

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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 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	144	127	271
10	118	113	231
11	126	124	250
12 or higher	135	123	258
Total Students	523	487	1010

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % 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 2016 – 2017 school year: 2%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2016	978
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0 %
5 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Italian, Turkish, Gujarati, Hindi, Spanish

7. Students eligible for free/reduced-priced meals: 11 %
Total number students who qualify: 112

8. Students receiving special education services: 13 %
132 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.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>45</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>59</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
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	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	74
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	21
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	95%	96%	96%	95%
High school graduation rate	98%	98%	98%	98%	96%

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 2017.

Post-Secondary Status	
Graduating class size	233
Enrolled in a 4-year college or university	74%
Enrolled in a community college	18%
Enrolled in career/technical training program	2%
Found employment	2%
Joined the military or other public service	2%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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.

Provide a safe and supportive, yet challenging, environment where our students have the opportunity and resources to grow academically, emotionally, socially, and physically to the best of their ability.

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

Sayville High School is located on the south shore of Suffolk County bordering the Great South Bay. This suburban hamlet has been recognized as the “Friendliest Town in America.” The student body is racially homogeneous, but has socioeconomic status diversity. The school community is rich in tradition; yet, it possesses a contemporary flair. This community takes great pride in its schools and quality education it provides. In large part, this is attributed to the fact that 33% or 31 out of 91 high school faculty members either reside in the Sayville School District and/or are alumni. As a result, these close ties between school and community tremendously contribute to our framework for success. For example, we have created a non-profit education foundation called Friends of Sayville Education Foundation Inc. which has raised over \$100,000 over the past six years via voluntary payroll deductions. These funds have been used to enhance learning and provide a multitude of opportunities for our students which would not have existed otherwise. Our flagship program/opportunity is Homework Helpers. Homework Helpers involves high school students providing biweekly support for select elementary students completing their homework assignments.

We have earned the distinction of being named a Reward High School for six consecutive years. This designation is the highest honor which the New York State Education Department can bestow upon a school. We were also named one of the top high schools in the nation (259th) by Newsweek in 2016. Perhaps our greatest point of pride is that 98% of our students graduate. Certainly, the underpinning of our students’ success is directly attributable to our talented, and dedicated faculty and staff. Our teachers have a great appreciation for the ‘craft of teaching.’ Consequently, there is a great degree of collegiality and collaboration with student achievement as the focus. Creating life-long learners and assisting our students realize their passions and talents is facilitated by the unwavering support of our parents and the Board of Education. The overarching message we convey to all of our students is "challenge yourselves to fulfill your potential; get involved and above all else to be kind to one another." The opportunities we afford our students are visible in our open enrollment philosophy for electives, honors, and AP courses. We do not create artificial ceilings and safety nets exist to support our students if the challenge becomes excessive. These practices support both the rigor and the success of our program. A unique feature of our daily schedule is our 10-period school day; we have incorporated a tenth period consisting of 28 minutes at the conclusion of each day during which the entire instructional faculty is available to provide extra help or instruction. Students are encouraged to use this time, and they have the autonomy to prioritize its use. A walk through the building at this time of day finds teachers providing additional instruction or support in nearly every classroom. Complementing the school's academic rigor, and supporting students' connection to our high school community we have robust co-curricular, extracurricular and/or interscholastic athletic programs. On average each student is involved in 2.1 such activities.

Another message we constantly emphasize is the necessity of treating others in the way each of them would like to be treated. Accordingly, each of our co-curricular offerings has a character education and anti-bullying component. Be concerned; be empathetic is our mantra. A tradition which further promotes the importance of treating others with empathy and compassion is our annual Every Child’s Dream Holiday Dinner (ECD). ECD is a school-wide event which involves every club and class. We host 800 less-fortunate members of our community and neighboring communities providing them with a dinner, a holiday gift, and an opportunity to "shop" (free of charge) in a corridor boutique where we offer more than 2,500 gently used coats and other clothing articles.

In summary, the success of our high school and more pointedly our students is due to the relationships our dedicated and caring administrators, faculty and staff forge with each and every student. We also partner with our parents and all stakeholders creating the synergy of collective contributions that result in students’ ready and able to make a difference in the world. We take great pride in providing a wide array of challenges and opportunities for our students. It is a collaborative effort with our students' academic, social and emotional well-being placed at the forefront of all decisions.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum and course offerings of the English Department at Sayville High School exceed the New York State Education Department's English Next-Gen Standards just as we have through the past iterations of our state's standards. Simultaneously, we have changed practices as we have evolved philosophically. To that end, we have made significant changes to our department policies. For the past three years, we practiced new placement criteria for students interested in enrolling in English honors and AP classes; we have moved to an Open Access Policy for these classes. We do not require prior approval to enroll in these classes. However, that does not mean that students and their parents should make this decision reflexively without forethought or information. Because students who register for honors and AP English courses join classes presenting additional challenges, they have opportunities and responsibilities that flow from more reading, more writing, more rigorous thinking, and more independent work. We emphasize these points not to discourage students from the undertaking but to clarify its nature so that they (and their families) make informed choices. Equally important, students do not forfeit opportunities for entering English 9H, 10H, 10 Capstone Seminar, English Language 11 AP, English Literature 12 AP, or AP Capstone Research if they do not select enrollment earlier in school careers. Given English's skills based character greater flexibility exists for movement between academic levels in the high school.

At the same time, we continue to provide the emotional and academic support for our students with learning disabilities through our inclusion model classes provided in grades 9 through 12. In this consultant teacher model, these students are supported both inside and outside the classroom through their academic support teacher. Beyond this, we place students in reading and writing labs based upon staff recommendations. Within these labs, students receive academic support within settings including one-to-one support. Our self-contained students have a special resource Humanities Lab within which they have academic and emotional support across disciplines. Finally, we offer a number of elective courses open to all grades: Creative Writing, Humanities, First in Film, and SAT/ACT Prep.

The Sayville Math Department offers classes that cover a wide variety of interests and needs for all students. Courses are designed around daily lessons having the underlying premise that math should not be viewed from a single perspective. Carefully designed modules which encompass multiple views of a topic integrate basics from algebra and geometry through higher level ideas from trigonometry, calculus, and statistics. Teachers use approaches such as the Socratic Method infused with the most current technology such as Desmos graphing software to provide students a deep understanding of mathematics that stretches well beyond standardized tests. It is the hope of the department that students use the methodology and practices studied in the math class in daily life and transfer their knowledge into a logical and seamless thought process for all types of problem-solving. Whether a student is finishing his/her high school career in our Math Applications course or in one of the many AP level courses such as Computer Science, Statistics or Calculus, they leave our building with foundational and advanced knowledge; they exit college and career ready.

The science program at Sayville High School includes courses that prepare students to become proficient in science. In addition to core content, courses incorporate crosscutting concepts and inquiry-based practices that teach them skills that help them become college and career ready. Students participate in classes that incorporate math, science, and technology through student-centered lessons as well as regular, inquiry-based laboratory investigations. Technological literacy and student-centered learning is fostered through our 1:1 Chromebook program. We provide an array of courses, designed to interest and challenge students of various levels of academic abilities. AP courses such as Biology, Chemistry, Physics 1 and 2 and Environmental Science are offered. Students can also earn college credit by taking Forensics, Geology and Geospatial Sciences. Regents level courses, as well as Anatomy, and Marine Science also are offered. Students can participate in our respected Research Program through independent study. These students complete projects, of their choosing, while working with experts in fields including, but not limited to, genetics, environmental studies and geospatial sciences at locations such as Brookhaven National Lab, Cold Spring Harbor Laboratory, and Stony Brook University. Science-oriented after-school clubs such as

Students Working to Enhance Environmental Protection and Science Olympiad are open to all students.

The Social Studies Department is dedicated to creating a learning environment that helps all our students succeed and prepares them for a successful academic future. Our department believes that each student deserves a learning experience that best suits his/her personal learning style and provides the resources needed to excel in high school, college and/or pursue a career in a competitive world. We work hard to build relationships with each student and partner with parents to maximize each student's educational experience. The Social Studies Department follows the New York State Framework for Social Studies and places emphasis on the teaching of historical thinking skills: evaluating authenticity, credibility and bias of primary source documents, analyzing factual information and drawing conclusions, integrating concepts from a variety of disciplines, designing and carrying out research with a clearly designed objective using correct methodology and research techniques. Students are also taught to engage in conversations with one another, listen to each other, become problem-solvers, ask questions, seek answers, respect the world in which they live and make others around them better. The Social Studies Department offers courses in Global History, U.S. History, Government and Economics, advanced placement courses in World History, U.S. History, Government and Politics, Comparative Government, Economics, and Psychology and electives in Criminal Justice, Sociology, and Introduction to Psychology, Abnormal Psychology, and Urban Studies.

Beyond our core curriculum, Sayville High School not only supports college and career readiness, it is designed and delivered with that ultimate goal as a beacon. Our many curriculum offerings and enhancements, in particular, the Early College Program and the Accuplacer/MyFoundationsLab Program are evidence of this aspiration. The Early College Program affords students an opportunity to earn college credit at a discounted rate while attending high school. We also have articulation agreements with five local colleges. The Accuplacer/MyFoundationsLab Program provides remediation for students focusing on their individual skill deficits. The goal is to prevent students from having to take remedial coursework upon entering college. This is a robust and student-specific career and college readiness program.

2. Other Curriculum Areas:

The World Languages Department offers a four-year high school language experience providing students 21st century skills which prepare them for college and career opportunities. Sayville High School students in grades 9-12 may take a complete sequence of classes in French and Spanish with emphasis on competent communication and broad multicultural awareness. Local curricula are aligned to the World-Readiness Standards for Learning Languages and teachers in each course use authentic resources in their instruction. Students strive to meet goals for interpersonal, interpretive, and presentational communication while also making connections with and comparing communities in other parts of the world with their own. Students engage in performance-based tasks and project-based learning, typically on a digital platform, which encourage collaboration, creativity, critical thinking, and problem-solving. Sequences at the high school begin with Level 2 in grade 9. Honors level courses are offered in Levels 3, 4, and 5. Qualified students may take Level 5 Honors for three college credits through the Long Island University High School Scholars Program. AP French Language and Culture and AP Spanish Language and Culture are also offered to students interested in rigorous college-level studies.

The Visual, Performing and Practical Arts Program at Sayville High School works cohesively to create a well-rounded educational experience modeled after real world experiences. Students are challenged within these programs to create, analyze, reflect and recreate realistic experiences as they relate to their career exploration learning process. The common goal that is achieved by our Visual, Performing, and Practical Arts programs is to be college and career ready.

The Visual Arts Curriculum stresses the importance of art as an intellectual expression as well as a creative endeavor. Students engage in art production, art criticism, and aesthetics. Our students are also exposed to Art History to support essential skills and develop a better understanding of art's historical and cultural contexts. Our program allows students to strengthen their ability to analyze and interpret the visual world. Our department has designed several real-world experiences for our students in conjunction with community

and surrounding community members to broaden our student education outside of our school walls. This allows them an additional opportunity to develop college and career readiness. We help build student confidence and develop creative problem solving. Students curate shows, exhibit work, teach others, and collaborate daily to support the study of Art. We currently have 396 students enrolled in our Visual Arts Program. Additionally, we promote community events through our National Art Honor Society and Art Club. The Sayville Art Department offers two foundation courses: Studio in Art and Creative Crafts. We offer advanced art electives in Drawing and Painting, Ceramics, Fashion, Photography and Jewelry Design. Students are also given the opportunity to take the following AP and College Level courses, AP Studio in Art 2D and 3D, Studio in Photography and Art History through the College Board and SUNY Farmingdale.

The Music and Theatre Arts program has been developed to nurture the emotional and communicative skills of students. The core curriculum is purely performance based (band, orchestra, chorus) which incorporates proficiency on individual instruments and voice, while promoting cooperative participation within the classroom setting. AP Music Theory is an important part of the curriculum for students who want to be better overall musicians and those who are pursuing a Music Education or Performance degree in college. Our Musical Theatre Audition Techniques, Music Production, in cooperation with our Business Department (Music Marketing), and Radio Production classes all provide real life experiences which emulate and teach how to become a professional in each of those respective disciplines. We also provide an opportunity to be part of a fully staged and produced Broadway musical. Performers, crew, and pit musicians are all students and all work under Actor's Equity rules so they are introduced to the professional world of musical theatre. Our Tri-M (National Music Honor Society) has been active for over 30 years and promotes community involvement and service. While it is always rewarding to find a Caruso or Heifetz and nurture their talents, our mission is to provide a combination of real life experiences, and to promote an emotional attachment to the performing arts. It's wonderful to have a Pavarotti in the world, but we are hoping to create a discerning, educated, appreciative audience so that when the next Pavarotti appears, there will be an audience to support his performances.

The Technology program is designed to provide students with career exploration choices based on real-world jobs across different industries. Course curricula are skills based and provide students with the information, knowledge, and skills necessary to perform the job functions expected by employers. Courses are offered in Drawing and Design for Production, Principles of Engineering, Digital Photography, Communication Systems, Materials Processing, Architectural Drawing, Product Engineering and 3D printing, Robotics and Introduction to Computer Programming. Our latest enhancement to the program is our offering a concurrent high school and college class in robotics engineering in conjunction with Farmingdale State College for three college credits in engineering.

Our Business program provides students with opportunities to build foundational career skills in financial management, business management, and computer and networking maintenance. Courses are developed to provide exposure to current work experiences and expectations of employers. The curriculum focuses on providing students with an environment that develops the knowledge, skills, attitudes and behaviors necessary to be successful in college and career. Courses are offered in accounting, virtual enterprise international, career and financial management, computer maintenance, computer networking, and introduction to cyber security. Currently, two of the six business classes are offered for concurrent high school and college credit in conjunction with Farmingdale State College for a combined total of 12 credits.

3. Instructional Methods, Interventions, and Assessments:

Our high school embraces a philosophy of meeting the multiple learning modalities of each and every student. As such, we place great emphasis and value on differentiated instruction. This focus ultimately leads to a student-centered classroom where a student's voice is both encouraged and honored. Our teachers strive to develop and deliver lessons which maximize student engagement and often incorporate the many benefits of instructional technology. We also collectively acknowledge and honor other important pedagogical components of effective lesson design and delivery such as the inherent benefits of formative assessment and closure activities.

We are fortunately able to offer a wide variety of courses to our student body. These include but are not

limited to Advanced Placement courses including AP Capstone offerings. We have forged articulation agreements with more than five colleges and universities where our students can benefit from the challenges of college-level coursework and earn credits at a discounted rate while attending day high school classes. We also offer honors level courses, Regents level courses and have expanded our course offerings for our students with disabilities via inclusion courses with lab periods in all core areas, resource rooms, and functional academics and career development offerings for our alternatively assessed students.

Our students have been the benefactors of a 1:1 initiative which has been implemented incrementally over the last four years and has resulted in every student in grades 6-12 receiving a personal Chromebook. This has enhanced instruction and ultimately learning in virtually every classroom because our teachers have incorporated the use of this technology into their daily instructional repertoire. Teachers have received a significant amount of professional development regarding the Google Applications for Education (GAPE) platform. The professional development has emphasized the importance of the Substitution, Augmentation, Modification, Redefinition (SAMR) model. Our teachers design lessons which promote the use of instructional technology with a focus on "redefinition" whereby technology allows for the creation of new tasks previously inconceivable.

We, as a faculty, continue to prioritize rigor of program as an essential component of student success. Essentially, students are encouraged to challenge themselves while discovering their passions, gifts, and talents. Our students and families collectively appreciate the challenges and benefits associated with a focus on the rigor of the program. This is reinforced via the three freshman orientation programs we host and strengthened by an open enrollment philosophy. It is noteworthy that we as a school community also provide safety nets by which students who assume the challenges a rigorous program present know that they will be supported in order to fulfill their potential. One such safety net is incorporated into our daily bell schedule which includes a 10 period day. This 10th period is 28 minutes long, and the entire high school faculty is required to offer extra help/academic support at this time.

Our assessment data is analyzed by all stakeholders with the goal of continuous improvement. A specific instance of this was the discovery through the analysis of data specific to our students earning Advanced Regents Diplomas. It illustrated that many students encountered a roadblock to passing the Algebra 2 Regents exam preventing them from this distinction. Consequently, we modified the curriculum in our Pre-Calculus course resulting in Sayville High School students having one of the highest rates of Advanced Regents Diploma earners in Suffolk County this past year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We firmly believe that in order for students to fulfill their academic potential they must first feel safe and franchised in our school community. To this end, we offer a myriad of co-curricular, extra-curricular and interscholastic athletic opportunities. Our pupils participate an average rate of 2.1 activities per student. Additionally, our entire school community (administrators, teachers, and support staff) has made the social and emotional learning of our students a priority. We provide multiple Wellness Days incorporated throughout the school year, and we have a comprehensive student-led Suicide Prevention Program. Also, our students are involved in programs such as the Islip Town Anti-Bias Task Force where they have an opportunity to educate each other about the importance of being non-judgmental to increase tolerance.

Our teachers feel valued and supported because they are valued and supported. They possess a tremendous appreciation for the craft of teaching and our entire school community appreciates their dedication. They are committed to assisting our students to achieve at the highest levels. They conduct themselves as professionals and are treated as professionals. One illustration of our school community's appreciation is spotlighted in our commencement program called, "Teachers Who Have Made a Difference." This is an opportunity for each graduate to nominate a teacher who has been especially influential in his/her education. These teachers are then recognized during our commencement program. Another example that illustrates how we simultaneously value and support our instructors is our long-standing practice of paying for professional development workshops and conferences. We encourage staff to look for professional opportunities to enhance their skills or develop new ones. Without fail, the school will cover the expenses for such self-selected enrichment; we truly honor teacher initiative by facilitating these growth opportunities. One last example of the school's commitment to our teachers is the concern for their well-being. This April, our annual after-school staff-development presentation will be dedicated to mindfulness and stress-reduction. The district is bringing a renowned mindfulness coach to offer instruction on mindfulness practices. The aim is to improve the lives of the teaching staff and perhaps, by extension, their students'.

We also have adopted and embraced an open-access enrollment philosophy. Our Guidance counselors play a prominent role in encouraging students to challenge themselves while simultaneously discovering their unique gifts and talents. Our Guidance Department engages our students and families via a series of evening presentations which include Holland Code Career Interest Inventories, Myers-Briggs Personality Types, Obtaining Financial Aid, Navigating the Scheduling Process, Navigating the College Admissions Process, and others.

Our high school has some unique features as well. For example, 36% of our certified instructional staff are alumni and/or reside in Sayville School District. This proves to be extremely beneficial because our faculty has a sense of ownership, depth of commitment that may not exist elsewhere. This fact also contributes significantly to the level of community involvement and support we receive.

2. Engaging Families and Community:

Arguably, the strong sense of community in Sayville may be our greatest asset. Our school serves as the hub of the community and reflects the long-standing tradition of "Golden Flash Pride." Our high school has an active Parent Teacher Association and Shared Decision-Making Team because our parents are valued stakeholders and are involved in all facets of our program. We host regular community evening programs to keep our families abreast of the pertinent issues in our school.

We are fortunate to have three non-profit foundations that supply financial support for our schools: athletic, charitable and educational. The charitable and educational foundations are supported via voluntary payroll deductions from well over 100 Sayville Schools employees. This is another illustration of how invested our faculty-community is in the success of our schools and ultimately our students.

We also partner with our community via the high school's monthly newsletters, the Golden Newsflash and Stellar Students newsletter. The district hosts regular Superintendent Roundtable dialogues regarding a wide array of school community topics. Additional means of communication are through our Twitter account and automated phone messaging system.

We regularly celebrate our student's accomplishments at Board of Education meetings. These occasions range from recognizing and celebrating our students' academic, fine arts, performing arts, community service, and athletic accomplishments.

We host two character recognition breakfasts each year called "Breakfast of Champions." This program affords our faculty members an opportunity to nominate two students per department who exhibit exemplary character and conduct. We invite each student's family for breakfast during which each nominating teacher has an opportunity to speak about his/her nominee's character.

3. Professional Development:

Professional development is an annual and dynamic process in both our school and district. We also have incorporated additional professional development opportunities into our collective bargaining agreement. Specifically, we now have afternoon and evening opportunities to provide professional development. Currently, we are planning a professional development workshop on 'The Benefits of Mindfulness' facilitated by Cory Muscara an alumnus and highly regarded national practitioner in wellness and mindfulness.

Our school has implemented a 1:1 initiative and we have chosen to use the Google Applications for Education platform. We have provided both small group and individual training during school days as our teachers continue to enhance their expertise and instructional repertoire. We have been fortunate to contract with Ms. Blanca Duarte from Logic Wing over the past three years. The work Ms. Duarte has accomplished along with our teachers' integration of instructional technology into their daily lessons has proven to be transformational for students and staff alike.

We have implemented "instructional rounds" enabling our teachers to observe their peers and benefit from each other's expertise. Funding for this process has been made possible by grant funding we have received because we have been identified as a NYS Reward High School for six consecutive years; the highest distinction New York State Education Department can bestow upon a school. This money which has helped enhance our professional development offerings.

Another professional development initiative was spearheaded by our English Department Chairperson. He facilitated an opportunity focusing on Myron Dueck's book, "Grading Smarter Not Harder." An outgrowth of this exercise was an added emphasis on formative assessment and re-examination of homework practices.

Our teachers also benefit from the support and expertise of BOCES Model Schools assistance. Model Schools representatives provide workshops that are available for teachers during their preparation periods. These workshops cover a broad range of topics: the development of teacher webpages, flip video, digital story telling using Movie maker to Castle Learning and Method Test Prep.

4. School Leadership:

Our leadership philosophy at the high school is built on collaboration. We have systems and structures in place which focus on student opportunities and higher academic achievement. The building leadership team consists of a principal, two assistant principals, a department chairperson for each subject area, four guidance counselors, school psychologist, school social worker and school nurse. We also have six teachers who provide student management support during their duty period.

We have incorporated systems and structures supporting our program's growth and more importantly our students'. We host weekly Pupil Personnel Services meetings (PPS) which involve the entire building level

leadership team except for our department chairs. These meetings provide a forum for us to discuss programmatic needs and/or individual student needs. In addition to our weekly PPS meeting, we host monthly department chairperson's meetings. These monthly meetings are used to discuss school-wide curriculum enhancements, as well as, subject area standards and alignment with the New York State Next Generation Learning Standards.

In the spirit of collaboration, we host monthly Shared Decision-Making meetings which include representatives of all stakeholders: students, parents, teachers, and administrators. During these meetings, we analyze data, discuss program of studies enhancements, and opportunities to support the social and emotional learning of all students. We encourage our students to advocate for themselves, so we host monthly Principal Advisory meetings. These meetings bring together student representatives from each club and class-leaders in our high school. Students have an opportunity to share concerns and plan activities with their peers, our student government advisor, as well as the principal.

As a leadership team, we place great emphasis on the social and emotional learning of our students because we understand for students to achieve at the highest levels they must feel safe and connected to our school community. To enhance this atmosphere, we have incorporated a character education and/or anti-bullying component into every co-curricular club's mission. These systems and structures exist to provide a myriad of opportunities for our students while they strive to become college and career ready. We afford our students opportunities to discover their talents and to fortify their resilience in the pursuit of their dreams.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our high school prides itself on providing all students equitable access to all opportunities; this philosophy conspicuously is reflected in our open-access enrollment practice. We consistently convey the importance of rigor to the families and students we serve. One acknowledgment of our vision of access to opportunity is our having recently being named a National Advanced Placement Honor Roll School by the College Board for equity, access, and achievement: 31% of our 1,010 students took an Advanced Placement course in 2017. The number of Advanced Placement exams taken increased by 21% in 2017 from the prior year. We offer 23 different Advanced Placement courses including AP Seminar and AP Research the courses aligned with the Advanced Placement Capstone Diploma. Another example of the outcome of such a philosophy is reflected in our designation as an NYS Reward High School for the sixth consecutive year.

Another readily quantifiable measure of our school's success is our outstanding graduation rate: 98% rate for the past 4 years. This is facilitated in part by the structures and supports we have in place for our students with disabilities. We provide support for our special needs students emphasizing their social and emotional well-being. This focus on each student's social and emotional wellness greatly helps them access their education. We are able to accomplish this through the consistent support of special education teachers throughout all core academic courses, and a daily academic support period facilitated by the same special education teacher in all of our inclusion classes. The consistency of having a special education teacher 'shadow' a small group of students into each of their core academic courses has proven to be extremely effective. Consequently, every student with a disability that had this support focused on their academic, social and emotional wellness has graduated on time with his or her cohort in the past four years.