



Outreach

WWW.MINEOLA.K12.NY.US

DUAL AP Computer Science Female Diversity AWARD

Mineola High School has earned the College Board AP Computer Science Female Diversity Award for achieving high female representation in AP Computer Science A and AP Computer Science Principles. More than 200,000 institutions offer AP courses across the globe, and Mineola is one of only three in New York State and one of 36 in the world that earned this dual award.

To earn this designation, schools had to achieve 50% or higher female representation in either or both of the AP computer science courses, or have the percentage of female computer science examinees meet or exceed that of the school's female population.

AP Computer Science Principles launched in 2016 and nearly 100,000 students took the exam in 2019.

Mineola School District has been committed to providing female students with access to computer science courses and opportunities at all grade levels.



"Taking this class made me a lot more interested in coding. I became a lot more skilled than I was before."
-Alexis Panebianco, Grade 9

"The class gives me a sense of pride. I feel so smart knowing how to code and am looking forward to taking more."
-Emma Gutierrez, Grade 9



"I think it's great to have this skill that I can just use. I feel like this class opens up opportunities for us."
-Bailey Jex, Grade 9

"I've realized how much fun coding is. I had thought about being a math teacher previously, but now I'm open to coding."
-Natalie Lavinx, Grade 9

Mineola Union Free School District
121 Jackson Avenue
Mineola, New York 11501

NONPROFIT ORGANIZATION
U.S. POSTAGE PAID
MINEOLA U.F.S.D.



Social-Emotional Learning

SETS Stage for Success

It has been proven that schools that help foster greater social and emotional competence help ensure positive short- and long-term academic and personal outcomes for students. Mineola continues to provide a learning environment that supports social-emotional learning for all students through initiatives and enrichment opportunities.

Through social-emotional learning, children learn about emotions, empathy, teamwork and conflict resolution, behavioral management and constructive decisions, and understand how strengths in these areas can help them succeed. While these skills are immersed in all that we do as a district, there are a few specific ways we have been building upon them even further.

Most recently, as a result of the capital improvement projects and expansions at both Hampton and Meadow, increased space has allowed for “chill zones” or “cozy corners” and interactive hallways, which serve as interactive locations for sensory output, physical activity and brain breaks. These breaks in the day can result in an increased focus for students and ability to interact with the larger world around them. At each of the buildings, students are allowed to come to these rooms or hallways

for five- or 10-minute brain breaks, as needed, throughout the day.

Each of the elementary buildings are also utilizing an initiative to promote specific focuses throughout the year. Meadow Drive is calling it Meadow Mindset, while Hampton Street is using the name Hampton Helpers, but the themes are similar in structure – focusing on characteristics such as kindness, lifelong learning and teamwork – and students are given opportunities to exhibit those values throughout the school day.

The expansion of growth mindset also helps to promote social-emotional learning in our students. At the primary level, we are continuing to educate students in strategies that help shift their mindset, learn self-control and create awareness of how their brain works and why. Correlating this with the use of Badge Books, the conversation has shifted between teacher and student to make students the driver of their successes. Instead of just celebrating when a badge is earned, students are asked motivating questions such as, “What badge are we working on?” and “Are you willing to complete this to earn your badge?”



HAMPTON STREET



MEADOW DRIVE

