

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. James A. Ruck

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

Official School Name Herricks High School

(As it should appear in the official records)

School Mailing Address 100 Shelter Rock Road

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

City New Hyde Park State NY Zip Code+4 (9 digits total) 11040-1356

County Nassau County

Telephone (516) 305-8726 Fax (516) 248-3282

Web site/URL http://www.herricks.org E-mail jruck@herricks.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Fino Celano E-mail fcelano@herricks.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Herricks Union Free School District Tel. (516) 305-8901

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Nancy Feinstein
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public 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 (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	177	130	307
10	154	147	301
11	181	191	372
12 or higher	186	147	333
Total Students	698	615	1313

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 57 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 35 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2015	1336
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 3 %
33 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Bengali, Cantonese, Creole, Farsi, French, German, Greek, Gujarati, Hebrew, Hindi, Ilocano, Italian, Japanese, Kachi, Korean, Mandarin, Malayalam, Polish, Punjabi, Russian, Spanish, Swahili, Tagalog, Tamil, Telugu, Urdu

7. Students eligible for free/reduced-priced meals: 10 %
Total number students who qualify: 137
8. Students receiving special education services: 12 %
183 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 conditions. It is possible that students may be classified in more than one condition.

- 13 Autism
- 1 Deafness
- 0 Deaf-Blindness
- 9 Emotional Disturbance
- 0 Hearing Impairment
- 3 Mental Retardation
- 2 Multiple Disabilities
- 0 Orthopedic Impairment
- 72 Other Health Impaired
- 51 Specific Learning Disability
- 6 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 1 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	15
Classroom teachers including those teaching high school specialty subjects	96
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	98%	98%	95%	98%	98%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	347
Enrolled in a 4-year college or university	82%
Enrolled in a community college	15%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	0%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Herricks is a community of learners, promotes intellectual curiosity and creative expression, values diversity, and measures success by one's personal development and contributions to society.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Herricks is a four-year comprehensive high school located in a dynamic and multicultural community. Its first school was established in 1813, making it one of the oldest districts in Nassau County. Located twenty miles east of Manhattan and serving residents in the villages of Albertson, Manhasset Hills, New Hyde Park, Roslyn, Roslyn Heights, and Williston Park, there is no town of “Herricks.” The schools are the heart of the community, and the diverse backgrounds and personal histories of those who work, live, and learn here set our graduates apart from other competitive high schools. At Herricks, it is not enough to reach your potential as an individual – you must also be ready to make the world a better place.

The dual focus on personal excellence and service to community has been evident since the high school first opened its doors in 1958. Students wishing to participate in rigorous coursework are encouraged to do so, and the number of students participating in AP classes continues to rise. Robust extra-curricular offerings and opportunities for community service allow our students to be competitive when applying for college. Co-taught classes, differentiated instruction, an alternative high school, and a life-skills program ensure that no student leaves without the necessary skills for college or career. Accordingly, Herricks ranked #207 in Newsweek's Best High Schools in the US.

Herricks students are more proud of how prepared they are for life after high school than they are by appearing on a list, however. Every year, Herricks hosts a forum for seniors featuring a panel of graduates. These students consistently remark that the opportunities offered in high school helped them become better people. They find it easy to write and to do research, because of their exposure to 21st century skills involving communication, collaboration, critical thinking, and creativity. They say that Herricks High School has prepared them for college -- and to be global citizens. Since our students, staff, and community members communicate with each other in over seventy languages, it is a graduation tradition to invite representatives to come to the microphone to welcome their families in their native tongues. It is always a special moment for our families. Some have been in the district for generations; others have only recently moved here. Whatever their personal histories, all are bonded by their commitment to the education of their children.

Herricks students are encouraged to reach their full potential academically, emotionally, physically, socially, and culturally. Class rankings are minimized in order to decrease competition with other students. Instead, the focus is on becoming the best possible version of yourself. Herricks students offer support to each other through student assistant programs and Freshman Focus mentoring opportunities, which provide peer to peer support when school begins. School support personnel work with students during good times and bad. The principal, assistant principals, department chairs and classroom teachers play side by side with students during the Battle of the Classes, and provide advice, support, and care during times of crisis when necessary. Students are encouraged to stretch themselves physically, whether academically or through athletics and intramural programs. Teamwork and cooperative learning activities are found in the classroom and after school.

Herricks believes in universal access to high quality learning, and regularly reviews and modifies programs so that all students learn. It is important that our students have standards-based curriculum and assessments that are teacher-created wherever possible. We pilot and test new curricula and are proud of our Curriculum Council and Teacher Center, which evaluate and recommend new courses for students and professional development for staff members, respectively.

One of the district's newest initiatives involves cultivating growth mindsets and practicing mindfulness. It is important that high school students in high-stress, competitive environments learn to self-regulate their emotions so that they are able to focus on their evolution as learners during the high school years. Students in all disciplines learn that although they may not know how to do something, they simply do not know how to do it "yet." They also learn to be present, accepting of life's changes, and work with their guidance counselors to find the best fit for them in terms of which colleges to apply for, or career paths to follow.

Finally, our district leaders are experienced practitioners with decades of teaching experience between them.

Many hold leadership positions in local, state, or national educational organizations. The district employs K-12 Directors in core content areas such as English Language Arts, math, special education, physical education and world languages in order to assure that content is covered consistently throughout students' entire experience. Chairpersons in social studies, science, art, music, and guidance work with elementary and secondary principals to monitor content, often on their own time. Our leaders model what we teach our students and go above and beyond for our children.

Although we have not yet received a National Blue Ribbon School award, we recognize how earning this designation can help us to serve our school and the community. Should we be awarded this designation, it would serve as the beginning of an even greater commitment to excellence in terms of our curriculum, culture, professional capacity, and family and community engagement. We are honored to be considered, and look forward to the next steps of the process.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Herricks High School's core curriculum advances academic achievement by focusing on 21st century skills involving communication, collaboration, creativity and critical thinking. The common thread throughout all curricular areas is an inquiry-based approach, with opportunities to engage in authentic and engaging problem solving. Co-taught classes are common, and teachers employ a blend of cooperative and independent learning activities to reach every student.

English Language Arts is the foundation for all learning in the high school. There is a strong focus on research skills and most assignments ask students to demonstrate their writing ability through real-world situations. Students write critical book reviews, speeches, articles, letters, and persuasive essays based on their interests. They read a wide range of literary material, and self-select as often as possible, whether they are in an academic support class or an AP Literature or Language course. The Herricks English Scholars Program (ESP) offers students of all ability levels the opportunity to create and present an independent project of their own choosing. This could include the writing of both fiction and non-fiction, an author study, or research in an area of interest. At the end of the year, students present their projects at a festival for student work. The Highlander Newspaper is a place where students with a passion for photography, writing and technology are welcomed. The popular OPUS Literary Club publishes an award winning journal of student writing and art, and accepts submissions from any student wishing to contribute. Our students also participate in many writing opportunities that take place outside of the classroom, such as Poetry Out Loud and the New York Times Student Editorial Contest. We are proud of our 99% passing rate on the English Regents; however, we are even more proud that our students leave Herricks ELA classes with research and writing skills that will benefit them for life.

Students also benefit from opportunities for high-level research and rigor in mathematics. Algebra, Geometry, Calculus, and several AP level classes are available for all students. Students are given many opportunities to engage in real-life application of mathematical skills at every level. All students are expected to read articles and books that concern mathematics. There is an emphasis on being able to communicate mathematical concepts in both words and numbers. Juniors and seniors in all math classes are required to select and focus on a single topic for research. Those who are interested in extensive research of complex mathematical concepts and theories may participate in electives that prepare students to present at the Long Island Mathematics Fair, Regeneron/Intel competitions, or the Long Island Science and Engineering Fair.

The intent of Mathematics Education is to develop students who can think critically and collaborate to solve problems creatively in preparation for an unexpected and ever changing world. The learning of mathematics takes place in a student-centered environment where students are actively involved in the investigation and discovery of mathematical principles. In the process, students learn the language of mathematics, appreciate the beauty of mathematical ideas, and study the relevance of their applications across the disciplines. We offer multi-variable calculus and AP courses in Calculus AB, Calculus BC, Statistics and Computer Science in the mathematics department.

Many Herricks students extend their love of math and decide to participate in research in the areas of science, computers, engineering and social science. Topics covered include experimental research methods, laboratory techniques, data analysis and basic statistics, library and database search methods and scientific paper writing. Our students have completed projects that have been entered into the Regeneron/Intel Science Talent Search, the Siemens Westinghouse Science and Technology Competition, the Long Island Science Congress and many other local competitions. Students are offered opportunities to expand their learning through accelerated offerings of Earth Science in grade 8, and advanced placement courses in Biology, Chemistry, Physics, and Environmental Science are open to all students. Inquiry-based learning, active problem solving, blended learning, and group activities replace lectures wherever possible.

The goal of the Social Studies Department is to develop a student body which thinks critically and which

raises vital questions and problems, formulating them clearly and precisely. Students are taught to gather and assess relevant information, using abstract ideas to interpret effectively. They learn to come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards. Thinking open-mindedly and critically within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences. Communicating effectively with others while figuring out solutions to complex problems is also emphasized. There are many advanced placement options for students, as well as independent research opportunities. High school students are encouraged to participate in Model UN and National History Day competitions, and our students regularly advance in local, state and national levels.

All of our curriculum areas use civics and history as a springboard for helping students to think critically and make choices that reflect the greater good for their communities. Classes come alive as students research political ideology, citizenship, the election and voting processes, and due process rights using current events, Socratic seminar, and other student-led discussions and projects. Many teachers plan project-based activities that cross into other disciplines, such as math, science, or art. Understanding the how governments and people can work to ensure human rights, and how students can participate in and influence society is a common theme, and all core curriculum areas are used to analyze the causes and consequences of social and political change. Since students are as likely to explore articles and media discussing freedom of speech, the Constitution, historical letters, and the economy in a math classes as well as a social studies course, our graduates are civics-minded and empowered to participate in our democracy.

Herricks prides itself on preparing students for life after graduation. Aspirational achievement percentages for the class of 2016 indicate that our students are ready to take on the rigor of college coursework. We encourage our students to attempt the highest level of coursework they can, even if that means taking a single advanced placement course. Every subject area offers students research opportunities, and mentors are available on the faculty and within the community, so that students can learn about different career paths. Our guidance counselors provide direction and help our students to apply for scholarships to schools that are the right fit for every student looking to go on to higher education.

2. Other Curriculum Areas:

Herricks students are encouraged to explore other curriculum areas that are essential for becoming a global citizen. For example, our arts programs explore other cultures and histories. We make music and theater accessible to all students and provide opportunities for participation in these artistic disciplines. Chorus, Concert band, String Orchestra are available for students in all grade levels, and auditioned ensembles are offered as extracurricular activities for advanced music students. Students develop their understanding of the arts through rehearsal and performance, creative activity, scholarly study, and interaction with professional ensembles and artists, with the intent that the students will become lifelong learners in the arts.

The primary goal of the Herricks High School physical education program is the development of lifetime activities that promote the well-being of our students. Through our elective program, we aim to provide every student with the knowledge and skills for healthy activities they can incorporate into their daily lives. Personal Fitness is a required half semester course for all high school students, and covers a wide array of topics such as nutrition, stress management, and dance.

Our business, technology, and family consumer sciences departments strive to teach course material through real-life situations. Students in grades 10-12 work hands on with nursery school children in a half semester Child Study Lab that allows them to plan lessons and plan real-life programs. Our Virtual Enterprise classes transform 11 and 12 grade students into business professionals and entrepreneurs by bringing the workplace into the classroom. Students conduct market research, work cooperatively to develop and write business plans, design and implement websites, pay wages and taxes, maintain 401(k) plans, and develop an annual report at the end of the year.

To be able to be a part of a global economy, Herricks recognizes the importance of offering well-articulated grade 6-12 programs in Chinese, French, Italian, and Spanish. Teachers engage students with activities that solve real world problems. We adhere to the American Council of Teaching Foreign Language (ACTFL)

National Standards, which ensure that students use the interpersonal, interpretive, and presentational modes of communication. Languages and cultures are taught, celebrated, and assessed through performance-based activities and projects.

The Student Television Arts Company (STAC) is a unique multidisciplinary program for students interested in the fine and performing arts. During the course of the year students in small discipline-based groups participate in intensive workshops led by recognized professionals in each discipline area. Workshops are varied in content, but all stress skills that are applicable to students' work in high school and beyond. STAC students study art as a social phenomena, exploring the impact of the arts on culture and the role and responsibility of the artists in society. Participation in trips to New York City and the surrounding environs experience theater, dance, music, opera, art exhibits, cinema and avant-garde events and are integral to the STAC experience. Material covered in STAC is drawn from the leading edge of historical and contemporary art and film. STAC runs all year and students in all grades may participate.

3. Instructional Methods, Interventions, and Assessments:

Herricks uses a variety of instructional approaches to ensure success for students of all ability levels and learning styles. Wherever possible, students are grouped flexibly and are given assignments that do not lock them into specific ability tracks. Clusters of students are assigned specific tasks within group assignments, which are varied according to challenge, complexity, outcomes, process, or product. Within the same classroom, some tasks focus on building understanding, while others focus on extending what students already know. Co-Teaching takes place in all disciplines, and our English as a New Language and Second Language students are challenged and supported with scaffolded instruction.

The only subgroup where there is a gap of ten or more percentage points between the test scores of all students is our students with disabilities. We are working to close this gap by providing academic interventions within and outside the regular school day. Specifically, we use technology and differentiation of instruction in both the co-taught and resource room setting, and meet frequently with students and their parents to assist with project management, homework, and to provide emotional support. By believing that our students with disabilities can learn grade level and challenging content, we are able to begin to design instruction that is beneficial to all. We have begun to explore Universal Design for Learning's philosophy that good instruction benefits everyone, and are seeking to design instruction that increases learning for all students-- and reduces the gap for our students with disabilities.

An analysis of formative and summative assessments is conducted regularly so that our teachers can adjust their instruction to meet the needs of their students. After tests are completed, we analyze New York State assessment data and then use the Nassau BOCES Instructional Data Warehouse to run item analysis and wrong answer pattern reports. We examine historical assessment data in other testing areas in order to assess individual performance and growth. Since, we typically outperform New York and Long island on most testing measures, we use SchoolMeter Reporting to run metrics that compare our results to other high-performing schools in Nassau County. We note areas of strength and weakness for the district, subject areas, and individual teachers. Our teachers combine this information with their own classroom data, which typically uses rubrics and checklists to track student progress on tasks or projects. We celebrate our high passing rates, but look to improve our mastery rates as well.

In addition to state assessments, the high school assesses students during each quarter, at midterm, and at the end of the year using teacher created tests and performance tasks that parallel the activities that have been assigned throughout the year. Constructed response questions are created by teachers and are shared and analyzed by departments. Self-assessment through rubrics is common, particularly for writing in English Language Arts and in other disciplines. Wherever possible, teachers involve students in the creation of the rubrics, or use standards-based curriculum to create common assessments. Teachers instruct and assess in different ways, so there is no uniform grading or assignment policy in place; however, departments chairs work within their disciplines to ensure that students in one class do not have advantages over those with another teacher.

The high school has a variety of instructional methods and interventions in place to ensure high levels of

student learning. We run a specialized program called Excel, which is an intensive tutorial assistance program for students experiencing academic difficulties or failure. Students receive supplementary individualized instruction from a team of teachers in the content of their regularly scheduled courses and in study skills related to those content areas. Bi-monthly group counseling sessions with the guidance counselor and Social Worker provide an opportunity for students to discuss academic and personal issues. The graduation rate of these students is very high, and many go on to attend college.

Academic Support is a supplementary course given in addition to the student's regular Social Studies, Math, Science, and English. The course provides supplementary assistance to help students be successful in their classes. The course meets on alternate days. The classes are taught using a tutorial or small group format with individualized attention to students' academic needs. The tenth and eleventh grade model includes a team of teachers from the areas of Math, Social Studies, Science, and English.

The Shelter Rock Academy is an alternative high school & middle school program within the Herricks School District. It is an environment dedicated to developing individual and community commitment and responsibility. It values the pursuit of knowledge and utilizes a teaching process that emphasizes cooperation and peer learning in an effort to foster respect for self and differing opinions. This program is designed to provide a smaller classroom environment that fosters the social, emotional and academic growth of each student. The goal is to meet the needs of individual students and have them experience success.

As a high performing school, the high school encourages all students to attempt rigorous coursework. Exposure to Advanced Placement coursework begins in grade 9, in our Human Geography classes. Many students take multiple AP classes throughout their high school career, and some may take just one. Rather than emphasizing the score or the credit earned, the benefits of taking even one AP class are emphasized. We are proud of our high passing rates, and seek to have mastery rates that are as high in all disciplines. As a 4C's school, our emphasis on 21st century skills such as creativity, critical thinking, communication and collaboration drive much of our improvement efforts. We never rest on our laurels, and believe the only way to coast is downhill. This continuous drive to improve helps us to maintain our status as one the highest performing school districts in Nassau County.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Herricks the school climate and culture supports all aspects of student academic, social, and emotional growth. Students are viewed holistically. While the fulfillment of personal potential is valued over numerical grades, academic excellence is an expectation. Individual strengths are identified and maximized. Staff members are considered partners in student learning and help students find pathways to success by holding extra help classes after school, modifying assignments, and being accessible. The trust between students and staff is conducive to building the social relationships that allow students to take risks and push themselves to greater heights. There is ample access to academic, vocational and personal counseling. There are clubs for all interests, a robust athletics program, and many cultural clubs that engage our students. Admission to all is the goal. Peer leadership opportunities exist within all disciplines, and emphasize positive interactions between students. The social insights gained by students result in a safe, respectful environment that maximizes learning. Students, parents, and staff work together to define beliefs and values that reflect the culture of the school. Herricks High School often refers to itself as a family, and like a family, the importance of relational trust is the key to enhancing the emotional growth of all.

For this reason, students are active participants in their learning. There are extracurricular clubs and activities that reduce the related pressures to succeed. Club advisers and coaches are flexible and work with students so that they may balance their academic work with social activities and programs. There are programs that address specific tasks facing students as they prepare to graduate, such as college essay writing, scholarship applications, and taking the SAT/ACT. Student government and peer leadership programs are not popularity contests; representatives from the student body are instrumental to the smooth operation of the high school and even serve on the Board of Education. They work with incoming freshmen to acclimate newcomers to the building through a welcoming event before school called "Bagels and Locks," and wear tee shirts designating themselves as ambassadors for students who are lost, worried, or need someone to sit near in the cafeteria during the first weeks of school.

Teachers and staff members are similarly valued. Teachers participate in course assignments, final schedules, and summer workshops. Retreats are scheduled to review goals for the upcoming school year. Teachers are seen as experts in their disciplines, and are encouraged to develop new course proposals. Many of our teachers participate in leadership and doctoral programs and present at local and national education events. Frequent self-reflection is emphasized and expected. Teachers' accomplishments contributions are celebrated and shared with parents and the community. We are extremely fortunate to have such talented teachers and administrators, and appreciate all that they do.

2. Engaging Families and Community:

Herricks prides itself on involving families and community members in initiatives for student success and school improvement. Our PTSA's are well-organized and attended, and our Dateline Publication and website regularly inform the Herricks community of pertinent news. Transparency is valued, and families and community members are aware of successes and issues, and often work with the district to celebrate or problem-solve. Our television studio has students who act as news anchors and who broadcast from a simulated professional set. Students are responsible for creating news segments and presenting the daily announcements via television monitors located in each classroom and develop various segments highlighting special events and prepare broadcasts that are viewed by the community.

Equipment for the studio and technology labs are often donated by the community. In particular, the Herricks Community Fund is a not-for-profit organization dedicated to supporting programs and building improvements throughout the district. The Herricks Community Fund provides financial support to both high school teachers and students in order to maximize the intellectual, social, emotional, and physical development of those in our community. Herricks High School students work with the Community Fund to raise money for those in need, and have donated to ALS, Make A Wish and the Ronald McDonald House. Students and community members enjoy the Community Fund's annual Spring Carnival, which provides

thousands of dollars in scholarship opportunities to our graduating seniors.

Our high school students also benefit from community members who volunteer their time to act as mentors to our students in a variety of capacities. Some coach, or help run our popular summer recreation program. Some provide work/school cooperative opportunities to our students. Some attend our college fairs or career days to offer advice and information to our students. Some volunteer at BOCES' trade programs, Girl/Boy Scouts, to help our students conduct projects that benefit the Herricks community. Some lend their talents to art, music and theater productions. Many of these individuals are returning Herricks students; however, many are community members who are new to Herricks and wish to fill a need that will benefit the high school and give them a sense of personal satisfaction. This spirit of giving back to the community and the profession is also displayed by the high school teachers who partner with local colleges such as St. John's and Hofstra to provide student teaching opportunities for college students.

3. Professional Development:

The purpose of professional development at Herricks is to increase the "social capital" of our teachers and administrators to effect positive change for students. At Herricks, social capital is defined as the network of relationships between our teachers, students, and administrators. High quality professional development sends a message to our teachers that we trust them as experts who deserve the very best training possible to enable them to help the school to function effectively. Staff development provides our educational professionals with the resources and training necessary to address the learning needs of our students. The Board of Education is committed to providing extensive professional development opportunities in an effort to extend the skills of the professional staff. Those professional development activities are always aligned with the goal of improving all levels of student academic achievement. Staff development succeeds when it improves the skills of teachers, focuses on standards and student achievement, links professional development to the attainment of instructional goals, and connects staff development to short and long range school improvement.

The high school strives to improve upon its already high academic performance. Expanding upon our staff's education base and exposing them to a number of new experiences in terms of their own education are all part of the district's professional development effort. In addition to providing support for new teachers, the high school supports and encourages staff in maintaining and/or adding to their professional certifications. Examples of professional development opportunities for our staff include access to Teacher Education Quarterly (TEQ), an online database of learning modules related to pedagogy, technology workshops related to Smartboards, Flipped Classrooms, Pair Deck slide presentations, and building teacher/student websites. Professional development on cross-disciplinary projects, co-teaching, cooperative learning, project-based learning, performance assessments and differentiated instruction take place during four designated Superintendent's Conference days, as well as bi-weekly departmental professional development after school hours on Thursdays. Teachers attend outside conferences and workshops, and turnkey their training to their fellow teachers.

The high school is also part of the Teachers' Center, which provides collegial circles, professional book clubs, and stipends for teachers to receive training to teach advanced placement classes. The district is a member of the EdLeader21 professional learning community, which provides materials and interactive webinars on the 4 C's (communication, collaboration, creativity and critical thinking). To assist in meeting requirements for Continuing Teacher and Leader Education (CTLE), teachers also submit a 15 hour self-designed project that supports student achievement, improves school climate/culture, and contributes to the teacher's professional growth.

4. School Leadership:

The leadership philosophy and structure of the high school is collaborative. Leaders at both the district and building level strive to work with all stakeholders to shape a vision that maximizes academic, emotional, and social success for all. High school administrators play a role in forming goals for the district, and participate in professional development activities alongside their teachers. Rather than being "managers," high school administrators see themselves as instructional leaders. The high standards they have for

themselves are a model for the academic excellence expected from students.

High school administrators and teachers work together on committees that focus upon policies that are important in education. Committees include teachers, parents, community members, and students. All have a seat at the table and participate in interviewing staff, discussions about the Parent Portal Grade reporting system, or improving instructional practices. Stakeholder input is also important during the budget process. The needs of the students and ability of the community to provide the financial resources for the instructional program is always carefully balanced. Along with the principal, senior citizens, students, parents, and local community groups are part of the budget process, and contribute to its successful adoption each year.

The quality of relationships between stakeholders and building leaders contributes to the academic achievement in the building. Leaders at the high school formally and informally meet with parents, faculty, and students on a regular basis. The principal and building leadership invite stakeholders to bring their concerns to their attention and are responsive to suggestions for improvement. Department chairs, directors, assistant principals and teacher leaders in each discipline work closely with the building principal to allocate resources that ensure that high quality instruction. Building leaders write grants, seek donations, or share materials and expertise with each other. The principal and other building leaders attend community events, participate in student clubs and activities, and eat with the students in the school cafeteria on a regular basis. Building leaders are highly visible and are accessible to parents, students, and community members. Many of our students keep in touch with our leaders for years, and attribute much of their personal success to them.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Strategies for academic success are differentiated to fit the needs of each student.

Co-Teaching takes place in all disciplines. General education, special education or English as a new language (ENL) teachers share instructional responsibilities. They plan lessons, decide how instruction will be delivered, and collaborate on all aspects of classroom management. Both teachers are equally responsible for every student in their class. During common planning time, teachers review the learning profiles of each student. Home and school communication is a joint effort, and parents appreciate the inclusiveness of the co-teaching environment.

Assessment allows teachers to do this effectively. Teachers use rubrics, exit tickets, graphic organizers, and a range of formal and informal methods to determine students' understanding of material. Student/teacher conferencing is common, as is student self-evaluation. In many classes, students use "can-do" statements to measure their own progress, comparing their knowledge at the end of a unit to their beginning skills. Involving students in their own assessment empowers students and reduces stress. This helps all students, but particularly our World Language, ENL, and special education students feel more successful when they see their growth over time.

Strategies are in place for students who excel as well. The Herricks Quest Program allows students in AP courses to choose an alternative to the traditional school day after AP exams have been completed. Students who are enrolled in AP courses that do not culminate in a Regents exam participate in the Quest program, which allows students to pursue an academic or creative project of personal interest. Students who are enrolled in multiple AP courses complete an Independent Study Project or participate in internships. Students meet each week with their assigned faculty mentor and complete a daily log of activities. At the conclusion of the program, students make a formal presentation to a panel of faculty and students. In addition to conducting research on their individual projects, students may attend seminars designed by faculty members on such topics as Behavior Economics, French Fairy Tales, Sports in American History, Individuals and Society, Politics in Current Events, fetal Pig Dissection, Software Design and Acapella music. Student performances are rated with rubrics focused on the 4 C's of creativity, communication, critical thinking and collaboration. Since most of our students take at least one AP class during their high school career, Quest provides them with a valuable opportunity to practice these critical skills.