

**St. Johns County
School District
2015-2016
PARENT RESOURCE
GUIDE**



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St. Johns County School District Core Values



We believe that . . .

Trustworthiness, respect, responsibility, fairness, caring, and citizenship are essential to the wellbeing 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 good character and a passion for lifelong learning in all students, 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 how they will be assisted 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,



Joseph G. Joyner, Ed.D.
Superintendent of Schools

Facts about St. Johns County School District



John's County Superintendent of Schools

2009

Florida Superintendent of the Year

SCHOOLS

18 Elementary Schools (K-5)
3 K-8 School
7 Middle Schools (6-8)
7 High Schools (9-12)
1 Alternative Center (6-12)
6 Charter Schools (Including Vocational-Technical College)
3 Juvenile Justice Facilities
1 Virtual School

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

Class Size (Student-Teacher ratio)

1:15.81 K-3
1:16.61 4-8
1:20.1 9-12

STUDENTS

St. Johns County School District has 34,403 students.

Race:

White –86.12%
African American or Black –7.74%
Asian, Indian and other –6.14%

Ethnicity:

Hispanic – 7.4%
Non-Hispanic – 92.6%
Student body –113 different countries, 72 languages
Exceptional education students - 2,274 gifted students and 5,156 disabled students (learning or intellectual disabilities, emotional/behavioral or autism spectrum disorders, speech/language or sensory impairments and developmental delays)

SCHOOL GRADES

For the 2013-2014 school year, St. Johns County Schools had 21 “A” schools, 6 “B” schools, and 5 “C” schools.

St. Johns County School District has received an overall grade of “A” ten years in a row, and was first in the state out of 67 districts in total FCAT points for the past six years.

For up-to-date information on school grades see

<http://schoolgrades.fl DOE.org/default.asp>

TEST SCORES 2014-2015

End of Course Assessments – State Rank

Algebra I - First
Biology I – First
U.S. History - First
Civics - First

2013-2014 Data

Florida Comprehensive Assessment Test (FCAT 2.0)

Grade 10 - First in reading
Grade 9 - First in reading
Grade 8 - First in reading, seventh in math and first in science
Grade 7 - First in reading and first in math
Grade 6 - First in reading and second in math
Grade 5 - First in reading, first in math and first in science
Grade 4 - First in reading and third in math
Grade 3 - First in reading and first in math

ACT – 22.2, above both state average of 19.6 and national average of 20.9

SAT –1577, above both the state average of 1448 and national average of 1497

AP – 65.9%, above state average of 49.4%

Graduation rate –87.8% based on the Federal graduation rate, higher than state average of 76.1%

Dropout rate of 0.7% is less than the state average of 1.9%

Readiness for College – 78.7% of St. Johns County graduates are ready in all three areas tested (math, reading, and writing), compared to state average 62.4%.

School Board

School Board meetings are held on the second Tuesday of each month at the School Board Administration Center. Workshops are held on the first and fourth Tuesday of the month. (Please check the district website for up-to-date meeting and workshop information.)

To contact a school board member, you may call the School Board Executive Secretary @ 904-547-7510, or e-mail a member directly.



Beverly Slough

beverly.slough@stjohns.k12.fl.us

Chairman
District 1
11/14-11/18

- [Bartram Trail High](#)
- [Creekside High School](#)
- [Cunningham Creek Elementary](#)
- [Durbin Creek Elementary](#)
- [Fruit Cove Middle](#)
- [Hickory Creek Elementary](#)
- [Julington Creek Elementary](#)
- [Liberty Pines Academy](#)
- [Switzerland Point Middle](#)
- [Patriot Oaks Academy](#)



Tommy Allen

tommy.allen@stjohns.k12.fl.us

District 2
11/12-11/16

- [Murray Middle](#)
- [Osceola Elementary](#)
- [South Woods Elementary](#)
- [Webster Elementary](#)
- [Wards Creek Elementary](#)
- [Pacetti Bay Middle School](#)
- [Timberlin Creek Elementary](#)
- [Gaines Alternative Center](#)
- [Juvenile Justice Center \(DJJ\)](#)
- [Hastings Juvenile Center](#)



Bill Mignon

bill.mignon@stjohns.k12.fl.us

District 3
11/14-11/18

- [Hartley Elementary](#)
- [Mason Elementary](#)
- [Rogers Middle](#)
- [Pedro Menendez High](#)



Kelly Barrera

kelly.barrera@stjohns.k12.fl.us

District 4
11/14-11/18

- [Ocean Palms Elementary](#)
- [PVPV-Rawlings Elementary](#)
- [Landrum Middle](#)
- [Nease High](#)
- [Ponte Vedra High School](#)
- [Palencia Elementary](#)
- [Valley Ridge Academy](#)



Patrick Canan

patrick.canan@stjohns.k12.fl.us

Vice Chair
District 5
11/12-11/16

- [Crookshank Elementary](#)
- [R. B. Hunt Elementary](#)
- [Ketterlinus Elementary](#)
- [Mill Creek Elementary](#)
- [Sebastian Middle](#)
- [St. Augustine High](#)
- [St. Johns Technical High](#)

District Department Phone Numbers

Reception Desk	904-547-7500
Board Members' Office	904-547-7510
Superintendent's Office	904-547-7502
Deputy Superintendent for Academic Services	904-547-7520
Deputy Superintendent for School Operations	904-547-7670
Business and Fiscal Services	904-547-7650
Career Education	904-547-4870
Community Relations	904-547-7517
Curriculum and Instruction	904-547-7503
Educational Support Services	904-547-3981
Exceptional Student Education	904-547-7672
Food Services	904-547-7598
Guidance and Choice	904-547-8080
Head Start	904-547-4889
Human Resources	904-547-7600
Information Technology	904-547-3920
Instructional Services-Elementary	904-547-7541
Instructional Services-Secondary	904-547-7558
Intervention Service	904-547-7688
Maintenance	904-547-3707
Media Services	904-547-3947
Planning and Accountability	904-547-3816
Pre-K Clinic	904-547-4886
Purchasing	904-547-7700
Risk Management	904-547-7554
RSVP/Volunteer Services	904-547-3945
Student Services	904-547-7797
Title One	904-547-4861
Transportation	904-547-7810

School Directory

ABLE SCHOOL (5-8)

Scott Beebe, Principal
7 William Street, St. Augustine, FL 32084-2878
904-826-1606 (Phone) 904-825-0507 (FAX)

BARTRAM TRAIL HIGH SCHOOL (9-12)

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

CREEKSIDE HIGH SCHOOL (9-12)

Randy Johnson, Principal
100 Knights Lane, St. Johns, FL 32259-9104
904-547-7300 (Phone) 904-547-7305 (FAX)

CROOKSHANK ELEMENTARY SCHOOL (K-5)

Dr. Paul Goricki, Principal
1455 North Whitney Street, St. Augustine, FL 32084-2499
904-547-7840 (Phone) 904-547-7845 (FAX)

CUNNINGHAM CREEK ELEMENTARY SCHOOL (K-5)

Jud Strickland, Principal
1205 Roberts Road, St. Johns, FL 32259-8927
904-547-7860 (Phone) 904-547-7857 (FAX)

DURBIN CREEK ELEMENTARY SCHOOL (K-5)

Sandra McMandon, Principal
4100 Race Track Road, St. Johns, FL 32259-2083
904-547-3880 (Phone) 904-547-3885 (FAX)

FIRST COAST TECHNICAL COLLEGE

Sandra Raburn, President
2980 Collins Avenue, St. Augustine, FL 32084-1919
904-824-4401 (Phone) 904-547-3506 (FAX)

FRUIT COVE MIDDLE SCHOOL (6-8)

Lynn O'Connor, Principal
3180 Race Track Road, St. Johns, FL 32259
904-547-7880 (Phone) 904-547-7885 (FAX)

GAINES ALTERNATIVE SCHOOL (6-12)

TRANSITION SCHOOL (K-12)
Patricia McMahan, Principal
Evelyn Hamblen Center
1 Christopher Street, St. Augustine, FL 32084-4056
904-547-8560 (Phone) 904-547-7145 (FAX)

W. D. HARTLEY ELEMENTARY SCHOOL (K-5)

Joy Taylor, Principal
260 Cacique Drive, St. Augustine, FL 32086-8827
904-547-8400 (Phone) 904-547-8385 (FAX)

HICKORY CREEK ELEMENTARY SCHOOL (K-5)

Bethany Groves, Principal
235 Hickory Creek Trail, St. Johns, FL 32259-8368
904-547-7450 (Phone) 904-547-7455 (FAX)

R. B. HUNT ELEMENTARY SCHOOL (K-5)

Amanda Garman, Principal
125 Magnolia Drive, St. Augustine, FL 32080-4684
904-547-7960 (Phone) 904-547-7955 (FAX)

JULINGTON CREEK ELEMENTARY SCHOOL (K-5)

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

KETTERLINUS ELEMENTARY SCHOOL (K-5)

Kathy Tucker, Principal
67 Orange Street, St. Augustine, FL 32084-3565
904-547-8540 (Phone) 904-547-8554 (FAX)

ALICE B. LANDRUM MIDDLE SCHOOL (6-8)

Jewel Johnson, Principal
230 Landrum Lane, Ponte Vedra Beach, FL 32082-3831
904-547-8410 (Phone) 904-547-8415 (FAX)

LIBERTY PINES ACADEMY (K-8)

Judith Thayer, Principal
10901 Russell Sampson Road, St. Johns, FL 32259-8927
904-547-7900 (Phone) 904-547-7905 (FAX)

OTIS A. MASON ELEMENTARY SCHOOL (K-5)

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

PEDRO MENENDEZ HIGH SCHOOL (9-12)

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

MILL CREEK ELEMENTARY SCHOOL (K-5)

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

R. J. MURRAY MIDDLE SCHOOL (6-8)

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

ALLEN D. NEASE HIGH SCHOOL (9-12)

Kyle Dresback, Principal
10550 Ray Road, Ponte Vedra, FL 32081-8800
904-547-8300 (Phone) 904-547-8305 (FAX)

OCEAN PALMS ELEMENTARY SCHOOL (K-5)

Jessica Richardson, Principal
355 Landrum Lane, Ponte Vedra Beach, FL 32082-3828
904-547-3760 (Phone) 904-547-3775 (FAX)

OSCEOLA ELEMENTARY SCHOOL (K-5)

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

PACETTI BAY MIDDLE SCHOOL (6-8)

Jay Willets, Principal
245 Meadowlark Lane, St. Augustine, FL 32092-3467
904-547-8760 (Phone) 904-547-8735 (FAX)

PALENCIA ELEMENTARY SCHOOL (K-5)

Allen Anderson, Principal
355 Palencia Village Drive, St. Augustine, FL 32095
904-547-4010 (Phone) 904-547-4015 (FAX)

PATRIOT OAKS ACADEMY (K-8)

Emily Harrison, Principal
475 Longleaf Pine Parkway
St. Johns, FL 32259
904-547-4050 (Phone) 904-547-4055 (FAX)

PONTE VEDRA HIGH SCHOOL (9-12)

Steve McCormick, Principal
460 Davis Park Road, Ponte Vedra, FL 32081-7968
904-547-7350 (Phone) 904-547-7355 (FAX)

PONTE VEDRA-PALM VALLEY (K-2)

MARJORIE K. RAWLINGS ELEMENTARY SCHOOL (3-5)

Kathleen Furness, Principal
630 A1A North, Ponte Vedra Beach, FL 32082-2746
PV-PV 904-547-3820 (Phone) 904-547-3825 (FAX)

RAWLINGS 904-547-8565 (Phone) 904-547-8575 (FAX)

GAMBLE ROGERS MIDDLE SCHOOL (6-8)

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

ST. PAUL SCHOOL OF EXCELLENCE (K-2)

Charles Owens III, Principal
85 Martin Luther King Ave., St. Augustine, FL 32084
904-829-9910 (Phone) 904-827-1266 (FAX)

ST. AUGUSTINE HIGH SCHOOL (9-12)

Dr. DeArmas Graham, Principal
3205 Varella Avenue, St. Augustine, FL 32084-2096
904-547-8530 (Phone) 904-547-8535 (FAX)

ST. AUGUSTINE PUBLIC MONTESSORI SCHOOL (1-4)

Judi Dunlap, Director
7 A Williams Street, St. Augustine, FL 32084
904-342-5350 (Phone) 904-342-5354 (FAX)

ST. JOHNS TECHNICAL HIGH SCHOOL (9-12)

Cynthia Williams, Principal
2980 Collins Avenue, St. Augustine, FL 32084-2096
904-547-8500 (Phone) 904-547-8505 (FAX)

SEBASTIAN MIDDLE SCHOOL (6-8)

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

SOUTH WOODS ELEMENTARY SCHOOL (K-5)

Randy Kelley, Principal
4750 SR 206 W, Elkton, FL 32033-3608
904-547-8611 (Phone) 904-547-8615 (FAX)

SWITZERLAND POINT MIDDLE SCHOOL (6-8)

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

THE WEBSTER SCHOOL (PK-12)

Bethany Nelson-Mitidieri, Principal
420 North Orange Street, St. Augustine, FL 32084-0665
904-547-3860 (Phone) 904-547-3865 (FAX)

THERAPEUTIC LEARNING CENTER

Paulette Hudson, Director
2109 Arc Drive, St. Augustine, FL 32084
904-824-8932 (Phone) 904-824-8063 (FAX)

TIMBERLIN CREEK ELEMENTARY SCHOOL (K-5)

Traci Hemingway, Principal
555 Pine Tree Lane, St. Augustine, FL 32092-3207
904-547-7400 (Phone) 904-547-7405 (FAX)

VALLEY RIDGE ACADEMY (K-8)

Wayne King, Principal
105 Greenleaf Drive, Ponte Vedra, FL 32081
904-547-4090 (Phone) 904-547-4095 (FAX)

WARDS CREEK ELEMENTARY SCHOOL (K-5)

Edie Jarrell, Principal
6555 State Road 16, St. Augustine, FL 32092-2110
904-547-8730 (Phone) 904-547-8735 (FAX)



The Strategic Plan

The current 2010-2015 Strategic Plan is the culmination of valuable input from various district leadership and staff, public officials, business leaders, community members, students and parents. The mission and vision of St. Johns County School District are a direct result of our strategic plan.

The process began with a series of community cafes held throughout the county allowing the opportunity for members of the community to share their thoughts on what they felt the district was doing well, and what the district could strive to achieve in other areas. The feedback from the four community cafes was compiled into a summary report to ensure that the diverse voices of the St. Johns County community were included in the strategic planning process.

The core planning team was created to review the feedback from the community and formulate strategic objectives and an overarching vision for the district. The St. Johns County School District's vision focuses on student achievement, personal interests, and volunteerism. Three action teams were then created to accomplish these objectives and provide strategies in the areas of instructional delivery systems, technology and communications.

The core planning team was created to review the feedback from the community and formulate strategic objectives and an overarching vision for the district. The St. Johns County School District's vision focuses on student achievement, personal interests, and volunteerism. Three action teams were then created to accomplish these objectives and provide strategies in the areas of instructional delivery systems, technology and communications.

In addition, four action teams were created, one for each strategy. Their role was to develop a plan of action for each of the following areas: staff development and retention, leadership development, policy and funding, and community partnerships.

The complete draft plan was approved by the School Board at its December 2010 meeting. Members of the Core Team, Measurement Team and the four Action Planning Teams visited schools to present the new plan. Communication with employees was the first stage of the implementation of the new plan. Implementation teams have been formed for each strategy and measurement. Priorities have been identified and the implementation process has begun. A copy of the plan is available on the website at <http://www.stjohns.k12.fl.us/admin/plan/>.

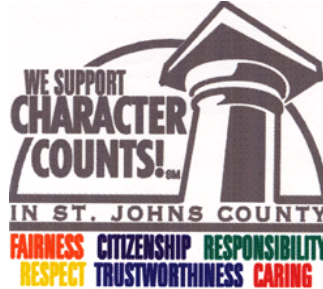
Since the 2010-2015 Strategic Plan is in its final year, a new Strategic Plan is currently being planned for 2016-2021. Although it is currently in the developmental stage, it will include feedback from both the community and school levels and incorporate 21st Century skills for Career and College Readiness.

The SJCS D appreciates the community's willingness to help us create and implement our vision for the future. Please call 904-547-7504 with comments or suggestions.

Character Counts! Program

St. Johns County Schools has adopted the *Character Counts!* Program to help students learn about trustworthiness, respect, responsibility, fairness, 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 will 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.

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.

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.

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.

Prevention Education

St. Johns County School District is committed to providing developmentally appropriate education and prevention programs that address the legal, social, and health consequences of alcohol, tobacco, and drug abuse per School Board Rule 4.02(13). Strategies being used in our district for delivery of prevention education at the elementary, middle, and high school levels include classroom instruction, prevention programs, character development, guest speakers, community agency collaboration, staff training and parent awareness.

Students in grades K-5 receive health and prevention education, which is integrated into the curriculum throughout the year. In middle school students learn the effects and consequences of alcohol, tobacco, and other drug use through the various strategies listed above. In addition, HIV education is included in the seventh grade science curriculum. Parents may choose to opt-out by a written request at the beginning of each school year. Prevention education in high school is included in the required class Health Opportunities through Physical Education (HOPE), which is a comprehensive health and personal fitness class.

Bullying prevention education is integrated into the curriculum at all grade levels and taught throughout the year by teachers, the district prevention specialist, and community agencies. Instruction includes identifying, preventing, and responding to bullying and harassment. Also included is instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate action based on those observations.

Cyberbullying and Internet Safety education are also addressed through curriculum integration at all grade levels.

Prevention education for teen dating violence abuse which is state mandated is taught to students in grades 7-12 through curriculum integration, presentations, and approved speakers. The characteristics of healthy and unhealthy relationships are explored, along with strategies to identify danger signals and implement appropriate actions to deal with dating violence situations.

For more information on prevention resources and the district policy prohibiting bullying and harassment including how to report bullying, please go to the school district's Safe and Drug-Free Schools' website <http://www.stjohns.k12.fl.us/sdfs/>.

Enrolling Your Child in School

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

Under Florida 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 old 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> provides a link to an Attendance Zone Locator. Our Student Services staff can also assist you. Contact our office at 904-547-7598.

How do I enroll my child in school?

You may go to the school at any time during regular hours to enroll your child. Summer hours and locations may vary. Please contact your zoned school for information.

What paperwork will I need to enroll my child?

You should bring the following information to the school:

- **Three proofs of residence** – A current mortgage statement, lease or rent agreement and two other proofs of residence such as a current electric bill, car registration or voter registration.
- **Health Records** – Children entering a Florida public school for the first time must have an up-to-date Florida Certificate of Immunization (HRS FORM 680) and a copy of a physical examination done within one year of enrollment. For more information, contact St. Johns County Health immunizations for each grade level. For more information, contact St. Johns County Health Department at 904-825-5055. Current immunization requirements for SJCSD students can be found at <http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/enrollment.html>.
- **Birth Certificate** – A certified copy of a birth certificate 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.

How do I obtain a school transfer?

Information regarding residency and guardianship can be found on the Student Services website at <http://www.stjohns.k12.fl.us/student/residency/>.

The out-of-zone transfer request process can be found on the School Services website at <http://www.stjohns.k12.fl.us/depts/schoolserv/transfers>

Testing

Throughout your child's school year, he/she will take many standardized tests, including the Florida Standards Assessment (FSA) for grades 3-10. The FSA includes tests on English language arts (ELA), and mathematics. These assessments measure student mastery of the Florida standards. Students in grades 4-10 will take an English language arts (ELA) assessment with a writing component. In grades 5 and 8 students also take a Science Next Generation Sunshine State Standards (NGSSS) assessment. This test will measure how well students are meeting the NGSSS in science. Students enrolled in civics in middle school and in algebra I, geometry, algebra II, biology, or U.S. history in high school or middle school will take the corresponding state End-of-Course assessment and it will constitute 30% of the final grade in the course. The state assessment website with information on all statewide assessments is linked here: <http://www.fldoe.org/asp/>. Learn about understanding student score reports at <http://fcats.fldoe.org/mediapacket/2014/default.asp#ARR>.

The Florida Department of Education (FLDOE) standardized assessments provide information about your child's mastery of Florida Standards 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.

During the summer, the district appointed a Testing Task Force to review testing and assessments within our district's control. With input from parents, students and teachers, the following changes were made:

1. The number of district required assessments were reduced.
2. Logistics were improved to provide all midterm and final assessments within the final ten days of the semester.
3. Curriculum specialists worked with the Accountability Department to ensure alignment and validity of district final exams.
4. The impact of district assessments on students was carefully weighed-
 - a. elementary – no impact
 - b. middle – midterm is 5% of semester one grade and the final are 5% of the semester two grade
 - c. high – midterm is 10% of semester one grade and the final are 10% of the semester two grade

Specific national, state and district assessments are given on each grade level page and the district assessment calendar is in the appendix. Schools may opt for additional testing; each school has their own assessment calendar as well.

Reading – Our #1 Priority

Every teacher, parent and child knows that reading is the most important skill taught in elementary school. There are six components of reading that children must master in order to learn to read. To be able to help your child in reading, you need to know and understand these components.

1. **Oral Language** provides the foundation for literacy development involving listening and speaking skills.
2. **Phonemic Awareness** is the ability to hear and manipulate the sounds of spoken language. This includes noticing rhyme and the separate, small sounds in words (phonemes).
3. **Phonics** is the understanding of the relationships between written letters and the sounds of spoken language. This knowledge allows the reader to “decode” words by translating the letters into speech sounds.
4. **Fluency** is the ability to read quickly, correctly, and with proper expression. Fluent readers can concentrate on understanding what they read because they don’t have to focus on decoding.
5. **Vocabulary** includes all the words the reader can understand and use. The more words a child knows, the better he or she will understand what is read. Knowing how words relate to each other is a building block that leads to comprehension.
6. **Comprehension** is the ability to understand what one has read. This includes understanding the plot of a story or the information in an article. It also includes things like recognizing the main idea of an article or being able to compare and contrast different characters in a story.



For more information about how parents can promote literacy skills, go to <http://www.justreadflorida.com/promote.asp>.

What are the Florida Standards?

The original Common Core State Standards were adopted in July 2010. In response to public concerns about these standards were reviewed. Based on public comments, in January of 2014, the Department of Education recommended that changes be made. The resulting new *Mathematics Florida Standards (MAFS)* and *Language Arts Florida Standards (LAFS)* were approved by the Florida State Board of Education on February 18, 2014.

Both of the finalized MAFS and LAFS are now fully implemented across all grades .

The Mathematics Florida Standards (MAFS) include the K-8 grade level standards, the 9-12 content standards in high school courses, and the K-12 Standards for Mathematical Practice.

The Language Arts Florida Standards (LAFS) include the English language arts standards in grades K-12 as well as the content-area literacy standards for middle school and high school instruction in the following content areas: history/social studies, science, and technical subjects.

These rigorous and relevant standards will prepare Florida’s students for college and a career. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade and subject. You can access more information about the Florida Standards at:

<http://www.fldoe.org/academics/standards/florida-standards/>

In addition to Florida’s newest sets of standards for English language arts and mathematics, we continue to have the Next Generation Sunshine State Standards for the Arts (2010), Health Education (2008), Science (2008), and Social Studies (2008), and World Languages (2011).

You can view all the standards at <http://www.cpalms.org/Public/>. (Click on “Standards”, then enter the subject and grade level).

The National PTA organization has developed *The Parents’ Guide to Student Success* in response to the transition to new standards. There is a guide for each grade level, K-8, and high school.

The guide includes:

- Key items that children should be learning in English language arts and mathematics in each grade
- Activities that parents can do at home to support their children’s learning
- Methods of helping parents build stronger relationships with their child’s teacher
- Tips for planning college and career (high school only)

You can find *The Parents’ Guide to Student Success* at <http://www.pta.org/4446.htm>.

Kindergarten

Listed below are some of the skills your child should be learning in kindergarten:

- Select material to read for pleasure
- Identify high frequency words
- Write and illustrate simple stories
- Count to tell number of objects
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- Identify, describe shapes and classify objects
- Describe and compare using measurable attributes
- Identify, describe, analyze, compare, create and compose shapes
- Understand that different things move at different speeds (motion)
- Use your five senses to observe things: big, small, far, near, push, pull, moon and sun.
- Know people and events honored in holidays

You can view all the standards at <http://www.cpalms.org/Public/>. (click on “Standards, then enter the subject and grade level), www.floridastudents.org/ (click on the subject, select the grade level and then choose the standard).

How do I help my child?

- Look regularly at your child’s homework assignments
- Check recommended pacing and content standards using the year-at-a-glance document that is available at <http://www.stjohns.k12.fl.us/year-at-a-glance/>
- Attend parent-teacher conferences
- Communicate with the teacher – email is usually best
- 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
- View reading information <http://www.scholastic.com/parents/> and www.pbs.parents
- View math information at <http://fldoe.org/core/fileparse.php/5390/urlt/0081015-mathfs.pdf>
- Visit <http://floridastudents.org/#> for Florida Standards-based videos for English language arts, math, and science
- Visit success measures for parent information regarding the Florida Standards your child is learning at <https://app1.fldoe.org/successmeasures/>
- Visit www.flstandards.org/ for parent guides and resources for English language arts and math

What national, state or district tests will my child take in kindergarten?

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 target instruction to assist children to become successful learners. Information from the FLKRS will help teachers plan curriculum and improve school readiness programs and services for preschool-age children.

Kindergarten students will take Discovery Education for English language arts and math at least twice/year for progress monitoring and to guide instruction

Schools may also opt for additional diagnostic testing programs. A district assessment calendar is in the appendix and a school assessment calendar is available at each school.

First Grade

Listed below are some of the skills your child should be learning in first grade:

- Read independently for pleasure
- Write stories, journals and lists
- Use capitalization, punctuation and spacing between words
- Read and discuss different types of literature
- Represent and solve problems involving addition and subtraction facts
- Understand place value and properties of operations to add and subtract
- Reason with shapes and their attributes
- Represent and interpret data
- Understand the causes of motion
- Identify the difference between living and nonliving things
- Use simple maps and globes

You can view all the standards at <http://www.cpalms.org/Public/>. (click on “Standards”, then enter the subject and grade level), www.floridastudents.org/ (click on the subject, select the grade level, and then choose the standard).

How do I help my child?

- Look regularly at your child’s homework assignments
- Check recommended pacing and content standards using the year-at-a-glance document that is available at <http://www.stjohns.k12.fl.us/year-at-a-glance/>
- Attend parent-teacher conferences
- Communicate with the teacher – email is usually best
- 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
- View reading information <http://www.scholastic.com/parents/> and www.pbs.parents.com/
- View <http://fldoe.org/core/fileparse.php/5390/urlt/0081015-mathfs.pdf>
- Visit <http://floridastudents.org/#> for Florida Standards-based videos for English language arts, math, and science
- Visit success measures for parent information regarding the Florida Standards your child is learning at <https://app1.fldoe.org/successmeasures/>
- Visit www.flstandards.org/ for parent guides and resources for English language arts and math

What national, state or district tests will my child take in first grade?

First grade will take Discovery Education for English language arts and math at least twice/year for progress monitoring and to guide instruction.

Schools may also opt for additional diagnostic testing programs. A district assessment calendar is in the appendix and a school assessment calendar is available at each school.

Second Grade

Listed below are some of the skills your child should be learning in second grade:

- 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
- Describe ways to conserve energy
- Work with equal groups of objects to gain foundations for multiplications
- Use place value understanding and properties of operations to add and subtract
- Relate addition and subtraction to length
- Reason with shapes and their attributes

You can view all the standards at <http://www.cpalms.org/Public/>. (click on “Standards”, then enter the subject and grade level), www.floridastudents.org/ (click on the subject, select the grade level, and then choose the standard.

How do I help my child?

- Look regularly at your child’s homework assignments
- Check recommended pacing and content standards using the year-at-a-glance document that is available at <http://www.stjohns.k12.fl.us/year-at-a-glance/>
- Attend parent-teacher conferences
- Communicate with the teacher – email is usually best
- 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
- View reading information <http://www.scholastic.com/parents/> and www.pbs.parents.com/
- View <http://fldoe.org/core/fileparse.php/5390/urlt/0081015-mathfs.pdf>
- Visit <http://floridastudents.org/#> for Florida Standards-based videos for English language arts, math, and science
- Visit success measures for parent information regarding the Florida Standards your child is learning at <https://app1.fldoe.org/successmeasures/>
- Visit <http://www.flstandards.org/> for parent guides and resources for English language arts and math

What national, state or district tests will my child take in second grade?

Second grade students will take Discovery Education for English language arts and math at least twice/year for progress monitoring and to guide instruction. They will also take one combined district final exam in art, music, and PE.

Schools may also opt for additional diagnostic testing programs. A district assessment calendar is in the appendix and a school assessment calendar is available at each school.

Third Grade

Listed below are some of the skills your child should be learning in third grade:

- 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
- Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
- Know various forms of energy and trace their flow
- Write in cursive
- Understand properties of multiplication and the relationship between multiplication and division and fluency
- Use place value understanding and properties of operations to perform multi-digit arithmetic
- Develop an understanding of fractions as numbers
- Geometric measurement: understand concepts of areas and relate to multiplication and addition
- Reason with shapes and their attributes

You can view all the standards at <http://www.cpalms.org/Public/>. (click on “Standards”, then enter the subject and grade level). www.floridastudents.org/ (click on the subject, select the grade level, and then choose the standard).

How do I help my child?

- Look regularly at your child’s homework assignments
- Check recommended pacing and content standards using the year-at-a-glance document that is available at <http://www.stjohns.k12.fl.us/year-at-a-glance/>
- Attend parent-teacher conferences
- Communicate with the teacher – email is usually best
- 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
- View reading information <http://www.scholastic.com/parents/> and www.pbs.parents.com/
- View <http://fldoe.org/core/fileparse.php/5390/urlt/0081015-mathfs.pdf>
- Visit success measures for parent information regarding the Florida Standards your child is learning at <https://app1.fldoe.org/successmeasures/>
- Visit <http://floridastudents.org/#> for Florida Standards-based videos for English language arts, math, and science
- Visit <http://www.flstandards.org/> for parent guides and resources for English language arts and math

What national, state or district tests will my child take in third grade?

Third grade students will be assessed with the Florida Standards Assessment in reading and mathematics. These assessments will be administered in the spring.

Third grade students will also take Discovery Education for English language arts and math at least twice/year for progress monitoring and to guide instruction; and they will also take one combined district final exam in art, music, and PE. Schools may also opt for additional diagnostic testing programs. A district assessment calendar is in the appendix and a school assessment calendar is available at each school.

Fourth Grade

Listed below are some of the skills your child should be learning in fourth grade:

- 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
- Relate that the rotation of earth and apparent movements of the sun, moon, and stars are connected.
- Identify the physical properties of common earth-forming minerals.
- Describe the difference between physical weathering and erosion.
- Compare and contrast the major stages in the life cycles of Florida plants and animals
- Trace the flow of energy from the sun as it is transferred along the food chain
- Know and compare forms of energy
- Understand Florida and United States History to 1880
- Plan, draft, revise, edit and publish stories and explanations plus other forms of writing
- Gain familiarity with factors and multiples
- Generalize place value understanding for multi-digit and whole numbers
- Extend understanding of fraction equivalence and ordering
- Geometric measurement: understand concepts of angle and measure angles
- Draw and identify lines and angles, classify shapes by properties of their lines and angles.

You can view all the standards at <http://www.cpalms.org/Public/>. (click on “Standards”, then enter the subject and grade level), www.floridastudents.org# (click on the subject, select the grade level and then choose the standard).

How do I help my child?

- Look regularly at your child’s homework assignments
- Check recommended pacing and content standards using the year-at-a-glance document that is available at <http://www.stjohns.k12.fl.us/year-at-a-glance/>
- Attend parent-teacher conferences
- Communicate with the teacher – email is usually best
- 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
- View reading information <http://www.scholastic.com/parents/> and [www.pbs.parents](http://www.pbs.parents.com)
- View <http://fldoe.org/core/fileparse.php/5390/urlt/0081015-mathfs.pdf>
- Visit <http://www.floridastudents.org/#> for Florida Standards-based videos for English language arts, math, and science
- Visit success measures for parent information regarding the Florida Standards your child is learning at <https://app1.fldoe.org/successmeasures/>
- Visit <http://www.flstandards.org/> for parent guides and resources for English language arts and math

What national, state or district tests will my child take in fourth grade?

Fourth grade students will be assessed with the Florida Standards Assessment in reading, writing and mathematics. The writing assessment will be administered in March, and the reading and mathematics assessments will be administered later in the spring. Fourth grade students will also take one combined district final exam in art, music, and PE. Schools may also opt for additional diagnostic testing programs. A district assessment calendar is in the appendix and a school assessment calendar is available at each school.

Fifth Grade

Listed below are some of the skills your child should be learning in fifth grade:

- 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
- Explain the difference between an experiment and other types of scientific investigation
- Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.
- 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
- Write and interpret numerical expressions
- Perform operations with multi-digit whole numbers and with decimals to hundredths
- Apply and extend previous understandings of multiplication and division to multiplication and division of fractions
- Understand concepts of volume and relate volume to multiplication and to addition.
- Graph points on the coordinate plane to solve real-world mathematical problems

You can view all the standards at <http://www.cpalms.org/Public/> (click on "Standards", then enter the subject and grade level), or <http://www.floridastudents.org/#> (click on the subject, select the grade level, and then choose the standard).

How do I help my child?

- Look regularly at your child's homework assignments
- Check recommended pacing and content standards using the year-at-a-glance document that is available at <http://www.stjohns.k12.fl.us/year-at-a-glance/>
- Attend parent-teacher conferences
- Communicate with the teacher – email is usually best
- 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
- View reading information <http://www.scholastic.com/parents/> and www.pbs.parents
- View <http://fldoe.org/core/fileparse.php/5390/urlt/0081015-mathfs.pdf>
- Visit <http://floridastudents.org/#> for Florida Students Education Resources for Learning
- Visit success measures for parent information regarding the Florida Standards your child is learning at <https://app1.fldoe.org/SuccessMeasures/Default.aspx>
- Visit <http://www.flstandards.org/> for parent guides and resources for English language arts and math

What national, state or district tests will my child take in fifth grade?

Fifth grade students will be assessed with the Florida Standards Assessment in reading, writing and mathematics. The writing assessment will be administered in March, and the other assessments will be administered later in the spring. In addition, fifth grade students will take the state Science assessment – Florida Comprehensive Achievement Test (FCAT-science) – in the spring.

Fifth grade students will also take one combined district final exam in art, music, and PE.

Schools may also opt for additional diagnostic testing programs. A district assessment calendar is in the appendix and a school assessment calendar is available at each school.

Advanced Academic Opportunities in Elementary School

Each school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, and virtual instruction in higher grade-level subjects.

Whole Grade Acceleration

Acceleration is the skipping of a grade, or part of a grade, based on exceptionally high achievement by a student. Acceleration may be considered when the student has outstanding abilities and skills, social and emotional maturity, above grade level performance in reading and math, and meets other district criteria. Parents should carefully consider the following:

- Accelerated coursework grades become a part of your student's permanent record.
- Your student will still be responsible for mastering all standards in both their current and be required to take their accelerated grade level Florida Standards Assessments in English language arts and math (grades 3-5), FCAT 2.0 in science (grade 5) and social studies (grade 7).
- Parental involvement in the entire process of accelerated coursework is necessary for student success.
- Your student should have excellent study skills, be self-motivated, and be able to work independently.
- Acceleration in early grades will result in your student being younger than classmates. This can become a problem for social and emotional development, as well as athletic competition in later years. Students will not be allowed to repeat a grade to return to their age cohort.

Parents who may be interested in completing the application for the acceleration process should consult with their child's teacher, school counselor and the school principal. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Acceleration does not supersede the initial placement age criteria as specified in Florida Statute 1003.21:

- For Kindergarten, the student must be 5 years old on or before September 1 of the school year
- For First Grade, the student must be 6 years old on or before September 1 of the school year

Course Acceleration

Students in all grades may be eligible for course acceleration after demonstrating mastery of the current grade level standards. When a student is accelerated, there is no guarantee that the entire foundation curriculum has been mastered. This is particularly critical in math and science since topics are presented only once, rather than being repeated year after year. The parent should consider carefully the full academic and social ramifications of acceleration. The parent may confer with the teacher, counselor and principal to determine if single subject acceleration may be appropriate for the individual student based on the student's academic history, teacher recommendation and ability to work independently. The Request for Acceleration should be completed before November 1. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Middle school courses are accessible to elementary students only through St. Johns Virtual School and may be completed at home or at school. Approval by the Director of Instructional Services and the Director of Guidance and Choice is required.

For additional information on acceleration options, please contact your school counselor or see the Elementary School Student Progression Plan on the District website at <http://www.stjohns.k12.fl.us/cs/spp/>.

Middle School Years (Grades 6-8)

Listed below are some of the skills that your child should be learning between grades six and eight:

- Read independently for pleasure
- Read, analyze and compare various types of literature, including novels, plays, poetry, stories and non-fiction
- Write papers (reports and essays) that explain and/or persuade, or compare sources, and appropriately use proper conventions, focus, organization, and support
- Complete research projects on a variety of assigned topics
- Prepare and present effective oral presentations
- Use integers, fractions, decimals and percentages in math
- Use measurements to solve math problems in 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 all the standards at <http://www.cpalms.org/Public/>. (Click on “Standards”, then enter the subject and grade level).

The middle school course catalog is available online at <http://www.stjohns.k12.fl.us/cs/wp-content/uploads/sites/29/2015/03/2015-2016-Middle-School-Course-Catalog.pdf>.

Middle school course sequences are available in the appendix.

How do I help my child?

- Look regularly at your child’s homework assignments
- Check recommended pacing and content standards using the year-at-a-glance document that is available at <http://www.stjohns.k12.fl.us/year-at-a-glance/>
- Attend parent-teacher conferences
- Communicate with the teacher – email is best
- 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
- Access the Home Access Center at <http://www.stjohns.k12.fl.us/hac> to check your child’s grades, FCAT 2.0 scores, assignments and attendance.
- Visit success measures for parent information regarding the Florida Standards your child is learning at <https://app1.fl DOE.org/SuccessMeasures/Default.aspx>
- Promote the importance of reading outside of the school setting
- Visit <http://floridastudents.org/#> for Florida Standards-based videos for English language arts, math and science
- Visit www.flstandards.org/ for parent guides and resources for English language arts and math

What national, state or district tests will my child take in middle school?

All middle school students will take the Florida Standards Assessment (FSA) in English language arts and mathematics. The FSA measures how well students are meeting the Florida Standards. All middle school students will take the FSA writing component.

In addition, eighth grade students will take the Next Generation Sunshine State Standards Science assessment. This test measures how well students are meeting the Next Generation Sunshine State Standards (NGSSS) for science. The English language arts, mathematics and science tests are administered in the spring.

Seventh grade students will take the State Civics EOC Assessment and it will count as 30% of the final grade in the course.

All students enrolled in courses that do not have an EOC or FSA will take a midterm exam at the end of the first semester and it will count as 5% of the semester grade. They will take a final exam at the end of the second semester and it will count 5% of the semester grade.

Students enrolled in high school courses which have a state end-of-course assessment will take the EOC and it will be 30% of the final grade in the course (Algebra I, Algebra IB, Geometry, Algebra II).

Schools may also opt for additional diagnostic testing programs. The district assessment calendar is in the appendix and a school assessment calendar is available at each school.

Assessments in Middle and High School 2015-2016

	Semester 1	District Common Midterm	Semester 2	State EOC	District Common Final
FSA, FCAT 2.0, AP, IB, AICE	Q1 = 50% Q2 = 50%	Used in Q2 grade	Q3 = 50% Q4 = 50%	n/a	n/a
EOC courses are yearlong courses	Q1 = 17.5% Q2 = 17.5%	Used in Q2 grade	Q3 = 17.5% Q4 = 17.5%	30% of final grade	n/a
Middle School Courses with a Common District Final.	Q1 = 47.5% Q2 = 47.5%	5% of Sem 1	Q3 = 47.5% Q4 = 47.5%	n/a	5% of Sem 2
High School Courses with a Common District Final.	Q1 = 45% Q2 = 45%	10% of Sem 1	Q3 = 45% Q4 = 45%	n/a	10% of Sem 2

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

Each school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program. Acceleration options do not supersede the core requirements for promotion to high school (3 English Language Arts, 3 Math, 3 Science, 3 Social Studies).

Every middle school offers advanced courses. Program specifics are available through each school's guidance department. Placement is made after review by guidance personnel and administration. Students may not attend an out-of-zone academic program, except the St. Johns County Center for the Arts, a program of choice (see below).

Students at all middle schools may be enrolled in high school credit-earning courses, such as Algebra I Honors or Geometry Honors. In addition, Spanish I is offered at most middle schools, and Introduction to Information Technology is offered at Switzerland Point Middle School. These courses adhere to the high school grading policy. Algebra I Honors and Geometry Honors include required State End-of-Course Exams (see page 27). They are included in the student's cumulative Grade Point Average (GPA) and may be used to satisfy high school graduation requirements and Florida Bright Futures award requirements. Finally, dual enrollment courses are available for middle school students who are ready for college course work.

International Baccalaureate Middle Years Programme at Pacetti Bay Middle School and Valley Ridge Academy

The IB Middle Years Programme 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.

Advancement Via Individual Determination (AVID) at Gamble Rogers, R. J. Murray, and Sebastian Middle Schools

The AVID program is a college preparatory program designed for students to prepare for and succeed in the most rigorous course work. The core component of the program is the AVID "elective" where students receive instruction in academic "survival skills" and skills for college success. The AVID program teaches the student how to study, read for content, take and use Cornell notes, manage time and most importantly, to think critically. AVID students participate in tutorials twice per week, led by tutors who use skillful questioning to bring students to a higher level of thinking.

In addition, The **St. Johns County Center for the Arts** at R.J. Murray Middle School is a program of choice. It offers 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. Students must apply annually and auditions are required. Out-of-zone students must complete the out-of-zone waiver in addition to the application.

Advanced Course Placement Criteria

Consistent with school board rules and in accordance with state statute (1012.28 (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. The following criteria represent consensus of all middle school and district administrators:

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

OR

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

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.

Specific math placement criteria were developed to aid in the math progression in middle school.

Recommended 2015 – 2016 Middle School Math Course Progression Criteria			
A student in:	meeting the following criteria:		recommended placement:
	grade in class	placement test	
Mathematics – Grade Five 5012070	A or B	n/a	Grade 6 Mathematics, Adv 1205020
Grade 6 Mathematics, Adv 1205020	A or B	n/a	Grade 7 Mathematics, Adv 1205050
Grade 6 Mathematics, Adv 1205020	A	Passing grade	Algebra 1 Honors 1200320
Grade 7 Mathematics 1205040	n/a	n/a	Grade 8 Pre – Algebra 1205070
Grade 7 Mathematics 1205040	A	n/a	Algebra 1 Honors 1200320
Grade 7 Mathematics, Adv 1205050	n/a	n/a	Grade 8 Pre – Algebra 1205070
Grade 7 Mathematics, Adv 1205050	A or B	n/a	Algebra 1 Honors 1200320

Teacher recommendations may be considered but the superintendent has designated the principal as the final authority in placement decisions.

High School (Grades 9-12)

Listed below are examples of skills and activities that your child should be participating in-between grades nine and twelve:

- read independently for pleasure
- read, analyze and compare complex types of literature, including novels, plays, poetry, stories, and non-fiction
- write papers (reports, essays and research projects) that explain and/or persuade and appropriately use proper conventions, focus, organization, and support
- conduct research projects using a variety of sources
- prepare and present effective oral presentation.
- 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

Beginning in 2011-2012, students entering ninth grade must complete at least one course through online learning. AP, IB, AICE and 18 credit diploma candidates are exempt from this requirement.

You can view all the standards at <http://www.cpalms.org/Public/>. (Click on “Standards”, then the subject and grade level).

The high school course catalog is available online at <http://www.stjohns.k12.fl.us/cs/wp-content/uploads/sites/29/2015/03/High-School-Course-Catalog-2015-2016.pdf>

Information about voluntary public service and eligibility requirements for the Florida Bright Futures Scholarship Program can be found at <http://www.floridastudentfinancialaid.org/ssfad/bf/bfmain.htm>.

The high school sequence for language arts, mathematics, social studies and science courses is available in the appendix.

How do I help my child?

- Look regularly at your student’s homework assignments and your student’s textbooks
- Check recommended pacing and content standards using the year-at-glance document that is available at <http://www.stjohns.k12.fl.us/year-at-a-glance/>
- Attend parent-teacher conferences
- 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
- E-mail teachers
- Use the Home Access Center at <https://parents.stjohns.k12.fl.us> to check your child’s grades, , assignments and attendance
- Visit success measures for parent information regarding the Florida Standards your child is learning at <https://app1.fldoe.org/SuccessMeasures/Default.aspx>
- Promote the importance of reading outside the school setting
- Visit <http://www.floridastudents.org/> for Florida Standards-based videos for English language arts, math and science
- Visit www.flstandards.org/ for parents guides and resources for English language arts and math

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

In ninth and tenth, all students will take the English Language Arts Florida Standards Assessment (FSA). This test measures how well students are meeting the Florida Standards. Grade nine and ten students will take the FSA Writing component in early March and the English Language Arts Florida Standards Assessment component is administered later in the spring.

Students enrolled in a course with a state end-of-course (EOC) assessment will participate in the state EOC and it will be 30% of their final grade in the course – Algebra I, Algebra IB, Geometry, Algebra II, Biology and U.S. History. For information on EOC assessments, go to <http://www.fldoe.org/accountability/assessments/-student-assessment/end-of-course-eoc-assessments>.

All students enrolled in courses that do not have an EOC or FSA will take a midterm exam at the end of the first semester and it will count as 10% of the first semester grade. They will take a final exam at the end of the second semester and it will count 10% of the semester grade.

The Preliminary Scholastic Aptitude Test (PSAT) is administered to all tenth grade students and offered on a voluntary basis to ninth and eleventh grade 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 for eleventh grade students. The PSAT assesses students in critical reading, mathematics and writing skills.

Students enrolled in AP, DE, IB, AICE courses will take the corresponding assessment to determine possible college credit.

Schools may also opt for additional diagnostic testing programs. The district assessment calendar is in the appendix and a school assessment calendar is available at each school.

Assessments in Middle and High School

	Semester 1	District Common Midterm	Semester 2	State EOC	District Common Final
FSA, FCAT 2.0, AP, IB, AICE	Q1 = 50% Q2 = 50%	Used in Q2 grade	Q3 = 50% Q4 = 50%	n/a	n/a
EOC courses are year - long courses	Q1 = 17.5% Q2 = 17.5%	Used in Q2 grade	Q3 = 17.5% Q4 = 17.5%	30% of final grade	n/a
MS Courses with a Common District Final	Q1 = 47.5% Q2 = 47.5%	5% of Sem 1	Q3 = 47.5% Q4 = 47.5%	n/a	5% of Sem 2
HS Courses with a Common District Final	Q1 = 45% Q2 = 45%	10% of Sem 1	Q3 = 45% Q4 = 45%	n/a	10% of Sem 2
HS courses that are a 90 minute block (A1A, PMHS, PVHS) – course earns 1 credit but is completed in semester 1	Completed in Q1=90%	10% of Sem 1	Completed in Q2=90%	n/a	10% of Sem 2
HS courses that are a 90 minute block that trigger a State EOC (A1B, PVHS-A2) yearlong course – course earns 1 credit in semester 2	Completed in Q3=30%	Used in first semester grade	Completed in Q4=35%	30% of final grade	n/a

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

Each St. Johns County high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, early graduation, early admission to college and the Credit by Acceleration Program. 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 predictor for success in college. Numerous studies show that students who have had rigorous courses (honors, AP, IB, AICE, Dual Enrollment) while in high school are prepared for the challenges of a college education and are much more likely to earn their degree within five years.

Parents need to be involved in the course selection process. The courses you and your child select are the first steps in preparing for the next level. As students develop their Customized Learning Paths (CLPs) with their parents and guidance counselors, they are encouraged to consider the following opportunities for advancement.

Honors Courses at All High Schools

Honors courses lay the academic foundation for advanced courses that can earn college credit while in high school. Honors courses include all those with an honors designation in the St. Johns County School District High School Course Catalog, Preliminary International Baccalaureate (Pre-IB) and Preliminary Advanced International Certificate of Education (Pre-AICE) courses, and Florida Virtual School Courses with an honors designation.

Honors Course Placement Criteria

1. **Norm Referenced Test** – Students must score a 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** – Students must score a Level 4 or 5 in appropriate area and not less than a Level 3 in any area:
 - Mathematics FCAT 2.0 for placement in honors mathematics and science classes
 - Reading FCAT 2.0 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 honors class placement
- Reading and/or language for English, social studies, and science 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.

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

The AICE Program is an rigorous international curriculum and examination program modeled on the British pre-college curriculum. To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either the full (one credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from each of the three curriculum areas. Florida's colleges and universities provide college credit for successfully passing the exams. See Programs of Choice on page 32.

International Baccalaureate (IB) at Allen D. Nease High School and Pedro Menendez High Schools

The IB Diploma Program is a rigorous pre-university course of study leading to internationally standardized tests. The program's comprehensive two-year curriculum allows its graduates to fulfill requirements of many nations' education systems. Students completing IB courses and exams from six subject groups are eligible for college credit. The award of credit is based on the scores achieved on the IB exams. Students can earn up to 30 postsecondary semester credits by participating in this program at the high school level. Community service is required. See Programs of Choice on page 30.

Pre-International Baccalaureate Program at Allen D. Nease and Pedro Menendez High Schools

The Pre-IB program is the freshman and sophomore foundation courses in the rigorous IB program. The curriculum emphasizes an understanding of world cultures, analysis, and critical thinking. See Programs of Choice on page 30.

Advancement Via Individual Determination (AVID) at Pedro Menendez, St. Augustine, and Bartram Trail High Schools

The AVID program is a college preparatory program designed for students to prepare for and succeed in the most rigorous course work. The core component of the program is the AVID "elective" where students receive instruction in academic "survival skills" and skills for college success. The AVID program teaches the student how to study, read for content, take and use Cornell notes, manage time and most importantly, think critically. AVID students participate in tutorials twice per week, led by college tutors, during the AVID elective, who use skillful questioning to bring students to a higher level of thinking.

Dual Enrollment at all schools

Dual enrollment allows eligible middle and 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. Our primary provider of dual enrollment courses is St. Johns River State College. 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 State College.

Early Admission at all schools

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 at all schools

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 may earn college credit, placement in higher level courses or both, depending on the college or university. There is no guarantee that a college will accept credits earned through this program.

St. Johns Virtual School

St. Johns Virtual School (SJVS) offers high quality, online K-12 curriculum, including Advanced Placement (AP) courses, all taught by local St. Johns County teachers. Offerings are available for full or part-time students in grades K-12, culminating in a St. Johns County diploma. SJVS can be a resource for students with limited access to AP or other course offerings in their zoned schools. Students can even take SJVS courses in labs during the school day. For more information, visit <http://www-sjvs.stjohns.k12.fl.us> or call 904-547-8086.



Programs of Choice

Multi-year Programs of Choice such as Career Academies, Center for the Arts, and Advanced Academic Programs such as International Baccalaureate (IB) or Advanced International Certificate of Education (AICE), are accessed through an application process. An out-of-zone waiver is required for students to attend programs outside their normal attendance zone.

Junior Reserve Officer Training	High School
Air Force JROTC	Bartram Trail High School
Army JROTC	St. Augustine High School
Navy JROTC	Allen D. Nease High School

Advanced Academics	High School
Advanced International Certificate of Education (AICE)	St. Augustine High School
International Baccalaureate (IB)	Allen D. Nease High School
International Baccalaureate (IB)	Pedro Menendez High School

Career Academies	High School
Communications Academy	Allen D. Nease High School
Stellar Academy of Engineering	Allen D. Nease High School
Academy of Hospitality and Tourism	Allen D. Nease High School
Design Academy	Bartram Trail High School
VyStar Academy of Business & Finance	Bartram Trail High School
Academy of Information Technology	Bartram Trail High School
Academy of Emerging Technology	Creekside High School
Academy of Engineering and Environmental Sciences	Creekside High School
Academy of Architectural and Building Sciences	Pedro Menendez High School
VyStar Academy of Business & Finance	Pedro Menendez High School
Flagler Hospital Academy of Medical & Health Careers	Pedro Menendez High School
Academy of Biotechnology and Medical Research	Ponte Vedra High School
Academy of Information Technology	Ponte Vedra High School
Academy of International Business and Marketing	Ponte Vedra High School
St. Johns County Aerospace Academy	St. Augustine High School
St. Johns County Center for the Arts	St. Augustine High School
St. Johns County Academy of Future Teachers	St. Augustine High School
Academy of Coastal and Water Resources	St. Johns Technical High School
Academy of Culinary Arts	St. Johns Technical High School



Career Academies of St. Johns
Experience. The Difference.

In St. Johns County, the seven high schools offer 19 career academies aligned with the region's high-skill, high-wage industries. Career academies are small, personalized learning communities within a high school. 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 targeted career theme; relevance reinforced in each program through well established relationships with business partners; and the opportunity to earn college credit and/or industry certifications. Many of our career academies focus on STEM (science, technology, engineering and math) education. STEM-driven curriculum addresses the need for greater diversity in the 21st century workforce by transforming the typical teacher-driven classroom into a problem-solving, exploratory classroom, requiring students to participate in real-world lessons that make connections between school, community, work and global enterprise. Research shows students entering career academies do better in school, have higher college enrollment rates and earn more money than non-career academy students. If your child chooses to enroll in a career academy, he/she may earn college credit through partners such as Embry-Riddle Aeronautical University, University of North Florida, St. Johns River State College, or Florida State College at Jacksonville - all at *no cost* to the student.

Middle School STEM Academies – Several middle schools offer a career academy high school course to 8th grade students entitled Introduction to Technology or Computing for College and Careers. This course is the first course for five Career Academies and satisfies the Practical Arts requirement for graduation. Students select this course as one of their elective.

For more information, application process and dates to apply for an Academy or Program of Choice, please visit: <http://academies.stjohns.k12.fl.us>.



Experience. The Difference.

Promotion Requirements and Grading

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* at <http://www.stjohns.k12.fl.us/cs/spp>.

Elementary School (grades K-2)

Promotion in grades K-2 is based primarily on progress in reading. Students must make satisfactory progress in the benchmarks of the Florida Standards for English Language Arts to be promoted. Each student's reading progress toward grade level reading achievement is determined by appropriate assessments, both teacher-made and commercial, and teacher judgment.

Discovery Education's diagnostic assessment will be administered to 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 Multi-Tier Support System (MTSS) Team or its equivalent for review of the student's progress and portfolio. The MTSS 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 Florida Assessment in reading, and/or Level 1 or 2 in mathematics is considered to be below grade level. Each such student shall be referred to the school's Multi-Tier Support System (MTSS) Team or its equivalent for a comprehensive review of the student's academic achievement. The MTSS 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 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 Florida Assessment 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.

State law mandates that a grade 3 student who scores a Level 1 on the Florida Assessment in reading be retained, unless he/she qualifies for one of seven Good Cause Exemptions. For more comprehensive information on promotion and retention, especially for grade 3 students, please refer to the elementary section of the St. Johns County Student Progression Plan at <http://www.stjohns.k12.fl.us/cs/spp>.

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, which emphasize literature, composition, and technical text
2. Three middle school or higher courses in mathematics
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 internet-based course in career and education planning which assists students to identify educational and career options
6. The equivalent of one year of physical education

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 Florida Assessment 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, a student must have a minimum of five credits; to be classified a junior, a student must have a minimum of eleven credits; to be classified a senior, a student must have a minimum of seventeen credits. Students may graduate early by completing the 24 credits required for a standard diploma in less than 8 semesters or by completing the 18 credit Acceleration Diploma option.

Required Credits:

	End of Academic-Year
Total credits to graduate	18 or 24*
Credits to become a senior	17
Credits to become a junior	11
Credits to become a sophomore	5

*Depending on diploma option selected.

Grading and Reporting Procedures:

Report cards provide the student and the student's parent or guardian with an objective evaluation of scholastic achievement with indicators of progress. Report cards depict and evaluate the student's:

- academic performance in each class or course in grades K through 5 based on examinations as well as other appropriate academic performance items
- performance at his or her grade level
- conduct and behavior and
- attendance, including absences and tardies

All schools use the district's approved report card as the primary means of reporting student progress (See sample report cards in the appendix). Report cards are issued at the end of each grading period on dates adopted annually for the official school year calendar (see page 62). Grades are issued to all students in attendance. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards for grades K-2 indicate if a student is working on or below grade level. Report cards for grades 3-5 indicate if a student is working on, above or below grade level.

Students Working on Grade Level in Grades K-5

Report card grades reflect the student's mastery of state standards. Satisfactory grades in the general program indicate acceptable level of mastery of the majority of grade level standards for that point in the year.

Interim Progress Reports

Interim progress reports are issued to all students in grades 1- 12 at the midpoint of each regularly established grading period on dates adopted annually for the official school calendar. Interim reports may be done via parent or guardian conferences as well as through reporting forms.

GRADING SCALE FOR GRADES 3 - 12		
Grades	Descriptor	GPA Unweighted Value (High School Only)
A = 90 -100	Outstanding Progress	4.0
B = 80 - 89	Above Average Progress	3.0
C = 70 - 79	Average Progress	2.0
D = 60 - 69	Lowest Acceptable Progress	1.0
F = 0 - 59	Failure	0
I = 0	Incomplete	0

Middle School Grade Calculation

Calculation of the final grade for all students enrolled in courses which require an EOC assessment will include 30% for the EOC and 17.5% for each quarter.

For courses with a state FSA or FCAT assessment, the semester one grade is determined on a 50-50 basis, 50% for quarter one and 50% for quarter two. The semester two grade is determined on a 50-50 basis, 50% for quarter three and 50% for quarter four.

For all other year-long courses, the semester one grade is determined on a 47.5-47.5-5 basis, 47.5% for quarter one and 47.5% for quarter two, and 5% for the midterm exam. The semester two grade is determined on a 47.5-47.5-5 basis, 47.5% for quarter three and 47.5% for quarter four, and 5% for the final exam. (See the table below)

For additional information on high school grade averaging, grade weighting and grad calculation, see the Student Progression Plan at <http://www.stjohns.k12.fl.us/cs/spp>

High School Grade Calculation

Calculation of the final grade for all students enrolled in courses which require an EOC assessment will include 30% for the EOC and 17.5% for each quarter.

For courses with a state FSA assessment or third party final exam, the semester one grade is determined on a 50-50 basis, 50% for quarter one and 50% for quarter two. The semester two grade is determined on a 50-50 basis, 50% for quarter three and 50% for quarter four.

For all other year-long courses, the semester one grade is determined on a 45-45-10 basis, 45% for quarter one and 45% for quarter two, and 10% for the midterm exam. The semester two grade is determined on a 45-45-10 basis, 45% for quarter three and 45% for quarter four and 10% for the district final exam. (See the table below)

For additional information on high school grade averaging, grade weighting and grade calculation, see page 26 of this document and the Student Progression Plan at <http://www.stjohns.k12.fl.us/cs/spp>.

Summer Programs

Summer Reading Program

- REQUIRED for 3rd graders scoring at Level 1 on the Florida Assessment in reading
- Best-practice reading instruction by highly qualified teachers
- Five days per week
- Transportation provided

Algebra Summer Program

- Available for students who did not pass the state end-of-course (EOC) assessment during the school year
- Five days per week, 3 weeks
- Transportation provided
- Opportunity to re-take EOC at conclusion of program
- Students who complete the course work and attendance requirement earn ½ credit elective and may qualify for grade forgiveness

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

Virtual Options

- Study Island is available for students K – 12 for extra practice or new learning
- St. Johns Virtual School and Florida Virtual School offer summer courses for acceleration or credit recovery
- Plato online course recovery is offered for grades 6 -12 students
- Type-to-Learn is available for all K-8 students

Available Services

Head Start

The SJCSO Head Start Program provides high quality comprehensive services to income-eligible three and four year olds while providing full support services to parents with assigned family advocates. Head Start is a federal program that is free to those who qualify. To be income-eligible a family must meet the Federal Poverty Guidelines. Comprehensive services include educational, dental, mental health, disabilities, health, nutrition and family services. Head Start is a full day program throughout the school year located at The Webster School, Crookshank, Osceola and South Woods. Please contact the Head Start Office located at The Webster School at 420 North Orange Street at 547-4896 for additional information.

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 (Improving the Academic Achievement of the Disadvantaged) is the largest federally funded aid program serving students in elementary and secondary schools. Title I funding provides supplemental academic services to students enrolled in high-poverty schools and institutions within St. Johns County. For more information, please call 904-547- 4861. You may also access the website at <http://www.stjohns.k12.fl.us/federal/>.

Voluntary Pre-Kindergarten

The SJCSO VPK Program is available at 12 of our elementary schools. The VPK program is a high quality educational program with an early literacy focus funded by the state of Florida. It is free for all children who are four years of age on or before September 1 of the school year. VPK provides 540 hours of instruction for three hours per day from 8:30 a.m. until 11:30 a.m. Monday through Friday throughout the school year at no cost to the parent. Extended additional care is available by all school district providers at a reasonable cost.



St. Johns County School District offers three VPK programs: Pre-K ESE & VPK, Head Start & VPK, and Stand-Alone VPK. For more information, please contact VPK Manager Donna Fenech at 547-4897 or call your child's home zoned school.

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. The current sites are Crookshank, Osceola, 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 Jan Caban at 904-547-7587.

Homeless

If, due to a loss of housing, you must live in a shelter, motel, vehicle, or campground; on the street; in abandoned buildings; or doubled-up with relatives or friends; then you may be eligible to receive services provided under the McKinney-Vento Homeless Assistance Act. For more information, please contact Chris Stone, district homeless liaison at 904-547-7589.

Placement of Dependent Children of Active Duty Military Personnel

Dependent children of active duty military personnel moving into the district outside of normal application periods who otherwise meet the eligibility criteria for special academic programs shall be given special consideration for admission. Florida is a participant in the Interstate Compact on Educational Opportunity for Military Children. The purpose of the Compact is to remove barriers to educational success imposed on children of military families. Further information is available from the Department of Student Services at (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 2.0, and other assessments
- Promotion requirements
- Home Access Center – a web based application that allows parents to view their child's educational information via a secure password-protected website. More details can be found at <https://parents.stjohns.k12.fl.us>. (See page 59 for an overview of the program).

Food Service

Meal Prices for 2015-2016:

Elementary Breakfast	\$1.25
Elementary Lunch	\$2.55
Secondary Breakfast	\$1.25
Secondary Lunch	\$2.75
Extra Milk	\$.60
Adult Breakfast	\$1.60
Adult Lunch	\$3.50
Reduced Price Breakfast	\$.30
Reduced Price Lunch	\$.40



Menus:

Menus can be accessed by logging onto your student's school website or online, www.stjohns.k12.fl.us, under the section "Families" titled Student Health & Nutrition ► *Breakfast and Lunch Menus.*

How do students access their meal account at school?

All students will receive a personal identification number (PIN) for their meal account from the food service manager at school start up. This can range from a three to five digit number. Your student should memorize this number and not share with any other students as this number is directly tied to their personal account. Your student will use this PIN number until he/she leaves that school. When the student moves to a new school within the District, a new number is assigned. Student Identification scanners are used at some of the elementary, middle and high schools. Student ID badges with bar codes are scanned to access the student's account. Please check with your student.

Forgot your lunch money?

Although students are to pay for their meal upon receipt, students may forget their lunch or lunch money. Each school has a policy as established by the principal and the food service manager as to what can be charged. In most cases your student will be allowed to charge up to one meal. There will be no charging of any a la carte food items to include entrees and snacks.

Meal Charges

If your student does incur a charge, please check your elementary student's pockets or backpack for a note. Middle and high school students are verbally instructed by the cashier to bring in money the next day.

Free and Reduced Price Meal Application

Parents are encouraged to complete one Free and Reduced Price Meal Application per family, rather than one per child. This single application for the family may be returned to the District Office or any of the District schools where parents have a child/children enrolled; we prefer that parents return the application to the school where their youngest child is enrolled. The schools will be sending all completed applications to the District School Food Services Office for centralized approval. Online applications are available at <http://www.stjohns.k12.fl.us/food/free/>. Once processed at the District Office by the staff, an eligibility determination is made and a letter is mailed to the address on the application. ***Until the application is processed at the central office, all student meal charges (debt) will be the responsibility of the parent/guardian for payment.***

Prepayment for Food Items

Prepayments to your child's meal account with your VISA, MasterCard, or Discover credit card can be made. Log onto www.payPAMS.com or call 1-888-994-5100. Payment can also be received by the food service manager in form of check or cash. If a check is used, please indicate students' name and student personal identification number (PIN) on the check in the memo section. Prepayment is encouraged as it assists in movement of students through the line.

Food Allergies

If your child has food allergies, please provide the school nurse with a physician's note indicating the allergies and the appropriate substitutions that are recommended by the physician or medical authority.

Parental Restrictions

Restrictions can be placed on your student's meal account. Once restrictions are placed, they cannot be removed unless the parent provides the food service manager with a letter asking for the restrictions to be removed.

Communication with Food Service Manager

The food service manager is on site prior to school starting to begin breakfast meal preparation and departs from the school upon completion of lunch. Inquiries should be made prior to meal service time or immediately after meal service. Please check with your school to determine the best time to contact the food service manager in the event that you have questions.

Refunds

Refunds are addressed at the school level and require a written request. Please contact the food service manager for a refund.

Account Balances

Student account balances can be obtained on the web site www.payPAMS.com at no charge to you. Your student's account balance, either positive or negative, from the previous school year will roll into the new school year unless a refund has been requested.

Transportation

Did you know that the familiar yellow school bus is the safest way to and from school? Each year approximately 800 school-age children are killed in the United States during school transportation hours while walking, bicycling, and riding in smaller passenger vehicles. Only about two percent of the total deaths occur in or around school buses.



Safety is the prime concern of the St. Johns County School District Transportation department. Together with The Florida Department of Highway Safety and Motor Vehicles, the following guidelines for both drivers and students were developed.

Drivers

- ➔ *Avoid Harm. Obey the Stop Arm* reminds motorists to never attempt to pass a bus when it is stopped or preparing to stop.
- ➔ Leave adequate space between your vehicle and the bus.
- ➔ Stop if you are moving in the same direction as a stopped bus.
- ➔ Remain stopped until the bus withdraws its stop sign.
- ➔ Be on the lookout for kids around school bus loading and unloading areas.
- ➔ Obey all traffic signs and signals.
- ➔ Pay attention; avoid distractions.
- ➔ Do your part to make every school crossing a safe place for children to walk.
 - Pay attention to speed limits, school crossing guards and unpredictable children, since these situations may require you to reduce your speed or stop.
 - When children (walking, bicycling or skating) or school crossing guards are present in a crosswalk, drivers must yield or stop at the marked stop line and without stopping in the crosswalk. It is the driver's responsibility to avoid colliding with pedestrians.

At the Bus Stop, students should:

- ➔ Always walk to the bus stop. Never run. Plan to arrive at the bus stop at least five minutes prior to the bus stop time.
- ➔ Walk on the sidewalk. If there is no sidewalk, walk on the left facing traffic.
- ➔ Never speak to strangers at the bus stop or get into a stranger's car.
- ➔ Stand at least 12 feet off the roadway while waiting for the bus. When the bus arrives, watch for red flashing lights and the stop arm to extend. Wait for the bus driver's signal to cross the road and look left, right and left again before crossing the street.
- ➔ Buckle up if your school bus has safety belts.

For a complete list of bus routes, click on www.stjohns.k12.fl.us/transportation/routes. Any bus route questions or concerns can be emailed to: Al Pantano, al.pantano@stjohns.k12.fl.us or call 904-547-7810.

Suggestions to help children become better pedestrians and cyclists:

- Give your child only as much independence and responsibility as he/she can handle. Teach them constantly about the dangers around them.
- Each child is unique. Children of the same age may require different levels of supervision in traffic.
- Consider the limitations your child may have –vision, hearing, cognitive or judgmental limitations, or physical handicaps. These can influence his or her behavior in and out of traffic.
- Practice, practice, practice! Frequent supervised experiences will help children develop good safety habits.
- Teach your child the rules of walking and biking safely, but don't assume just because your child can verbalize the rules that he/she will follow them.
- Grant independence in small steps.

Set a good example! Follow appropriate safety practices and be a careful driver.

Remember:

- A child's peripheral vision is two-thirds that of an adult.
- Children have difficulty determining where a sound is coming from and judging the speed of approaching vehicles.
- Most children lack a sense of danger. Children often mix fantasy with reality. They may see themselves with superhuman powers like a favorite book or TV character.
- Children are often restless and impatient. They have trouble waiting for traffic lights.
- Children believe that grownups will look out for them. If they see an adult in a car driving towards them, they assume the driver can see them and will stop.
- Children are easily distracted and tend to focus on things that interest them at the moment...and forget about traffic.



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's work directly benefits schools, educators and students within the community.

By promoting interest, involvement and investments, the Foundation is able to assist in the enhancement of student achievement in St. Johns County. Our programs and events strive to provide the tools and resources that are necessary to help each child in our county reach their full potential.

If you would like more information on how you can help us impact students and teachers, please visit our website at www.ink-stjohns.org/ or call 904-547-7120.



The **Retired and Senior Volunteer Program (RSVP)** of St. Johns County provides meaningful opportunities for people 55 years of age and older to assist children and adults in their educational pursuits. RSVP volunteers serve in schools, the Head Start program, and select child care centers, providing reading tutoring, mentoring and other assistance. RSVP volunteers are also available to assist not-for-profit and social service agencies with special projects. The program also strives to place potential volunteers of any age in meaningful service to the community. 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 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/teaching/certification/index.stml> 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 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 our 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) at 904-824-4401 or online at <http://fctc.edu/>. St. Johns County School District is now offering community education classes for adults. A variety of classes have ranged from art to yoga. Visit our website to see the next session offerings, dates, locations and cost at <http://communityed.stjohns.k12.fl.us/>.

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. For more information, please call 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** share 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 experiences.
- **Apprenticeships** allow students to work with an experienced journey person 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

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 effectiveness, 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 timeframe 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 exceptional students and to meet their educational needs by providing support and resources to enhance educational opportunities so they may become productive citizens. ESE programs and services address the unique needs of students who are gifted in kindergarten through 12th grade and those with mild, moderate and severe disabilities from age three until they graduate with a regular diploma, or until their 22nd birthday. ESE programs and services are designed to assist students in reaching their educational goals through the use of instructional and behavioral approaches, which are evidence-based and exemplify best practices. Technology is used in many creative ways to meet student needs as well. ESE services are available at all district schools for students who have mild to moderate disabilities and those who are gifted. Students with more significant disabilities and prekindergarten students with disabilities are served in cluster programs at selected sites. Program support is provided to students, parents and school personnel by program specialists based at the district office. Students with disabilities who are not eligible for services through the ESE program, may be eligible for an accommodations plan under Section 504 of the Rehabilitation Act of 1973. For more information, contact the St. Johns County School District ESE department at 904-547-7672 or visit online: www.stjohns.k12.fl.us/depts/e/se/.

Gifted Program

A student is eligible for special instructional programs for the gifted if the student meets the criteria:

1. The student demonstrates:
 - a. The need for a special program,
 - b. A majority of characteristics of gifted students according to a standard scale or checklist,
 - c. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

OR

2. The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for gifted students. Underrepresented groups are students with limited English proficiency or students from low socio-economic status families.

For more information call the Gifted Program Office, 904-547-7712, or www.stjohns.k12.fl.us/e/se/gifted/.

ESOL

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

Teen Parent Program

The Teen Parent Program is designed for pregnant and parenting students. Students receive comprehensive and additional services to facilitate the completion of coursework necessary to earn a high school diploma. These services may include childcare, health services, social services, and transportation as needed. For more information, please contact Jan Caban at 904-547-7587.

What Parents Can Do to Help Their Students

Monitor and encourage school attendance: Regular attendance is a critical factor in school success because students are more likely to succeed in academics when they attend school consistently. All students who have reached the age of 6 years or who will have reached the age of 6 years by February 1 until the age of 16 years, are required to attend school regularly. Each parent of a child within the compulsory attendance age is responsible for their child's attendance as required by law. School district policy regarding excused and unexcused absences and truancy can be found on the Student Services Department website at <http://www.stjohns.k12.fl.us/student/>.

Know what your student is learning – Use the Success Measures Pathway for K-12: As Florida's assessment programs mature, it is important that parents and students have a clear understanding of the material students are expected to learn (the Standards) and the new state assessments designed to measure that learning. Through the interactive Success Measures Pathway, parents and students can perform individualized searches to see exactly what material they will be learning, as well as which assessment(s) they will be taking and when. Give it a try for yourself by visiting the following link: [Visit the Success Measures Pathway](#).

Know where your child can get help – Use the FloridaStudents.org website: This site is new and specially designed for students and parents. It has over 2000 tutorials, videos, and other resources to support your child's learning in language arts, math, science and civics. To get help on a specific concept, just click on the subject, the grade level, and standard you need at: www.floridastudents.org/



Read to your child: Reading is the heart of education. Read to your child daily from a book that he/she cannot quite yet read on his/her 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.

Stay informed: Keep up with changes and what your children should be doing at the "Just of Parents" FLDOE website: <http://www.FLdoe.org/family/>.

Take your child to the library: St. Johns County has a main library located downtown, and five branches: Anastasia Island, Bartram Trail, Hastings, Ponte Vedra Beach, and the Southeast Branch. A bookmobile regularly visits communities located more than ten miles from a branch library. For a schedule and more information on the St. Johns County Public Library system, go to <http://www.sjcpls.org/>.

Encourage writing: Writing makes thinking easy to see. Write with your child and let him/her see you writing – shopping lists, thank you notes, to-do lists. Work with your child on his/her written assignments to add detail and to express ideas in order.

Make math part of your language: Your home is a great place to begin to explore and "talk" mathematics with your child. Incorporating math activities and language into familiar daily routines will show your child how math works in everyday life. Play board games, solve puzzles, and ponder brain

teasers with your child. Your child will enjoy these kinds of activities while enhancing his or her mathematical thinking. Point out the mathematics involved, and have your child discuss the strategies he or she used. For more tips on helping your child succeed in mathematics, visit the National Council of Teachers of Mathematics at <http://www.nctm.org/Classroom-Resources/Browse-All/?cp=1&tx=6805%7C6806>.

Make science real: Science is all around us. Involve your child 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.

Take your child on a “field study”: There are 24 miles of beaches, and lots of history in our 450 year old city. Take your child to downtown St. Augustine and surrounding historical sites to help them imagine life long ago. Social studies opportunities surround us in St. Johns County. Our community is also 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.



Get moving: Physical activity is important for good health. Walk, bike ride, surf or play ball with your child. Make it a point to do something active with him/her daily.

Encourage good eating habits: Mentoring is a one-to-one relationship between a caring adult and a student who could benefit from extra help and support. Mentoring has a proven record as a powerful factor in helping students improve their grades and self-esteem and in raising goals and expectations. Mentors serve as coaches, supporters, role models, and advocates and work closely with teachers and school staff. Parents interested in the possibility of having a mentor for their child should contact the school’s guidance counselor for more information.

Request a mentor: Mentoring is a one-to-one relationship between a caring adult and a student who could benefit from extra help and support. Mentoring has a proven record as a powerful factor in helping students improve their grades and self-esteem and in raising goals and expectations. Mentors serve as coaches, supporters, role models, and advocates and work closely with teachers and school staff. Parents interested in the possibility of having a mentor for their child should contact the school’s guidance counselor for more information.

Communication

- **Reading and writing are built on a sea of talk:** Talk to your child as often as possible. Talk about his/her day, hopes, goals, and interests. Use interesting words as you talk. Play word games with your child.
- **Parent-Teacher Conferences:** One of the best ways to find out how your child is doing in school is through parent-teacher conferences. Your child's teacher may request to schedule a conference; however if you would like to speak to your child's teacher, you may call, write or e-mail the teacher to set one up. Please be flexible when scheduling a time. You will need to arrange to come to the school for the conference. Remember this is the opportunity for you to work with the teacher as a team. After the conference, follow up. Keep in touch. Talk to your child about the conference. Stress the positive things the teacher discussed and talk about suggestions for improvement.
- **Websites:** There is a wealth of information on each school's website. Get in the habit of checking it regularly for school and district updates. You can also find your child's teacher's e-mail address on the school's website.
- **Check Home Access Center:** Access at <https://parents.stjohns.k12.fl.us> to check grade, FCAT 2.0 scores, assignments and attendance. (See page 59 for more information.)
- **Visit** <http://etc.usf.edu/flstandards/sss/> and <https://app1.fldoe.org/SuccessMeasures/Default.aspx>. These are two websites where you will be able to learn more about Florida's standards and course requirements.
- **E-mail:** The best way to stay in touch with your child's teacher or school administrator!
- **Pay attention to what comes home in your child's backpack.**



Home Access Center

<https://parents.stjohns.k12.fl.us>

St. Johns County School District has implemented a web-based service to parents of children attending any of the District's middle, high and elementary schools. Home Access Center (HAC) allows students and parents to view student's educational information. For some date elements, parents will be able to request changes.

When using HAC, you will be able to see:

- A calendar of significant events (assignments due, field trips, absences, etc.)
- Student's schedule of classes (not available during summer months)
- Detailed attendance and discipline information
- Homework assignments, tests and grades
- Current progress in each class (not available during summer months)
- Credits earned toward graduation
- Standardized Test Scores (FSA)
- Emergency contact information

Parents must have a username and password that is supplied from your child's school. You will be required to provide a photo ID to get a username and password.

Students will be assigned their own HAC accounts. Account information will be distributed to students at the school's discretion.

Available Resources

St. Johns County School District provides four programs for year-round use by your child. Study Island and Teachingbooks.net is available for grades K-12, Type-to-Learn is available for K-8 students and Plato is available for grades 6-12. Students have already been issued a username and password for each of these programs. If you have questions about logging in, please contact your child's teacher/school.

Study Island

Study Island provides students with activities based on Florida's educational standards for most subjects and all grade levels, K-12. These activities give students an opportunity to practice those standards in a self-paced and web-based program. All students enrolled in SJCSJSD have access at <http://www.studyisland.com>.

PLATO

Plato provides standards-based online learning by course 6-12, as well SAT prep. Students may use this resource for extra practice or to preview the next level of course work.

Type-to-Learn 4

Type-to-Learn 4 builds critical 21st century skills for all keyboarding K-8 students. The program provides interactive activities and game-based learning to increase student engagement with the curriculum while practicing keyboarding skills. Visit the website at <http://ttl4.sunburst.com/>.

Teachingbooks.net

This online resource provides high quality, ready-to-use resources by book, author, illustrator, subject, series, award, or booklist. Parents may also browse to find dynamic connections to books and authors. Please contact the media specialist at your child's school for more information. Go to <http://teachingbooks.net/home>. Enter email address, and if prompted, **Username:** (leave blank), **Password:** StJohnsFL

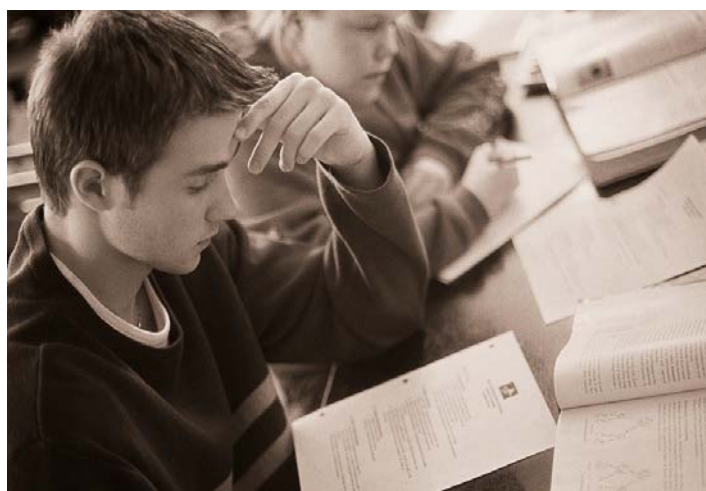
What Happens If My Child Falls Behind?

Our Multi-Tiered Support System (MTSS) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual academic and behavioral needs. The goal is to recognize problems and intervene early so that students can be successful. All St. Johns County schools have MTSS teams that use a problem-solving method to quickly identify students who need assistance and provide necessary instruction immediately.

The MTSS process has three tiers that provide increasing levels of support:

- **Tier I includes high quality instruction.** The school provides all students with access to high quality curriculum, instruction, and behavior supports in the general education classroom.
- **Tier II includes additional targeted, supplemental instruction/interventions.** The school provides interventions to small groups of students who need more support than they are receiving through Tier I.
- **Tier III includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students.

If your child is involved in the MTSS process, his or her progress is monitored and results are used to make decisions about additional instruction and intervention. You will be informed and involved in planning and providing interventions for your child. You will also receive frequent progress monitoring about how your child responds to the interventions provided. For more information, please contact the St. Johns County School District Intervention Services Department at 904-547-7688 or visit online: <http://www.stjohns.k12.fl.us/intervention>.



MASTER CALENDAR

2015-2016 School Year

Board Approved December 9, 2014

Friday	July 31, 2015	Optional Teacher Planning Day
Monday - Friday	August 3 - 7, 2015	Teacher Pre-Planning
Monday	August 10, 2015	Students Report to Class
Monday	September 7, 2015	Labor Day- Student/Teacher Holiday ✓
Friday	October 16, 2015	First Quarter Ends
Monday	October 19, 2015	Teacher Planning Day-Student Holiday ✓
Wednesday	November 11, 2015	Veterans Day - Student/Teacher Holiday ✓
Thursday - Friday	November 26-27, 2015	Thanksgiving Break - Student/Teacher Holiday
Friday	December 18, 2015	Second Quarter/First Semester Ends (Friday Dec 18*)
Monday-Monday	Dec. 21, 2015-Jan. 4, 2016	Winter Break - Student/Teacher Holiday
Tuesday	January 5, 2016	Teacher Planning Day-Student Holiday ✓
Wednesday	January 6, 2016	Classes Resume for Students/Second Semester Begins
Monday	January 18, 2016	Martin Luther King Day - Student/Teacher Holiday ✓
Friday	February 5, 2016	Teacher Inservice Day - Student Holiday ✓
Monday	February 15, 2016	Presidents Day - Student/Teacher Holiday ✓
Tuesday	February 16, 2016	Student /Teacher Holiday ✓
Thursday	March 17, 2016	Third Quarter Ends
Friday	March 18, 2016	Teacher Planning Day-Student Holiday ✓
Monday-Monday	March 21-28, 2016	Spring Break - Student/Teacher Holiday
Tuesday	March 29, 2016	Classes Resume for Students
Friday	April 29, 2016	Student /Teacher Holiday ✓
Thursday	May 26, 2016	Last Day for Students*
Friday	May 27, 2016	Last Day for Teachers - Teacher Planning Day
TBD	TBD	Graduations (Schools/Locations TBD)
**For Testing Dates	See Testing Calendar	TBD

***ALL Schools** will be dismissed **1 hour** early on Dec 18, 2015 and May 26, 2016

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

Interims Issued: September 11, 2015	Report Cards: October 26, 2015
Interims Issued: November 13, 2015	Report Cards: January 11, 2016
Interims Issued: February 12, 2016	Report Cards: April 4, 2016
Interims Issued: April 28, 2016	Report Cards: May 26, 2016

✓ Denotes hurricane make-up days

Optional planning day may "Flex" for any Planning Day or Post Planning day as pre-approved by Principal

CHARACTER COUNTS! In St. Johns County

Pillars of the Month

August - All Pillars	October - Responsibility	December - All Pillars	February - Caring	April - All Pillars
September - Fairness	November - Citizenship	January - Respect	March - Trustworthiness	May - Citizenship

(Emphasis on Patriotism)

Parent Glossary

Acronym	Definition
ACT	<i>American College Test</i>
AICE	<i>Advanced International Certificate of Education</i>
AP	<i>Advanced Placement</i>
AR	<i>Accelerated Reader</i>
AUP	<i>Acceptable Use Policy</i>
AVID	<i>Advanced Via Individual Determination</i>
CARPD	<i>Content Area Reading Professional Development</i>
CAST	<i>Curriculum Area Support Team</i>
CBT	<i>Computer Based Testing</i>
CC!	<i>CHARACTER COUNTS!</i>
CCRP	<i>Comprehensive Core Reading Program</i>
CCSS	<i>Common Core State Standards</i>
CLP	<i>Customized Learning Path</i>
DBQ	<i>Document-Based Questioning</i>
DOE	<i>Department of Education</i>
ELA	<i>English Language Arts</i>
EOC	<i>End-on-Course Exam</i>
ESE	<i>Exceptional Student Education</i>
ESOL	<i>English for Speakers of Other Languages</i>
ESS	<i>Educational Support Services</i>
FCAT	<i>Florida Comprehensive Assessment Test</i>
FLKRS	<i>Florida Kindergarten Readiness Screener</i>
FSA	<i>Florida Standard Assessment</i>
HAC	<i>Home Access Center</i>
IB	<i>International Baccalaureate</i>
IR	<i>Intensive Reading</i>
LAFS	<i>Language Arts Florida Standards</i>
LEP	<i>Limited English Proficient</i>
MAFS	<i>Mathematics Florida Standards</i>
MTSS	<i>Multi-Tiered System Support</i>
OLA	<i>On-line Assessments</i>
POC	<i>Programs of Choice</i>
PSAT	<i>Preliminary Scholastic Aptitude Test</i>
PTO	<i>Parent Teacher Organization</i>
PTSO	<i>Parent Teacher Student Organization</i>
SAC	<i>School Advisory Council</i>
SAT	<i>Scholastic Aptitude Test</i>
SJVS	<i>St. Johns Virtual School</i>
SPP	<i>Student Progression Plan</i>
VPK	<i>Voluntary Pre-Kindergarten</i>
YAG	<i>Year-at-a Glance</i>
YRD	<i>Youth Resource Deputy</i>

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/computer use 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

1400 Old Dixie Highway St., St. Augustine, FL 32084 904-829-9986

Web Site: <http://www.bbbsstjohns.org/>

Services: Mentoring

EPIC Community Services

1400 Old Dixie Highway, Suite C, St. Augustine, FL 32084 904-829-2273

Web Site: www.epicbh.org

Services: Intervention and prevention services, counseling, parent education, Big Brothers/Big Sisters mentoring programs

PACT Prevention Coalition of St. Johns County

1400 Old Dixie Hwy, Suite D, 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

909-621-6184

Web Site: www.parentsanonymous.org/

Services: Prevention education and supportive services for parents

St. Johns County Community Resource Center

904-209-6080

1955 US 1 South, Suite B, St. Augustine FL 32086

Web Site: <http://www.sjcfl.us/>

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

904-819-9431

2869 S. Ponte Vedra Blvd., Ponte Vedra Beach, FL 32082

Web Site: <http://www.bethfoundation.org/philspeaking.php>

Services: Suicide prevention and public awareness, links to services

Youth Crisis Center

904-720-0002

3015 Parental Home Rd., Jacksonville, FL 32216

Web Site: www.ycc.org

Services: Counseling and truancy services

Parental Information and Resource Centers

The Florida Parental Information and Resource Centers (PIRCs) funded by the United States Department of Education (USDE) since October, 2006. The Florida PIRCs plan to continue to keep their PIRC websites and electronic resources such as Tip Sheets and toolkits available to Florida's families. To view the latest PIRC Parent Notifications, please consult the PIRC website:

<https://www.woodfords.org/library/education/USF-Florida-Parental-Information-and-Resource-Center-Florida-Partnership-for-Parent-Involvement/>

Bibliography, Links and Cited Sources

St. Johns County School District <http://www.stjohns.k12.fl.us/>

Look on this site for information on individual schools and departments, enrolling your child in school, zoning and transfers, bus routes, prevention education, special services, School Board meeting times and dates, Home Access Center, district calendar, middle and high school course catalogs, Student Progression Plan and much, much more!

Florida Standards information for parents and students <http://www.fsassessments.org/>

Florida Department of Education www.fldoe.org

Understanding Algebra I End-of-Course assessment scores

The National Parent Teacher Association <http://www.pta.org/>

US Department of Education www.ed.gov

Immunization requirements and meningococcal disease information for SJCS D students

<http://www.stjohns.k12.fl.us/depts/student/health/immunization>

Literacy skills <http://www.justreadflorida.com/promote.asp>

Reading information <http://www2.scholastic.com/browse/parentsHome.jsp> and
<https://www.eduplace.com/parents/>

Mathematics information <http://www.nctm.org>

Sunshine State Standards <http://floridastandards.org>

St. Johns County Virtual Instruction Program <http://www.sjvs.stjohns.k12.fl.us>

St. Johns County Education Foundation www.ink-stjohns.org/

Community Education [St. Johns County Community Education | Supporting and promoting lifelong learning](#)

St. Johns County Public Library System <http://www.sjcpls.org/>

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert Marzano

Parent guides, questions to ask your child's teacher, ways to support learning at home

www.flstandards.org

Parent and student resources, videos, etc. by grade and standard <http://floridastudents.org/#>

Year-at-a-Glance: Check recommended pacing and content standards using the year-at-a-glance document that is available at <http://www.stjohns.k12.fl.us/year-at-a-glance/>

Appendix

- Middle and High School Course Sequence
- Graduation Requirements
- Assessment Calendars



Middle School Course Sequence

Language Arts			
	6 th	7 th	8 th
Standard	M/J Language Arts I	M/J Language Arts II	M/J Language Arts III
Advanced	M/J Language Arts I Advanced	M/J Language Arts II Advanced	M/J Language Arts III Advanced

Mathematics			
	6 th	7 th	8 th
Standard	Grade 6 Mathematics	Grade 7 Mathematics	Grade 8 Pre-Algebra
Advanced	Grade 6 Mathematics Advanced	Grade 7 Mathematics Advanced	Pre-Algebra Advanced or Algebra I Honors*Must pass A1 EOC and the EOC grade is 30% of the final grade.
Highly Advanced	Grade 6 Mathematics Advanced	Algebra I Honors*Must pass AI EOC and the EOC grade is 30% of the final grade, must complete summer supplemental work prior to Alg 1H and Geometry Honors	Geometry Honors *Must take the Geo EOC and the EOC grade is 30% of the final grade.

Science			
	6 th	7 th	8 th
Standard	M/J Science I	M/J Science II	M/J Science III
Advanced	M/J Science I Adv.	M/J Science II Adv.	M/J Science III Advanced Physical Sci. Honors (Gamble Rogers MS, Sebastian MS)
Highly Advanced	M/J Science I Adv.	M/J Science II Adv.	Physical Sci. Honors

Social Studies			
	6 th	7 th	8 th
Standard	M/J World History	M/J Civics-EOC is 30% of final grade	M/J US History
Advanced	M/J World History Adv.	M/J. Civics Advanced-EOC is 30% of final grade	M/J US History Adv.

Visual Arts			
	6th	7th	8th
Standard	M/J Two-Dimensional Studio Art 1 or M/J Three-Dimensional Studio Art 1 or M/J Exploring Two Dimensional Art (semester) or M/J Exploring Three Dimensional Art (semester)	M/J. Two-Dimensional Studio Art 2 or M/J Three-Dimensional Studio Art 2 or M/J Exploring 2D or 3D Art (semester)	M/J Two-Dimensional Studio Art 3 or M/J Three-Dimensional Studio Art 3 or M/J Exploring 2D or 3D Art (semester)
Advanced	M/J Two-Dimensional Studio Art 2	M/J Two-Dimensional Studio Art 3 M/J Digital Art & Design 1	Two-Dimensional Studio Art 1 (HS credit) M/J Digital Art & Design 2

Music/Performing Arts			
	6th	7th	8th
Standard			
General Music	M/J Exploring Music 1	M/J Exploring Music 2	M/J Exploring Music 3
Band	M/J Band 1 or	M/J Band 2	M/J Band 3
Keyboard (where available)		M/J Keyboard 1	M/J Keyboard 2
Guitar (where available)	M/J Guitar 1	M/J Guitar 2	M/J Guitar 3
Chorus (where available)	M/J Chorus 1	M/J Chorus 2	M/J Chorus 3
Dance (where available)	M/J Dance 1	M/J Dance 2	M/J Dance 3
Theater (where available)	M/J Theater 1	M/J Theater 2	M/J Theater 3
Advanced			
Band	M/J Band 2 or	M/J Band 3 or M/J Instrumental Ensemble 1 (Jazz Band) or Instrumental Techniques 1 (percussion)	M/J Band 4 and/or M/J Instrumental Ensemble 2 (Jazz Band) or Instrumental Techniques 2 (percussion)
Theatre (where available)	M/J Theatre 2	M/J Theatre 3	M/J Theatre 4 or Theatre 1 (HS Credit where available)

World Language/Spanish			
	6th	7th	8th
Standard	M/J Exploratory Wheel 1 (Intro to Spanish – Semester)	M/J Spanish, beginning or intermediate	M/J Spanish, beginning or intermediate or Spanish I
Not all schools offer Spanish; those that do offer it in different grade levels			
Advanced	M/J Spanish, beginning	M/J Spanish, beginning or intermediate	M/J Spanish, beginning, intermediate or IB MYP Spanish 1 (Pre-IB only) or Spanish 1 Virtual (HS credit – where available)

High School Course Sequence

Language Arts				
	9 th	10 th	11 th	12 th
Standard	English I	English II	English III	English IV Florida College Prep
Honors	English I Honors	English II Honors	English III Honors	English IV Honors
AP/DE			AP English Language and Composition DE Composition I	AP English Literature and Language Arts DE Composition II
AICE	Pre-AICE English Language	AICE English Language	AICE English Literature 1	AICE English Literature 2
IB	English I – Pre-IB	English II – Pre-IB	English III – IB	English IV - IB
Language Arts Electives	Creative Writing I Journalism I Speech I Applied Communications	Creative Writing II Journalism II Speech II	Creative Writing III Journalism III	Creative Writing IV, Creative Writing V Journalism IV Journalism V Honors Writing for College Success Reading for College Success

Mathematics				
	9th	10th	11th	12th
FSA Level 1/Level 2	Algebra I (with Intensive Math) pass EOC	Informal Geometry Geometry Liberal Arts Math I	Liberal Arts Math II Algebra II Geometry & Intensive Math	Algebra II Math for College Readiness Liberal Arts Math II & Math for College Readiness
	Algebra I (with Intensive Math) fail EOC	Liberal Arts Math I & Intensive w/portfolio emphasis	Geometry & Intensive Math	Liberal Arts Math II & Math for College Success
	Algebra IA & AIB-pass EOC; 2 credits Taught in 1 yr. Can be taught by an ESE or Gen Ed teacher	Liberal Arts Math I	Geometry & Intensive Math	Liberal Arts Math II and Math for College Success
	Algebra IA & AIB-fail EOC; 1 credit Taught in 1 yr. Can be taught by an ESE or Gen Ed teacher	Algebra I (so students can review AIA skills prior to EOC)	Liberal Arts Math I	Geometry & Intensive Math (graduation requirement Sr. yr.)
Standard	Algebra I	Geometry	Algebra II Liberal Arts Math II	Advanced Topics in Math DE College Algebra AP Statistics Probability/Statistics Math for College Readiness Math for College Success
Advanced	Algebra I Honors Geometry Honors	Geometry Honors Algebra II Honors	Algebra II Honors Pre-Calculus AP Statistics Probability/Statistics DE College Algebra	Pre-Calculus AP Statistics Probability/Statistics DE College Algebra AP Calculus AB/BC
Highly Advanced	Algebra II Honors	Pre-Calculus AP Statistics Probability/Statistics DE College Algebra	AP Calculus AB/BC AP Statistics Probability/Statistics DE College Algebra	AP Calculus AB/BC AP Statistics Probability/Statistics DE Upper Level Math

Science				
	9 th	10 th	11 th	12 th
Standard	Physical Science	Biology	Chemistry or Earth Space or Physics or Marine Science or Anatomy	*Chemistry or Earth Space or Physics or Marine Science or Anatomy
Advanced	Biology Honors or Physical Science Honors	Biology Honors or Physical Science Honors or Chemistry Honors	Chemistry Honors or Physics Honors or Marine Honors or AP Biology or AP Chemistry or AP Environmental Science	* Anatomy Honors or Marine Honors or Physics H or Chemistry H or AP Biology or AP Environmental or AP Chemistry or AP Physics I AP Physics II AP Physics III
IB/AICE	Pre IB Biology Pre AICE Biology	Pre IB Chemistry Pre AICE Chemistry	IB Biology or IB Chemistry or IB Physics Pre AICE Physics	IB Biology or IB Chemistry or IB Physics AICE Biology and/or AICE Chemistry and/or AICE Physics and/or Environmental Management
Academy	Biotechnology I Honors	Biotechnology II Honors	Biotechnology III Honors	*Experimental Science Honors

*A fourth Science is recommended, not mandatory.

Social Studies				
	9th	10th	11th	12th
Standard	World Cultural Geography	World History	US History	Economics Government
Advanced	World History Honors 2109320 (Nease)	World History Honors Psychology I (Nease) Psychology II (Nease)	US History Honors	Economics Honors Government Honors
AP Highly Advanced	AP Human Geography (PMHS, BTHS, PVHS, NHS, SAHS) AP European History (Nease)	AP World History Pre-IB American Government (Nease)	AP US History History of Americas IB (PMHS) AICE US History (SAHS)	AP US Government and Politics AP Macro-Economics (.5) AP Micro-economics AICE European History (SAHS) History of Americas IB (Nease) IB Contemporary History (PMHS)
DE		DE Western Civilization I and II	DE US History I and II	DE US Federal Government and Honors Economics
AICE	AP Human Geography	AICE International History	AICE US History	AICE European History

Electives (No Prerequisite)	World Cultural Geography
Electives (With Prerequisites)	Volunteer Community Service (Teacher Recommendation) AP Psychology (Honors Criteria and teacher recommendation) AP European History (Honors criteria and teacher recommendation) International Relations II Honors (10th grade and World Geography) Psychology I (1.5 credits in social studies) Psychology II (1.5 credits in social studies and teacher recommendation) IB Psychology (Honors Criteria and teacher recommendation)
Dual Enrollment Electives	Florida Heritage Macroeconomics Microeconomics United States History I United States History II World Civilization I World Civilization II United States History II World Civilization I World Civilization II

Visual Arts				
	9 th	10 th	11 th	12 th
Standard	Two-Dimensional Studio Art 1 Three-Dimensional Studio Art 1 Ceramics/Pottery 1 Creative Photography 1 Commercial Art 1 Digital Art Imaging 1 Drawing 1 Painting 1 Creating Two-Dimensional Art (Semester)	Two-Dimensional Studio Art 2 Three-Dimensional Studio Art 2 Ceramics/Pottery 2 Creative Photography 2 Commercial Art 2 Digital Art Imaging 2 Drawing 2 Painting 2 Creating Three Dimensional Art (Semester)	Two-Dimensional Studio Art 3 Honors Three-Dimensional Studio Art 3 Honors Ceramics/Pottery 3 Honors; Creative Photography 3 Honors; Commercial Art 3 Honors; Digital Art Imaging 3 Honors Drawing 3 Honors Painting 3 Honors	
Note: Not all courses are available at all schools.				
Advanced				
3-D	Ceramics/Pottery 3 (Honors) Sculpture 3 Honors	Three-Dimensional Studio Art 3 (Honors) Pre-AICE Art and Design: 3D Studies	AICE, IB, Art and Design-3D Studies AICE Art & Design-Sculpture; AP Studio Art-3D Design Portfolio	AICE Art and Design-Ceramics AS level AICE Art & Design-Sculpture AS level AP Studio Art-3D Design Portfolio Portfolio Development: 3D Design-Honors
2-D	Drawing 3 Honors; Painting 3 Honors; Art 1-B-Art/Design (Research) Sub Level IB; Art 1-A-Art /Design (Studio) Sub Level IB; Two-Dimensional Studio Art 2 or Two-Dimensional Studio Art 3 (Honors); Art I-Florida's Pre-IB	Art 2-A-Art/Design (Studio) Sub Level IB; Art 2-B-Art/Design (Research) Sub Level IB; Pre-AICE Art & Design, Painting & Related Media; Art 2-Florida's Pre-IB	Art 1-A&B-Art/Design Higher Level IB; AICE Art & Design-Painting & Related Media; AICE Art & Design 1AS level	Art 2-A&B Art/Design Higher Level IB; AICE Art & Design 2 AS level; AP Art-Drawing Portfolio; AP Studio Art-2D Design Portfolio; AP Art History Portfolio Development-Drawing- Honors Portfolio Dev: 2 D Design Honors
Visual Arts (continued)				
Advanced				
Commercial	AP Studio Art 2-D	Computer Art 3 Adobe Certification	Commercial Art 3 Honors	Portfolio Dev: Two-Dimensional Honors
Digital Art	AP Studio Art 2-D	Pre-AICE Art & Design: Graphic Communications IGCSE Level	Digital Art Imaging III Honors; AICE Art & Design 1-Graphic Design	Portfolio Dev: Two-Dimensional Design-Honors
Photography	Creative Photography 3 Honors	Pre-AICE Photography, Digital and Lens Media IGCSE level	AICE Art and Design-Photography AS level	Portfolio Dev: Two-Dimensional Design-Honors

Music/Performing Arts				
	9th	10th	11th	12th
Standard				
Instrumental	Band 1 Marching Band	Band 2 Marching Band	Band 3 Marching Band	Band 4 Marching Band
	Instrumental Techniques 1	Instrumental Techniques 2	Instrumental Techniques 3	Instrumental Techniques 3
	Jazz Ensemble 1	Jazz Ensemble 2	Jazz Ensemble 3	
	Eurhythmics 1 Music Ensemble 1	Eurhythmics 2 Music Ensemble 2	Eurhythmics 3 Music Ensemble 3	Eurhythmics 4
Vocal	Chorus 1 Vocal Ensemble 1	Chorus 2 Vocal Ensemble 2	Chorus 3 Vocal Ensemble 3	Chorus 4 Jazz Ensemble 4 Honors Music Ensemble 4 Honors
Dance	Dance Repertory 1; Dance Techniques 1	Dance Repertory 2; Dance Techniques 2	Dance Repertory 3 Honors; Dance Techniques 3 Honors	Dance Repertory 4 Honors; Dance Techniques 4 Honors

World Languages				
	9th	10th	11th	12th
Standard	Spanish I French I Latin I ASL I Chinese I	Spanish II French II Latin II ASL II Chinese II	Spanish III Honors French III Honors Latin III Honors ASL III Honors Chinese III Honors	Spanish IV Honors French IV Honors Latin IV Honors ASL IV Honors Chinese IV Honors
AP	Spanish I French I Latin I ASL I	Spanish II French II Latin II ASL II	AP Spanish Language French III Honors Latin III Honors	AP Spanish Literature French IV Honors Latin IV Honors
AICE	Pre-AICE Spanish I Pre-AICE French I	Pre-AICE Spanish II Pre-AICE French II	Pre-AICE Spanish III Pre-AICE French III IG	AICE Spanish Language AICE French Language
IB	Spanish I - FL Pre-IB	Spanish II - FL Pre- IB	Spanish III-IB	Spanish IV-A-IB or Spanish IV-B-IB



Students Entering Grade Nine in the 2012-2013 School Year

Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

*Policy adopted in rule by the district school board may Require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade.

What are the requirements for the 24-credit standard diploma?

4 Credits English Language Arts (ELA)
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fdoe.org/policy/articulation/ccd .
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> ▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

SUS (State University System)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> ▪ High school graduation with a standard diploma ▪ Admission test scores ▪ 16 credits of approved college preparatory academic courses ▪ 4 English (3 with substantial writing) ▪ 4 Mathematics (Algebra I level and above) ▪ 3 Natural Science (2 with substantial lab) ▪ 3 Social Science ▪ 2 World Language (sequential, in the same language) ▪ 2 approved electives <p>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml</p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Career and Technical Directors</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Students Entering Grade Nine in the 2013-2014 School Year

Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I*
- Geometry*
- U.S. History
- Biology I
- Algebra II (if enrolled)*

* Special Note: Thirty percent not applicable if enrolled in the 2014-2015 school year.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II, III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts[†]
1 Credit Physical Education[†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> ▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> ▪ High school graduation with a standard diploma ▪ Admission test scores ▪ 16 credits of approved college preparatory academic courses ▪ 4 English (3 with substantial writing) ▪ 4 Mathematics (Algebra I level and above) ▪ 3 Natural Science (2 with substantial lab) ▪ 3 Social Science ▪ 2 World Language (sequential, in the same language) ▪ 2 approved electives <p>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml</p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p style="text-align: center;">Career and Technical Directors</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Students Entering Grade Nine in the 2014-2015 School Year

Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

Algebra I*	U.S. History
Biology I	Algebra II (if enrolled)*
Geometry*	

*Special Note: Thirty percent not applicable if enrolled in the 2014-2015 school year.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

Algebra I	Biology I
Geometry	Algebra II
U.S. History	

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content

Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.

Students who choose the academic and employment option must earn at least .5 credit via paid employment.

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]
1 Credit Physical Education [†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
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<ul style="list-style-type: none"> ▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

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Career and Technical Centers
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Where is information on financial aid located?

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Students Entering Grade Nine in the 2015-2016 School Year

Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
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Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

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Geometry*	

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U.S. History	

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

What are the requirements for the 24-credit standard diploma option?

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<ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
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<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)
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1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]
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8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II (must pass EOC); ▪ Pass the Geometry EOC; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
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The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml</p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Career and Technical Directors</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Elementary School SJCS D - Assessment Calendar for 2015-16 (all dates are subject to change)

Date	Title	Required by	Statute	Purpose	Students who will take this test	Length of test/ Frequency of Test	Format	Results Distribution	Impact on students	Platform
Aug 10 - Sept 21, 2015	Florida Kindergarten Readiness Screener (FLKRS)	State	1002.69	The purpose of the Florida Kindergarten Readiness Screener (FLKRS) is to gather information about a child's overall development and address each student's readiness for kindergarten.	Required for kindergarten students	The observation of students is completed by the teacher during the first 30 school days. This assessment is required once during the school year.	The teacher enters observations online.	The results are reported in March. Reports may be shared at parent/teacher conferences.	The results are used to inform instruction.	FAIR
Aug. 24 - Oct. 2, 2015	Discovery Education (DE), Test A : Reading and Math	District Selected State Required	1008.25 1012.34	This is a progress monitoring assessment to establish what the student knows at a given time and for teacher data score.	Test A in Reading and Math, required for students in Grades 1-3.	Untimed, typically 45 minutes for each subject. Reading and Math are required to be administered two times per year in the indicated grade levels.	Computer based	Results are available to teachers online. Reports may be shared at parent/teacher conference.	Results are used to inform instruction and as part of the teacher evaluation process for 1st - 3rd grade teachers.	Discovery Education
Nov. 2 - Dec. 18, 2015	Discovery Education (DE), Test B : Reading and Math	District Selected State Required	1008.25 1012.34	This is a progress monitoring assessment to establish what the student knows at a given time and for teacher data score.	Test B in Reading and Math, required for students in Grade K.	Untimed, typically 45 minutes for each subject. Reading and Math are required to be administered two times per year in the indicated grade levels.	Computer based	Results are available to teachers online. Reports may be shared at parent/teacher conference.	Results are used to inform instruction and as part of the teacher evaluation process for K teachers.	Discovery Education
Feb. 29 - Mar 11, 2016	FSA Writing Component - Grades 4-5	State	1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject.	Students in Grades 4-5	One 90 minute session	Paper based in Grades 4-7 Computer based in Grades 8-10	Results are reported late May to early June. The district distributes the hard copies of the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are on the Home Access Center.	The results are used to inform instruction.	AIR
Mar 28 - Apr 8, 2016	FSA ELA Reading Grade 3 FSA Mathematics - Grades 3 and 4	State	1008.22 1012.34	This is a summative assessment that is used to evaluate student learning in the specific subject.	Students in Grades 3 and 4. Administered once during the school year.	Two session over two days. Each session is 80 minutes.	Paper based	Results are reported by the Florida Department of Education six weeks after the testing window closes. The district distributes the hard copies of the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are on the Home Access Center.	Results are used to inform instruction.	AIR
Apr 11 - May 6, 2016	FSA English Language Arts Reading - Grades 4-5 FSA Mathematics - Grades 5	State	1012.34 1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject.	Students in Grades 4-10. Administered once during the school year.	Two sessions over two days. Each elementary session is 80 minutes Each middle school Reading session is 85 minutes Each middle school math session is 80 minutes Each high school session is 90 minutes	Computer based	Results are reported late May to early June. The district distributes the hard copies of the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are on the Home Access Center.	Results are used to inform instruction.	AIR
Apr 11 - May 6, 2016	FCAT 2.0 Science	State	1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject.	Students in Grade 5. Administered once during the school year.	Grade 5 Science is made up of two 80 minutes sessions administered over two days. Grade 8 is two 80 minute sessions administered in one day.	Paper based	Results are reported by the Florida Department of Education six weeks after the testing window closes. The district distributes the hard copies of the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are on the Home	Results are used to inform instruction	Pearson
Apr 11 - May 20, 2016	Discovery Education, Test D: Reading and Math	District Selected State Required	1012.34	This is a progress monitoring assessment that is done to establish what the student knows at a given time in the school year and for teacher data score.	Test D in Reading and Math, required for students in Grades K-3.	Untimed typically about 45 minutes for each subject. Subjects may be administered on separate days. DE progress monitoring is offered four times during the school year.	Computer based	Results are available to teachers online. Reports may be shared at parent/teacher conferences.	Results are used to inform instruction and for teacher VAM for K-3 teachers	Discovery Education
May 12 - May 26, 2016	Resource - Final Exams	District Selected State Required	1008.22 1012.34	This is a summative assessment that is used to evaluate student learning in the specific subject.	Required for elementary students grades 2-5 in art, music and physical education.	The tests are designed to take one class period.	Paper or Computer based depending on course	Results are normally posted on the Home Access Center by the day report cards are due.	The results are used to inform instruction and does not count as the student's grade	OLA

Middle School SJCS D - Assessment Calendar for 2015-16 (all dates are subject to change)

Date	Title	Required by	Statute	Purpose	Students who will take this test	Length of test/ Frequency of Test	Format	Results Distribution	Impact on students	Platform
Dec. 7 - Dec 18, 2015	Mid Term Exams for full year courses	District	1008.22 1012.34	This is a summative assessment that is used to evaluate student learning in the specific subject	middle school students Administered once in the school year.	The tests are designed to take 60-90 minutes	Paper or Computer based depending on course	Results are normally posted on the Home Access Center by the day report cards are due.	The results are used to inform instruction and count as Middle School course 5% semester grade	OLA
Dec. 7 - Dec 18, 2015	Final Exams for single semester courses	District Selected State Required	1008.22 1012.34	This is a summative assessment that is used to evaluate student learning in the specific subject.	Middle and high school students. Administered once during the school year.	The tests are designed to take 60-90 minutes	Paper or Computer based depending on course	Results are normally posted on the Home Access Center by the day report cards are due.	The results are used to inform instruction and count as Middle School course 5% semester grade	OLA
Feb. 29 - Mar 11, 2016	FSA Writing Component – Grades 6-8	State	1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject	Students in Grades 6-8. Administered once during the school year.	One 90 minute session	Paper based in Grades 4-7 Computer based in Grades 8-10	Results are reported late May to early June. The district distributes the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are also posted online in the Home Access Center.	The results are used to inform instruction	AIR
Apr 11 - May 6, 2016	FSA English Language Arts Reading - Grades 6-8 FSA Mathematics - Grades 6-8	State	1012.34 1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject.	Students in Grades 6-8. Administered once during the school year.	Two sessions over two days. Each elementary session is 80 minutes. Each middle school Reading session is 85 minutes. Each middle school math session is 80 minutes.	Computer based	Results are reported late May to early June. The district distributes the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are also posted online in the Home Access Center.	Results are used to inform instruction	AIR
Apr 11 - May 6, 2016	FCAT 2.0 Science	State	1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject.	Students in Grades 5 and 8. Administered once during the school year.	Grade 5 Science is made up of two 80 minutes sessions administered over two days. Grade 8 is two 80 minute sessions administered in one day.	Paper based	Results are reported by the Florida Department of Education six weeks after the testing window closes. The district distributes the hard copies of the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are on the Home Access Center.	Results are used to inform instruction	Pearson
Apr 18 - May 13, 2016	Spring FSA EOC Algebra I, Algebra II, Geometry	State	1012.34 1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject	Required for students enrolled. Online students who are not near completion of the course may take the exam in the summer instead if they choose. Optional for students who need to retake but are not enrolled in the course.	FSA EOC assessments are comprised of two, 90-minute sessions. However, students may have up to one-half of a regular school day to complete each session, if needed. State EOC exam are offered four times during the school year.	Computer based	Results are reported by the Florida Department of Education six weeks after the testing window closes. The district distributes the hard copies of the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are on the Home Access Center.	All of the state EOC assessments count for 30% of the student's final grade in the course. The Algebra I End of Course Exam is a high school diploma requirement.	AIR
Apr 18 - May 20, 2016	Spring NGSSS EOC Biology I, Civics	State	1012.34 1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject	Required for students currently enrolled. Online students who are NOT near completion of the course may opt to take the exam in the summer. Optional for students who need to retake the test.	The NGSSS EOC assessments are comprised of one, 160-minute session. However, students may have up to one school day to complete the assessment. State End Of Course exams are offered four times during the school year.	Computer based	Results are reported by the Florida Department of Education six weeks after the testing window closes. The district distributes the hard copies of the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are on the Home Access Center.	All of the state EOC assessments count for 30% of the student's final grade in the course. The Algebra I End of Course Exam is a high school diploma requirement.	Pearson
May 12 - May 26, 2016	Final Exams	District Selected State Required	1008.22 1012.34	This is a summative assessment that is used to evaluate student learning in the specific subject	Required for secondary students enrolled in a course that does not have an EOC	The tests are designed to take 60-90 minutes	Paper or Computer based depending on course	Results are normally posted on the Home Access Center by the day report cards are due.	The results are used to inform instruction and count as Middle School course 5% student's semester grade	OLA

High School SJCS D - Assessment Calendar for 2015-16 (all dates are subject to change)

Date	Title	Required by	Statute	Purpose	Students who will take this test	Length of test/ Frequency of Test	Format	Results Distribution	Impact on students	Platform
Dec. 7 - Dec 18, 2015	Mid Term Exams for full year courses	District	1008.22 1012.34	This is a summative assessment that is used to evaluate student learning in the specific subject	high school students Administered once in the school year.	The tests are designed to take 60 - 90 minutes	Paper or Computer based depending on course	Results are normally posted on the Home Access Center by the day report cards are due.	The results are used to inform instruction and count as High School course 10% of the student's semester grade	OLA
Dec. 7 - Dec 18, 2015	Final Exams for single semester courses	District Selected State Required	1008.22 1012.34	This is a summative assessment that is used to evaluate student learning in the specific subject	Middle and high school students. Administered once during the school year.	The tests are designed to take 60 - 90 minutes	Paper or Computer based depending on course	Results are normally posted on the Home Access Center by the day report cards are due.	The results are used to inform instruction and count as High School course 10% of the student's course grade	OLA
Feb. 29 - Mar 11, 2016	FSA Writing Component – Grades 9-10	State	1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject	Students in Grades 6-8. Administered once during the school year.	One 90 minute session	Paper based in Grades 4-7 Computer based in Grades 8-10	Results are reported late May to early June. The district distributes the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are posted online in the Home Access Center.	The results are used to inform instruction	AIR
Apr 11 - May 6, 2016	FSA English Language Arts Reading - Grades 9-10	State	1012.34 1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject	Students in Grades 9-10. Administered once during the school year.	Two sessions over two days. Each elementary session is 80 minutes Each middle school Reading session is 85 minutes Each middle school math session is 80 minutes Each high school session is 90 minutes	Computer based	Results are reported late May to early June. The district distributes the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are posted online on the Parent Access Center.	Results are used to inform instruction	AIR
Apr 18 - May 13, 2016	Spring FSA EOC Algebra I, Algebra II, Geometry	State	1012.34 1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject	Required for students enrolled in the course. Online students who are not near completion of the course may take the exam in the summer instead if they choose. Optional for students who need to retake but are not enrolled in the course.	FSA EOC assessments are comprised of two, 90-minute sessions. However, students may have up to one-half of a regular school day to complete each session, if needed. State EOC exam are offered four times during the school year.	Computer based	Results are reported by the Florida Department of Education about four to six weeks after the testing window closes. The district distributes the hard copies of the parent/guardian reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are also posted online in the Home Access Center.	All of the state EOC assessments count for 30% of the student's final grade in the course. The Algebra I End of Course Exam is a high school diploma requirement.	AIR
Apr 18 - May 20, 2016	Spring NGSSS EOC Biology I, US History End of Course Exams	State	1012.34 1008.22	This is a summative assessment that is used to evaluate student learning in the specific subject	Required for students currently enrolled in the course. Online students who are NOT near completion of the course may opt to take the exam in the summer. Optional for students who need to retake or makeup the test.	The NGSSS EOC assessments are comprised of one, 160-minute session. However, students may have up to one school day to complete the assessment. State End Of Course exams are offered four times during the school year.	Computer based	Results are reported by the Florida Department of Education about four to six weeks after the testing window closes. The district distributes the hard copies of the reports to the schools. Schools either mail them home, send the reports home with the student or ask parents to pick them up. Results are also posted online in the Home Access Center.	All of the state EOC assessments count for 30% of the student's final grade in the course. The Algebra I End of Course Exam is a high school diploma requirement.	Pearson
May 2 - May 26, 2016	Final Exams	District Selected State Required	1008.22 1012.34	This is a summative assessment that is used to evaluate student learning in the specific subject	Required for secondary students enrolled in a course that does not have an EOC.	The tests are designed to take 60 - 90 minutes	Paper or Computer based depending on course	Results are normally posted on the Home Access Center by the day report cards are due but may be available earlier depending on the school's testing schedule.	The results are used to inform instruction and count as Middle School course 5% High School course 10% of the student's semester grade	OLA