

U.S. Department of Education
2019 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. Dean Schlanger

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

Official School Name Manhasset Secondary School

(As it should appear in the official records)

School Mailing Address 200 Memorial Place

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

Manhasset NY 11030-2300
City State Zip Code+4 (9 digits total)

County Nassau County

Telephone (516) 267-7602

Fax (516) 267-7621

Web site/URL

https://www.manhassetsschools.org/

Domain/8

E-mail dschlanger@manhassetsschools.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. Vincent Butera

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail vbutera@manhassetsschools.org

District Name Manhasset Union Free School District Tel. (516) 267-7700

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. Patricia Aitken

(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 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, 2018 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	114	128	242
8	136	114	250
9	134	124	258
10	140	111	251
11	156	146	302
12 or higher	136	138	274
Total Students	816	761	1577

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 22 % Asian
 - 3 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 66 % 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 2017 – 2018 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, 2017 until the end of the 2017-2018 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2017	1125
(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: 1%
18 Total number ELL

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

Chinese, Spanish, Romanian, Hausa, Korean

7. Students eligible for free/reduced-priced meals: 7%
Total number students who qualify: 111

8. Students receiving special education services: 14 %
225 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>23</u> Autism | <u>28</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>62</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>64</u> Specific Learning Disability |
| <u>8</u> Emotional Disturbance | <u>36</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12
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	13
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	94
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	46
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	28
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	15

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 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	97%	97%	97%
High school graduation rate	99%	100%	99%	97%	93%

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 2018.

Post-Secondary Status	
Graduating class size	292
Enrolled in a 4-year college or university	96%
Enrolled in a community college	3%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	0%
Other	0%

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. 1989

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

Develop all learners into exceptionally responsible and capable citizens, functioning at their highest intellectual abilities, and willing to commit themselves to their personal growth.

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

Located on the north shore of Long Island, New York, the Manhasset community is situated in Nassau County approximately 22 miles from New York City. We serve over 3200 students in our two elementary schools and the Secondary School. Although primarily an upper middle-class community, a small percentage of our students live in an economically underserved portion of Great Neck located near the Secondary School. Our district partners with the Manhasset-Great Neck community center to provide economically disadvantaged students with additional technology, materials, and instructional support. In general, students who attend the Secondary School are highly-motivated, seek to be academically challenged, and contribute positively to the school community and beyond. Most parents are college-educated professionals with high expectations for their children. Highly-involved, many parents support school initiatives and enhancements through volunteerism, expertise, and fundraising for projects such as our state-of-the-art science research suite. Yet community support is not limited to the elite student. Parents have volunteered to work with families unfamiliar with the college application process, acting as family mentors. Additionally, through donations from Manhasset families, we supplement food, clothing, and school supplies for students in need. After graduation, most students leave to pursue degrees in four-year colleges, but many return to live in Manhasset.

The Manhasset Secondary School was built under the Works Progress Administration in 1935. Over the years, the building has been upgraded and expanded to meet the changing needs of our students, but retains its original beauty, character, and pristine condition. Unlike many Long Island towns, our school community continues to grow. However, we still nurture our students in a small-town manner; we know our students well and strive to meet the individual needs of all. Ranked in the top tier of all public high schools in America, the Manhasset Secondary School prides itself on academic rigor, while offering a full array of musical, fine arts, co-curricular and athletic experiences. Competitive sports, activity-driven clubs and spirited class involvement are just a few of the traditions that actively exist in the school, many since the school's inception. Every June since 1939, "The Frolic," a post-graduation celebration, has been hosted in the school. The "Woodstick Classic," the Manhasset versus Garden City boys' lacrosse game established in 1935, is the longest continuous public-school lacrosse rivalry in the country. Our deep tradition of service is honored each year at graduation with the "Silver M" award, presented by a committee since 1930. Other, more newly established events, such as our Homecoming Pep Rally are emblematic of our enthusiastic student body. Support from groups such as the Manhasset School Community Association (our PTA) and the Tower Foundation, a community group supporting cutting-edge enhancements to our physical plant and technology, also have deep, time-honored roots within the district. Lastly, and most fittingly, we will celebrate our 100th high school graduation ceremony in 2020.

The design, implementation, and funding for the "Four A's," academics, arts, athletics and activities, continue to drive our school success. Currently, we offer 220 courses, 25 of which are Advanced Placement® courses; over 48% of our students avail themselves of these opportunities. Our arts, athletics, and extra-curricular offerings provide a place for every student to be involved and appreciated within the school. Equity and inclusion are behind every decision. Recently, we have examined our midterm examinations and procedures, our grading policy, and methods of reducing student stress. We have established a districtwide mental health team, comprised of psychologists, counselors, social workers, and nurses that will continue to explore ways of strengthening social and emotional systems and supports. We regularly examine curricula to ensure that it is not only aligned to NY State Standards, but also to ensure that it supports all students. As a result of this reflection, we have added not only STEM and AP classes, but also support classes ranging from seventh grade reading/writing to twelfth-grade Calculus and a 15-hour service requirement for seniors. Student feedback is encouraged through the active Student Senate, district and school-wide surveys; parent and faculty feedback are regularly gathered in a similar manner to inform district and building goals. Furthermore, as we welcome a more culturally diverse student body, we seek to support students' individual needs by providing additional language accommodations, sensitizing our staff to cultural differences, and providing professional development to help our faculty support our new students' academic and social needs. We have hired native speakers in Spanish and Mandarin to not only translate, but also connect with our families. Ultimately, judging students' needs and demands through varied lenses drives our leadership team to re-evaluate our work regularly so we may continuously offer

exemplary services, programs and pedagogy.

The school received the Blue Ribbon award in 1989. Since that time there have been many changes. We have an entirely new administrative team and teaching staff, provide far more professional development opportunities, and have completely revised our curricula. Our student population is much more diverse, and the resources, programs and services we now possess meet both the demands of our college-bound students and those who seek employment and career training. Our building has received significant facility upgrades and expansions; technology throughout the complex has been upgraded as well. However, the philosophy of the building leaders remains constant. All are student-centered, as well as personally and professionally invested in serving our highly-engaged Manhasset families.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The mission of the Reading and English Language Arts department is to foster NYS Next Generation ELA skills while mindful of each student's needs. Thus, we offer Advanced Placement®, honors, Regents-level, and academic intervention courses such as an intensive Regents preparation and Reading-Writing Techniques workshops. Students are assessed to determine appropriate differentiation; data are regularly examined to evaluate both individual and program progress. Communication and collaboration with the SE and ENL departments are critical to our students' demonstrated ELA success.

Our students expand on these skills through participation in our extra-curricular options: Poetry Coffee House, a venue for performance of original work; Phoenix, our award-winning literary magazine, and Indian Ink, our online school newspaper. Most popular is our Peer Responder program, a NYS English Council Program of Excellence. Over 150 English Honor Society students provide both academic support and peer mentoring to their middle school "clients." Many students also participate in writing contests. Last year we celebrated over 100 local, state, and national winners at our June Writers' Celebration.

The greatest strength of our department is the ongoing quest to improve. Four of our 11 members are National Board Certified, another is a Harvard Club Educator of Excellence, and several others have been awarded New York State English Council's Educator of Excellence designation. Yet we continue to strive. Each week our departmental PLC meets to discuss professional books. Teachers regularly attend professional development at our local Teacher Resource Center, as well as district-provided and out-of-district conferences. The district's Curriculum Coordinator facilitates a Long Island Language Arts Directors collegial circle and hosts the Nassau Reading Council's meetings within district. Additionally, members of the department regularly present at local and state conferences. The department encourages sharing Professional Capital both within the department and in the English Language Arts community.

1b. Mathematics:

The mission of the Manhasset Mathematics department is to provide an educational experience in mathematics that prepares all students for successful roles in an ever changing society. This task is accomplished through our commitment to excellent teaching, a well-designed and rigorous curriculum, and a supportive environment for all students. We believe in challenging our students without overwhelming them. As such, we offer opportunities to meet students' needs through the use of extended classes, workshop lab sessions, accelerated pathways, and a dedicated tutoring location. Our mathematics standards are focused and cohesive, demanding a balance of conceptual understanding, procedural fluency, and application in courses ranging from Pre-Algebra through Multivariable Calculus. Through teacher-developed lessons, solid habits of mathematical practice are refined while students learn values of perseverance, precision, and problem-solving. Mathematical discourse is encouraged as students learn to "speak math" and justify their solutions properly. Students are prompted to formulate connections between various mathematics courses, recognizing algebraic, numeric, graphical, and verbal representations of course material. Technology is utilized to support instruction through the use of flipped classrooms, interactive software for visual learning, cumulative review software, and supplemental material on teachers' personal websites. Mathematical interest is cultivated through the offering of such electives as Computer Programming, Computer Science, Statistics, and Math Research. Extracurricular opportunities are available for students as they compete in a selection of non-routine math problem-solving competitions. Formative assessments (informal and low-stakes) and summative assessments (teacher-created and state-generated) allow teachers to gain feedback that informs future instruction. Item analyses are routinely completed to be sure that learning standards and students' needs are being met. Students work independently and cooperatively to showcase their knowledge and growth in traditional testing scenarios as well as in project-based environments.

1c. Science:

The science curriculum is designed to give students an understanding and opportunity to pursue advanced study in the four main core sciences: Biology, Earth Science, Chemistry, and Physics. Instruction in these areas is guided by the New York State Learning Standards or the Advanced Placement® Standards. After a general science course in grade 7, all 8th grade students take a high school Living Environment course. Almost all students will then take a Regents, honors, or Advanced Placement® level course in all four sciences before they graduate. All six AP science courses are offered to students. Support classes are offered in an effort to assist all students in reaching proficiency. A combination of instructional approaches are used including lecture, labs, projects, and other hands-on activities. All NYS or national standards are addressed and assessed in a cumulative final exam. A variety of instructional approaches are utilized, and in addition to differentiated instruction, teachers employ problem-based learning and use technology to incorporate animations and simulations to supplement instruction. Data such as the NYS Regents and AP exam scores are used to inform and adjust instruction. Specifically, data reports such as the Wrong Answer Summary Analysis and Regional Gap Analysis are utilized to analyze student responses and identify common themes of misunderstanding. Using this information, instruction is modified to reduce gaps in student learning. In addition to the core courses, our renowned science research program provides students the opportunity to pursue independent research in a well-equipped school lab or an outside research facility. Research projects are then refined and entered into distinguished competitions such as the Regeneron Science Talent Search and the International Science and Engineering Fair. We also offer opportunities for students to pursue multiple engineering courses and various elective offerings.

1d. Social studies/history/civic learning and engagement

Our Social Studies program prepares students for college, careers, and civic life, spanning the five New York State Standards in History of the United States and New York, World History, Geography, Economics, and Civics, Citizenship, and Government. We offer the required NYS courses, eight College Board Advanced Placement® courses in history, government and social sciences and four elective courses.

Content and skills are purposely integrated in all of our courses to develop students' analytical, historical and social science thinking skills. We have shifted our focus in both daily instructional activities and formal and informal assessments to incorporate stimulus-based inquiries. Lessons include activities where students are gathering, interpreting and using evidence, using chronological reasoning, examining causation, comparing and contextualizing in both historic and geographic terms, and/or evaluating reliability of sources.

We utilize a variety of themes to address content specifications such as Individual Development and Cultural Identity, Development, Movement, and Interaction of Cultures, Continuity and Change, Development and Transformation of Social Structures, Civic Ideals and Practices and Global Connections and Exchange.

Overall, the instructional emphasis is on students' development of analytical and historical thinking skills which we access through a progressive approach of increasing rigor. Students begin our middle school social studies courses in heterogeneous groups and then progress either to Regents level or Honors/Advanced Placement® course work in the high school social studies courses.

We use both local and state assessments as one of several determinants for student course placement, academic support and to inform daily instruction. Data analysis allows us to respond to students' individual needs and differentiate instruction. Social studies teachers across all Secondary School grade levels collaborate to ensure a smooth transition between grade and course levels as we work together to build students' content knowledge, content based skills and prepare them for life beyond high school.

1e. For secondary schools:

Our curriculum provides students with opportunities to enroll in enriched courses that develop their academic and content knowledge skills as well as develop their ability to think critically and independently, and to problem solve. In almost every course, students work collaboratively with others and the development of communication skills is an essential element of their academic experience. As a measure of

our success towards college readiness, 98% of our students attend college with 95% attending four year institutions. Students who are not college bound have an opportunity to attend a regional vocational high school to develop employability skills and earn a state endorsed CDOS credential.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Our comprehensive Arts program offers study in Music, Visual Art and Theater, with multiple offerings in each discipline. Our philosophy welcomes all students into the program. Several offerings such as Men's Choir, a chamber music program consistently recognized by the Chamber Music Society of Lincoln Center, and a Gallery of Fine Art (which hosts significant regional artists) are unique to the school. Extracurricular offerings enhance artistic experience: Jazz, Kinsmen, Vocal Jazz, Contemporary Ensemble, Marching Band, Art Clubs, etc. Annual performance outlets include 40+ concerts, performances, and exhibitions. Classes meet every other day (grades 7-8), daily in grades 9-12 and incorporate the Atelier approach where students work alongside master teachers. With robust enrollment and rigorous programming emphasizing authentic experiences, the program enjoys widespread support from the community as evidenced by a recent multi-million dollar expansion/renovation of the Music and Art Suites. A renovated 550+ seat auditorium and dedicated Black Box Theatre complete the offering of Arts facilities.

The Physical Education program in the Manhasset School District provides opportunities for all students to achieve physical activities' skills and knowledge offered throughout the school year. A major objective of the Physical Education curriculum is to promote fitness and develop motor skills through regular participation in a variety of vigorous physical activities. Physical Education is provided to all students 7-12 with classes meeting every other day that are conducted on a co-educational basis and structured by grade level. Project Adventure and fitness electives, as well as CPR and A.E.D training and certification are offered to 11th & 12th grade students. The Physical Education program is enhanced by a comprehensive athletic program featuring twenty-one different sports for male and female students in grades 7-12. In the Secondary School, the health education program is regularly updated to meet the challenges of our students, offering engaging instruction and relevant dialogue about issues such as vaping, drug dependency, self-awareness, human sexuality and nutrition.

The greatest achievements for world languages students are the ability to communicate with confidence in the target language and to develop a foundation for intercultural awareness and international understanding. The World Language faculty recognizes the need to prepare students for success in this increasingly interconnected world and the importance of second language proficiency in creating effective and successful global citizens. In order to help students achieve these goals, the World Language Department is approaching language teaching with techniques and activities designed to facilitate, encourage, and improve the levels of communication and to develop a deeper understanding and appreciation for other cultures. Students begin their language of study in the seventh grade and select from three language offerings: French, Italian or Spanish. For students who struggle with Spanish, there is a support track which focuses on the essential skills necessary for students to achieve success on the NYSAWLA (New York State Association of World Language Administrators) Checkpoint B Language Assessments. Advanced language coursework is offered in each of the three languages including Advanced Placement® courses. In the high school, Latin 1 is offered as an elective.

The Instructional Technology and Libraries department ensures that students and staff acquire skills essential to successfully navigating the variety of resources necessary for maximized learning. Students are brought to computer labs in 7th grade where a Computer Specialist helps them to gain skills in digital and information literacy. Computer programming courses are also available. Electives begin in grade nine, culminating in Advanced Placement® Computer Programming.

Students also receive regular library instruction from certified Library Media Specialists in grades 7-12 to ensure that they know how to properly find, evaluate, and utilize information. They are also exposed to

young adult, and adult literature to nurture a lifelong love of reading. In grade seven, Computer Media Specialists deliver cyber-safety and cyber-citizenship lessons.

All students in 7th and 10th grades participate in career awareness and exploration activities through our Home and Careers class (7th Grade) and during a two day Career Awareness Program designed by the school counselors (10th Grade). During these programs, students participate in interest and personality surveys that provide them with opportunities for self-reflection and, in the 10th grade, to begin thinking more seriously about possible careers and how their post-secondary plans might possibly be guided by their career interests.

3. Special Populations:

Manhasset Secondary School reaches beyond the expectations of the NYS State Standards to meet the varied needs of our special populations. Each teacher and related service provider focuses on meeting the individual academic, social, and emotional needs of students. School psychologists, social workers, and counselors provide necessary and mandated individual and group counseling. All teachers continually integrate emotional responsive pedagogy in their daily practice. In addition, committee meetings and instructional support teams are held weekly to discuss students who may be at risk.

All Secondary School special education staff hold additional licenses in specific content areas. These teachers are utilized within the current continuum of programs and services, including Integrated Co-teaching and special class supports for English, social studies, science and math. Content is delivered using a multi-modal approach which differentiates or modifies the curriculum as necessary. In special class supports, teachers provide a review or preview of general education content. In Resource Rooms, special educators will reinforce study, organization, and test-taking strategies.

The school's expansive course offerings allow all students the ability to access the curriculum in the least restrictive environment. Special needs students who are also English Language Learners or members of migrant populations receive necessary supports throughout their classes to assist with communication and comprehension challenges. As the level of support differs among students, the utilization of teaching assistants within special classes and on an individual basis occurs. This level of support is often determined by the team of professionals which conducts the many different evaluations. As students are identified for specific needs, the school will make recommendations for interventions, such as the Bridge program, which allows economically disadvantaged middle-school-aged students to receive extra help or tutoring after school. Some students may also be eligible to receive special tutoring for standardized testing, notably the New York State Regents exams.

Among the programs which provide the greatest level of support for students with special needs are individual development classes, where students in a small student-to-teacher ratio are given specific instructional strategies and grade-level content instruction that aligns with the larger, mainstream classroom. Within these classes, an instructional focus on time management and executive functioning skills allows students to apply these skills in the general education environment. The goal: to develop greater student independence and ultimately reduce the amount of interventions needed.

Students with severe disabilities are provided a structured Life Skills program and a prevocational component to demonstrate career readiness located within the Secondary School. Our Life Skills students develop an experiential understanding of the local community and become authentically integrated into all school activities.

Ultimately, our program provides the necessary and recommended accommodations necessary to provide our students with an equal opportunity to develop their optimal abilities, integrate into the general population and to attain academic success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The main priority of Manhasset Secondary School is to provide a welcoming and supportive environment for all students and staff. Fostering an atmosphere where students and staff feel connected and supported allows all members of the Manhasset community to grow academically, emotionally and professionally.

Each day the school building is full of life from as early as 7 a.m., to well into the evening. Students and staff come to school early and stay late to participate in a different variety of activities. Whether they are attending club meetings, participating in athletics or taking advantage of academic support, many students view the Secondary School as a second home.

A school that serves grades 7-12 in the same building provides a special type of learning environment. There is a strong emphasis placed on ensuring that the incoming 7th graders are provided with a smooth transition. Administrators and the 7th grade teachers collaborate to provide students with all of the academic, social and emotional support necessary for success. The first day of school for the incoming 7th graders is an orientation day dedicated to helping students acclimate to their new school schedules and to the building itself. The Peer Responder Mentor Program is consistently used by 7th grade students who need more help with the transition. It is an optional resource in which high school students provide enrichment, remediation, academic guidance and support. The friendships between middle and high school students often last until graduation.

The dedication of the school administration and staff to help further the social and emotional growth of the students is readily apparent. Administrators are present in the hallways before and after school interacting with students, and in the hallways in between periods helping to maintain smooth class transitions. If not standing at their classroom doors greeting their incoming class, teachers can be seen walking through the halls chatting with their students and fostering a supportive environment. Counselors meet individually with students to discuss academics and college planning, as well as provide any other necessary support.

The faculty and staff at Manhasset constantly strive to contribute more to the school community. Teachers often attend workshops and conferences to promote professional growth and to sharpen their skills. There are numerous teachers at the Secondary School that have received National Board Certification, further proving their commitment to providing an optimal experience for their students.

2. Engaging Families and Community:

Manhasset Secondary School fosters the school-home connection through a wide variety of avenues. The faculty share students' individual progress through traditional progress reports, report cards, and parent-teacher conferences, but this is just the beginning. Manhasset prides itself on our staff's responsiveness to parent concerns. Teachers regularly connect with parents to provide their child's performance feedback, especially should a child need academic, behavioral, or social-emotional support. All teachers call and email parents regularly; many meet with parents via Middle School team meetings or 1:1 conferences. Parents avail themselves of administrators' expertise regarding their children's instructional needs, often requesting meetings with them. Both school and parent concerns are shared through our Manhasset School Community Organization (SCA), Manhasset Parent Association for Special Education (PASE), Manhasset Special Education Parent Teacher Association (SEPTA) and Grade Level Chairperson meetings. Each group meets regularly with building and district administration to discuss the Secondary School's strengths and areas in need of growth. Frequent parent assemblies on topics ranging from the college application process to adolescents' mental health provide critical information. In addition, our Guidance department meets with all students and families multiple times each year to monitor student progress and to provide individualized support for our students' academic needs.

Communication with parents and/or guardians of our English Language Learners begins with the registration process. As mentioned previously, interpretations/translations are provided in all

communications with parents in the language they best understand. This accommodation also includes parent/teacher meetings, guidance meetings, meeting with building/district administration, interpretation/translation of progress reports and report cards, etc. Each parent/guardian is provided with an orientation session prior to enrollment on the NY State Standards, assessments, and school expectations for all students, as well as the ELL identification process and program goals and requirements for the English as a New Language program. The district meets with parents/guardians at least once a year in addition to the usual parent/teacher conferences to discuss students' overall performance and program needs. If there is a need to provide interpreter/translation services at this meeting, the district provides this service. In addition, teachers and administrators provide elementary and secondary parent institutes and meetings with local community organizations like CAANH (Chinese American Association of North Hempstead) and the Manhasset School Community Organization (SCA) several times a year to share information about supports, graduation requirements, technology including access to the teacher webpages, parent portal, testing, and Rosetta Stone. Each year, at least one meeting of the Board of Education occurs in a community-based center, which serves families in Great Neck and Manhasset. The center offers academic support programs (Adventures in Learning) after school to the children of economically-disadvantaged families.

3. Professional Development:

Professional learning in the Manhasset Secondary School is designed to provide teachers and other education professionals with the strategies, resources, knowledge, and training necessary to address the needs of all its students. The school has, and continues to demonstrate, an ongoing commitment to the improvement of instruction and to providing comprehensive professional development opportunities to support and encourage its teachers to extend their understanding of best practices, current curriculum content, and pedagogy.

Simultaneously, the school reflects the district's philosophy and the NYS Next Generation Learning Standards. Our planned district-wide professional development initiatives are linked to student achievement, as well as to individual teacher's needs and requests for their own professional growth. It builds on Manhasset's record of achievement by emphasizing the district's high academic expectations and the connections between the NYS Standards and Manhasset's adopted and teacher-developed curriculum.

Our work also promotes the purposeful integration of instructional technology as well as several other interdisciplinary initiatives (e.g., STEM) throughout students' 7-12 experiences. The school also supports and provides opportunities for teachers to study topics of interest and to deepen their knowledge base in their areas of specialization.

Additionally, we encourage our teachers to work with their colleagues to enhance their instructional practice, to keep abreast of new understandings about how adolescents learn and develop, to help support young adults in their social-emotional and physical wellness, and to increase the level of classroom engagement in an effort to foster authentic joy around the teaching/learning process. We promote articulation in and across grade levels and between and among disciplines. Our efforts provide teachers, administrators, and other professional staff with focused, yet flexible, staff development opportunities. We align our staff development efforts with district initiatives, the NYS Learning Standards, and State and Federal mandates. Our support of teachers is meant to encourage flexibility in program design and to allow teachers to pursue individual growth. Our efforts attempt to support and sustain an ongoing commitment to the improvement of instruction, to promote continuous inquiry, and to embed professional growth into the everyday culture of the school.

In summary, the Manhasset Secondary School provides professional learning opportunities to its entire staff—the ultimate focus being the mental and physical wellness and academic growth of its students. We are committed to employing a meaningful, relevant, and practical framework for the entire school community.

4. School Leadership:

The administrative team at the Secondary School is comprised of the Principal, Assistant Principal (AP) and Dean of Student (DOS). Departmental supervision falls under the auspices of individual coordinators or directors. The student-centered Principal, with over twenty years of building leadership experience, connects with all constituents to lead a family-oriented atmosphere. Serving as Instructional Support Team (IST) chairperson since his tenure began, he oversees all formal meetings. The aim: to create an action plan to help the neediest students in the building. The AP and DoS, steadfast in their day-to-day activities, carry out policy with a “students first” focus, executing the daily tasks of coordinating all building functions as a team to address both short- and long-term tasks and initiatives. All three leaders serve students from grades seven through twelve and have developed a positive rapport with the students, staff and parents, while always supporting one another to maximize their effectiveness.

Working in close partnership with Central Office administration, a shared vision has been fostered to address the ever-changing needs of our student body and staff. Building goals are addressed each year in accordance with the districtwide vision. Committees are developed with the clear purpose to effectuate change, from grading practices to course-level placement, from social-emotional learning to improving transitional support for seventh and ninth grade students. While some schools may employ a “that’s the way we have always done it” approach, the building leadership team always re-evaluates and seeks to better improve practices to deliver options, resources and experiences that reach all students in a most positive and appropriate manner. Districtwide policies are continuously revisited in alliance with the Board of Education and Central Office Administration.

Districtwide department coordinators and directors maintain a close connection with their respective teachers, frequently observing classroom lessons, executing our district vision, securing departmental resources, and meeting with their staff and parents to ensure voices are heard and issues are addressed most appropriately. Offering our students the best classroom experience is a perennial goal and the directors, coordinators, and building leadership work tirelessly to meet this expectation each and every day.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

While the Manhasset Secondary School has many fine assets and has garnered countless praise, accomplishments and awards, over the past decade the one distinguishing practice that has emerged as the brightest crown jewel is our teacher evaluation model. Completely revamped approximately ten years ago in partnership with the local teacher's union (MEA), the district created a new and vibrant teacher observation model utilizing the Kim Marshall Plan. This rigorous model utilizes six domains (Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment, and Follow-Up; Family and Community Outreach, and Professional Responsibilities) and 60 elements, ten per domain. Led by department coordinators, each teacher is now observed seven to nine times a year, often by multiple administrators. This remarkable change occurred through hours and hours of discussion, a clear and honest vision, openness and trust from the MEA, and the hard work and dedication of the administrative team.

The first big change was the direct classroom observation. Each unannounced "mini-observation," which lasts approximately fifteen minutes, is followed by a thorough discussion with the teacher about the observed lesson. This new construct required administrators to rethink their practices, receive hours of professional development and embrace a new mechanism to record their observations. Secondly, more frequent and thorough dialogues are now required to keep lines of communication open, keep teachers focused on specific goals and to ensure that teachers reflect even more deeply on their personal practice. In concert with this vision, each coordinator or director, the "Primary Observer," holds a mid-year and an end-of-the-year meeting with each of their teachers. At these two essential meetings goals are described and highlighted, and candid professional feedback is provided to help drive effective pedagogy. As a direct outgrowth of executing this new model, teachers are now evaluated in a thoughtful and continuous manner where they are praised for exemplary pedagogical practices and also given constructive feedback to help them grow as a teacher. Over the years, this evaluation model has become one of our hallmark practices that directly enhances classroom instruction. Although this model requires a tremendous amount of an administrator's time, we believe that this commitment to instructional excellence is critical. Our entire teaching staff now receives the individual support they deserve, while also providing our building and district leaders with the experiences necessary to create clear departmental goals and a shared district vision.