

06CF88

**MISHICOT SCHOOL DISTRICT  
660 WASHINGTON STREET  
MISHICOT, WI 54228**

**CONFIDENTIAL  
PSYCHOEDUCATIONAL REPORT**

**NAME:** Brendan Dassey  
**MOTHER:** Barb Janda  
**ADDRESS:** 12930 A Avery Road, Two Rivers  
**TELEPHONE:** [REDACTED]  
**FATHER:** Peter Dassey  
**ADDRESS:** [REDACTED], Two Rivers  
**SCHOOL:** Mishicot Middle School  
**GRADE:** 7.2  
**AGE:** 13 years  
**BIRTHDATE:** 10/19/89  
**DATE OF REPORT:** 10/30/02  
**EXAMINER:** Kris Schoenenberger-Gross

MANITOWOC COUNTY  
STATE OF WISCONSIN  
**FILED**

MAY 4 2006

**CLERK OF CIRCUIT COURT**

**REASON FOR REFERRAL:**

Brendan was referred for a three-year reevaluation.

**ASSESSMENT PROCEDURES:**

- File Review
- Observation
- Interviews
- Woodcock-Johnson Third Edition-Tests of Cognitive Abilities (WJ-III)

**BACKGROUND INFORMATION:**

According to the records, Brendan attended a Head Start Program prior to entering kindergarten. Records indicate that Brendan was originally referred for an evaluation by his first grade teacher due to concerns in all academic skill areas. It was noted at the time that Brendan was quiet and presented limited eye contact. Evaluation results from September 1996 revealed overall well below average to below average cognitive ability, with significantly stronger nonverbal abilities than verbal abilities (WISC-III - Full Scale IQ = 74, Verbal IQ = 65, Performance IQ = 87). Brendan demonstrated below average visual-motor integration skills (VMI = 83). Brendan demonstrated delays in his math (TEMA = 74), reading (TERA = 58), and written language skills (WJ-R - Dictation = K.0 G.E., Writing Samples = K.8 G.E.). Brendan demonstrated significant delays in his language skills (BBCS - Total = 57; CELF-3 - Receptive = 72, Expressive = 72, Total = 75; SPELT-II = 27/50). On November 20, 1996, it was determined that Brendan met

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criteria for a specific learning disability and for a speech/language impairment and that he was in need of special education services; he began receiving special education services. Three year reevaluation results from November 1999 revealed overall well below average to below average cognitive ability, with significantly stronger nonverbal abilities than verbal abilities (WISC-III – Full Scale IQ = 73, Verbal IQ = 69, Performance IQ = 82) and delays in Brendan's reading, written language, and spelling skills (WJ-R – 1.9 G.E., 2.4 G.E., and 2.7 G.E., respectively); his math skills were at grade level overall (WJ-R = 4.2 G.E). Brendan continued to demonstrate significant delays in his language skills (TOWK – Total = 64, Receptive = 66, Expressive = 67). On November 11, 1999 it was determined that Brendan continued to meet criteria for a specific learning disability and for a speech/language impairment and that he continued to be in need of special education services.

#### **OBSERVATION AND DISCUSSION OF ASSESSMENT RESULTS:**


During individual testing, Brendan was cooperative, attentive, and hardworking. He guessed on the items that he was not sure about at times. Brendan was quiet throughout the testing, maintained a serious demeanor, and did not make direct contact with the examiner during any of the test sessions. The results of the evaluation are believed to be an accurate indication of Brendan's actual intellectual functioning capabilities.

Brendan was administered the Woodcock-Johnson Third Edition-Tests of Cognitive Abilities (WJ-III). Brendan's overall level of cognitive ability is within the borderline to below average range. He obtained a GIA standard score of 78 and a percentile rank of 7. There is a 68% chance that the range of scores from 76-81 contains his true IQ. Brendan obtained a Verbal Ability (broad category of language-based acquired knowledge and the ability to communicate that knowledge, includes the comprehension of individual words and the comprehension of relationships among the words) standard score of 81 and a percentile rank of 10, which is within the borderline to below average range. He obtained a Thinking Ability (broad cluster of four thinking abilities which are long-term retrieval, visual-spatial thinking, auditory processing, and fluid reasoning; abilities that allow an individual to process information that has been placed in short-term memory but cannot be processed automatically) standard score of 93 and a percentile rank of 31, which is within the below average to average range. Brendan obtained a Cognitive Efficiency (automatic cognitive processing which includes processing speed and short-term memory; represents the capacity of the cognitive system to process information automatically) standard score of 73 and a percentile rank of 4, which is within the borderline range. Brendan's short-term memory abilities are within the well below average to borderline range. His fluid reasoning abilities are within the borderline range. Brendan's comprehension-knowledge skills are within the borderline to below average range. His long-term retrieval skills are within the below average range and his visual-spatial thinking and processing speed capabilities are within the below average to average range.



**SUMMARY:**

Brendan is currently a thirteen year old seventh grader. He was referred for a three year reevaluation. Brendan's overall cognitive ability is within the borderline to below average range.



Kris Schoenenberger-Gross  
School Psychologist  
School District of Mishicot

ADDENDUM

WOODCOCK-JOHNSON THIRD EDITION-TESTS OF COGNITIVE ABILITIES

	Standard Score	Percentile Rank
<b>General Intellectual Ability</b>	78	7
<b>VERBAL ABILITY (Ext.)</b>	81	10
<b>Comprehension-Knowledge</b>	81	10
Verbal Comprehension	78	8
General Information	87	19
<b>THINKING ABILITY</b>	93	31
<b>Long-Term Retrieval</b>	85	15
<b>Visual-Spatial Thinking</b>	91	27
<b>Fluid Reasoning</b>	75	5
Visual-Auditory Learning	92	29
Spatial Relations	100	50
Sound Blending	119	89
Concept Formation	75	5
Retrieval Fluency	77	6
Picture Recognition	86	18
Analysis-Syntheses	86	17
<b>COGNITIVE EFFICIENCY (Ext.)</b>	73	4
<b>Processing Speed</b>	87	19
<b>Short-Term Memory</b>	69	2
Visual Matching	83	12
Numbers Reversed	80	9
Decision Speed	94	36
Memory for Words	66	1
<b>Supplemental Subtests:</b>		
Incomplete Words	87	19
Auditory Working Memory	82	11
<b>Phonemic Awareness</b>	110	74
<b>Working Memory</b>	76	5

Date Administered: 10/28/02

**Mishicot Middle School**  
**Learning Disabilities Achievement Testing Report**

**Informational Data**

Student's Name: Brendan Dassey  
Date of Birth: 10-19-89  
Age: 13  
Gender: Male  
School: Mishicot Middle School  
Grade: 7  
Principal: Don Cooley  
Parents: Barb and Peter Dassey  
Address: 12930A Avery Road, Two Rivers 54241  
Examiner: Susan Powel, Specific Learning Disabilities Teacher  
Date of Report: 10-30-02

**Reason for Evaluation**

Brendan was due for his three-year evaluation

**Background Information**

As a 7<sup>th</sup> grade student Brendan has been re-evaluated for learning disabilities. He has received special education services for speech and language as well as language arts, reading and spelling.

**Classroom Observations:**

Brendan's teachers report he is very quiet in class. He tends to work only when encouraged to keep busy.

**Testing Observations:**

Brendan was initially very quiet and appeared to be a little nervous. He did become more relaxed over time. His energy level was fairly even except for smiling and showing special interest in the math portions of the test. Brendan did converse with the examiner about his brothers when asked. He remained cooperative and attentive throughout the tests.

**Test Interpretations:**

Brendan was given the Woodcock-Johnson III Tests of Achievement. This test was used to measure Brendan's language arts and mathematical skills.

**Woodcock-Johnson III**

*Math*

<i>Subtest</i>	<i>Standard Score</i>
Calculation	100
Applied Problems	97
Math Fluency	93
Quantitative Concepts	109

<b>Cluster Scores</b>	
Math Reasoning	102
Math Calculation Skills	100

**Reading**

<b>Subtests</b>	<b>Standard Scores</b>
Letter-Word Identification	78
Reading Fluency	78
Spelling	80
Writing Fluency	84
Passage Comprehension	82
Writing Samples	91
Word Attack	78
Editing	93

<b>Cluster Scores</b>	
Basic Reading Skills	78
Written Expression	86
Reading Comp	80

**Summary**

Brendan Dassey is a 7<sup>th</sup> grade student at Mishicot Middle School in Mishicot, WI. Brendan was tested for his three-year re-evaluation. When compared to others his age level, Brendan's academic skills and his ability to apply those skills are both within the low average range. His fluency with academic tasks is low.

Brendan is low in basic reading skills and reading comprehension. His **Basic Reading Skills** standard score was 78. Brendan has the most trouble with word attack. His strength is in the area of reading vocabulary.

Brendan's **Written Expression** standard score was 86. This is a low average in basic writing skills and written expression. Brendan is best at editing. His biggest problems are in the area of spelling when compared to others his own age.

Math is one of Brendan's stronger subjects. His performance is average in math calculation skills and math reasoning. Brendan's **Math Reasoning** standard score was 102 and his **Math Calculation Skills** score was 100. Brendan's two greatest strengths in math are calculation and quantitative concepts.

SMPowell  
Susan Powell SLD Specialist

10-30-02  
Date