive Environment**

This student will fully participate with students who are nondisabled in the general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP.

- Yes
- No

This student will be fully involved in and make progress in the general education curriculum.

- Yes
- No

This student will have the same opportunity as general education students to participate in nonacademic and extracurricular activities.

- Yes
- No

**Assessment Participation**

MEAP, MI-Access are not given at the grade levels covered by this IEP.

Jordan will participate in the State- and/or District-Wide assessments as outlined below.

Jordan is not an English Language Learner, therefore the ELPA will not be administered.

English Language Proficiency Assessment (ELPA) requires reading assessments using tests written in English for any student who has attended school in the US (excluding Puerto Rico) for 3 or more consecutive years, with LEA discretion to use tests in another language for up to 2 additional years. States also must annually assess English proficiency for all Limited English Proficiency (LEP) students beginning with the 2002-03 school year.

**Assessments**

Area	Will Participate	Will Not Participate	Will Participate with Accommodations	Will Participate in Alternate Assessment
ELPA		X		
NAEP - National Assessment of Educational Performance		X		

ELPA - English Language Proficiency Assessment - Will not be administered

NAEP - National Assessment of Educational Performance Will not Participate - Grade Administered, School not selected

**State-Wide or District-Wide Assessment Non-Participation Justification:**

Not Offered for 12th grade

**NAEP Assessment Non-Participation Justification:**

Not Offered

**Student's Placement**

Is there a need for a teacher with a particular endorsement? No

**Resource Program(s):**

Jordan's eligibility and the teacher endorsement are not the same.

Teacher Consulting services were considered and are not needed for the resource room teacher.

Program Type	Number of Sessions	Session Length	Begin Date	End Date *	Location	Departmentalized
Secondary Level Resource Program (SRRm - R340.1749b)	2 times/ mon	45 min	11/03/2010	05/27/2011	Regular Education	No

Details for Secondary Level Resource Program : Jordan is completing an independent study, but may need guidance. The guidance will be provided by the high school guidance office.

\* All programs and services listed above will begin on the initiation date of the IEP and continue for one calendar year, following the approved school district calendar. Extended school year (ESY) services must be provided only if the IEP Team determines on an individual basis that ESY services are necessary for the provision of a free and appropriate public education. Services will be provided as stated above except when the week or month is shortened due to holiday, vacation, scheduled days, school cancellations or student absence.

Total Hours per Week in School (as of 11/03/2010): 31.15

Total Hours per Week in Special Education (as of 11/03/2010): 0.35

Total Hours per Week in General Education (as of 11/03/2010): 30.80

**Ancillary and Other Related Services**

Jordan will not be receiving any Ancillary and Other Related Services.

The following are programs offered and rejected by the parent because the parent elected to enroll the child in a nonpublic school: None

**Transportation**

Specialized transportation will not be required.

Student: Jordan Schepers, DOB: 02/11/1992

Date IEP Begins: 11/03/2010

McBain Rural Agricultural School  
Transitional Individualized Education Program

**Commitment Signatures**

Any IEP Team member may submit a dissenting report for attachment to this IEP Team Report

The Resident District Superintendent/Designee: Agrees with IEP and its implementation.

Signed \_\_\_\_\_

Resident District Superintendent/Designee

Month/Day/Year

**Parent Consent**

As the Adult Providing IEP Consent, I: Understand the contents of this IEP have been informed of all procedural safeguards and sources to obtain assistance, and:

- Agree with this IEP and its implementation.
- Do not agree with this IEP but will allow it to be used.
- Do not agree with this IEP and request mediation.

Signature of Adult Providing Consent: Jordan Schepers Date: 11-3-10

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Notice Requirement**

The superintendent or designee of the operating district assures:

- That to the maximum extent appropriate, a person who has a disability, including a person who is assigned to a public or private institution or other care facility is educated with persons who do not have disabilities.
- That placement of a person who has a disability in special classes, separate schools, or the removal of a person who has a disability from the general education environment occurs only when the nature or severity of the disability is such that education in a general education class using supplementary aids and services cannot be satisfactorily achieved.
- That a person whose disability is such that he or she requires special classes or facilities shall be placed in programs or services as close as possible to his or her home.
- That unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.
- That in selecting the least restrictive environment, consideration shall be given to any potentially harmful effects to the student or the quality of services that the student needs.
- That a student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed accommodations in the general curriculum.
- That if the parent or public agency disagrees with this IEP, either party has the right to request a due process hearing by following the procedures outlined in the Procedural Safeguards.

Building(s) of program(s) and or service(s): McBain High School

Person Responsible for implementation: Special Ed Teacher

Implementation date: 11/03/2010 IEP End Date: 05/27/2011

Signed: Gail Locks  
Superintendent or Designee

Date: \_\_\_\_\_