

2006 – 2007 No Child Left Behind – Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type the School: (Check all that apply) [] Elementary [] Middle [X] High [] Charter

Name of Principal: Dr. Gloria A. Crutchfield

(Specify: Ms., Miss, Mrs., Dr., Other) (As it should appear in the official records)

Official School Name: Suncoast Community High School

(As it should appear in the official records)

School Mailing Address: 600 West 29th Street

(If address is P.O. Box, also include street address)

Riviera Beach,

FL

33404-4309

City

State

Zip Code+4 (9digit total)

County: Palm Beach

State School Code Number* 101466

Telephone: (561) 882.3418

Fax: (561) 882.3490

Web site/URL: http://suncoasths.palmbeach.k12.fl.us E-mail: crutchg@palmbeach.k12.fl.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date: _____

Name of Superintendent* Dr. Arthur C. Johnson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: School District of Palm Beach County Tel.: (561) 434.8200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date: _____

Name of School Board

President/Chairperson: Mr. Bill Graham

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date: _____

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each *of* the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind - Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department *of* Education monitoring report that apply to the school or school district in question; or *if* there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-------------|---------------------|
| <u>103</u> | Elementary schools |
| <u>35</u> | Middle schools |
| <u> </u> | Junior high schools |
| <u>22</u> | High schools |
| <u>5</u> | Other |

165 **TOTAL**

2. District Per Pupil Expenditure: \$6,449.72

Average State Per Pupil Expenditure \$6,154.67

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 3 Number of years the principal has been in his/her position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K					8			
1					9	165	173	338
2					10	179	158	337
3					11	160	147	307
4					12	180	154	334
5					Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								1,316

6. Racial/ethnic composition of the school:

47 % White
31 % Black or African American
10 % Hispanic or Latino
11 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100 % Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: .5 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	3
(2)	Number of students who transferred <i>from</i> the school <i>after</i> October 1 until the end of the year	3
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	1316
(5)	Total transferred students in row (3) divided by total students in row (4)	.0045
(6)	Amount in row (5) multiplied by 100	.5

8. Limited English Proficient students in the school: 1 %

17 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Spanish and Haitian Creole

9. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 198

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 1 %
18 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> 1 </u> Orthopedic Impairment |
| <u> 1 </u> Deafness | <u> 1 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 10 </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> 4 </u> Speech or Language Impairment |
| <u> 1 </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u> 5 </u>	<u> </u>
Classroom teachers	<u> 76 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 7 </u>	<u> </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> 27 </u>	<u> </u>
Total number	<u> 115 </u>	<u> 2 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of existing students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high school needs to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	99%	99%	99%	99%	99%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	6%	6%	9%	5%	10%
Student dropout rate (middle/high)	0%	1%	1%	1%	2%
Student drop-off rate (middle/high)	5%	5%	5%	7%	9%

13. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>334</u>
Enrolled in a 4-year college or university	<u>88</u> %
Enrolled in a community college	<u>7</u> %
Enrolled in vocation training	<u>5</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	100 %

PART III - SUMMARY

In 1989, Suncoast Community High School, a Palm Beach County public high school serving grades 9 through 12, located in Riviera Beach, Florida, transitioned from a school in academic decline into a magnet school of choice. The curricular design focused on four rigorous and relevant college preparatory programs: Computer Science (CS), Interdisciplinary (IDP), International Baccalaureate (IB), and Mathematics, Science and Engineering (MSE). The Suncoast mission is to provide a challenging, innovative program to a diverse student population, empowering each individual to successfully compete in and contribute to the global society, while maintaining a safe school environment. Over the last 17 years, Suncoast has evolved into an academically renowned, world-class educational institution via a cultural shift emphasizing 21st century skill sets through the efforts of a highly trained and dedicated faculty and staff.

This comprehensive model of change implementing data-driven best practices, instructional alignment, vertical teaming, assessment, in tandem with high level expectations for all has fostered a climate of excellence serving to prepare a diverse student population for a rigorous post-secondary education. This culturally diverse milieu serves over 1,300 students representing more than 24 countries and 23 languages. Further, the climate promotes respect, inclusion, pride, and enthusiasm for students, faculty, and stakeholders who are affiliated with Suncoast. The school's measure of success is evidenced by a repertoire of accolades and awards earned in years past including, but are not limited to: being ranked 7th in the Top 100 Best High Schools in the U.S.A. by *Newsweek* in 2006; ranked 6th in the Top 50 High Performing Schools in Florida in 2006; ranked 3rd in the Americas and 6th in the world by the International Baccalaureate Organization (IBO) based on the total IB diplomas awarded; and 2006 Magnet School of Excellence Award presented by the Magnet Schools of America. In the Class of 2006, 100% of 334 seniors graduated earning \$8 million in renewable scholarships; 12 were National Merit Finalists, 1 Semifinalist, and 24 Commended Scholars; 2 were National Achievement Finalists and 8 Commended Scholars; 3 were National Hispanic Scholars; 177 IB Diplomas were earned and 1,560 IB certificates earned across 27 courses; 276 were recognized as Advanced Placement Scholars earning 680 passing scores of 3 or above.

Over 70% of the Suncoast faculty have earned advanced degrees and are distinguished by the following achievements and recognitions: 18 National Board Certified Teachers; 2006 MIT Distinguished Teacher of the Year; 2006 Palm Beach County Social Studies Teacher of the Year; 2006 Palm Beach County Science Teacher of the Year; 2006 Hispanic Teacher of the Year finalist; 2006 National Forensic League Diamond Key Debate Coach; 2005 Palm Beach County Computer Science Teacher of the Year; and 2 National Teacher Hall of Fame semi-finalists.

The School Advisory Council (SAC), the Parent/Teacher/Student Association (PTSA), the All Sports Booster Club, and others are comprised of parents, community/governmental leaders, volunteers, students, teachers, business partners, and institutions of higher education. These stakeholders donate their services and are also involved in co-curricular activities which support the school's success. The Suncoast Foundation has raised/donated in excess of \$300,000.00 to support the curricular/co-curricular programs. In 2005 and 2006, our school was a recipient of the prestigious Florida DOE 5-Star Awards based on business/community partnerships and parent participation. Further, in 2006, our PTSA was the recipient of the Parent Involvement Award for Palm Beach County School District based on membership and parental involvement.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Suncoast Community High School utilizes numerous external assessments mandated by the Florida Department of Education (FCAT reading, mathematics, science, and writing), the International Baccalaureate Organization (IBO), the CollegeBoard (Advanced Placement, SAT, PSAT), and the ACT. Further, the School District of Palm Beach County mandates SSS Diagnostics (reading, mathematics, science, and writing) and the Scholastic Reading Inventory (SRI). Further, Suncoast conducts internal assessments for the purposes of program design for student remediation, acceleration, and staff development endeavors.

The Florida Comprehensive Assessment Test (FCAT), administered to students in grades 9 and 10, must earn a passing score ranging from Levels 3 to 5 in reading and mathematics. Students in 10th grade must also take the Florida Writes and earn a passing score ranging from 3 to 6. All students in the 11th grade must also take an assessment in science and earn a passing score ranging from Levels 3 to 5. Students scoring Levels 1 and 2 are considered performing below grade level, are among the lowest 25%, and must receive remediation. Currently, all students must pass FCAT reading and mathematics in order to earn a standard high school diploma or achieve a concurrent score on an alternative assessment (SAT or ACT). A review of Suncoast students' performance from 2002-2003 to 2005-2006, demonstrates continuous progress toward closing the achievement gap for all subgroups of students. Suncoast has consistently earned a Florida School Grade of "A" and made Adequate Yearly Progress (AYP) for the past four of five years (See Part VII Assessment Results - <http://schoolgrades.fldoe.org>). In 2005-2006, 82% of 9th/10th grade students met high standards in reading; 95% of 9th/10th grade students met high standards in mathematics; 98% of 10th grade students met high standards in writing (4.8); 72% of 9th/10th grade students made learning gains in reading; 86% of 9th/10th grade students made learning gains in mathematics; 63% of the lowest 25% of 9th/10th grade students made learning gains in reading (100% of 9th/ 10th grade students were tested).

Students enrolled in the rigorous International Baccalaureate Program must take a battery of external examinations as prescribed by the IBO in the junior year (SL) and senior year (HL). Students are prepared for these challenges by Suncoast teachers who conduct IB Mock Junior and Senior Exams (both written and oral) utilizing the IB rubric. Students are informed of their results, weaknesses are addressed, and the necessary remediation/adjustments are made through this internal assessment process. These techniques have proven highly effective over the past seventeen years as reflected by the high passage rate of Suncoast students. In 2006, 197 senior candidates sat for SL and/or HL Exams; 177 candidates (90%) earned the prestigious IB diploma with a school average score of 5.08 out of a possible 7.00.

A review of Suncoast students' performance on the ACT and the CollegeBoard assessments, i.e. AP, SAT and PSAT, take place on an on-going basis. The annual Profile Reports from ACT, SAT/AP/PSAT provide substantial feedback for our administrators and teachers. By analyzing, synthesizing the performance of our students through reflective feedback/practices during departmental meetings, vertical teaming, and learning team meetings, our students receive remediation/acceleration in the classroom and/or through a comprehensive after-school tutorial program. The utilization of Suncoast students' data generated on assessments, coupled with teachers' staff development in targeted areas have empowered both students and teachers (See Part VII - Gold Report - Suncoast High - <http://www.palmbeach.k12.fl.us/9045/goldrpt/>, <http://data.fldoe.org>, and schoolgrades.fldoe.org).

2. Using Assessment Results: Each student begins an assessment portfolio upon enrollment into any school within the School District of Palm Beach County. Through the district's Educational Data Warehouse (EDW), these historical data include students' scores on national, state, and district assessments and, or standardized tests, which may date back to the primary grades. Upon entry into Suncoast, each student's data is analyzed, synthesized, interpreted, and available for review on a daily basis by teachers, guidance counselors, and administrators who utilize the following software programs: Jackson Site Reporter, SAL-P (Student Assessment of Literacy Project), Edline, and GradeQuick. This academic review assists educators in developing a prescriptive (four-year plan) schedule for each student as well as assists students to evaluate and improve their own academic growth. Further, Suncoast utilizes assessments such as FCAT, PSAT, SAT, ACT, and IB, to monitor student achievement at the state, national, and international levels (www.fldoe.org).

Recently, the CollegeBoard changed the configuration of the SAT I to include a writing component which now yields a composite score of 2400 points, rather than 1600. After reviewing the literature pertaining to the redesign and rigor of the SAT3, our teaching and administrative team assumed a proactive posture. By engaging in interdisciplinary/cross-departmental planning (Learning Team Meetings), extensive ongoing staff development training in Pre-AP, AP, IB, Socratic teaching methods, and tweaking the master schedule in order to afford common planning across the content areas. As a result of our students' performance on these local, state, national, and international assessments, there is empirical evidence that Suncoast teachers are making significant strides toward improving instructional efficacy for all subgroups of students; thereby, closing the achievement gap.

Further, utilizing the Suncoast Gold Report (<http://www.palmbeach.k12.fl.us/9045/goldrpt>) which contains disaggregated national, state, and local assessments, these data are crucial to an effective integration, implementation, and evaluation of the school's curriculum design and to the reconfiguration of programs which benefit all students, in particular, the lowest performing subgroups. The connectivity between data being used to drive instructional programs and student outcomes has catapulted our students and our school to a level of higher performance, as evidenced by our students' assessment data (See Part V - Additional Curriculum Area).

3. Communicating Assessment Results: On an annual basis, the administrators of Suncoast Community High School communicate to all stakeholders the Florida Department of Education annual School Accountability Report (NCLB SPAR) reviewing state goals relating to Adequate Yearly Progress (AYP), student performance, learning environment, school safety and environment, teachers and staff, adult literacy, and parental involvement. The aforementioned reports are made available as a link on the Suncoast website (<http://suncoasths.palmbeach.k12.fl.us>).

A prescriptive-assessment model utilizing Edline technology has been implemented by our district and our school. Parents, as well as students, have the capability to monitor their student's grades and their academic progress on-line weekly. Moreover, parents have the capability of communicating electronically with their student's teachers and requesting teacher conferences, as needed. As a result, during the 2005-2006 academic year, more than 900 students (68%) earned a 3.6 HPA or higher, while 11 students (less than 1%) earned below a 2.00 GPA during the same academic year. The Suncoast Communique, the school newsletter, is another avenue of communication that is also linked to the school's website. Features in the newsletter include academic accolades/awards/recognitions earned by our students, staff, school, parents, and organization. During each quarter, a quarterly report card and a mid-nine weeks progress report are issued to each student (also available on-line) for the purpose of further communicating each student's academic progress to parents. Announcements regarding report cards, mid- nine weeks progress reports, open house, survey results, test dates, academic/financial aid workshops, SAC/PTSA meetings and recruitment deadlines

are placed on the school's marquee, as well. Additional weekly publications are the Suncoast Guidance Bulletin and the Foundation Newsletter / PTSA Newsletter which are published quarterly.

4. Sharing Success: Suncoast Community High School ascribes to tenets of excellence and has shared areas of "success" and/or established partnerships with all stakeholders, including but not limited to, community leaders, administrators/teachers, and educational institutions on a local, national, and international basis. Since the inception of the program in 1989, more than twenty organizations and/or school officials with affiliations world-wide have visited Suncoast for the purpose of reviewing/replicating our curricular programs, and/or extending invitations to our students and faculty to train and/or participate in educational endeavors.

Suncoast Community High School has established educational partnerships affording administrators, teachers, and students training opportunities within the Riviera Beach community as follows: John F. Kennedy Middle School (Middle Years Program - Pre-IB); West Riviera Elementary, Dr. Mary McLeod Bethune Elementary (Primary Years Program), Lincoln Elementary; and Washington Elementary (LTMs and computer gifting programs). Postsecondary institutions, including but are not limited to: Florida Atlantic University Summer Engineering Academy (three weeks); Siemens Westinghouse internships, Pratt & Whitney internships; South Florida Water Management District internships; and Columbia Hospital mentoring programs.

In 2006, Suncoast Community High School was featured in Newsweek Magazine as ranked #7 among the nation's top 100 Best High Schools; and by invitation from Her Majesty Queen Elizabeth II, the Suncoast Chargersonic Band traveled to London to participate in the London New Year's Day Parade.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum: Computer Science Program (CS).* The Computer Science Program is a four-year college preparatory course of study designed to meet the needs of highly motivated students who wish to specialize in the areas of programming, computer science, or computer science engineering. Students may earn advanced placement and dual enrollment credit at university level. Students enrolled in this program must take a minimum of two consecutive years of a foreign language (e.g. Spanish I/II or French I/II or Chinese I/II) to complete graduation requirements. Students may also earn the prestigious Advanced Placement International Diploma.

Interdisciplinary Program (IDP).* The Interdisciplinary Program is designed for the student who wishes to pursue an interdisciplinary four-year college preparatory program. The IDP provides a stimulating course of study at the Pre-AP/Advanced Placement level for the student who chooses an emphasis area from among Drafting and Information Technology. Students may earn advanced placement and dual enrollment credit at university level. Students enrolled in this program must take a minimum of two consecutive years of a foreign language (e.g. Spanish I/II or French I/II or Chinese I/II) to complete graduation requirements. Students may also earn the prestigious Advanced Placement International Diploma.

International Baccalaureate (IB).* The International Baccalaureate Program is a two-year pre-university course of study designed to meet the needs of highly motivated students and, at the same time, promote international understanding. The IB requires students to pursue courses in six areas. To earn the prestigious IB diploma, the student must pass written, and some oral examinations in all six areas. One area of study that a student must test out at the Standard Level or Higher Level is foreign language (i.e. Spanish I-PreIB - V-TB or French I-PreIB - V-IB). Students who earn the IB diploma are awarded advanced standing in universities throughout the world, including up to 30 semester hours of credit at university level. Students may earn advanced placement credit and dual enrollment credit at university level. Students may also earn the prestigious Advanced Placement International Diploma.

Mathematics, Science, and Engineering Program (MSE).* The four-year pre-university course of study is designed to meet the needs of highly talented students wishing to pursue a rigorous curriculum with an emphasis on mathematics, science, engineering, medicine, oceanography, physics, and chemistry. The MSE Program requires students to take two years of university level physics with calculus (Calculus II/III), a spiraling mathematics sequence (Differential Equations/Matrix Theory), research sequence, and two summer college experiences. In addition, students may earn advanced placement and dual enrollment credit at university level. Students enrolled in the program must take a minimum of two consecutive years of foreign language (e.g. Spanish I/II or French I/II or Chinese I/II). Students may also earn the prestigious Advanced Placement International Diploma.

* These programs meet the Florida Department of Education A++ approved major areas of interest (MAI) (<http://www.fldoe.org/aPlusPlus>)

Program Combinations: Suncoast students are afforded an opportunity to earn diplomas in dual programs (e.g. MSE/IB, MSE/CS, and/or CS/IB). In such instances, the student must adhere to the four-year plan for IB by taking examinations in the required six areas, in addition to adhering to the science, mathematics, and two summer college experiences required by the MSE Programs.

Art and Music Curricular Offerings: Art and music are an integral part of the curricular offerings

at Suncoast and are accessible for all students. Students enrolled in the IB may take Art I/II-PIB, Art Studio I-A-IB, and Advanced Placement Studio Art/2-D as a sixth subject at the Standard Level (SL). Students enrolled in MSE, IDP, and CS may take Draw/Paint I-III, Art 2-D Comp I-III and Advanced Placement Art/2-D. Students enrolled in the IB may take Music I-III-IB and Advanced Placement Music Theory as a sixth subject at the Standard Level (SL). Students enrolled in MSE, IDP, and CS may take Chorus I-VI and Advanced Placement Music Theory.

2. English Curriculum: Our students merge into our school from many divergent backgrounds and levels of academic preparation. Infused within the four-year plans for each magnet program are core curriculum classes which reinforce rigor, relevance, reading, writing, and critical thinking across the content areas. In an effort to close the "achievement gap" (meeting the needs of Levels 1/2 students coupled with the Intensive Reading requirement) through remediation/acceleration to grade level and above academic performance, Suncoast teachers utilize common planning/vertical teaming to articulate across grade levels/subjects (i.e. English, History, Fine Arts, and Media; Science and P.E.; etc.). The planning/program integration model is especially effective in our school's implementation to improve students' performance as advanced by *Reflective Practice To Improve Schools: An Action Guide for Educators* (York-Barr and Sommers, 2001). With an exit goal to prepare all students enrolled in all programs for Advanced Placement Language (11th)/Advanced Placement Literature (12th) or IB English Higher Level, students are assigned select readings in English and History which reinforce rigor, relevance, writing, connectivity, and critical thinking. An example of the connectivity is as follows: in 9th grade English, students are reading *Romeo and Juliet/Of Mice and Men/The Odyssey*, while in World History, the same students are reading about the Renaissance; in 10th grade, students are reading *A Lesson Before Dying/Macbeth/Julius Caesar/The Great Gatsby*, while enrolled in Advanced Placement Government; in 11th grade English, students are reading *Middle Passages/Equus/The Elements of Style/Crime and Punishment/The Metamorphosis*, while studying the Revolution in AP or IB American History; and in 12th grade English, students are reading *Hamlet/The House of the Spirits/Jane Eyre/The Sun Also Rises*, while studying AP Macroeconomics and/or History of The Americas-IB (www.teachinflorida.com, www.justreadflorida.org, and <http://www.read-to-learn.org/>).

3. Additional Curriculum Area (Growing the Suncoast Community High Advanced Placement Program in Math, Science, and Technology): Suncoast places strong emphasis in other content areas of mathematics, science, and technology. However, after reviewing the executive summaries for our school's *Advanced Placement Exam Results*, *SAT College-Bound Seniors Reports*, *the ACT High School Profile Report*, as well as the *PSAT Grade 10 Results*, we observed that the local, state, and national trends for all students, in particular, underrepresented subgroups of students, were declining in the advanced placement courses. Therefore, in our school, we committed to make a concerted effort to afford all students, including students scoring in Levels 1/2, open/equal access to rigor and relevance at the highest level. All students are challenged to reach their highest potential through academic preparation in Pre-AP, subsequently leading to Advanced Placement courses in the 10th through 12th grades.

In 2003-2004, a total of 342 students participated in ten (10) AP math/science/technology courses with demographics as follows: 237 White, 18 Black, 17 Hispanic, and 63 Asian/Pacific/Multiracial. In 2004-2005, a total of 412 students participated in ten (10) AP math/science/technology courses with demographics as follows: 265 White, 35 Black, 30 Hispanic, 64 Asian/Pacific/Multiracial. In 2005-2006, a total of 440 students participated in eleven (11) AP math/science/technology courses with demographics as follows: 274 White, 32 Black, 38 Hispanic, and 78

Asian/Pacific/Multiracial/American Indian. Additionally, the opportunities afforded students to participate in Executive Internships, Community Partnerships, and Summer Engineering Academies utilizing AutoCad 2007 and robotics contribute to our students' motivation to stretch their resources and prepare themselves to compete on a global scale.

4. Instructional Methods: Our instructional strategies support student achievement at mastery and acceleration levels by providing a specialized curriculum and approaches in the delivery of instruction to learners and by providing learners open and equal access to advanced placement, IB, and dual enrollment curriculum, in particular, underrepresented student subgroups.

Our active learning environment infrastructure contains a state-of-the-art media center, nine research/writing computer labs with numerous academic subscriptions, foreign language lab, robotics lab, United Streaming Academic program, hardware and software availability, schoolwide Internet access, Edline/GradeQuick grade program, and "loaner laptop" program. Further, this infrastructure provides opportunity for students to close the digital divide and develop the research skills needed in the 21st century.

All students, irrespective of Levels I or 2, tend to rise to the highest level of expectation at our school when given the necessary foundation, remediation/acceleration, and motivation. Qualitative and quantitative retention programs, such as an after-school tutorial program, a peer tutorial program, and a mentoring program, are designed to assist all students. Moreover, teachers are trained in AP, IB, and Socratic pedagogy which promote student efficacy and student achievement at the highest level.

5. Professional Development: Suncoast teachers and staff visualize their students graduating from Suncoast prepared at the highest level to pursue a career or continue their post-secondary education. Our mission promotes equity, celebrates student diversity, and places emphasis on high academic standards.

Over the last seventeen years, our school has evolved into an academically renowned educational institution attributed, in large part, to teachers' commitment to engage in on-going professional growth specifically designed to impact student achievement. Faculty members are not only trained and updated in "best practices" through the IBO in Geneva, Switzerland, but have attained IB train-the-trainers status, as well as, IB Examiner status. These professionals train across the U.S.A., as well as, internationally. Further, Suncoast teachers are CollegeBoard trained through Advanced Placement, Pacesetter, and Pre-AP workshops.

The School District of Palm Beach County affords all teachers training through staff development initiatives such as CRISS, Read 180, Educational Data Warehouse (EDW), Data Driven Assessment training, Reading Endorsement, 21st Century Librarian, and numerous other district-wide initiatives.

Staff development is further enhanced through common planning and Learning Team Meeting (LTMs) days where teachers collaborate and analyze data on their assigned students and diagnose their achievement. The goal in our school and the School District of Palm Beach County is to have all students, in particular struggling students, taught by highly trained, experienced, and successful teachers, and our planning and teacher to teacher training gives all teachers the best skills.

PART VII – ASSESSMENT RESULTS

FCAT Reading
FCAT Mathematics

9th Grade Table 1
9th Grade Table 1.1

FCAT Reading
FCAT Mathematics

10th Grade Table 2
10th Grade Table 2.1

Table 1

Suncoast Community High School

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT)

Publisher: Florida Department of Education

Reading - 9th Grade

Sources: <http://www.palmbeach.k12.fl.us/9045/goldrpt>

<http://fcatsresults.com/demog> - <http://www.fldoe.org>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*	496	478	483	464	446
"Meeting" plus "Exceeding" State Standards	83	84	74	72	63
"Exceeding" State Standards	55	61	55	50	44
Number of students tested	332	356	350	376	354
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	95	94	94	88	88
% "Exceeding" State Standards	76	70	73	71	71
Number Of students tested	160	173	169	197	156
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	57	60	40	43	30
"Exceeding" State Standards	17	29	23	12	11
Number of students tested	93	97	117	116	144
3. Hispanic (specify subgroup)					
"Meeting" plus "Exceeding" State Standards	82	88	84	60	70
% "Exceeding" State Standards	48	72	63	50	45
Number of students tested	29	33	24	20	20
4. Asian (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	90	94	89	90	77
"Exceeding" State Standards	73	79	68	50	50
Number of students tested	23	34	35	20	26
5. Free / Reduced Lunch (specify subgroup)					
"Meeting" plus "Exceeding" State Standards	58	58	38	39	32
"Exceeding" State Standards	23	32	27	13	12
Number Of students tested	43	47	71	65	85
6. Gender (female / male) (specify subgroup)					
"Meeting" plus "Exceeding" State Standards	65 / 72	80 / 87	74 / 74	72 / 74	61 / 65
"Exceeding" State Standards	37/44	55 / 65	54 / 55	47 / 54	41 / 46
Number of students tested (female / male)	164 / 168	166 / 190	170 / 180	184 / 192	169 / 185

Legend: % "Meeting" plus "Exceeding" State Standards = % scoring level 3, 4, and 5
"Exceeding" State Standards = % scoring level 4, and 5

Table 1.1
Suncoast Community High School
FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT)
 Publisher: Florida Department of Education Mathematics - 9th Grade
 Sources: <http://www.palmbeach.k12.fl.us/9045/goldrpt>
<http://fcatsresults.com/demog> - <http://www.fldoe.org>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*	496	478	483	464	446
% "Meeting" plus "Exceeding" State Standards	92	93	86	89	82
% "Exceeding" State Standards	77	79	71	70	61
Number of students tested	332	356	350	376	354
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White (specify subgroup)					
"Meeting" plus "Exceeding" State Standards	99	98	98	98	100
% "Exceeding" State Standards	93	90	91	88	90
Number of students tested	160	173	169	197	156
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	71	81	62	72	59
"Exceeding" State Standards	38	52	33	34	22
Number of students tested	93	97	117	116	144
3. Hispanic (specify subgroup)					
"Meeting" plus "Exceeding" State Standards	93	97	96	95	95
% "Exceeding" State Standards	83	94	87	70	75
Number of students tested	29	33	24	20	20
4. Asian (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100	100	97	100	93
% "Exceeding" State Standards	100	88	89	100	89
Number of students tested	32	34	35	20	26
5. Free / Reduced Lunch (specify subgroup)					
"Meeting" plus "Exceeding" State Standards	83	79	62	73	60
"Exceeding" State Standards	73	46	32	28	31
Number of students tested	48	47	71	65	85
6. Gender (female / male) (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	88 / 100	91 / 95	83 / 89	86 / 93	75 / 88
"Exceeding" State Standards	72 / 87	75 / 84	64 / 77	65 / 75	53 / 69
Number of students tested (female / male)	164 / 168	166 / 190	170 / 180	184 / 192	169 / 185

Legend: % "Meeting" plus "Exceeding" State Standards = % scoring level 3, 4, and 5
 % "Exceeding" State Standards = % scoring level 4, and 5

Table 2

Suncoast Community High School
FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT)
 Publisher: Florida Department of Education Reading - 10th Grade
 Sources: <http://www.palmbeach.k12.fl.us/9045/goldrpt>
<http://fcatsresults.com/demog> - <http://www.fldoe.org>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*	496	478	483	464	446
"Meeting" plus "Exceeding" State	79	75	75	67	66
"Exceeding" State Standards	59	52	56	51	39
Number of students tested	337	315	363	334	330
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White (specify subgroup)					
"Meeting" plus "Exceeding" State	89	92	94	93	86
% "Exceeding" State Standards	71	71	79	82	56
Number of students tested	158	149	190	150	164
2. Black (specify subgroup)					
% "Meeting" plus "Exceeding" State	51	44	46	34	37
"Exceeding" State Standards	30	18	19	14	13
Number of students tested	91	107	112	132	111
3. Hispanic (specify subgroup)					
"Meeting" plus "Exceeding" State	91	91	67	72	54
"Exceeding" State Standards	68	60	48	61	30
Number of students tested	31	23	21	18	17
4. Asian (specify subgroup)					
% "Meeting" plus "Exceeding" State	97	90	82	84	78
"Exceeding" State Standards	71	65	59	56	50
Number of students tested	35	31	22	25	32
5. Free / Reduced Lunch (specify subgroup)					
"Meeting" plus "Exceeding" State	59	46	37	35	31
% "Exceeding" State Standards	32	25	11	26	14
Number of students tested	41	52	61	58	60
6. Gender (female / male) (specify subgroup)					
"Meeting" plus "Exceeding" State	78 / 86	69 / 81	72 / 78	62 / 72	59 / 73
"Exceeding" State Standards	61 / 60	43 / 60	53 / 58	45 / 57	36/42
Number of students tested (female / male)	145 / 176	151/164	176/187	157 / 177	168 / 162

Legend: % "Meeting" plus "Exceeding" State Standards = % scoring level 3, 4, and 5
 % "Exceeding" State Standards = % scoring level 4

