

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  (7-12)  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Timothy Cool

Official School Name: Cocoa Beach Jr./Sr. High School

School Mailing Address:  
1500 Minutemen Causeway  
Cocoa Beach, FL 32391-2048

County: Brevard State School Code Number\*: 055011

Telephone: (321) 783-1776 Fax: (321) 868-6602

Web site/URL: http://schoolchoice.brevard.k12.fl.us/choice/cocoa.htm E-mail: cool.tim@brevardschools.org

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Richard DiPatri

District Name: Brevard County School District Tel: (321) 633-1000

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Robert Jordan

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- |           |                     |
|-----------|---------------------|
| 58        | Elementary schools  |
| 12        | Middle schools      |
| 0         | Junior high schools |
| 11        | High schools        |
| 4         | Other               |
| <b>85</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 7492

Average State Per Pupil Expenditure: 8868

### 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. 4 Number of years the principal has been in her/his 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			0	7	116	112	228
K			0	8	128	145	273
1			0	9	147	140	287
2			0	10	104	122	226
3			0	11	88	108	196
4			0	12	132	89	221
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>1431</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
3 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
83 % White  
5 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 12 %

This rate is 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.	66
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	111
(3)	Total of all transferred students [sum of rows (1) and (2)].	177
(4)	Total number of students in the school as of October 1.	1538
(5)	Total transferred students in row (3) divided by total students in row (4).	0.115
(6)	Amount in row (5) multiplied by 100.	11.508

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

Total number limited English proficient 12

Number of languages represented: 7

Specify languages:

Chinese, Spanish, Russian, Italian, French, Polish, and Haitian-Creole

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 95

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 free and reduced-price school meals 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: 7 %

Total Number of Students Served: 99

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>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>57</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>18</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>92</u>	<u>2</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>29</u>	<u>0</u>
Total number	<u>138</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	95%	96%	97%
Daily teacher attendance	96%	94%	95%	96%	96%
Teacher turnover rate	12%	20%	19%	15%	12%
Student dropout rate	0%	1%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate has been over 12% for three of the past five years for a variety of reasons. A new high school opened within 20 miles of Cocoa Beach Jr/Sr High School in 2005-2006 and several teachers transferred to be closer to home. There has also been a reduction/shift in student population because of district boundary changes including the addition of a new high school. Each year several teachers must leave because their spouses have been transferred from the military base near the school. Kennedy Space Center is also a major employer in the area, and their staff is being reduced. This employee reduction affects the spouses (our teachers) of the space center employees. Finally, each year there are retirements and marriages that are reflected in the teacher turnover rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	230	
Enrolled in a 4-year college or university	60	%
Enrolled in a community college	34	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	2	%
Other (travel, staying home, etc.)	4	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Accredited by Southern Association of Colleges and Schools and an “A” rated school for seven consecutive years, Cocoa Beach Jr/Sr High School is located in the technologically advanced area of Cocoa Beach, Florida. Located a short distance from Kennedy Space Center and NASA, students are able to witness launches from the school grounds. The school is geographically located on the barrier island between the Banana River and the Atlantic Ocean in Brevard County. Cocoa Beach Jr/Sr High School is unique because is a combination junior and senior high school. In addition to the regular curriculum, Cocoa Beach is proud to be part of the International Baccalaureate Organization (IBO). The International Baccalaureate Programme (IBP) maintains two courses of study: a Middle Years Programme (MYP) for students in grades seven through ten and a Diploma Programme (DP) for students in grades 11 and 12. In addition to a high school diploma, students enrolled in IB may be eligible to receive an International Baccalaureate Programme diploma upon successful completion of the IB requirements.

Cocoa Beach Jr/Sr High School serves approximately 1431 students in grades 7-12. Currently there are 103 faculty members of whom 52 hold bachelor degrees, 48 hold master degrees, and three hold doctoral degrees. All five school-based administrators hold a master’s degree. The student population is composed of 715 males and 716 females; 83% White/Non-Hispanic, 2% African-American, 4% Asian, 5% Hispanic, 5% Multi-Racial, and <1% American Indian.

The school year is divided into two 18 week semesters, and the school day is divided into seven class periods that are approximately 48 minutes in length. One-half credit is earned for each semester long course. High school courses are offered at a variety of levels to meet the needs of all student learners. High school students, depending on qualifications, are offered regular, honors, Advanced-Placement (AP), and IB level courses. Middle school students, depending on qualifications, are offered courses at the regular, honors, and MYP levels. In addition, Cocoa Beach Jr/Sr High School offers an Academy of International Business (AIB). The purpose of AIB is to prepare students for entry-level management trainee positions in the international business environment.

The graduation requirements for Cocoa Beach Jr/Sr High School follow the Brevard Public Schools Secondary Schools of National Prominence requirements of 26 credits. Four academic credits in each of the core academic areas of mathematics, English, social studies, and science must be earned, along with one credit in fine or performing arts, one credit in physical education, and one-half credit in Career Research and Decision-Making. The remaining credits are elective credits. The IB students must meet additional requirements in order to receive the IB diploma. All Cocoa Beach Jr/Sr High School students must show proficiency in tenth grade reading and math skills on the Florida Comprehensive Assessment Test (FCAT).

In an effort to accommodate as many students as possible, Cocoa Beach Jr/Sr High School offers a variety of programs. Brevard Community College provides an opportunity for eligible students to take college courses and earn both high school and college credit. With this program, students have the potential to graduate with a high school diploma and an Associate of Arts degree. In addition, 20 IB courses are offered along with 12 AP courses. The performing and fine arts programs provide students with opportunities to explore and excel in areas of special talent or interest. There are also computer, business, career, journalism and TV production courses offered. The school also has additional extracurricular activities, including a wide variety of sports, as well as academic, social and service clubs, to enrich the lives of the students beyond academic education.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Cocoa Beach Jr/Sr High student assessment results on the state assessment, Florida Comprehensive Assessment Program (FCAT), have consistently exceeded the state and district averages every year. The Florida Comprehensive Assessment Test is a criterion based assessment that correlates a score to a level of achievement. Proficiency is equated to a score of three or higher on mathematics and reading. The levels for each of the subject area tests range from one to five. Level one and level two are below proficiency, level three indicates proficiency, and levels four and five indicate high proficiency. The school's accountability report is found at: <http://schoolgrades.fldoe.org>.

Cocoa Beach Jr/Sr High School students have consistently performed at or above the district and state average on the FCAT. In 2008, Cocoa Beach was ranked 12th in the state of Florida. In 2008, the school was composed of 83% white with 17% other racial/ethnic groups. The disabled population consisted of 5% and 13% represented the economically disadvantaged. There were less than 1% English Language Limited (ELL) students in 2008. These demographics are very representative of each school year. On the 2008 mathematics assessment, 100% of all ethnic groups scored at proficiency or above. Of the disabled and economically disadvantaged students, 70% scored at proficiency or above. On the reading assessment, at least 92% of all ethnic groups scored at proficiency or above. Of the economically disadvantaged 73% scored at proficiency or above. Cocoa Beach has consistently received an 'A' on the Florida's A+ Accountability Plan and has made Adequate Yearly Progress on NCLB every year since the 2004-2005 school year.

When comparing Cocoa Beach's performance with state and district performance, specific grade levels represent the global picture. On the seventh grade mathematics test, the state reported 61% of students scoring at level three (proficiency) or above; the district reported 71%; while Cocoa Beach had 85% scoring in the top three achievement levels. On the eighth grade mathematics test, the state reported 67% scoring at level three or above; the district reported 77%; however, Cocoa Beach reported 89%. On the ninth grade mathematics test, the state reported 65% scoring at proficiency or above; the district reported 79%; but Cocoa Beach reported 93% scoring in the proficient or above range. On the tenth grade math test, the state reported 69% proficient or above; the district reported 83%; yet Cocoa Beach reported 94% proficient or above.

On the seventh grade reading test, the state reported 65% proficient or above; the district reported 76%; but Cocoa Beach had 87% scoring at the proficient and above range. On the eighth grade reading test, the state reported 53% scoring proficient or above; the district reported 64%; and Cocoa Beach reported 74%. On the ninth grade reading test, the state reported 46% meeting proficiency or above; the district reported 60%; however, Cocoa Beach had 76% scoring at proficiency or above. On the tenth grade reading test, the state reported 38% meeting or exceeding proficiency, the district reported 54%, yet Cocoa Beach had 76% meeting or exceeding proficiency.

In addition, on national assessments Cocoa Beach Jr/Sr High School students have performed well above the college readiness standards as indicated on the PSAT, SAT, PLAN, and ACT tests. Student performance on these tests provides evidence of the success of the college preparatory curriculum.

### 2. Using Assessment Results:

The Florida Comprehensive Assessment Test (FCAT) is the primary assessment used to determine student achievement. The test is administered to students in grades seven through ten to determine reading and mathematics proficiency. Writing competency is tested in grades eight and ten, and science is assessed in grades eight and eleven. Students at the tenth grade level are required to demonstrate reading and mathematics proficiency. Students who do not meet proficiency in reading and/or math are required to complete remediation

coursework. Reading remediation is continued until students demonstrate mastery of standards. Additionally, FCAT results are utilized by the School Advisory Committee, a collaborative effort between faculty, staff, administration, and parents who analyze the data and create goals which focus on increased student achievement. From this effort, the School Improvement Plan is created. Using the data analysis, teachers create professional development goals. The teachers define student weaknesses and strategize to implement plans addressing skill deficiencies. Teachers implement research-based strategies that focus on instructional practices in which the teacher is knowledgeable, and training on further methods that address the identified weaknesses is planned accordingly. Prior to implementation, teachers present their Professional Development Plans to administration for approval. Teachers and administration meet at the end of the school year to determine whether goals were met. Furthermore, a vertical articulation committee meets so that teams of teachers can study instructional materials and practices to ensure alignment with the state standards. The committee specifies strategies and materials that have proven effective as well as modifies those that were not. The seventh and eighth grade teachers work in teams and meet regularly to discuss student progress and effective instructional methods. Student reading progress assessment takes place four times each year using the Scholastic Reading Inventory and Florida Oral Reading Fluency. The data is shared with teachers, and student reading progress is monitored.

### **3. Communicating Assessment Results:**

Cocoa Beach is proactive in communicating the school's FCAT assessment data to parents, students, and the community. One effective way is the school's bi-weekly MeMail (an electronic newsletter e-mailed to parents and community members) which provides information not only on upcoming testing and report card dates, but also on the overall results. Edline, an online tool instituted by the Brevard Public School Board in 2007, is also used for communicating student progress. Students and parents have their own Edline accounts that allow for daily monitoring of grades and assignments. Other primary sources of information are the school's website and quarterly newsletters. A telephone voice message system, Synervoice, is also used to communicate FCAT testing information. The school also ensures parents are aware of their child's grade level proficiency by providing FCAT performance reports and distributing Florida's FCAT Parent Network information so parents can view test scores online. At least once a year, the parents and community members are presented information about the school's assessment data through feeder chain meetings and other informational meetings on the assessment of the programs.

Students showing unsatisfactory academic progress are notified by the teacher. Teachers are also required to inform the parents by phone. Conferences with parents are also part of the plan to improve student success. Middle school teams have been formed with the four core subject area teachers working with a specific group of students. When parent conferences are needed or requested, the entire team of middle school teachers meets with the parents.

Outstanding academic performance is recognized in various ways, including MeMail and the annual awards ceremonies. Local community groups, such as the Rotary and the Chamber of Commerce, also provide recognition at their meetings and provide scholarships for deserving seniors. In May of 2008, three award ceremonies (middle school, underclassmen, and senior) were held during the evening for students, families, and community members to celebrate the students' successes. In 2008, over \$2 million in scholarships were awarded to the graduating senior class.

### **4. Sharing Success:**

Cocoa Beach Jr/Sr High School celebrates and shares successes frequently and in various ways. Examples include three science teachers who served as presenters at the Brevard Secondary Science Conference; an assistant principal presents annually at the Cocoa Beach Citizens' Academy; and the annual Hispanic Heritage Night, where the Spanish II students research a Spanish speaking country and make presentations and serve native foods to parents and community members.

For the past four years, Cocoa Beach has been listed as one of Newsweek magazine's top 100 schools in the nation. In addition to national media recognition, local media has broadcast visits from local representatives presenting A-school monies to the school. Within the local community, Cocoa Beach teachers and administrators participate in sharing success through open houses, leadership meetings, school improvement feeder chain meetings, School Advisory Council meetings, curriculum contact meetings, role-alike meetings, and various conferences (including state, national, and International Baccalaureate (IB), Advanced Placement (AP), International Business Academy, Reading Conference, and Technology Conference). Additionally, The Bayonet, a student-published newspaper, The Minuteman Newsletter, a monthly informational publication for parents, The Monday Morning Minuteman, a bi-weekly electronic communication for teachers, and MEMail, a monthly communication sent to all stakeholders, are regular forms of communication through which Cocoa Beach Jr/Sr High School shares success.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Cocoa Beach Jr/Sr High School offers rigorous and relevant coursework to students, through core curriculum, the arts, and career and technical courses to prepare each student to reach his or her potential and leave high school ready for college and/or work. In addition to the rigorous International Baccalaureate Middle Years and Diploma Programmes, students are encouraged to reach their potential through the appropriate placement into honors level and career/technical courses.

The International Baccalaureate Programme has an accelerated curriculum. The Middle Years Programme, grades seven through ten, emphasizes international awareness, interdisciplinary instruction, and communication skills as well as the five areas of interaction, the foundation of all IB/MYP courses. During the two years of the Diploma Programme (grades 11 and 12) students take a total of six internationally scored exams in the areas of English, foreign language, humanities, science, math, and the arts. They are also required to write an Extended Essay and to successfully complete the course, Theory of Knowledge. Both Programmes require service hours.

Students engaged at core curriculum areas focus on a standards-based curriculum at a level appropriate for the individual student, including honors level, Advanced Placement, International Baccalaureate, and Dual Enrollment. Struggling students are enrolled in remedial courses in addition to their regular core coursework. An inclusion model is utilized to meet the needs of exceptional education students.

Through the vertically aligned language arts curriculum, students at each grade level are taught critical thinking skills through the instruction of literary analysis. An emphasis is also placed on writing, grammar, vocabulary, reading comprehension, and public speaking at each level of language arts instruction.

All students graduate with a minimum of algebra and geometry taught at a level appropriate to their ability. The majority of students continue to the next level of algebra and beyond. Many students continue to Advanced Topics or Pre-calculus, then AP Calculus AB, AP Statistics, and AP Calculus BC.

The inquiry method is emphasized at all levels of the comprehensive science program. The high school students exceed the state requirements, by taking biology, chemistry, and physics at the appropriate level. Many students continue with a fourth credit in science by taking Anatomy and Physiology, Science Research, AP Chemistry, AP Physics B, AP Physics C, IB Biology, IB Chemistry, or IB Physics.

The social studies curriculum is organized by subject. Middle school students take World Cultures and then U.S. History. High school students take World History, Economics, Government, and American History, offered at the basic, honors, and Advanced Placement levels. IB Diploma students also take Contemporary History in their senior year. Many students elect to take Psychology, Law Studies, and World Cultural Geography in addition to the required courses. Through these courses, students are engaged in the study of the geographical, political, social, cultural, and historical concepts of society now and throughout history.

More than 59% of students take either French or Spanish beginning in middle school and continuing through senior year. In addition to the study of grammar and vocabulary, students experience the cultural aspects of French or Spanish speaking countries. Students begin to work toward total fluency and achieve this goal by the end of the third or fourth year of study.

In addition to core curricular classes, students at Cocoa Beach Jr/Sr High School have a wide range of electives from which to choose, including health and physical education, ROTC, fine arts, and career and technical courses, including the sequential options of Fashion Production, Engineering Technology, Marketing,

Accounting Operations, Teacher Assisting and the Academy of International Business. Students are able to become industry certified through any of the Career and Technical program sequences.

## **2b. (Secondary Schools) English:**

The English curriculum at Cocoa Beach Jr/Sr High School is vertically aligned, comprehensive, and rigorous at all instructional levels. All students in grades seven through twelve must take and pass an English course each year. Students in grades seven through nine undertake the process of analyzing literature through the study of literary elements. Tenth grade students study world literature, while 11 and 12 graders undertake American and British literature respectively. Higher level courses include AP English Language and Composition, as well as AP Literature. IB students also study literary analysis with a variety of texts, a required number of which are in translation, and with an emphasis on New Criticism. Students in every grade also complete a research project annually.

Florida's criterion-referenced state test, the FCAT, is used to determine those students who are reading below grade level. Whenever FCAT results indicate a student is reading below grade level, that student is enrolled in a mandatory intensive reading class. The school employs two certified reading teachers dedicated solely to intensive reading instruction. This class is taken in addition to the student's regular class of grade level English instruction as described above, and students remain in the class until they achieve a passing FCAT reading score. Moreover, all students in grades seven through ten, plus those students in grades eleven and twelve identified through test results as low-level readers despite having achieved a passing score on the state-mandated test, participate three times per year in the Scholastic Reading Inventory assessment. This computer-based assessment monitors struggling readers, provides teachers with data to help in planning individual instruction, and demonstrates accountability. Finally, students identified as reading below grade level are provided with a teacher-generated Academic Improvement Plan. The AIP is updated quarterly in order to monitor student progress and provide demonstrable feedback to parents and students alike.

## **3. Additional Curriculum Area:**

Cocoa Beach Jr/Sr High School recognizes that the arts are an integral part of education and all students are encouraged to develop creatively. Art, band, chorus, orchestra, drama, and stagecraft are offered. Over 1/3 of the school's students are enrolled in a fine or performing art.

Infusion of the arts in core classes is fluid. Teachers incorporate art and music, as well as student-driven oral presentations. This integration enables the school to provide a flexible, integrated learning environment stressing critical thinking skills, community involvement, creativity, and active learning. The fine and performing arts departments work to develop potential in all students, including those with special needs as a part of the school's inclusion process.

Drama awards earned at the tri-county level include 85 superiors, 35 excellents, 12 best of show, three Critics' Choice, and 20 Cappies. At the state level competition 15 superiors, 12 excellents and one best of show were earned. The music program has received Honorable Mention status as a Music Demonstration School. The orchestra program has earned 33 superiors and nine excellent ratings at the district level. At the state level, the orchestra earned three excellents. The choral program has earned 17 superiors and 26 excellents at the district Music Performance Assessments (MPA) and three excellents and one superior at the state MPA. Band awards include 145 superiors and 55 excellents at Florida Bandmasters Solo and Ensemble Performance Assessment, with 19 students selected for Brevard All County Honor Bands, Best Musical Pit Orchestra in Brevard area Cappies, and a superior rated Color Guard.

Recent construction of a Performing Arts Center allows staff and students to participate in stage productions in which drama, choral, and band departments worked together for the performance and technical aspects, while business classes promoted and sold tickets.

#### **4. Instructional Methods:**

Teachers at Cocoa Beach Jr/Sr High School use many instructional methods. The school is certified as an International Baccalaureate School with a Middle Years Programme in seventh to tenth grade and a Diploma Programme in eleventh and twelfth grade. Many of the teachers have been trained in the International Baccalaureate methods, which are used regularly in the middle and high school programs with all students. The school also offers Advanced Placement courses, and teachers trained in the AP approach utilize these methods of instruction. In addition, the school has had inclusion of exceptional education students for the past three years, and teachers regularly consult with exceptional education teachers about the best instructional approaches.

Instructional methods appeal to all aspects of the learner profile. Training in the MYP, DP, and CRISS programs emphasize higher level thinking skills and critical reflection. The team approach is used at the middle school level with the four major subject area teachers coordinating curriculum, instructional methods, and cross-curricular projects. Other approaches used at all levels include whole and small group instruction, cooperative learning, role playing, simulations, project based learning and the use of technology. Students conduct peer editing of their writing in different curricular areas. Science laboratory experiments encourage a hands-on approach. Field trips such as “Blast” and “Seine” enable students to learn by visiting the Kennedy Space Center and the unique river systems of Brevard County. Guest speakers, career shadowing, and service learning also give students opportunities to learn. The school Media Center has a fully equipped computer laboratory and many computer islands. Students use the computer lab for writing and research. The media specialists train students and teachers in the use of computers. The software package available to teachers and students is quite extensive.

#### **5. Professional Development:**

Cocoa Beach Jr/Sr High School recognizes the importance of staff development. Numerous teachers serve on district and state education committees, such as the Florida Teens Read State Committee, Florida Master Digital Educator Program, Florida League of Cities Middle Years Programme Committee, and the Brevard Schools Technology Advisory Committee. Teachers present sessions at the district and state level during professional conference meetings. Currently there are seven National Board Certified teachers and several in the process of obtaining this rigorous certification. These teachers provide mentoring and assistance to new teachers throughout the year. It is through the use of such professional development opportunities that Cocoa Beach Jr/Sr High School has maintained AYP and been deemed an “A” school for the last 10 years.

In 2008, Cocoa Beach hosted the Brevard Secondary Science Conference where Cocoa Beach teachers developed and presented sessions on such topics as chemistry, anatomy and physiology, and statistics for science research. The second professional development opportunity was held in the February of 2009 where teachers instructed their fellow teachers in a professional development opportunity called “Meeting the Needs of All Learners.” Topics addressing ESE law, the International Baccalaureate Programme, strategies for struggling readers, using technology in the classroom, integrating the fine arts in the core curriculum, and inter-department sharing sessions were presented. Additionally, community stakeholders will participate in this event through contributing goods and services as door prizes to show teachers their support.

Cocoa Beach teachers participate in monthly “Best Practices” sessions where teachers volunteer to share ideas from their own classrooms. The Library Media Center offers monthly “Tech Challenges” for teachers who wish to learn cutting edge skills using various forms of technology. The Reading Coach provides imbedded professional development on a regular basis and monthly instruction regarding strategies that can be incorporated in all classrooms for teachers to use with their students through the Literacy Leadership Team.

## **6. School Leadership:**

Administrative structure at Cocoa Beach Jr/Sr High School consists of one full-time principal, two full-time assistant principals, and two deans. District-wide, administrators are considered instructional and technology leaders in the school. The principal's approach to management is through shared leadership.

All five administrators share the task of formal teacher evaluation. Each teacher is evaluated annually using a district prescribed assessment tool. Pre-evaluation and post-evaluation interviews are conducted. During this time, teachers are assessed on both classroom design and management, as well as curriculum delivery which supports student learning. Additionally, informal walk-through visits are performed on a regular basis in order to keep administrators well-informed in the areas of school tone and climate.

Additional roles held by school administrators at Cocoa Beach Jr/Sr High School, which directly impact student learning, include choosing and scheduling courses and hiring and assigning teachers who are highly qualified according to the specifications of the No Child Left Behind legislation. Administrators budget for school needs through the district allocation for classroom supplies, substitutes, and custodial supplies. Furthermore, they utilize state and district allocations for textbook accounts to ensure that every student has a textbook in each subject area. Finally, administrators allocate funds to provide for extra teaching supplement and additional supplies to support the remediation program.

Specifically, the principal of Cocoa Beach Jr/Sr High School promotes the school through positive public relations in the surrounding community, attending Rotary Club meetings and liaising with City Hall. During the 2008-2009 school year, a Faculty Advisory Committee was formed. This group consists of a representative from each curricular department and includes the school's principal; their purpose is to serve as a communication conduit between faculty and administration at the school. The principal also offers each department a full day to plan together at the beginning of each school year; it is during this time that curriculum mapping takes place in order to ensure vertical alignment.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: FCAT Mathematics

Edition/Publication Year: 2004-2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	94	90	86	93	90
% Advanced	75	67	69	71	65
Number of students tested	216	244	255	269	260
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	95	87		0	86
% Advanced	62	44		0	64
Number of students tested	21	23		23	22
<b>2. Racial/Ethnic Group (specify subgroup): Black Students</b>					
% Proficient plus % Advanced		75	62	80	67
% Advanced		58	31	50	25
Number of students tested		12	13	10	12
<b>3. (specify subgroup): Hispanic Students</b>					
% Proficient plus % Advanced		80			79
% Advanced		60			64
Number of students tested		10			14
<b>4. (specify subgroup): Asian Students</b>					
% Proficient plus % Advanced	100	100	100		93
% Proficient plus % Advanced	100	91	82		73
Number of students tested	13	12	11		15

Notes:

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 10 Test: FCAT Reading  
Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	76	59	60	64	63
% Advanced	50	37	33	44	44
Number of students tested	217	245	255	266	258
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	57	46		50	64
% Advanced	24	26		25	50
Number of students tested	21	24		24	22
<b>2. Racial/Ethnic Group (specify subgroup): Black Students</b>					
% Proficient plus % Advanced		42	29	60	17
% Advanced		16	7	20	8
Number of students tested		12	14	10	12
<b>3. (specify subgroup): Hispanic Students</b>					
% Proficient plus % Advanced		45			50
% Advanced		27			50
Number of students tested		11			14
<b>4. (specify subgroup): Asian Students</b>					
% Proficient plus % Advanced	92	83	73	58	67
% Proficient plus % Advanced	62	50	63	50	67
Number of students tested	13	12	11	12	15

Notes:

Subject: Mathematics

Grade: 7 Test: FCAT Mathematics

Edition/Publication Year: 2004-2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	83	82	77	71
% Advanced	63	52	59	33	38
Number of students tested	280	276	236	211	245
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	70	64	61	67	61
% Advanced	45	19	22	35	26
Number of students tested	40	42	36	48	49
<b>2. Racial/Ethnic Group (specify subgroup): Black Students</b>					
% Proficient plus % Advanced					58
% Advanced					25
Number of students tested					12
<b>3. (specify subgroup): Hispanic Students</b>					
% Proficient plus % Advanced	100	64	92	27	
% Advanced	80	50	41	27	
Number of students tested	15	15	12	11	
<b>4. (specify subgroup): Asian Students</b>					
% Proficient plus % Advanced	100	100			
0	77	70			
Number of students tested	13	10			

Notes:

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 7 Test: FCAT Reading  
Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	87	82	86	77	75
% Advanced	61	50	55	48	36
Number of students tested	280	276	237	210	246
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	73	74	67	63	63
% Advanced	35	14	36	27	28
Number of students tested	40	42	36	48	49
<b>2. Racial/Ethnic Group (specify subgroup): Black Students</b>					
% Proficient plus % Advanced					58
% Advanced					17
Number of students tested					12
<b>3. (specify subgroup): Hispanic Students</b>					
% Proficient plus % Advanced	100	86	83	55	
% Advanced	53	64	58	36	
Number of students tested	15	14	12	11	
<b>4. (specify subgroup): Asian Students</b>					
% Proficient plus % Advanced	85	80			
% Proficient plus % Advanced	69	50			
Number of students tested	13	10			

Notes:

Subject: Mathematics

Grade: 8 Test: FCAT Mathematics

Edition/Publication Year: 2004-2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	89	90	85	79	78
% Advanced	61	61	52	42	40
Number of students tested	280	242	223	243	193
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	79	73	73	67	55
% Advanced	24	30	36	29	19
Number of students tested	29	33	40	45	31
<b>2. Racial/Ethnic Group (specify subgroup): Black Students</b>					
% Proficient plus % Advanced		91		60	58
% Advanced		45		30	16
Number of students tested		11		10	12
<b>3. (specify subgroup): Hispanic Students</b>					
% Proficient plus % Advanced	85	92	70	60	75
% Advanced	69	25	40	40	42
Number of students tested	13	12	10	10	12
<b>4. (specify subgroup): Asian Students</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 8 Test: FCAT Reading  
Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	74	76	75	63	63
% Advanced	42	33	33	24	26
Number of students tested	279	239	224	242	194
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	45	55	61	47	42
% Advanced	17	15	20	9	13
Number of students tested	29	33	41	45	31
<b>2. Racial/Ethnic Group (specify subgroup): Black Students</b>					
% Proficient plus % Advanced		45		70	42
% Advanced		5		10	17
Number of students tested	7	11		10	12
<b>3. (specify subgroup): Hispanic Students</b>					
% Proficient plus % Advanced	77	75	70	50	75
% Advanced	53	8	50	20	25
Number of students tested	13	12	10	10	12
<b>4. (specify subgroup): Asian Students</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 9 Test: FCAT Mathematics

Edition/Publication Year: 2004-2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	89	91	83	84
% Advanced	69	51	60	64	60
Number of students tested	237	233	258	274	306
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	83	81	86	75	80
% Advanced	52	44	53	43	51
Number of students tested	29	27	21	40	35
<b>2. Racial/Ethnic Group (specify subgroup): Black Students</b>					
% Proficient plus % Advanced	92		87	60	71
% Advanced	58		47	27	35
Number of students tested	12		15	15	14
<b>3. (specify subgroup): Hispanic Students</b>					
% Proficient plus % Advanced	93	82	91	64	82
% Advanced	26	54	72	43	72
Number of students tested	15	11	11	14	11
<b>4. (specify subgroup): Asian Students</b>					
% Proficient plus % Advanced		100	100	91	100
% Proficient plus % Advanced		91	91	82	90
Number of students tested		11	11	11	10

Notes:

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 9 Test: FCAT Reading  
Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	76	74	73	66	64
% Advanced	51	47	37	44	38
Number of students tested	237	231	258	274	306
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	52	48	67	40	54
% Advanced	34	22	29	21	23
Number of students tested	29	27	21	40	35
<b>2. Racial/Ethnic Group (specify subgroup): Black Students</b>					
% Proficient plus % Advanced	67		73	33	29
% Advanced	50		30	13	7
Number of students tested	12		15	15	14
<b>3. (specify subgroup): Hispanic Students</b>					
% Proficient plus % Advanced	60	73	82	57	82
% Advanced	20	45	45	50	64
Number of students tested	15	11	11	14	11
<b>4. (specify subgroup): Asian Students</b>					
% Proficient plus % Advanced		82	73	73	80
% Proficient plus % Advanced		64	54	72	30
Number of students tested		11	11	11	10

Notes: