

U.S. Department of Education
2022 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 Mr. William Bernhard
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ward Melville Senior High School
(As it should appear in the official records)

School Mailing Address 380 Old Town Road
(If address is P.O. Box, also include street address.)

City East Setauket State NY Zip Code+4 (9 digits total) 11733-3499

County Suffolk County

Telephone (631) 730-4900 Fax (631) 730-4901

Web site/URL http://www.threevillagecsd.org E-mail wbernhar@3villagecsd.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. Kevin Scanlon E-mail kscanlon@3villagecsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Three Village Central School District Tel. (631) 730-4000

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 Mrs. Susan Megroz Rosenzweig
(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, leave blank.*

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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

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	2	3	5
10	255	243	498
11	257	220	477
12 or higher	285	255	540
Total Students	799	721	1520

*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):
- 0.2 % American Indian or Alaska Native
 - 11.1 % Asian
 - 1.4 % Black or African American
 - 7 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 1.2 % 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 2020 - 2021 school year: 3%

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, 2020 until the end of the 2020-2021 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1, 2020	1564
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):
Arabic, Chinese (Traditional), Czech, French, Korean, Russian, Spanish, Telugu, Turkish, Urdu.

English Language Learners (ELL) in the school: 1 %
17 Total number ELL

7. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 230

8. Students receiving special education services with an IEP or 504: 21 %
323 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>40</u> Autism | <u>8</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>65</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>49</u> Specific Learning Disability |
| <u>13</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</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: 4
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	86
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	56
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	23

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 18:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	97%	95%	94%	95%
High school graduation rate	98%	97%	97%	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 2021.

Post-Secondary Status	
Graduating class size	551
Enrolled in a 4-year college or university	76%
Enrolled in a community college	16%
Enrolled in career/technical training program	0%
Found employment	4%
Joined the military or other public service	0%
Other	4%

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.

The purpose of Ward Melville High School is to provide students with an outstanding academic education, however, just as imperative, is our aspiration to inspire students to reach for greatness beyond the hallways of our school. Aligned with the goal of developing lifelong learners, we endeavor to create a well-rounded educational environment that is both creative and informative, an academic setting that sparks students' curiosity for learning and that imbues a strong sense of citizenship. It is paramount to our school mission to maintain a center for learning devoted to the social, emotional and intellectual development of students so they may become knowledgeable, productive and active members of our democratic society.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Discrimination and harassment against any student by employees or students, on school property or at a school function that creates a hostile environment by conduct which, with or without physical contact, and/or by verbal threats, intimidation or abuse, is of so severe a nature that it: a. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or b. reasonably causes, or would reasonably be expected to cause, a student to fear for his or her physical safety. Prohibited conduct includes, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.

School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts, should verbally notify the principal, superintendent, or their designee, no later than one (1) school day after receiving a report of such acts, and file a written report with the principal, superintendent, or their designee, no later than two (2) school days after making such verbal report. The Board of Education has appointed Dignity Act Coordinators for each school building in the District.

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

PART III – SCHOOL OVERVIEW

Ward Melville High School is a part of the Three Village Central School District. The Three Village community and school district is comprised of Setauket, Stony Brook, East Setauket, Old Field, South Setauket, Poquott, and parts of Port Jefferson and Lake Grove. It is a historical community along the north shore of Long Island's Suffolk County, with ties to the Revolutionary War and Culper Spy Ring. This vibrant community enjoys a strong relationship with the highly-esteemed Stony Brook University, a large world-renowned public research university that is a part of the SUNY system. A high number of educators and school administrators live in the district and educate their own children here, promoting a culture that has great value and appreciation for academic achievement. A strong, well-rounded and dynamic education is a major cornerstone, and priority, of the Three Village community. Students at Ward Melville High School receive a comprehensive education centered on a deep knowledge of core academic areas, as well as the arts and technology, where intellectual inquiry, critical, creative and independent thinking are greatly encouraged and imbued upon our students.

Students at Ward Melville High School come from diverse backgrounds, bringing to our school a wide array of social and intellectual interests, perspectives and beliefs that are shaped by a multitude of unique experiences. While our students range in natural abilities, a common bond shared throughout our student body is the pursuit of fulfilling and exceeding one's academic potential. Students achieve this pursuit by engaging in the myriad curricular, extra-curricular, athletic, theatrical, musical and social opportunities presented throughout our school. These opportunities are cultivated through the collective efforts of our highly supportive teaching staff and administrators. Much attention is given to assisting students in working toward and achieving their immediate and long term aspirations. This is also largely possible through the work of an expansive school counseling team that confers with students and parents to organize an individual academic program that is best suited to the needs, interests, and talents of each student.

Some key strategies that contribute to the success of our school include a student-centric approach to instruction led by a strong instructional staff, project-based learning, a nationally renowned INSTAR science program, a wide and varied degree of course offerings tailored to students' interests and ability levels, a student Writing Center, a large and highly dedicated team of school counselors, psychologists and social workers, and a university partnership.

Our staff capitalizes on a variety of professional development training opportunities that are often grounded in the most current research methodology. Maintaining a highly collaborative approach to instruction, and the shaping of curriculum, is a foundational belief within our school culture. Additionally, our school employs a DTC team-teaching model (Direct Teacher Consult), which includes a special education teacher and content area teacher working together, to better integrate and support special needs students and exceptional learners into our mainstream classes.

New teachers find support, guidance, and tutelage from our district mentors, helping to make the transition to the profession as smooth and effective as possible. This resource enables us to better develop and retain talented teachers. Shared decision making is an essential aspect of how we shape instructional practices and policies. This is evident in the work of our Site-Based Team, Instructional Service Team, Curriculum Development Council, and numerous committees that work together to address concerns and issues within the school and to strategize how to continuously improve our practices and educational environment; as well as share information and refine instruction and building policies.

The student Writing Center is an innovative program established in our school several years ago. Housed in our library, the Writing Center provides students with one on one writing instruction and feedback from our English teachers. At the Writing Center students receive assistance on a variety of writing assignments: including research papers, creative pieces, drafts, college essays, literary analysis essays, and more. At the Writing Center students work with instructors to receive guidance on their writing process and to discuss the student's work in depth. Another innovation to our school is the use of alternative instructional space, a room adjacent to our library called "The Nook." "The Nook" is a dedicated multipurpose space that is available for instructional staff to use for lessons better suited for a "non-traditional" instructional space.

Not only can it be utilized for the instruction of students, but also a symposium space where teachers can share their areas of expertise with colleagues, creating an exchange of knowledge, interests and instructional methods. "The Nook" is also used by our Pupil Personnel Services team to host workshops on mental health, wellness and social issues. Similar to "The Nook", "Wellville" is another alternative use space. This room is dedicated to staff wellness where people can learn about nutrition, how to manage stress, along with a variety of other wellness topics, or just recharge over the course of the school day.

Our school never closed its doors at any point during the 2020-2021 school year. Instruction was adapted to provide students with a choice of in-person or synchronous online learning through Google Classroom. The majority of students, initially around 70%, elected to attend school in-person, with that percentage rising to about 92% by the close of the school year.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Our guiding educational principles are in concert with the following ideas, that all students must learn at a much higher level than ever before to meet the demands and expectations of living in a modern democratic society. We ensure that all children are consistently provided with engaging, satisfying, and challenging lessons. Our core beliefs are a call to action that align with the academic expectations and standards of the entire Three Village community. They are a celebration of diversity and the uniqueness of every student and staff member who are part of this learning institution. They help us to focus our resources and inspire our continuous renewal. Our core purpose is to maximize the success of each student's learning and personal development to become a successful part of our democratic, multi-ethnic society. A bedrock belief and practice that informs our policies is that every student can learn more by experiencing lessons that are intellectually challenging, culturally relevant, enriching, and ultimately rewarding. We work to design and support flexible learning environments that best meet each student's needs. This requires that we tailor quality-learning experiences for every student, expand learning opportunities, and prepare students to be adaptive to change; to be able to accept responsibility for their actions and the impact they may have on others, and be able to work independently as well as in groups to solve complex problems. As an institution of learning and social development, we strive to prepare students for the rigors of being productive, thoughtful, reflective adults who will be capable and empowered to contribute to our national character in productive, meaningful ways. We seek to cultivate students who are culturally literate and empathetic toward others. These guiding principles are deeply ingrained within our identity as a school and are regarded as essential beacons that inform our practices and policies.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The English program has been recognized by the National Council of Teachers of English as a Model of Excellence for senior high school comprehensive language arts programs. Subject offerings include traditional full-year courses for grades 10 and 11 and a variety of semester courses including writing, literature, film, and public speaking. Co-curricular student publications such as Kaleidoscope, the school newspaper, and Cinnabar, the literary magazine, offer additional opportunities for participation in writing and publishing. Both publications have received the highest ratings from NCTE, the Columbia School Press Association, JEA, and NSPA. Students may take either or both of the AP Exams in English for potential credit from their colleges. Tenth and eleventh grade students must be enrolled in a full-year English course and may take electives only in addition to that course. For seniors, the full-year AP Literature and Composition course offers a comprehensive language arts experience, including a literature core, research and reference skills, and continued development in essay writing. Seniors who do not take AP Literature and Composition must take Senior Writing Seminar, a one semester course. To complete their senior English requirement, they may choose from any other English elective.

Our test scores on the English Language Arts Regents Exam are annually among the highest in New York State. Additionally, we produce multiple student writers who win an array of both local and national writing competitions, with the National Council of Teachers of English Awards being one example.

Formative assessment is used to provide data that monitors students' learning, giving the most immediate and ongoing feedback on student progress connected to a specific learning concept within the course of an instructional unit. This method enables staff and students to identify areas of reinforcement in student understanding, along with areas in need of refinement (deficiencies in learning) to adapt instruction be more effective and efficient. Using formative data was one way to improve students' scores on any poetry analysis questions on the Advanced Placement Literature & Composition exam.

Our school's Literacy program is designed to meet students' individual academic needs while also fostering

learning through group discussions and activities. A focus of the 10th and 11th grade programs is to prepare students for the NYS Next Generation standards by building on skills, learning styles and increasing confidence. Furthermore, a goal of the program is to help students to succeed in their academic classes. Literacy offers support with literature, essays, projects, etc. as assigned through academic core classes. Literacy is an Academic Intervention Service (A.I.S.) class and is offered only as a non-credit-bearing, pass/fail class.

1c. Mathematics curriculum content, instruction, and assessment:

According to Albert Einstein, "Pure mathematics is in its way the poetry of logical ideas." Some might say this is an ethos widely embraced by the Ward Melville High School math team, a belief that inspires our instructors of mathematics in their passion for teaching math. The Mathematics Department provides high quality instruction designed to encompass a broad curriculum of mathematical topics, and to develop problem-solving skills that range from algebraic skills to solving operations in trigonometry. The mathematics curriculum serves to develop students' critical thinking skills, analytical thinking, and a strong understanding of logical applications in order to best address and solve problems that go beyond the classroom. Instructional techniques include explicit instruction, conceptual modeling, and differentiated instruction. There is an increased focus on more literacy support since standardized assessments in mathematics are incorporating an increased amount of word problems. Instructional staff applies both formative and summative assessments in the form of tests, quizzes, projects, math journals, and performance tasks.

Additional support for students who struggle with mathematics is provided through a robust tutoring service and AIS labs that are tailored to students' needs, helping them improve their understanding of mathematical concepts.

1d. Science curriculum content, instruction, and assessment:

The Science Department aims to capture the enthusiasm of students and direct their interests, curiosity and experiences toward the understanding of biological and physical phenomena. Instruction assists students in learning and applying scientific concepts, principles and theories pertaining to the physical setting and the living environment, and in recognizing the historical development of ideas in science.

Students at Ward Melville High School study biology, physiology, chemistry, anatomy, physics, forensics, astronomy, ecology, and environmental science. Courses are offered at varying levels of difficulty, including Regents, Honors, and Advanced Placement. The Science Department offers a number of engaging elective courses as well that include studies in zoology, meteorology, and the biological sciences. Instruction is student-centered, with a focus on project based, experiential learning that is hands on.

The most high profile program within the science department is InSTAR. This three-year program is by application only and designed for motivated, academically talented secondary students who wish to become acquainted with some of the basic skills required for advanced careers in science research. The three year program culminates in the senior year with an independent research based project.

The sophomore year for students in the program focuses on the use of the scientific methods, hypothesis design and testing, development of scientific writing skills, and the proper use of statistical methods for data analysis. Students are required to participate in various outside writing competitions and the Long Island Science Congress Competition.

About 40 students are typically enrolled in this program.

Traditional instructional techniques such as lectures, small group instruction, project-based learning, and conceptual modeling are employed for students outside of this program. Tests, quizzes, exit notes, labs, and projects are used as assessments.

The junior year is devoted to developing a long-term research project, usually with a mentor, which leads to

submission to the Regeneron Science Talent Search. Students are exposed to a wide range of scientific disciplines to find their areas of interest. Other activities include in-house experiments, submission of novel research to the Toshiba ExploraVision competition, the BNL Bridge Building Competition, and application to the Simons Fellowship Program.

Senior year is based on students having completed an independent research project. Seniors are required to submit this research to the Regeneron Science Talent Search. Other opportunities include submission of research to the Long Island Science and Engineering Fair and NY State Andromeda Competition. All students are required to participate in selected science competitions and fairs throughout the year. The program requires substantial work so successful students are highly motivated and deeply driven to meet the standards of this program. Acceptance is based on student performance in 10th and 11th grade, obtaining a research mentor spring of junior year, and meeting all requirements of the institution at which the research will be conducted by the end of the junior year. This is a nationally renowned, prestigious science program.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The Social Studies Department offers a broad-based program designed to expose students to the numerous areas encompassed by the field. While maintaining academic rigor, we endeavor to provide an interesting program for students of all abilities. To achieve this we offer, in addition to required New York State courses, a diversified elective program. All students must pass the Regents Exam in Global History and Geography (two-year course) and United States History and Government (one-year course). Further, all students must take a fourth year of Social Studies which is comprised of a semester course in Economics and a semester course in Participation in Government. The Social Studies department works diligently to facilitate civic discourse that engages students in preparing to become contributing members of our democratic society. Indeed, History as an academic discipline is presented through the perspective of being a social and political pattern that can better inform our current cultural and social choices. A goal of Social Studies instruction is to refine our students' cultural literacy so they may be better prepared to enact social justice, support our democratic institutions, and help resolve societal issues.

Essay, tests, quizzes, and presentations are used to assess students' understanding and progress.

1f. For secondary schools:

Ward Melville High School offers a robust Advanced Placement program with over two dozen AP courses across disciplines. In addition to greater content understanding, students enrolled in AP courses learn essential time management and study skills needed for college and career readiness. AP students delve into subjects that interest them with an acute sense of intellectual curiosity and discovery, as well as an appreciation for the depth of complexity connected to studying intellectual content in a sophisticated manner. This approach aims to prepare students for the rigors of their academic pursuits at the college level. Some examples of this coursework are represented through our ACE courses, which are college credit bearing classes in conjunction with Stony Brook University, SUPA classes which are affiliated with Syracuse University, and Honors Economics, Multivariable Calculus and Linear Algebra, and Differentiated Equations; courses which are exceptionally challenging and rigorous. Students not taking AP classes are offered enrollment in Regents level courses, which are highly substantive and engaging. Students take Regents exams in order to graduate and can, based on specific levels of achievement on the exams (90 or higher on a number of exams), earn a distinction on their diploma.

Ward Melville High School also works in collaboration with the Board of Cooperative Educational Services to provide technical and trade education courses in a wide range of occupations. This includes courses in agriculture, business, communications, construction occupations, health occupations, manufacturing, and transportation.

A multitude of community-based leadership opportunities are also available for students through membership in our National Honor Society.

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

2. Other Curriculum Areas:

Arts (visual and/or performing) The Art Program provides a comprehensive and inclusive sequence of courses in the visual and professional arts. All courses provide an awareness of the particular area and its career opportunities. All art courses meet the New York State Learning Standards and the National Core Art standards. There are over 20 art electives offered. AP Studio Art, College Credit Graphic Design and multiple honors level classes. An array of Art shows: Art After Dark, Spring into Art, Building Art show. The Art Department also features the National Art Honor Society, and Yearbook Club. The department has produced multiple Scholastic Writing Awards Program honorees and winners. There is also a course where students design logos for major companies / brands and local businesses. Many students participate in an array of Art classes.

The music program welcomes all students who are interested in expanding their understanding and skills. Our performance ensembles give students the opportunity to directly experience significant musical works in a variety of styles. Students are proud to present their work through performances in our schools, community and at major festivals. Students may elect to study music theory and musical styles in our Comprehensive Foundations of Music courses, and AP Music Theory. Many WMHS graduates are performing successfully with professional and university ensembles. The Ward Melville High School music department has been awarded multiple Grammy Awards. Extending students' musical education through high school creates a life-long opportunity to participate in music ensembles and to more fully understand and appreciate music of all styles. Many of our students participate in music on a nearly daily basis between small group lessons, large group rehearsals, and class instructional meetings. Classes include orchestra, wind ensemble, chorus, band, chamber ensemble, AP Music Theory, Introduction to the Electric Guitar, Advanced Lead Guitar Technique, Survey of Jazz, Percussion Ensemble, The History of Rock and Roll, Camerata, and others.

Phys Ed/Health/Nutrition

The Physical Education Department has developed units of instruction and lessons based on three areas of instruction: Psychomotor, Cognitive, and Affective domains. Students are graded based on the following: Personal and Social Responsibility Skills, Activity Skills Assessment, and Cognitive Ability Assessment. Physical Education is factored into students' overall GPA. IF a student is unable to participate in Physical Education due to a medical reason, the student must bring in a doctor's (MD) note from their personal physician with a diagnosis and duration of condition to: a) the student's Physical Education teacher, b) the Chairperson of the Physical Education Department, c) the school nurse. Depending on the doctor's note/orders, the student will be placed on modified physical education with their teacher or "Sportfolio."

The health curriculum at Ward Melville High School is the result of a 30+ year effort on the part of the department's instructional staff and guided by the National and New York State Education's Health Standards and Mandates. This dynamically changing health program is under constant revisions in order to keep abreast of current relevant concerns of all health sciences while meeting the needs of our student population here at Ward Melville High School. All students attending Ward Melville High School are required to take one of the mandatory health courses in order to meet their NYSED graduation requirement. 1607: Health Education: Human Sexuality/Family Living or 1611: Critical Health Issues H.

Foreign Language

The Ward Melville World Language Department offers a variety of courses in different languages at varying levels. Students continue to study languages introduced in grades seven, eight and nine and may choose an additional language to study at the high school level. For the first time in the spring of 2021, Ward Melville students were offered the opportunity to earn the Seal of Biliteracy. The Seal of Biliteracy is an official, New York State recognized award given to students who have studied and attained proficiency in two or more languages by high school graduation. One of our students attained proficiency in three languages. In order to provide support to students interested in earning the Seal of Biliteracy, the department created a

course called Language, Culture and Literacy of Romance Languages. In the following World Language courses, college credit may be earned through the ACE program at Stony Brook University: Level V, Level D H and AP in Italian, French and Spanish and Level III in ASL. The department is committed to excellence in language instruction and committed to cultural diversity.

Tech/Library/Media. The mission of the Ward Melville library is to guide students toward active, lifelong learning. The library is an integral part of Ward Melville High School, providing students with an abundance of resources, great literature, and academic support. With a discerning eye, students learn to access, evaluate and utilize information for personal knowledge and academic success.

Any other notable programs

The Three Village Business Department encompasses a comprehensive program of challenging courses in college and career readiness. Half and full-year Regents level and Honors level credit courses compliment academic study and provide opportunities for students to satisfy many of the commencement level New York State Learning Standards. Courses are designed to prepare students for post-secondary study and/or entry-level employment. For those students who choose to pursue a post-secondary business major, the following courses will have an option for college credit through SUNY Farmingdale or Long Island University; Business Organization & Management, Accounting II, Marketing, Wall Street Finance, Virtual Enterprise, and Fashion Merchandising & Marketing.

3. Academic Supports

3a. Students performing below grade level:

ACADEMIC INTERVENTION SERVICES (A.I.S.). In addition to group and individual counseling services provided by the various counselors, psychologists, and social workers, academic tutorial and remediation services are provided in academic areas for students who have scored below minimum standards on state assessments, and / or have failed courses. A.I.S. comes in different forms including tutorials, in-class modifications, literacy and writing labs, math tutorials, small group instruction, speech and language assistance, etc. Student records are regularly reviewed to determine A.I.S. placements. Additionally, we offer elective courses in our Special education program to further support and enhance the experience of our students in Special education.

The Literacy program is designed to meet students' individual academic needs while also fostering learning through group discussions and activities. A focus of the 10th and 11th grade programs is to prepare students for the NYS Common Core Standards by building on skills, learning styles and increasing confidence. Furthermore, a goal of the program is to help students to succeed in their academic classes. Literacy offers support with literature, essays, projects, etc. as assigned through academic core classes. Literacy is an Academic Intervention Service (A.I.S.) class and is offered only as a non-credit-bearing, pass/fail class.

3b. Students performing above grade level:

Ward Melville High School offers a wide array of Honors and Advanced Placement courses to challenge and engage students performing above the academic standards of their grade level. These elevated courses offer students an opportunity to explore academic subjects in greater depth and detail. The purpose of instruction in these programs is to challenge students to expand their critical thinking of complex topics, weigh empirical evidence to form sophisticated intellectual arguments, and develop insightful perspectives with an appreciation for nuance and ambiguity.

*** Three 9th grade students (based in one of our two Junior High Schools) are enrolled in an AP Calculus course offered at Ward Melville High.

3c. Special education:

The Special Education Department provides diverse support services for students with learning disabilities, language dysfunction, and physical and emotional disabilities. Students receive remediation and reinforcement of academic skills taught in their mainstream classes. For students who benefit from a structured environment, the department offers a self-contained program. The Special Education program is designed to teach students through a diagnostic and prescriptive process for specific learning needs of students. An Individualized Educational Program (IEP) will be developed within a resource room environment or special education class. Alternate teaching strategies and testing techniques are used to promote academic success. Students usually attend the Resource Room one period a day. Placement in this program is determined by the Committee on Special Education. Grades of P (Pass) or F (Fail) may be used in this alternate system if it is in accordance with the student's IEP. Furthermore, an array of quality instruction and support services designed to provide an appropriate educational experience for students with disabilities and those in special circumstances are provided. The department's goal is to ensure that each student with a disability has the opportunity to acquire the knowledge, skills, and competence to reach their maximum academic potential so they are prepared for continuous learning and productive citizenship.

Two 9th grade students, based in one of our two Junior High Schools, in need of select Special Education services are enrolled in classes at the High School in order to help support their specific needs.

3d. English Language Learners, if a special program or intervention is offered:

English as a New Language (ENL) is a course designed to meet the unique and special needs of students who do not speak English as their native language. To improve the students' fluency in English and facilitate the transition to American culture and academic life, the English as a New Language class focuses upon the following skills: speaking, listening, comprehension, writing, reading, vocabulary and culture. All potential students are screened using the NYSITELL and remain in the program until they satisfy state requirements for exiting.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The academic and social culture of Ward Melville High School is a complex amalgamation of elements orchestrated to realize, and bring to fruition, the most absolutely essential goal of all stakeholders--that every single student will be supported so they may fulfill their potential. It is a culture defined by rigorous, meaningful academic standards created and applied to promote intellectual inquiry and discovery for our students, as well as our staff members, in each area of instruction. The academic expectations we collectively imbue onto our students drive our students to excel by inspiring them to work to meet, and often, exceed their unique potential. Students are successful in achieving academic excellence because our culture, emphatically, is built upon perpetuating a consistent degree of social and emotional support for all students. There is a strong, shared belief throughout our administration and instructional staff that academic excellence and achievement cannot be accomplished exclusively through rigorous instruction, rather, that rigor must be bolstered to an authentic support system that encourages students to pursue excellence through positive reinforcement and easily available access to important supportive resources. Students are provided with guidance and a variety of supports in order to help them manage the demands of our academic programs, and to mitigate the stresses that are sometimes attached to working toward elevated learning goals. Our success as an academic institution is deeply connected to the nurturing of our students' overall well-being. This belief is embedded into our culture as a foundational, bedrock principle.

This is sustained through active, consistent channels of communication between our administration, administrative deans, instructional staff, students, and families throughout the community. This communication is vital in bringing together diverse perspectives, people with varying areas of expertise, and the requisite support needed to implement our vision of success and progress for all students. We diligently work to maximize all available resources to provide our students with the best possible opportunities to learn and evolve into productive members of our society who will contribute to our democracy in a constructive manner. This philosophy is evident in the following examples, our award winning InSTAR science program, the Writing Center, several university sponsored course offerings, an extensive mental health system of support, expansive extra-curricular offerings, highly competitive athletic programs, award winning music programs, and a vibrant theater program. We strive as a school community to provide "something for everyone" so that each child may find a purposeful and fulfilling connection to our school.

As a result, students at Ward Melville High School are consistently engaged with purposeful, vigorous, and caring instruction, with the intention of providing students with a meaningful education, along the emotional support needed to thrive and excel.

2. Engaging Families and Community:

The Ward Melville Site-Based Team is an important forum in maintaining community outreach. It is a venue where representatives from the Three Village community can share ideas and express concerns regarding our school. It is an important way for school leadership to engage with members of the community to maintain open communication and to address the needs of our students. Similarly, the Ward Melville PTSA is an organization that works collaboratively with school leadership for the success and support of our students.

Another important way we engage with business partners in our community is through the "Learn and EARN!" Career Jumpstart course. Students are afforded the opportunity to discover their career DNA and career opportunities that are best suited for who they are. They have the opportunity to explore jobs of the 21st century as well as how to successfully compete in today's competitive job market. Topics of focus include resume writing, applying for a job, interviewing, how to move up the corporate ladder, business/workplace ethics and etiquette and creating a social media presence. Along with relevant coursework, students in Career Jump Start receive assistance in obtaining a relevant internship or job shadowing experience. Through a student's internship (paid or non-paid), or even an existing job they hold, students can earn up to two additional credits for the course for their "real-world" experience! Students

receive an additional .5 credit for every 150 hours of intern/work experience with a maximum of 600 hours (2 credits). Students can continue accumulating hours (course credit) even after the course concludes throughout the school year and into the summer. Upon completion of this course, students will have prepared a New York State Career Plan for their grade level. This course also satisfies the Career Plan and CDOS Learning Standards components of the CDOS Commencement Credential. Get an edge and be well prepared for college and/or a career path of your choice with Career Jump Start.

3. Creating Professional Culture:

The Ward Melville High School culture of professionalism is centered around the essential belief that teachers be treated with respect and regarded as mentors to our students. That as educators we are responsible for students' intellectual, social and emotional growth. This is an awesome responsibility that requires continuous attention, support and leadership. We recognize and value the concept that our work as educators is a calling to serve society by educating students through a commitment to the highest professional standards. These standards include maintaining an environment where the voices and ideas of all constituents are heard and valued. Where the expertise and experience of our teachers is celebrated as a major contribution toward our school's mission and success. Where the safety, security and success of our students is central to all decisions and our collective sense of duty. Ward Melville High School is defined by the ethos of treating all students and employees with dignity, respect and kindness. It is this defining principle that shapes our collective professionalism.

Furthermore, there is a consistent effort to provide staff with current, purposeful professional development training that is both engaging and research based to inspire instructors to continuously evolve as professionals and to refine their pedagogical skills as best as possible. Our code of professionalism is manifest throughout Ward Melville High School in our daily routines, evident in everything from communication, to how we organize and maximize the use of valuable instructional time. Our professional culture has been well-established through the diligent work and dedication between administration and instructional staff in concert with a commitment to serve our students as the foremost significant priority. We aim to accomplish this within a culture that motivates our instructors to consistently offer high-quality, rigorous instruction that is buoyed by a sense of compassion and support so our students can meet their potential. Our lofty professional standards are tempered and balanced by providing our teachers with both the professional and personal support needed to fulfill the expectations of our unique culture.

Our Instructional Technology team helps facilitate mobile learning both on and off campus, helping students and staff capitalize on the convergence of academic resources, scholarly sources, content rich media, and relevant applications to maximize learning and instruction.

Our district mentoring program, Bard College workshops, and partnership with Stony Brook University are also just some of the additional resources that support the professional develop of our teachers and administrators.

4. School Leadership:

First and foremost, as school leaders at Ward Melville High School, we work to perpetuate shared decision making that involves the perspectives of all stakeholders in the community. This is applied by recruiting perspectives and insights from staff (instructional and non-instructional), students, parents, administration from other schools within our district, as well as central office administration. We believe it is vital to view our roles as school leaders as being part of a larger team that works in concert to benefit our students, and to meet the lofty educational standards that we aspire to as an academic community. Actively being in a partnership with, and at the service of, our school community is the motivation that compels the leadership style that defines the identity of the Ward Melville High School leadership team. It is a philosophy enacted by our Principal, Assistant Principals, Deans, Chairs and Directors. Directors coordinate instruction and curriculum between schools in the District in departments that do not have a chairperson. This approach is evident through initiatives and policies developed by administration, like the Breakfast of Champions, which recognizes and promotes positive student choices and actions. It is a philosophy found also in a strong commitment to establish ideas derived from wider school committees organized to work collaboratively to

continually renew and improve upon our educational strategies. These committees are often comprised of teachers, students, administrators, non-instructional staff, and parents. Two such examples are our site-based team, and our PBIS committee. School leadership aims to communicate with staff, students and parents as clearly and consistently as possible through different channels to more effectively address challenges and issues that might arise within our day to day experiences. In addition to collaborative problem-solving, substantive communication is an essential way for our leadership team and staff to work cohesively to address the needs of students, and to create new ideas and initiatives to enhance the learning and social experiences of our students. Promoting distributed leadership in a variety of forms, and maintaining open lines of clear communication, helps school leadership sustain a positive and engaged culture of learning for all students of varying abilities and backgrounds. Our leadership practices enrich the overall work environment, empowering teachers to regard themselves as professionals in the field whose unique skills, experiences and talents shape the identity of our school. It is the responsibility of leadership to foster a climate that not only provides clear direction, but discretionary autonomy for staff as well. The goal is to sustain an environment of collaboration, but also one where individual instructors can realize their own vision and voice in the classroom. As school leaders we strive to create an educational setting that supports individual and collaborative learning, encourages positive social interaction, and active engagement in intellectual discovery. Maintaining dynamic collaboration that values an exchange of meaningful ideas, along with positive reinforcement of highly effective instructional practices, gives agency to our staff, which in turn promotes a positive and productive learning environment for our students to thrive, both academically and socially.

The Principal oversees the school calendar, program review, budget, PTSA, Think Tanks, staff meetings, supervision of academic chairs, overseeing security, suspensions, APPR, extra-curricular activities, AP exams, and field trips. The Principal supports instruction and learning and assists in facilitating professional development.

The grade 12 Assistant Principal assists with program review, supports the Diversity and Equity committee, organizes graduation, oversees the crisis team, supports the Yearbook team, oversees substitute teachers, custodial staff, library staff, building and grounds, supervises the social workers, assists in implementing Positive Behavioral Interventions and Supports (such as the Breakfast of Champions), technology support, and organizing events such as the Senior academic awards.

The grade 11 Assistant Principal oversees the Special Education department, organizes the Graduation Report, chairs the Intervention Support Team, supervises the school psychologists, teacher assistants, special education assistants, and monitors. They also oversee the nurses, Regents and final exams, organize transportation, and support the Prom Committee.

The grade 10 Assistant Principal develops the Master Schedule, organizes duty assignments, home tutoring, belongs to the Curriculum Development Council, member of the Professional Development Committee, oversees the Course Offering Guide, report cards, the Health & Wellness Committee, Sophomore Orientation, and is a liaison to college programs.

The Dean of students oversees student discipline and behavior management. Our collective approach to student discipline is centered restorative practices that empower students to apply strategies that will lead to better decision making, self-advocacy, and constructive forms of communication.

Since we believe in maintaining a dynamic educational environment of teaching and learning, it is imperative for our administrative team to be able to adapt to the evolving needs and interests of both our students and instructional staff. This has been highly evident throughout the Pandemic (incidentally we never closed our building) where we have adapted, and continuously revised, our practices to meet the requirements of Statewide safety restrictions and protocols.

Overall, our leadership philosophy is founded on the principle that every member of our team, regardless of title, has the capacity and agency to demonstrate leadership of a kind by applying their ideas to enhance and improve the functioning of our school in a meaningful fashion.

5. Culturally Responsive Teaching and Learning:

Aligned with the mission of the Three Village Central School District Diversity, Equity, & Inclusion Committee, at Ward Melville High school we aim to foster inclusivity, value diversity, and promote equity in our school community. As a district, we are committed to addressing and dismantling discriminatory treatment, unfair policies and biased practices based on race, gender, religion, ability and/or sexuality. We will cultivate, acknowledge, celebrate and honor the cultural differences of our students, staff, parents and community members. We do this with respect, self-awareness, authentic engagement, and a willingness to learn from one another. Just one example of this was on February 1st 2022, when the Ward Melville Muslim Students Association celebrated National Hijab Day. Ward Melville students, teachers, and faculty were invited to participate in the event which took place in The Nook. All participants were able to ask questions and learn about the hijab. Members of the club also helped participants try on a hijab themselves.

We also address current events and social movements in our Power, Politics and Civic Engagement course where students investigate the pressing issues of modern society, uncovering their root causes, the government's role, and the influence of outside political and economic factors. Students learn to think about major issues, and how to participate in society as informed citizens in hopes of inspiring positive change through civic engagement and activism. The topics are often chosen by students, where they are then encouraged to explore each subject and formulate their own critical perspectives and opinions.

Additionally, we offer an English literature curriculum that represents diverse voices, characters and cultural experiences to help broaden our students' perspectives and to develop a sense of empathy toward social groups that have traditionally been marginalized or underrepresented in popular culture. A few examples of these texts include, "A Thousand Splendid Suns", "Snow Falling on Cedars," and "Song of Solomon". These texts are taught with the intent of providing students with an insightful, thoughtful degree of cultural literacy and sensitivity.

Furthermore, we offer an English as a New Language course designed to meet the unique and special needs of students who do not speak English as their native language. To improve the students' fluency in English and facilitate the transition to American culture and academic life, the English as a New Language class focuses on the following skills: speaking, listening, comprehension, writing, reading, vocabulary, and culture.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Ward Melville High School is a large senior high school, however, our prevailing strategy for success is to support each and every one of our students with the attention, resources, respect, encouragement, and instruction that may be more commonly found in a smaller institution. Our philosophical approach to student success is driven by meeting the unique needs, interests and individual abilities of our students. This practice is manifest within several of our programs; notable examples being the Writing Center, Organizational Support, InSTAR, and diverse elective courses across all subject areas, optimum class sizes to better ensure students are engaged in a meaningful fashion; along with well-staffed Guidance and Pupil Personnel Departments. Furthermore, we support student learning through a robust Special Education program that tailors instructional support to the needs of each student who receives services through this program.

It is the strategy of Ward Melville High School to provide the social-emotional support needed for students to meet the exceptional academic standards of our school, and to thrive as well-rounded young adults who possess boundless potential. It is the prevailing belief of our administration and staff that students must be surrounded by an educational environment that is inclusive, encouraging, nurturing, motivating, and engaging. It is the students' overall well-being that is the driver of academic success. This may only be accomplished when, as Sir Kenneth Robinson has stated, educators act as the moderators of climate control, fostering a climate that is conducive to students' interests, curiosity, and talents. A climate that is supportive in assisting students to refine their academic skills and to widen their breadth of knowledge, not only in academic disciplines, but in the creative arts as well. And to cultivate students who will be kind, thoughtful, well-rounded people.

Our strategy for academic success at Ward Melville High School is an aspiration, a perpetual striving to ensure every student believes they are valued members of our school with extraordinary potential to achieve meaningful goals and to fulfill their place in our society as exemplary citizens.