

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

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

School Mailing Address 103 Church Street
(If address is P.O. Box, also include street address.)

City Nanuet State NY Zip Code+4 (9 digits total) 10954-3030

County New York

Telephone (845) 627-9808 Fax (845) 624-5520

Web site/URL https://www.nanuetd.org/homepage E-mail mmahoney@nanuetd.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 McCahill Ed.D. E-mail kmccahill@nanuetd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Nanuet Union Free School District Tel. (845) 627-9888

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 Mr. Edward Dingman
(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):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools. **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	100	90	190
10	82	96	178
11	91	89	180
12 or higher	113	97	210
Total Students	386	372	758

*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 % American Indian or Alaska Native
 - 14 % Asian
 - 8 % Black or African American
 - 26 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 51 % 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 2020 - 2021 school year: 8%

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	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	61
(4) Total number of students in the school as of October 1, 2020	758
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

English Language Learners (ELL) in the school: 4 %
28 Total number ELL

7. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 194

8. Students receiving special education services with an IEP or 504: 14 %
105 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>7</u> Autism | <u>6</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>24</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>46</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>6</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	40
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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	97%	98%	95%	95%	97%
High school graduation rate	95%	94%	97%	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 2021.

Post-Secondary Status	
Graduating class size	190
Enrolled in a 4-year college or university	70%
Enrolled in a community college	22%
Enrolled in career/technical training program	2%
Found employment	1%
Joined the military or other public service	2%
Other	3%

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. 2016

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

The Nanuet School District is committed to the personal development of each student so that upon graduation, he or she is prepared and inspired to apply learning in a changing, complex, and interdependent world.

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

<https://boardpolicyonline.com/?b=nanuet&s=37032>

<https://boardpolicyonline.com/?b=nanuet&s=37035>

<https://boardpolicyonline.com/?b=nanuet&s=37036>

<https://boardpolicyonline.com/?b=nanuet&s=37037>

<https://boardpolicyonline.com/?b=nanuet&s=37197>

<https://boardpolicyonline.com/?b=nanuet&s=37205>

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

Nanuet Senior High School is located approximately 25 miles northwest of New York City in the hamlet of Nanuet, Rockland County. Home of the Golden Knights, we serve the students of Nanuet Union Free School District with 763 students currently enrolled. Nanuet High School Home has a rich tradition for achieving high academic standards that promote the development of college or career readiness. We are committed to providing a caring and inclusive atmosphere that fosters individual student development. Core beliefs are emphasized such as inclusion, character development, personal growth, and the pursuit of excellence.

During their high school years, the diverse student body is encouraged to strive to be the best version of themselves with each course selection, extracurricular activity, and community service experience. Nanuet High School administration and faculty are committed to continuous improvement, focusing on best practices in the classroom and updated curriculum offerings. A focus on the whole child promotes college and career readiness skills as students prepare for post-secondary life.

Rigor, student engagement, and development of the whole child provide relevance and meaning in this planning. The foundation for these strategies, programs, and techniques are found in the Nanuet School District mission statement: "The Nanuet School District is committed to the personal development of each student so that upon graduation, they are prepared and inspired to apply learning in a changing, complex, and interdependent world." Students are encouraged to take advantage of opportunity and challenge themselves. This is accomplished using a rich and rigorous curriculum that motivates students to learn. The District provides access for students and teachers to the latest technology and promotes our use of assessments and assessment data to drive instruction. Staff are provided ongoing professional development opportunities to support and promote a school culture and climate that nurtures and inspires.

Since receiving the National Blue Ribbon Award in 2016, Nanuet High School has expanded Advanced Placement and dual enrollment course offerings to provide additional opportunities. We adopted a rotating block schedule that provided an opportunity to integrate Project Based Learning into 55 minute blocks. The schedule provided an opportunity to enhance lesson design and incorporate different approaches to delivery, with a lens on access to college credit courses for all students. Nanuet Senior High School offers 10 Advanced Placement courses and 11 dual enrollment courses. Teachers and school counselors utilize an opportunity index and individual four year plans to assist students and promote access and inclusion. The 2021 College Board AP Computer Science Female Diversity Award for AP Computer Science Principles and 2021 U.S. News & World Report, which ranked Nanuet Senior High School number 96 in New York State, are examples of these successes.

In the performing arts, our award winning music program enriches student growth and development with 23% of students enrolled in chorus, band or orchestra. In the visual arts, students are provided opportunities to enrich the atmosphere of our school with artwork and creative displays throughout the school. Nanuet offers 40 diverse clubs and activities and our students embrace the opportunity to participate. The athletic program is steeped in tradition with 20 interscholastic boys teams and 23 interscholastic girls teams. Community engagement remains an important component of our school culture, whether it be through senior citizen center visits, food drives, clothing drives, street fairs or fundraisers for worldwide causes. Student voice is critical to the success and growth in planning and developing new approaches, activities and initiatives.

The community continuously supports the budget and bonds demonstrating support of the programs and services offered. In October 2021, a \$59,070,379 capital bond was approved by the Nanuet community. The bond serves as an investment in the future of schools K-12 with improvement and modernization of classrooms. Already a desirable community, this investment is further evidence of the value placed on education in the District.

COVID-19 placed stress on education systems throughout the world, and Nanuet School District responded by providing students with individual ChromeBooks as we integrated differing approaches to lesson

delivery. A new learning management system provided a vehicle for enhanced communication and delivery of educational services. Our faculty and support staff were provided with professional development as we offered live lessons utilizing a hybrid model with students in two cohorts attending in person on opposite days. We placed emphasis on student engagement and their social and emotional needs. Our District was the first school district in Rockland County to welcome all students back for five days of in-person learning.

The District is committed to the pursuit of excellence by providing rigorous, relevant and engaging opportunities for all students. Through best practices in the classroom and extracurricular activities, Nanuet High School strives to promote a school culture that nurtures and inspires the development of individuals prepared for "a changing, complex, and interdependent world."

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:

The Nanuet School District’s mission lives in each classroom, hallway, and field on our campuses. For a small district, we think big. We focus on rigor and relevance, social emotional learning (SEL), and being culturally responsive. We educate the whole child, working across the content areas to share best practices. As a result, many students participate in AP and dual enrollment courses. Prior to the March 2020 closure, the District provided time for teachers to prepare materials so that we were able to continue educating children with our virtual teaching and learning platform. We continued to meet weekly during the spring of 2020 to adjust our plan, to participate in professional development, to share best practices, and to support each other. That support perfectly epitomizes the culture of Nanuet; we were flexible through trying times and committed to educating our students. Throughout the summer of 2020 the re-entry team met weekly to evaluate academic and social needs. Together, we not only prepared to welcome our students back in a hybrid model, but we also implemented a new learning platform, Schoology. Throughout the year, teachers adapted to Schoology and to the hybrid model. We learned techniques to draw students into the classroom through Zoom, and we used different software to engage them. The support that we provided each other was crucial in helping students, but it was also essential for the culture of Nanuet. More than ever, the past two years have taught us the importance of formative and summative assessments. The information gathered from assessments helps to guide instruction. In the fall of 2021, we welcomed our students back full-time. The unwavering commitment of the faculty and student body to not only education, but to the culture of our community, has enabled us to succeed in an ever-changing educational environment.

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

The English Department offers Regents, Honors, and Advanced Placement level courses, as well as electives. All of these courses are designed to help students develop their reading, writing, speaking, and listening skills. Throughout their time in high school, students read a wide range of texts that allow them to hear and understand different perspectives across time, race, and culture. Students interact with these texts to analyze the content and writing and to develop their own beliefs and skills. Using the concepts of mirrors and windows, students are able to see themselves and learn about others through both fiction and nonfiction texts. Students engage in expository, narrative, and creative writing. The students take part in research projects, which are all rooted in writing. The English teachers work with students to help them develop their research skills including: navigating databases, writing a thesis statement, and supporting their thesis with both primary and secondary source information. One focus of the English Department is to incorporate more opportunities to strengthen students’ speaking skills. During the pandemic, this proved to be a real challenge because of masks and online learning. In response, students shared opinions through the chat feature and breakout rooms on Zoom. Although this was not ideal, we adapted to the situation and stayed committed to educating our students. Now that we are back to full time in-person learning, we have returned to student-centered Socratic Seminar and group presentations. In doing so, we realized that we needed to offer even more support than in the past because many students were not comfortable speaking in public. English teachers continue to monitor student progress through both formative and summative assessments. For example, one formative assessment teachers use is Basic Writing Skills sentence composing activities to check students’ understanding of text, as well as vocabulary and sentence structure. At the conclusion of each unit, students complete a writing assignment, test, and/or project. Through one of our District’s professional development initiatives, our teachers were trained in Project Based Learning. This inspired the creation of several unique standards based assessments, including poetry anthologies, interviews of elderly relatives, and student created podcasts. Although assessments were modified—or, in some cases such as midterms, finals, and the Regents, canceled—we continued to teach to the NYS standards, striving for excellence. Instead of traditional full-length culminating exams, we assessed our students in smaller snapshots and engaged in the Data Driven Instruction process, ensuring each student’s growth.

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

The Mathematics Department has successfully implemented the Common Core Standards and is now actively preparing for the Next Generation Learning Standards. Each student is expected to take four years of math, which exceeds the mandated New York State requirement of three years. Nanuet provides pathway options for students to earn their math credits. We have introduced two new courses to our menu of options: AP Statistics and Advanced Quantitative Reasoning. Students can choose dual enrollment or Advanced Placement math courses. Technology is used in all math courses to promote student engagement, success, and motivation. Many courses such as Algebra 1, Geometry, and Algebra 2 are now using eMathInstruction. Standards-aligned e-text are used to provide scaffolded lessons and to deliver asynchronous instruction. Internationally recognized math programs IXL and Deltamath have also been added to our math toolbox. IXL and Deltamath are programs that promote student growth with interactive problems from modules sorted by level that range from middle school to AP Calculus. The data analysis features embedded in both IXL and Deltamath give our teachers the ability to analyze data promptly and often are used as formative assessments that drive instructional decisions. We are in the pilot phase of adding another layer of assessment and look to include the NWEA as a part of our practice. Schoology has given us the ability to organize instructional resources and manage communication, particularly during the pandemic. Our commitment and our ability to adapt different platforms greatly facilitated our transition to remote and hybrid learning over the past two years. This department prides itself on the amount of extra help and academic interventions that it provides. As an enrichment opportunity, Math League participation offers our students a chance to compete with other students from local schools. Our chapter of Mu Alpha Theta recognizes those students who excel in mathematics. The consistent high proficiency achievement of our students in the anchor Algebra 1 Regents has been recognized by the New York State Education Department. Mathematics teachers discuss and delve into creative teaching and learning strategies to bring mathematics to life for our students. Some of our classes, such as Geometry, utilize our Outdoor Education Center for real world applications of mathematical concepts. Students visit this District property to measure trees and buildings as an opportunity to learn the importance of angles. The goal of connecting math to our daily lives, promotes depth of understanding in relevant and real world lessons. We look forward to expanding opportunities in the future.

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

The Science Department has undergone changes in standards with the adoption of the Next Generation Science Standards (NGSS) paving the way for the current New York State Science Learning Standards (NYSSLS). With the new standards and assessments forthcoming, teachers are modifying curricula. We continue to incorporate diverse instructional approaches, including differentiated instruction, problem-based learning/inquiry learning, explicit instruction, demonstrations, and modeling. Formative assessment tools, such as concept maps are used to identify success of student understanding as well as gauge which students may need more explicit instruction. Common summative assessments are administered within disciplines, and the data is collected and used to drive instruction. Despite the challenges associated with the pandemic, the commitment of the Nanuet teachers and students have made it possible to maintain excellence. Our Science Department is always investigating creative ways to engage students, such as utilizing our Outdoor Education Center for projects in our Living Environment and Environmental Science classes. Students use this space to investigate real world applications of science curriculum, such as Tree Studies, Bee Keepers, Bird Species, Pond/Water Studies, Habitat Units, Sustainable Living, and Farm to Table units. The COVID-19 pandemic has given the teachers and students an opportunity to explore other modalities of communication and engagement. Schoology and virtual science laboratories, such as PhET, have been instrumental in teaching and learning over the past two years. To engage students, teachers have tapped into their creative toolboxes and added to the variety of activities that connect curriculum to real world situations, independent research projects, presentations, and project based learning opportunities. Our focus on rigor, relevance, and relationships has given us the opportunity to achieve success while focusing on students' individual needs.

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

The Social Studies Department has been integral in developing active, participatory and engaged students who are able to access the political process at Nanuet High School. The department offers diverse courses that encourage students to reach their full potential at the Regents, Honors, and Advanced Placement levels. Relationships with local colleges and universities enable students to receive Advanced Placement and dual enrollment credits in Criminal Justice, Psychology, and Public Policy. The Public Affairs course is designed to improve students' abilities to analyze, evaluate, synthesize, apply, identify, and forecast the basic components of a public policy. The stages of creating a public policy begin with learning how to locate, collect, use, and present information from surveys, print and on-line resources, and interviews. Students work cooperatively in teams to develop a public policy, assess its costs and effects, and create strategies for its implementation. Fifty-eight course requirements include five module papers, a "Quality" Team Project, community service, and class and community participation projects.

We worked to adapt and revise our materials, calendar of common assessments and classroom activities to meet the new New York State Frameworks. We utilize primary sources that provide multiple perspectives and voices. The use of PBL allows students an opportunity to identify and pose solutions to real-life current issues on local, state and federal level. These projects will assist our students in their postsecondary education and provide them with valuable 21st Century skills and experiences as they transition into their prospective careers. Our commitment to student success is paramount. Grade level teams work to develop assessments that gauge student skills and content utilizing the measurable results to drive their instructional decisions. During the COVID-19 pandemic, teachers designed baseline assessments upon the return of students to hybrid learning to investigate any gaps in skills or content. This allowed teachers to design lessons and activities that would address the needs of each student while providing a springboard for enrichment activities. We have developed several key partnerships at the county and local level to enhance experiences beyond the classroom. The department regularly engages students by bringing in local politicians, law enforcement, and other experts to our classrooms to bridge the gap between educational experiences and real world applications. In addition, students are provided opportunities within their junior and senior year courses to register to vote while exploring their civic duty and responsibility.

1f. For secondary schools:

Offering different curricula pathways for students helps promote and support the development of individual skills necessary for college or career readiness. Students are encouraged to follow courses that support their strengths and interests. Individual four year plans guide student choice to support decision making. Our Comprehensive Developmental Guidance Program provides many services including: a freshmen orientation, new student orientation, grade level presentations, vocational assessments, vocational school tours, financial aid workshops, college admissions visits, and junior parent/guardian conferences that focus on postsecondary readiness. Parents are encouraged to attend guidance sponsored events such as Junior Parent Night, Financial Aid Planning, college nights, and post-secondary conferences. Utilizing technology, students have access to post-secondary planning tools that promote organization and access to applications and scholarships. All students are required to complete courses for graduation, with an emphasis on rigor. All students take Career and Financial Literacy. This course teaches skills and knowledge that students need for career or college readiness. It provides students with the opportunity to learn about the features of our economy, explore a variety of careers, learn the skills and competencies needed to succeed in the workplace, and develop financial literacy skills. Career and technical education courses at Rockland BOCES are offered with industry expert instructors. Students in grade 11 and 12 have an opportunity to graduate high school with technical experience, professional skills and industry certifications in high-skill, high-demand fields. We continue to delve into opportunity, access, and equity as we build our repertoire of course offerings. We offer ten Advanced Placement courses and eleven dual enrollment courses. With over forty clubs and activities, we look to engage all students and promote civic involvement. These promote student leadership, community and civic mindedness, and responsibility.

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

2. Other Curriculum Areas:

Physical/Health Education, World Languages, Arts, Technology and Business courses provide essential skills and knowledge. The Visual Arts Department foundation course is Studio Art. Elective offerings include Drawing, Painting, Photography, Digital Design, Fashion Design, Ceramics, and the culminating Portfolio Design course. Student artists display their work in renovated building spaces, including the new exhibit space in the Social Heart and throughout the community. Students with an interest in visual art also participate in the Art Club. The Music Department has a rich tradition of excellence and students can participate in Band, Chorus and/or Orchestra. AP Music Theory and dual enrollment college courses in Music and Music Fundamentals provide advanced study. Extracurricular opportunities include Jazz Band, Concert Choir, Drama and Musical Productions, Chamber Orchestra, Music Technology, Pep Band and “Big Musicians” mentoring program. During the pandemic, students participated in virtual concerts, ensembles, and a spring musical. The Health/Physical Education Department provides opportunities that promote health and well-being. Students enroll in Physical Education throughout high school. The health curriculum provides the knowledge, skills, and values to promote healthy lifestyles. A CPR course is available to those interested. The World Languages Department offers students the opportunity to study French and Spanish. The majority of students complete one year of language study, with a large number of students completing three years of study. Level four language classes are offered as dual enrollment college courses. Language teachers support students’ acquisition of essential skills and knowledge through the use of authentic resources and the application of language in real-world scenarios; by celebrating the cultural diversity of our student body; by making cross-cultural connections and comparisons; by preparing students for success beyond high school through the integration of interpretive, interpersonal and presentational modes of communication. Students have the opportunity to earn the New York State Seal of Biliteracy in all languages to recognize proficiency in two or more languages. The Library Media Program supports the full research process: accessing, analyzing, evaluating, creating, reflecting, and sharing information and ideas. The print and digital collection, including high quality databases and Sora (digital eBook & digital audio book platform), is curated to represent the variety of interests and needs of the entire student population. Our media specialist develops collaborative lessons with content area classes focused on media literacy, information literacy, and research skills. The Technology Department offers courses in Design and Drawing for Production, Computer Aided Drawing, Architectural Drawing, Woodworking, Robotics, Principles of Engineering, Media Production, Introduction to Computer Programming, and AP Computer Science Principles. A competitive Robotics Team participates in interscholastic events. The Business Department offers Career and Financial Management to provide all students career and financial literacy skills. The dual enrollment Business Course provides a rich introduction to finance, international trade, information technology, management, marketing, and career opportunities in the business world. A successful DECA Club competes at the state and national level. Students may attend the CTEC program for opportunities in specialized fields of study.

3. Academic Supports

3a. Students performing below grade level:

Nanuet School District offers many supports for students. Students performing below grade level in any content area at the high school level are eligible for Academic Intervention Services. Due to lack of Regents and other standardized testing during the pandemic, our school community has been reviewing and revising local and common assessments. As part of the department meetings, our educators are analyzing students’ assessment data. This analysis not only drives instruction, but it also serves as information for placement of our students. Over the past several years, during COVID-19, students were invited to Zoom Academic Intervention Services. Students are provided opportunities to take non-Regents pathways to graduation, and we are continuously looking at options to support struggling students. Teachers are available for lunch extra help, office hours extra help, and academic intervention periods before or after school. After collaborating with our middle school colleagues, we recognized a need for more explicit instruction in English and mathematics. Next year we will be adding an every other day academic intervention built into a student’s schedule. This tier two intervention will help students gain access to explicit instruction. Their weaknesses will be addressed to help each student succeed at grade level. Students that are below grade level that are special education and have an Individualized Education Program receive resource room as a level three intervention.

3b. Students performing above grade level:

Nanuet Senior High School students have many enrichment opportunities. Our program of studies contains courses that range from non-Regents, Regents, dual enrollment, and advanced placement. Challenging students to reach their highest potential, all students are encouraged to attempt a dual enrollment and Advanced Placement class prior to graduating high school. Our students also have the opportunity to complete senior year at the local community college. Many of our students graduate with college credits that apply towards their associates degree or bachelor's degree. Our campus offers numerous clubs and activities that challenge students to follow their passions. We are currently looking to bring back courses such as Advanced Science Research that affords advanced science students the opportunity to research innovative science topics. As a school community, we often seek input from all stakeholders as we make programming decisions. Our goal is to provide all students with specialized educational opportunities that help shape their future progress as they advance in their educational careers. Students have the opportunities to take an Independent Study course that is tailored to their interests. With the help of teachers, students have participated in such investigations as the science of cosmetology, art therapy, job shadowing in education, stem cell research, water purification, fire science, and artificial intelligence. Our teachers are always willing to work with students to develop a curriculum that is course specific for each student.

3c. Special education:

The Special Education Department provides instruction, interventions and assessments that meet and exceed the programs, services and accommodations on students' Individualized Education Programs. At the Committee for Special Education meetings, the entire team collaborates to ensure that each student can successfully access the general education curriculum. Both parents and students are active participants at CSE meetings and their voices are heard and included throughout the IEP.

All students in consultant teacher classes and special classes are on track for a Regents diploma. We do not modify the standards or Regents curriculum in any way, so our teachers continually adapt to meet students at their level. Through differentiation, specially designed instruction and explicit instructional techniques, our students are successful. Having two teachers in consultant teacher classrooms daily allows for parallel teaching, small group instruction and specially designed instruction. In social studies, teachers pre-teach and reteach key concepts and vocabulary. Audio books for novels and adapted versions of the text make challenging novels accessible for classified students. Writing outlines in English classes are scaffolded. Modeling, visuals, organizers and modified projects are provided. In science, "Pictionary" quizzes are used as a formative assessment to benefit students with different learning styles. Tests are given digitally using the Schoology audio recording feature. Students can replay questions multiple times. This feature also enables students with the 'test read' accommodation to stay inside the room and pace themselves. Larger assessments are broken down into smaller, formative assessments and used as opportunities for re-teaching. Smaller, more frequent assessments lead to greater student success on larger unit tests. Nanuet is unique in many ways, but our culture of always putting the needs of our students above everything else, makes us stand out from other districts as we strive for excellence.

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

We value the cultural and linguistic diversity of our students and see this diversity as an asset to our learning community. Our educators provide support to English Language Learners in a variety of ways based on the needs of each student. We have responded to recent increases in the number of immigrant students by meeting students where they are and best preparing them to become college or career ready. Our Newcomer ELLs are provided with the most intense levels of support to develop their English skills, as well as the content and skills required in all academic disciplines. This support involves a combination of push-in and small group or pullout support where teachers and teaching assistants adapt instruction and assessments using translation and scaffolding techniques. Some students participate in a specially designed Newcomer English Literacy course that focuses on building foundational English skills that prepare students for future transition into general English courses. We also offer an Algebra course for Spanish speaking ENL newcomers that provides math instruction in the students' native language. Two teachers in our English department are duly certified in TESOL with another teacher in the process of obtaining this certificate.

ELLs are strategically placed in the courses of these specially trained teachers to provide optimal instruction. A majority of our ELLs are provided with the support of an ENL teacher or bilingual teaching assistant in their core subjects well beyond NYSED service mandates. ELLs also have the opportunity to participate in a small group ENL Lab course that targets language acquisition as well as additional support that may be needed in content area coursework. Our faculty and staff work to ensure that our multilingual students attain the highest level of success in an academically challenging, supportive and nurturing environment.

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

Nanuet School District welcomes any student and family that may be experiencing hardship, such as homelessness. Homeless students are given any resources at our disposal and are also connected to our Family Resource Center. Support from the Family Resource Center looks very different for each student, depending on needs. Over the course of the past few years, the Family Resource Center has been instrumental in helping us bring families any necessities that are not only conducive to students' success but are imperative to families in the current economic climate. Besides the homeless population, the last few years have been very taxing on our students' mental health. Because of the rising need, we created a full-time Therapeutic Setting Program (TSP) that provides academic and therapeutic support. This program was instrumental to the success of our students struggling with mental health. In addition, we began to incorporate Social Emotional Learning throughout our curriculum. We are in the process of training our faculty and staff for a building-wide program, Dialectical Behavioral Therapy. Our commitment to mental health is unwavering as we make our way out of the pandemic.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our program decisions revolve around the ideology of educating the whole child while maintaining excellence. COVID-19 altered our mode of instruction, but it did not waiver our dedication to our students and their families. Best practices for a student-centered educational approach, rigor and relevance, and SEL continue to be our focus. Throughout the pandemic, every faculty and staff member made phone calls to check on students and encourage engagement in our virtual and hybrid learning platforms. The Guidance Department played an integral role in motivating our students and their families. The counselors developed strong relationships and focused on the social, vocational and academic needs of the students. The Guidance Department found new ways of communicating with students and parents utilizing Zoom, Google forms, and Schoology class pages. Once in-person learning returned, leadership teams investigated modifications for providing traditional student programs despite strict health and safety mandates. For example, our traditional homecoming celebration was held outdoors this past fall and was a huge success. Our Spirit Week continued to thrive although activities were modified but still maintained their familia culture. We were the only district in our county in 2020 to hold in-person graduation ceremonies. The District also arranged two motorcade parades where faculty traveled around the community to boost morale and celebrate seniors, hung banners, put up lawn signs, and gave graduates “Swag Bags” to celebrate Seniors. The Class of 2021 graduation was held at our local sports arena so that all students and their families could attend. Our efforts to engage students innovatively continue by providing more collaborative social learning opportunities. Our capital projects have enhanced and created innovative spaces within our building for our students to work and learn. Nanuet boasts a state of the art Global Learning Commons, modern breakout rooms, and a bustling Social Heart that features a school store, which is run by our Life Skills students. These revitalized spaces create a sleek, modern setting for our students to connect and socialize. In addition to our campus upgrades, our innovative music programs, art exhibits, and athletic events tether our community to the high school. Our community partnerships with local businesses and non-profit organizations as well as our Outdoor Education Center provide our students with a multitude of unique opportunities and experiences as they begin to think about their post-secondary careers. Our modern campus coupled with a student-centered approach to teaching and learning indeed sets Nanuet apart from other high schools.

2. Engaging Families and Community:

Nanuet High School administration, faculty, and students actively seek opportunities to make meaningful community connections. There are a multitude of extra-curricular activities that partner with local organizations. The Nanuet Junior Chamber in partnership with Nanuet Chamber of Commerce run the annual tree lighting and street fair as they teach our students about business. The Nanuet Community Fall Festival is sponsored by the Rotary Club and works in conjunction with the high school’s Interact club to bring our communities together. Guest speakers at our Woman’s Issues Now club meetings enable students to hear firsthand accounts of women in the community. Smiles for Seniors Club engages the elderly, and Nanuet’s parent run Black and Gold booster club has numerous school community benefits, including providing scholarship opportunities for students. Homecoming Weekend, the Brown Jug Football Game, Fall, Winter, and Spring Athletic Awards dinners celebrate our scholar athletes. Our school community and District value and celebrate music through our thriving Nanuet Music Partners organization. Nanuet & Beyond and the Chamber of Commerce partner with our Art Department to hold an Art and Culture Event and Gala at the Palisades Center that displays student artwork in local businesses. Nanuet school and community connections share some unique annual events that are cherished by all. The Founders’ Day Dinner held in our school celebrates our senior citizens and teaches our students to respect and serve our founding community members. Senior Awards Ceremony is a recognition of excellence in which community members generously provide scholarships to members of the senior class. Attendance at this ceremony of the entire school community reminds our students about the importance of kindness, support for one another, civic duty, goal attainment, and high achievement. Our school community often raises funds for our local People to People organization. Our Life Skills students organize a district-wide Holiday Gift Drive and during Spirit Week each grade makes donations. Nanuet students and clubs also make donations

and volunteer to help our local soup kitchen. Another activity that binds our school community together is the Annual Faculty Thanksgiving Dinner that is hosted by the Life Skills faculty and students. Along with the donation opportunity, this teaches our students the importance of giving thanks and belonging. Our partnership with our local non-profit Bridges Organization allows our students an opportunity to participate in disability awareness events such as “In My Shoes”. These events help teach our students acceptance, tolerance, equity, and kindness.

3. Creating Professional Culture:

One word that comes to mind when describing Nanuet’s faculty is collaborative. We have always been collegial and professional. At monthly faculty and department meetings best practices are discussed. In addition, our administrative team shares ideas and thoughts during our bi-weekly meetings. Nanuet prides itself on our teacher-leader positions. Department coordinators and directors are liaisons that support teachers and administrators. This collaborative effort has been enhanced through professional learning communities. During the last several years, prior to COVID-19, the faculty has engaged in professional learning communities to actively research instructional best practices that encompass student-centered lesson design. Working collaboratively in PLC’s, teachers researched culturally responsive pedagogical practices and student-centered lesson design that incorporates the use of technology. In addition, teachers investigated practices to enhance their craft including Project Based Learning, tiered lesson design, cooperative learning grouping, and engaging students in extended learning during the block schedule. Administrators provided teacher choice in selecting topics for each PLC group. Each group meets weekly to discuss their research, plan for instructional implementation, and to reflect on the implementation with their colleagues. Administrators visit each group throughout the year and offer constructive feedback to support this important initiative. All participants work in a collaborative Google Document that provides a running record of professional conversations, research, and reflections that each group produces. As a culminating activity at the end of the academic year, groups share insights about their topic. Faculty and administrators have an opportunity to ask clarifying questions, as well as, share any expertise they may have on the presentation. District level administrators often attend the culminating presentations at the faculty meetings. Currently, professional development in Dialectical Behavior Therapy and International Teaching, Learning Center’s Eight Power Strategies are being offered to promote student engagement and relationship building. These professional development topics might extend into next year’s PLC groups.

4. School Leadership:

Nanuet Senior High School’s administrative team works closely to create a positive school culture and environment. Nanuet High School’s administration consists of the principal, assistant principal, and a Director of Athletics/Student Affairs. The school leadership team also includes teacher leaders in all departments including a Director of Guidance and a Dean of Students. The high school principal oversees the instructional program, staff, budget and building operations in coordination with District administration. The principal coordinates with staff, to support students and promote the development of programs and services to meet the needs of the high school students. The principal also coordinates with community members and families to promote community voice in new or existing initiatives. There is strong value placed upon creating a positive school climate that seeks student input to drive the development of instructional vision, building project design and clubs/activities. Weekly administrator meetings are held to maintain an open dialogue and share ideas regarding happenings in the school. District and building level administrators meet frequently to schedule professional development opportunities, share expertise, and make scheduling and staffing decisions. They provide leadership in a collaborative manner that allows creativity and shared vision. In March of 2020, our District leadership team met with other district leaders across the county and state. In a quick and efficient manner, our Deputy Superintendent convened a meeting with all of the District’s teacher leaders and administrators. The Deputy Superintendent shared details regarding the possible closure and articulated the vision of implementing virtual instruction. Swiftly and effectively, the meetings within departments ensued and prior to the week’s end the faculty shared the vision and began implementing a plan. The building level administrative team began compiling each department's plans, while our technology director began coordinating distribution of Chromebooks for every student. The District has provided the administrative leadership team and faculty with professional development to help create student-centered learning environments. This professional development enhances instructional

leaders' capacity to have shared understanding of culturally responsive teaching and equity, while also promoting inclusivity and relevance and rigor. It is our intention to build programs that provide relevant and rigorous opportunities for all students while leveraging the power of our leadership, promoting collective efficacy, and utilizing our team to transform our organization. Collaboration, shared mission and vision, shared decision-making, unity, inclusivity, empowerment, professional development, continuous support, and pride make every stakeholder strive for excellence.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching and learning has always been embedded in the fabric of the Nanuet school community. We value the cultural and linguistic diversity of our students and see this as a tremendous asset to our learning community. In addition to our robust course offerings that facilitate student choice, Nanuet participates in the NYS Seal of Biliteracy. This program fosters connections and supports our multilingual learners during the process of pursuing the NYSED Seal of Biliteracy. The special seal demonstrates proficiency in languages other than English and exemplifies Nanuet's dedication to providing opportunities for all our students. As part of creating an optimal learning environment, we celebrate cultural diversity as it contributes to student engagement, learning and achievement. Nanuet Schools use an Opportunity Index as a tool to provide an in-depth look at equity, opportunity, and access with regards to student course enrollment and program. Our high school participates in Today's Students Tomorrow's Teachers, a program that promotes the development of highly qualified certified teachers from socio-economically and culturally diverse backgrounds. Utilizing mentors and a collaborative model, TSTT provides support and financial resources that promote student success with a goal of empowering students to become teachers in their communities. This helps create career potential for students in hope they return to serve the school community that supported them on their journey. Our school community is focused on the empowerment of individuals through commitment, vision, collaboration, and continuous improvement. We work together to get through the toughest challenges and stay focused on the students we serve. Our partnership with all our stakeholders makes our successes possible.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

To identify one strategy or practice that is most instrumental to Nanuet High School's success is a challenging task, but the word that best encapsulates our approach is opportunity. The personal development of students requires many strategies and approaches, but academic practices are benchmarks in the success of our students. Nanuet High School provides an academic environment that promotes rigor through an opportunity. The opportunity is promoted by teacher recommendations, early post-secondary planning presentations, a developmental guidance program, strong department articulation and an open course enrollment process. The District provides the PSAT to all students in grades 10 and 11 at no cost to families. This PSAT data is utilized in the Opportunity Index that promotes student enrollment in Advanced Placement, honors and dual enrollment courses. Intervention services are available to students across all disciplines, with a focus on academic skill development and enrichment. This focus will continue to be a cornerstone at Nanuet High School as we introduce new academic intervention courses in Math and English to promote academic growth and equity. The academic success of Nanuet High School students is evident in a traditionally high percentage of students attending colleges as well as many recognitions from the National Merit Scholarship Corporation. Recent ranking as a Top 100 High School in New York State further demonstrates the success we have experienced. Lastly, the school profile contains data that articulates the competitive programs our students attend upon graduation. This provides opportunities for future students as a result of the success of alumni. Traditionally, 80% of our students enroll in a college level course prior to graduation and enrollment remained strong during the COVID-19 pandemic. This is attributed to a culture of rigor and relevance that continues as a foundation for our future. A primary focus of recent bond initiatives will be modernizing classrooms as we continue to promote innovative practices to connect curriculum to students. This focus upon academics enriches the school experience in our clubs, sports and extracurricular activities. Our co-curricular eligibility policy places emphasis on academics first. These supports and outcomes provide our students with opportunities that can shape their academic future in profound ways. In closing, we promote the personal development and critical thinking skills our students will need as society advances. These critical thinking skills are anchored to academic skills that promote depth of understanding and academic growth.