

School Safety and Environment Report (Goal 5)

Schools and communities must provide an environment that is drug free and protects the health, safety, and civil rights of everyone in the school.

School Environment Safety: (Total number of incidents such as battery, disorderly conduct, fighting, theft, narcotics, trespassing, vandalism)

Number of total incidents at TCE during the 2010-2011 - 0

Teachers and Staff (Goal 6)

Schools, districts, and the state ensure that teachers and staff are professionally qualified.

Professional Qualifications of Teachers

The table shows the number and percentage of teachers at each degree level.

	School %	District %	State %
Bachelor's Degree	72.7	67.1	65.2
Master's Degree	27.3	32.2	32.2
Specialist Degree		.2	1.7
Doctorate		.6	1.0

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes being taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field.

	School %	District %	State %
% of teachers In-field	98.4	98.6	95.4
% of teachers Out-of-field	1.6	1.4	4.6
Classes not taught by Highly Qualified Teachers	4.0	5.4	5.0

Parental Involvement (Goal 8)

Communities, school boards, and schools provide opportunities for involving parents and guardians as active partners in achieving school improvement and education accountability.

Number and percentage of school advisory council members by membership type and racial/ethnic category.

Membership Type:

Teachers: 8 Support Staff: 1 Administration: 1
Community: 1 Parents: 12 District Representative: 1*

* Membership with no voting privileges

Racial/Ethnic Composition of School Advisory Council:

Total Number: 23

Female %: 96 Male %: 4
White %: 80 Black %: 8 Indian %: 4 Hispanic %: 4 Asian %: 4

Florida School Performance Grade and Adequate Yearly Progress (AYP)

Florida public schools are graded annually based on student performance and the FCAT and the percentage of students making learning gains.

School Performance Grade 2010-11

“A”

No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Report

Federal NCLB legislation requires schools to report Adequate Yearly Progress based on student participation and performance in reading and math, school writing performance, and the school performance grade. AYP measurements target the performance and participation of various subgroups based on race or ethnicity, socioeconomic status, disability, and English proficiency. The goal of NCLB is to have 100 percent students proficient by 2013-14.

Timberlin Creek Elementary School

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St. Johns County School District

September, 2010

“NO CHILD LEFT BEHIND” SCHOOL PUBLIC ACCOUNTABILITY REPORT

for

2010-2011

Mrs. Catherine Hutchins, Principal

A more detailed report (NCLB School Public Accountability Report) is available in the school office. The document can also be found at <http://doeweb-prd.doe.state.fl.us/eds/nclspar/year1011/main1011.cfm>. Family educational opportunities are made available through Community and Adult Education Programs. To provide additional services to students, the district has agreements with many agencies. All Interagency Agreements are approved by the School Board and are on file at the District Office, 40 Orange Street.

Additional information can be obtained at the following web sites:

<http://schoolgrades.fldoe.org>

<http://www.fldoe.org/eias/eiaspubs/default.asp>

<http://www.greatschools.org>

No Child Left Behind (NCLB) School Public Accountability Report

The NCLB School Public Accountability Report 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 (NCLB) Act and includes certain additional information of interest to one of Florida's schools, Timberlin Creek Elementary. Additional information can be found at <http://doeweb-prd.doe.state.fl.us/eds/nclspar/year1011/main1011.cfm>

Student Demographics

The following information gives the composition of the student population at our school.

October membership (2010): Total students: 900

Racial/Ethnic Composition of School:

Female %:	48.3	Male %:	51.7	Pacific Islander %:	.2
White %:	80.4	Black %:	4.2	Am. Indian %:	.3
Hispanic %:	5.0	Asian %:	8.3	Multiracial %:	1.4

Readiness to Start School (Goal 1)

Florida requires that communities collaborate to prepare children and families for children's success in school.

Kindergarten screening for School Readiness

All kindergarten students were screened during the first 30 days of the beginning of school using the Florida Kindergarten Readiness Screener (FLKRS). Percentages show the proportion of children scoring across three different subtests to determine if they were "Ready" or "Not Ready."

ECHOS = Early Childhood Observation System

FAIR = Florida Assessments for Instruction in Reading

Number screened: 134

School Ready %:	ECHOS %:	96	FAIR Ready %:	87
School NOT Ready %:	ECHOS %:	4	FAIR not ready %:	13
District Ready %:	ECHOS %:	94	FAIR Ready %:	83
District NOT Ready %:	ECHOS %:	6	FAIR not ready %:	17

Student Performance (Goal 3)

Florida students are expected to compete at the highest levels nationally and internationally and become prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Florida Writing Assessment - Grade 4

% Scoring 3.0 or above

Number tested:	156	School %	District %	State %
All students:		100	97	96

** For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Alternate assessments have been merged with the FCAT scores for reporting purposes.

Reading and Mathematics Sunshine State Standards (SSS) Assessments

On the FCAT SSS reading and mathematics assessment, students can acquire one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest). The charts below show the percentage of students scoring at a Level 3 or above.

Reading, Math & Science Assessment Results:

Percent of students scoring 3 and above in grades 3-5

	Reading	State Ob.	Math	State Obj.	Science (5th Grade only)
Timberlin Creek	91	79	93	80	77
District	76	79	81	80	62
State	62	79	68	80	47

FCAT SSS Reading and Mathematic Results by Grade

(% of students scoring 3 and above)

Subject	Number tested			
	at TCE	TCE	District	State
Reading (Gr. 3)	162	92	87	73
Mathematics (Gr 3)	163	95	89	78
Reading (Gr. 4)	159	93	84	72
Mathematics (Gr 4)	159	96	84	75
Reading (Gr. 5)	115	86	84	70
Mathematics (Gr 5)	115	86	78	64

Percentage of students scoring at each FCAT level in Science (Gr. 5)

	School %	District %	State %
Level 1	0	8	19
Level 2	17	22	30
Level 3	35	39	33
Level 4	26	20	13
Level 5	16	10	5

Number tested: 115

Learning Environment - School Boards provide a learning environment conducive to teaching and learning. (Goal 4)

New Staff

Number and Percentage of Instructional Staff and School -based Administrators were newly hired at TCE in 2010-11.

Total Instructional Staff for 2010-11 **57**

Newly hired for 2010 -11	9
School %:	15.8
District %:	18.7
State %:	18.9

**Instructional Staff includes classroom teachers, Media Specialist, Guidance Counselor, and other school staff.

School Based Administrators for 2010-11 **2.0**

Newly Hired for 2010-11	0
School %:	00.0
District %:	35.6
State %	23.2