

**St Johns County
School District**

**Parent Resource
Guide**

2009 - 2010



St. Johns County School District Guiding Principles

We believe that . . .

Trustworthiness, respect, responsibility, fairness, caring, and citizenship are essential to the well-being of individuals and society.

All individuals have intrinsic value.

Every individual can contribute something of worth to society.

Individuals are responsible and accountable for their choices and decisions.

In order to grow and thrive, individuals need caring relationships and a nurturing environment.

Supportive family relationships are the foundation of the community.

High expectations lead to higher performance which, in turn, empowers the individual and strengthens society.

Continuous learning is a lifelong process that is essential to a productive and enriched life.

A safe and orderly environment is conducive to learning.

The St. Johns County School System is recognized throughout Florida for its innovative programming, student accomplishments and professional staff. The District's success is due to its commitment to excellence in academics plus its commitment to character development.

The Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship) are found in the district's Core Values. Individual worth and high expectations for all students are also part of this value system.

St. Johns County schools and community partners have come together with a common approach in an effort to say that children matter, values matter, character matters and academic excellence matters in our community and in our country. These principles are embodied in the district's visionary Mission Statement:

The St. Johns County School District will inspire in all students a passion for lifelong learning, creating educated and caring contributors to the world.

**“For your children, you are the vital link between the classroom
and the world beyond.”**

Dear Parents and Community Partners:

Children thrive when their environment is safe, secure, and supportive of education. Whether at home or in the classroom, adult involvement and encouragement have an enormously positive impact on a child’s learning process. **For your children, you are the vital link between the classroom and the world beyond.** As Superintendent of the St. Johns County School District, I encourage you to take an active role in your children’s school career. The following parent resource guide provides information on the steps parents can take for effective, meaningful participation.

The guide:

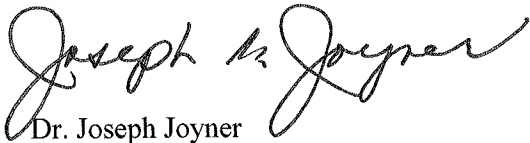
- Defines terms commonly used by educators.
- Gives examples of skills your children will be taught in each grade.
- Explains what will happen if your children fall behind and what help is offered to catch up.
- Suggests what parents, as partners in the learning process, can do at home.

I encourage you to use the guide as a starting point for extended communication with teachers, school and district administrators, and most importantly, with your children. Each day, show your interest in their education. Empty the book bag and look at what your children are learning. Review their schoolwork. Talk to them about what they have learned that day. Talk to their teachers by phone, by email or face to face. Ask questions and stay involved.

After more than thirty years, research continues to be positive and convincing - families have a major influence on their children’s academic achievement in school and throughout life. When parents talk to their children about school, expect them to do well, help them plan for college and career, and make sure that out-of-school activities are constructive, their children tend to do well in school and in life. Students with involved parents, no matter what their income or background, are more likely to do better in school, stay in school longer, and like school more.

I applaud you for making your children’s education a family priority.

Sincerely,



Dr. Joseph Joyner
Superintendent

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Facts about St. Johns County School District

SCHOOLS

17 Elementary Schools (K-5)
1 K-8 School
7 Middle Schools (6-8)
7 High Schools (9-12)
1 Alternative Center (6-12)
3 Charter Schools (including a Vocational-Technical Center)
3 Juvenile Justice Facilities

All St. Johns County public schools are fully accredited by the Southern Association of Colleges and Schools.

STUDENT Ethnicity

White – 83%
Black – 8%
Hispanic, Asian and other – 9%
Student body represents 109 different countries speaking 63 different languages
5,515 exceptional education students (mentally, physically, emotionally handicapped, learning disabled and gifted)

Class Size (Number of Students per Grade)

1:17	K-3
1:19	4-8
1:23	9-12

SCHOOL BOARD

District 1 – Mrs. Beverly Slough
District 2 – Mr. Tommy Allen, Chair
District 3 – Mr. Bill Mignon, Vice Chair
District 4 – Mr. Bill Fehling
District 5 – Mrs. Carla Wright

School Board meetings are held on the second Tuesday of each month at 6 p.m. at the School Board Administration Center.

Workshops are held at 8:30 a.m. on the first and fourth Tuesday of the month as needed.

St. Johns County School District – overall grade of “A” eight years in a row, one of only 10 school districts in the state

First overall ranking out of 67 counties on FCAT

TEST SCORES

Florida Comprehensive Assessment Test (FCAT)

Grade 10 – First highest in reading and math
Grade 9 – First highest in reading and second highest in math
Grade 8 – Third highest in reading and second highest in math
Grade 7 – Third highest in reading and sixth highest in math
Grade 6 – Fifth highest in reading and seventh highest in math
Grade 5 – First highest in reading and math
Grade 4 – First highest in reading and math
Grade 3 – First highest in reading and math

ACT – 22.0, above both state average of 19.8 and national average of 21.1

SAT-1556, above both the state average of 1474 and national average of 1511

Dropout rate of 1.3% is less than the state average of 2.6%

Graduation rate – 89.4%, higher than state average of 75.4%

Readiness for College – 75.6% of St. Johns County graduates ready in all three areas tested (math, reading, and writing), compared to state average 62.9%, ranking second in the state

The Strategic Plan

The St. Johns County School District is completing the final phase of its current Strategic Plan. The plan was developed in 2001, with the expectation that it would guide the school district until the year 2010. The majority of the results have been realized, with some revisions made to the original strategies in order to address growth, legislative changes, funding issues and other needs.

During the 2009-2010 school year, the district will revisit the original Strategic Plan and determine new directions and processes for making the plan viable into the next decade. We will evaluate the current plan, determine progress achieved, and implement a new planning process.

The St. Johns County School District has become, and will continue to be, one of the finest school systems in the country. It is expected that our schools, and those they serve, will use this document as the source when developing school improvement plans, writing grants and developing programs within the school district.

Through communicating the Strategic Plan, the district is looking toward the continual development of creative solutions for each challenge. By embracing the tenets within the document, the district believes that each student and stakeholder will be part of the focus, and thus, part of the process and solutions, as the district continues building effective schools and preparing students to meet the needs of their future. [Strategic Plan 2001 - 2010](#).

Please email your questions and comments to Margie Davidson, Director of Community Relations @ davidsm@stjohns.k12.fl.us.



Character Counts! Program

St. Johns County Schools has adopted the *Character Counts!* Program to help students learn about trustworthiness, respect, fairness, responsibility, caring and citizenship. These traits are known as the six pillars of *Character Counts!* Each month one of the pillars is featured:

- August – All pillars
- September – Fairness
- October – Responsibility
- November – Citizenship
- December – All pillars
- January – Respect
- February – Caring
- March – Trustworthiness
- April – All pillars
- May – Citizenship (Emphasis on Patriotism)



Trustworthiness – Be honest. Don't deceive, cheat or steal. Be reliable – do what you say you'll do. Have the courage to do the right thing. Build a good reputation. Be loyal – stand by your family, friends and country.

Respect – Treat others with respect. Follow the Golden Rule. Be tolerant of differences. Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit or hurt anyone. Deal peacefully with anger, insults and disagreements.

Fairness – Play by the rules. Take turns and share. Be open-minded. Listen to others. Don't take advantage of others. Don't blame others carelessly.

Responsibility – Do what you are supposed to do. Persevere, keep on trying! Always do your best. Use self-control. Be self-disciplined. Think before you act. Consider the consequences. Be accountable for your choices.

Caring – Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.

Citizenship – Do your share to make your school and community better. Cooperate. Stay informed; vote. Be a good neighbor. Obey laws and rules. Respect authority. Protect the environment.

The six pillars of the Character Counts! Program are modeled, taught, expected and celebrated in grades K–12.

Enrolling Your Child in School

How old does my child have to be to attend school?

Under state law, a child must be 5 years old on or before September 1 to enter kindergarten. To enter first grade, a child must be 6 years of age on or before September 1, and must have successfully completed kindergarten.

How do I know which school my child will attend?

Our district website <http://www.stjohns.k12.fl.us/rules/zoning/> provides a link to an Attendance Zone Indicator. Our Student Services can also assist you. Contact our office at 904-547-7598.

How do I go about enrolling my child in school?

You may go to the school at any time during regular hours to enroll your child, even during the summer.

What paperwork will I need to enroll my child?

You should take the following information to the school:

- Two proofs of residence – utility bill, notarized rental or lease agreement, mortgage bill. A driver's license is not accepted as proof of residence.
- Health Records – Children entering a Florida public school for the first time must have a Florida Certificate of Immunization (HRS FORM 680) and a copy of a physical examination done within the previous year. Children must complete the proper immunizations for each grade level. For more information, contact Health Services at (904) 547-7593.
- Birth Certificate – A certified copy of a birth certificate or acceptable substitute is required by Florida law for children entering kindergarten.
- School Records – Items such as withdrawal forms, standardized test scores, and recent report cards will help the school place your child appropriately. If you do not have these items, please provide the school with the name and address of your child's previous school so that the necessary information can be obtained.



Testing

Throughout your child's school year he/she will take many standardized tests, including the Florida Comprehensive Assessment Test (FCAT) for grades 3-10.

A standardized test tells how your child is doing compared to others and tracks his/her progress over time. Schools use test scores to develop plans for individual student improvement. Test scores are used to see if there is a problem that requires additional help or different methods of teaching. Tests also help to identify a student's strengths in order to provide more challenging academics. Parents always have access to their child's test results. A full listing of the tests your child will take, and when they are scheduled, can be found below.

Assessment Calendar 2009-2010 School Year St. Johns County School District

This updated calendar reflects the clarification of several tests. The calendar will be updated periodically as additional information is obtained about district, state and national tests administered to students in St. Johns County Public Schools.

<u>Date</u>	<u>Description</u>	<u>Acronym</u>	<u>Reason for Test</u>
August 31 to October 12, 2009	Florida Kindergarten Readiness Screener	FLKRS	State Mandate
October 19-23, 2009	Florida Comprehensive Assessment Test (New students and retakes) Grades 11-Adult	FCAT	State Mandate
October 14, 2009	Preliminary SAT Test National Merit Qualifying Scholarship Test	PSAT/NMQST	District Mandate
October / November 2009	Preliminary ACT test, students in grade 10 who register to take the test	PLAN	Nationally Offered
January 25-26, 2010	National Assessment of Educational Progress (selected schools only grades 4, 8, and 12)	NAEP	Federal Mandate
February 9-11, 2010	Florida Comprehensive Assessment Test Writing+ - Grades 4, 8, & 10	FCAT Writing+	State Mandate
March 9-19, 2010	Florida Comprehensive Assessment Test Sunshine State Standards (SSS) Component Reading & Mathematics, all students in grades 3-10 Science, all students in grades 5, 8, & 11 Reading & Mathematics, all students in grades 3-10	FCAT	State Mandate
April 19-May 19, 2010	Comprehensive English Language Learning Assessment for grades K-12	CELLA	Federal Mandate

Reading – Our #1 Priority



Every teacher, parent and child know that reading is the most important skill taught in elementary school. There are five components of reading that children must learn in order to learn to read. To be able to help your child in reading, it is necessary for parents to know and understand the five components of reading.

1. **Phonemic Awareness** – the ability to hear and work with the sounds of spoken language. Phonemic awareness is the understanding that spoken language is made up of individual and separate sounds. Children need to hear sounds in words, to rhyme, to blend sounds and to identify the separate sounds in words.
2. **Phonics** – the ability to understand the connection between letters and sounds. Children need to be taught the sounds that individual letters make. Knowing the connection between letters and sounds helps children decode and “sound out” words.
3. **Fluency** –the ability to read text correctly and quickly. Children must learn to read words quickly and correctly in order to understand what is read. Fluent readers recognize words instantly. If a child reads slowly, word by word, he/she works to sound out the word and does not comprehend what is read.
4. **Vocabulary** – learning the meaning and pronunciation of words. Children need to have knowledge of written and spoken words, know what they mean, and how to use them.
5. **Comprehension** – the ability to understand, remember, and retell what is read. Children need to be taught the steps good readers use to make sure they understand text.



Kindergarten

What should my child be learning in elementary school?

Every child in the state of Florida should be learning the same skills in the same grades. The Florida Department of Education has created a list of goals, called the Next Generation Sunshine State Standards (NGSSS), for students in every grade. Here are **some** of the skills outlined in the NGSSS that your child should be learning in Kindergarten:

A Kindergarten student will:

- Select material to read for pleasure
- Identify high frequency words
- Count to 20
- Sort and classify objects by color, shape, kind or size
- Write and illustrate simple stories
- Understand that different things move at different speeds (motion)
- Know people and events honored in holidays

You can view the entire Next Generation Sunshine State Standards online at <http://floridastandards.org>. Click on your child's subject and current grade.

How do I get involved?

- Look regularly at your child's homework assignments
- Attend parent teacher conferences
- Look at your child's textbooks
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school often
- View information regarding the FCAT at www.fcateplorer.com
- View reading information at www.scholastic.com and www.eduplace.com
- View math information at www.harcourtschool.com

What state or national tests will my child take in Kindergarten?

All kindergarten students will participate in the Florida Kindergarten Readiness Screener (FLKRS) within 30 school days from the district's first day of school. The FLKRS screener is an observation checklist that will assist teachers in understanding the abilities of children entering school and will help target instruction for helping children become successful learners. Information from the FLKRS will help teachers plan curriculum and improve school readiness programs and services for preschool- age children. All kindergarten students are also assessed using the Florida Assessments for Instruction in Reading (FAIR).

All kindergarten students also participate in progress monitoring utilizing the diagnostic tool, "ThinkLink," which is a progress monitoring assessment to help teachers identify areas where your child needs the most help in math.

First Grade

What should my child be learning in elementary school?

Every child in the state of Florida should be learning the same skills in the same grades. The Florida Department of Education has created a list of goals, called the Next Generation Sunshine State Standards (NGSSS), for students in every grade. Here are **some** of the skills outlined in the NGSSS that your child should be learning in first grade:

A first grade student will:

- Read independently for pleasure
- Write stories, journals and lists
- Use capitalization, punctuation and spacing between words
- Read and discuss different types of literature
- Use simple maps and globes
- Identify the difference between living and nonliving things
- Develop strategies for addition and subtraction facts
- Understand the causes of motion
- Count, read and write numbers from 0-100 or more
- Compare and order objects by length, weight, and capacity
- Extend patterns

You can view the entire Next Generation Sunshine State Standards online at <http://floridastandards.org>. Click on your child's subject and current grade.

How do I get involved?

- Look regularly at your child's homework assignments
- Attend conferences
- Look at your child's textbooks
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school often
- View reading information at www.scholastic.com and www.eduplace.com
- View math information at www.harcourtschool.com

What state or national tests will my child take in First Grade?

All first grade students participate in the Florida Assessment for Instruction in Reading (FAIR). This diagnostic tool, provided by the state, is used to monitor progress and helps teachers identify areas where your child needs the most help.

All first grade students also participate in progress monitoring utilizing the diagnostic tool, "ThinkLink," which is a progress monitoring assessment to help teachers identify areas where your child needs the most help in math.

Second Grade

What should my child be learning in elementary school?

Every child in the state of Florida should be learning the same skills in the same grades. The Florida Department of Education has created a list of goals, called the Next Generation Sunshine State Standards (NGSSS), for students in every grade. Here are **some** of the skills outlined in the NGSSS that your child should be learning in second grade:

The second grade student will:

- Read independently for pleasure
- Write clearly in manuscript
- Read and discuss different types of literature
- Use simple maps, globes and models to identify places
- Identify solids, liquids and gases
- Understand how magnets work
- Tell time to the hour and half hour
- Count money and make change
- Describe ways to conserve energy
- Understand even and odd numbers
- Understand place value: ones, tens, and hundreds

You can view the entire Next Generation Sunshine State Standards online at <http://floridastandards.org>. Click on your child's subject and current grade.

How do I get involved?

- Look regularly at your child's homework assignments
- Attend conferences
- Look at your child's textbooks
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council
- Visit and volunteer at the school often
- View information regarding the FCAT www.fcatexplorer.com
- View reading information at www.scholastic.com and www.eduplace.com
- View math information at www.harcourtschool.com

What state or national tests will my child be taking in Second Grade?

All second grade students participate in the Florida Assessment for Instruction in Reading (FAIR). This diagnostic tool, provided by the state, is used to monitor progress and helps teachers identify areas where your child needs the most help.

All second grade students also participate in progress monitoring utilizing the diagnostic tool, "ThinkLink," which is a progress monitoring assessment administered three times a year to help teachers identify areas where your child needs the most help in math.

Third Grade

What should my child be learning in elementary school?

Every child in the state of Florida should be learning the same skills in the same grades. The Florida Department of Education has created a list of goals, called the Next Generation Sunshine State Standards (NGSSS), for students in every grade. Here are **some** of the skills outlined in the SSS that your child should be learning in third grade:

A third grade student will:

- Read independently for pleasure
- Pre-write, draft, edit and publish different kinds of writing
- Understand story structure: setting, plot, climax and sequence of events
- Use simple maps, globes, charts and models to identify places
- Tell how weather impacts habitats
- Understand ways animals and plants interact and are interdependent
- Tell time to the minute
- Count and write money amounts to \$10.00
- Know various forms of energy and trace their flow
- Know multiplication facts
- Use place-value concepts of grouping based upon powers of ten within the decimal number system.
- Write in cursive

You can view the entire Next Generation Sunshine State Standards online at <http://floridastandards.org>. Click on your child's subject and current grade.

How do I get involved?

- Look regularly at your child's homework assignments
- Attend conferences
- Look at your child's textbooks
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school often
- View information regarding the FCAT at www.fcatexplorer.com
- View reading information at www.scholastic.com and www.eduplace.com
- View math information at www.harcourtschool.com

What state or national tests will my child take in Third Grade?

All third grade students are assessed in March with the Florida Comprehensive Assessment Test (FCAT) in reading and math. This test measures how well students are meeting the Next Generation Sunshine State Standards. If your child's score on the FCAT Reading portion of the test falls in the Level 1 range, state law mandates that your child be retained, unless he/she qualifies for one of six Good Cause Exemptions.

All third grade students also participate in progress monitoring utilizing the diagnostic tool, "ThinkLink," which is a progress monitoring assessment administered three times a year to help teachers identify areas where your child needs the most help in math and science. They also participate in the Florida Assessment for Instruction in Reading (FAIR). This diagnostic tool, provided by the state, is used to monitor progress and helps teachers identify areas where your child needs the most help.

"WriteScore" is a scored writing prompt activity that is used in third grade to provide students with an opportunity to practice writing and help teachers identify areas of need.

Fourth Grade

What should my child be learning in elementary school?

Every child in the state of Florida should be learning the same skills in the same grades. The Florida Department of Education has created a list of goals, called the Next Generation Sunshine State Standards (NGSSS), for students in every grade. Here are **some** of the skills outlined in the NGSSS that your child should be learning in fourth grade:

A fourth grade student will:

- Read independently for pleasure
- Understand the importance of plot, theme, setting, and characters in literature
- Use simple maps, globes, charts and graphs
- Explain the water cycle
- Understand that plants use the sun to make food
- Count and write money amounts to \$100.00 and make change to \$20.00
- Know and compare forms of energy
- Add and subtract fractions with common denominators
- Use a calculator for problem solving
- Group common polygons and solid figures
- Understand Florida and United States History to 1880
- Plan, draft, revise, edit and publish stories and explanations plus other forms of writing

You can view the entire Next Generation Sunshine State Standards online at <http://floridastandards.org>. Click on your child's subject and current grade.

How do I get involved?

- Look regularly at your child's homework assignments
- Attend conferences
- Look at your child's textbooks
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school often
- View information regarding the FCAT at www.fcatexplorer.com
- View reading information at www.scholastic.com and www.eduplace.com
- View math information at www.harcourtschool.com

What state or national tests will my child take in Fourth Grade?

All fourth grade students will be assessed with the Florida Comprehensive Assessment Test (FCAT) in writing, reading, and mathematics. The FCAT Writing test is administered in early February. The FCAT Reading and Mathematics tests are administered in March.

All fourth grade students also participate in progress monitoring utilizing the diagnostic tool, "Think Link," which is a progress monitoring assessment administered three times a year to help teachers identify areas where your child needs the most help in math and science. They also participate in the Florida Assessment for Instruction in Reading (FAIR). This diagnostic tool, provided by the state, is used to monitor progress and helps teachers identify areas where your child needs the most help.

"WriteScore" is a scored writing prompt activity that is used in fourth grade to provide students with an opportunity to practice writing and help teachers identify areas of need.

Fifth Grade

What should my child be learning in elementary school?

Every child in the state of Florida should be learning the same skills in the same grades. The Florida Department of Education has created a list of goals, called the Next Generation Sunshine State Standards (NGSSS), for students in every grade. Here are **some** of the skills outlined in the NGSSS that your child should be learning in fifth grade:

The fifth grade student will:

- Read independently for pleasure
- Understand the importance of plot, theme, setting, characters, and author's purpose in literature
- Use maps, globes, charts, timelines and graphs
- Understand the scientific process and use it to solve problems
- Write percents as decimals
- Know the basic principles of atomic theory
- Add, subtract, multiply, and divide whole numbers, decimals, and fractions
- Understand Civil Rights and suffrage
- Understand Florida and United States history since 1880
- Study government, the economy, immigration, and education
- Write in a variety of forms

You can view the entire Next Generation Sunshine State Standards online at <http://floridastandards.org>. Click on your child's subject and current grade.

How do I get involved?

- Look regularly at your child's homework assignments
- Attend conferences
- Look at your child's textbooks
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school often
- View information regarding the FCAT at www.fcatexplorer.com
- View reading information at www.scholastic.com and www.eduplace.com
- View math information at www.harcourtschool.com

What state or national tests will my child take in Fifth Grade?

All fifth grade students will be assessed with the Florida Comprehensive Assessment Test (FCAT) in reading, mathematics, and science. The FCAT Reading, FCAT Mathematics and FCAT Science tests are administered in March.

All fifth grade students also participate in progress monitoring utilizing the diagnostic tool, "ThinkLink," which is a progress monitoring assessment administered three times a year to help teachers identify areas where your child needs the most help in math and science. They also participate in the Florida Assessment for Instruction in Reading (FAIR). This diagnostic tool, provided by the state, is used to monitor progress and helps teachers identify areas where your child needs the most help.

Middle School Years (Grades 6-8)

What should my child be learning in middle school?

Every child in the state of Florida should be learning the same skills in the same grades. The Florida Department of Education has created a list of goals, called the Next Generation Sunshine State Standards (NGSSS), for students in every grade. Here are **some** of the skills outlined in the NGSSS that your child should be learning between grades six and eight:



The middle school student will:

- Read independently for pleasure
- Write reports and other documents using correct grammar and punctuation
- Read and analyze different books and stories, including novels, plays, and poetry
- Conduct research on assigned topics
- Make effective oral presentations
- Study for tests
- Understand the rules of the English language and apply them in writing
- Use integers, fractions, decimals and percentages in math
- Use measurements to solve math problems to real world situations
- Use empirical observations and measurements to study the natural world
- Investigate key concepts in physical, life, and earth/space science
- Study the history and the role of the American citizen in democracy
- Use a computer to write reports, create graphs and make charts

You can view the entire Next Generation Sunshine State Standards online at <http://floridastandards.org>. Click on your child's subject and current grade.

How do I get involved?

- Look regularly at your child's homework assignments
- Attend conferences
- Look at your child's textbooks
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school



- Ask your child's teachers for a syllabus or course outline
- View information regarding the FCAT at www.fcatexplorer.com

What state or national tests will my child take in Middle School?

- In sixth grade, all students will take the Florida Comprehensive Assessment Test (FCAT) in reading and mathematics in March. This test measures how well students are meeting the Next Generation Sunshine State Standards (NGSSS).

All sixth grade students also participate in progress monitoring utilizing the diagnostic tool, “ThinkLink” which is a progress monitoring assessment administered three times a year to help teachers identify areas where your child needs the most help in math and science.

“WriteScore” is a scored writing prompt activity that is used in sixth grade to provide students with an opportunity to practice writing and help teachers identify areas of need.

- In seventh grade, all students will take the Florida Comprehensive Assessment Test (FCAT) in reading and mathematics in March. This test measures how well students are meeting the Next Generation Sunshine State Standards (NGSSS).

All seventh grade students also participate in progress monitoring utilizing the diagnostic tool, “ThinkLink,” which is a progress monitoring assessment administered three times a year to help teachers identify areas where your child needs the most help in math and science.

“WriteScore” is a scored writing prompt activity that is used in seventh grade to provide students with an opportunity to practice writing and help teachers identify areas of need.

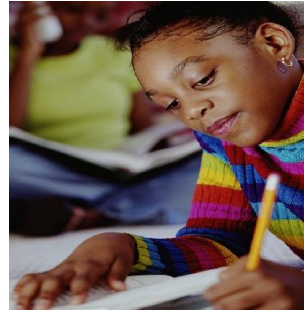
In eighth grade, all students will take the Florida Comprehensive Assessment Test (FCAT) in writing, reading, mathematics, and science. The FCAT writing test is administered in early February. The reading, mathematics, and science tests are administered in March. These tests measure how well students are meeting the Next Generation Sunshine State Standards (NGSSS).

All eighth grade students also participate in progress monitoring utilizing the diagnostic tool, “ThinkLink,” which is a progress monitoring assessment administered three times a year to help teachers identify areas where you child needs the most help in math and science.

“WriteScore” is a scored writing prompt activity that is used in eighth grade to provide students with an opportunity to practice writing and help teachers identify areas of need.

Advanced Academic Opportunities and Programs of Emphasis in St. Johns County Middle Schools

The **Cambridge Checkpoint** program at R.J. Murray Middle School (named The Academy), Gamble Rogers Middle School (named PEAK) and Sebastian Middle School (named SuMmiT) offers students a highly rigorous academic program that has been developed by the University of Cambridge to prepare students for advanced high school programs such as Advanced International Certificate of Education (AICE) or International Baccalaureate (IB).



The **St. Johns County Center for the Arts** at R.J. Murray Middle School provides artistically gifted students a program of study designed to develop their unique talents in the performing and visual arts within an environment that is emotionally supportive and intellectually challenging.

The **Middle Years Program** at Pacetti Bay Middle School allows academically talented students an opportunity to develop knowledge, attitudes and skills taught from a global perspective incorporating the best educational elements from around the world. This program will be referred to as the International Scholars Program until endorsement is received to become a Middle School Program by the International Baccalaureate Organization. Endorsement is expected within the next four years.

The **Pre-AP** program offered at Fruit Cove Middle School, Landrum Middle School, Gamble Rogers Middle School, and Switzerland Point Middle School, will provide students with a globalized, real-world focus intended to prepare them better for the rigor of the high school Advanced Placement classroom.

High School (Grades 9- 12)

What should my child be learning in high school?

Every child in the state of Florida should be learning the same skills in the same grades/courses. The Florida Department of Education has created a list of goals, called the Next Generation Sunshine State Standards (NGSSS), for students in every grade. Here are **some** of the skills outlined in the NGSSS that your child should be learning between grades nine and twelve:

High school students will:

- Write papers, reports, and other documents using correct grammar and punctuation
- Read and analyze complex types of literature
- Conduct research from a variety of sources
- Make effective oral presentations
- Use algebra and geometry to solve mathematical problems
- Understand the solar system and what scientists know about the universe
- Use scientific processes to solve problems
- Understand the genetic development of living things
- Analyze the history of the United States and the world
- Define their own political beliefs based on knowledge of American democracy
- Understand different economic systems in the world and how they relate to each other
- Understand how financial institutions work and how to manage money

You can view the entire Next Generation Sunshine State Standards online at <http://floridastandards.org>. Click on your child's subject and current grade.

How do I get involved?

- Look regularly at your student's homework assignments
- Attend conferences
- Look at your student's textbooks
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school
- Ask your student's teachers for a syllabus or course outline
- View information regarding the FCAT at www.fcatexplorer.com. Contact your school for a password.
- E-mail teachers

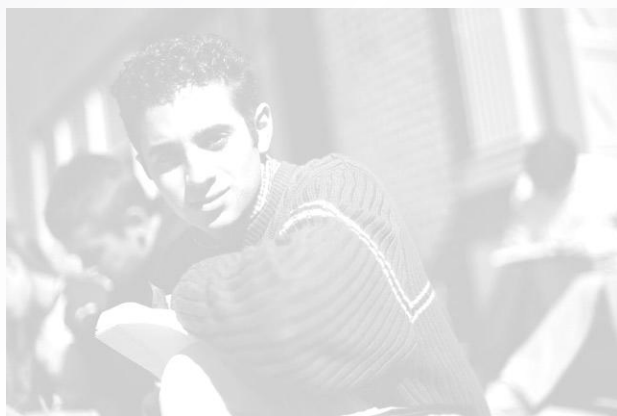
What state or national tests will my child be taking in high school?

In ninth grade, all students will take the Florida Comprehensive Assessment Test (FCAT) in reading and mathematics in March. This test measures how well students are meeting the Next Generation Sunshine State Standards (NGSSS).

In tenth grade, all students will take the Florida Comprehensive Assessment Test (FCAT) in reading, writing, and mathematics. The FCAT writing test is administered in early February. The FCAT Reading and Mathematics tests are administered in March. This test measures how well students are meeting the Next Generation Sunshine State Standards. Tenth grade students who do not receive a passing scale score in reading and/or math on the FCAT will need to retest and obtain a passing score in order to meet graduation requirements.

In eleventh grade, all students will take the Florida Comprehensive Assessment Test (FCAT) in science in March. This test measures how well students are meeting the Next Generation Sunshine State Standards. These students also participate in progress monitoring utilizing the diagnostic tool, "ThinkLink," which is administered three times a year to help teachers identify areas where your child needs the most help in science.

The Preliminary Scholastic Aptitude Test (PSAT) is administered to all tenth grade students and offered on a voluntary basis to ninth and eleventh grade high school students. The PSAT acts as an AP test success predictor, SAT test success predictor, and is used as a qualifying test for National Merit Scholarships. The PSAT assesses students in critical reading, mathematics and writing skills.



Advanced Academic Opportunities in St. Johns County School District High Schools

St. Johns County high schools offer various options for academic advancement. These options include both challenging academic programs recognized worldwide and advanced courses for which college credit is awarded upon successful completion of coursework and examinations. A rigorous high school schedule that includes advanced coursework is a major indicator for success in college.

As students develop their Customized Learning Paths (CLPs) with their parents and guidance counselors, they are encouraged to consider the following opportunities for advancement.

Advanced International Certificate of Education (AICE) at St. Augustine High School

AICE is a rigorous, internationally recognized pre-university curriculum and examination program designed for highly motivated, academically able students in grades 9-12. The AICE program of study is written and administered throughout the world by Cambridge International Examinations (CIE), a non-profit department of the University of Cambridge in England. The AICE curriculum encourages independent research and investigation, initiative and creativity and the application of skills and knowledge.

International Baccalaureate (IB) at Nease High School

This program has a high quality international curriculum aimed at encouraging critical thinking. Emphasis is placed on helping students learn how to learn and how to analyze. The program develops an appreciation for other cultures, and all courses are advanced.

Pre-International Baccalaureate Program In the fall of 2009, the International Baccalaureate Organization will conduct a three-day site visit to Pedro Menendez High School. PMHS anticipates being named an International Baccalaureate World School for the 2010-2011 school year after the site visit. The International Baccalaureate Program is a rigorous program of study for the junior and senior years. The curriculum emphasizes an understanding of world cultures and community service, along with in-depth studies in mathematics, science, languages, and philosophy.

Advancement Via Individual Determination (AVID) at Pedro Menendez High School

AVID is a college preparatory program for students in the middle (2.0 to 3.5 grade point average) who desire to work more diligently than they have in the past to try to obtain a Bright Futures Scholarship and attend a four-year university. AVID students know they need an academic support system to enable them to succeed in a rigorous curriculum. Students in AVID take the AVID Elective where they receive academic tutoring and learn critical thinking strategies and study skills needed in their academic classes. AVID students take honors and Advanced Placement classes while receiving academic support in the AVID Elective.

Dual Enrollment

Dual enrollment allows eligible high school students to enroll in postsecondary courses. They earn credit toward high school graduation and at the same time earn credit toward a college degree or technical certificate. All 28 public community colleges and some of the state universities in Florida participate in dual enrollment. Students are permitted to enroll in dual enrollment courses on a part-time basis during school hours, after school or during the summer term. Most dual enrollment courses are offered through St. Johns River Community College.

Early Admission

Early admission is similar to dual-enrollment, except that qualified students enroll in college/university courses full-time during their last year in high school. They earn credits simultaneously toward a college degree and a high school diploma.

Advanced Placement (AP) Courses

The College Board's Advanced Placement (AP) Program is a nationwide program consisting of more than 30 college level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or university.

Advanced Placement International Diploma (APID) at Bartram Trail High School

The Advanced Placement International Diploma is a separate diploma issued by A.P. College Board that is internationally recognized. To receive the APID, a student must earn a grade of 3 or above in five A.P. exams in specified areas and request that at least one A.P. score be sent to an international university.

St. Johns Virtual Instruction Program

St. Johns Virtual Instruction Program offers high quality, online K-12 curriculum, including advanced placement (AP) courses. St. Johns Virtual Instruction Program can be a resource for students with limited access to AP offerings in their traditional schools. For information, visit <http://www.gosjvs.com> or call 904-547-7166.

Honors Courses

Students who meet certain requirements are eligible for enrollment in honors courses. Honors courses include all those with an honors designation in the St. Johns County School District High School Course Catalog, International Baccalaureate (IB) courses, Preliminary International Baccalaureate (PreIB) courses, Advanced International Certificate of Education (AICE) courses, International General Certificate of Secondary Education (IGCSE) courses, Dual Enrollment (DE) courses, Advanced Placement (AP) and Florida Virtual School Courses with an honors designation.

Honors Course Placement

Honors Course Placement Criteria

1. **Norm Referenced Test** - Stanine of 7, 8, or 9 on an appropriate assessment
 - Math for mathematics and science honors class placement
 - Reading for English, social studies and foreign language honors class placement

OR
2. **Grades** - A grade of “C” or better in the previous honors course. Students earning an “A” in the previous standard course may be recommended for honors course placement. Teachers will conference with students to offer guidance for appropriate placement.

OR
3. **FCAT** - Level 4 or 5 in appropriate area and not less than a Level 3 in any area
 - On Mathematics FCAT for placement in honors mathematics and science classes.
 - On Reading FCAT for placement in honors English, social studies or foreign language

OR
4. **PSAT** – A score of 48 or higher on the appropriate assessment
 - Math for mathematics and science honors class placement
 - Reading and/or language for English, social studies and foreign languages honors class placement

OR
5. **PLAN** – A score of 170 (English), 210 (mathematics) or higher on the appropriate assessment
 - Math for mathematics and science honors class placement
 - Reading and/or language for English, social studies and foreign languages honors class placement

OR

In the case of extenuating circumstances, petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

Career Education Programs



In St. Johns County, the seven high schools offer 15 career academies aligned with the region's high-skill, high-wage industries. Career themes include Aerospace, Health & Medical, Emerging Technology, Biotechnology & Medical Research, Design & Building Construction, International Business & Marketing, Business & Finance, Environmental & Urban Planning. Career academies are small, personalized learning communities within a high school that select a subset of students and teachers for a two-, three-, or four-year span. Students must apply to be part of an academy and be accepted with parental knowledge and support. Every career academy includes these essential elements: a small learning community; a rigorous, college-prep curriculum with a career theme; relevance reinforced in each program through well-established relationships with business partners; and the opportunity to earn college credit and industry certifications. Research shows students entering career academies do better in school, have higher college-going rates and earn more money than their non-career academy students. If your child chooses to enroll in a career academy, he/she may receive college credit with Embry-Riddle Aeronautical University, University of North Florida, St. Johns River Community College, or Florida Community College at Jacksonville - all at no cost to you. Please see your student's guidance counselor or career specialist for further information.

Promotion Requirements

The promotion requirements for students in St. Johns Public Schools can be found in detailed form in the St. Johns County School District *Student Progression Plan*.

Elementary School (grades K-5)

Promotion in grades K-2 is based primarily on progress in reading. Students in grades K, 1, and 2 must make satisfactory Next Generation Sunshine State Standards benchmark progress in reading to be promoted. Students' reading progress toward grade level reading achievement is determined by appropriate assessments, both teacher-made and commercial, and teacher judgment.

The Florida Assessments for Instruction in Reading (FAIR) will be administered to all kindergarten through second grade students. This assessment will determine which students are in need of additional instruction in reading. Each such student shall be referred to the school's Child Study Team or its equivalent for review of the student's progress and portfolio. The Child Study Team or its equivalent shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted.

Promotion of Students (grades 3-5)

A student in grades 3, 4 or 5 who scores Level 1 or Level 2 on the Next Generation Sunshine State Standards section of the FCAT in reading and/or Level 1 or 2 in mathematics on the Next Generation Sunshine State Standards section of the FCAT is considered to be below grade level. Each such student shall be referred to the school's Intervention Team or its equivalent for a comprehensive review of the student's academic achievement. The Intervention Team or its equivalent shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted.

To be promoted from grade to grade in grades 3-5, a student must demonstrate mastery of grade level benchmarks in language arts, mathematics, and science.

The principal or designee may recommend promotion for a student in grades 3-5 not passing the grade level course in language arts, mathematics, or science, if the student demonstrates mastery of language arts/reading, mathematics, and/or science by achieving a score of Level 3 or above on the FCAT in reading and/or mathematics and the preponderance of evidence indicates that the student is ready for the work of the next grade level.

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the principal or designee makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks. For more comprehensive information for promotion and retention, especially for grade 3 students, please refer to the St. Johns County Student Progression Plan.

Middle School (grades 6-8)

Promotion from a school composed of middle grades 6, 7, and 8 requires that the student must successfully complete academic courses as follows:

1. Three middle school or higher courses in language arts. These courses shall emphasize literature, composition, and technical text.
2. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit.
3. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.
4. Three middle school or higher courses in science.
5. One course in career and education planning to be completed in 7th or 8th grade. The course may be taught by any member of the instructional staff; must include career exploration using CHOICES for the 21st Century or a comparable cost-effective program; must include educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan entered in ePEP.
6. The equivalent of one year of physical education in grades 6-8.

A student in grades 6, 7 or 8 is considered to be below grade level if he/she scores Level 1 or Level 2 on the Next Generation Sunshine State Standards section of the FCAT in reading and/or mathematics.

High School (grades 9-12)

Promotion of high school students is dependent on the awarding of credit. To be classified a sophomore, students must have a minimum of five credits; to be classified a junior, students must have a minimum of eleven credits; to be classified a senior, students must have a minimum of seventeen credits.

Required Credits:

	End of Academic-Year
Total credits to graduate	18, 24 or 26*
Credits to become a Senior	17
Credits to become a Junior	11
Credits to become a Sophomore	5**

*Depending on graduation requirements

** A ninth grader must earn a minimum of five credits including English and an appropriate math course.

Graduation Options

All students scheduled to graduate may select one of the graduation options listed below. Students are encouraged to consider their postsecondary education or career plan goals when selecting an option. For more information, please contact your school counselor.

Courses	24 Credit Standard Program *2.0 GPA	24 Credit College Ready Program *2.0 GPA	26 Credit Advanced College Prep Program *3.0 GPA	18 Credit 3 Year Career Prep Program *3.0 GPA	18 Credit 3 Year Standard College Prep Program *3.5 GPA
English	4 credits (major concentration in composition, reading for information, lit.)	4 credits (major concentration in composition and literature)	4 credits with honors level required in junior and senior year	4 credits (major concentration in composition and literature)	4 credits (major concentration in composition and literature)
Mathematics	4 credits; one must be in Algebra 1 or its equivalent 12 th grade needs 3 credits	4 credits; one must be in Algebra 1 or its equivalent 12 th grade needs 3 credits	4 credits including geometry, Algebra II and one math beyond Algebra II	3 credits (must include Algebra I)	3 credits (Algebra I level or higher)
Science	3 credits, 2 with a lab component	3 credits, 2 with a lab component	4 credits including biology and chemistry	3 credits, 2 with a lab component	3 credits, 2 with a lab component
Social Studies	3 credits (1 credit in American history, 1 credit in world history, .5 credit in economics and .5 credit in American government)	3 credits (1 credit in American history, 1 credit in world history, .5 credit in economics and .5 credit in American government)	4 credits (must include 1 credit in American history, 1 credit in world history, .5 credit in economics and .5 credit in American government)	3 credits (1 credit in American history, 1 credit in world history, .5 credit in economics and .5 credit in American government)	3 credits (1 credit in American history, 1 credit in world history, .5 credit in economics and .5 credit in American government)
Foreign Language		2 credits in the same second language	2 credits in the same second language		2 credits in the same second language or demonstrated proficiency in another language
Fine Arts	1 credit in fine arts (includes art, dance, drama/theater and music)	1 credit in fine arts (includes art, dance, drama/theater and music)	1 credit in fine arts (includes art, dance, drama/theater and music)	3 sequenced credits in a single career education program, or 3 credits in career certificate dual enrollment or 5 credits in career courses	
HOPE with P.E.	9 th , 10 th , 11 th grades 1 credit	9 th , 10 th , 11 th grades 1 credit	9 th , 10 th , 11 th grades 1 credit		
Physical Education	12 th -1.5 credits (.5 credit Personal Fitness, .5 credit Life Management Skills, .5 credit P.E.)	12 th -1.5 credits (.5 credit Personal Fitness, .5 credit Life Management Skills, .5 credit P.E.)	12 th -1.5 credits (.5 credit Personal Fitness, .5 credit Life Management Skills, .5 credit P.E.)		
Electives	8.5 majors, minors, or elective credits	6 majors, minors, or elective credits	5 majors, minors, or elective credits plus 1 additional academic elective	2, 3, 5 credits in electives according to track	3 credits in electives

	24 Credit Standard Program	24 Credit College Ready Program	26 Credit Advanced College Prep Program	18 Credit 3 Year Career Prep Program	18 Credit 3 Year Standard College Prep Program
State Assessment Requirements	Passing score on FCAT	Passing score on FCAT	Passing score on FCAT; ACT or SAT taken before graduation	Scores of 3 or above on FCAT in reading, writing and math on the most recently administered FCAT for enrollment ; Passing score on FCAT	Cumulative weighted 3.0 GPA on a 4.0 scale for eligibility ; Scores of 3 or above on FCAT in reading, writing and math on the most recently administered FCAT for enrollment; Passing score on FCAT
Grade Point Average Requirements	2.0 or above cumulative GPA	2.0 or above cumulative GPA	3.0 or above cumulative GPA	2.0 or above cumulative GPA in required 18 credits	3.0 or above cumulative GPA in required 18 credits

Summer Program

Summer Reading Program for 3rd Graders

- For 3rd graders scoring at Level 1 on the Reading FCAT
- Four weeks of best-practice reading instruction by highly qualified teachers
- Half-day sessions four days per week
- Mentoring provided
- Parent involvement appreciated

Summer Reading Program for Rising 12th Graders

- For 12th graders who have not yet passed the Reading FCAT
- Test preparation and reading instruction provided
- Computer-assisted instruction offered
- Half-day sessions four days per week
- Summer FCAT retest

Regular Summer School

- Online course recovery at the secondary level offered varies school to school
- Schools may have summer remediation programs at the elementary level

Extended School Year

- For students with disabilities who have an Individual Education Plan (IEP) indicating that extended school year services are necessary to allow the student to benefit from his/her school year instructional program or to prevent significant regression
- Instruction by highly qualified instructors in a variety of service delivery models to meet the needs of individual students
- Transportation provided

Available Services

Head Start

The SJCS Head Start program is a no cost preschool for three and four year olds for income eligible families. Children in the program will receive:

- Quality preschool program at Crookshank Elementary and The Webster School
- School Readiness Activities
- Health & Developmental Screenings
- Nutritious Meals & Snacks
- Family Support Services
- Dental Services
- Full Day Program

For more information on this program, please call (904) 547-4896.

Extended Day

Extended Day is offered at most elementary schools by either the school or the YMCA. Some sites offer before school care as well as after school care for students K-5. The cost of the program is different at each school as some of the sites offer enrichment activities which are charged at an additional rate. Contact your child's school for details on their Extended Day Program.

Title I

Title I is the largest federal aid program for elementary and secondary schools. This program provides funds to the school district to support supplementary services designed to improve the educational performance of low-achieving students in high-poverty schools and institutions serving St. Johns County youth in "at-risk" situations. For more information, please contact Kimberly Dugger, Title I Coordinator, at (904) 547-7829 or online at <http://www.stjohns.k12.fl.us/depts/grants/title1/>

Supplemental Educational Service (SES)

Supplemental Educational Services (SES) is provided in Title 1 schools that have not made Adequate Yearly Progress (AYP) for three years. SES is free tutoring for students who are eligible for free and reduced lunch. Approved state providers provide tutoring. For information, contact Kathy Hansburry, No Child Left Behind Program Specialist, (904) 547-7830 or hansbuk@stjohns.k12.fl.us

Voluntary Pre-Kindergarten

The Voluntary Pre-Kindergarten Program is for all children in the state of Florida who are four years old on or before September 1st. This program is offered by both public schools and private providers. For more information, please contact either Kathy Hansburry, No Child Left Behind Program Specialist, at 904-547-7830 or Episcopal Children's Services at 904-726-1500.

Full Service Schools

Full Service Schools is a collaborative program with local community partners. It is designed to promote positive mental, emotional, physical and social health services for faculty, students and families in Full Service School sites. These sites are Crookshank, Webster and South Woods Elementary Schools. Services include, but are not limited to: counseling, health screenings, vision evaluations with follow up, food and clothing, referrals, and physical fitness programs. For information, please contact Raymond Randolph, randolr@stjohns.k12.fl.us or (904) 547-7598.

More services available to parents:

Please contact your school's guidance counselor or the school's front office for information on the following:

- Mentoring services that may be offered at your child's school
- Student counseling services
- Academic advice for your child
- After school programs
- The school's annual report
- An explanation of the student's progress report, the FCAT, and other assessments
- Promotion requirements
- Parent Assistant (PA) –a web based application that allows parents to view their high school child's educational information via a secure password-protected website. More details can be found at <http://www.stjohns.k12.fl.us/pa>

Business and Community Partnerships

The St. Johns County Education Foundation (SJCEF) is a public, non-profit corporation recognized as the direct support organization for the St. Johns County School District. The Foundation is committed to raising and distributing funds that might not otherwise be available.

The SJCEF sponsors several programs including the Horizon Grants, Take Stock in Children, Teacher of the Year Celebration, Dolly Parton Imagination Library, the License for Learning specialty tag, and Tools for Schools. To learn more about the SJCEF, please visit www.sjef.com/

The SJCEF has again been approved by the Florida Department of Education to provide Supplemental Educational Services (SES) pursuant to the No Child Left Behind (NCLB) Act for the 2008-2009 school year. The SJCEF will contract with the St. Johns County School District to provide this service.

As an SES Provider, the SJCEF will offer free tutoring to qualified students in Title I Schools. This tutoring will be offered either before or after school. Parents of eligible students will be able to sign up their child for tutoring assistance in either reading or math.

For further information about the SJCEF, please contact Donna Lueders, Executive Director, at 904-547-7560.

Business Partners in Education provides personnel and funding to the school district. There are currently 300 different business partners supporting St. Johns County schools.

The **Retired and Senior Volunteer Program (RSVP)** provides meaningful opportunities for people 55 years of age or older to participate fully in their community through volunteer service. RSVP volunteers provide service to not-for-profit agencies, health proprietary agencies and educational institutions. Specific RSVP projects include Senior Workers Available Today (SWAT), Widow to Widow, America Reads and Intergenerational Mentor of Kids (I'M OK).

RSVP volunteers serve in over fifty volunteer sites in the county. For more information on this and other district-based volunteer programs, please call (904) 547-3945.



Qualifications of Teachers

The St. Johns County School Board has worked to fill St. Johns County classrooms with the most professionally qualified and caring teachers available.

The district strives to have each teacher fully certified in all the classes/courses he/she teaches. At times, however, it is necessary to have a teacher teach a class/course “out of field.” If this occurs, you will be notified that your child’s teacher is currently out of field but working to become certified.

As a parent, you have the right to information regarding the professional qualifications of any teacher who is instructing your child. You may access such information by logging on the Florida Department of Education web site at <http://www.fldoe.org/edcert/> and selecting “Certificate Lookup.” You can look at the certificate of any Florida teacher on this site. If you do not have access to a computer, please contact your child’s school to obtain the information.



How You Can Participate

Join a Group

- Each school has a School Advisory Council (SAC); parents are invited to become a member of this important group.
- Sign up as a member of your school's Parent Teacher Association or Organization (PTA/PTO). Please contact your school for details.

Volunteer or Mentor

To contact the School District volunteer services, call 904 547-3945. Parents may also contact the school for volunteer information.

Take a Class

Parents may take continuing education classes, learn to speak English, obtain a GED, or take parenting classes through the First Coast Technical College (FCTC) 904 824-4401 or online at <http://www.fcti.org/>

Career Involvement (for businesses)

St. Johns County School District is committed to providing career development activities to all students from kindergarten to adult. The goal is to provide a variety of career awareness and exploration activities while promoting rigorous coursework and quality workplace experiences. To achieve this goal, the involvement of business partners, community leaders, parents, students, and educators is essential. Students declare a major area of interest by the end of 8th grade toward career or life interests. They will pursue these interests in their electives or academy choices in high school. For more information, please contact: (904) 547-7730.

You can help

As a business and/or community leader, you can provide the opportunity for students to explore career options by providing career development activities. You can choose the intensity of involvement based on the length of time and depth of the activity.

Moderate Intensity Activities:

- **Tour of Business** exposes students to career opportunities at the workplace.
- **Career Presenter** shares career goals and history with students while at school.
- **Job Shadowing** allows students to explore careers by "shadowing" employees at work.
- **Service Learning** provides students the opportunity to work at a community agency.
- **Educator in the Workplace** provides teachers with the opportunity to experience the skills and attitudes needed at the workplace for classroom application.
- **Mentoring** provides students with one-on-one contact with a professional in a chosen career (can also be a high intensity activity).

High Intensity Activities:

- **Internships, On-the-Job (OJT) Training or Cooperative Education** provide paid or unpaid class-related work experience.
- **Apprenticeships** allow students to work with an experienced journeyman while acquiring job-related training in a high school setting.
- **Supported Employment** provides work-related opportunities for disabled persons.
- **Advisory Board Members** serve as resources in program development and provide continuous quality improvement.

Homework

Homework Recommendations

St. Johns Public Schools

The book *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* by Robert Marzano, Debra Pickering and Jane Pollock identifies the nine instructional strategies that have a high probability of enhancing student achievement for students at all grade levels. Those strategies, in order of effect size, are the following:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
- 4. Homework and practice**
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues and advance organizers



As homework is one of the strategies proven effective in improving student achievement at certain grade levels, it is important to look at the recommendations of the research study as the findings, in many cases, differ from educators' perception of the role of homework in increasing student achievement in K-12.

The research study cites four generalizations that can guide teachers in the use of homework:

1. The amount of homework assigned to students should be different from elementary to middle to high school. *According to the study, homework in high school produces a gain of about 24 percentile points, homework in the middle grades produces a gain of only 12 percentile points, and homework in the elementary grades has a strikingly small effect size of only six points. Despite the lack of effect size in elementary school, the book recommends that homework should be given, not because schools expect it to increase student achievement but rather because it helps younger students develop good study habits and communicates that learning takes place at home as well as at school.* The following time frame is recommended by Instructional Services for the total amount of homework per level: **10 minutes per grade level** – 1st grade, a total of 10 minutes, 2nd grade, a total of 20 minutes, 7th grade a total of 70 minutes, etc. Homework should have a specific purpose and connection to the topic(s) being studied and should be assigned **only when necessary** to provide practice or rehearsal or to prepare or elaborate/extend.
2. Parent involvement in homework should be kept to a minimum.
3. The purpose of homework should be clearly identified and articulated by the teacher to the student. *Best practice includes two common purposes for homework (1) **practice/rehearsal** (2) **preparation or elaboration/extension**.* When homework is assigned for the purpose of practice/rehearsal, it should be based on material with which the students are very familiar. When homework is assigned to help prepare students for new content, the teacher should carefully explain the purpose for the homework and make connections for the student.
4. If homework is assigned, it should be commented on. *Providing feedback on homework serves to enhance student achievement. Research shows that when secondary teachers comment in writing on homework, there is a gain of the most percentile points; when homework is checked by the teacher, there is gain of almost the same number of percentile points; when homework is assigned but not checked or commented on, there is a minimal gain of percentile points.*



Special Services Available

ESE

The mission of the St. Johns County Exceptional Student Education (ESE) Department is to identify and meet the unique educational needs of exceptional students and to provide support and resources to enhance educational opportunities so they may become productive citizens. For more information, please contact the St. Johns County School District ESE department at (904) 547-7672 or visit online: <http://www.stjohns.k12.fl.us/depts/ese/>

ESOL

The St. Johns County School District English for Speakers of Other Languages (ESOL) Program functions within the regular schools and classrooms to provide eligible students with the opportunity to learn English while receiving equal access to content instruction in the Sunshine State Standards. Students eligible for the ESOL Program are placed in appropriate grade level classes and courses, and their teachers use specific learning strategies to ensure comprehensible instruction. For more information, please visit online at <http://www.stjohns.k12.fl.us/depts/is/esol/>



Teen Parent Program

The Teen Parent Program is designed for pregnant and parenting students. Students receive comprehensive and ancillary services to facilitate the completion of coursework necessary to earn a high school diploma. These services include childcare, health services, social services, and transportation as needed. For more information, please contact Raymond Randolph, at (904) 547-7598 or online at

randolr@stjohns.k12.fl.us

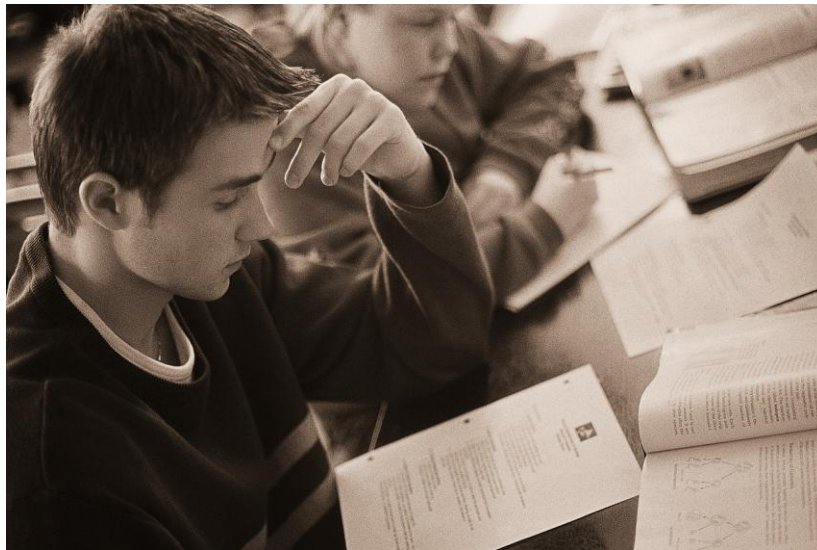
What Parents Can Do to Help Their Students

- **Reading and writing are built on a sea of talk:** *Talk to your children as often as possible. Talk about their day, their hopes, their goals, their interests. Use interesting words as you talk. Play wordgames with your children.*
- **Reading is the heart of education:** *Read to your children daily from a book that they cannot quite yet read on their own. For information on what to read to preschool, elementary, middle or high school students, please read *The Read-Aloud Handbook* by Jim Trelease. A copy is available in each school library, and many schools also have a video presentation for parents.*
- **Writing makes thinking easy to see:** *Write with your children and let them see you writing – shopping lists, thank you notes, to do lists. Work with your children on their written assignments to add detail and to express ideas in order.*
- **Science is all around us:** *Involve your children in gardening, caring for family pets, trips to the beach, looking at the stars in the night sky, conducting experiments, and other activities that can contribute to a love of science.*
- **24 miles of beaches, and the rest is history:** *Take your children to downtown St. Augustine and surrounding historical sites to help them imagine life long ago. Social studies opportunities surround us in St. Johns County.*
- **Arts are all around us:** *Our community is full of artists – painters, sculptors, glass blowers, potters, and musicians. Local schools offer excellent fine arts programs, exhibits and performances for families to explore the arts together.*
- **Physical activity is important for good health:** *Walk, bike ride, surf or play ball with your children. Make it a point to do something active with them daily.*
- **Good eating habits help make good students:** *Breakfast is the most important meal of the day; make sure your children eat a nutritious breakfast every day. Pack healthy snacks and lunches.*

What Happens If My Child Falls Behind?

All students must participate in district and state assessment tests unless an Individual Education Plan (IEP) indicates that the students qualify for alternative assessment. Students whose scores on the district and state tests indicate they are performing below grade level in reading, writing, math and/or science benefit from diagnostic assessment of their strengths and weaknesses. When students are found to be below grade level, the students are placed in remedial or intensive classes where they receive concentrated instruction. These students may be progress monitored three times a year. When a student meets appropriate criteria, he/she may exit the intensive class.

All students who are below grade level may receive supplemental instruction. Some schools offer specialized tutoring before, during or after the regular school day; others offer Saturday classes, and some offer a combination of remedial services. Each school has a Reading Leadership Team that monitors student progress in reading and offers suggestions for ways to help students become better readers. In addition, each school has an Intervention Team, or its equivalent, to review student achievement and to consider if a referral for Exceptional Student Education (ESE) testing is appropriate.



District Department Phone Numbers

Board Members' Office	904-547-7510
Superintendent's Office	904-547-7502
Deputy Superintendent's Office	904-547-7520
Business Office	904-547-7650
Career and Tech Program	904-547-7730
Community Relations	904-547-7517
Curriculum and Instruction	904-547-7503
Exceptional Student Education	904-547-7672
Facilities and Operations	904-547-7670
Food Services	904-547-3960
Full Service Schools	904-547-7682
Head Start	904-547-4896
Human Resources	904-547-7600
Information Technology	904-547-3920
Instructional Services	904-547-7558
Maintenance	904-819-3707
Media Services	904-547-3947
Planning and Accountability	904-547-7621
Purchasing	904-547-7700
Risk Management	904-547-7554
RSVP/Volunteer Services	904-547-3945
Student Services	904-547-7897
Title One	904-547-7828
Transportation	904-547-7810

**St. Johns County School District
2009-2010 School Directory**

BARTRAM TRAIL HIGH (9-12)

Brennan Asplen, Principal
7399 Longleaf Pine Parkway, St. Johns, FL 32259-9104
904-547-8340
904-547-8359 (FAX)

CREEKSIDE HIGH SCHOOL

Paul Abbatanozzi, Principal
100 Knights Lane, St. Johns 32259
904-547-7300
904-547-7305

CROOKSHANK ELEMENTARY (K-5)

Jay Willets, Principal
1455 North Whitney Street, St. Augustine, FL 32084-2499
904-547-7840
904-547-7845 (FAX)

CUNNINGHAM CREEK ELEMENTARY (K-5)

Betsy Wierda, Principal
1205 Roberts Road, St. Johns, FL 32259-8927
904-547-7860
904-547-7857 (FAX)

DURBIN CREEK ELEMENTARY (K-5)

Patricia Falaney, Principal
4100 Race Track Road, St. Johns, FL 32259
904-547-3880
904-547-3885 (FAX)

FIRST COAST TECHNICAL COLLEGE

Chris Cothron, President
2980 Collins Avenue, St. Augustine, FL 32084-1919
904-824-4401
904-824-6750 (FAX)

FRUIT COVE MIDDLE (6-8)

Steve McCormick, Principal
3180 Race Track Road, St. Johns, FL 32259
904-547-7880
904-547-7885 (FAX)

GAINES ALTERNATIVESCHOOL (6-12)

TRANSITION SCHOOL (K-12)
Dr. Mike O'Loughlin, Director
Evelyn Hamblen Center
1 Christopher Street, St. Augustine, FL 32084-4056
904-547-8560
904-547-7145 (FAX)

W. D. HARTLEY ELEMENTARY

Mary Seymour, Principal
260 Cacique Drive, St. Augustine, FL 32086-8827
904-547-8400
904-547-8385 (FAX)

HICKORY CREEK ELEMENTARY (K-5)

Dr. Paul Goricki, Principal
235 Hickory Creek Trail, St. Johns, FL 32259-8368
904-547-7450
904-547-7455 (FAX)

R. B. HUNT ELEMENTARY (K-5)

Don Steele, Principal
125 Magnolia Drive, St. Augustine, FL 32080-4684
904-547-7960
904-547-7955 (FAX)

JULINGTON CREEK ELEMENTARY (K-5)

Michael Story, Principal
2316 Race Track Road, St. Johns, FL 32259-4299
904-547-7980
904-547-7985 (FAX)

KETTERLINUS ELEMENTARY (K-5)

Wayne Jenkins, Principal
67 Orange Street, St. Augustine, FL 32084-3565
904-547-8540
904-547-8554 (FAX)

ALICE B. LANDRUM MIDDLE (6-8)

Wayne King, Principal
230 Landrum Lane, Ponte Vedra Beach, FL 32082-3831
904-547-8410
904-547-8415 (FAX)

LIBERTY PINES ACADEMY (K-8)

Randy Kelley, Principal
10901 Russell Sampson Road, St. Johns, 32259
904-547-7900
904-547-7905

OTIS A. MASON ELEMENTARY (K-5)

Theresa Grady, Principal
207 Mason Manatee Way, St. Augustine, FL 32086-9373
904-547-8440
904-547-8445 (FAX)

PEDRO MENENDEZ HIGH (9-12)

Dr. Clay Carmichael, Principal
600 State Road 206 West, St. Augustine, FL 32086-7968
904-547-8660
904-547-8675 (fax)

MILL CREEK ELEMENTARY (K-5)

Mary Ford, Principal
3750 International Golf Parkway, St. Augustine, FL 32092-0671
904-547-3720
904-547-3730 (FAX)

MURRAY MIDDLE SCHOOL (6-8)

Tom Schwarm, Principal
150 North Holmes Blvd., St. Augustine, FL 32084-0930
904-547-8470
904-547-8475 (fax)

ALLEN D. NEASE HIGH (9-12)

Kyle Dresbeck, Principal
10550 Ray Road, St. Augustine 32095-8841
904-547-8300
904-547-8305

OCEAN PALMS ELEMENTARY (K-5)

Michael Parrish, Principal
355 Landrum Lane, Ponte Vedra Beach, FL 32082-3828
904-547-3760
904-547-3775 (FAX)

OSCEOLA ELEMENTARY (K-5)

Nancy Little, Principal
1605 Osceola Elementary Road, St. Augustine, FL 32084-0914
904-547-3780
904-547-3795 (FAX)

PACETTI BAY MIDDLE (6-8)

Sue Sparkman, Principal
245 Meadowlark Lane, St. Augustine, Florida 32092-3467
904-547-8760
904-547-8735 (FAX)

PONTE VEDRA HIGH SCHOOL

Craig Speziale, Principal
460 Davis Park Road, Ponte Vedra 32081
904-547-7350
904-547-7355 (FAX)

PONTE VEDRA-PALM VALLEY (K-2)

MARJORIE K. RAWLINGS ELEMENTARY (3-5)
Kathleen Furness, Principal
630 A1A North, Ponte Vedra Beach, FL 32082-2794
PV-PV 904-547-3820 904-547-3825 (FAX)
RAWLINGS 904-547-8565 904-547-8575 (FAX)

GAMBLE ROGERS MIDDLE (6-8)

Beverly Gordon, Principal
6250 U. S. 1 South, St. Augustine, FL 32086-7685
904-547-8700
904-547-8705 (FAX)

ST. AUGUSTINE HIGH (9-12)

Cathy Mittelstadt, Principal
3205 Varella Avenue, St. Augustine, FL 32084-2096
904-547-8530
904-547-8535 (FAX)

ST. JOHNS TECHNICAL HIGH (9-12)

Joy Taylor, Principal
2980 Collins Avenue, St. Augustine, FL 32084-2096
904-547-8500
904-547-8505 (FAX)

SEBASTIAN MIDDLE (6-8)

Kelly Battell, Principal
2955 Lewis Speedway, St. Augustine, FL 32084-8636
904-547-3840
904-547-3845 (FAX)

SOUTH WOODS ELEMENTARY (K-5)

Brian McElhone, Principal
4750 SR 206 W, Hastings, FL 32033
904-547-8611
904-547-8615 (FAX)

SWITZERLAND POINT MIDDLE (6-8)

Lisa Kunze, Principal
777 Greenbriar Road, St. Johns, FL 32259-8336
904-547-8650
904-547-8645 (FAX)

THE WEBSTER SCHOOL (PK-12)

George Leidigh, Principal
420 North Orange Street, St. Augustine, FL 32084-0665
904-547-3860
904-547-3865 (FAX)

TIMBERLIN CREEK ELEMENTARY (K-5)

Cathy Hutchins, Principal
555 Pine Tree Lane, St. Augustine, FL 32092
904-547-7400
904-547-7405 (FAX)

WARDS CREEK ELEMENTARY (K-5)

Don Campbell, Principal
6555 State Road 16, St. Augustine, FL 32092-2110
904-547-8730
904-547-8753 (FAX)



**MASTER CALENDAR
 2009-2010 SCHOOL YEAR
 Approved by School Board on November 10, 2008**

Tuesday	Aug. 18, 2009	OPTIONAL PLANNING DAY
Wed-Fri	Aug. 19-21, 2009	Teacher Pre-Planning
Monday	Aug. 24, 2009	Students Report to Class
Monday	Sept. 7, 2009	Labor Day – <i>Student/Teacher Holiday</i> ✓
Friday	Oct. 16, 2009	<i>Teacher Inservice Day-Student Holiday</i> ✓
Friday	Oct. 27, 2009	FIRST QUARTER ENDS
Friday	Oct. 30, 2009	Teacher Planning Day - <i>Student Holiday</i> ✓
Wednesday	Nov. 11, 2009	Veterans' Day – <i>Student/Teacher Holiday</i> ✓
Wed, Thurs, Fri.	Nov. 25, 26 & 27, 2009	Thanksgiving Break <i>Student/Teacher Holidays*</i> (Nov. 25th)✓
Mon-Fri	Dec. 21, 09-Jan. 1, 2010	Winter Break – <i>Student/Teacher Holidays*</i>
Monday	Jan. 4, 2010	Classes Resume for Students
Thursday	Jan. 14, 2010	First Semester Ends (87 days in semester)
Friday	Jan. 15, 2010	Teacher Planning Day – <i>Student Holiday</i> ✓
Monday	Jan. 18, 2010	Martin Luther King, Jr. Day – <i>Student/Teacher Holiday</i> ✓
Tues-Thurs	Feb. 9-11, 2010	FCAT Writing (Grades 4, 8 & 10)
Friday	Feb. 12, 2010	Teacher Inservice Day – <i>Student Holiday</i> ✓
Monday	Feb. 15, 2010	Presidents' Day - <i>Student/Teacher Holiday</i> ✓
Tues - Fri	Mar. 9-19, 2010	FCAT Testing (Reading, Math & Science)
Friday	March 26, 2010	THIRD QUARTER ENDS (one day early)
Mon-Fri	March 29-April 2, 2010	Spring Break - <i>Student/Teacher Holidays*</i>
Monday	April 5, 2010	Teacher Planning Day/ <i>Student Holiday</i> ✓
Tuesday	April 6, 2010	Classes Resume for Students
Monday	May 31, 2010	Memorial Day – <i>Student/Teacher Holiday</i>
Fri-Sat-Sun	June 4-6, 2010	Graduations (Schools/Locations TBD)
Wednesday	June 9, 2010	Last Day for Students*
Friday	June 11, 2010	Last Day for Teachers

***ALL Schools** will be dismissed **1 hour** early on November 24, 2009,
 December 18, 2009, March 26, 2010, & June 9, 2010

ALL Schools participate in a weekly early release **Wednesday: Elementary @ 1:50, Middle @ 1:00, High @ 2:45**

Interims Issued:

September 21, 2009
 December 2, 2009
 February 19, 2010
 May 4, 2010

Report Cards Issued:

November 4, 2009
 January 25, 2010
 April 12, 2010
 June 9, 2010

CHARACTER COUNTS! In St. Johns County
 Pillars of the Month

August – All Pillars
 September – Fairness
 October – Responsibility
 November – Citizenship

December – All Pillars
 January – Respect
 February – Caring
 March – Trustworthiness

April – All Pillars
 May – Citizenship
 (Emphasis on Patriotism)

✓ Denotes Hurricane Makeup Days

Exceptional Student Education (ESE)

The ESE student receives services in addition to the regular education program. Students with disabilities have an Individual Education Plan (IEP) designed to meet their specific needs. Gifted students have an Education Plan (EP).

Florida Comprehensive Assessment Test (FCAT)

The FCAT is a series of tests given to public school students in grades three through ten. The tests measure skills in reading, math, writing and science.

Individual Education Plan (IEP)

The IEP is developed annually by a team of parents, educators, and district personnel for students with identified disabilities. The plan lists academic goals and accommodations and/or modifications to meet the student's needs.

Next Generation Sunshine State Standards (NGSSS)

The Next Generation Sunshine State Standards define what your student is expected to know and be able to do at each grade level. Knowledge of the benchmarks is measured by the FCAT. The Florida Department of Education developed the Sunshine State Standards for students in each grade (K-8) and for each course taken (9-12). You can view the entire list of the Next Generation Sunshine State Standards, which describes exactly what your child should be learning at each grade level, at the Florida Department of Education Website at:

<http://www.firn.edu/doe/curric/prek12/frame2.htm>. Each spring in St. Johns County, students of several grade levels are given the FCAT to measure how well students have learned these standards. See each individual grade page to see what tests your child may be scheduled to take this year, or page 6 for a full assessment schedule for the year.

Student Progression Plan (SPP)

The SPP is a document that details federal, state and local rules concerning attendance, course of study, report cards, promotion and retention, grading, testing, academic standards, and other related topics. It is reviewed annually by the School Board. The Student Progression Plan can be found at <http://www.stjohns.k12.fl.us/parents/plan.html>.

Copies are available at each school.

Florida Parent Self-Assessment Checklist

The Florida Parent Self-Assessment has been developed in accordance with Department of Education Guidelines to help parents determine how involved they are in promoting a positive education for their child.

Focus on Attitude:

- I stress the importance of education and doing one's best in school.
- I express belief in my child's ability to be successful.
- I help my child to set short and long-term educational goals.
- I celebrate my child's academic accomplishments.

Focus on Academics:

- I support reading with age-appropriate home activities.
- I assure that my child has a consistent time and place to do homework.
- I ensure that my child has access to materials needed to complete assignments.
- I regularly discuss and ask to see work that my child is doing in school.
- I attend workshops on helping my child at home.

Focus on Behavior:

- I monitor television viewing of my child.
- I teach and reinforce positive behaviors such as respect for self and others, hard work and responsibility.
- I am aware of and enforce school behavioral expectations.
- I teach and reinforce the six pillars of character: trustworthiness, respect, responsibility, caring, fairness and citizenship.

Focus on Building Responsibility

- I ensure that my child has a regular routine.
- I encourage my child to accept responsibility for his/her actions.
- I ensure that my child is in attendance and on time to school each day.
- I monitor and promote my child's participation in extracurricular and after-school activities.

Focus on School/Home Connections

- I communicate regularly with the teacher in person, on the phone, by email or through writing.
- I prepare for and attend teacher conferences, Individualized Educational Plan (IEP), EP or other individualized student/teacher/parent meetings.
- I attend open house, science fairs, plays, musical events, class trips, sporting events, curriculum nights, or other school activities.
- I volunteer in the school setting when possible.

Community Resources for Parents

- Big Brothers/Big Sisters** **829-9986**
1400 Old Dixie Highway St., St. Augustine, FL 32084
Web Site: www.epiccommunityservices.org
Services: Mentoring, tutoring programs.
- Boys and Girls Club of NE Florida** **825-1975**
200 S. Woodlawn Rd., St. Augustine, FL 32084
Web Site: www.bgcnf.org
Services: Tutoring, homework assistance programs.
- EPIC Community Services** **829-2273**
1400 Old Dixie Highway, Suite C, St. Augustine, FL 32084
Web Site: www.epiccommunityservices.org
Services: Intervention and prevention services, counseling, parent education, Big Brothers/Big Sisters mentoring programs.
- Neighborhood Partnership for the Protection of Children (See “St. Johns Community Resource Center”)**
- PACT Prevention Coalition of St. Johns County** **829-6261**
1400 Old Dixie Hwy, Suite B, St. Augustine, FL 32084
Web Site: <http://www.pactprevention.org>
Services: Opportunities for parents and students to become involved in the coalition’s mission of preventing substance abuse in St. Johns County through actions to change our community together.
- Parents Anonymous** **800-352-5683**
Web Site: www.parentsanonymous.org/
Services: Prevention education and supportive services for parents.
- St. Johns County Community Resource Center (formerly “Neighborhood Partnership”)** **209-6080**
1955 US 1 South, Suite 110, St. Augustine FL 32086
Web Site: www.co.st-johns.fl.us/County_Information+/Community_Resource_Directory/index.aspx
Services: Extensive community resource information including hotlines, community and recreational activities, counseling and therapeutic services, economic assistance, educational services, employment services, health/medical services, housing assistance, judicial/legal services, and transportation.
- The Beth Foundation**
1166 Salt Marsh Circle, Ponte Vedra Beach, FL 32082
Web Site: www.thebethfoundation.com
Services: Suicide prevention and public awareness, links to services.
- Youth Crisis Center** **725-6662**
3015 Parental Home Rd., Jacksonville, FL 32216
Web Site: www.ycc.org
Services: Counseling and truancy services

Bibliography and Cited Sources

- St. Johns County School District www.stjohns.k12.fl.us
- Florida Department of Education, www.fl DOE.org
- The Miami-Dade, Parent Resource Guide
- The Okaloosa County Parent Guide
- The Martin County Parent Guide
- The National Parent Teacher Association, www.pta.org
- US Department of Education www.ed.gov
- Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert Marzano,
- Current immunizations requirements for SJCSD students can be found at www.doh.state.fl.us/Disease_CTRL/immune/schoolguide.pdf or www.fl DOE.org/family/fpsa.asp

Sample Report Cards



Name:	School:	Year	Qtr Absences:	Promoted:		
Pupil Number:	Teacher:	2008-2009	Total Absences:	Retained:		
Grading Key M = Meeting Sunshine State Standards P = Progressing toward Sunshine State Standards I = Improvement needed LEFT BLANK = Not assessed at this time						
			Q1	Q2	Q3	Q4
Reading	Grade Level Performance	On grade level	X			
		Below grade level				
Phonemic Awareness: The ability to hear and manipulate sounds			M			
Sounds Q1: S, M, R Q2: T, B, N, H, A, V, C, P, G, F Q3: L, I, K, Q, D, Z, O, X Q4: W, E, Y, J, U			M			
Phonics: The ability to recognize letters and associate sounds with letters			M			
Letters Q1: Ss, Mm, Rr Q2: Tt, Bb, Nn, Hh, Aa, Vv, Cc, Pp, Gg, Ff Q3: Ll, Ii, Kk, Qq, Dd, Zz, Oo, Xx Q4: Ww, Ee, Yy, Jj, Uu			M			
Word Families: The ability to recognize and use word families Q1, Q2: _at, _an Q3: _it, _ig, _ot, _ox Q4: _et, _en, _ug, _ut						
Vocabulary/High Frequency Words: The ability to recognize and use words in context Q1: I, see Q2: my, like, a, to, and, go Q3: is, here, for, have, said, the Q4: play, she, are, he			M			
Comprehension: The ability to understand a story and answer questions			P			
			Q1	Q2	Q3	Q4
Written Expression	Grade Level Performance	On grade level	X			
		Below grade level				
Participates in the writing process through shared and independent writing			M			
Stays on topic			M			
Adds details			M			
Draws detailed pictures			P			
Forms letters correctly			P			
Writes legibly			P			
Uses initial consonants						
Uses correct end punctuation						
Uses capital letters correctly						
Uses initial, medial, and final consonants						
Uses spelling approximations and some conventional spelling						
			Q1	Q2	Q3	Q4
Mathematics	Grade Level Performance	On grade level	X			
		Below grade level				
Represents quantities with numbers to 20, verbally, in writing, and with manipulatives: 1st quarter 0-5; 2nd quarter 0-10; 3rd quarter 0-20			M			
Recognizes numbers 0-20: 1st quarter 0-5; 2nd quarter 0-10; 3rd quarter 0-20			M			
Writes numbers 0-20: 1st quarter 0-5; 2nd quarter 0-10; 3rd quarter 0-20			M			
Solves problems by counting, comparing, ordering, and creating sets to 20: 1st quarter 0-5; 2nd quarter 0-10; 3rd quarter 0-20			M			
Solves word problems involving simple joining situations (addition)						
Solves word problems involving simple separating situations (subtraction)						
Describes and sorts objects using attributes such as shape, size, and position			M			
Identifies, names, sorts, and describes two-dimensional shapes in the environment						
Identifies, names, sorts, and describes three-dimensional shapes in the environment						
Uses shapes, manipulatives, and spatial reasoning to model objects in the environment and to construct more complex shapes						
Compares and orders objects by length, height, and weight						
Identifies and duplicates number and non-numeric repeating and growing patterns						
Demonstrates an understanding of time concepts: morning, afternoon, day, week, month, year, before/after, and shorter/longer						
Social Studies/Science			Q1	Q2	Q3	Q4
Participates in classroom activities			M			
Completes projects			M			
Resource Classes			Q1	Q2	Q3	Q4
Art			M			
Music			M			
PE			M			
Other resource class			M			

Character and Social Development	Character and Social Development Key	Q1	Q2	Q3	Q4
	1 = Consistently, 2 = Sometimes, 3 = Rarely				
Uses time wisely		1			
Completes assignments responsibly		2			
Produces quality work		1			
Listens attentively and follows directions		2			
Shows respect for others		1			
Follows class and school rules/citizenship		1			
Demonstrates a caring attitude		2			
Works well in group activities/fairness		1			
Demonstrates trustworthiness		1			
Practices self control		2			
Respects school property		1			
Expresses emotions and feelings appropriately		2			
Accepts responsibility for own behavior		1			
Attempts to solve problems individually before asking for help		2			

Teacher Comments

Q1: Adonay is a joy to have in class. I look forward to seeing his smiling face everyday. Adonay is eager to teach us how to say some words in Spanish.

Q2:

Q3:

Q4:

St. Johns County School District - Florida

First Grade Report Card

Quarter 1

Name:	School:	Year	Qtr Absences: 0	Promoted:
Pupil Number:	Teacher:	2009-2010	Total Absences: 0	Retained:

Grading Key M = Meeting Sunshine State Standards; P = Progressing toward Sunshine State Standard
 I = Improvement needed; LEFT BLANK = Not assessed at this time

			Q1	Q2	Q3	Q4
Reading	Grade Level Performance	On grade level				
		Below grade level				
Phonemic Awareness: The ability to hear and manipulate sounds						
Phonics: The ability to associate sounds with letters and use sounds to read words						
Vocabulary / Sight Words: The ability to recognize and use words in context						
Comprehension: The ability to understand text and construct meaning						
			Q1	Q2	Q3	Q4
Written Expression	Grade Level Performance	On grade level				
		Below grade level				
Uses the writing process on self-selected and assigned topics						
Stays on topic						
Writes to communicate - informal texts, personal experiences, and informational texts						
Uses spelling approximations and some conventional spelling						
Spells assessed words correctly						
Uses correct end punctuation						
Uses capital letters correctly						
Uses supporting details						
Uses organizational structure						
Edits and revises draft						
Writes legibly						
			Q1	Q2	Q3	Q4
Mathematics	Grade Level Performance	On grade level				
		Below grade level				
Models addition and subtraction situations						
Identifies, describes, and applies addition and subtraction as inverse operations						
Creates and uses strategies to add whole numbers						
Solves basic addition and subtraction fact problems using counting strategies, number patterns, and models: 2nd Quarter Facts to 10; 3rd Quarter Facts to 20						
Compares and orders whole numbers to 100						
Represents two digit numbers in terms of tens and ones - place value						
Orders counting numbers, compares their size, and represents them on a number line						
Compares shapes according to attributes and properties using appropriate vocabulary						
Composes and decomposes plane and solid figures to build an understanding of the properties of shapes						
Extends repeating and growing patterns and justifies reasoning: 2nd Quarter Numeric Patterns; 3rd Quarter Non-numeric Patterns						
Measures by using repeated units of measurement						
Compares and orders objects by length, weight, and capacity						
Solves two-digit addition and subtraction problems using mathematical reasoning and understanding of tens and ones						
Solves problems by acting them out, using manipulatives, and drawing diagrams						
Social Studies/Science			Q1	Q2	Q3	Q4
Participates in classroom activities						
Completes projects						
Resource Classes			Q1	Q2	Q3	Q4
Art						
Music						
PE						
Other resource class						
Character and Social Development	Character and Social Development Key		Q1	Q2	Q3	Q4
	1 = Consistently, 2 = Sometimes, 3 = Rarely					
Uses time wisely						
Completes assignments responsibly						
Produces quality work						
Listens attentively and follows directions						
Shows respect for others						

Follows class and school rules/citizenship				
Demonstrates a caring attitude				
Works well in group activities/fairness				
Demonstrates trustworthiness				
Practices self control				
Respects school property				
Expresses emotions and feelings appropriately				
Accepts responsibility for own behavior				
Attempts to solve problems individually before asking for help				

Teacher Comments

Q1:

Q2:

Q3:

Q4:

Name:	School:	Year	Qtr Absences: 0	Promoted:
Pupil Number:	Teacher:	2009-2010	Total Absences: 0	Retained:

Grading Key M = Meeting Sunshine State Standards; P = Progressing toward Sunshine State Standard
 I = Improvement needed; LEFT BLANK = Not assessed at this time

			Q1	Q2	Q3	Q4
Reading	Grade Level Performance	On grade level				
		Below grade level				
Phonemic Awareness: The ability to hear and manipulate sounds						
Phonics: The ability to associate sounds with letters and use sounds to read words						
Vocabulary / Sight Words: The ability to recognize and use words in context						
Comprehension: The ability to understand text and construct meaning						

			Q1	Q2	Q3	Q4
Written Expression	Grade Level Performance	On grade level				
		Below grade level				
Uses the writing process - plans, edits, and revises						
Focus: Stays on topic, thoughts expressed are easy to follow						
Organization: Uses a beginning, middle, and end / uses transition words						
Support: Uses vivid details to extend and elaborate						
Conventions: Uses capitalization and punctuation; writes legibly						
Spells assessed words correctly						
Applies words correctly in writing						

			Q1	Q2	Q3	Q4
Mathematics	Grade Level Performance	On grade level				
		Below grade level				
Identifies and names numbers through the 1000s and uses place value						
Compares and orders whole numbers through the 1000s						
Recalls basic addition facts						
1st Quarter Facts to 10 2nd Quarter Facts to 18 3rd Quarter Facts to 18 4th Quarter Facts to 18						
Recalls basic subtraction facts						
1st Quarter Facts from 10 2nd Quarter Facts from 18 3rd Quarter Facts from 18 4th Quarter Facts from 18						
Adds multi-digit numbers						
Subtracts multi-digit numbers						
Measures length and solves problems using standard and metric units						
Tells time to the hour and half hour						
Measures weight and capacity using standard and metric units						
Identifies patterns and uses them in problem solving						
Identifies, combines, and compares values of money						
Uses geometric models to show relationships between parts and wholes						

Social Studies/Science			Q1	Q2	Q3	Q4
Participates in classroom activities						
Completes projects						

Resource Classes			Q1	Q2	Q3	Q4
Art						
Music						
PE						
Other resource class						

Character and Social Development		Character and Social Development Key		Q1	Q2	Q3	Q4
		1 = Consistently, 2 = Sometimes, 3 = Rarely					
Uses time wisely							
Completes assignments responsibly							
Produces quality work							
Listens attentively and follows directions							
Shows respect for others							
Follows class and school rules/citizenship							
Demonstrates a caring attitude							
Works well in group activities/fairness							
Demonstrates trustworthiness							
Practices self control							
Respects school property							
Expresses emotions and feelings appropriately							

Accepts responsibility for own behavior				
Attempts to solve problems individually before asking for help				

Teacher Comments

Q1:

Q2:

Q3:

Q4:

St. Johns County School District

Grades 3 - 5 Report Card

Name:	School: Mill Creek Elementary School	Year: 2008/9	Qtr Absences: 0	Promoted:
Pupil Number:	Teacher:	Grade: 03	Total Absences: 0	Retained:

Course	GL	Teacher	Q1	Q2	Q3	Q4	FNL GR
Math Gr 3							
Science 3							
Soc Stud							
Art							
Music							
Phys Ed-3							
Intro Comp							
Lang Arts							

Standardized Testing Results	Homeroom Teacher Comments			

Character & Social Development	Q1	Q2	Q3	Q4
Uses time wisely				
Completes assignments responsibly				
Produces quality work				
Listens attentively and follows directions				
Shows respect for others				
Follows class and school rules/citizenship				
Demonstrates a caring attitude				
Works well in group activities/fairness				
Demonstrates trustworthiness				
Practices self control				
Respects school property				
Expresses emotions and feelings appropriately				
Accepts responsibility for own behavior				
Attempts to solve problems individually before asking for help				

Grade Level Performance		Q1	Q2	Q3	Q4
Writing	Above Grade Level				
	On Grade Level				
	Below Grade Level				
Math	Above Grade Level				
	On Grade Level				
	Below Grade Level				
Science	Above Grade Level				
	On Grade Level				
	Below Grade Level				
Reading	Above Grade Level				
	On Grade Level				
	Below Grade Level				

THE SCHOOL BOARD OF ST. JOHNS COUNTY, FLORIDA SECONDARY SCHOOL GRADE REPORT

Name:		School:				School Year:					
Pupil Number:		Grade:		Counselor:				Homeroom:			

COURSE AND TEACHER	QUARTER 1						QUARTER 2						QUARTER 3						QUARTER 4						FINAL GRADE	Final CE	QT. AB.	TOTAL ABS.				
	Q	GR	EX	SG	CE	C1	C2	Q	GR	EX	SG	CE	C1	C2	Q	GR	EX	SG	CE	C1	C2	Q	GR	EX					SG	CE	C1	C2
M/J World Geography - Greco, Albert																																0
M/J Language Arts 2 - Wells, Kelly																																0
M/J Physical Fitness - Dunham, Darick J.																																0
M/J Comprehensive Science - Haynes, David																																0
M/J Mathematics 2 - Kelley, Frances																																0
M/J Chorus 2 - Schmidt, Fabian																																0

CUMULATIVE CREDIT SUMMARY

DIPLOMA TYPE <input style="width: 250px; height: 20px;" type="text"/>				
<u>DIPLOMA CATEGORIES</u>		<u>REQUIRED</u>	<u>EARNED</u>	<u>REMAINING</u>
ELECTIVE	EL	0.00	1.00	0.00
		0.00	1.00	0.00
Cumulative GPA Totals: Weighted GPA		<input style="width: 50px; height: 20px;" type="text" value="3.0000"/>	Unweighted GPA <input style="width: 50px; height: 20px;" type="text" value="3.0000"/>	
Service Learning Hours Recorded:		<input style="width: 50px; height: 20px;" type="text" value="0"/>		

Cumulative Credit Summary & GPA are not to be considered official.
If you have any questions, contact the guidance counselor.

STANDARDIZED TESTING

FCAT (SSS)	<input style="width: 50px; height: 20px;" type="text" value="Grade 06"/>	SCORE	LVL
Reading		0240	1
Mathematics		0285	2
FCAT Science	<input style="width: 50px; height: 20px;" type="text" value="Grade 05"/>	SCORE	LVL
SSS Science		0220	1
FCAT (NRT)	<input style="width: 50px; height: 20px;" type="text" value="Grade 05"/>	SCORE	LVL
NRT Reading		0600	15 %TILE
NRT Math		0608	23 %TILE
FCAT (SSS)	<input style="width: 50px; height: 20px;" type="text" value="Grade 05"/>	SCORE	LVL
Reading		0168	1
Mathematics		0263	1

