

Teacher and Staff

The schools, districts, and the state ensure that teachers and staff are professionally qualified. SJTHS currently employs 19 teachers.

1. 100% of the teachers are highly qualified.
2. 41.2% are Reading Endorsed, certified or FORPD complete
3. 35.2% are ESOL endorsed
4. 29.4% hold advanced degrees
5. 29.4% have over 15 years of experience
6. 12% are National Board Certified.

School Advisory Council Members

	<u>White</u>	<u>Minority</u>
Parents	3	3
Staff	6	1
Student	3	2
Community	1	0
District	1	0

School Safety and Environment

Schools and communities must provide an environment that is drug free and protects the health, safety, and civil rights of everyone in the school. The majority of surveys returned indicated that staff, parents and students felt the environment safe and conducive for learning.

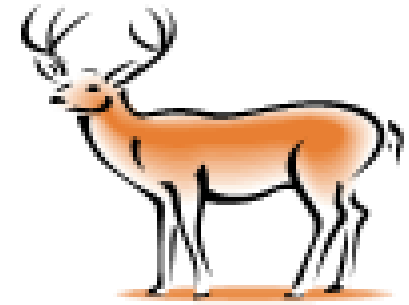
School Improvement Plan Summary

Eight goals drive the school improvement process for SJTHS. Goals 1-4 directly address the academic areas of Reading, Math, Writing, and Science. Goals 5-8 cover Character Counts, Parent Involvement, Attendance and Graduation.

In addition to the standard SAC plan goals, SJTHS will be implementing several initiatives which address:

- Improving Student Academic Success
- Improving student behavior
- Improving attendance

SJTHS operates according to the Florida Continuous Improvement Model. The model is a process which engages the entire staff in the vital task of using data to plan for and deliver instruction according to an instructional focus calendar and provide for the individual academic needs of all students. CIM also provides a process for students to keep track of their own progress toward mastery of Sunshine State Standards. Response to Intervention (RTI) is a school-wide process which identifies areas of need within the school and implements procedures to insure that every student is able to meet with success. A school-wide incentive program is also in place to reward students for perfect attendance and for achieving mastery on the FCAT. Our mentoring program insures that every student has a supportive staff member who tracks his/her attendance, behavior and academic progress.



St Johns Technical High School 2011-2012

Public Accountability Report

St Johns County School District

Wayne King, Principal

This brochure is a summary of the School Public Accountability Report. It contains several types of data (indicators) designed to inform parents and the general public about the progress of Florida's public schools. This report meets the public reporting requirements of the federal No Child Left Behind Act (NCLB), and includes certain additional information of interest on the status of Florida's schools.

The 2009-2010 school year is the seventh year for SJTHS. All data presented represents student scores from the March 2010 FCAT assessment.

Student Demographics

Male	63.1%
Female	36.9%
Black	19.3%
White	75%
Other	5.7%
Free/Reduced Lunch	50.4%
ESE	45%

School Learning Environment

According to the SAC surveys returned, parents and students gave high marks to high quality academics, technology, school safety, guidance, career offerings, opportunities to use high level thinking skills and concerned teachers. Areas which ranked lower indicated a need for more variety in the school lunch menu, a greater number of school newsletters, more selections in the school's media center and more class offerings.

Student Performance

Florida's students are expected to compete at the highest levels nationally and become prepared to make well-reasoned, thoughtful decisions. Although test scores should not be used to draw absolute conclusions about student learning and performance, they do provide measured results of student progress toward educational goals. The following tests are administered to SJTHS Students:

1. Florida Comprehension Assessment Test (FCAT). This test measures students' performance in writing, reading, and math. The FCAT measures skills prescribed by the Sunshine State Standards.
2. Progress monitoring including FAIR, Think Link and Write Score is conducted three times yearly to collect baseline data related to student performance. In addition, bi-weekly data is collected to inform students and teachers of formative progress.
3. Alternative Assessments for students with disabilities. A performance based assessment designed to evaluate the progress of students with disabilities on the SSS for Special diploma options.
4. Alternative assessments for students who are Limited English Proficient. A locally developed alternate assessment used to evaluate the academic performance of the student in writing, reading and math.

The following data reflects school improvement in 2010-2011:

1. Graduation rate improved by 19%.
2. The number of students scoring mastery in reading increased from 28% to 32%.
3. The number of students scoring mastery in math increased from 34% to 44%.
4. The number of students scoring mastery in writing increased from 71% to 87%.
5. The number of students scoring mastery in science increased from 20% to 33%.
6. Absenteeism decreased by 24%.
7. The percentage of criteria met towards achieving adequate yearly progress grew from 70% to 82%.
8. 41.2% of teachers are reading endorsed, certified or have completed the FORPD portion of reading endorsement.

Reading and Math Assessments

On FCAT reading and mathematics tests, students can attain one of five possible achievement levels, ranging from level 1 (lowest) to level 5 (highest).

Writing Assessment

FCAT scores range from 1.0 (lowest) to 6.0 (highest).